



Interfaces of educational policies on scientific production and training of researchers in Latin America

Interfaces das políticas educacionais sobre a produção científica e formação de pesquisadores na América Latina

Interfaces de las políticas educativas sobre la producción científica y formación de investigadores en América Latina

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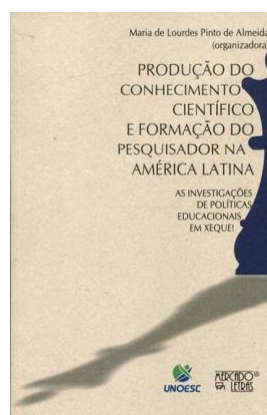
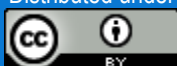
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Discuss the production of scientific knowledge and the training of the researcher in Educational Policies is of extreme importance in order to understand the interfaces of these processes and their implications on the directions of education. In addition, this discussion assumes the role of launching a critical look at the educational policies adopted by the countries in the context of an unequal, unjust and education-oriented society. It is with this purpose that the work "*Production of Scientific Knowledge and Training of the Researcher in Latin America: the investigations of educational policies in check*", published by the publisher Mercado de Letras, in December 2017.

Organized by the Teacher Maria de Lourdes Pinto de Almeida, the collection is the result of a research project developed in the period from 2014 to 2016 by researchers from the *Rede Iberoamericana de Estudos e Pesquisas em Políticas e Processos de Educação Superior* – RIEPPES. With headquarters in the Post-Graduation Program in Education of the University of the West of Santa Catarina - UNOESC, the Network is also linked to the *Grupo Internacional de Estudos e Pesquisas em Educação Superior* – GIEPES, with headquarters in the State University of Campinas - UNICAMP.

With a good discursive precision and argumentative coherence, which makes it possible to perceive clearly the interlacing between the chapters, the work, in general, makes possible the understanding of the facets that permeate the construction of the researcher in the field of educational policies, as well as to analyze this process in the different countries of Latin America, permeated by their different cultures, but limited by the same dictates imposed by the processes of internationalization of educational policies. Through a structure divided by thematic axes, the work is an invitation for the reader to enter the text and appropriate the richness of the contents covered in each section. The thematic conduction of the same allows now, in a specific way, a rich analysis especially on the impacts of neoliberal policies on education, on the processes of formation of the contemporary researcher and, mainly, on the epistemological foundations and characteristics of the field of research in educational policies while space of scientific knowledge.

The collection in question brings together texts by researchers from Brazil, Chile, Mexico and Spain and, as already explained, is divided into three parts. The first one, composed of five chapters, discusses the Research and production of scientific knowledge in addition to the neoliberal policies of Education in Latin America, addressing the educational realities of different countries. The second part focuses on the formation of the contemporary Latin American researcher: (dis) constructions. It consists of six chapters. The third part, structured in three chapters, discusses the Academic Research in Education Policies: delimitation of the field of scientific knowledge and epistemological foundations. Finally, for the closing of the collection, there is an afterword entitled "*El productivismo o la sobredimensión del paper como meta final de la investigación*", signed by Mexican researchers, University of Colima, Jaime Moreles Vázquez and Sara Aliria Jiménez García.

Opening the first part of the book, chapter I is entitled "*The various forms of knowledge: historical-philosophical bases of research in education*" and is authored by Professor Sílvio Sánchez Gamboa. The study develops an approach on the specificity of scientific production, retakes forms of knowledge of classical Greek antiquity and attentive to criteria that help to qualify the production of the research. The author weaves his text highlighting the commitment that educational research must maintain with the problem of education as a possibility for social transformation.

The second chapter of the collection is authored by the professor of the University of Granada (Spain), Antonio Bolivar. With the title "*La crisis de paradigmas de investigación: pragmatismo y métodos mixtos*", Bolivar reviews the current challenges of education research guided by the paradigms established to the mixed methods, the result of the mastery of a certain pragmatism of social research. In the study, the author weaves a description of why one began to consider conflicting paradigms and why today a pragmatism dominates the most (what works). Finally, Bolivar discusses the complementarity of quantitative and qualitative methodologies at the service of the understanding of scientific knowledge and its validation before normative criteria.

The third chapter of the collection is written by Oscar Espinoza, professor at Univerisad de Playa Ancha (Chile), entitled "*Panoramas, dificultades y desafíos que enfrenta la investigación en/sobre políticas educacionales en Chile*". The author develops his text with the purpose of discussing and analyzing in a comprehensive manner the current situation that characterizes research in educational policy in Chile. In addition, it seeks to identify the reference framework that guides it and some patterns and aspects that should be on the agenda of researchers in educational policies to guide future research within this field of research. In order to develop the purpose of the study, Espinoza looks at the different types of sources, including relevant research on the subject, publications and the author's own experiences.

The fourth chapter of the work is authored by the researchers Marilda Pasqual Schineider and Eliana Renilde de Oliveira Ribeiro. With the title "*Production of knowledge on educational evaluation and accountability in Brazilian education (2011-2015)*", the authors propose as the central objective of the study to examine the production of knowledge about educational evaluation policies in Brazilian basic education in articulation with mechanisms of accountability, in the period from 2011 to 2015. The objective of the research was to analyze approaches to the advertising production, considering the scenario in which educational evaluation policies are inserted, international influences in the design of the reforms carried out by the National States and the conflicting interests in the achievement of a certain quality standard in Brazilian basic education.

Finishing the first part of the work, the fifth chapter is entitled "*Research in the knowledge society: decipher me or I will devour you*". The authors are authors of the University of Passo Fundo, Altair Alberto Fávero and Carina Tonieto. The study is organized in two parts: first, the authors refer to Greek mythology in order to reconstruct not only the enigma of the sphinx, but also the paradoxes of Oedipus. This strategy used by the authors has the purpose of showing that in some way the tradition and past can shed light to understand the present and project the future. In the second part of the text, Fávero and Tonieto analyze some presuppositions to understand the research and the role that it represents in the contemporary world. With this analysis, the authors aim to systematize some challenges that need to be faced in the current academic scenario, in order to, in the words of Fávero and Tonieto, "not succumb to the threat of the sphinx."

The second part of the collection, articulated by the Formation of the Latin American researcher in contemporary times: (dis) constructions, is introduced by the text "*Competencias em los procesos formativos de la educación superior chilena*", sixth chapter of the work, Verônica Leiva Guerreiro and Tatiana Goldrine Godoy, from the *Pontificia Universidad Católica de Valparaíso*. The authors propose a discussion about the competency-based curriculum model for vocational training at the tertiary level, based on the growing interest in training models based on the development of skills for the labor market. To this

end, they develop a conceptual framework of the term "competence" and explore its components from a curriculum design, based on the reformist experiences implanted in Chilean education.

Continuing the discussions of the second part of the work, the seventh chapter is titled "*Discoveries and investigative movements in the educational field: self-production of the subject researcher*". The study is authored by Rosane Carneiro Sarturi, Marilene Gabriel Dalla Corte, Andréia Goulart de Mello, Joacir Marques da Costa and Camila Moresco Possebon, Universidade Federal de Santa Maria - UFSM. The text aims to understand the potentialities of a group of research in education in the self production of sum subject researcher, considering an epistemological transversality in the research. From the deferred discussions, the authors defend the diversity of the members of the research group as a promoter of the epistemological transversality in the researches, assuming the role of enhancing the formation and self-production of the researcher subject.

Authored by Jaime Moreles Vászques and Sara Aliria Jiménez García, from the *Universidad de Colima* (Mexico), the eighth chapter of the collection is entitled "*Elementos culturales o contraculturales de la práctica científica: el compromiso con los usuarios de la investigación y los procesos de aculturación de los novatos*". The purpose of the text is to address some traditions and rationalities present in scientific research groups. In order to do so, they choose their constituent elements as a means of envisaging the researchers' commitment to their scientific communities and some questionable methods by which "novice acculturation" occurs. Throughout the text, the authors discuss this theme considering the lack of interest regarding the influence of research in certain social processes and the exploration of assistants and students entering the scientific communities.

The ninth chapter of the book is titled "*Indexing Academic University Publications: Thematic Portals and Their Advantages for Periodicals*". The work is authored by Gildenir Carolino Santos, from the State University of Campinas – UNICAMP. The study aims to problematize how the act of indexation becomes the process of transfer and analytical description of information more important in the area of Librarianship. The author attentive to the fact that it is through the indexation that we know how a term or subject registered in a standardized way in the systems and informational resources are found. In addition, the importance of thematic portals as tools for the storage and indexing of publications, giving more visibility and publicity to the research works in the academic and scientific spaces, goes through the work.

The second part of the collection houses the tenth chapter of the work, which is written by Professor Luiza Helena Dalpiaz, from the University of Western Santa Catarina - Unoesc. The work entitled "*Training of the researcher: singularity of the subject and problematization of educational public policies*" aims to problematize the training of the local worker / operator of educational public policies that seeks the academic master's degree in education to become researcher of this field of reference. The set of elements addressed by the text corroborates the construction of an emerging and collective research program in the field of education.

Concluding the second part of the work, the eleventh chapter is entitled "*Observations on the formation of the researcher in education: question of method*". The text, authored by Professor Anita Helena Schlesener of the Federal University of Paraná (UFPR), deals with research on education and the principles that should guide the formation of the researcher from the point of view of historical materialism. For this, initially, the author approaches the

question of the method and its specificities in the understanding and sustentation of an empirical reality. It then emphasizes the particularities of research in education and the importance of being taken from a dialectical perspective. Finally, it points out some ways and possibilities to elucidate new horizons in the scope of research in education and its potential to promote social transformation.

The third part of the collection, under the thematic core Academic Research in Education Policies: delimitation of the field of scientific knowledge and epistemological foundations is introduced by the twelfth chapter, entitled "*The theoretical field of educational policies in the historical-dialectical perspective*". The authorship is by Mariluce Bittar, Marisa Bittar and Amarildo Ferreira Júnior and the objective of the work constitutes an approach to educational policies through a historical-dialectical perspective. For this, the authors assume that the categories "historical totality", "state" and "school", based on the social theory of Marxism, allow a structuring interpretation of the relations that are manifested between the historical context, the state apparatus and the school. Throughout the text, the authors justify the necessity of using the dialectical method in the concrete analysis of the real, inquiring the object in its various and contradictory faces, discovering and revealing its complexity and richness.

The thirteenth chapter, entitled "*The proposal of the unitary school in Antonio Gramsci as an object of research in educational policy*", by the researcher Maria de Lourdes Pinto de Almeida and Giedre Teresinha Ragmini de Sá. The authors base the text on the epistemological perspective of Marxism, making the choice for the Gramscian epistemological position, aiming, in this way, to discuss the Unique School of the theory of Antonio Gramsci as one of the relevant and necessary objects to be studied in the area of research in educational politics. Almeida and Sá defend the idea that understanding the social function of school in these times of accelerated changes and transformations, emanated by the model of capitalist society, requires the effort of a look at a transformative school administrative praxis, so that one can glimpse the promotion of emancipatory conditions in an egalitarian way.

Concluding the third part of the collection, the fourteenth chapter is entitled "*The intersubjective construction of knowledge: proposals for a pedagogy of Habermasian communicative action*" and is authored by research professor Márcio Giusti Trevisol, from the University of Western Santa Catarina - Unoesc. The text proposes a debate about how we can understand communicative action in a pedagogical sense and its inferences about new educational paradigms. For the development of the proposal, Trevisol makes use of the theory of communicative action proposed by Habermas. Throughout the text, the author advocates dialogical interaction as a perspective of understanding and knowledge production in order to consolidate an educational process where the academic is the protagonist of the learning process.

For the closing of the collection, there is an afterword entitled "*El productivismo o la sobredimensión del paper como meta final de la investigación*", signed by Mexican researchers, *Universidad de Colima*, Jaime Moreles Vázquez and Sara Aliria Jiménez García. The authors cite a critique of academic productivism, derived from evaluation policies and the validation of scientific products in relation to their publications in journals recognized by the area. The authors present as an alternative to the counterpoint to academic productivism the progression "*Problemas/Programas/Políticas/Investigação*" (PPPI). In explaining this strategy, they point out the possibility that, from it, the researchers take a more focused

course on the social relevance of their research and not only on the qualification/quantification of their publications.

Finally, from the set of the book "*Production of Scientific Knowledge and Training of the Researcher in Latin America: investigations of educational policies in check*", it can be said that the book constitutes a rich and important contribution to the discussion of the directions the policies of training of researchers and the production of knowledge in the area of educational policies. Understanding this changing reality and its interfaces is of fundamental importance in order to deepen the theoretical and epistemological studies of educational policies. From this understanding it is possible to glimpse possible paths and challenges that stand out in front of the researcher, especially in the reality of Latin America. In addition, according to the organizer of the collection, the researcher Maria de Lourdes Pinto de Almeida, comprising "objects of analysis that make the difference in this unequal and unjust society, constrained by the dictates of the capitalist market."

Reference

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