

The academic production on social representations of UFRN's Postgraduate Program in Education

ARTICLE

Aírton Fernandes Guimarães Filho ⁱ

Universidade Federal do Rio Grande do Norte, Natal, RN, Brasil

Rosa Maria de Jesus Brito ⁱⁱ

Universidade Federal do Rio Grande do Norte, Natal, RN, Brasil

Erika dos Reis Gusmão Andrade ⁱⁱⁱ

Universidade Federal do Rio Grande do Norte, Natal, RN, Brasil

Abstract

This article aimed to map the production of knowledge about Social Representations (SR) in the scope of Education and the Curriculum in the Institutional Repository (IR) and in the Educação em Questão Journal (REQ), both of which are part of the post graduate program in education of the Federal University of Rio Grande do Norte (PPGED/UFRN). To this end, the State of the Art of the research available in the two collections was carried out using the simple search method by subject based on the descriptors “education”, “social representations” and “curriculum”. Data were collected in November and December 2022. The production as a whole indicates a significant demand for research carried out on the SR in the Program, approaching the theme in an increasing way, as can be seen in the results presented in this text.

Keywords: Social Representations. Education. PPGED/UFRN Publications.

A produção acadêmica sobre Representações Sociais do Programa de Pós-Graduação em Educação da UFRN

Resumo

O presente artigo teve como objetivo mapear a produção do conhecimento sobre as Representações Sociais (RS) no âmbito da Educação e do Currículo no Repositório Institucional (RI) e na Revista Educação em Questão (REQ), ambos do Programa de Pós-Graduação em Educação da Universidade Federal do Rio Grande do Norte (PPGED/UFRN). Como procedimento metodológico, realizou-se uma pesquisa bibliográfica do tipo Estado da Arte, feita a partir do levantamento de referências teóricas já analisadas e publicadas nos dois acervos, pelo método de busca simples por assunto a partir dos descritores “educação” e “representações sociais”. Os dados foram coletados nos meses de novembro e dezembro de 2022. Como resultado, o conjunto da produção indica uma demanda significativa de pesquisas desenvolvidas sobre as RS no Programa, abordando a temática de modo crescente, como é possível constatar nos resultados apresentados no presente texto.

Palavras-chave: Representações Sociais. Educação. Publicações PPGED/UFRN.

1 Introduction

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This paper presents a mapping of the production of knowledge generated by academic papers published on Social Representations (a concept we will explain on the next page) within the scope of the Graduate Program in Education at the Federal University of Rio Grande do Norte (PPGED/UFRN), based on two sources of data search. The first was the Institutional Repository of the Bank of Theses and Dissertations, and the second was papers already published in the journal *Educação em Questão*, both from the Postgraduate Program in Education at the Federal University of Rio Grande do Norte (PPGED/UFRN). The choice of authors, both for the institutional repository and for the journal *Educação em Questão*, took into account the fact that both are the main sampling mechanisms for PPGED/UFRN production. Therefore, the state-of-the-art research procedure was used, as it is believed that understanding the academic production of the Program in question can make an important contribution by presenting scientific production in a specific area.

The papers were selected by reading the titles, abstracts and key words that contained Social Representation Theory (SRT) as the theoretical basis for the research. Repeated papers, papers that were not available for download and papers that deviated from the descriptors were excluded. The data was then systematized in tables and classified by theme, author and year of publication.

The roots of SRT can be found in the 20th century, with the definition of Serge Moscovici's research launched in 1961 in France. He aimed to study how practical knowledge, or common sense, is constructed, structured and disseminated in different human groups, as well as to understand the meaning of representation as knowledge generated in everyday exchanges and presented as logical and creative, with the aim of making familiar what is strange to us.

[...] social representation is an organized body of knowledge and one of the psychic activities through which men make physical and social reality intelligible, insert themselves into a group or a daily exchange, and release the powers of imagination [...] the purpose of all representations is to make something unfamiliar familiar [...] (Moscovici, 1978; 2003, p. 28 and 54).

For Arruda (2014, p. 195), Moscovici's work highlights the gap that had existed until then "[...] on the processes of familiarization of the new in everyday life".

The Theory of Social Representations is a psychosocial theory, in which there is no separation between the social and the psychological, it is "the product and process of a psychological and social elaboration of the real, or even designates a form of social thought, it is elaborated by the symbolic and psychosocial activity of the individual who thus grasps his environment" (Melo and Sobrinho, 2005, p. 20). The relationships between the psychological and the social are also historical, they are constructed in the reality experienced by the subject in their time, "it comes from a relationship between the individual and the social, it is constitutive and constituted by man in his socio-historical relationships" (Santos, Xavier and Andrade, 2016, p. 47).

The SRT also focuses on popular knowledge, which Moscovici calls common sense (consensual universe). Common sense is built on information from science (reified universe), as described by Oliveira and Werba (2000, p. 105), "Social Representations are 'theories' about popular and common sense knowledge, elaborated and shared collectively, with the aim of constructing and interpreting reality". It is practical knowledge, which aims to deal with day-to-day communication between social groups, as stated by Jodelet (2001, p. 22):

[...] is a form of knowledge, socially elaborated and shared, with a practical objective, and which contributes to the construction of a reality common to a social group. It is also known as common sense knowledge or naïve, natural knowledge [...].

From a historical perspective of the theory of social representations, theorists prior to the Second World War "[...] distinguished between two types of psychic phenomenon: the individual and the collective (the latter involving culture or society)" (Farr, 1994, p. 35). Among the most representative authors of that period were: Wundt

(1832), representative of a physiological psychology and *Volkerpsychologie* (culture); Durkheim (1898), with his study of individual representations (in the field of psychology) and collective representations (in the field of sociology); Le Bon (1895), who established a distinction between the individual and the masses (or the crowd); and Freud (1856), who treated the individual clinically, also developing a psychoanalytic critique of culture and society (Farr, 1994). By distinguishing these two levels, these authors believed that the laws that explained collective phenomena were different from those that explained individual phenomena.

The French sociologist Durkheim (1912) was one of the greatest influences on the construction of the Theory of Social Representations. This author studied individual representations (in the field of psychology) and collective representations (in the field of sociology). Moscovici, however, went further and proposed classifying the study of social representations as a form of social psychology (Farr, 1994).

Moscovici proposes classifying the study of social representations as a form of social psychology (Farr, 1994). Moscovici thus states that there is no separation between individual and social aspects in the study of representations in human groups. For Farr (1994), modern social psychology began at the end of the Second World War and is characterized by its difference from other forms of social psychology prevalent in the United States. When referring to the position of Allport, who believes that the roots of social psychology "[...] are in the soil of the Western tradition, and its flowering took place on American soil" (Farr, 1994, p. 31), Farr contests this idea, because, for this author, this branch of psychology belongs to the intellectual soil of the entire European tradition. This shows an antagonism between European and North American thought, which has not, however, prevented the expansion of research in this area.

As far as studies on the notion of social representation are concerned, they have occupied a central position in the social sciences, with an increasing number of theoretical approaches and applications in research "[...] that attest to their vitality" (Jodelet; Ulup, 2001, p. 11). It is no coincidence that studies in social representations have shown "[...] a formidable opening up of the range of methodological choices in

use" (Arruda, 2005, p. 229). Although the number of publications is very significant and methodologically correct, there is still a lack of interpretations that capture the social representation being researched.

From this perspective, Sá (1998) identifies seven themes that are consistent areas for researchers in social representations: science, health, development, education, work, community and social exclusion. In addition, the author notes:

[...] with regard to the conditions of production and circulation of social representations, three groups are identified, designated by the labels "culture", "language and communication" and "society". The relationships between the emergence and dissemination of social representations and factors such as: values, models and cultural invariants; inter-individual, institutional and mass communication; ideological and historical context; social insertion of subjects, in terms of their position and group affiliation; dynamics of institutions and relevant groups (Sá, 1998, p. 32).

However, the author warns that "it is practically prohibitive to account for all the empirical production in the field of social representations today" (Sá, 1998, p. 34). The fields of interest in social representations (SR) research have expanded over the years. When we briefly list the disciplines that have been the subject of SR research in postgraduate programs, we find, for example, studies on education, health, mathematics, nursing, psychology, arts (music, cinema), among others, which demonstrates its vitality.

2 Methodology

The methodology used in this work was based on bibliographical research, from which a survey was carried out on the production of knowledge through the state of the art. To this end, we searched for studies on Social Representations available in the Institutional Repository (IR) of the Federal University of Rio Grande do Norte (UFRN), using the Digital Library of Theses and Dissertations (BDTD) and the journal *Educação em Questão*, both from the Postgraduate Program in Education (PPGED), as data sources.

Our survey of the state of the art took two factors into consideration. Firstly, we are doctoral students in the Graduate Program in Education (PPGED) at UFRN, and we are in the process of surveying the literature for our research. Secondly, this survey is linked to the Theory of Social Representations (TRS), which is one of the theoretical foundations for the construction of our research."

According to Romanowski and Ens (2006, p. 39), "[...] states of the art can make an important contribution to the constitution of the theoretical field of an area of knowledge, as they seek to identify the contributions to the construction of pedagogical theory and practice". They also point out the distinction between the state of the art and the state of knowledge, stating that the difference lies in the breadth of investigation they take on, since, "[...] in the first case, the abstracts of dissertations and theses, the productions in congresses in the area and the publications in periodicals in the area are studied. The second, on the other hand, is restricted to just one journal in the area" (Romanowski; Ens, 2006, p. 3). For these authors, research into the state of the art also aims to "understand how knowledge is produced in a given area of knowledge in doctoral theses, master's dissertations, journal articles and publications" (p.39).

This work falls into the first category mentioned above because, in addition to the articles, reviews and interviews, a survey was carried out of the dissertations and theses available in the PPGED/UFRN Institutional Repository. The investigative search was based on the following question: what do the works produced in the Postgraduate Program indicate about social representations?

To collect data from the theses and dissertations, a simple subject search was used with the descriptors "education", "social representations" and "curriculum". The data collected was organized in sheets on Word, with specific fields such as: title, year of publication, authors, keywords, from which, after reading the abstracts, 7 papers were excluded, leaving 62 studies (master's and doctorate) related to the discussion, making up our final sample, as shown in Figure 1.

The search in the journal *Educação em Questão* was carried out manually, number by number (a total of 78 issues, comprising 737 articles, 95 reviews and 29 interviews published between 1987 and 2022), since the archives of most issues of the journal are available scanned. The total number of materials found, based on the descriptors, was: 15 articles and 1 review (in the initial search, 2 articles were excluded because they did not match the defined descriptors), as shown in Figure 2.

Figure 1 - Organization chart for the collection and selection of research (Theses and Dissertations) in the PPGED/UFRN Institutional Repository

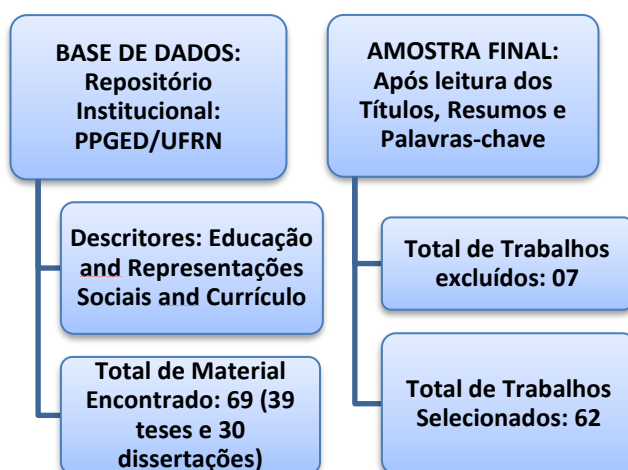
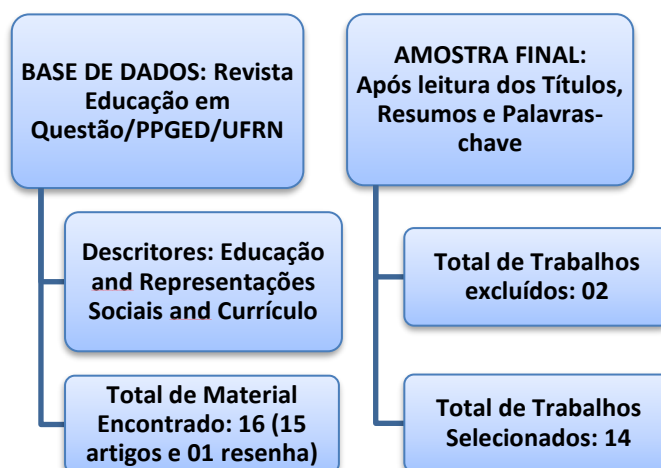


Figure 2 - Organization chart for the collection and selection of research (Articles and Reviews) in the journal *Educação em Questão*/PPGED/UFRN



3 PPGED/UFRN and its production on social representations

Since it was created in 1977, by Resolution No. 105/77 - CONSEPE, of August 15, the Graduate Program in Education (PPGED) at the Education Center has trained education researchers and teachers for higher education and basic education. Over the years, the program has also offered master's courses (lasting 24 months) and doctoral courses (lasting 36 months) in the area of study in Education, in classroom-based mode." In 2022, the program celebrated its 45th anniversary.

The Program has achieved a score of five in the Capes - Coordination for the Improvement of Higher Education Personnel evaluation and has seven Lines of Research that portray the set of thematic-scientific fields in which researchers come together in the development of their objects of study and in the theoretical-practical training of postgraduate students. They are: 1 Education and inclusion in educational contexts; 2 Education, the construction of science and educational practices; 3 Education, communication, languages and movement; 4 Education, representations and teacher training; 5 Education, socio-historical and philosophical studies; 6 Education, politics and educational praxis; 7 Education, curriculum and pedagogical practices.

The process of choosing and categorizing the papers was drawn up jointly by the authors. A priori, our aim was only to identify works on social representations. We then divided up the tasks: Rosa Brito surveyed the theses and dissertations and Airton Filho surveyed the journal *Educação em Questão*. Once the texts had been surveyed, the texts were categorized, which made it possible to organize them into thematic groups.

By the time this data was collected, the Postgraduate Program in Education's repository had a digital collection of 1,108 papers available, 532 of which were doctoral studies and 577 master's studies. In terms of journals, the PPGED has the journal *Educação em Questão* (currently an online journal), which was conceived and created in 1987 by professors from the Department of Education at UFRN. With continuous

flow and open access, it is published in four annual editions, with original and unpublished articles on Education and the human sciences, resulting from scientific research, as well as book reviews, interviews and historical documents. The journal was created to replace the Boletim de Educação (Education Bulletin), created in 1981, whose circulation was basically restricted to federal universities in the Northeast region.

After screening the papers eligible for analysis, it was possible to identify the categorization of the themes covered, as presented and distributed in Charts 1 and 2. The thematic areas set out in Chart 1 show the distribution of a total of 62 theses and dissertations according to authors and year of publication, namely: initial and continuing education: 23; teacher identity and pedagogical practice: 18; professional education: 06; health and environmental education: 05; young and adult education: 05; education and media: 03; curriculum: 02.

Chart 1 - Distribution by Thematic Areas of Theses and Dissertations – BDTD/PPGED/UFRN (2002-2022)

THEMES	AUTHORS/YEAR
Initial and continuing education	Melo (2006); Braz (2009); Gadelha (2010); Dantas (2010); Soares (2012); Silva (2012); Braz (2013); Aguiar (2013); Albino (2014); Costa (2014); Mendonça (2016); Santos (2016); Oliveira (2016); Almeida (2016); Moraes (2017); Silva (2017); Santos (2017); Melo (2018); Freire (2019); Brilhante (2020); Oliveira (2020); Souza (2022).
Teacher identity and Pedagogical practice	Andrade (2003); Albuquerque (2005); Melo (2005); Lira (2007); Campos (2008); Melo (2009); Dantas (2010); Queiroz (2011); Soares (2011); Lima (2012); Oliveira (2015); Vieira (2016); Xavier (2016); Silva (2017); Silva (2020); Rego (2020); Vieira (2020); Pereira (2021).
Professional education	Nascimento Junior (2020); Souza (2018); Souza (2022); Souza (2011); Rodrigues (2021); Nóbrega (2017).
Young and adult education	Albino (2010); Freire (2016); Cardoso (2018); Silva (2020).

Health and environmental education	Oliveira (2002); Brito (2004); Freitas (2008); Lopes (2010); Paula (2014).
Education and media	Accioly (2006); Silva (2012); Bezerra (2020).
Curriculum	Lustosa (2008); Santos (2018).

3.1 Initial and continuing education

The Social Representations involving the themes of "initial training" and "continuing training" had the highest incidence in the research, thus highlighting the relevance of investigations into questions about teacher training. Twenty-four of the objects investigated revealed a concern to understand aspects of training, which include social representations about teaching work, as well as aspects of teaching and learning practices, both of trained teachers and of undergraduates in their initial training. Initial training as a training prerequisite for the teaching professional is discussed based on the study of what is taught, training and the pedagogical knowledge that surrounds it and the clashes between being, having and doing in pedagogical training in undergraduate courses.

Another relevant aspect that appears in the research is the look at training from the perspective of federal government programs for access to teaching, encouraging the initiation and qualification of teachers in initial and continuing training, such as the Institutional Program for Teaching Initiation Scholarships (PIBID - 2007), the University for All Program (ProUni - 2004), the National Pact for Literacy at the Right Age (PNAIC - 2012), the Initial Training Program for Teachers in Early Childhood Education (Proinfantil - 2001), the Special Training Program for Basic Education Teachers (PROFIR - 2009) and the Active School Program (2007). It is important to point out that all of the above programs were created during the governments of presidents Luiz Inácio Lula da Silva and Dilma Rousseff, of the Workers' Party.

In this context, the research aims to analyze the social representations of higher education and basic education teachers in their respective training and teaching

activities, as well as undergraduate students in their initial preparatory processes. The authors base their theoretical and methodological assumptions on the Theory of Social Representations and the discussions that underpin teacher training. For example, we can mention the research by Lima (2012), which is based on Moscovici (1978, 1990, 2005a, 2005b, 2009, 2011) and Jodelet (2001), on the subject of SR, as well as the LDB (n. 9.394 of 1996), Tardif (2004), Tardif and Lessard (2007), Nóvoa (1992, 1999) and Arroyo (2007), with discussions on teacher training. Meanwhile, Morais (2017) draws on the authors: Nóvoa (1995, 1999, 2009), Perrenoud (1997, 2000, 2002), Freire (1996), Ramalho, Nuñez and Gauthier (2004), Tardif (2005), Tardif and Lessard (2013), Moscovici (1978), Jodelet (2001), Jovchelovitch (1994), Sá (1998), Minayo (1994) and Abric (1998).

The qualitative analysis of the information obtained in the surveys allows us to raise questions about the social representation of the teaching role and the student role, and the teaching and learning relationship that permeates pedagogical work and practice.

3.2 Teacher identity and Pedagogical practice

Pedagogical practice and teacher identity are relevant themes in the studies found. In eighteen of the sixty-two studies, the authors discuss social representations involving the construction of the teacher's identity. These are studies that raise questions about the elements of identity constitution and the configurations of teachers' social roles and functions, in the conceptions of teaching and learning present in their practices.

Most of the studies discuss the "*habitus professoral*" or "*habitus docente*", considering, in Albuquerque's research (2005), that the teacher's social identity is a process in permanent construction, resulting from their daily experiences and interference from the social context. In this sense, the theoretical contributions are based on the foundations and concepts that make up Pierre Bourdieu's Praxiology,

such as "*habitus*", "social field", "capital" and "symbolic power", as well as his interpreters and followers, such as Domingos Sobrinho. Thompson's concept of experience is also used, in dialogue with Serge Moscovici's Theory of Social Representations (Queiroz, 2011, p. 6).

It is also important to note that the social representation of pedagogical practice and teaching practice are discussed as elements that guide professional identity. To this end, the authors make use of dialog with exponents who study and research the themes of "teacher training", "teacher identity and knowledge", "pedagogical practice and educational practice", as pointed out in the research by Xavier (2016, p. 9), who highlights Pimenta and Lima (2012), Paulo Freire (1996), Tardif (2000, 2013), Guimarães (2006), Dubar (1997) and Nóvoa (2009) as references.

3.3 Professional education

Professional training appears in six of the studies, based on the Muscovite perspective of the Theory of Social Representations as a theoretical-methodological contribution. The discussions are guided by the context of the representations that run through the role of teachers in professional education.

Souza's research (2018, 2022) analyzed the impacts of the social representations of healthcare teachers on being an educator, and was carried out at the Healthcare School of the Academic Unit Specialized in Professional Healthcare Education at UFRN, in Natal/RN.

The following studies were also analyzed: "Training teachers in the judiciary: trainers of a new type of judge and their representations", by Rodrigues (2021); "Social representations of psychologists: moving images in professional training", by Nóbrega (2017); "The social representation of technological education of teachers from the Federal Network of Professional and Technological Education: CEFETs in Rio Grande do Norte", by Souza (2011); and "Institutional evaluation via SINAES: a study on the

social representations of Educational Affairs Technicians at UFRN", by Nascimento Junior (2020).

3.4 Health and environmental education

In the context of education and health, four studies present data on social representations about gender relations; education programs aimed at women's health; menopause; nurses' educational practices; the identity of community health agents; and the health of the elderly population.

Brito (2004) aimed to understand the identity references of community health agents (ACs) from the Community Health Agents Program (PACS) and the Family Health Program (PSF) in the municipality of João Pessoa/PB and the social representation they constructed about health education. Two other studies that address women's health, using SRs, are: Oliveira (2002), who sought to understand the social representations that both health professionals working in climacteric programs and users of these services construct about this subject; and Lopes (2010), who sought to understand the social representation of menopause constructed by nurses linked to the Family Health Strategy in the city of João Pessoa/PB.

Environmental education appears in Freitas (2008), who investigated the dimensions and universe of social representations of environmental education and their meanings and significance for students in Garanhuns/PE.

3.5 Young and adult education (EJA)

In the context of research into Young People's and Adults' Education (EJA) in the light of the SRT, five studies have pointed to the theme as a means of understanding representations, two of which sought to understand the meanings, symbols and obstacles that lead to EJA students dropping out (Cardoso, 2018). The theoretical support was based on Serge Moscovici's SRT and Pierre Bourdieu's Social Praxiology. The first theory allowed us to learn about the social representations that

the population under investigation shared in relation to education and the Federal Institute of Rio Grande do Norte (IFRN), symbolic elements that guided their return to school life. The second theory supported the concepts of place effects and symbolic violence, which made it possible to highlight the material living conditions that made it difficult for this population to stay in school and the consequences of the symbolic violence exercised by the school that led them to drop out.

The research by Albino (2010) and Silva (2020) investigated the representation of being an EJA teacher, with the aim of understanding teachers' perceptions of what they know and do in literacy processes in this type of education. Freire's (2016) study, "Educational processes in prison: a study on the social representations of young people and adults in prisons", sought to understand how these populations represent this symbolic object and relate to it and, from there, to identify elements that facilitate or hinder the development of EJA educational practices in prisons.

3.6 Education and media

From the perspective of media representations in the educational environment, some studies have investigated their role as spaces for the circulation of social communications and pedagogical mediations. Accioly (2006) and Silva (2012) present Moscovici's ideas as a fundamental assumption in their quest to grasp social representations for analyzing the object of study. The first aims to analyze the discourse circulating online about constructivism, seeking to grasp the social representations shared about it. The second deals with the social representations of television, on the part of mothers and educators, as viewers, in order to understand the meaning of this media in their daily lives and what mediations occur between educator and student in the classroom. The circulation of information through the media, as a privileged space in the construction and proliferation of social representations, is a fundamental assumption of Moscovici's theory, namely "the determining role in the popularization of scientific theories, in the formation and

dissemination of social representations and in the construction of human conduct". Moscovici's research studied the media at the end of the 1950s in France. In the present day, this assumption is enhanced by the dissemination of information via the internet.

The research by Bezerra (2020) aims to "understand the social representations of educational robotics for elementary school teachers in the public school system in the city of Natal, state of Rio Grande do Norte" (Bezerra, 2020, p. 10). For this author, the study proves to be important in pointing out that robots are present in many sectors of society, with the school being one of these spaces and that "the use of educational robotics in pedagogical practices contributes to qualifying the teaching and learning process in different school contexts" (Bezerra, 2020, p. 10).

3.7 Curriculum

The curriculum as a theme in research objects appears related to Young and Adult Education in two studies in the context of teachers' social representations of the curriculum. Lustosa (2008), who, based on teacher images, analyzes teachers' social representations of the curriculum of the second segment of Young and Adult Education in Elementary School. And Santos (2018), who investigates teachers' social representations of the curriculum of the second segment of Young and Adult Education in Elementary School. Both analyze and reflect on the different dimensions of teaching work that are tangential to the curriculum, revealing its consensual universe in the midst of power relations in the constructive representational contexts about the curriculum in EJA.

The role of the EJA in teacher training is undoubtedly of fundamental importance for the training of educators. Paulo Freire reminds us that "we are permanently being trained as educators in practice and in reflection on practice" (1991, p. 32). Santos' research into practice in the EJA analyzes the daily lives of teachers, as a way of reflecting on the difficulties encountered by teachers in building and acting on their

training paths, a necessary reflection for improving the quality of the training processes proposed in this type of education.

Based on the theoretical-methodological foundation of the Theory of Social Representations, through its sociogenesis approach, this is a study that analyzes, describes and discusses the social representations of teachers about the curriculum, articulating the gaze of these professionals to the idea of a representational network that is sewn into various dimensions that are present in everyday school life from the knowledge and doing of teachers, their contrasts, subjectivities, tensions and affections (Santos, 2018, p. 08).

Chart 2 below shows the distribution and analysis of the works on social representations found in the journal *Educação em Questão*, with a total of 14 works, 13 articles and 1 review.

In order to present a methodological unit for the analysis, we took into account the same thematic axes listed for the research cited in Chart 1. This resulted in the exclusion of two articles, by Souza and Carvalho (2005) and Garnelo (2001), which, although they deal with the theme of social representations, are not related to the focus that permeates all the thematic axes: education. The first aims to "investigate the factors that favor contemporary tourism in the city of Natal, and how the media field participates in this process" (Souza and Carvalho, 2005, p. 177). In its methodology, it proposes an "analysis based on mapping the representations in the printed media (folders and tourist brochures for the city)" (Souza and Carvalho, 2005, p. 177). The second article discusses "the social representations of health and illness of the indigenous Baniwa people of the northwest of the Brazilian Amazon" (Garnelo, 2001, p. 80), analyzing the colonization process, with an emphasis on notions conveyed through schooling and religious conversion.

Chart 2 - Distribution by Thematic Areas of articles/ reviews Journal *Educação em Questão* - PPGED/UFRN (1996-2022)

THEMES	PUBLICATION TYPES	TITLE	AUTHORS/ YEAR
	Article	As professoras de 4ª série do 1º grau de diferentes camadas sociais – suas representações acerca da relação professor-aluno	Madeiras (1996) V. 6 – n. 2
	Article	Representações sociais e decisão: breves considerações	Madeira (1998) V. 8 – n. 1

Teacher identity and Pedagogical practice	Article	O olhar das Representações Sociais sobre a identidade docente em formação	Andrade (2004) V. 20 – n. 6
	Article	A formação docente no contexto atual e a representação social dos professores tecida no campo educacional	Melo e Sobrinho (2005) V. 24 – n. 10
	Article	O que dizem os professores indígenas Tembé sobre a educação escolar e o futuro da aldeia: um estudo sobre as suas representações	Silva e Nascimento (2019) V. 57 – n. 54
	Article	As Representações Sociais de docência e a constituição identitária de licenciandos em Química	Miranda, Placco e Rezende (2019) V. 57 – n. 54
Young and adult education	Article	Métodos de análise no estudo de representações sociais dos estudantes: o acesso ao Ensino Superior na UFRN	Ennafaa (2014) V. 48 – n. 34
	Article	Representações escolares de conhecimento geográfico	Monteagudo (2018) V. 56 – n. 49
	Article	Estruturas X Desestruturas: representações acerca de família em âmbito escolar	Gonçalves e Eggert (2019) V. 57 – n. 54
	Article	Representações sociais sobre o futuro de jovens periféricos e suas contribuições às práticas socioeducativas	Bomfim e Garrido (2022) V. 60 – n. 63
Initial and continuing education	Review	O outro lado do aprender: representações sociais da escrita no semiárido norte-rio-grandense	Carvalho (2001) V. 12 e 13 – n. 3/2
Curriculum	Article	A estrutura curricular da escola de professores do Instituto de Educação do Rio de Janeiro (1932 - 1939): representações acerca de uma nova cultura pedagógica	Lopes (2007) V. 28 – n. 14
Health and environmental education	Article	Representações sobre o Eu e o Outro em ambiente hospitalar	Silva e Oliveira (2009) V. 34 – n. 20
Education and media	Article	Literatura surda: representações em produções editoriais	Karnopp (2017) V. 55 – n. 44

Source: Based on the survey.

Teacher identity and Pedagogical practice

This theme was the most recurrent among the studies found, with six articles. The article by Madeiros (1996) investigates the daily school life of 4th-grade teachers in public and private schools in the city of João Pessoa, state of Paraíba. It is an action research study, with a methodology based on collecting testimonies through a questionnaire made up of open questions. A total of 100 teachers were contacted, 50 from state schools and 50 from private schools.

Madeira's (1998) article aimed, according to the author, to "approach the problem of decisions in education in the light of the movement in a given social totality" (Madeira, 1998, p. 69). As it defines itself in its articulations, spaces and actors, its methodology is based on the state of knowledge and presents an analysis based on the results of research into social representations of education.

Andrade (2003) presents a reflection on "teacher training based on understanding the construction of their identity in training processes" (Andrade, 2003, p. 94). It is a field study and reflects on teachers' conceptions of practice, knowledge and know-how, based on the resistance function of social representations.

Andrade's text analyzes teaching practice and the threat to the constitution of its identity construction, and deals with "what the teacher's task is" (Andrade, 2003, p. 139), incorporated between knowing and doing in their relationship with the models of action and expression of educational practice.

The work by Melo and Sobrinho (2005) analyzes teacher training in its different levels of qualification and in its methodology, using the Free Word Association Test and the Semi-Structured Interview and, for the treatment of this data, the SPSS (Statistical Package for Social Sciences) software and Content Analysis.

Silva and Nascimento (2019), in their work on pedagogical practice among indigenous peoples, investigate what Tembé teachers say about the school education of their people and the implications for the village's future. This is a field study, in which the data collection instrument was a narrative interview. The selection of subjects followed previously defined criteria and the treatment and analysis of the data followed the references of the SRT.

Completing this area, we have the research by Miranda, Placco and Rezende (2019), which investigates the social representations of teaching and their influences on the constitution of the professional identity of chemistry undergraduates. The data was interpreted in its methodology through a dialog between the Theories of Social Representations, from Serge Moscovici's perspective, and Claude Dubar's professional identity.

3.8 Young and adult education

Four articles were found on this topic, which was the second largest among the areas presented. The article by Ennafaa (2014) deals with access to university and the trajectories of students in this process and is a field study whose methodology analyzes the Social Representations of the UFRN by students who have completed high school.

Monteagudo's research (2018) presents the obstacles in the academic environment as a reference for the construction of a public educational space, thus contributing to the study of geography. Her methodology is based on bibliographical and documentary research and analyzes the debates produced in the 1960s and 1970s on understanding social phenomena and the inclusion of geography and other social sciences in this process.

The work by Gonçalves and Eggert (2019) aims to understand the meanings of the words "structured" or "unstructured", related to the family context, seeking to understand what education professionals mean when they use the term "structure" or "unstructure" in the family (Gonçalves and Eggert, 2019, p. 1). Its methodology was based on bibliographical research and data collection carried out in three municipalities in the state of Mato Grosso with a total of six women, three of whom were teachers and the other three school managers.

The fourth and final article on Young People and Adult Education is by Bomfim and Garrido (2022), which analyzes how social representations about the future of young people on the periphery contribute to images that can reinforce socio-

educational practices. Based on the ideas of Moscovici (1978) and Jodelet (2001), the authors used semi-structured interviews and the AT-9 protocol with three young people from the Centro Cultural de Plataforma and analyzed the data using the precepts of the Argumentative Strategy Model.

In each of the other areas, only one text was found, which shows the predominance of research focused on teaching and Young People's and Adults' Education. However, we should not forget that the multiplicity of approaches to social representations in recent decades has been highlighted by various authors, such as Arruda (2005), Jodelet (2001) and Sá (1998).

3.9 Initial and continuing education

The review by Carvalho (2001) "studies the meaning that men and women in the semi-arid north of Rio Grande do Norte make of the written language" (Carvalho, 2001, p. 152). According to the author, it is a field study based on the analysis of the Theory of Social Representations.

3.10 Health and environmental education

The work by Silva and Oliveira (2009) presents a study of the social representations elaborated by health professionals "on the inclusion or exclusion of people with special needs undergoing treatment for mental disorders, in an educational program carried out in a hospital environment, in the city of Belém do Pará" (Silva; Oliveira, 2009, p. 194). This is a field study, using interviews and group dynamics with health professionals, from which the results produced became tools for analysis.

3.11 Education and media

In this vein, Karnopp (2017) "analyzes deaf representations in editorial productions by deaf people, in different textual genres of an autobiographical nature,

life narratives, poems, chronicles and novels" (Karnopp, 2017, p. 121). Its methodology is based on bibliographical and documentary research and analyzes eleven discursive works, which were written by deaf people and are aimed at young readers and adults. In this context, the search for the deconstruction of stereotypes attributed to deaf people was observed.

3.12 Curriculum

Lopes (2007) discusses the curricular structure implemented at the School of Teachers of the Institute of Education of Rio de Janeiro, an institution created in 1932 by Anísio Teixeira. It is a bibliographical and/or documentary research and analyzes the curricular structure based on the works of Apple (1982, 1989) and Goodson (1997) and the study by André Chervel (1990) on the history of school subjects.

3.13 Notes on the works listed in relation to the SRT

In a study by Arruda (2014) on the papers published at the III International Conference on Social Representations (JIRS) in 2003, the author points to a large production of papers in Brazil, emphasizing the relevant way in which they appear in quantity and quality. In her survey, Arruda (2014) reveals that methodological rigor and strict adequacy were presented in the research, especially in the diversity of methodologies used. However, the author is concerned about the lack of clarity in interpreting the data, which she calls a "didactic nightmare". This reveals the difficulty or even absence of interpretation, without which it is impossible to produce a good result on the social representation of the phenomenon studied (Arruda, 2014).

The collection and interpretation of data for studies on Social Representations is a fundamental stage in understanding and unveiling the analytical possibilities of this theory. As noted by Arruda, "description does not necessarily contain explanation" (Arruda, 2014, p. 119). In the survey of the number of papers produced by

PPGED/UFRN, it would be appropriate to analyze the interpretative aspects present or absent in their analyses. Unfortunately, it is not possible to carry out this analysis in this text. It is suggested that this survey be considered for a future article.

4 Conclusions

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In response to the questions that arose for the composition of this study, we believe that the scientific production on education and curriculum in the light of the Theory of Social Representations, in the Postgraduate Program in Education (PPGED) of the Federal University of Rio Grande do Norte (UFRN), presents a relevant quantitative/qualitative representativeness, notably in the publications of theses, dissertations and articles.

In the mapped works, we analyzed a multiplicity of investigated themes that take Serge Moscovici's theoretical-methodological reference as their objects of study. These are proposals that are connected to this theory, involving the field of teacher training, identity and pedagogical practice, youth and adult education, education and curriculum, as well as related areas of knowledge: education and health, education and media, environmental education and professional education.

Publications and debates on the Theory of Social Representations have multiplied greatly since the mid-20th century, which is largely due to publications in postgraduate programs, whether through platforms such as BDTD or academic journals. Table 1 shows that the highest number of publications was in 2020, compared to previous years, indicating a quantitative growth in research on the subject. Thus, it is possible to perceive a quantitative expansion of works, as well as a diversity of approaches to social representations.

Carrying out a survey of the publications of a particular postgraduate program, such as PPGED/UFRN, is relevant because it makes it possible to get to know the various methodologies, objectives and research subjects, as well as to see the multidisciplinary inherent in research into social representations.

With regard to the journal *Educação em Questão*, although we focused on the articles and reviews, we were struck by the texts referring to the journal's notices. In them, it is possible to find important critical positions, both on social movements and on important achievements in the field of education throughout the history of the journal. Therefore, we believe it would be appropriate to write an article on the subject to deal with its editorials. This is a project we would like to take up again in the future.

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Airton Fernandes Guimarães Filho, <https://orcid.org/0000-0001-8869-4286>

Universidade Federal do Rio Grande do Norte (UFRN)

Docente da Escola de Música da Universidade Federal do Rio Grande do Norte. Mestre em Música (PPGMUS/UFRN). Doutorando em Educação (PPGED/UFRN). Bacharel em Música (UFPB).

Authorship contribution: Writing - original draft.

Lattes: <http://lattes.cnpq.br/4475943512819440>

E-mail: airton.guimaraes@ufrn.br

Rosa Maria de Jesus Brito, <https://orcid.org/0000-0001-6604-1217>

Universidade Federal do Rio Grande do Norte (UFRN)

Docente do Curso de Pedagogia da Universidade Federal do Piauí. Doutoranda em Educação (PPGED/UFRN). Mestre (PPGE/UFPB). Licenciatura em Pedagogia (UFPB).

Authorship contribution: Writing - original draft.

Lattes: <http://lattes.cnpq.br/6544138094779562>

E-mail: rosa.brito.043@ufrn.edu.br

Erika dos Reis Gusmão Andrade, <https://orcid.org/0000-0002-5296-8481>

Universidade Federal do Rio Grande do Norte (UFRN)

Professora Titular do Departamento de Fundamentos e Políticas Educacionais do Centro Educação da UFRN. Professora Permanente do Programa de Pós-Graduação em Educação da UFRN, na Linha de Pesquisa: Educação, Práticas Pedagógicas e Currículo.

Authorship contribution: Guidance and supervision.

Lattes: <http://lattes.cnpq.br/0778953049451033>

E-mail: ergandrade@gmail.com

Responsible publisher: Genifer Andrade

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