

ARTICLE

RESEARCH, GUIDE AND PRODUCE CLASSES AT PROFEPT: CONSIDERATIONS ON PEDAGOGICAL WORK IN GRADUATE STUDIES¹

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ABSTRACT: Graduate studies in Brazil are a recent experience, dating back to the 1930s. For this reason, it was understood that a study was opportune, aiming to understand the meanings and how pedagogical work is described at this level of education by teachers. Thus, as a specific objective, the meanings that the professors of a Professional Master's network develop concerning the facts and experiences in their pedagogical work are analyzed in the interlocutors' speeches. To produce, collate, analyze, and systematize the data, the research was guided, theoretically and methodologically, by the Analysis of Movements of Senses (AMS). A questionnaire was applied to 489 teachers and at the same time document analysis and bibliographic research were carried out to produce data. Three nuclei of meanings were identified in the narratives: experiences of pedagogical work (limits and challenges); pedagogical work as the fulfillment of daily activities; and nonspecificity of pedagogical work. It was deduced that it is necessary to invest in the pedagogical work of teachers in network programs, so that, from the articulation and dialectical arrangement between the individual and the collective, a pedagogical project is built anchored in the historical, social, political, and cultural contexts being economic and effective in the organization and pedagogical praxis, in the procedures and the actions, promoting relationships and transformations in the educational institutions and in the subjects that compose it, as well as in the production of knowledge.

Keywords: pedagogical work, postgraduate studies, analysis of sense movements.

¹ Article published with funding from the *Conselho Nacional de Desenvolvimento Científico e Tecnológico* - CNPq/Brazil for editing, layout and XML conversion services. The translation of this article into English was funded by Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES/Brasil.

PESQUISAR, ORIENTAR E PRODUZIR AULA NO PROFEPT: CONSIDERAÇÕES SOBRE O TRABALHO PEDAGÓGICO NA PÓS-GRADUAÇÃO

RESUMO: A pós-graduação constitui-se no Brasil como uma experiência recente, remontando à década de 1930. Por essa razão, compreendeu-se ser oportuno um estudo, tendo como objetivo entender os sentidos e o modo como é descrito o trabalho pedagógico neste nível de ensino, pelos professores. Assim, como objetivo específico, são analisados, nos discursos dos interlocutores, os sentidos que os(as) professores(as) de um Mestrado Profissional em rede elaboram relativamente aos fatos e às vivências experienciadas em seu trabalho pedagógico. Para produzir, cotejar, analisar e sistematizar os dados, pautou-se a pesquisa, teórica e metodologicamente, pela Análise dos Movimentos de Sentidos (AMS). Foi aplicado um questionário a 489 professores e paralelamente realizou-se análise documental e pesquisa bibliográfica para a produção de dados. Identificou-se nas narrativas três núcleos de sentidos: vivências de trabalho pedagógico (limites e desafios); trabalho pedagógico como cumprimento das atividades cotidianas; inespecificidade do trabalho pedagógico. Deduziu-se que se faz necessário investir no trabalho pedagógico dos(as) professores(as) em programas em rede, para que, a partir da articulação e do arranjo dialético entre o individual e o coletivo, se construa um projeto pedagógico ancorado nos contextos histórico, social, político e econômico e que se efetive, na organização e práxis pedagógica, nos procedimentos e nas ações, promovendo relações e transformações nas instituições educacionais e nos sujeitos que a compõem, bem como na produção do conhecimento.

Palavras-chave: trabalho pedagógico, pós-graduação, análise de movimentos de sentidos.

INVESTIGAR, ORIENTAR Y PRODUCIR CLASES EN PROFEPT: CONSIDERACIONES SOBRE EL TRABAJO PEDAGÓGICO EN ESTUDIOS DE POSGRADO

RESUMEN: Los estudios de posgrado en Brasil son una experiencia reciente, que data de la década de 1930. Por esta razón, se entendió que era oportuno un estudio, con el objetivo de comprender los significados y la forma en que se describe el trabajo pedagógico en este nivel de enseñanza. Así, como objetivo específico, se analizan en los discursos de los interlocutores los significados que los profesores de una Maestría Profesional desarrollan en red en relación a los hechos y experiencias vividas en su quehacer pedagógico. Para producir, cotejar, analizar y sistematizar los datos, la investigación fue guiada, teórica y metodológicamente, por el Análisis de los Movimientos de los Sentidos (AMS). Se aplicó un cuestionario a 489 docentes y al mismo tiempo se realizó análisis documental y búsqueda bibliográfica para la producción de datos. Se identificaron tres núcleos de significados en las narrativas: experiencias de trabajo pedagógico (límites y desafíos); el trabajo pedagógico como cumplimiento de las actividades cotidianas; inespecificidad del trabajo pedagógico. Se dedujo que es necesario invertir en el trabajo pedagógico de los docentes en programas en red, para que, a partir de la articulación y arreglo dialético entre lo individual y lo colectivo, se construya un proyecto pedagógico anclado en el contexto histórico, social, político y cultural. contextos económicos y efectivos, en la organización y praxis pedagógica, en los procedimientos y en las acciones, promoviendo relaciones y transformaciones en las instituciones educativas y en los sujetos que la componen, así como en la producción de conocimiento.

Palabras clave: trabajo pedagógico, posgraduación, análisis de los movimientos sensoriales.

INTRODUCTION

Postgraduate studies in Brazil are a recent experience. It has existed for less than a century: “The first steps of postgraduate studies in Brazil were taken at the beginning of the 1930s, in the proposal of the Statute of Brazilian Universities [...]” (SANTOS, 2003, p. 627). In this way, the work of teachers at this educational level is also coated with a certain novelty, being in the process of configuration (CIRANI; CAMPANÁRIO; SILVA, 2015). Pedagogical work is the materialization of the organization and pedagogical project of the course and/or educational institution, having as reference the relationships established between the subjects and the knowledge produced. “Hence why there is an urgent need to deepen the understanding of this category, establishing more clearly its characteristics and, above all, implications” (FRIZZO; RIBAS; FERREIRA, 2013, p. 563). For this reason, a study on pedagogical work in postgraduate studies was considered appropriate, aiming to understand the meanings and the way it is described by teachers.

It is assumed that postgraduate studies, especially *stricto sensu*, at its core, aim to commit to and be responsible for the training of master’s and doctors, with scientific production and the promotion of technologies and innovations arising from research (basic or applied) (OLIVEIRA; FERREIRA, 2011). In this context, pedagogical work suffers impacts related to the meanings² assumed by these subjects, expressed in their pedagogical projects, based on the pedagogical guidelines of each course/program/school, personal feelings, the configurations of the world of work, etc.

It should also be noted that, despite the conception of pedagogical work being studied by several authors, such as Paro (1993), Bezerra and Santos (2012), among others, for this study, this category/concept³ is considered as the work produced by teachers to produce knowledge, when inserted in the intrinsic relationship between education and work (FERREIRA, 2017).

From this understanding, it is assumed that, when producing pedagogical work, teachers record successful or unsuccessful experiences, marked by suffering and/or pleasure. Experiences are understood as brands and knowledge derived from experiences. These are the interrelations established by the subjects. “Experience refers to being inside the fact. The experience is configured because of the fact and the experience if analyzed, interpreted, and given meaning by the subjects” (CASTAMAN; FERREIRA, 2022, p. 442). For this reason, the psychodynamics of work addresses the intimate pleasure-suffering connection generated by the occupation and designs means and ways to balance and maintain the physical, psychological, and social integrity of workers (DEJOURS, 1992).

Such conditions are not always discoursed by teachers and, therefore, their meanings may often not constitute an object of analysis. It is explained that “To discourse is a neologism, created to describe the work of producing discourse. Although there is the verb ‘to speak’, ‘discursive’ was chosen due to the emphasis on the process, to make the action understood through discourse” (FERREIRA, 2020a, p. 04). Bearing in mind these assumptions, this study seeks to analyze, in the speeches, the meanings that teachers of a Professional Master's degree network express⁴ concerning the facts and experiences in their pedagogical work. To this end, to produce, compare, analyze, and systematize the data, theoretically and methodologically, the Analysis of Sense Movements (ASM) is described below.

² Meanings are provisional and feelings are meanings that have become stable. Thus, “[...] meaning is one of the possibilities of feeling an expression or word in speech. The meaning is, thus, stabilized, the feeling seeks to stabilize itself” (COSTAS; FERREIRA, 2011, p. 216).

³ Category/concept because, at the same time, it is evidence of a conception of teachers' work, exposed in a critical way and, as such, in studies and research, it is considered a category of analysis, that is, a term that contains a meaning relative to the phenomenon studied.

⁴ “According to CNE/CES Opinion number 0079/2002, the Professional Master's Degree is the designation of the Master's Degree that emphasizes studies aimed at the qualification of professionals - in this case the education professional - granting them identical degrees and prerogatives, including for the exercise of teaching; as a *stricto sensu* program, the diploma has its validity conditioned on prior recognition of the course” (HETKOWSKI, 2016, p. 11).

THEORETICAL AND METHODOLOGICAL ASPECTS

For the production and analysis of data, the study that gave rise to this text was guided by the ASM, constituted as the theoretical and methodological foundation of Research in Education, developed by the Research Group⁵, whose basis is the dialectical and objective analysis of the meanings “ [...] in its variations, incidences, repetitions, faults and exaggerations, etc., that is, in its movements” (FERREIRA; BRAIDO; DE TONI, 2020, p. 04). From this perspective, “Methodologically, it is characterized as a study of language, carried out based on organization, reorganization, comparison, and systematization of discourses” (FERREIRA; BRAIDO; DE TONI, 2020, p. 04). It is important to clarify that speeches are understood as:

[...] statements organized and expressed by the subjects, through intentionality, an objective concerning the interlocutor(s), pre-established and teleologically elaborated, because they anticipate reactions, understandings, and interactions to be achieved through the expressive organization of language. [...] Through discourse, subjects narrate, describe, plan, design, evaluate, reconstruct, and record their work (FERREIRA, 2020a, p. 4).

We sought to read, in the speeches, the meanings in movement, which implied, rather, understanding the context of production, who the subjects were, and what the characteristics of the Professional master's degree in professional and Technological Education, in a National Network (ProFEPT-*Profissional em Educação Profissional e Tecnológica*), field of study.

ASM studies the speeches in their formulations, looking for indications of the work carried out by the subjects. These indicatives contain the expression of what the subjects aim to reveal about their pedagogical beliefs, the way they make them viable, and the resulting production. In these terms, through analysis, we arrive at an understanding of the work explained by those who produce, starting from the assumption that every action is, before, teleologically elaborated by the workers, and based on this, it is carried out. Narrating and justifying what they produce is a strategy to help subjects become aware of their actions.

In this perspective, the speeches are then read in their horizontality, what is similar, and in their diversity, the aspects that, due to academic culture or intentionality, are divergent or even different. Included in the same Postgraduate Program, whose established elements aim to make knowledge production processes similar, the subjects have the autonomy to carry out their pedagogical work. Studying these movements between what was planned, and the author's creation allows us to understand the production carried out.

For contextualization purposes, it is explained that the master's degree, inaugurated by the Resolution of the Superior Council, nº 161 (IFES, 2016), has a perspective:

[...] to provide training in professional and technological education to professionals from the Federal Network of Professional, Scientific and Technological Education (RFEPCT-*Rede Federal de Educação Profissional, Científica e Tecnológica*), aiming both at the production of knowledge and the development of products, through research that integrates knowledge inherent to the world of work and systematized knowledge (IFES, 2018, p. 02).

The Program aims to train employees who are part of the Federal Network for Professional, Scientific and Technological Education (RFEPCT-*Rede Federal de Educação Profissional, Científica e Tecnológica*), as well as teachers who work in Basic Education and Higher Education. Freitas et al. (2017, p. 76) reinforce that the course was designed “[...] with the aim, mainly, of contributing to the improvement of teaching processes in EPT⁶, through the development of research that generates the production of knowledge related to the area”. Thus, it has an interdisciplinary and interinstitutional nature, being offered in a blended format by a network made up of 40 associated institutions (IA) of

⁵ Kairós - Study and Research Group on Work, Education and Educational Policies.

⁶ *Educação Profissional e Tecnológica* (EPT).

RFEPCT - Federal Institutes of Education, Science and Technology; Federal Centers for Technological Education and Colégio Pedro II -, located in 26 States and the Federal District (IFES, 2019a).

In this scope, events were participated in, and conversations were held with Program teachers, before developing data production techniques, bearing in mind that,

Analyzing speech is not extracting it from the context in which it was produced, as if it were an appendix. It is necessary to analyze it in context, as produced, related, and dependent on it. Thus, in the case of teachers' speeches, it is important to understand the social relations that engender the selection of vocabulary, ways of saying things, changes in tone of voice, silences, etc. (FERREIRA, 2020a, p. 12).

Thus, to understand the teachers' speeches about the facts and experiences in their pedagogical work, an online questionnaire was applied with open and closed questions, dealing with pedagogical work in postgraduate studies (experiences, concepts, challenges, etc) to the 489 research subjects, that is, all the teachers who work at ProfEPT. Of this total number of teachers, 108 interlocutors returned the questionnaire, they are between 35 and 62 years old, and 40% are between 41 and 50 years old. Regarding declared gender, 52% are men and 48% are women. They have worked in institutions in different Brazilian regions for, on average, 6 to 15 years. The questionnaire was administered in March 2021, during the pandemic⁷.

One of the questions asked was to report an event experienced during postgraduate studies as a teacher/professor, which highlighted the pedagogical work they carried out. In this study, the category of experience, as a possibility of communication “[...] will depend both on the unique psychosocial conditions existing in a human interaction, as well as on the content, objectives of communication and the modality of language (discourse)” (TOASSA, 2014, p. 21). The experience should be related to the symbolized memories of/by the teachers and, therefore, permeates the attempt to grasp some meanings related to this, without intending to exhaust them. Ferreira (2020, p. 11) admits the provisionality of meanings, as they change “[...] as they are subjected to debate, analysis, systematization, only then configuring into meanings”. Furthermore, “Another significant aspect concerns the fact that speeches are evidence of the subjects, they say about those who prepare and issue them. For this reason, they constitute fundamental material for analysis” (FERREIRA, 2020, p. 09).

Also understood as speeches, the documents and bibliographies consulted complemented the analysis process, which gradually took place with the study of the interlocutors' speeches. This is because interpreting speeches is an attitude that transcends reading and requires understanding. Understanding leads researchers to resume research, expand knowledge, resolving conceptual doubts.

Furthermore, the answers to the question imply a synthesis of the concept of pedagogical work and, at the same time, highlight choices, enabling reflections, were selected for analysis to produce this article. There is an appeal to memory⁸ in the excerpts studied, therefore, the responses were considered as a projective selection of pedagogical work and, in these terms, filled with meaning for the interlocutors, the ProfEPT teachers.

Once the data had been categorized, based on the meanings of the pedagogical work, we proceeded to a scrutinizing reading, aiming to compare and observe the dissonances, differences, and approximations to systematize conceptual meanings, making it signify the real. There was, then, a demand for the elaboration of different modes of organization, visualizing the questionnaire responses in their senses, within the same discourses and interdiscourses. A systematization resulted, and based on this, the arguments were presented.

⁷ Although it is not the scope of the study, it is evident that, due to the pandemic, there was an impact on work and education relations, especially in the reorganization of teaching planning and the methodologies used, the challenges, intensification and precariousness, the fulfillment of daily activities and difficulties in the production of knowledge. This topic is addressed in another production, which has been evaluated by another journal and is in press, with a view to publication.

⁸ Ricoeur (2007) considered that memory is inserted into the world of life through human existence, amalgamated with the knowledge of the passage of time between before and after.

THE WORK OF PROFEPT TEACHERS: RESEARCH, GUIDE, CLASS PRODUCTION AND OTHER PEDAGOGICAL ACTIVITIES

According to data from the ProfEPT Observatory (2021), the Program currently has 489 accredited permanent professors and they have completed undergraduate and postgraduate courses in different areas of knowledge (which was also found in one of the questions in this study). According to Brito et al. (2021, p. 20), ProfEPT was designed to take place in each AI member of the Network with a teaching staff of at least eight (eight) teachers, who enter through a selection process for accreditation, based on the publication of national notices⁹. The work of teachers in the course on stage, from the point of view of the Teaching Accreditation, Re-accreditation, and De-accreditation Regulations (2019b), has the following responsibilities:

- I – to comply with and enforce course regulations;
- II – to carry out technical, scientific, and didactic-pedagogical activities inherent to their role;
- III – to promote integration between the areas of teaching, research, and extension, involving the Undergraduate or Technical Education and Postgraduate levels;
- IV – to participate in selection committees, course completion exams, and others that are necessary;
- V – to update their Lattes CV at least every six months;
- VI – to provide information to the Coordinator on the occasion of assessment demands or in other circumstances of interest to ProfEPT;
- VII – to teach at least one subject, mandatory or elective, contained in the ProfEPT Regulations, each academic year, except in the case of leave;
- VIII – to be available to guide a minimum of two students in each selection process;
- IX – to participate/coordinate a research project registered in the CV that demonstrates a relationship with the line of research to which they are affiliated at ProfEPT;
- X – to have production compatible with the area and that demonstrates a relationship with the line of research to which it is affiliated in the PROPAPT, presenting the minimum every 24 months of an article in a qualified journal in the area of education and an educational product that meets the proposed requirements for the Teaching area;
- XI – to participate in meetings of the Local Academic Committee, whenever called;
- XII – to participate in the ProfEPT Conceptual Alignment meetings, which is a condition for teaching the program's subjects;
- XIII – to undertake at least one continuing training course offered by the program in virtual teaching and learning environments every twenty-four (24) months;
- XIV – to forward to the local secretariat, following the activity schedule, the student performance report, the guidance reports, as well as other documents necessary for the progress of the Course and/or others requested by the Local Academic Committee (IFES, 2019b, emphasis added by the authors).

Numerous actions are indicated to regularize compliance with the regulations and to maintain the Program via regulatory and evaluation bodies based on investigations and scientific productions, which, summarized, involve research, guidance, lesson planning, and other pedagogical activities. However, if teachers are rigorous in carrying out these obligations, they can understand and detail that their pedagogical work will only be limited to such tasks. Another revealing point about the work of teachers in the Program is the self-evaluation¹⁰ already published. In this document, it is highlighted that the teaching dimension sought to highlight the criteria for evaluating the work and involvement of the teaching staff in activities and, particularly, in intellectual and technological production, with adherence to the Teaching Area of the Coordination for the Improvement of Higher Education (CAPES-*Coordenação de Aperfeiçoamento de Nível Superior*) and social impact. Data analysis indicates, following Brito et al. (2021) that:

[...] ProfEPT teachers teach one or more curricular components (mandatory or optional) and are all involved in guidance. The involvement of teachers in the Qualifications and Defense Boards at ProfEPT also figures prominently in the data analysis. The understanding of the

⁹ From 2018 to 2020, three teacher accreditation notices have already been published.

¹⁰ Available at: <https://profept.ifes.edu.br/saaprofept/relatorio-tecnico-2017-2020>. Access on: Aug 17, 2021.

importance of teacher's involvement in the curriculum offering and guiding students is clear. Such discernment takes on an even greater dimension when a third fundamental aspect appears because of the participant's perception of teaching quality and involvement: the effort to align and adhere research projects, dissertations, and educational products to the research lines and macro-projects of the ProfEPT. This is a central issue for strengthening the Program.

The alignment and adherence of research projects and scientific and technical production to the ProfEPT Area of Concentration, Research Lines, and Macroprojects, in addition to being evaluation criteria defined by the Teaching Area/CAPES, appear as the main path to consolidation of the Program proposal and for the future Doctorate. Despite all the noticeable teaching involvement already analyzed, the results of the self-assessment indicate the need to intensify teaching involvement in ProfEPT training courses, as well as in other training spaces. In this category, an issue again appears that refers to the need to trigger, with Forpog, the discussion about guaranteeing the allocation of 15 hours of work to ProfEPT teachers in all IAs (BRITO et al., 2021, p. 74- 75).

The parameters guidance, intellectual/technical production, and adherence of projects to lines of research mark the evaluation of teachers. These criteria depend on the work carried out by them, identified in the Regulation (IFES, 2019b). At the same time, the inclusion of teachers in the dimension of impact on society at local or regional levels is highlighted, especially from “[...] organization of events (Seminars, Symposiums, Colloquiums, Forums) on EPT, whether internal to each AI or open to the community” (BRITO et al., 2021, p. 84). Furthermore, it is emphasized that, as a rule, professors work in postgraduate studies based on their undergraduate work:

[...] the idea that those who know how to do it, know how to teach, supported the logic of recruiting teachers [...] The “natural” order of things led to the understanding that it is doctors who can define medical curricula, just as economists will do for economics courses, architects for architecture, etc. This tradition has pushed the field of pedagogy away from higher education. What grants prestige, at this level of education, has not been teaching knowledge, but especially skills related to research, a field where, in general, the pedagogical dimension is not incorporated (CUNHA, 2010, p. 84).

However, it is admitted that because it is constituted as pedagogical, the work of teachers in postgraduate studies transcends the function and action, that is, it implies adopting and following a theoretical and methodological foundation that moves it. Ferreira (2018) presents considerations about pedagogical work:

[...] pedagogical work would be the production of knowledge in class, both for teachers and students. But it goes further. It is also considered that the production of knowledge presupposes involvement and political participation at all school moments, in addition to intense overlap, commitment, and responsibility with the institutional pedagogical project. It is, therefore, a dialectical movement between the individual and the collective: between what teachers conceive of their pedagogical project, and what the school, an articulated community, established in its institutional pedagogical project in line with the historical, social, political, economic context (FERREIRA, 2018, p. 594).

To allow and sustain a theoretical and methodological basis guiding pedagogical work, full of concepts, principles, purposes, objectives, and norms that unify the ProfEPT community, the network offered 5 (five) Conceptual Alignment Seminars at a national level scheme for accredited teachers. In each edition, there were discussions mediated by experts regarding the structure and functioning of ProfEPT and topics related to the teaching area, as well as the sharing of experiences about the training process of master's students and the studies carried out on pedagogical practices (theoretical framework, bibliographical references, and development methodologies) in mandatory and elective curricular components. However, it is known that these theoretical and methodological assumptions that organize pedagogical work are constructed in a dialectical context, as well as being experienced and understood subjectively by workers in different ways (being collective, constructive transformative, or simply denied).

Despite reading and presenting the multiple aspects of teachers' work in the ProfEPT documents, it is understood that it is in/from the teachers' daily lives that pedagogical thinking¹¹ can be done. In other words, the most accurate portrait comes from the experience of teachers in their praxis¹², in their social and educational dimensions. Therefore, in the next section, the teachers' perception of facts and experiences in their pedagogical work is analyzed and discussed.

WHAT ABOUT PEDAGOGICAL WORK? DATA ANALYSIS

Analyzing the meanings of teachers' work implies understanding it as “[...] a process that permeates the entire being of man and constitutes its specificity [...]” (KOSIK, 2002, p. 199). That is, it is not a question of admitting it as a material activity, but it represents, above all, an activity constituted in/for the social. Marx (2005, p. 140, emphasis added) talks about work: “It is not only the material of my activity - but also the very language that the thinker uses - that was given to me as a social product. My very existence is a social activity.” However, it is not always understood by the subjects as praxis, creation, reflection, contradiction, and possibility of the human being realizing.

With this, to learn about the discourses of appropriation and representation of pedagogical work in ProfEPT, that is, to undertake the syntheses in this category/concept in the Program, it was observed that, when invited to report an experience of the pedagogical work, many teachers, 23 interlocutors, chose not to answer the question. Even if the answer was discursive, arguing and narrating require the same investment of time. Given this evidence, the following questions were raised: did the interlocutors prefer to argue rather than narrate? Do the interlocutors not consider the report as a possibility of data production? Are you afraid of committing yourself by reporting a fact from your daily life? Do you not understand or identify with your pedagogical work? Do teachers do not have the time and conditions to reflect on what they do?¹³ Without finding evidence that would make it possible to respond to these questions, we proceeded to analyze the responses of the remaining 85% of a total of 108.

Among the interlocutors who stated that they did not understand the issue, three groups were cataloged. At this time, the formulation of the questionnaire was not considered as a variable, given the high response rate. Thus, it was interpreted: a) those who did not understand and did not respond.

This issue is also very broad, and I don't have much idea what I could report here, whether something about planning, a teaching situation, success or failure... anyway, what can I say that I experience the program intensely and that in every semester I teach subjects, whether face-to-face or distance learning (P85).

By stating that he does not understand the question, P85 exempts himself from the answer and suggests a justification for being involved with the work he does. In other words, he does not report but argues about his work.

b) those who did not understand but made the effort to still respond: “I confess that I did not understand the question well. But I will try: the classes I developed in the Education Theories

¹¹ “It is understood that pedagogical is, as a rule, a result of Pedagogy. Therefore, it is also necessary to clarify the understanding of Pedagogy to continue the argument. Everywhere there is coexistence and interaction between subjects, knowledge is being created. However, historically, it was up to the school to be the place where this knowledge, socialized and in interaction, in the pedagogical mediation in which the class is configured, is produced as knowledge. From this perspective, Pedagogy is a way of understanding education beyond the walls of the school building, and learning is a process that takes place in the form of relationships in different spaces, in which the subject establishes connections between their subjectivity and the environment, producing knowledge based on this knowledge. Therefore, pedagogy is not just a possibility for reflection on the educational process in its social, historical, philosophical and instrumental dimensions. Furthermore, it is not a method, because it goes beyond it, contextualizing and theorizing it” (FERREIRA, 2018, p. 13).

¹² Praxis as “[...] a singular, responsible and productive action in relation to knowledge. If treated as a practice, its potential is minimized and the worker's implications for his/her production are reduced and the political implications of this work are also minimized” (FERREIRA, 2022, p. 7). In this sense, pedagogical praxis would be “the natural and dialectical movement contained in the production of knowledge, and this is understood as the socialization of knowledge, in interactive processes, from which knowledge is produced” (FERREIRA, 2017, p. 13).

¹³ Such questions led to the need for a specific analysis only on these issues and in the form of an article that is being prepared.

discipline, the guidance and good conversations with my students, the panels I participate in, the qualifications and defenses of my students, among others” (P90). The interlocutor states that the question was not clear enough to understand and respond. However, she lists activities carried out with the expectation of “getting an answer right”.

c) those who did not understand and explained their conception of pedagogical work: “I didn’t understand the question very well. What are you referring to when you mention ‘pedagogical work’? For me, everything I do as a teacher on the master’s course I work on is pedagogical work” (P73); “Everything is pedagogical, as well as political. I would have to report everything” (P79). Regarding this aspect, the interlocutors evaded the answer and dedicated themselves to theorizing about the items in the question. Such evasions in the wake of what was being interpreted reinforce the difficulty in arguing about their work and the preference in demonstrating what they accomplish through narratives. This could be considered an attachment to a practicality whose basis is lived experience, which stands out more than theory. This argument is hypothetical, as there were no questions that corroborated such an assumption. In the analysis, the experiences narrated were organized according to the following categories: stages of pedagogical work; academic guidance considered as the core of pedagogical work; dialogue with fellow teachers; reducing the concept of pedagogical work to everyday activities; limitations and challenges of ProfEPT; list of elements mentioned without description. From the ASM perspective, re-reading the speeches allowed them to be recategorized, leaving three core meanings: experiences of pedagogical work (limits and challenges); pedagogical work as a fulfillment of daily activities; and non-specificity of pedagogical work.

Regarding the experiences of pedagogical work, and describing its limits and challenges, the speeches are rich. The chosen facts, and therefore full of meaning for the interlocutors, are narrated through the choice of words that indicate emphasis and intensity of what was experienced. The fact, as it is an experience, comes in the place of the interlocutors, representing to them the highlighted meanings, indicating the attempt to prove that there is meaning in that work, as can be seen in the following excerpt:

A factor with greater impact and evidence (and emotion) was, as a supervisor and examiner, acting (directly or indirectly) on the production of knowledge involving the theme of diversity and inclusion, generating academic and social impact, revealing people who were in the anonymity, on the margins of education and work processes, such as women, LGBTQIA+ populations, quilombolas, people with disabilities. It is being invited to think about a professional education project that is committed to integral and, therefore, emancipatory human training. The diverse experiences in offering the subjects: Research Seminar and Inclusive Education have provided me with equal satisfaction and contentment (P101).

The interlocutors elaborated their speeches with emotion, seeming to indicate a lack of opportunities for these reports. The meanings of pedagogical work are associated with social integration, commitment to educational policy, EPT, the interlocutors, and their professional and personal characteristics. Therefore, the meanings of work and self are mixed. The subjects enhance their work, as if it were the extension of their social existence, denoting recognition of their historicity and how this implies in their choices, associated with desires and needs to guarantee their existence through their employment. The excerpts from P102 and P104 highlight this finding:

I understand that many factors highlight the work I develop as a teacher when approaching the conceptual bases of EPT. Among these, I mention the contribution to the basis of research, whose quality and social relevance materialized by educational products. However, I highlight that this result is a collective process of learning shared with my colleagues, students, and communities in which we carried out the research. At each meeting, we can collectively reflect and improve our practice. As a result, we have a collective of students and teachers engaged in teaching, research, and extension projects (including bibliographical productions), which are planned and produced collectively. It is very gratifying to see growth, both personally and professionally, especially among our students, which demonstrates the power and potential in transformation and evolution, both of people and society (P102, emphasis added).

I am very happy when I can guide colleagues at the Institute (teachers or administrative technicians) and they report to me that they now understand what EPT is and are acting more consciously. **I am very happy** when I have the opportunity to guide external people who come

to understand what EPT, and the Federal Institutes are and to value and understand the singularities of Integrated High School (P104, our emphasis).

Movements are then observed between the self (teacher/professor) and the work (extension of myself), as in the fragment: “[...] **my pedagogical work** consists of classes and guidance” (P46, emphasis added). They emphasize the report of experiences associated with the feelings they provoked, mixing the social being (teacher) and the human being (man/woman). This fact refers to the beginning of desymbolization, that is, they are generalizing speeches, with minimized meanings, without “[...] a point of support for the subject so that their speeches can rest on a foundation, even if fictitious” (DUFOUR, 2005, p. 33). Ferreira (2020b) reiterates that subject and object become confused, because “[...] teachers are their work, they are competent, or they are not competent). Therefore, words and discourses are no longer autonomous, they are arbitrary, they only designate the object, and therefore, they depend on the object” (FERREIRA, 2020b, p. 166).

As a meaning resulting from the previous one, in this process of desymbolization, in the speeches, pedagogical work was found, as a fulfillment of daily activities, revealing the crossing of everyday life and the scenarios of teachers' production. These subjects report procedural aspects involving research, guidance, production of classes, and other pedagogical activities in their daily lives in the Program, as identified in the selected excerpts: “Systemic planning of the course based on collective dialogue on how they will be developed the subjects” (P8); “Continuing the Practice discipline virtually, despite isolation, we carried out several activities and culminated in the production of articles by students and participation in the selection of an e-book” (P10); “Guiding students who had no experience with writing, research, production, etc. Some prepared their first Research Project while already enrolled in their master's degree” (P23). Bringing together the description of the activities carried out and a conceptual elaboration of pedagogical work, it was found in another excerpt from a speech:

In postgraduate studies, my main vision of pedagogical work refers to the preparation of the students for the qualification activity, for example, the planning of the activity carried out with the students, involving their preparation, from the correction of the text to be presented, including the process of creating slides, preparing speeches to answer questions, training posture to defend arguments, adapting clothing and language, among other aspects (P55).

The pedagogical work seems to oscillate between the registers of institutional uncertainty and the demand, perhaps collective or solitary, to determine work that promotes the professional training of students linked to the Program. There is a pedagogical intentionality (planned or not), with some recurring characteristics among the reports, especially in the research, guidance, and production of classes. These activities are included in the Program Regulations (IFES, 2019b), as teachers' tasks, and without a theoretical-methodological basis and subjective and social implications for teachers, they can be transfigured only as productive work, contributing directly to profitability or maintenance in postgraduate studies.

The non-specificity of the pedagogical work occurs when the interlocutors have a list of elements, without description, that is, without reporting the fact or experience requested: “The research/action proposal. To see the work in practice. The result of social intervention” (P15); “Collective work” (P58); “The quality of the work presented” (P64); “Teachers using new pedagogical practices based on research (and product) developed in the master's degree” (P106). These excerpts highlight the lack of intentionality and articulation, the integration and association between theory and practice, scientific-technological knowledge, specific knowledge from professional training, and experiential knowledge arising from social and professional practices. Together, they point to a possible epistemological dissimplification in the work carried out by these subjects, as they only mention, but do not report, and do not appropriate the items as part of their professional experiences.

Finally, it is noteworthy that these, together, are the meanings read in the responses of the interlocutors participating in this study, when they report a fact or an experience in their pedagogical work. Therefore, “[...] combined, these perspectives reveal how relationships between subject-workers and their pedagogical work-work are discursively established” (FERREIRA, 2018, p. 606) at ProfEPT.

However, this Professional Master's Program is a recent proposal and is still in the process of being established. Because it is in motion, in the future, there are possibilities for reading, analyzing, and synthesizing other meanings. Furthermore, the working conditions of teachers were not addressed, and the intention was not even to make a value judgment in the evidence developed, but to develop hypotheses of understanding that would even support the new syntheses to be analyzed:

- a) lack of conceptual, pedagogical, and didactic knowledge, due to the training of the interlocutors being related to different knowledge;
- b) the interlocutors' first work experience in a *stricto sensu* program;
- c) the absence of mention of pedagogical work in institutional documents;
- d) the geographical capillarity of AIs and the cultural diversity of education professionals and students who make up the Program make a guiding pedagogical project difficult.

By delimiting a conception of pedagogical work for teachers who work at ProfEPT, following the mission and purposes of the Program, we can have a reference and commit to the integral human formation of students, as well as enhancing the political-social dimension essential to pedagogical work.

FINAL CONSIDERATIONS

The elements presented aimed to analyze, in the speeches, the meanings that teachers of a Professional Master's degree network present in the facts and experiences in their pedagogical work. Thus, through the application of ASM, some categories and three groups of meanings were identified in the narratives: experiences of pedagogical work (limits and challenges); pedagogical work as a fulfillment of daily activities; and non-specificity of pedagogical work.

From the excerpts analyzed and the meanings that emerged, hypotheses of understanding were developed. We believe that because it is the first enrollment in a *stricto sensu* Program as teachers and the diverse training of the research interlocutors not directly linked to education, the conceptual and pedagogical cohesion in pedagogical work is difficult. Furthermore, a network Program and its dissemination in different cultures in the country hinders the composition of a standard pedagogical project. There is no evidence of a guiding pedagogical project, but guiding documents such as regulations and summaries that were posted on the Sucupira Platform, do not mention the expression pedagogical work.

Therefore, as the Program is in motion, the very concept of teachers' pedagogical work in this *stricto sensu* Program is still unspecific or confused with particular and desymbolized interventions, practices, and experiences. With this, there is an indication of investing in the pedagogical work of teachers in network programs, so that, based on the articulation and dialectical arrangement between the individual and the collective, a pedagogical project can be built anchored to the historical, social, political, and economic context. Also, it takes effect in the organization and praxis, in the procedures and actions that promote relationships and transformations in educational institutions and in the subjects that compose them, as well as in the production of knowledge.

Therefore, in addition to attributing meanings to the facts and experiences of the pedagogical work of teachers who work at ProfEPT, a question is raised: what is driving the desires and dreams of teachers who work in the Program? Although this study still has dynamic syntheses, it is expected that it will contribute to the advancement of discussions and research on the topic of pedagogical work, especially in postgraduate programs focused on Professional and Technological Education.

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Submitted: 01/06/2022

Preprint: 10/29/2021

Approved: 07/24/2023

AUTHORS' CONTRIBUTION

Author 1 – Project coordinator, data collection, active participation in data analysis, and writing and reviewing the text.

Author 2 – Project coordinator, data analysis, and writing and reviewing the text.

DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with this article.