

How to write a systematic experience report? Methodological contributions

ARTICLE

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Abstract

Experience reports constitute an essential part of qualitative research; however, they are often insufficiently systematized, impacting internal validity and prompting peer inquiries. In this context, we inquire: could a systematization be proposed for the development of experience report research? This study aims to advocate for the systematization of experience reports as a scientific method, with a secondary objective of presenting minimal guidelines for the scientific writing of an experience report using the scientific method. We choose to guide the discussion based on the internal validity of qualitative research, intertwining with other methods and techniques to guide the logical and formal aspects in light of scientific and methodological literature. As a result, dissecting each aspect of scientific communication, we propose a systematic method for writing experience reports, providing support for data collection, data analysis, and the composition of scientific communication.

Keywords: Experience report. Scientific writing. Methodology.

Como escrever um relato de experiência de forma sistematizada? Contribuições metodológicas

Resumo

Os relatos de experiência compõem uma parte importante da pesquisa qualitativa, contudo, são pouco sistematizados, o que prejudica a validade interna, levando a questionamentos entre pares. Nesse sentido, nos questionamos: seria possível propor uma sistematização para o desenvolvimento de pesquisas do tipo relato de experiência? Este estudo tem por objetivo propor a sistematização do relato de experiência como método científico, sendo seu objetivo secundário apresentar diretrizes mínimas para a escrita científica de um relato de experiência a partir do método científico. Optamos por nortear a discussão a partir da validade interna da pesquisa qualitativa, relacionando outros métodos e técnicas, para conduzir os aspectos lógicos e formais à luz da literatura científica e metodológica. Como resultado, analisando cada aspecto da comunicação científica, propomos um método que sistematiza a escrita de relatos de experiência, fornecendo subsídios

metodológicos para a coleta de dados, análise de dados e escrita da comunicação científica.

Palavras-chave: Relato de experiência. Escrita científica. Metodologia.

1 Introduction

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Experience reports in the humanities and social sciences make an important contribution to the construction of knowledge, providing empirical evidence, even if it is subject to bias, so that we can broaden our discussions and strengthen theories in the face of reality. Unlike case reports, which are common in the health field, there are few standards for developing an experience report. This fact is pointed out by meta-synthesis studies, whose main obstacle is the poor formal quality (Demo, 1992) of the qualitative corpus (Walsh; Downe, 2005).

Experience reports are studies that start from the relationship between the researcher and the empirical in field research, building knowledge about people in interaction. In this sense, the question arises: Would it be possible to propose a systematization for the development of experience report-type research?

In order to fill this gap, this study aims to propose the systematization of experience reports as a scientific method. However, since young researchers, when faced with a method, may have difficulties in materializing their research, our secondary objective is to present minimum guidelines for the scientific writing of a systematized experience report.

In order to achieve these objectives, we carried out a bibliographical survey of the methodological field, drawing on discussions of qualitative research, based on the principle of internal validity (Minayo, 2012), in order to ensure a contribution that mitigates problems common to qualitative methods.

In this sense, the study makes scientific contributions to the application of meta-synthesis, since it systematizes experience report research. In addition, it seeks to make a social contribution to the subject-research object relationship, since research of the experience report type has the capacity to bring academia and society closer together. By

strengthening the authors' personal interest, it helps to guide students who have theoretical and methodological difficulties in developing and writing their experience reports.

As a writing strategy, to provide a better reading experience, the article is divided into sections dealing with theory, critical aspects and, above all, the sections of a scientific article. Summarized in this way, the writing of the text seeks to exemplify the process of scientific writing.

2 Experience report as a systematic method

At the descriptive, comprehensive and explanatory level of an observable natural phenomenon, the scientific communication developed in an experience report falls within the qualitative nature of research.

Qualitative research seeks to detail the phenomenon in the natural environment, involving participants in data collection. In this process, categories of analysis, theoretical and methodological needs emerge, allowing researchers to develop their interpretations of the phenomenon with greater complexity, in an introspective way and recognizing their biases (Creswell, 2007).

By analyzing the phenomenon in its concreteness, qualitative research contributes to the construction of an internal logic for understanding and explaining processes, which must be questioned based on the evidence collected and theories (Minayo, 2012).

In this sense, for the experience report, observation, description, understanding and explanation become essential in order to build a possible analysis. The construction of scientific knowledge occurs in the interpretation of reality. “A good analysis begins with the understanding and internalization of the philosophical and epistemological terms that underpin the investigation and, from a practical point of view, from when we begin to define the object” (Minayo, 2012, p. 622).

The interpretation of this evidence as units of meaning, justified on the basis of an understanding of the phenomenon that occurred, in which the theories are related, provides us with categories of analysis based on their specificities (Minayo, 2012).

The reliability of the empirical evidence is the basis of the *corpus*, which must be contextualized based on the aspects of the reality being investigated,

The conclusion of a qualitative analysis should be a text capable of conveying concise, coherent and, as far as possible, reliable information. Because the final report of the research is a synthesis in which the object of study coats, impregnates and entrenches the entire text (Minayo, 2012, p. 625).

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In this sense, Minayo (2012) suggests a series of elements to safeguard the internal validity of the analysis, which are shown in Chart 1:

Chart 1 - Epistemological guidelines for experience reports

Internal validity guidelines	Materialization in scientific communication
a) data collection and analysis is described in such a way as to guarantee replicability	Data collection and analysis
b) thorough description of the process, decision-making and problems in the field of research	Scientific writing in the methods and techniques section, research planning
c) the use of multiple sources of information, methods and data analysis techniques	Data collection and analysis
d) the possibility of comparing the perceptions of research subjects with observations in the field	Research technique, research planning
e) making explicit the facts and theories that contradict the hypotheses, trying to problematize these issues	Scientific writing, data analysis
f) eschewing the idea of a single truth, investigating multiple points of view that converge in the analysis of the phenomenon	Data analysis and scientific writing

Source: Elaborated by the author with data from Minayo (2012).

In order to be meaningful and contribute to science, the experience report cannot be framed as a simple narrative process disconnected from a systematic approach, but must instead be based on the aspects described by Minayo (2012) (see Chart 1), in order to contribute to the investigation of reality. These aspects (Minayo, 2012) help us to reflect on the systematization of the stages of research and scientific writing (see Chart 1).

In this sense, understanding the method as the internal logic that drives the scientific research process (Tonet, 2013), in order to build an experience report based on the scientific method, there is a need for systematization that highlights formal quality and political quality (Demo, 1992) throughout the research process.

Based on the understanding that science does not constitute the truth, but rather the systematic search to mitigate errors in the investigation of reality (Popper, 2013), we need to conduct a detailed and rational analysis of the intellectual production process of the experience report. This aims to establish minimum guidelines for an experience report as a scientific method in the humanities and social sciences.

3 Determining the object of research

This section discusses gnosiology and then, based on the theoretical aspects explored, logically establishes the research object of the experience report. Gnosiology deals with the relationship between the research subject and the research object, which occurs, at a basic level, in the observation of the phenomenon that is described in the form of an experience report. Nevertheless, in the humanities and social sciences, the myth of neutrality and objectivity are axioms to be faced.

Objectivity is about knowing the object as perfectly and thoroughly as possible, while neutrality is based on the subject's relationship as an impartial observer of the phenomenon (Demo, 1992). In this sense, it is important to establish the gnosiological relationship intended by the researcher.

In qualitative research, trustworthiness is fundamental, but not because of any supposed objectivity. In itself, reality is more complex than can be captured, so the apprehension of the phenomenon will always be limited by sensitive experience (Creswell, 2007). In this sense, it is mandatory to elucidate the biases, the analytical theory and the logic that drives the process (Minayo, 2012). This attitude reinforces trustworthiness, since the constitutive aspects of scientific communication are open to public scrutiny.

The position of the researcher, therefore, is not neutral, but charged by their life history and training, understanding the impracticability of heteronomy (Bartlett, 1932). The position of intellectual honesty, especially with readers, reinforces the political quality (Demo, 1992) of the experience report. Describing in detail the practices, processes,

interactions and biases assumed is essential in order to understand how the research was carried out and how you act as a research agent (Minayo, 2012; Demo, 1992).

The experience report, in this sense, has as its research object an observable phenomenon, in a natural environment, in which the researcher relates to the object to investigate reality in a systematic way, making their observation and analysis biases explicit, in a meticulous process of description, with a view to scientific communication that seeks to be reliable.

Students in the classroom during an academic activity, professionals in a workshop carrying out their work, managers in a public institution making decisions about public policies, are not just people or the grouping of people in the collective; rather, the action carried out by the group of individuals is the object of the experience report. This is the observable phenomenon, which therefore requires a proximal relationship between the object and the research subject.

4 Research problem, objective and justification

This section presents a discussion about the construction of the research question, objectives and justification in an experience report, considering that these are, along with the research object, essential elements of the introduction in a scientific communication. Therefore, issues related to scientific writing are presented.

The introduction section of a scientific paper presents the research object, the research problem - which usually comes from a logical problematization - and the research objective, as a logical development of the research problem.

Establishing the research problem concerns the area of study to which your scientific communication intends to contribute (Creswell, 2007). In this sense, an experience report should establish some contribution to an area of research, with the aim of expanding knowledge.

The phenomenon itself, even if it has been studied extensively, can be framed by multiple views, so that a meta-synthesis (Walsh; Downe, 2005) provides a multidimensional

analysis of the object of study. Thus, an effective strategy involves the use of an epistemological framework.

A research problem arises from a gap, i.e. something that has been little explored or not studied. Research then seeks to make a contribution based on evidence that advances the systematic construction of knowledge in different ways (Creswell, 2007).

Problematization is a writing strategy that leads readers to a logical conclusion that derives from the research problem. A context is presented and, by questioning this context, a question is arrived at, a research question, which is presented as a logical interrogation arising from the questioning of the context explored.

From the research question, the research objective unfolds, which represents how we intend to contribute to the gap mentioned. The research objective should not pursue the completeness of the gap, since the aim of science is not to construct absolute truths, but to mitigate uncertainty through the investigation of reality conducted by the systematized construction of knowledge (Popper, 2013).

The research objective must contain a verb that indicates its action. The basis of every experience report lies in the observation of the phenomenon, which materializes in the description. Therefore, describing an unknown phenomenon is an important research objective, which presents this alleged novelty to the scrutiny of peers.

A little-known phenomenon can be explained through its description, revealing nuances that have not yet been explored, with developments that make it more complex. Comprehension, as a research action, refers to the process of understanding the multiple determinants that converge on the phenomenon, in the sense of its completeness. Analysis, as a logical unfolding of a known phenomenon, seeks a detailed investigation of the object of study, with the aim of exposing details of the multiple determinants found.

Therefore, in a logical unfolding of the research question, the actions triggered by the verbs in the research objective relate to the type of contribution sought, according to the object of study. It is a rational and deliberate choice on the part of researchers, which must be well evaluated, since it is the research action that drives the scientific research process.

Every scientific study should be guided by its overall objective (Creswell, 2007). It doesn't make sense, therefore, for other objectives not to be aligned and not to be logical steps towards the full or partial acquisition of the general objective.

An objective whose action verb is to “analyze” a phenomenon, for example, can have two secondary objectives: one that involves describing the phenomenon and another that involves explaining it. All scientific writing must be logical and make sense in the flow of ideas being presented, maintaining a coordinated rhythm of thought.

The introduction to a scientific paper should contain the research object, the research question, the research objective and, if necessary, the other objectives. A summary of the method and techniques used, as well as a summary of the research findings, are also necessary aspects for an initial understanding of the study.

The justification, which can end an introduction or be presented before the summary of results, relates to the existence of this scientific communication and usually arises from the desire of the researcher.

A justification can go beyond the importance of the study given by the researcher, in a scientific writing strategy that consists of answering three questions: What is the social importance of scientific communication? How does the study advance scientific research into the object of knowledge? What is the personal relevance of studying this subject?

This is a general strategy for writing the justification based on experience, in which the aim is to present the relevance of the study as something that goes beyond academia. Although this relevance may seem obvious at first, it reinforces scientific communication as a construct of reality with complex qualifiers.

Most scientific research is funded and developed with the support of society and the state. However, they are generally written for peers, researchers in the field of research or interested parties, who use their research efforts to seek out discussions that contribute to their studies. Starting from this logical principle, a social justification and a scientific justification are established as part of a general justification of the importance of the research.

The third question in the justification is essential when writing an experience report, as it presents the connection between the subject and the research object, reinforcing that the observable phenomenon is not based on an idea of neutrality.

The scientific writing strategy presented in this section aims to help researchers construct more comprehensive introductions, which engage in a dialog with the whole of scientific communication, developing a picture of the whole that constitutes the research. Thus, when reading an introduction, readers should be aware of what the scientific research they are going to explore is about.

5 Epistemology, gnosiology and ontology of social being

This section discusses epistemology, gnosiology and ontology in systematized experience report research, highlighting aspects that need to be clear in the research methods and techniques section.

In the humanities and social sciences, the observable phenomenon of experience reports is human interaction. Whether the human being is immersed in reality, in groups and/or institutions, or even deprived of minimal social interaction, it doesn't matter, an experience report deals with human beings in interaction. The place where these people interact is the natural environment, the locus of the research.

In this sense, it is essential to be clear about the understanding of “social being” to which the person writing refers. This ontological approach concerns the meaning attributed to people as social entities, their basic nature and the social relationships established (Schmitt, 2013).

Marx (2008), for example, did not understand the human being in an abstract way, but as a being that produces its own existence, a historical existence, in the relationship between people and the world around them, where the human conception is formed by the totality of social relations.

Epstein (2014, 2019), in his re-reading of Weberian ontology, anchors individuals in the biopsychological and social dimensions, which find their collective dimension in the

social order. Social actions function as anchors shared by agents, which cognitively underpin this social order (Sell; Bolsa, 2022).

Based on Durkheim's concept of reification, Bhaskar (2005) describes that the human being is an artifact of a social structure, constituted as a transfer of the individual himself.

These three ontological conceptions (Bhaskar, 2005; Marx, 2008; Epstein, 2014, 2019) exemplify, based on the classics of sociology, the understanding of social being as a category of analysis. There are several other ontological discussions that can be part of the understanding of researchers, and these choices need to be unequivocal.

Another issue relating to gnosiology concerns the interaction and participation of research subjects. Minayo (2012) refers to the validation of research subjects (see Chart 1) as one of the guidelines of qualitative research.

This involves reflecting on the type of participation of the research subjects. Research subjects are either informants, so they have agency in data collection, or they are subjects who also participate in the process of analyzing the data collected, acting as agents in the process of constructing knowledge. In addition, the research subjects' role is to validate their analysis based on a sensitive reading of scientific communication. All these dimensions of participation are present in participatory rapid diagnosis (PRD) as a research method (Antunes *et al.*, 2018).

In any case, making the gnosiological choice explicit impacts the research process, since, in addition to the different ontological biases assumed, the rationality that guides the construction of knowledge is also included.

The experience report, as a method, seeks to conduct its central argument through a rationality that guides the writing process. This alignment between gnosiology, ontology and epistemology produces a unity of meaning, a cohesive and explicit internal logic in scientific communication.

Epistemology takes on the meaning of the construction of knowledge, which is based on a logical sense and starts from a scientific paradigm, which involves theory, an approach to the object of research and academic culture.

The theoretical framework functions as an analytical lens, a current of thought that guides us in understanding the object of research (Minayo, 2002). Thus, with this theoretical support, we have a starting point for our studies, which may or may not cover the research object.

Creswell (2007) lists epistemological conceptions as guides to action, offering a general idea of the positivist, post-positivist, materialist, complexity and post-modern currents. The epistemological conception does not respond to a presumed neutrality, but is related to the life history and training of researchers, as well as their ontological and gnosiological choices.

Epistemology, ontology and gnosiology need to be aligned in order to maintain the internal cohesion of the research. A historical materialist perspective, which understands the human being in an abstract way and unsystematically observes a human group in interaction, presents confusing choices, which will be reflected in scientific writing and in the evaluation of scientific communication.

These choices should be made clear to readers, described and referenced in the methods and techniques section, so that the biases can be understood and the reasons for each decision can be justified, increasing the internal validity of the research (see Chart 1).

6 Data collection

In this section, we deal with the data collection process, focusing on participant observation and the field diary, mentioning other techniques that can help in the scientific construction of knowledge.

The data collection process is not just about gathering information; it is a sophisticated way of gathering data based on the systematization of the research, which involves planning and execution (Olsen, 2015). The systematization of data collection should be presented in the methods and techniques section of scientific communication

and, under the criterion of validity, it needs to be as detailed and descriptive as possible, with a view to replicability (Minayo, 2012).

We collected data in a natural environment, from a natural phenomenon, which involves people interacting and occurs at a certain time. The place, time and people taking part in the research, as well as their forms of interaction, must be described and explained to readers.

Participant observation and its recording in field diaries or research diaries are indispensable for investigating phenomena. Ethnographic in nature, the participant observation method is related to experience reporting because it is part of a behavioral context, based on the ethnographic use of data collection techniques (Angrosino, 2009).

This attitude adopted in field research starts with the acceptance of the human community to be studied, the personal inventory of the researchers, the choice of field and the establishment of links with the community, so that it can be made clear to the participants what will be studied, mitigating possible obstacles and enabling a process in which the research does not become a burden for the community studied (Angrosino, 2009).

Observation, as a technique, consists of noticing people's activities and interrelationships in the natural environment (Angrosino, 2009). It implies the presence of researchers to record situations, acting as research instruments (Somekh; Jones, 2015).

Data collection “is ontologically determined, that is, it depends to a large extent on how the observer conceptualizes the world and their place in it” (Somekh; Jones, 2015, p. 184). Whether through structured or unstructured observation, the relationship between the researcher and the world around them marks their understanding of reality. It is the mental schemes evoked (Battlet, 1932) by those who observe that delimit what is fixed in their eyes.

First, the field of research is observed in order to then establish the meanings and signifiers, analyzed through theories in conjunction with our experience, so that we can develop a unity of meaning from what is observed (Somekh; Jones, 2015).

This observational data must be recorded systematically so that it can be easily accessed and more reliable. With the development of software and artificial intelligence (AI), as well as access to smartphones, recording audio notes and transcribing them using AI has made recording easier.

The use of the field diary is intensive as a tool for recording ethnography, covering, in addition to notes and records, interpretations, comments and reflections that contribute to the research process, insofar as they function as a reflective instrument of the research (Holly; Altrichter, 2015).

Each note sheet or recording should contain a date, time and location. The statements of the research subjects should be recorded, possibly with the help of a tape recorder, and incorporated into the field notebook, so as not to forget any details. The use of neutral codes or pseudonyms for the research subjects is essential to guarantee anonymity. This record should be sequential and made as close as possible to data collection, making it easier to grasp the phenomenon through the researcher's memory, perceptions and interpretations. Descriptions of objects and people should be kept objective, avoiding making inferences based only on the appearance of the object and/or people (Angrosino, 2009).

In addition to the process of participant observation, which includes observation, interviews and can include focus groups and other techniques, similar to the techniques applied in participatory rapid diagnosis (Antunes *et al.*, 2018), documentary research is also a resource that can be useful for understanding the context being studied.

In this sense, documents refer to the symbolic production of human groups (Celard, 2014). Texts, posters, graffiti, letters, clothing, tattoos, official and unofficial documents help us study the natural environment so that we can understand and/or analyze the phenomenon being investigated.

Documentary research (Celard, 2014), as a method, relates to experience reports and participant observation by integrating elements that converge the multiple determinants of the phenomenon to be investigated, through human production, which must be restricted to the reality of the research subjects.

If the object of study is the interaction between students and education professionals in a school, it makes sense to use the Education Guidelines and Bases Law (LDB 9394/96) as a document. Documentary research, in this sense, should be limited to primary and secondary sources that relate to or originate from the community studied (Angrosino, 2009).

Other techniques that can be applied to data collection are genealogical interviews, as they make it possible to develop networks for analysis, as well as narrative oral history and life history techniques (Angrosino, 2009).

The data collection process is crucial for the internal validity of the theoretical construct, since the details recorded need to be described reliably, contributing to an analysis of reality that takes into account, in addition to the interpretation of the facts, the fact itself in its multiple determinations.

7 Data analysis

This section deals with data analysis strategies, discussing the analytical process and how it should be presented in the methods and techniques section of scientific communication.

The process of analyzing qualitative data in a systematic experience report seeks to interpret the patterns and meanings of the data collected, based on the literature and the researcher's perceptions (Angrosino, 2009).

This interpretation can take place descriptively, in which the data is described procedurally, interspersed with the author's understanding; or theoretically, in which these patterns are analyzed taking into account the relationship between the meanings interpreted through theory and the author's understanding (Angrosino, 2009). The theoretical form (Angrosino, 2009) dialogues with our intention to broaden the internal validity of the research (Minayo, 2012) (see Chart 1).

Taking the concepts, terms and categories established by the research literature on the subject, we seek to establish a dialog between the theory in force, the data collected

and the interpretations of those analyzing this data. The aim of the analysis is to establish the meanings of natural phenomena through language.

However, it is not a question of embracing theory as absolute truth, but of putting it to the test, understanding that the theoretical contribution may prove insufficient for understanding the observed phenomenon, or even be in opposition to it. In this sense, the theory is the basis of the analysis, but it is the data collected, i.e. the evidence, which may or may not corroborate the theory.

This epistemological movement occurs from the perspective of validating the data, in which the behavior manifested by the research subjects must be compared with what the literature proposes, such as other experience reports and similar cases reported (Angrosino, 2009).

The observations made provide the descriptive elements, while the interpretations start from these descriptions to specify and guide the explanation of the phenomenon, understood through the dialog between theory and evidence, which brings out the expanded meaning of the research subjects' interpretations (Jaccound; Mayer, 2014).

The analysis of social interactions therefore involves the need to relate how the research subjects manifest their behaviors and how these behaviors relate to the natural environment. It is in this analytical key that the process can be conducted, in which theory, in turn, acts as a unit of meaning and/or criticism, since theory can either corroborate or broaden the discussion about the phenomenon studied.

The analysis process, in the research methods and techniques section, should be described so that readers can understand the mental operation carried out by the researcher. The logic that drives this interpretation is part of scientific writing, representing this mental operation through academic language.

The terms, concepts, categories and techniques, as well as the referenced understanding of the application, need to be described in such a way that the understanding of the study has both cohesion and the internal logic of scientific communication, and enables the replicability of the study (Minayo, 2012) (see Chart 1).

In addition to observation as a method and the field diary for systematizing the data collected in the research field, other collection techniques can be used. These techniques should also be explained and their analytical counterparts presented and referenced.

The choice of other data collection and analysis techniques is up to the researchers, who need to reflect on the logical meaning of these choices for scientific communication. When choosing a semi-structured interview, for example, in addition to presenting the interview script, there is a need to present the analysis technique, such as discourse analysis, content analysis or the discourse of the collective subject.

Even if the main research instrument is the person doing the research, systematizing their findings in the research diary, using participant observation as the internal logic of the systematized experience report, all the theoretical-methodological aspects make up the internal validity of the research.

As a principle, the analytical process is clarified, but, as a rule, all the methods and techniques need to be described in detail, with a view to declaring the logical systematization that makes up the research flow.

8 Literature review

This section discusses the literature review in a systematized experience report, discussing the role of writing about theory in empirical research.

The role of the literature review in empirical research is to inform the concepts, terms and categories used in the study, so that readers can understand the theoretical contribution, based on the interpretation of the researcher. It is essential for understanding the process of building knowledge in its entirety (Creswell, 2007, 2010).

In a systematized experience report, we are dealing with field research, and therefore empirical research. In this sense, at the cost of a double journey as researchers, there is no need for a systematic or integrative theoretical review that discusses theory in its historicity and in the dynamics of knowledge construction.

The result of this construction is the experience report and not the theoretical discussion. The theory has the function of underpinning the discussion together with the data, as analytical lenses. Based on this logic, the narrative literature review, as a method, makes sense as a contribution to scientific writing.

The narrative literature review seeks to answer broader research questions, based on a bias assumed by the data collector. It is suitable for the theoretical basis of theses, dissertations, monographs and empirical scientific articles (Cordeiro *et al.*, 2007; Rother, 2007).

The central idea of the narrative review is to outline a theoretical discussion centered on the research object, which informs about the categories, terms and concepts that will be developed in conjunction with the data collected, in order to develop a theoretical contribution limited to the research object (Cordeiro *et al.*, 2007; Rother, 2007).

In this way, the literature review becomes a targeted set of theories, rather than a section discussing the theory, maintaining its informative nature and, at the same time, explaining the theoretical biases of the person carrying out the research.

9 Whoever speaks, speaks from somewhere

In this section, we discuss the need to present the researcher as a specific part of the scientific communication, in order to demonstrate their degree of interaction with the research object and their possible biases. We took *escrevivências* (Evaristo, 2020) as a basis, as a linguistic and symbolic representation of the history of life and training manifested in scientific research.

Life and training history is a constant social relationship, constituted over time, which involves social phenomena that influence the training process, acting as mental anchors that help us understand the world (Bartlett, 1932).

Our minds develop mental schemes based on these anchors, which help us become aware of the world (Bartlett, 1932). Information is evoked when our mental schemas are activated; therefore, what you remember requires a connection between your

experiences, your body and your mind (Bartlet, 1932). This is why heteronomy is not possible, neutrality is not feasible and objectivity is utopian.

In order for us to actively assume our biases in the process of writing a systematized experience report, readers must be clear about who is speaking and where they are speaking from. It is essential to introduce yourself to the reader, exposing your life story, your background, your biases and your interpretation of the world.

Conceição Evaristo (2020), in this sense, contributes with her *escrevivência*, a writing anchored in the experiences of those who express themselves, so that they can, through written language, express themselves as human, political and social beings. The *escrevivências*, as a writing method, seek to make evident, from her life story and upbringing, the centrality of writing from the point of view of the writer (Evaristo, 2020).

Our writing brings the experience, the living of our condition as a Brazilian person of African origin, a hyphenated nationality, in which I place myself and pronounce myself to affirm my origin from African peoples and celebrate my ancestry and connect with both African peoples and the African diaspora (Evaristo, 2020, p. 30).

As Conceição Evaristo (2020) argues, people understand the world and express themselves about reality based on the anchorages they encode (Bartlet, 1932) during their lives. This is not an artificial painting of reality, but a process of self-reflection on the phenomenon addressed, in which language acts as the materialization of thought that is imbued with the reflections produced on the phenomenon investigated (Evaristo, 2020).

This production of meaning, based on *escrevivência*, seeks, in reflection on oneself and the phenomenon, a process of knowledge construction that relates the codified memories (Bartlet, 1932) with the natural phenomenon (Creswell, 2007), with a view to producing a reliable report (Minayo, 2012), without, however, fantasizing a prone neutrality on the part of those who write (Demo, 1992). The *escrevivência* (Evaristo, 2020), therefore, is not just a section or part of an informative section, but is structurally impregnated in all writing.

In short, the people who take part in the construction of the story need to express their choices based on their life history and upbringing, so that we can understand who

expresses themselves, how they express themselves and their place in the world. In this sense, Conceição Evaristo's (2020) contribution becomes objective: *escrevivência* is, first and foremost, a process of intellectual honesty.

10 Experience report

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In this section, we deal with the preparation of the systematized experience report, based on the researcher's interpretation of the empirical-theoretical relationship, developing a scientific writing process guided by the research objective.

The writing of the systematized experience report expresses your research plan through language. The data collected must be described and analyzed in order to develop knowledge based on your perceptions of the natural phenomenon.

A detailed description of the observations systematized in the field diary is essential (Angrosino, 2009). These descriptions can be supplemented by the statements of research subjects, either in summary or complete form, to validate their perceptions of the field (Angrosino, 2009).

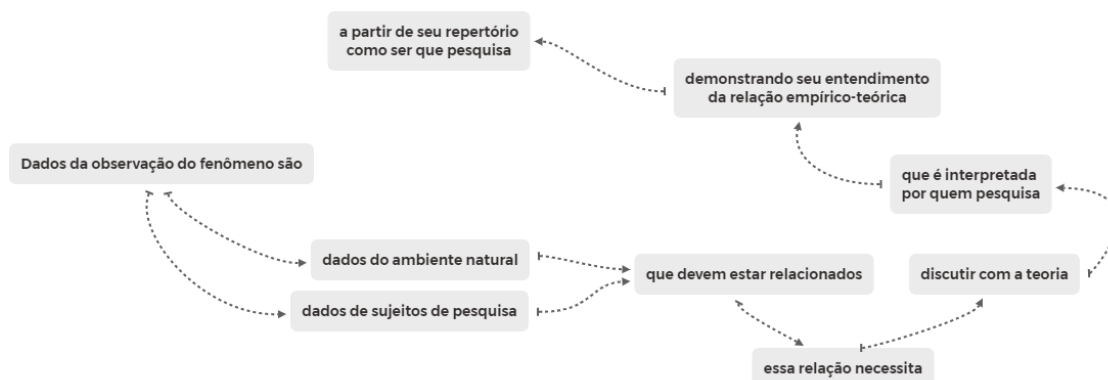
These statements by research subjects can then be compared to the general view of the observed natural environment, the macro structure, relating the perception of the research subjects to the phenomenon under investigation (Jaccound; Mayer, 2014).

This cognitive movement, which goes from the subject to the field of research, leads to discussion in relation to the theoretical framework, establishing a link between observation and theory, in order to work out terms, concepts and categories that corroborate or not with the results obtained by the research.

In the process of analyzing the empirical-theoretical aspects, researchers express their perceptions and interpretations of this relationship in order to discuss the phenomenon.

In this sense, the experience report is presented as a process of making an intellectual bricolage between empirical data, theories, their perceptions and interpretations, culminating in a systematized experience report (as shown in Diagram 1).

Diagram 1 - Analysis process in a systematized experience report survey



Source: Elaborated by the author.

Not all the data collected needs to be analyzed, since the systematized experience report is guided by the choices made in line with the research objective.

Observable phenomena emerge with greater or lesser intensity and constancy, with those that are most repeated acquiring the greatest relevance to the environment. However, it can often be of interest to observe, describe and analyze exceptions (Angrosino, 2009; Jaccound; Mayer, 2014).

It should be borne in mind that data analysis is a process that is guided by the research objective, which does not exist in the abstract, but is the result of an internal logic that must permeate the entire study. The choice of data to be analyzed, therefore, responds to the construction of knowledge and internal logic, being a snapshot of reality with an explicit bias, which seeks to contribute to the construction of scientific knowledge.

The presentation of this selection of data, as part of the systematization carried out, must be connected. The writing process must be fluid, in the sense of establishing a narrative that considers that the observable phenomenon has an internal logic and patterns that interconnect to produce a unity of meaning.

Narrative studies (Creswell, 2014) contribute to the writing process, developing writing from the context to be described and related to the individual story. This writing, which begins with a context, develops over the course of the story, which has an internal cohesion of its own (Creswell, 2014).

11 Writing the conclusions of a systematized experience report

This section aims to discuss aspects of scientific writing related to the conclusions drawn by researchers in a systematized experience report.

Since the systematized experience report is a scientific method guided by research objectives, the writing of the conclusion section must also be guided. Based on the principle that the research objective is a logical development of the research question, it guides the writing of the conclusion.

A conclusion should not present any new information that has not been discussed in the systematized experience report. It is a summary of the research findings that make a contribution to the research question. The selection of excerpts analyzed in the experience report should be summarized, demonstrating how they contribute to the research question.

Problems perceived by the researcher during the process, their attitude towards these problems and their decision-making are also necessary, as they teach other researchers and demonstrate how dynamic scientific practice is.

A common question that leads to the end of writing conclusions concerns reflecting on the contribution to future studies. Answering this question in a final paragraph refers to the researcher's understanding of their knowledge of the research field and how the systematized experience report can contribute to future studies.

12 Validity and credibility criteria

This section presents some validity and reliability criteria that can help in the acceptance and evaluation of scientific research using systematized experience reports. The reliability of the experience report, the explicit bias of the researcher, the validation of the data by the research subjects and the theoretical-methodological approach are all criteria that help to ensure the internal validity of the theoretical construct. In addition to these criteria pointed out by (Minayo, 2012), which are the basis of this discussion, the quality of the research needs to be evidenced in the final text.

The observable phenomenon is not immutable; this is a validity criterion that must be clear to the researcher. Therefore, the reliability of your data, beyond what has already been explored, is restricted to the moment. In this sense, any subsequent analysis must take its study into account, without, however, taking it as truth, given that, in its transformation, understanding the phenomenon requires a methodological approach that is consistent with the new reality (Flick, 2009).

As for the procedures used, their reliability is linked to research planning and the experience and experimentation of the researcher (Flick, 2009). Since the observable phenomenon occurs in a natural environment, it is essential that the representativeness of the phenomenon as a whole is evidenced,

It is therefore necessary to explain the genesis of the data in such a way that it is possible to check what a subject's utterance is and where the researcher's interpretation begins (Flick, 2009, p. 344).

Another auxiliary parameter of reliability concerns the research data, the detail of the documentation produced and the checking of its consistency (Flick, 2009). Data from field research can be published digitally so that it can be examined and provide elements of criticism that contribute to the political quality of the systematized experience report (Demo, 1992; Angrosino, 2009).

Furthermore, these and other concerns about validity and reliability contribute to the selection of data in meta-synthesis research, since validating the data that is the subject of this type of study requires greater systematization (Walsh; Downe, 2005).

13 Collaborative reporting

This section problematizes the process of scientific writing of a team experience report, providing a theoretical-methodological contribution that justifies and extends the validity of the research through a careful theoretical-methodological approach.

Another issue that must be understood is that data collection can be carried out by more than one person, intertwining their views and developing a complex picture of the object of knowledge from multiple perspectives, in which a broader framework for analysis emerges from the research (Creswell, 2010).

The process of collaboration between researchers does not reduce the particularity of data collection and analysis, providing an important tool for analysis from multiple perspectives, which enriches the systematized experience report (Holly; Altrichter, 2015).

When there are multiple perspectives of analysis and several people involved in the process, the validity of the construct is increased, as long as the stipulated validity parameters are adhered to by all (Minayo, 2012).

As Creswell and Brown (1992) explain, the multiple interpretations of the object of study require collaborative decision-making regarding the route to be followed.

The multiple analytical lenses and multiple biases intertwine, and from these intertwining contradictions arise, which must be mitigated by the team. In this way, the theory that emerges from this relationship is all the more complex than the interweaving of the related life and training histories (Creswell; Brown, 1992).

In addition to the research plan, the section presenting the authorship must be designed in such a way as to highlight the relationship between the authors and their subjectivities. The specific and shared biases of the people doing the research should be apparent in the reading process.

This careful approach, which relates methods, techniques, theories and the people involved in producing the systematized experience report, must be planned. Planning meetings, sensitive listening to colleagues to share life and training histories, autobiographical sharing, self-analysis and self-knowledge are all necessary elements for

researchers to collaboratively build knowledge about a natural phenomenon that can be observed in a natural environment from multiple perspectives.

14 Scientific writing and research design

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In order to systematize the discussions presented in this article, and before summarizing them, this section takes up the aspects of scientific writing in the form of a checklist (Chart 2), with the aim of helping researchers in the process of developing a systematized experience report.

To this end, by returning to each of the sections that refer to scientific writing processes, we have drawn up a table that summarizes our notes in the form of minimum guidelines for scientific writing (Chart 2).

Chart 2 - Check items for writing a systematized experience report

Section	Items to highlight in the writing process
Introduction	Research object
	Research question
	Research objective
	Other research objectives
	Summary of methods and techniques
	Justification
	Summary of research findings
Methods and techniques	Epistemology
	Gnosiology
	Ontology
	Locus
	Temporality
	Research subjects
	Method used and their referenced understanding of the method used
	Techniques used for data collection and referenced understanding of the techniques
	Techniques used for data analysis and their referenced understanding
Present categories, terms and concepts used in data analysis	
Literature review	Narrative literature review: Present each term, concept and category necessary for understanding the research, referencing the authors and presenting your understanding of the term, category and/or concept in a procedural manner.
Consecrating yourself to the field	In this section, you should introduce yourself to people so that they understand the relevant aspects of your life history and training that are present in your analytical approach.

Experience report	In this section, you actually describe the data, carry out the analysis and interpretation process, considering the environment, the theory and your interpretation in this relationship.
Conclusion	In this section you take up the evidence presented in the experience report that contributes, at any level, to the research question.

Source: Elaborated by the author.

The five sections suggested (see Chart 2) for scientific communication are based on the authors' experience, in a rational approach, explored throughout the article, as a contribution for researchers to take as a basis when writing their scientific work.

Conclusions

A systematized experience report, whose object of knowledge is human beings in a process of interaction, in a systematic way, in which researchers assume their biases, without, however, renouncing systematic research methods and techniques, constitutes a qualitative contribution to the field of research.

To this end, the dialogue with qualitative methods and techniques, especially with the methodological framework related to ethnography, has enabled us to systematize our reflections so that their product is a theoretical-methodological discussion.

Taking as a principle the arguments of internal validity pointed out by Minayo (2012), we conducted the discussion based on two points: the internal logic of research and scientific writing.

The internal logic is presented throughout the research planning, in each of the phases, interrelating the object of study, research problem, research objective, epistemology, gnosiology and ontology; the choice and application of the participant observation method and the systematization in the field diary, as well as other research methods and techniques, in a flow that interconnects with theoretical choices, data collection and analysis.

There is a logical foundation, a unity of meaning in all the choices, which need to be justified and expressed in such a way that decision-making can be understood as a logical development of the research.

Our choice to highlight the elements of scientific writing serves a dual function. The first is to serve as a set of minimum guidelines so that young researchers can understand how to structure the writing process. The second is to highlight the need to systematize not only the research process, but also the form of writing, with a view to improving the formal quality of our scientific communications.

In view of the above, at all times we also want to make it clear that systematized experience report research does not do without a bias, but that life and training history are part of the whole. For this reason, the biases should be obvious, part of the unity of meaning and internal logic that guide the decision-making processes. In this way, readers can identify these biases and analyze them from their life stories and backgrounds, weaving criticisms that become knowledge built from their accounts of experience.

We therefore understand, from the discussion about internal validity, theory, methodology, epistemology, ontology, gnosiology and scientific writing, that the experience report presents itself as a systematized method for building knowledge.

For future studies, we propose discussing the method based on its application, as part of theses and dissertations or even in scientific articles, through meta-synthesis studies, so that the theoretical-methodological construct can be validated.

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