

The state of art on Edith Stein

ARTICLE

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Abstract

The phenomenology of the German philosopher Edith Stein highlights the importance of empathy and intersubjectivity in human relationships, concepts that are essential for building a more humanized approach to education. This article presents a state-of-the-art analysis on the application of Stein's thought in university teacher education, with a focus on academic supervision in higher education. The research adopts a qualitative approach, based on a systematic literature review in recognized academic databases, covering the period between 2018 and 2022. The results indicate that, while there is a growing number of studies on Steinian phenomenology applied to education, gaps remain in the literature regarding its practical implementation in academic supervision and the integral formation of university professors. Thus, it is concluded that Edith Stein's phenomenology provides a significant theoretical framework for enhancing the relationship between advisors and students, contributing to a more reflective and dialogical higher education.

Keywords: Edith Stein. Teacher Training. Integral Pedagogy. Higher Education.

O estado da arte em Edith Stein

Resumo

A fenomenologia da filósofa alemã Edith Stein destaca a importância da empatia e da intersubjetividade nas relações humanas, conceitos essenciais para a construção de um ensino mais humanizado. Desse modo, este artigo apresenta uma análise do estado da arte sobre a aplicação do pensamento de Edith Stein na formação docente universitária, com foco na prática de orientação acadêmica no ensino superior. A pesquisa adota uma abordagem qualitativa, baseada em uma revisão sistemática da literatura em bases acadêmicas reconhecidas, com um recorte temporal entre 2018 e 2022. Os resultados indicam que, embora haja

um número crescente de estudos sobre a fenomenologia steiniana aplicada à educação, ainda existem lacunas na literatura sobre sua implementação prática na orientação acadêmica e na formação integral do docente. Dessa forma, conclui-se que a fenomenologia de Edith Stein oferece um referencial teórico significativo para aprimorar a relação entre orientadores e orientandos, contribuindo para uma educação superior mais reflexiva e dialógica.

Palavras-chave: Edith Stein. Formação Docente. Pedagogia Integral. Ensino Superior.

1 Introduction

Conducting a state-of-the-art review is a fundamental step in academic research, especially in studies aimed at mapping and understanding the development of a specific field of knowledge. As highlighted by Ferreira (2021), such bibliographic research faces the challenge of mapping and discussing academic production across different areas, identifying aspects and dimensions emphasized in various periods and contexts.

In the context of higher education teacher training, a state-of-the-art review allows for a detailed analysis of trends and approaches used in higher education teaching, providing support to improve pedagogical practice and academic advising. Higher education plays a crucial role in shaping critical and reflective researchers and professionals. Consequently, academic advising emerges as an activity of utmost relevance, as advisors are responsible not only for technically guiding students in their research but also for fostering the intellectual autonomy of advisees.

This study is grounded in the phenomenology of Edith Stein, which emphasizes empathy and intersubjectivity as essential elements for higher education teacher training and the practice of academic advising. Methodologically, it adopts a qualitative approach, using Discursive Textual Analysis (Análise Textual Discursiva – ATD) as proposed by Moraes and Galiazzi (2016), which allows for the categorization and interpretation of academic texts.

The research is structured based on a systematic literature review, following the state-of-the-art method, drawing from recognized academic databases such as the CAPES Journals Portal, the Brazilian Digital Library of Theses and Dissertations (Biblioteca Digital

Brasileira de Teses e Dissertações – BDTD), and the Education Resources Information Center (ERIC), aiming to map relevant scientific production on the application of Steinian phenomenology in higher education. In this way, it seeks to identify patterns, trends, and gaps in the academic literature, providing a foundation for future investigations that deepen the practical implementation of these concepts in university teaching.

Phenomenology, developed by Edmund Husserl at the beginning of the 20th century, proposes a philosophical investigation that prioritizes the description of subjective experiences, seeking to understand phenomena from the perspective of the consciousness that experiences them (Husserl, 2008). Edith Stein (1891–1942), one of Husserl's most notable disciples, deepened and expanded this approach by applying it to the study of empathy and intersubjectivity (Stein, 2004). In her work *The Problem of Empathy*, Stein analyzes the empathic experience as an intentional act that allows the understanding of the other, emphasizing intersubjectivity as essential for the constitution of human subjectivity (Stein, 2004). Her phenomenology highlights the relevance of empathy for human relationships, serving as a fundamental reference for education and the development of pedagogical practices based on humanization and dialogue (Carneiro; Szymanski, 2012). Thus, Steinian phenomenology offers important philosophical contributions to higher education teacher training, particularly concerning academic advising and strengthening the relationship between teachers and students.

Edith Stein's phenomenology provides a relevant theoretical framework for deepening the understanding of the advisor-advisee relationship. Stein emphasizes the importance of empathy as a central element in human interactions, which can be applied to higher education teaching practice. Her perspective on the integral formation of the human being suggests that the educational process should go beyond cognitive development and also include emotional and ethical dimensions. In this sense, adopting phenomenological principles in the training of university professors can contribute to more effective and humanized academic advising.

The present study seeks to understand how concepts such as empathy, intersubjectivity, and integral formation have been addressed in the academic literature, as

well as the challenges and perspectives for their implementation in higher education. To achieve this goal, the research proposes to answer the following research question: How has the thought of Edith Stein been incorporated into discussions on higher education teacher training and academic advising, and what are its impacts on pedagogical practice in higher education?

In this context, the general objective of this study is to analyze the state of the art regarding the application of Edith Stein's thought in higher education teacher training and its influence on academic advising practices.

Accordingly, this study aims to contribute to the theoretical and methodological advancement of university teacher training, as well as to reflect on advising practices that promote a more dialogical, empathetic, and holistic approach to higher education. By analyzing the applicability of Edith Stein's phenomenological thought in university teaching, this research provides support for a more humanized and dialogical approach to education, centered on the holistic development of students. Its relevance lies in the need to reformulate pedagogical approaches that consider empathy and intersubjectivity as structuring elements in the teacher-student relationship, promoting not only the transmission of knowledge but also the strengthening of intellectual autonomy and the critical formation of students.

Furthermore, the findings of this study may guide future research on innovative teaching methodologies and academic advising, contributing to the construction of a more inclusive, reflective educational environment committed to excellence in teacher training.

This study adopts a qualitative approach, grounded in Discursive Textual Analysis (*Análise Textual Discursiva* – ATD) as proposed by Moraes and Galiazzi (2016), with the aim of investigating the state of the art regarding the application of Edith Stein's thought in higher education teacher training and its influence on academic advising practices. ATD was chosen for its ability to structure and interpret scientific texts, allowing the emergence of categories that systematize the main findings in the literature.

The research was conducted through a systematic literature review in widely recognized academic databases, as previously mentioned. The temporal scope covers

publications between 2018 and 2022, ensuring that the analyzed studies reflect the most recent discussions on Edith Stein's phenomenology and its relationship with teacher training and academic advising.

Document selection followed rigorous inclusion and exclusion criteria. Scientific articles, dissertations, and theses discussing the application of Steinian concepts of empathy, intersubjectivity, and integral formation in higher education were considered. Works that did not have a direct connection to the topic or were limited to primary and secondary education were excluded.

This article is organized into five sections, which structure the discussion on the application of Edith Stein's thought in higher education teacher training and its influence on academic advising practices. In this Introduction, the research context, the justification for the study, the objective and research question, and the relevance of the topic for higher education were presented. The main Steinian concepts underpinning the analysis, such as empathy, intersubjectivity, and integral teacher formation, were also outlined.

The second section, Theoretical Framework, discusses the main concepts of Edith Stein's phenomenology, its relationship with education, and aspects such as the importance of empathy in pedagogical practice, intersubjectivity as the foundation of the teacher-student relationship, and the integral formation of university teachers, highlighting its relevance for a more humanized and reflective education.

The Methodology section details the procedures adopted for the research, including the approach, consulted databases, inclusion and exclusion criteria for studies, and the emerging categories from the analysis. In Results and Discussion, the findings from the literature review are presented, organized into four main categories: (i) Edith Stein's phenomenology and its application in education; (ii) empathy as a structuring element of teaching; (iii) intersubjectivity and its relationship with academic advising; and (iv) the integral formation of university teachers. This section also discusses the gaps identified in the literature and the implications of the findings for higher education teacher training.

Finally, in the Conclusion, the main results of the study are revisited, and the contributions of Edith Stein's phenomenology to university pedagogical practice are discussed. Perspectives for future research are also indicated, particularly regarding the practical application of Steinian concepts in academic advising and teacher training, aiming at the construction of a more reflective, empathetic higher education system centered on the holistic development of students.

2 Methodology

For the conduction of this research, recognized academic databases were selected, such as the CAPES Journals Portal and the Brazilian Digital Library of Theses and Dissertations (Biblioteca Digital Brasileira de Teses e Dissertações – BDTD). These sources were chosen due to their comprehensiveness and relevance within the Brazilian academic context, ensuring access to a wide range of studies pertinent to the investigated topic.

The search and selection of scientific productions began in July 2022. The search strategy included defining keywords related to Edith Stein's thought, higher education teacher training, and academic advising. Descriptors such as "Edith Stein," "phenomenology," "teacher training," "higher education," and "academic advising" were used, combined through Boolean operators to refine the results.

Inclusion criteria encompassed publications from 2018 to 2022 that addressed the relationship between Steinian phenomenology and teaching in higher education. Articles, theses, and dissertations presenting theoretical or empirical discussions on the application of Edith Stein's concepts in university teacher training and academic advising were considered.

The delimitation of the investigation period between 2018 and 2022 is justified by the need to gather recent and relevant studies on the application of Edith Stein's thought in higher education teacher training and its influence on academic advising. This temporal range was chosen to ensure that the literature review encompasses the main contemporary

discussions on the topic, reflecting the most significant updates in the field of higher education and phenomenology applied to teaching.

The research began in 2022, a period when there was an increase in academic production on Steinian phenomenology, particularly regarding empathy, intersubjectivity, and the integral formation of teachers. This trend can be attributed to the growing discussion on humanistic and personalist approaches in education, as well as the recognition of the importance of the advisor-advisee relationship for students' academic development.

Moreover, selecting this temporal range allowed the analysis of publications following the implementation of the National Common Base for Initial Teacher Training in Basic Education (Base Nacional Comum para a Formação Inicial de Professores da Educação Básica – BNC-Formação) in 2019, which influenced debates on teacher training in Brazil. Consequently, the chosen years provide an updated overview, allowing the identification of advances, challenges, and gaps in the application of Edith Stein's phenomenology in university pedagogical practice.

Data analysis was conducted through exploratory and analytical reading of the selected texts, aiming to identify the main contributions of Edith Stein's thought to university teacher training and its applicability in academic advising. The results were organized to highlight central concepts and perspectives presented in the literature, allowing for an in-depth understanding of the subject.

This methodological approach, by following a rigorous systematic review protocol, ensures transparency and reproducibility of the research process—essential characteristics for the credibility and validity of the findings (Campos, 2023).

The analysis followed the three structuring steps of Discursive Textual Analysis (ATD), as proposed by Moraes and Galiuzzi (2016), namely: Text Deconstruction (Unitarization) – Identification of significant fragments in the analyzed publications, grouping excerpts from different studies to achieve a better understanding of the investigated phenomenon; Establishment of Relationships (Categorization) – Organization of findings into four main categories emerging from the literature: Edith Stein's

phenomenology and its application in education – analysis of the phenomenological foundation of education based on Stein's thought; Empathy as a structuring element of teaching – studies on empathy in pedagogical practice and its implications for the teacher-student relationship; Intersubjectivity and academic advising – investigations on the role of intersubjectivity in the advisor-advisee relationship in higher education; Integral formation of university teachers – studies analyzing the impact of Edith Stein's phenomenology on the constitution of teacher identity; Emergence Capture (Meta-text Production) – Systematization of results, highlighting patterns and trends in the literature, as well as identifying gaps in academic research.

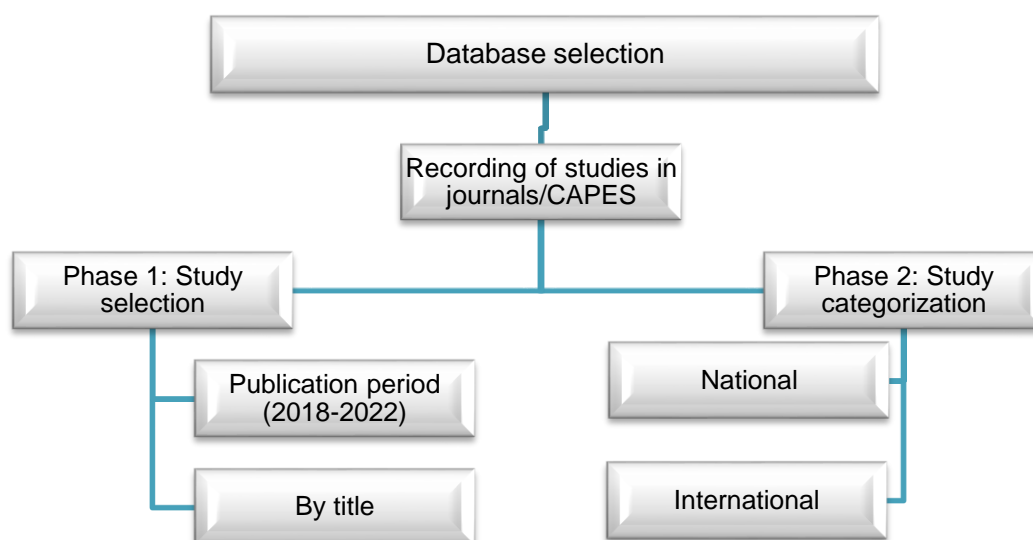
Discursive Textual Analysis allowed not only the systematization of existing knowledge but also the identification of challenges and perspectives for the practical implementation of Steinian phenomenological concepts in teacher training. Thus, this study contributes to building a solid theoretical framework, providing support for the development of more humanized and reflective pedagogical methodologies aligned with the principles of educational phenomenology.

3 Results and Discussion

The search process resulted in a total of 839 studies in the CAPES database, 46 dissertations and 32 theses in the BDTD, and 2 publications in ERIC, totaling 919 publications. After applying the inclusion and exclusion criteria, 15 studies were selected for in-depth analysis.

A selection of databases was conducted, followed by the registration and categorization of studies found in CAPES journals. The adopted methodological process was structured into two main phases, as illustrated in the diagram below. **Phase 1** consisted of selecting studies based on the publication period between 2018 and 2022 and the relevance of titles to the investigated topic. **Phase 2** involved dividing the studies into two categories: national and international, allowing for a comparative analysis of scientific production on the subject.

Diagram 1 – Research pathway scheme



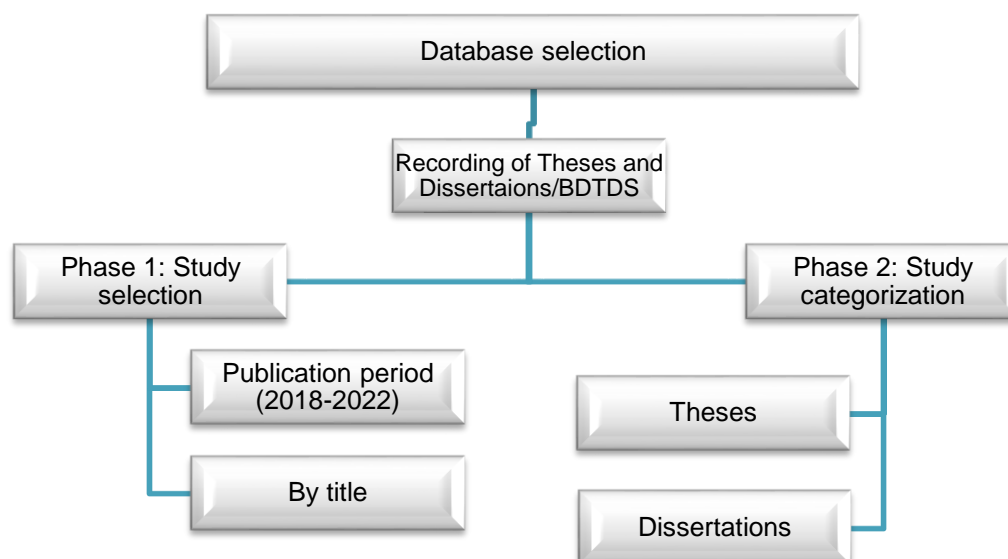
Source: Author's elaboration (2022).

The diagram above represents the structure of the study selection and categorization process used in the systematic review of this research. The adopted approach allowed for a rigorous identification of the most relevant publications within the established temporal scope, ensuring that only studies aligned with the investigated problem were included. Furthermore, the division between national and international publications enabled a comparative analysis of different academic perspectives on the application of Edith Stein's thought in higher education teacher training. This methodology ensured greater rigor in the theoretical foundation and strengthened the empirical basis of the study.

To understand the academic landscape regarding the application of Edith Stein's thought in higher education teacher training, a systematic review of theses and dissertations registered in recognized databases was conducted. The survey was carried out based on the Brazilian Database of Theses and Dissertations (BDTD), allowing for a thorough analysis of academic production within the 2018–2022 temporal scope. The

adopted methodology was structured into two main phases, as illustrated in the figure below.

Diagram 2 – Research pathway scheme



Source: Author's elaboration (2022).

The diagram presented illustrates the study selection process used in the state-of-the-art review. Phase 1 consisted of selecting studies based on the publication period (2018–2022) and analyzing the titles, ensuring that only research aligned with the investigated topic was included. Phase 2 organized the works into two main groups: theses and dissertations, allowing for a comparative approach across different levels of academic investigation. This method enabled a broader understanding of the theoretical development on the topic and the identification of gaps in the literature.

To compose the analysis corpus, inclusion and exclusion criteria were established and applied in two stages, as explained below. The selection phase included publications from 2018 to 2022. Subsequently, the relevance of the study titles to the research topic was analyzed (Table 1).

Table 1 – Number of Studies per Database in the Selection Phase

Database	Initial Findings	Period (2018-2022)
BDTD (dissertations)	46	17
BDTD (theses)	32	17
ERIC	2	0
CAPES	839	262

11 Source: Author's elaboration (2024).

The Exclusion Phase began with the removal of studies that did not meet the defined period, followed by the reading of titles of works addressing the Edith Stein theme, excluding reviews, essays, books, dossiers, interviews, and literature reviews (narrative, integrative, and systematic). After this initial refinement, the remaining studies were further analyzed by reading the available abstracts in full, seeking answers to the research question as well as information that would contribute to the writing. Studies whose results diverged from the central research question were excluded (Table 2).

Table 2 – Number of studies per database in the exclusion phase

Database	Abstract Reading	Full-Text Reading
BDTD (dissertations)	6	2
BDTD (theses)	7	2
ERIC	0	0
CAPES	25	11

Source: Author's elaboration (2024).

Having clarified the first phase, we now proceed with the analysis of the studies that were most relevant to elucidating the central research question.

It should be noted that no publications were selected from the ERIC platform, as studies increasingly diverged from the focus of this investigation during the selection and exclusion phases, addressing topics such as motivation and perception, which are outside the scope of the central research question.

The list of full-text publications comprised 15 works (11 articles, 2 theses, and 2 dissertations), which were organized in a spreadsheet containing information on title, authors, year of publication, type of study, abstract, and main findings, carefully recorded to provide a clearer visualization of aspects relevant to addressing the central research question.

In the initial analysis, we sought studies related to Edith Stein's thought, university teacher training, and scientific work, especially those likely to provide answers to the central research question of our investigation. To clarify the research question, we aimed to confront the study results with the theoretical categories of the research, which would allow us to identify data in the publications that are pertinent to this phase of the study. Table 3 presents the authors most frequently cited in the analyzed publications according to the research categories.

Table 3 – Author, title, journal, and year of publication in journals – CAPES Portal

AUTHOR	TITLE	JOURNAL	YEAR
FERREIRA, S. M. L.; LIMA, M. L.	A contribuição da Antropologia filosófica de Edith Stein na discussão sobre a formação filosófica e pedagógica do professor de filosofia.	Problemata - Revista Internacional de Filosofia	2018
SILVA, V. V.	Edith Stein: uma antropologia integral como fundamento pedagógico	Sapere aude	2018
SÁNCHEZ MUÑOZ, R.	Persona y formación. El aporte antropológico de Edith Stein a la educación	Open Insight	2018
STEIN, E.	Truth and clarity in teaching	Maynooth Philosophical Papers	2018
CARLOTTO, I. N.; DINIS, M. A. P.	Phenomenological reflections of Edmund Husserl and Edith Stein: establishing dialogues with the bioethical paradigm and the teachers' health promotion / Reflexões fenomenológicas de Edmund Husserl e Edith Stein: estabelecendo diálogos com o paradigma bioético e a promoção da saúde docente	Brazilian Journal of Health Review	2019
NOGUEIRA, E. S.	O ser humano e sua formação pessoal em Edith Stein: um gesto empático	Fragmentos de cultura	2019

BIDO, L. C.	Metodologias ativas nas demandas educacionais contemporâneas: uma discussão à luz dos processos constituintes da singularidade humana em Edith Stein	Revista Brasileira de Psicodrama	2019
SIQUEIRA, S. M. T	O sujeito da formação no conceito de educação segundo Edith Stein	Caderno Teológico	2019
PERETTI, C.; DULLIUS, V. F.	A formação humana na Educação Superior: abordagem onto-antropológica e teológica de Edith Stein	Horizonte PUC Minas	2020
MOREIRA, E. F.	A arte de formar: características da visão pedagógica de Edith Stein	Basiliade – Revista de Filosofia	2020
LUCHESI, M. H.	O aconselhamento filosófico como contribuição na formação da pessoa humana, segundo Edith Stein.	Revista Ibero-Americana de Humanidades, Ciências e Educação	2021

Source: Author's elaboration (2024).

With this information in hand, we proceed to the next stage: the analysis of the results of the selected publications and their relationship to the central research question of our investigation: How can aspects of Edith Stein's thought contribute to the practice of supervising scientific work by university professors? This stage initially focused on the articles published in journals and available through the CAPES Portal (Table 4).

Table 4 – Author, title, type, Higher Education Institution (HEI), and year of publication of dissertations and theses

AUTHOR	TITLE	TYPE	HEI	YEAR
SANTOS, T. M. L.	A formação da personalidade humana na antropologia fenomenológica de Edith Stein	Dissertation	UFU	2021
SANTANA, L. C. N.	A filosofia no ensino médio como espaço para construção do saber epistêmico e da formação humana do jovem	Thesis	UNISANTOS	2021
MAIA, F. J. C. F.	O ensino de filosofia nos anos iniciais do Ensino Fundamental – investigação sobre a formação humana das crianças do 5º ano da escola UPAON-AÇU.	Dissertation	UFMA	2022

TEIXEIRA, P. E. L.	APRENDER A RECONHECER NAS Vivências juvenis o solo sagrado: Um peregrinar antropológico em compromisso com o telos da formação integral das jovens gerações nos princípios teológicos- pedagógicos da fenomenologia de Edith Stein	Thesis	PUCRS	2022
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Source: Author's elaboration (2022).

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After completing the analysis of the journal articles, attention was turned to the theses and dissertations retrieved from the BDTD that focused on higher education teaching and its correlation with the other publications included in this systematic review.

The exclusion of studies occurred in two stages. First, articles and dissertations that did not directly address Edith Stein's thought or that focused on other areas of education, such as primary and secondary education, were discarded. In a second stage, publications were filtered based on abstract reading and subsequently full-text reading for works most aligned with the research question. The exclusion criteria eliminated 867 studies, resulting in 25 studies for abstract review and 11 articles, 2 theses, and 2 dissertations for full-text analysis.

The analysis of the selected studies shows that, although Edith Stein's phenomenology has been widely discussed in relation to education, there are still gaps in the literature regarding its practical implementation in university teacher training and academic advising. The concept of integral formation, central to Stein's approach, has often been interpreted theoretically, with few applied studies demonstrating its feasibility in higher education.

Data analysis from the systematic literature review revealed four main thematic axes emerging from the investigation: (i) Edith Stein's phenomenology and its application in education; (ii) empathy as a structuring element of teaching; (iii) intersubjectivity and its relationship with academic advising; and (iv) the integral formation of university teachers.

The review of 15 selected works, including articles, dissertations, and theses, provided significant evidence regarding the impact of Steinian thought on higher education.

1. Edith Stein's phenomenology and its application in education: The analyzed studies highlight the relevance of Steinian phenomenology as a theoretical framework for higher education. Stein (2004) emphasizes empathy as an essential process for the development of intersubjectivity, contributing to understanding others and building more humanized pedagogical relationships. Ferreira and Lima (2018) explore the contribution of Stein's philosophical anthropology to teacher training, noting that a phenomenological understanding of the human person allows for more integrated and contextualized teaching. Munoz (2018) adds that education must consider the human being in its entirety, including physical, psychological, and spiritual dimensions. This perspective resonates with the onto-anthropological approach presented by Peretti and Dullius (2018), who emphasize the need for higher education to focus more on integral human development.

2. Empathy as a structuring element of teaching: Empathy emerges as a central concept in teacher training and in the teacher-student relationship. Stein (2004) argues that empathy is an intentional act that allows an individual to perceive and understand the emotional state of another, facilitating dialogue and cooperation in the academic environment. Nogueira (2019) reinforces the need for education based on empathy, highlighting that academic advising should include the emotional and social dimensions of students. The author suggests that a more empathetic teaching practice promotes greater student involvement and engagement in the teaching-learning process. This perspective is also discussed by Moreira (2020), who considers empathy an essential tool for fostering a more inclusive and motivating academic environment.

3. Intersubjectivity and academic advising: Intersubjectivity, understood as the dialogical relationship between subjects, is fundamental for academic advising. According to Stein (2004), intersubjectivity enables individuals to share experiences and co-construct knowledge. Bido (2019) discusses the role of intersubjectivity in higher education, noting that effective academic advising should be based on the exchange of experiences and mutual understanding between advisor and advisee. Almeida (2017) complements this

discussion, emphasizing that intersubjectivity allows for more authentic and meaningful interaction, strengthening the teacher-student relationship.

4. Integral formation of university teachers: The reviewed literature also underscores the importance of the integral formation of university teachers. Stein (2004) argues that education should go beyond cognitive development, incorporating ethical, emotional, and social dimensions.

The systematic review also revealed gaps in the literature, indicating the need for empirical studies exploring the practical implementation of Steinian concepts in higher education. Furthermore, the investigation suggests that new pedagogical approaches could be developed based on Stein's phenomenology to enhance teacher-student relationships and strengthen academic training in higher education.

Another relevant aspect identified in the analysis was the emphasis on empathy as a structuring element of teaching. Empathy, as conceptualized by Edith Stein (2004), is an essential phenomenon for the development of intersubjectivity and the recognition of others as autonomous beings. However, the reviewed academic literature highlights challenges in incorporating this perspective into pedagogical practice, particularly due to structural conditions within universities and faculty workload, which hinder the adoption of a more personalized and humanized approach to academic advising (Carneiro; Szymanski, 2012; Pimenta; Anastasiou, 2014).

Intersubjectivity in academic advising, another central aspect of the research, remains a topic that has been little explored in recent literature. Many of the analyzed studies emphasize the importance of dialogue and collaboration between teacher and student, yet they note that the practice of academic advising is still strongly linked to a traditional model, in which the professor assumes a centralizing role and the student remains a passive agent in the knowledge production process (Rocha, 2015; Messias, 2020).

Finally, the literature review revealed the need for more empirical research demonstrating how Steinian phenomenology can be concretely applied in higher education. Most of the reviewed studies are theoretical in nature, with few investigations presenting

practical experiences or methodologies based on Stein's concepts. Therefore, the present study contributes to the field by mapping the main trends and gaps on the topic, encouraging future research that deepens the implementation of these ideas in the educational context.

4 Final considerations

This study aimed to analyze the state of the art regarding the application of Edith Stein's thought in university teacher training and its influence on the practice of academic advising. Specifically, it sought to understand how concepts such as empathy, intersubjectivity, and integral formation have been addressed in the academic literature and what challenges and perspectives exist for their implementation in higher education. The methodology adopted for this study was qualitative, with a descriptive and interpretative character, based on Discursive Textual Analysis (Análise Textual Discursiva – ATD).

To construct the state of the art, a systematic literature review was conducted in recognized academic databases, including the CAPES Portal, the Brazilian Digital Library of Theses and Dissertations (Biblioteca Digital Brasileira de Teses e Dissertações – BDTD), and the ERIC database, covering publications from 2018 to 2022. The research process followed strict inclusion and exclusion criteria to ensure the relevance of the collected data. Studies explicitly addressing Edith Stein's phenomenology and its application in university teacher training and academic advising were included, prioritizing empirical and theoretical research with a clear methodological foundation.

After applying these criteria, 15 academic productions were analyzed, including 11 scientific articles, 2 dissertations, and 2 theses.

Regarding Edith Stein's phenomenology and education, the analyzed literature highlights Stein's contribution to education through the emphasis on the integral formation of human beings via phenomenology and empathy. However, the review revealed that few empirical studies demonstrate the practical application of Stein's phenomenology in higher

education, indicating the need for research focused on concrete teaching methodologies based on this approach.

On empathy as a foundation of teaching, the reviewed studies indicate that the teacher-student relationship can be significantly enhanced through empathetic pedagogical practices, fostering a more humanized and inclusive learning environment. Nonetheless, a challenge highlighted by the literature is the lack of teacher training for developing empathy in pedagogical practice, as many approaches remain centered on traditional teaching models that do not encourage the construction of interpersonal bonds between educators and students. Consequently, the research suggests strengthening university teachers' training to enable the incorporation of teaching strategies that foster empathy and the recognition of students' subjectivity.

Regarding intersubjectivity in academic advising, the studies propose a model of advising based on recognizing the other as a subject, emphasizing the importance of active listening, respect for the student's trajectory, and the development of intellectual autonomy. However, the literature pointed out institutional and structural obstacles that hinder the implementation of this approach, such as insufficient time for professors to conduct in-depth advising and the absence of institutional guidelines that promote more humanized student support.

In terms of integral formation of university teachers, the literature review indicated that, despite the recognition of the importance of this formative model, most teacher training programs in higher education still do not adopt an integral approach, prioritizing technical aspects over the development of relational and intersubjective skills. As a result, many university professors do not receive adequate training to manage the complexities of the teaching-learning process and academic advising. The analyzed studies therefore suggest the need to reformulate teacher training programs, incorporating phenomenological frameworks that value human development and the construction of more authentic pedagogical relationships.

From the systematic review conducted, it was observed that Edith Stein's phenomenology has been progressively recognized in the educational field, especially

regarding the role of empathy in teaching and the importance of intersubjectivity in the teacher-student relationship. Data analysis revealed a predominance of publications focused on the phenomenological foundations of education and empathy as a formative principle for university teachers. However, gaps remain in the academic literature regarding the practical application of these concepts in academic advising and in the integral formation of university teachers.

The reviewed studies indicate that empathy, as delineated by Stein (2004), contributes to more humanized teaching, promoting a learning environment conducive to students' critical and autonomous development. Intersubjectivity, in turn, plays an essential role in the advisor-advisee relationship, influencing the process of constructing academic knowledge. Nonetheless, teacher training still lacks more comprehensive approaches that integrate these concepts into pedagogical practice (Carneiro; Szymanski, 2012).

The results demonstrated that, although there is a growing body of research on Edith Stein's phenomenology in education, its practical application in academic advising and in the integral formation of teachers has not yet been widely investigated. This highlights the need for future studies exploring specific methodologies for implementing these concepts in university teacher training.

One of the main limitations of this study is the scarcity of empirical research on the application of Edith Stein's thought in university teacher training and academic advising. While the literature review identified various theoretical productions discussing Steinian phenomenology in the educational context, few studies demonstrate its practical implementation in higher education. Additionally, the study was limited to the 2018–2022 temporal scope, which may have excluded relevant earlier publications or works in progress. Another limitation was the selection of specific databases, such as the CAPES Portal, BDTD, and ERIC, which may not encompass the entirety of academic productions on the topic. Furthermore, as a qualitative analysis based on a systematic literature review, it was not possible to conduct primary data collection that could deepen the understanding of teaching experiences related to Steinian phenomenology.

Therefore, it is recommended that future research explore case studies, interviews with teachers, and applied investigations to validate and expand the discussions presented in this work.

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