

# Qualitative Epistemology as the basis for a revolutionary praxis in the training of researchers

**Epistemologia Qualitativa: base de uma práxis revolucionária na formação de pesquisadores**

**Epistemología Cualitativa: base de una praxis revolucionaria en la formación de investigadores**

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## Highlights

Qualitative Epistemology is firmly rooted in the cultural-historical theory of subjectivity.

The bibliographical research and discussion conducted indicate that the theses analyzed are characterized by epistemological and methodological clarity.

This paper will examine the role of researchers in the process of producing scientific knowledge in postgraduate education.

## Abstract

The objective of this article is to present the contributions of Qualitative Epistemology to the *stricto sensu* training process of researchers in education, with a discussion of the current challenges involved in the production of scientific knowledge in postgraduate studies. The methodology entailed a bibliographic investigation of doctoral theses in the field of education from the University of Brasilia's institutional repository, encompassing the previous ten years and anchored by Qualitative Epistemology. The main findings can be summarized as follows: a) a shift in the conceptualization of the genesis and character of scientific knowledge; b) appreciation of research as an indivisible nexus between theory and practice; c) a nuanced engagement of the researcher throughout the research process through reflexive and critical inquiry; and d) a commitment to social responsibility and a distinctive positioning of the researcher concerning their work and educational contexts.

[Resumo](#) | [Resumen](#)

## Keywords

Training of researchers. Qualitative epistemology. Education.

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## Introduction

The objective of this article is to present the contributions of Qualitative Epistemology to the process of *stricto sensu* training of researchers in Education, with a particular focus on its principles and epistemological foundations. These have been developed within a critical psychology framework and are oriented towards revolutionary praxis in the Latin American context. Our interest in the process of training researchers in postgraduate programs in Brazil has grown gradually over recent years, particularly in light of the attacks on science that have occurred in this period. These attacks have resulted in a greater level of discredit being attributed to scientific production and the academic context.

The rise of right-wing extremism in recent years has led to significant shifts in public education policies, with an increased prevalence of predatory forms of capitalism (Almeida, 2019; Bittencourt, 2020; Pochmann, 2017; Santos, 2013). In order to comprehend the distinctive characteristics of Brazilian capitalist society, manifested in a multitude of forms of inequality, violence, and dehumanization, it is imperative to prioritize the epistemological discourse. In numerous domains, including education, we remain significantly influenced by positivist epistemological assumptions that perpetuate training and scientific production methodologies that are antithetical to knowledge oriented toward revolutionary praxis (Maldonado-Torres, 2007).

Historically, the production of knowledge in education has followed similar paths to studies in other areas of knowledge in the humanities and social sciences. Despite the strong criticism of positivist objectivism, which has been the dominant paradigm in the development of research, its harmful effects have not been entirely avoided. In order to address the limitations of the positivist paradigm, which we believe is inadequate for understanding the intricacies of human and social processes, more radical paradigms have emerged and gained traction in the sciences. These paradigms have built upon existing knowledge in a critical and reflexive manner, thereby strengthening the social demands of our time.

In Brazil, the development of education research has occurred in a series of distinct phases. These include the establishment of institutional bodies, the launch of scientific journals, and the expansion of public universities. In 1940, the National Institute of Educational Studies and Research Anísio Teixeira (Inep) launched the *Revista Brasileira de Estudos Pedagógicos*, which was followed by the establishment of other scientific journals within universities to strengthen the publication of the research output of education researchers in Brazil (André, 2006; Rocha et al., 2019; Zanette, 2017).

The 1970s saw a fierce debate on the value of qualitative education research, driven by the confrontation with the investigative models of North American and European researchers. However, the formation of research groups focused on qualitative studies commenced in public institutions during the 1980s, coinciding

with the expansion of postgraduate courses. During this period, questions were also raised regarding the production of knowledge, methodological and ethical issues, and the training of researchers. In particular, there was concern about the uncritical appropriation of research methods and the inconsistent and incoherent relationships between theory and methodology (André & Gatti, 2008; Gatti, 2002).

It is important to acknowledge that the involvement of psychology in educational research has also contributed to the perpetuation of historical misconceptions in various contexts. This has occurred through acknowledged collaboration in processes of exclusion, with the application of psychometric tests in which differences were validated, as well as the pathologization of various forms of psychological distress. However, since the 1980s, psychology has sought to consolidate new theoretical and epistemological paradigms as a science directly involved and interested in educational processes, guided by new theories and social changes (Mitjáns Martínez & González Rey, 2017). Currently, several studies have identified the primary challenges in the training of researchers in education across a range of disciplines, particularly in the context of postgraduate studies (Gewehr et al., 2020; Mainardes & Stremel, 2019; Miranda Beltrán & Ortiz Bernal, 2020; Mitjáns Martínez & Tacca, 2009; Nascimento, 2018).

Guided by the premise that there are potential paths for enhancing the training of education researchers who can effectively navigate social changes, this article presents the fundamental principles that have informed the work of researchers engaged in a robust ontological, theoretical, epistemological, and methodological integration in knowledge production. This tetralogical relationship encompasses the Theory of Subjectivity from a cultural-historical perspective, Qualitative Epistemology, and Constructive-Interpretive Methodology, as will be discussed in the following section (González Rey, 1997; 2005; González Rey & Mitjáns Martínez, 2017).

## **Qualitative Epistemology and its cultural-historical principles**

In order to overcome the epistemological problem that guided research in the human sciences, Fernando González Rey (1949-2019), a Cuban psychologist living in Brazil (1995-2019), encountered epistemological challenges throughout the development of his scientific production, which spanned from personality studies to subjectivity. These challenges highlighted a model of science that was perceived as maintaining the social status quo rather than advancing it. The epistemological silence denounced by the author throughout the consolidation of psychology as a science and of education is an expression of the absence of epistemological references that support legitimate ways of producing knowledge and confronting the multiple ways in which coloniality has presented itself in knowledge in our social and cultural context (González Rey, 2013; Pavón-Cuéllar, 2021). In addressing the challenges that the author has overcome, an ontological-theoretical-epistemological-methodological framework has been established that has facilitated

advancements in complex research systems by enabling the confrontation of numerous dominant forms of knowledge produced within the field of education.

The development of Subjectivity Theory from a cultural-historical perspective has provided a potential avenue for elucidating the constitutive relationship between the individual and the social. The concept of subjectivity is understood through the lens of a macro theory, which diverges from the notion of subjectivism or subjectivity as an intrapsychic process (González Rey, 2019a). From this perspective, defining subjectivity theoretically as both individual and social enables researchers to understand and specify both individuals and culturally and historically situated social processes without determinism (González Rey, 2003, 2004, 2005). The Theory of Subjectivity, with a cultural-historical basis, is a critical perspective (Arocho, 2022; Goulart, 2022) that proposes an ontological construction delineating the generative character of individuals and social groups in diverse actions and relationships, even in adverse conditions. It challenges social determinism and emphasizes the value of human singularity within the social context.

Subjectivity Theory is a critical current that employs a cultural-historical approach to address the shortcomings of traditional psychological paradigms and the prevailing ways of conceptualizing human processes in education (Jiménez-Domínguez, 2008; Mitjáns Martínez, 2021). The value of a theory can be recognized by the challenges it generates to epistemological models, either promoting or not a basis for revolutionary action by researchers and professional practices that are considered subversive to the institutionalized (González Rey et al., 2016; González Rey & Patiño-Torres, 2017; Mitjáns Martínez et al., 2020; Mori & González Rey, 2012).

In examining the author's criticisms of his theory, we identify those directed at addressing gaps in both Soviet psychology from a cultural-historical perspective and in Latin American critical social psychology. In his 2003 work, González Rey presents a series of critiques of theoretical models and dominant understandings in psychological thought, particularly with regard to the value of the social. He offers a critical and reflexive analysis of major socially-inspired theories in psychology, including the Theory of Social Representations and Social Constructionism. While the author's primary focus has been on psychology, the research groups that have advanced his work have a strong presence in education in Brazil and various Latin American countries.

The author's work has its origins in the political conditions of his life in Cuba and his academic experience at the Institute of General and Pedagogical Psychology in Moscow, during his doctoral studies in 1979, and the degree of Doctor of Science from the Institute of Psychology of the Academy of Sciences of the Soviet Union in 1987. These experiences contributed to the author's understanding of Soviet psychology, which influenced the construction of his work. The following points are of particular significance: a) the necessity of moving beyond the intrapsychic view of the individual, acknowledging that this is shaped by historical and cultural factors; b) the importance of Marx's insights regarding the dialectic of the social fabric, and the value of the concept of social class and the social as a system in which institutional

workings interpenetrate (González Rey, 1995; 2004). In this sense, the development of the Theory of Subjectivity, of a cultural-historical nature, opposed the devaluation of the individual as a thinker and producer of subjectivity, as well as the individual processes of internalization of culture and society. However, it did recognize the cultural and social genesis of the individual (González Rey, 2004; 2008; 2012).

In light of the aforementioned challenges, Qualitative Epistemology strives to establish a knowledge production framework that is consistent with subjectivity, conceived both individually and socially, from a cultural-historical perspective. This approach differs from other epistemological conceptions due to its specificity and orientation towards the production of scientific knowledge about subjectivity. This epistemological basis is comprised of three fundamental principles, which will be discussed in greater detail below: the constructive-interpretative nature of knowledge, the dialogical nature of the knowledge-building process, and the recognition of the singular as a legitimate space for knowledge production (González Rey, 2010; Mitjáns Martínez, 2019).

The first principle refers to knowledge as a process of constructive-interpretative production by the researcher, recognized in its reflexive, imaginative, and creative implication, grounded in theory. This production is guided by the theoretical perspective and by a specific interpretive path, throughout the course of the fieldwork. In this way, knowledge is given a differentiated value for the research process in the way the researcher experiences the empirical moment, in its relationship with new interpretations and elements that can acquire intelligibility.

The theoretical character can be used by the researcher as a resource for thinking in the dialogical relationship with the other, through provocations, reflections, and tensions that allow the participant different ways of positioning themselves in relation to what they experience. This favors the authentic emergence of the other through a subjectively configured expression (González Rey, 2019b). The dialogical nature of the knowledge production process, defined as the second principle, concerns one of the main sources of knowledge construction and the relationships established between researchers and research participants. This relationship allows for the opening up of a communication pathway in which qualitatively different information flows in relation to experiences, manifestations, and symbolic expression, which are important ways of studying productions, resources, and processes that make up educational practices (González Rey, 2010).

The third principle of Qualitative Epistemology, related to the previous two, refers to the importance of singularity as a legitimate level of knowledge production. It is about recognizing how the social takes different forms in the singular, making it possible to gradually expand our understanding of human processes, their unpredictability, adversity, and complexity. In the study of individual and social subjectivity, generalizations of results are not appropriate but rather the recognition of processes that contribute to the robustness of a living, open, and evolving theoretical model. It is worth noting that the singular is not limited to case studies but to the value of particular ways of subjectivizing what is experienced in the

conditions of culture, whether by groups, communities, institutions, or people (González Rey, 2019a).

Taken together, these three principles have enabled new understandings of contemporary issues in Education, opening up different ways of integrating the study of educational actions, relationships, and practices into the contemporary social context as it participates in the lived experiences of people and groups in a unique and historically situated way. In addition, questions about modes of knowledge production guided by Qualitative Epistemology can contribute to and inspire other alternative and subversive forms of qualitative research, especially in Education.

## **Methodological procedures**

In order to present the contributions of Qualitative Epistemology to the process of *stricto sensu* training of researchers, this study was developed through bibliographic research of doctoral theses in the field of Education, oriented to Qualitative Epistemology, written in the last 10 years, from 2013 to 2023, and indexed in the institutional repository of the University of Brasilia. The primary search in this repository is justified because Fernando González Rey is linked to this institution as a collaborating professor in the graduate program, teaching, structuring his research group, and directing various studies. To select the doctoral theses, the inclusion criterion was a direct search for the orientations of three leading professors in the field of Education and the research line of School, Learning, Pedagogical Action, and Subjectivity in Education. As suggested by Salvador (1986), bibliographical research makes it possible both to gather information about the research carried out in the theses and to reflect critically on these productions.

After the initial search, we identified 11 productions specifically related to the educational context (formal and informal). After the search, we moved on to organizing, reading, interpreting, analyzing, and systematizing this knowledge. In the first reading, we saw the diversity of topics that had been addressed, based on the theory of subjectivity and qualitative epistemology, such as relational, formative, and performance processes, issues of non-learning, behavioral aspects, medical diagnoses, creative processes, and innovation.

Based on a critical reading of these studies, categories were generated with the function of constituting units of analysis (Sousa & Santos, 2020), referring to the contributions of Qualitative Epistemology oriented towards a revolutionary praxis, namely: a) change in representations related to the origin and nature of scientific knowledge; b) understanding of research as an inseparable moment between theory and practice; c) differentiated involvement of the researcher in the course of research through their critical production processes; d) social commitment and unique positioning of the researcher concerning their work and educational contexts.

## **Analysis of scientific production: contributions of Qualitative Epistemology to revolutionary praxis**

On the basis of the works analyzed, we have identified Qualitative Epistemology as a current alternative for new critical theoretical constructions with potentially revolutionary value for the practice of researchers and professionals in education. In the following, we present the four units of analysis integrated in a critical reflection aimed at strengthening the training of educational researchers and professionals.

- a) Change in representations related to the origin and nature of scientific knowledge.

In the development of research guided by Qualitative Epistemology, the knowledge built aims to promote new representations of educational processes and contexts, and for this, it is necessary to understand in depth the scientific production of a given field of Education, as well as to develop differentiated research problems that make it possible to understand processes of a subjective nature, historically obscured by positivist ways of doing science. Research on processes of a subjective nature has made it possible to uncover invisible problems in the school context that have served to maintain social subjectivities and configure systems of resistance to educational and social change. In the research we have analyzed, we have seen how the researcher is also recognized in his subjectivity, which is constantly confronted in the training process and in the theoretical-empirical course of the research, opening up possibilities for the constitution of new ways of understanding his place in relation to the knowledge that is produced, as unprecedented ways of understanding the educational phenomenon in focus.

In conjunction with changes in representations related to the origin and nature of scientific knowledge, the theoretician takes a differentiated place in the opening up of theoretically oriented models of thought, going far beyond the appropriation of a theory and, fundamentally, mobilizing resources so that the researcher recognizes himself not only as a consumer but also as a producer of theory. Thus, phenomena and problems that were thought to be exhausted or overcome emerge in new discussions based on the dissatisfaction and inquisitive gaze of the researcher, such as the theses of Molina (2022), Bezerra (2019), Lima (2018), and Pereira (2018), which problematize, from the perspective of subjectivity, issues that have already been widely discussed by different theoretical currents in the field of education.

The issue of unruly student behavior in school, which is usually analyzed from a unilateral perspective that focuses on the student and his behavior, posed a challenging research problem for Lima (2018). In Pereira's research (2018), questioning the need for medical/psychological diagnosis as a resource that favors the process of inclusion in schools raised the need for changes in professionals' conceptions of development, learning, and inclusion. Bezerra (2019) envisioned alternatives to the traditional assessment practices of psychologists, who support

students diagnosed with learning difficulties in school. In this study, as in Molina's (2022) paper, the active role of psychologists in generating ideas and personalized knowledge about students' development and learning processes was emphasized.

In examining these theses, it becomes evident that evolving representations of the genesis and character of scientific knowledge are pivotal in shaping novel forms of relationships, actions, and practices that can be transformative insofar as they facilitate the discernment of processes of alienation and, on occasion, a rupture with established norms. The development of theoretically oriented thinking resources represents the most significant form of transcendence of knowledge required by the researcher. It enables the researcher to overcome the dichotomy between theory and practice, as discussed in the following items.

b) Understanding research as an inseparable moment between theory and practice.

The constructive-interpretative methodology, an expression of Qualitative Epistemology, necessitates that the researcher possesses a comprehensive understanding of the theoretical framework of subjectivity theory to provide meaning to the information generated by the research instruments. The interpretative construction of the understanding of the problem and research objective is consolidated in the development of indicators and hypotheses, in a theoretical-empirical process. This process recognizes that the reality embodied in scientific knowledge is not a static entity; rather, it is a construct that emerges from and is informed by interpretative processes. The implementation of the various stages of research, guided by the constructive-interpretive methodology, such as the construction of the social research scenario, the creation of the instruments, and the bond with the participants, depends on the hard, intentional commitment and a solid theoretical basis of the researchers, oriented towards making the decisions necessary for the course of the research. In this way, the fieldwork is characterized as one of the main moments of theoretical and methodological development of the researcher in the process of doctoral studies.

The development of a coherent theoretical model that generates an innovative and alternative way of understanding practice, the locus of the empirical moment, is evidence of overcoming this challenge, as seen in the theses defended by Egler (2022), Mundim (2016), Santos (2015) and Teles (2015), who discuss teaching from a multiple and diverse perspective. Or even research that raises issues considered difficult to understand in professional practice and that requires a theoretical deepening, as in the work of Moncayo Quevedo (2017).

Egler's research (2022) allowed theoretical advances in understanding what enables teachers to learn in their pedagogical actions. The research of Santos (2015) opens a view of the training context from a perspective that goes beyond theoretical knowledge and announces the teacher as the subject of his or her practice, understood as an individual who transcends the normative social space in a creative way. This study contributes to the construction of the thesis defended by Teles (2015) that education, in its broad and transformative sense, must base its

pedagogical strategies on creative actions that involve both students and teachers, breaking the processes of alienation between subject and object.

In addition to the interpretive theoretical model, delving deeper into a particular topic requires the researcher to take a determined and bold stance to highlight issues that are culturally left unaddressed because they are based on hegemonic moral standards that are difficult to challenge. As explained in Moncayo Quevedo's (2017) thesis, when she worked on sex education in schools in Cali, Colombia, she encountered complexities and tensions between what was intended and what was operationalized by teachers in that educational context.

In these analyzed studies, we have noticed that, unlike other research developed in school contexts, in which a certain dichotomy between theory and practice still prevails, the epistemological basis that underpins the research analyzed aims to get closer to true practice and to overcome the concept of theoretical knowledge generated through a set of pre-existing techniques or methodologies. The creativity of the researcher in developing tools adapted to the field means that the research is not limited to the direct application of standardized tools but shows how the social is subjectivized singularly in the context studied, breaking with a utilitarian and extractive relationship between practice and educational experience. The differentiated involvement of the researcher in the course of the research, through theoretical means of thinking, as we will see below, is a condition for breaking down the boundaries between theory and practice and can open solid paths for strengthening an educational practice that is increasingly solid in its social role.

c) Differentiated involvement of the researcher in the research process through his/her critical production processes.

As analyzed in the previous section, we found that, at different moments and levels of training, it is essential for postgraduate students to understand research as an inseparable moment between theory and practice. This aspect has been linked to the differentiated involvement and commitment of the researcher to the research and their training process, challenging them to the continuous development of intellectual authorship and to break with beliefs and banking representations that support the appropriation and uncritical reproduction of knowledge. This is a process that requires continuous investment and involvement in the production of their ideas during postgraduate master's and doctoral programs (Mitjáns Martínez, 2009).

Strengthening the training of educational researchers can enable the school to participate in and constitute the academic context, just as the academy gets to know the school grounds. Complete training implies that researchers develop theoretically oriented structures of thought that enable the social practice of teaching to have the power to change. In this sense, more than theoretical knowledge, the ontological and epistemological bases in the training of researchers must be amply strengthened, so that their research methodology, as well as their actions and professional relationships, are coherent with social challenges, in the conditions of culture.

For Egler (2022), for example, the use of the constructive-interpretive methodology as an expression of Qualitative Epistemology, expressed in the researcher's immersion in the field and in the way she carried out the constructive-interpretive process, made it possible to broaden the investigative gaze to learnings involved in the dynamics of one's pedagogical action, as well as concerning unconscious aspects of this process. It should be noted that her differentiated involvement as a researcher, in the period before, during, and after the pandemic, highlighted two central aspects: a) a relationship of respect and commitment to the participants; which allowed b) the preparation of the thesis, as an expression of a theoretical model built on the results of research related to the identification and analysis of teachers' learning in pedagogical actions.

In the case of Arruda's (2014) study, the theme of creativity required the researcher to dedicate a long time in the field and to have a differentiated bond with the participants so that the protagonism of the teachers made the entire course of the research possible. For the author, the constructive-interpretive process allowed her to formulate the thesis that "the subjective processes that shape creativity in teachers' pedagogical work are singular, historical and current, and are related in a recursive way to the very processes of movement in their subjectivity" (Arruda, 2014, p. 5, translated by us).

Based on the analysis of doctoral theses, we can see the authorial and personalized nature identified in many of the productions, supported by the Theory of Subjectivity and Qualitative Epistemology. This aspect can promote socially responsible action and the professional performance of researchers in making decisions that guide revolutionary practice. It highlights the active and transgressive nature of researchers, who do not resign themselves to consolidated knowledge and seek an aegis that drives development and transformation.

d) Social commitment and the unique position of researchers in their work and educational contexts.

All knowledge produced expresses a social and political implication on the part of those who produce it, and in this sense, the social commitment and political positioning of the educational researcher cannot be separated from this broader base. Doing a doctorate is a political act and a commitment on the part of the researcher to the educational context being researched. Social and educational change can occur through individuals who are theoretically empowered and able to promote tensions in their contexts, opening up calls for social groups to transcend the norms of social spaces (formal and informal) in creative, implicated, and authoritative ways.

In Souza's (2013) study, the thesis of investigating musical learning as a subjective production required a unique position on the part of the researcher to understand the path of each musical learner. To create actions to understand the subjective learning path of each participant and to elicit emotional expressions along this path, the researcher had to build different strategies to connect with the context and the musical learning process of the research participants. In the course of Oliveira's

(2018) research, the expression of his differentiated positioning allowed him to investigate an unprecedented nature, with an emphasis on social subjectivity as a focus for analyzing the process of constituting creative learning.

In the context of educational research, Mundim (2016) engages with the school's internal dynamics throughout the investigative process, integrating professionals with diverse roles as research participants. These include the pedagogical coordinator, teachers, and teacher trainers. The study enabled an understanding of the process of producing pedagogical knowledge based on the experiences of the professionals and their teaching actions. It was determined that to complete her thesis, the researcher was required to actively engage in activities related to her field of study and facilitate collective moments, which proved to be a highly effective methodological strategy.

From this epistemological standpoint, studying and engaging in contemporary discourse can facilitate a more nuanced understanding of the researcher's social position, particularly in terms of their willingness to challenge established beliefs and pursue knowledge growth. The training of postgraduate students can be facilitated by organized meetings and workshops, which can serve as training resources. These meetings and workshops should focus on the primary challenges and difficulties encountered in ongoing research (González Rey & Mitjáns Martínez, 2017). Additionally, postgraduate students should be encouraged to expand their training processes through other experiences within the university context. This could include involvement in research groups or projects in addition to the postgraduate course.

In addition to the knowledge produced, the investment in the training process of education researchers has also facilitated professional opportunities in university teaching. This has led to the creation of dissemination spaces, participation in international events, and articulation with research groups from other countries (González Rey et al., 2019; González Rey). This approach has been further developed by Pavón-Cuéllar (2018), Pérez et al. (2020), and Subero Tomás and Esteban-Guitart (2020), which has the additional benefit of disseminating the theoretical framework developed, thereby increasing the visibility of national and international scientific production.

In light of the findings presented in the research, it can be posited that the four categories of analysis outlined therein have the potential to constitute a transformative praxis, not only for the researcher engaged in the production of knowledge but also for professional teaching practice. The research represents a potential way for the generation of novel and independent ideas for the researcher, as well as the development of nuanced, critical, and creative perspectives on the issues encountered throughout the research process and the postgraduate curriculum. The training of researchers guided by the principles of Qualitative Epistemology and Constructive-Interpretive Methodology from a cultural-historical perspective (González Rey, 2010; 2011; González Rey & Mitjáns Martínez (2017) underscores the interconnection among ontology, theory, epistemology, and

methodology in the research process, thereby distancing itself from an empirical-instrumental perspective (González Rey, 2013).

## **Final considerations**

This article aimed to present the contributions of Qualitative Epistemology to the process of *stricto sensu* training of researchers in education. To this end, it concludes that Qualitative Epistemology can be considered as a new epistemological basis in the current training of researchers, guiding a revolutionary practice through: a) the change in representations related to the origin and nature of scientific knowledge; b) the understanding of research as an inseparable moment between theory and practice; c) the differentiated involvement of the researcher in the course of research through processes of reflection and critique; and d) the social commitment and unique positioning of the researcher in relation to their work and educational contexts.

We also consider the value of Qualitative Epistemology for the political training of educational researchers, both in terms of the cultural-historical nature of this perspective and in terms of their actions during the course of the investigation, since it is in the countless attempts considered counter-hegemonic that each investigation can give rise to new methodological strategies in order to break away from dominant forms of relations, conservative practices, and established actions. In this way, these challenges also represent limitations in the training of researchers, due to the way in which the theoretical and the empirical are conceived in this process. Looking to the future, the goal is for the postgraduate context to be a space for revolutionary praxis, promoting reflections, actions, and professional practices oriented towards an education that breaks with banking models (Freire, 2004) and homogenized schooling.

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### **Resumo**

O artigo objetiva apresentar as contribuições da Epistemologia Qualitativa ao processo de formação *stricto sensu* de pesquisadores(as) em Educação, apoiado por uma discussão sobre os desafios atuais que envolvem a produção de conhecimento científico na pós-graduação. A metodologia envolveu pesquisa bibliográfica de teses de doutorado em Educação do repositório Institucional da Universidade de Brasília, dos últimos dez anos, ancoradas pela Epistemologia Qualitativa. Como principais resultados, consideram-se as seguintes contribuições: a) mudança em representações relacionadas à origem e natureza do conhecimento científico; b) compreensão da pesquisa como um momento indissociável entre teoria e prática; c) implicação diferenciada do(a) pesquisador(a) no curso da pesquisa por meio de processos de reflexão e crítica; e, d) compromisso social e posicionamento singular do(a) pesquisador(a) em relação à sua atuação e aos contextos educativos.

**Palavras-chave:** Formação de pesquisadores. Epistemologia Qualitativa. Educação.

### **Resumen**

El objetivo es presentar los aportes de la Epistemología Cualitativa al proceso de formación *stricto sensu* de investigadores en Educación. La metodología utilizada

fue la investigación bibliográfica. Los principales resultados son los siguientes: a) un cambio en las representaciones relacionadas con la naturaleza del conocimiento científico; b) la comprensión de la investigación como un momento inseparable entre la teoría y la práctica; c) la implicación diferenciada del investigador en el curso de la investigación a través de procesos de reflexión y crítica; y d) el compromiso social y el posicionamiento singular del investigador en relación con sus contextos laborales y educativos.

**Palabras clave:** Formación de investigadores. Epistemología cualitativa. Educación.

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