How to reference this paper:

ABSTRACT: This research aims to analyze the interrelationships between education, knowledge, and practices in the territories of teaching, with the goal of mapping the theoretical-conceptual and methodological scope of research published in repositories of theses, dissertations, and articles from 2014 to 2019. It is a survey, in the form of a state of knowledge, aimed at identifying, recording, and qualitatively analyzing the works, allowing to outline the panorama of productions from plural perspectives. The results indicate the meanings and dimensions focused on initial and continued education, the mobilization of knowledge, teacher identity, and pedagogical practice, highlighting the need for (re)signification of expertise in the social and human field of the profession through the inseparability of theory and practice.


RESUMO: Esta pesquisa tem como objetivo analisar as inter-relações entre formação, saberes e práticas nos territórios da docência, com vistas ao mapeamento da abrangência teórico-conceitual e metodológica das pesquisas publicadas em repositórios de teses, dissertações e artigos, no marco temporal de 2014 a 2019. Trata-se de um levantamento, do tipo estado do conhecimento, visando à identificação, aos registros e à análise qualitativa dos trabalhos, permitindo traçar o panorama das produções a partir de olhares plurais. Os resultados sinalizaram os sentidos e os significados de dimensões voltadas à formação inicial e continuada, à mobilização de saberes, à identidade docente e à prática pedagógica, indicando a necessidade de (re)significação de conhecimentos no campo social e humano da profissão por meio da indissociabilidade entre teoria e prática.


RESUMEN: Esta investigación tiene como objetivo analizar las interrelaciones entre formación, saberes y prácticas en los territorios de la docencia, con miras a mapear la amplitud teórico-conceptual y metodológica de las investigaciones publicadas en repositorios de tesis, disertaciones y artículos, en el período de 2014 a 2019. Se trata de un levantamiento, del tipo estado del conocimiento, orientado a la identificación, registro y análisis cualitativo de los trabajos, permitiendo delinear el panorama de las producciones desde perspectivas plurales. Los resultados señalaron los sentidos y significados de dimensiones orientadas a la formación inicial y continua, la movilización de saberes, la identidad docente y la práctica pedagógica, indicando la necesidad de (re)significar los conocimientos en el ámbito social y humano de la profesión mediante la indisolubilidad entre teoría y práctica.

Introduction

Research on teacher education focuses on understanding that pedagogical practice is conducive to mobilizing different types of knowledge. Teachers, in their professional journeys, (re)construct knowledge through experiences, formative journeys\(^4\) in personal and academic dimensions, and the exercise of the profession.

The production of studies on initial and continuing education in the field of teaching, particularly focusing on pedagogical knowledge and practices in stricto sensu graduate programs, has been prominent in Brazilian research. These studies emerge within the broader field of Humanities, addressing issues related to the professionalization of teaching and professional spaces, which serve as foundations for the teaching profession (Gariglio; Burnier, 2014).

The task of discovering, selecting, and relating publications is essential as it allows for a thorough review of databases and a reconfiguration of various forms of scientific contributions that provide support for the dissemination of knowledge and new research (Nascimento, 2016).

The construction of memory in scientific research involves the analysis of productions such as theses, dissertations, articles in journals, and books within a specific field over a defined period. These studies can signal advancements "[...] in theories, theoretical-methodological contributions, and their understanding in different contexts, indicate trends and procedures [...] used in the field, and point out trends in approaches related to educational practices" (Vosgerau; Romanowski, 2014, p. 168, our translation). Furthermore, this type of empirical-analytical survey can illuminate the path for researchers, explaining convergences and divergences among the mapped works. The dissemination of knowledge is not a disconnected, isolated, or restricted process that occurs only initially, but rather a continuous pursuit (Freitas, 2016).

Considering these premises, the following guiding questions have emerged: what are the theoretical-methodological dimensions of the scientific works disseminated through the Brazilian Digital Library of Theses and Dissertations (BDTD), Scientific Electronic Library Online (SciELO), and Scopus database, within the timeframe of 2014 to 2019\(^5\)? What are the meanings and significance of the published research? Given this approach, the objective is to analyze the interrelationships among education, knowledge, and pedagogical practices in the

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\(4\) Itinerancy is understood as a (self)formative process marked by incursions and life experiences, the trajectories and paths that weave the identities of the teaching profession (Souza, 2006).

\(5\) The delimitation of this time frame (2014-2019) is justified because it was a period that made it possible to find a significant number of works in the thematic field.
field of teaching, aiming to map the theoretical-conceptual and methodological scope of the productions.

Methodologically, this study is qualitative as it considers the worldview and professional practice of the subjects, emphasizing the importance of subjectivity over the quantification or stratification of these experiences. According to Flick (2013), qualitative research is characterized by addressing different perspectives of investigation, considering subjectivity, and the emergence of understandings related to education, knowledge, and pedagogical practices.

Additionally, this is a survey research in terms of data collection procedure, known as a state-of-the-art review, in which the works were identified, cataloged, and analyzed to promote different reflections and syntheses in a specific area of scientific knowledge.

**Methodological Path: Acts, Journeys, and (Mis)Directions**

This section outlines the methodological procedures for mapping theses, dissertations, and articles in databases, aiming to analyze the interrelations among education, knowledge, and practices in the field of education.

Regarding the nature of the data, this is a qualitative investigation that pertains to the realm of relationships, processes, and phenomena that cannot be reduced to the operationalization of variables (Minayo, 2016). Thus, the intention is to map the productions based on information rather than quantification.

Regarding the collection procedures, this study employs a state-of-the-art survey, which enables the "[...] identification, registration, and categorization leading to reflection and synthesis on scientific production" (Morosini; Fernandes, 2014, p. 155, our translation). This type of study is not limited to merely understanding the productions but also corroborates the delimited analysis of an area within a specific timeframe, allowing for:

> [...] the examination of research contributions, from the perspective of defining the area, field, and constituent disciplines, evaluating the accumulated knowledge in the area, pointing out the need for improving the theoretical and methodological status, and even the trends in the investigation (Vosgerau; Romanowski, 2014, p. 167, our translation).

This means that it is not sufficient to simply understand the productions, but to categorize them with a view towards contextualization, problematization, and (re)construction.
of multiple perspectives of the theoretical framework to be used in the study, making it possible to elucidate trends and procedural paths that avoid the use of dubious conceptions and assertions (Romanowski; Ens, 2006).

Thus, this mapping allowed for the disentanglement from a "colorblind" view on the subject, so as not to taint the elaboration process, proceeding to break preconceptions that, according to Quivy and Campenhoudt (2005, p. 25, our translation), consist of overcoming "[...] prejudices and false evidence, which only give us the illusion of understanding things, [being], therefore, the first constitutive act of the scientific procedure." A structured path was then constructed to select the corpus, with the following procedures: a) definition of the databases BDTD, Scopus, and SciELO; b) formulation of the string with the application of filters: timeframe from 2014 to 2019; and c) exclusion criteria: works unavailable in full and duplicates.

The search for productions in the desired area within electronic databases enabled a plural and interdisciplinary understanding of the research. The initial step for the mapping was selecting the locus, in this case, the databases, which consist of the provision of hundreds or thousands of scientific studies in one place, thus saving time (Moraes; Fonseca, 2017). The choice of the BDTD, Scopus, and SciELO repositories was due to the quality and originality supported by the indexed databases.

The BDTD is maintained by the Brazilian Institute of Information in Science and Technology (IBICT) and gathers theses and dissertations defended throughout Brazil within the scope of stricto sensu postgraduate studies. This platform provides 629,778 full texts contributed by 121 educational and research institutions. Using the generic descriptor “training, knowledge, and practices,” 5,139 works were obtained, consisting of 3,468 dissertations and 1,671 theses. It was noted that there are a vast number of studies addressing the thematic field, connected to different areas of knowledge such as Exact Sciences, Biological Sciences, Health Sciences, Agricultural Sciences, Linguistics, and Human Sciences.

After this phase, a search refinement strategy was employed by constructing the string ["knowledge" AND "practices") AND “teacher training”] using the boolean operator “AND,” which allowed for a specific combination of keywords, reducing the number of works to 1,474 productions, including 970 dissertations and 504 theses. This quantity was still substantial for

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6 Indicators are located on the BDTD website.
7 For Saks (2005), Boolean operators are combinations of keywords using logical-mathematical resources, such as AND (AND), OR (OR), and NOT (NOT), to perform precise searches in databases.
Network weaving: Contributions in the territory of teaching

analysis, necessitating further restriction of the search by applying additional filters: studies from the period 2014 to 2019, the field of Human Sciences (Education), Postgraduate Program in Education, and finally, the topic directed towards training (see Figure 1).

**Figure 1** – Filters Applied for Mapping Productions in the BDTD

Legend: D = Dissertations; T = Theses.
Source: Prepared by the authors (2020).

Thus, 27 works formed the corpus of this study in the BDTD database. Respecting the exclusion criteria, two texts were discarded due to unavailability for full consultation. Twenty-five remained, of which 22 were dissertations and three theses.

Next, the search involved scientific articles in Scopus, which stands out as the largest repository of abstracts and citations of peer-reviewed literature: scientific journals, books, conference proceedings, and sector publications. This database is not open access, and access was obtained through the Portal of Periodicals of the Coordination for the Improvement of Higher Education Personnel (Capes), via the Federated Academic Community (CAFe) interface.

The survey in SciELO covered a selected collection of Brazilian scientific journals, aiming to develop a common methodology for the preparation, storage, dissemination, and evaluation of scientific production in digital format. After applying the string, specific filters,  

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8 This platform offers an overview of research production around the world in the areas of Science, Technology, Medicine, Social Sciences, Arts and Humanities, via interfaces to monitor, analyze and visualize studies. Available at: https://www.elsevier.com/pt-br/solutions/scopus.

9 “[...] in partnership with the Latin American and Caribbean Center for Health Sciences Information (BIREME) and the São Paulo State Research Support Foundation (FAPESP). Available at: http://www.scielo.br/?lng=pt.
and exclusion criteria, 59 works were identified in the two databases (26 in Scopus and 33 in SciELO), providing access to essays that supported the field of scientific research on teacher education.

Considering the published articles, a preliminary reading of the titles, keywords, and abstracts was conducted to structure the ideas of the 59 articles. According to Nascimento (2016, p. 101, our translation), this type of reading “[…] constitutes the organization of the corpus to investigate the scope, meanings, and situational characteristics concerning the interrelations with scientific production […]”. From this perspective, 12 works were selected using exclusion criteria such as duplication and lack of relevance to the theme.

Therefore, a total of 37 studies were selected, comprising three theses, 22 dissertations, and 12 articles. These productions formed the analyzed corpus, aiming to reveal discussions about teacher education, knowledge, and pedagogical practices.

Regarding the regional focus, 67.6% (25) of the mapped research is concentrated in the South-Southeast regions, with notable contributions from the Federal University of Santa Maria (UFSM) in Rio Grande do Sul and the São Paulo State University (Unesp) in São Paulo. In the North and Federal District, the incidence was 5.4% (02), while the remaining studies correspond to 27% (10) in the Northeast, primarily in the states of Bahia, Paraíba, Rio Grande do Norte, and Ceará, with half of these publications produced at the State University of Ceará (UECE). It is hypothesized that the significant number of productions at UECE may be due to the institution's Graduate Program in Education, which includes a research line titled "Didactics, Teaching Knowledge, and Pedagogical Practices."

In the perspective of reinterpreting Knowledge that structures an academic study, this research sought to shed light on the different characteristics, dimensions, aspects, meanings, and significances, considering the domains\(^\text{10}\) of teaching. To this end, the works were mapped through the exploration of their scope, theoretical-methodological design, results, and the interrelationships between education, Knowledge, and practices in the field of education.

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\(^{10}\) The idea is adopted that “[…] territories are perceived by indicators of legitimation, including the legal support that supports training programs; the length of occupation that reveals the intensity of its institutionalization and the recognition of its effects by the beneficiaries of the training actions” (Cunha, 2011, p. 57).
Education, Knowledge, and Practices: Different (Re) Constructions of Knowledge

The scope, dimensions, and theoretical-methodological paths covered in the mapped productions are presented in this section, aiming to highlight the study's relevance as a reference for reinterpreting the results and understanding the field. The different typologies and classifications present in the reflections and highlighted in some scientific research in the educational field traversed the investigated area. Hence, the scope was an aspect raised to understand the explored locus. Of the total 37 works, 48.7% (18) focused on higher education, 45.9% (17) on basic education, 2.7% (01) on vocational education, and 2.7% (01) on distance education (EaD).

The significant number of studies in higher education may be attributed to the encouragement of research within various graduate programs, which are considered "[...] an important lever for state policies, [...] in composing actions within the scope of public policies, [...] in accounting for the training of [qualified professionals] and publicizing national knowledge" (Freitas; Souza, 2018, p. 10, our translation).

Teachers' experiences in basic education are crucial for fostering investigations, and the significant number of works (48.7%) can be attributed to the opportunities for questioning, analyzing, reflecting, and understanding their pedagogical practice. According to Tardif (2014), there is an intrinsic relationship between knowledge and practices, and teaching actions mobilize the formation of a network of connections between higher education and primary education, which have given rise to four dimensions: teacher education (initial and continuing); mobilization of knowledge; identity, and pedagogical practice. This direction was based on thematic analysis supported by Bardin's (2011) premises, aiming to intrinsically articulate and chain together senses and meanings.

Teacher education is a key point in configuring professionalization in the teaching field, stimulating reflections and meanings about career appreciation. Machado and Fernandes' (2014) research investigated the conceptions of Pedagogy students about teaching and its relationship with future practice. Ferreira (2014) analyzed the formation of teachers and how these professionals dealt with theoretical-methodological gaps at the end of the course. Pereira

11 “Pedagogical practice is also a social practice. Developed within the school, pedagogical activity is not independent of its social environment, that is, it is subject to the influences and determinations of the world of work. From this perspective, teacher training is understood based on their work's objective conditions. Teachers working as teachers are based on their initial training, a dialogue in continued training mediated by pedagogical practice, in the permanent construction of teaching knowledge. Continuing training, combined with initial training, as a prerequisite for teaching, constitutes a space for reflection on theory” (Grosch, 2018, p. 76).
(2014) sought to understand the process of becoming a teacher and the trajectory of initial training via distance education (EaD). Nascimento's (2015) dissertation evaluated the possibilities of articulating teaching knowledge and educational praxis in initial training, specifically in the Mathematics licentiate course at the Federal Institute of Tocantins, focusing on acting in the context of fundamental, technical, and technological education. Silva (2016) studied the contribution of initial academic training to the construction of professionalization and teaching knowledge. Finally, Volkman (2017) researched the concept of Mathematics licensure students about teaching.

According to Imbernón (2011, p. 43, our translation), initial teacher education has not enabled the application of differentiated methodologies, nor the creation of "[...] methods developed theoretically in classroom practice, and there is no information on how to develop, implement, and evaluate processes of change." The process of educator training reverberates in praxis, requiring reflection-action-reflection.

The lack of connection between the knowledge (re)constructed in initial and continuing education represents a hindrance that affects classroom practice. Permanent education contributes to the (re)signification of (self)formative trajectories. Alcilane's (2014) research focused on this discussion of how education is present in the teaching field; Junges and Behrens (2016) analyzed continuous pedagogical training as a guide for the construction of knowledge; Santos' (2017) dissertation sought to understand the personal and professional trajectory of teachers in continuous training courses through cartography; Rodrigues' (2017) study addressed the configuration of constant training for Physical Education teachers in Natal, aiming to understand their conception of the training provided by the municipal education department; Coelho Junior's (2018) thesis investigated the (self)formation process of Administration teachers at UFSM.

Thus, the pursuit of continuous education stems from the professional's own interest and public policy initiatives through the implementation of qualification programs, in order to "[...] propose a process that equips the teacher with knowledge, skills, and attitudes to create reflective or investigative professionals" (Imbernón, 2011, p. 55, our translation). Teachers are constantly in training, (re)constructing knowledge that is mobilized in classroom work.

A significant number of studies were identified regarding the dimension of the mobilization of teachers' knowledge. Weber (2014) sought to understand the construction of teaching in formative processes and investigated the knowledge mobilized by teachers; Gallo (2014) analyzed how teachers at the Institutes of Biology, Physics, and Chemistry at the Federal
University of Bahia (UFBA) construct their professionalism; Santos' (2015a) research focused on the knowledge mobilized in teaching practice; Souza's (2016) dissertation investigated teachers at a private vocational education institution to understand the recontextualized knowledge in their educational practices; Dias and André (2016) discussed the incorporation of knowledge in teacher education, which was also the objective of Blanco's (2017) study; Magalhães (2016) proposed a theoretical and empirical discussion of the term "teachers' knowledge" in initial and continuing education; Silveira and Nogueira's (2016) research focused on identifying the nature of the knowledge mobilized in teaching; Magalhães Júnior and Cavaignac (2018) mapped the knowledge of higher education teachers; Oliveira (2017) aimed to understand how the knowledge of History educators in the municipal network was constituted using cinema in their pedagogical practices; Farhat (2017) investigated the pedagogical knowledge (knowledge and practice) of teachers in lato sensu postgraduate courses; Silva's (2019a) research indicated how the construction of teachers' knowledge occurred in São Paulo schools from 1890 to 1920; Borges (2019) addressed the knowledge developed by Arts and Pedagogy teachers through the use of digital technologies; Silva (2019b) aimed to understand how Potiguara teachers construct their knowledge to work in youth and adult education (EJA) in the indigenous field.

These investigations indicate that disciplinary, curricular, and experiential knowledge is produced in daily practice. These multiple forms of knowledge become foundational for the constitution of teaching work, being necessary for the valorization and re-signification of teaching (Tardif; Lessard, 2014). The mobilization of experiential knowledge represents a path to the construction of professional identity, allowing the discussion of the competencies of bachelor teachers, as studied by Fogaça (2017). Altarugio and Locatelli (2018) investigated the conceptions of undergraduate students at a public university regarding the qualities that characterize a good teacher and how this identity is constructed. These works present identity as a continuous and social (re)construction process. Thus,

professional identity is constructed through the meaning that each teacher, as an actor and author, attributes to the teaching activity in their daily life, based on their values, their way of situating themselves in the world, their life history, their representations, their knowledge, their anxieties and aspirations, and the meaning that being a teacher holds in their life (Pimenta; Anastasiou, 2002, p. 77, our translation).

In this path, the teacher reaffirms their identity in the profession, based on the meanings and significances consolidated in pedagogical practice, which consists of developing the "[...]"
intersubjective terrain and is characterized as an evolutionary process, a process of self-interpretation as a person within a certain context" (Marcelo, 2009, p. 114, our translation).

The pedagogical practice of teaching has been investigated by Silvano (2018), highlighting content within the Physical Education discipline; Sotero's (2018) research presented the intertwined knowledge in practice, followed by formative actions; Leal's (2017) approach focused on the representations of graduates regarding Sociology practices in high school during supervised internships in school settings; Macenhan, Tozetto, and Brandt's (2016) study revealed, through inferential interpretations\(^\text{12}\), the knowledge of early childhood educators in the daily life of schools; Hautrive's (2016) thesis understood the teaching learning of deaf teachers, considering the knowledge and practices related to Brazilian Sign Language (Libras) interpretation and writing; Santos's (2015b) work analyzed the production of knowledge and meanings among teachers from collective pedagogical work; Macenhan (2015) investigated practice in early childhood education and its relationship with teaching knowledge; Gariglio and Burnier's (2014) article highlighted the constitutive processes of teaching practice among eight vocational education teachers and the characteristics of pedagogical knowledge, as well as identifying the models of pedagogical action that guide and structure teaching practice.

In this context, teachers have multiple forms of knowledge that can be mobilized or reinterpreted in their pedagogical practice, not seen as disconnected elements, but rather as "[...]
a conscious and participatory action that emerges from the multidimensionality surrounding the educational act" (Franco, 2016, p. 536, our translation). In other words, pedagogical practices involve the conditions of training, school spaces and times, organization, and collective efforts in teaching to achieve educational expectations, aiming to transform social reality. This perspective goes beyond didactic principles by permeating the intentionality of the teaching process and allowing changes in the meanings and significance of collaborative learning among teachers.

Regarding the types of research and their objectives, which deal with goals, purposes, and results to be achieved, descriptive studies conducted by Silvano (2018), Rodrigues (2017), Oliveira (2017), Ribeiro (2016), Dias and André (2016), Nascimento (2015), Macenhan (2015), Alcilane (2014), and Ferreira (2014) were identified for the purpose of describing the characteristics of a specific fact or phenomenon.

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\(^{12}\) According to Bardin (2011), this involves the broad treatment of data based on reflective and critical analysis.
The works of Gallo (2014), Volkman (2017), Silva (2016), and Silva (2019a) are categorized as exploratory because they "[...] provide greater familiarity with the problem, with [the purpose of] making it more explicit or constructing hypotheses" (Silveira; Córdova, 2009, p. 35, our translation). On the other hand, some authors did not specify the nomenclature used to classify their studies\textsuperscript{13}.

The analysis of the methodological design concerning the nature of data, sources of information, production/collection procedures, as well as the subjects involved, instruments, techniques, and/or data production devices, and finally, the methods of analysis applied to organize and interpret the elements, were also investigated in this survey. The studies show a preference for qualitative research, 97.3\% (36), characterized by its focus on understanding and responding to the concrete reality of "[...] particular issues and concerns with the universe of meanings, motivations, aspirations, beliefs, values, and attitudes" (Minayo, 2016, p. 21, our translation), with only one publication adopting a quantitative approach.

The predominance of qualitative research can be associated with the relationships established through the adoption of epistemologies, the field, and its objects, aiming to analyze social realities and the construction of meanings whereby teachers appropriate the complexities of the facts and phenomena studied. Thus, this type of investigation "[...] uses text as empirical material [starting] from the notion of the social construction of realities [...] interested in participants' perspectives, their everyday practices, and their everyday knowledge in relation to the study [...] positioning the observer in the world" (Flick, 2009, p. 16, our translation).

The use of quali-quantitative research has become increasingly common in the field of education, albeit still at a low frequency. Out of a total of 37 studies, only Gallo's investigation (2014) followed this approach. No investigations using mixed methods, which involve a "[...] strategy of triangulating quantitative and qualitative data to determine convergences, differences, or possible combinations" (Nascimento, 2016, p. 121), were located to measure data and interpret phenomena.

Regarding sources of information, of the listed works, 75.7\% (28) relied on searches in secondary sources. Among these, 48.7\% (18) involved documentary analysis of laws, decrees,
resolutions, and school archives. The use of articles, theses, and dissertations from Capes Catalogs, BDTD, Scopus, and SciELO comprised 27% (10).

In the methodological field, concerns, uncertainties, and questions about research procedures appear contextualized in the studies during the data construction or collection process. Field research (11), case studies (9), and bibliographical studies (7) had higher incidence, as shown in Table 1.

**Table 1 – Types of research procedures**

<table>
<thead>
<tr>
<th>Types</th>
<th>Number of works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field research</td>
<td>11</td>
</tr>
<tr>
<td>Case study</td>
<td>9</td>
</tr>
<tr>
<td>Bibliographic</td>
<td>7</td>
</tr>
<tr>
<td>Action research</td>
<td>3</td>
</tr>
<tr>
<td>Ethnographic study</td>
<td>3</td>
</tr>
<tr>
<td>Cartography</td>
<td>2</td>
</tr>
<tr>
<td>Research (self)training</td>
<td>1</td>
</tr>
<tr>
<td>Sociocultural narrative approach</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Source: Authors' elaboration (2020).


Bibliographical research is frequent in studies in the field of Education, as it allows the researcher to use material on a specific theme that has undergone analytical examination (Gil, 2010), as seen in the works of Machado and Fernandes (2014), Macenhan, Tozetto, and Brandt (2016), Silva (2016), Magalhães (2016), Volkman (2017), Leal (2017), and Silva (2019a).

The investigations by Junges and Behrens (2016), Rodrigues (2017), and Borges (2019) adopted action research, conceived through the relationship between researchers and
participants. According to Esteban (2010, p. 167, our translation), the aim of this type of research is "[...] to promote social change, transform reality, and make people aware of their role in this transformation process." It is a procedure in which participants come together to address a situation or problem, aiming for social transformation.

The ethnographic study, adopted by Gallo (2014), Santos (2015b), and Silva (2019b), does not follow predefined rules or specific patterns; however, the researcher develops criteria during their intervention in the social context of the investigation (Mattos, 2011). Ethnography thus involves meticulous observations of facts and events over a specified period, addressing the idiosyncrasies of the subjects or groups under study.

Santos (2017) and Ribeiro (2016) utilized the method of cartography to highlight methodological pathways. This choice is linked to research intervention, characterized by transforming the field and the researchers themselves, involving "[...] the tracking of processes rather than the representation of objects [...]" (Barros; Kastrup, 2015, p. 53, our translation).

The (self)formation research discussed by Coelho Junior (2018) aims to highlight the formation and professional development of teachers. In this sense, educators use narrative to understand and reflect on their formative process and trajectory, aiming to (re)define knowledge and expertise. According to Medeiros and Aguiar (2018), the teaching journey results in a moment of reflection and, consequently, (self)formation.

The sociocultural narrative approach was employed by Hautrive (2016), characterized by "[...] analyzing the narrative activity of the participants in this process based on the sociocultural reality specific to them" (Rossetto; Baptaglin; Fighera, 2014, our translation). Thus, it is essential to understand the context of the teacher in order to comprehend the transformations occurring in teaching interventions and socio-historical processes.

Methodological choices guide the researcher in the process of constructing data, using various devices, instruments, and/or techniques to obtain the fundamental elements of the objects under study. Interviews, questionnaires, and observations were most frequently used, aiming for clarity and adherence to objectives, types, methodological procedures, subjects, and methods of analysis to achieve scientifically rigorous results. Regarding research participants, eight categories appeared most frequently, revealing that teachers and students in primary and postgraduate education are the target audience.

Furthermore, the productions were mapped in relation to data analysis methods, as shown in Table 2. 81% (30) indicated the technique applied, and 19% (07) did not specify. Content analysis and discursive textual analysis were the most frequently used methods.
Table 2 – Data Analysis Methods

<table>
<thead>
<tr>
<th>Types</th>
<th>Number of works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content analysis</td>
<td>15</td>
</tr>
<tr>
<td>Discursive textual analysis</td>
<td>4</td>
</tr>
<tr>
<td>Document analysis</td>
<td>2</td>
</tr>
<tr>
<td>Interpretation of the senses</td>
<td>2</td>
</tr>
<tr>
<td>Thematic analysis</td>
<td>1</td>
</tr>
<tr>
<td>Cluster analysis</td>
<td>1</td>
</tr>
<tr>
<td>Comparative analysis</td>
<td>1</td>
</tr>
<tr>
<td>Narrative</td>
<td>1</td>
</tr>
<tr>
<td>Sociocultural narrative</td>
<td>1</td>
</tr>
<tr>
<td>Atlas Software</td>
<td>1</td>
</tr>
<tr>
<td>Iramutecc Software</td>
<td>1</td>
</tr>
<tr>
<td>Not flagged</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Authors' elaboration (2020).

The analysis procedures ensure the achievement of the study objectives, are relevant to interpreting findings, and identify meanings and significances in the investigative process (Zanette, 2017). It emphasizes the need for screening across different types for adjustments in the theoretical-conceptual and methodological design.

Regarding the results and their interrelations with the object of this study, the meanings and significances produced in the research point to the necessary valorization of the teaching profession, namely: teacher education is a complex process involving different knowledge, competencies, and skills (Machado; Fernandes, 2014); social demands require ongoing teacher education to enable the construction of knowledge and meanings (Ferreira, 2014); initial teacher education contributes to the development of certain knowledge and the initial construction of a professional identity, highlighting the importance of practical experiences, exercise, and observation of teaching activities (Silva, 2016); pedagogical training for professionals in teaching is relevant in the context of a society undergoing constant scientific and technological transformations (Alcilane, 2014); continuing education allows for reflections and awareness of action and trajectory, aiming for the perception and development of concepts about teaching that can enhance teaching practices and build knowledge capable of promoting significant changes in the classroom (Junges; Behrens, 2016); laying the foundations for developing policies for teacher education allows us to understand these professionals as knowledge subjects and producers, valuing subjectivities and experiences (Santos, 2017).
It is noted that teacher education involves a complex path with challenges and uncertainties, which consists of "[...] discovering, organizing, grounding, revising, and constructing theory [in] a process of integration" (Imbernón, 2011, p. 51, our translation). Thus, it is believed that this profession demands a continuous movement of coming and going for the (re)construction of knowledge and practices.

According to Kirsch (2007), experiencing the formative process and seeking strategies for quality in education are part of the teaching career and enhance professional development. Moreover, it cannot be dissociated from knowledge production, nor exclude transformations in the institutional field, since professionalization must be linked to the institution and the daily projects of the school.

The mobilization of knowledge highlights reflections, particularly regarding the vast repertoire of pedagogical elements supported in the daily work of teachers, in addition to the need to encourage them to build different knowledge, such as: a) a bachelor becomes a teacher-bachelor through the construction of integrated knowledge in training and experiences with peers, valuing experience and praxis (Weber, 2014); b) valorization of the teaching profession demands specific knowledge and expertise, including a status similar to other fields (Gallo, 2014); c) knowledge is constituted and (re)signified throughout the teaching career (Santos, 2015a); d) teachers' professional knowledge stems from identity and cultural constructions developed throughout their professional and personal lives (Souza, 2016); e) in addition to professional, disciplinary, and curricular knowledge, teachers develop various practical knowledges derived from their experience, situated within the realms of "know-how" and "know-being" (Dias; André, 2016); f) there is self-reflection among teachers regarding their pedagogical knowledge, constructed over experience and, in some cases, supported by pedagogical training (Farhat, 2017); g) contexts of teachers' formative activities develop and deepen a repertoire of different aspects of knowledge that sustain and guide daily teaching work (Borges, 2019); and h) teachers of Indigenous Youth and Adult Education (EJA), besides expanding their higher education, (re)construct knowledge and expertise through experiences lived in daily life and within the school environment itself (Silva, 2019b).

In this configuration, the teacher mobilizes different forms of knowledge in their practice, which originate not only from initial and ongoing education but also from their personal trajectory. This knowledge is part of a continuum in their career development. Teachers' knowledge
 [...] is not a set of cognitive contents defined once and for all, but a process under construction throughout a professional career in which the teacher progressively learns to master their work environment, while simultaneously embedding themselves in it and internalizing it through action rules that become integral to their practical consciousness (Tardif, 2014, p. 14, our translation).

Thus, reflecting on knowledge, research highlights the shaping of a body of knowledge that supports teaching, which involves "[...] mobilizing a wide variety of knowledge by reusing it in work, adapting and transforming it through and for work" (Tardif, 2014, p. 21, our translation). Therefore, knowledge plays a significant role in developing pedagogical practice and constructing professional identity.

The studies addressed in their results a relationship between initial and ongoing education, the mobilization of knowledge, and pedagogical practice, becoming essential for teachers to construct and reconstruct their identity in the professionalization process, as highlighted: a) teaching practice evolves throughout daily practice, gradually reconstructing their identity (Fogaça, 2017); b) teachers highlighted that teaching identity is constructed through a set of interconnected yet distinct knowledges, serving as a reference for professional praxis development (Altarugio; Locatelli, 2018). These reflections allow us to interpret that the mobilization of experiential knowledge is the starting point for teachers' identity formation. According to Pimenta (2012), teaching identity is attributed to a path of identifying personal and professional processes grounded in educators' stance in teaching.

Regarding pedagogical practice, the studies expressed that teachers create didactic and pedagogical actions reflectively, based on several achieved results, namely: knowledge requires constant pursuit, and being in the classroom demands much more (Silvano, 2018); knowledge experienced by teacher candidates is objectified in teaching practices in a reified and reinvented manner, indicating didactic and pedagogical experiences (Leal, 2017); the formation of knowledge undergoes developmental processes and is mobilized in pedagogical practices to influence and receive feedback (Macenan; Tozetto; Brandt, 2016); teachers seek meaning in the activities they develop in the classroom, generating reflections on their choices and teaching actions as a way of (re)signifying their own role (Hautrive, 2016); interactions among teachers are permeated by collaborative actions, listening to others, exchanging affections, experiences, learnings, and knowledge production; the work allowed for a review of their teacher identity through collective experience, seeking ways and means that address specific actions for the classroom (Santos, 2015b).
These considerations highlight that pedagogical practices underpin action-reflection-action and the inseparability between theory and practice, developed within specific social, historical, and cultural contexts. Teachers (re)construct knowledge reflected upon and mobilized within the school context, stemming from a set of complex and dynamic relationships. It is believed essential to reframe formative processes through public policies aimed at fostering continuous and in-service training, in order to (re)think praxis and thereby promote the quality of public education.

In summary, the discussions addressed in this text have presented the notion that teacher education, knowledge, and practices should be reconsidered in an integrated manner, considering that the knowledge mobilized by teachers transcends formal education. When socialized through everyday experiences, this knowledge assumes an intersubjective and interactional dimension.

**Conclusions and Implications**

This research analyzed the interrelationships among education, knowledge, and pedagogical practices within teaching territories, aiming to understand dimensions, meanings, and significances based on works published in the BDTD, Scopus, and SciELO repositories.

From the analysis of the theses, dissertations, and articles, four dimensions emerged that dialogue with each other in a constant movement. The results underscored reflections on the essential nature of initial and ongoing education for the professionalization of teaching, thereby emphasizing the need to revise public policies to encourage and valorize the teaching career. Therefore, the (re)significations of teachers' formative journeys present a challenge, as they still lack discussions and effective measures for improving the quality of education in Brazil.

The research also highlighted that the (re)construction of knowledge occurs throughout one's life trajectory and is crucial for the constitution of work in the classroom. Thus, over the course of their career, teachers reinterpret experiential and professional knowledge, which consequently integrates into the construction of their teaching identity.

The inferences drawn from the productions encompassed meanings and significances related to pedagogical practice as a space of actions that permeates through initial and ongoing Education. This process is fundamental for mobilizing disciplinary, curricular, and experiential knowledge. It is believed to be essential to redefine (self)formative trajectories by overcoming the dualistic and reductionist views that still prevail in the field of Education.
Therefore, the relevance of this mapping is advocated for allowing an understanding of current discussions within the field, presenting a panorama of works from diverse perspectives. Knowledge has been (re)defined concerning the interrelationships between Education, learning, and pedagogical practices in the field of Education.

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