

Social representations of vocational education teachers: state of knowledge in Brazilian postgraduate studies in education

ARTICLE

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Abstract

This article is the result of an investigation of state of knowledge which had the scope to map master's and doctorate research, in the field of education, about social representations from teachers of the modality of professional education. Therefore, we shelter in the methodological path of the state of knowledge. (MOROSINI; FERNANDES, 2014; MOROSINI, 2015). The survey elected the Brazilian Digital Library of Thesis and Dissertations (BDTD) and took as corpus the thesis and dissertations analysis from postgraduate programs in education in Brazil. After the application of inclusion and exclusion criteria, five works were selected to be analyzed in greater depth. The results reveal that there are few thesis and dissertations works in the area of professional education studies which adopts as a theoretical contribution the Theory of Social Representations (TSR) proposed by Serge Moscovici (1961), especially with regard to teaching in the modality.

Keywords: Social representations. Professional education. Teaching. Teachers.

Representações sociais de professores da educação profissional: estado do conhecimento na pós-graduação brasileira em educação

Resumo

O presente artigo é fruto de uma investigação de estado de conhecimento que teve como escopo mapear pesquisas de mestrado e de doutorado, no campo da educação, acerca das representações sociais de professores da modalidade de educação profissional. Para tanto, amparamo-nos no percurso metodológico do estado do conhecimento (MOROSINI; FERNANDES, 2014; MOROSINI, 2015). A pesquisa elegeu como base de dados a Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) e tomou como *corpus* de análise teses e dissertações de programas de pós-graduação em educação no Brasil. Após a aplicação de critérios de inclusão e de exclusão, foram selecionados cinco trabalhos para serem analisados com maior profundidade. Os resultados revelam que há poucos trabalhos de teses e dissertações na área de estudos da educação profissional que adotam como aporte teórico-metodológico a Teoria das Representações Sociais (TRS) proposta por Serge Moscovici (1961), sobretudo no que se refere à docência na modalidade.

Palavras-chave: Representações sociais. Educação profissional. Docência. Professores.

1 Introduction

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The Theory of Social Representations (TSR)¹, proposed by Serge Moscovici in 1961, consists of a theory of everyday knowledge, which proposes a psychosocial approach to understanding how people apprehend the concrete world. In the words of Santos (2005, p. 23), "The basic proposal of the study of social representation is the search to understand the process of social construction of reality". Among the premises of SRT, we highlight the understanding that there is no cut between the outer universe and the inner universe of the individual/group and the understanding that the individual, at the same time, is constituted, understands and apprehends reality and constructs otherness (ANDRADE, 2020).

According to Jodelet (2001, p. 17), we create representations in order to symbolically adjust to the world around us. In this sense, representations are social and important in everyday life, as they "[...] guide us in the way we name and jointly define the different aspects of everyday reality, the way we interpret these aspects, make decisions and, eventually, position ourselves defensively against them".

According to the author, social representations are a form of knowledge that is elaborated and shared socially, which has a practical purpose and which, in a given social group, contributes to the construction of a reality. As everyday knowledge, it differs from scientific knowledge, however, as he explains, it is a form of knowledge "[...] considered to be as legitimate an object of study as the latter, due to its importance in social life and the elucidation it makes possible of cognitive processes and social interactions" (JODELET, 2001, p. 22).

With regard to the study of social representations, particularly in the field of education, we agree with Gilly (2001, p. 322), who explains that the educational field is a "[...] privileged field for observing how representations are constructed, evolve and transform within social groups, and for elucidating the role of these constructions in the relations of these groups with the object of their representation". At the same time, we

1 As in the writings of Santos (2005, p. 21), we corroborate that "[...] the expression 'social representations', used in Social Psychology, often refers, at the same time, to the theory and the object it studies".

understand that the theoretical-methodological approach of the TRS in research, by turning to the symbolic universe of the subjects to learn about the meanings attributed to objects in the social world, can provide answers to questions relating to education.

In this respect, Alves-Mazotti (2008) emphasizes the need to understand the symbolic processes of individuals, warning that educational research needs a psychosocial approach. The author corroborates that the study of social representations is a possible way forward, since it investigates "[...] how the reference systems we use to classify people and groups and to interpret the events of everyday reality are formed and how they work". He therefore states that social representations are essential elements in educational research, given "[...] their relationship with language, ideology and the social imaginary and, above all, their role in guiding conduct and social practices" (ALVES-MAZZOTTI, 2008, p. 20-21).

In the field of vocational education research, we are interested in learning about the findings of research into teachers' social representations, given the specificities of teaching in the EFA modality, such as the teaching profile made up predominantly of non-licensed teachers (bachelors and technologists), who master knowledge of their specific areas, have high academic qualifications in their initial training areas, but have not studied didactic and pedagogical knowledge during their academic training. How do these teachers understand teaching? What meaning do they attribute to pedagogical knowledge in teaching? What social representations do they have about teaching in this modality?

These and other questions are guiding our steps in our ongoing doctoral research, which is why, in this state-of-knowledge study, we consider it important to investigate the appropriation of the Theory of Social Representations (TSR) in vocational education research, especially those dealing with teachers' social representations of teaching in the modality - our object of study - by identifying how the theory has been disseminated in discussions about teacher training and practice in the modality and the knowledge produced by the research we have found².

² Preliminary data from this work was presented at the XII International Conference and X Brazilian Conference on Social Representations (XII JIRS/X CBRS), held in the city of Rio de Janeiro, from April 16 to 19, 2023, at the State University of Rio de Janeiro (UERJ).

2 Methodology

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The state of knowledge research carried out for the production of this article, as mentioned above, aimed to map master's and doctoral research in the field of education about the social representations of vocational education teachers about teaching in this modality. To this end, we were guided by the methodological path of the state of knowledge, in which the research process consists of the stages of identification, registration, categorization, reflection and synthesis, focusing on the scientific production of a specific area and space of time, on one or more themes, bringing together certain sources or databases (MOROSINI; FERNANDES, 2014; MOROSINI, 2015).

The initiative to carry out this state-of-knowledge research related to our object of study was due to the understanding of its importance for insertion, both in the scientific field and in the area of the object of research, as ratified by Morosini (2015). In addition, according to the author, "[...] consulting, systematizing and analyzing what has been produced in your disciplinary field, especially in the researcher's country, is important to support what will be produced in a qualified thesis or dissertation" (MOROSINI, 2015, p. 102).

We chose the Brazilian Digital Library of Theses and Dissertations (BDTD) as our database³we searched for theses and dissertations from postgraduate programs in education in Brazil that dealt with the social representations of teachers in the professional education modality and, after applying inclusion and exclusion criteria, the corpus of analysis was delimited.

Searching the portal with the descriptors "social representations" and "professional education", using the Boolean operator AND, and "teachers" and "teaching", using the Boolean operator OR, returned 37 (thirty-seven) hits, with 5 (five) duplicates. In the first

3 The BDTD, according to information available on the digital library's website, is a portal developed and coordinated by the Brazilian Institute of Information in Science and Technology (IBICT), which integrates and disseminates, in a single search portal, the full texts of theses and dissertations defended in Brazilian teaching and research institutions, as well as encouraging the registration and publication of theses and dissertations in electronic media (Source: <https://bdtd.ibict.br/vufind/>).

check, based on the title and keywords, it was noted that many papers covered only one of the descriptors and were therefore outside our scope.

The first inclusion criterion was then applied, referring to the approach of social representations related to the context of vocational education. Exclusion criteria were also applied, namely: studies linked to post-graduate programs in areas other than education; studies dealing with the social representations of other subjects in the educational process, such as "students" and "course coordinators"; research aimed at conceptions/functions/projects other than the teaching category, such as "work", "technological education", "course coordination", "PROEJA", "federal institute", "access and permanence"; work not directly related to the field of education, such as blood donation, primary health care, equity and care in the SUS and, finally, work that does not include the theory of social representations. After inserting these criteria, a total of 15 (fifteen) papers were obtained, of which 7 (seven) were dissertations and 8 (eight) theses, as shown in Table 1:

Chart 1 - Dissertations and theses obtained from the BDTD that deal with social representations in the context of professional education

Nº	Institution	Type	Year	Author)	Title
1	UFRN	Dissertation	2018	SOUZA, Anna Katyanne Arruda Silva e	Social representations of professional health education teachers about being a teacher
2	UNISANTOS	Dissertation	2012	PEREIRA, Andréa Ferreira Garcia	Social representations of vocational education teachers about teaching identity
3	UFMS	Dissertation	2018	GUERCH, Cristiane Ambrós	Social representations of undergraduate course coordination: building identities in professional education
4	UFRN	Dissertation	2019	FREIRE, Madele Maria Barros de Oliveira	Social representations of IFPB Integrated Technical High School teachers on teacher training
5	UNB	Dissertation	2010	BOAVENTURA, Geísa D'Ávila Ribeiro	The meaning of PROEJA in the eyes and voices of teachers and students at the Instituto Federal Goiano - Campus Ceres
6	UFPB	Dissertation	2011	GONÇALVES, Lucrecia Teresa da Silva	Between conceiving and doing: social representations of learning assessment in PROEJA
7	UFES	Dissertation	2013	VIEIRA, Tatiana de Santana	Trajectories, identities and representations of PROEJA students at the IFES Vitória campus
8	UFRN	Thesis	2022	SOUZA, Anna Katyanne Arruda Silva e	Social representations and the constitution of teacher identity in professional health education
9	PUC-SP	Thesis	2018	JARDIM, Anna Carolina Salgado	Social representations of teachers and managers about "being a teacher" at the Federal Institute of Education, Science and Technology

10	UFRN	Thesis	2017	MATOS, Francisco Thadeu Carvalho	The redesign of professional and technological education in Brazil in the two governments of Luíz Inácio Lula da Silva: from Federal Education Centers to Federal Institutes of Education, Science and Technology: the IFPB experience (2003 - 2010)
11	UFRN	Thesis	2011	SOUZA, Evaldo Roberto de	The social representation of technological education by teachers from the Federal Network of Professional and Technological Education: CEFETs in Rio Grande do Norte
12	UERJ	Thesis	2010	SILVA, Iraneide de Albuquerque	The Federal Institute of Education, Science and Technology of Mato Grosso: memories and social representations
13	UFRN	Thesis	2018	CARDOSO, Cícera Romana	Material and symbolic obstacles to student dropout/PROEJA/IFRN: a study in the light of Pierre Bourdieu's theory of social representations and praxiology
14	PUC-SP	Thesis	2020	SILVA, Albertina Maria Batista de Sousa da	What is known, taught and learned about mathematics: a study of the social representations of IFRJ PROEJA students
15	UFSM	Thesis	2021	AMORIM, Márcio Estrela de	Border cooperation between Brazil and Uruguay: the case of binational technical courses

Source: the authors, according to information collected from BDTD in January 2023.

Based on Chart 1, we proceeded to refine the first inclusion criterion, selecting works that address social representations in the context of professional education specifically related to teaching through terms such as "being a teacher", "pedagogical training", "teacher identity". At this stage, we checked the title, abstract and keywords of each work, reaching a total of 5 (five) occurrences, 3 (three) dissertations and 2 (two) theses.

Chart 2 - Dissertations and theses obtained from the BDTD on the social representations of vocational education teachers

Nº	Institution	Type	Year	Author	Title
1	UFRN	Dissertation	2018	SOUZA, Anna Katyenne Arruda Silva e	Social representations of professional health education teachers about being a teacher
2	UNISANTOS	Dissertation	2012	PEREIRA, Andréa Ferreira Garcia	Social representations of vocational education teachers about teaching identity
3	UFRN	Dissertation	2019	FREIRE, Madele Maria Barros de Oliveira	Social representations of IFPB Integrated Technical High School teachers on teacher training

4	UFRN	Thesis	2022	SOUZA, Anna Katyanne Arruda Silva e	Social representations and the constitution of teacher identity in professional health education
5	PUC-SP	Thesis	2018	JARDIM, Anna Carolina Salgado	Social representations of teachers and managers about "being a teacher" at the Federal Institute of Education, Science and Technology

Source: the authors, according to information collected from BDTD in January 2023.

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This brings us to the composition of our corpus of analysis. We understand that all the works returned in the BDTD search with the general descriptors are relevant, however, we chose to prioritize the works that are close to the research we are carrying out in the field of teacher training and practice in vocational education.

3 Results and Discussion

In this section, we will present our summaries of the works that make up our corpus of analysis, as shown in Chart 2. Based on the data collected and filtered as described in the previous topic, we looked at each of the five (5) selected papers, checking not only the title, abstract and keywords, but also the summary, introduction and conclusion, with the aim of identifying the object, objectives, research questions, justification for using the Theory of Social Representations as a theoretical-methodological contribution, as well as the methodological procedures, theoretical framework and conclusions.

Souza (2018), the first study analyzed, is a master's degree study carried out at PPGED/UFRN. The object of the research study is the social representations of teachers of Professional Health Education (EPS) and the author sought to identify the social representations that teachers have about being a teacher in EPS.

Based on the understanding of the constitution of being a teacher "[...] as a result of the conjunction between individual and collective factors, the fruit of context and human interactions", the author justifies that the theoretical and methodological adherence to the Theory of Social Representations is due to the fact that "[...] social representation is configured as a set of concepts, meanings and interpretations constructed and shared among subjects, that is, it is a construction of the subject as a social being" (SOUZA, 2018,

p. 19). In this context, Souza (2018) ratifies the theory's contribution to the academic and social field within the scope of education research, particularly in relation to teaching issues, since

[...] from social representations we learn knowledge, feel a sense of belonging to a group, guide our practices in the social circles in which we participate in our personal and professional lives, as well as cross human interactions and the way we understand and communicate collective issues (SOUZA, 2018, p. 19-20).

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The research, characterized by the author as exploratory and descriptive, with a qualitative approach, initially focused on bibliographic survey procedures in search of works that addressed themes similar to the phenomenon studied and related to its object of study. In order to collect data from the research participants, semi-structured interviews were carried out with eleven teachers who work in EPS at the UFRN School of Health. Data analysis was supported by the Theory of Social Representations proposed by Serge Moscovici based on manual analysis through "[...] 'spontaneous' categorization that emerged from the teachers' statements in the empirical field through the interpretative process of social representations recommended by Arruda (2014)" (SOUZA, 2018, p. 80).

The theoretical framework adopted in the research focused on the writings of Moscovici (1978; 1998; 2001; 2012; 2015), Jodelet (2001; 2005), Arruda (2014), Wagner (2000), Melo (2014), Nóbrega (2001), Madeira (2005), Abric (1998), Jovchelovitch (2008; 2014), Sá (1998; 2015), among other references related to EPS and teacher training.

In her conclusions, the author highlights that teachers' representational universe about being a teacher is made up of elements related to different dimensions: "[...] personal, formative and professionalizing; objective and/or purposeful; affective and effort; personal/professional fulfillment and the teaching-learning process), covering aspects related to everyday teaching and the specific factors that interfere in EPS" (SOUZA, 2018, p. 9). Furthermore, Souza (2018) concludes that, in the process of becoming a teacher, the shared social representation of being a teacher is outlined as a challenge and as a product of interactions and communication phenomena within the social group.

Pereira (2012), the second study examined, is a dissertation developed under the Master's Program in Education at UNISANTOS. The author investigated the social

representations of the professional identity of vocational education teachers at a state public school. The central aim of her study is to understand the social representations of these teachers about the constitution of their professional identity as teachers and, as specific objectives, she proposes to "[...] identify some of the elements in Professional Education considered by teachers as constituting their teaching identity [and] identify some of the implications of this identity constitution for the work or space of Professional Education" (PEREIRA, 2012, p. 20).

In justifying her research, the author points out that understanding the social representations of professional identity can help teachers rethink their professional meaning and image, with a view to reflecting on the identity they envision and desire in the process of training other professionals for the world of work, thus contributing "[...] to a reflection on the ways of 'being' in the teaching profession" (PEREIRA, 2012, p. 09). According to the author,

As the founding theory of this research, social representations are perceptions, images, concepts, values and behaviors that circulate throughout society through communication between individuals, as Moscovici (1978) states. They are forms of approximation, ways of looking at a reality and re-presenting it in a dynamic established by intergroup relations (PEREIRA, 2012, p. 21).

In terms of the theoretical foundation of the TRS, the research is centered on Moscovici (1978, 2003) and has as peripheral contributions Jodelet (2001), Doise (2001) and Vala (2010), as well as references related to the constitution of professional identity and others. As far as methodological procedures are concerned, the research was carried out in three stages, namely bibliographical research, application of a questionnaire with closed and open questions and words of evocation with twenty participants and, finally, semi-structured interviews with five teachers and three managers.

Pereira (2012) explains that he anchored the analysis in two dimensions, with their respective categories and units of meaning: the identity dimension, with the category "professional choices and expectations" and the units of meaning "academic training, teaching knowledge and professional image"; and the contextual/professional dimension, with the category "internal and external policies" and the units of meaning "management of the institution, influence of policies and image of the group".

Based on the analysis of these dimensions, the author identified what she called a game of influences exerted by both the institution and the teachers and between them, producing "[...] a conflict between professional expectations and institutional demands, generating professional discomfort, an ambivalent discourse and fragmentation of the group" (PEREIRA, 2012, p. 9). Thus, the author identified implications that lead to the conception of a professional teaching identity that is still undetermined.

Freire (2019), the third work we took as an object of analysis, consists of a master's research project developed at PPGED/UFRN, which deals with the pedagogical training of teachers at a Federal Institute, focusing on their social representations about teacher training. The aim of the research was to "[...] investigate the initial and ongoing training of teachers at ten campuses of the Federal Institute of Education, Science and Technology of Paraíba (IFPB) and, at the same time, to understand their social representations of teacher training" (FREIRE, 2019, p. 19). The author informs that the dynamics of the teacher training offered by this Institute were investigated, with a view to verifying the impact of the training on teachers' practice and, in a complementary way, making proposals regarding the continuing training actions promoted by the IFPB itself.

The research was carried out with the participation of one hundred teachers, with whom the Free Word Association Technique (FWA) was applied, based on the inductive term "teacher training is...". A questionnaire was also administered and on-site observation was carried out and recorded in a field diary. Excel software was used to process the data, and the Spiral of Meanings based on Melo (2016) was used to systematize the words evoked, as well as Bardin (2011) for the qualitative treatment of the data based on content analysis.

As for the theoretical-methodological approach, the research was based on the precepts of Moscovici's TRS (1978; 2015), and therefore on authors such as Jodelet (2001), Alves-Mazzoti (2002), Andrade (2003), Melo (2005; 2016), Domingos Sobrinho (2010), Melo and Oliveira (2017), as well as the theoretical-methodological contribution of the Central Nucleus Theory, based on Abric (2001; 2003).

In relation to the results of the research, the author reports that from the combination of theoretical concepts and techniques, it was possible to identify as the most

shared elements the terms "fundamental" and "knowledge" (in addition to others with less hegemony), which denote that teaching and continuing education is understood by Vocational and Technological Education teachers as a necessity for their professional performance. He also describes that it was possible to identify that the various facets of the social representation of teacher training revolve around the professional, ethical and, above all, formative dimensions. Finally, in addition to the findings of the research, the paper contains a proposal for the basis of a possible policy for continuing teacher training based on the aspirations and interests of the teachers revealed by the research.

Souza (2022)⁴, The fourth study we looked at consists of a thesis, produced at PPGED/UFRN, which aimed to "[...] analyze how the social representations that permeate being a teacher in Professional Health Education impact on the identity constitution of the teachers who work in it" (SOUZA, 2022, p. 9).

The author characterizes the study as descriptive-exploratory, with a qualitative approach. Data was collected through 11 semi-structured interviews and 25 online questionnaires, applied to teachers of Professional Health Education at the School of Health, an Academic Unit Specialized in Professional Health Education at UFRN, in the city of Natal/RN.

Regarding her affiliation with the theoretical-methodological contribution of the Theory of Social Representations, the researcher highlights the theory's contribution to the academic and social field, in research on multiple teaching issues, at different levels and educational modalities, given that

[...] from social representations we learn knowledge, feel a sense of belonging to a group, guide our practices in the social circles in which we participate in our personal and professional lives, as well as cross human interactions and the way we understand and communicate collective issues (SOUZA, 2022, p. 26).

In this sense, the author informs that the data collected was analyzed based on the assumptions of TRS (MOSCOVICI, 2012, 2015; JODELET, 2001), the interpretative path of social representations, through the spiral of contextualization and stages of data

4 This work is related to a previous study carried out by the author during her master's degree (SOUZA, 2018), which is also included in our mapping.

interpretation (ARRUDA, 2014), in addition to references on teaching in EPS, teaching profession and professional identity, as well as documentary and normative sources that regulate EPS.

The author deals with the "impacts of social representations about being a teacher on the identity constitution of the group", and emphasizes that they are "[...] strongly crossed by the process of intersection and identity tensioning of being a health professional and being a teacher and the socio-professional context" (SOUZA, 2022, p. 228), with on the one hand, the health professional and the teaching profession. (SOUZA, 2022, p. 228), with a bachelor's degree and work as a health professional on the one hand and, on the other, work as a teacher in a concomitant process of appropriating the didactic-pedagogical knowledge that teaching requires.

In his final considerations, Souza (2022) ratifies his thesis that the identity constitution of the EPS teacher is established at an intersection "[...] between the identity of the health professional and the teaching identity, having as a reference link the meaning attributed to the "public" in these, in the institutional, historical and political context", adding that, to this end, the idea of movement "[...] between this construction and the social representations that run through being a teacher and are shared by the group" was considered as a basic aspect (SOUZA, 2022, p. 233).

The fifth and final work we looked at was the doctoral study by Jardim (2018), carried out at PUC-SP, which aimed to analyze the social representations of managers and teachers at a Federal Institute about being a teacher at the institution, considering their performance at different levels of teaching, as well as in different functions (research, extension and management), seeking to understand how teaching professionalism is revealed at the institution (JARDIM, 2018, p. 31).

The author emphasizes that this is a psychosocial study, based on the theoretical-methodological contribution of Moscovici's Theory of Social Representations (1961), in which the procedural (or socio-genetic) approach was privileged, considering the field of representation, information and attitude, in a three-dimensional analysis of social representations (JARDIM, 2018).

In terms of methodological procedures, the research was carried out in three interdependent phases. In the first, data production (exploratory stage), the following strategies were used: "[...] literature review; documentary analysis; free association of words, questionnaires in a variety of formats, focus groups and semi-structured interviews"; in the following two phases, data analysis (in-depth stage), "[...] natural semantic network technique, similarity analysis and content analysis" were used (JARDIM, 2018, p. 9). The research was carried out with 63 teachers and managers from a campus of the Federal Institute of Education, Science and Technology of São Paulo (IFSP).

The author points out that the theoretical-methodological choice for the Theory of Social Representations proposed by Moscovici (1961) is due to "[...] its comprehensiveness and ability to grasp and understand everyday social phenomena in their complexity, unveiling psychic, intellectual and cognitive dimensions" (JARDIM, 2018, p. 29).

In this sense, by emphasizing the importance of taking into account the subjective dimension in research on the school context, the researcher justifies the study by elucidating that by researching the social representations of teachers and managers she can "[...] unveil the symbolic universe, the attribution of meanings, signification and resignification about 'being a teacher at the FI' and, in this way, understand and evaluate the teaching professionalism inserted in the specific context of this institution" (JARDIM, 2018, p. 30).

In her results, the author identified that the figurative core of social representations about "being a teacher" is circumscribed in the word challenging. In view of the four dimensions of activity at the institute, namely teaching, extension, research and management, she concluded that being a teacher is "[...] a constant and continuous finding oneself, rebuilding and remodeling oneself as a result of the successive experiences and maturing inherent in a teaching career" (JARDIM, 2018, p. 235).

4 Final considerations

The purpose of this study was to investigate the appropriation of the Theory of Social Representations (TSR) in education research, specifically in master's and doctoral

studies that dealt with the social representations of vocational education teachers about teaching in this modality, identifying how the theory has been disseminated in discussions about teacher training and practice in this modality and the knowledge produced by the research found.

When we carried out the searches and applied the inclusion and exclusion criteria mentioned above, we came across 15 (fifteen) works, 7 (seven) dissertations and 8 (eight) theses, linked to 9 (nine) universities - especially UFRN, with 6 (six) works and UC-SP, with 2 (two) - produced between 2010 and 2022. On the one hand, we consider the numbers to be timid, given the potential of theory in research, especially in education research. On the other hand, we understood that the set of descriptors used was restricted, aimed at very specific works, so much so that after narrowing down the first inclusion criterion, we came up with only 5 (five) works.

Despite the number of papers selected for the research corpus, we had the opportunity to get to know some very relevant and consistent studies. Looking at each of the papers was a pleasurable and thought-provoking exercise, whether because of the delimitation of the object of study, the methodology adopted, the results achieved, or even the motivations for carrying out the research, with relevant findings, whether for the research group, the institution where the study was carried out, or for the proposition of policies.

Therefore, we concluded that the results revealed that there are few theses and dissertations in the area of vocational education studies that adopt the Theory of Social Representations (TSR) proposed by Serge Moscovici (1961) as their theoretical-methodological contribution, especially with regard to teaching in this modality. Nevertheless, the studies we analyzed demonstrate the potential of SRT in terms of understanding the symbolic universe of subjects and the meanings attributed to objects in the social world, revealing aspects of the constitution of the representational universe of teachers, the concept of professional teacher identity, the need for initial and continuing teacher training for professional work in the modality and being a teacher understood as a constant and continuous process.

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