

The Guidelines for Training in the Constructs of Research-Training in Cyberculture

As Pautas da Formação nos Constructos da Pesquisa-Formação na Ciberculturas

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Abstract

In heuristic and training terms, the research-training modality establishes in its principles the training guidelines as an inescapable premise for a consistent, clear and cohesive structuring, and therefore must compose all the research constructs (MACEDO, 2021). In this sense, this article reflects the developments of a larger study, based on the Systematic Literature Review (RLS), composed of six theses and twelve dissertations supervised or co-supervised by Edméa Oliveira dos Santos. Following the propositions of content analysis (BARDIN, 2016), the present study aims to analyze how research approaches training guidelines in their research constructs, through the “training” category and its possible variations in registration units. In fact, the results reveal that 39% of the studies investigated do not show training in their constructs, alerting us to vigilance in the appropriation of basic methodological treatments (not only in research-training), since it is in the methodology that it is inaugurated. the rigor (albeit other) necessary for the scientificity of educational research.

Keywords: Cyberculture. Research-training. Systematic review.



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Resumo

Em termos heurísticos e formacionais, a modalidade da pesquisa-formação estabelece em seus princípios as pautas da formação como premissa inarredável para uma estruturação consistente, clara e coesa, devendo, portanto, compor todos os constructos da pesquisa (MACEDO, 2021). Neste sentido, este artigo reflete os desdobramentos de um estudo maior, baseado na Revisão Sistemática de Literatura (RLS), composta por seis teses e doze dissertações orientadas ou coorientadas por Edméa Oliveira dos Santos. Seguindo as proposições da análise de conteúdo (BARDIN, 2016), o presente estudo objetiva analisar como as pesquisas abordam as pautas da formação em seus constructos de pesquisa, através da categoria "formação" e suas possíveis variações em unidades de registro. Por efeito, os resultados revelam que 39% dos trabalhos investigados não evidenciam a formação em seus constructos, alertando-nos para a vigilância na apropriação das tratativas metodológicas basilares (não somente na pesquisa-formação), uma vez que é na metodologia que se inaugura o rigor (ainda que outro) necessário para a cientificidade das pesquisas educacionais.

Palavras-chave: Cibercultura. Pesquisa-formação. Revisão sistemática.

1. By way of introduction: situating research-training

Gusmão, Barreto & Eugênio (2022) point out the intense interest of graduate students in developing studies based on teacher education. Although many ramifications of the theme have already been researched and developed, the constant emergence of new problematizations (proper of a cybercultural world) in the educational scope end up litigating new formats of doing research, more congruent with the complexity of the contemporary scenario. In view of this, the urgency of overcoming reductionisms and dichotomies that limit human subjectivity impels on ways of doing research that aspire to the "conception of the teacher as a critical researcher and reflective investigator of their own educational practices, seeking to improve them" (GUSMÃO; BARRETO ; EUGENIO, 2022, p. 3).

The research-training walks in the opportunity to identify that teachers, actors of the training process, through consecutive experiences and adaptations, are able to know and recognize their reality with more expertise than subjects external to their practices. The first issue that opens up to research-training is the assumption of enabling the researcher teacher, central actor within this study, to think and modify his own practice. Macedo (2006, p. 160) states that research-training "adopts the anthropological principle according to which the members of a social group know their reality better than specialists who come from outside the group coexistence of the community or institution".

Legitimizing that the formative character is established in the convergence with the processes of transformations and changes that emerge from the self/hetero/goal/formation, the requested formation basically deals with the change of attitude towards the phenomenon and not necessarily the drastic transformation of reality, nor the passive waiting of possible movements. Furthermore, "community solidarity and ethics are assumed as the main objective of the research. Neither disinterested research

nor barbaric modificationism fit into this relationship, but shared production of knowledge” (MACEDO, 2006, p. 156).

The present text is part of a research that we have developed with the aim of investigating the negotiations and appropriations instituted in theses and dissertations guided or co-supervised by Professor Edméa Oliveira dos Santos, which are anchored in the methodological approach of research-training in cyberculture. The option for studying the works supervised by this author is due to the fact that she is the main reference on this research perspective.

The article is organized as follows: initially, we place research-training in the perspective of ethno-research; next, the methodological procedures used to produce the data are discussed, and then we present the results of the systematic review.

2. Training guidelines as a premise

Starting from the valuation of the teacher’s singularities, valuing the circumstances that guide their personal and professional conditions, the act of asking becomes essential, since it is through the questions that the searches for new paths that have not yet been explored arise. In this way, research-training enhances the voices of participants in a shared production of knowledge by investigating the ways in which the other understands a given phenomenon, including their own training. In the meantime, Macedo (2013, p.53) states that:

It is the subject who learns and understands, always in relation, but he is the only one who, in the end, can demonstrate his condition of being in formation or being formed, with all the ambivalences that we can experience in these experiences. Even because training in its most elaborate semantic base means way of being. In training scenarios, to imagine that educational contents will be simply and directly reproduced by the subject in training is to ignore that, in reality, it is the being who learns in concrete existence, therefore, training is an experience of his own.

Faced with the substantial need to authorize oneself in training, as well as the understanding that the training process does not happen a priori, with the pre-existing need for the subject to report the effectiveness of the process as training for himself, Macedo (2013) heads a discussion that touches the terms “formative” and “formational”. For the author, the expression “formative” undoubtedly presumes that training has already taken place, previously stating that the set of conditions established for the process is already formative even before obtaining such a statement from the subjects. When a proposal to the contrary, the expression “training” enters the scope of the curriculum and training that is in the process of happening to, only then, affirm or deny the qualification of training.

In the search for training experiences that go beyond prescriptive and restricted curricula, Macedo (2013) establishes the need to constitute self-training, hetero-training and meta-training.

If we enter into the merit that formation takes place as an irreducible experience as self-formation – forming with oneself, autopoiesis –, as hetero-formation, formation with the other, and meta-formation, formation through reflections of the subject on his own formative experience, we can foresee how much training emerges as an event to the extent that unpredictability densely inhabits its emergence. (MACEDO, 2016, p. 52)

Self-education is the appropriation of the ability to educate oneself, bringing responsibility and authorship in conducting one's education. According to Macedo (2013, p. 54), there are many pedagogical and research devices that "can encourage and create conditions for self-training to have critical reflection as one of its foundations, such as research-training, reflective practices such as formative (auto)biography, narratives of learning and formation, etc.". Hetero-training, on the other hand, welcomes the concept that training also happens from the experience of the other and with the other, in relationships and dialogues, thus understanding that learning is always a relational and interactive phenomenon.

It is necessary to show the heterogeneous as a value to be developed, as we are formed and are formed in a world deluded by the hypervaluation of the homogenization of emergence and formation. Finally, metaformation presents itself "as the ability to reflect and decide on how to experience the formative process referenced in our existential, professional, political, cultural, erotic implications." (MACEDO, 2013, p. 59-60). Thinking in an involved way about one's training and making decisions about it, through a movement of distance and reflection on its pertinence and relevance.

Taking into account the training processes guided so far and positioning them in the context of cyberculture as a mark of a new technological paradigm, based on digital information and communication technologies, Santos (2019) states that researching cyberculture goes beyond the use of software to "collect and organize data" and invades the subject's performance "as a cultural practitioner producing data in a network. The subjects are not mere informants, they are cultural practitioners who produce cultures, knowledge and knowledge in the context of the research." (p. 20).

Santos (2019) supports research-training in cyberculture within a historical-cultural context (especially after the emergence of the internet in Brazil in the 1990s), endorsing educational processes that are mediated by networked digital technologies. to the author:

These processes have been instituting new curricular arrangements and plural demands for teacher training called by many as online education, an education that no longer separates face-to-face education practices from distance education practices, since, as we believe, being geographically dispersed is not being distant, especially when digital technologies have been providing synchronous and asynchronous meetings and dialogues and establishing new possibilities of presence in a network. In addition, face-to-face educational practices have also been appropriating networked digital technologies as extensions of the classroom, since content and learning situations are created and made available that expand educational processes beyond face-to-face meetings. (SANTOS, 2019, p. 82-83)

Research-training proposes to highlight the voices of research practitioners through sensitive listening, seeking to build new knowledge in a shared way and understand the different understandings of a given phenomenon through dialogical and interactive systems. Regarding the attitude of not only investigating in theoretical-methodological terms, but also with the intention of learning from the senses and meanings of the subjects, Macedo and Macedo de Sá (2018, p. 325) state that this is "a process of comprehensive search that teaches us to learn or even to relearn our own human condition, to see ourselves through the eyes of the other and try to understand the other by also sharing their gaze".

Macedo (2021) warns of some points that have caused serious distortions with regard to rigor, coherence and quality in the application of training research. For the author, in this type of research, the problematization, objectives, questions and method operate in an articulated way, proposing, from its conception, that training should not be treated as a mere possible consequence of the research, but be evidenced since the composition of its construct. In this way, the training guidelines are inescapable

premises for a consistent, clear and cohesive research-training, and must compose all the research constructs through the articulation between the questions, objectives and methods. Macedo (2021, p. 19, emphasis added) points out that in research-training:

(...) there is already intentionality, planning and structuring actions since the elaboration of the project in which the heuristic and the formational are articulated and conjugated in the configuration of the research construct. It must also be agreed that research-training implies carrying out intentional training action, always! (...) training here implies concrete and valued learning processes taking place, that is, taking place as the intention of the research and being constructed and reflected in it and from it. In addition, valued, all training learning must be under the sieve of problematization processes within the research, because not all learning is good, we have to accept it, because it is always perspective!

That said, based on the modality of research-training in cyberculture, the objective of this research is to analyze how the studies found address the indispensability of training guidelines as founding structures of research constructs.

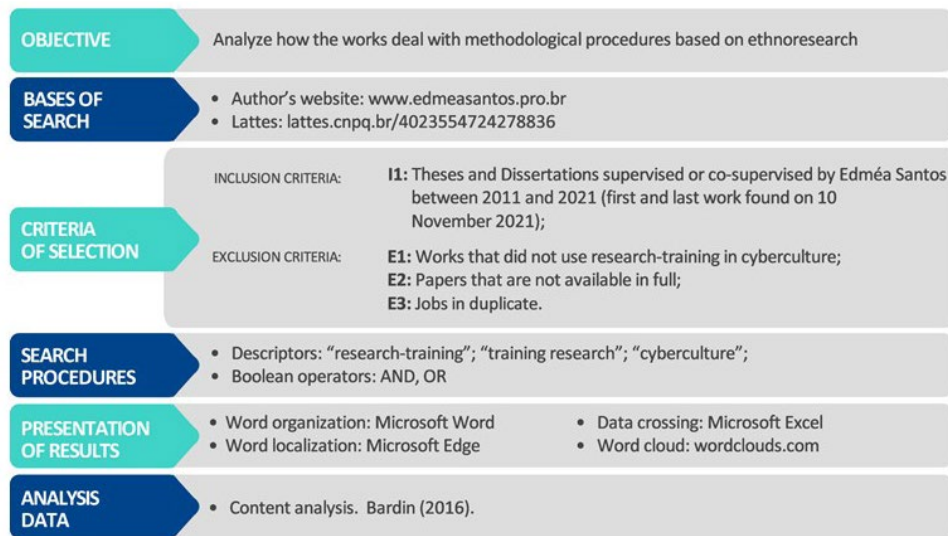
3. Methodological path and presentation of raw results

This study is a Systematic Literature Review (SLR), a type of observational and retrospective research that aims at the critical analysis of a certain group of literatures through systematic and explicit methods. Thus, the identification, selection and analysis of the selected studies undergo an in-depth and analytical evaluation. About RSL, Sampaio & Mancini (2007) point out:

A systematic review, like other types of review studies, is a form of research that uses the literature on a given topic as a source of data. This type of investigation provides a summary of the evidence related to a specific intervention strategy, through the application of explicit and systematized search methods, critical appreciation and synthesis of the selected information. Systematic reviews are particularly useful for integrating information from a set of studies carried out separately on a given therapy/intervention, which may show conflicting and/or coinciding results, as well as identifying topics that require evidence, helping to guide future investigations (SAMPAIO; MANCINI, 2007, p. 84).

We will follow the RSL structure based on five steps proposed by Sampaio & Mancini (2007): (i) Definition of a well-formulated and clear objective/question; (ii) Carrying out the search for evidence: definition of descriptors, search strategies and databases; (iii) Review and selection of studies: evaluation of titles and abstracts or full papers, strictly obeying the inclusion and exclusion criteria defined in the research protocol; (iv) Assessment of the methodological quality of studies; (v) Presentation of results. As an appropriation of this suggestion, we developed a research protocol described in Figure 1:

Figura 1: Research protocol



Source: Prepared by the authors, as proposed by Sampaio and Mancini (2007).

The Systematic Review proposed in this study aims to investigate the theses and dissertations guided or co-supervised by the author, professor and researcher Edméa Oliveira dos Santos, defended between the years 2011 and 2021 and that use research-training in cyberculture - methodological approach. The definition, by the author, is due to the fact of its great representativeness in the face of the researched theme. Figure 2 shows the amount of 36 works (21 dissertations and 15 theses) located in the Brazilian Digital Library of Theses and Dissertations (BDTD). Among these studies, the author in question is responsible for supervising 17 works (47%) and co-supervising 1 of them, distributed among 17 other supervisors. Furthermore, it is worth noting that the Booleans AND and OR were used to increase searches and produce more specific answers.

Figura 2: Details of the search in the BDTD database



Source: Prepared by the authors, based on searches in the BDTD database on 11/10/2021. (GUSMÃO; BARRETO; EUGÊNIO, 2022, p. 6).

To carry out the search for evidence, definition of descriptors and search strategies, we chose the databases with the greatest potential to contain the author's most up-to-date productions. In this way, the following sites were defined: the author's professional website (Figure 3) and her Lattes Curriculum (Figure 4):

Figura 3: Home page of the website



Source: edmeasantos.pro.br on 11/10/2021. (GUSMÃO; BARRETO; EUGÊNIO, 2022, p. 8).

Figure 4: Author's Lattes Curriculum



Source: Lattes Platform – CNPq. Consultation held on 11/10/2021.

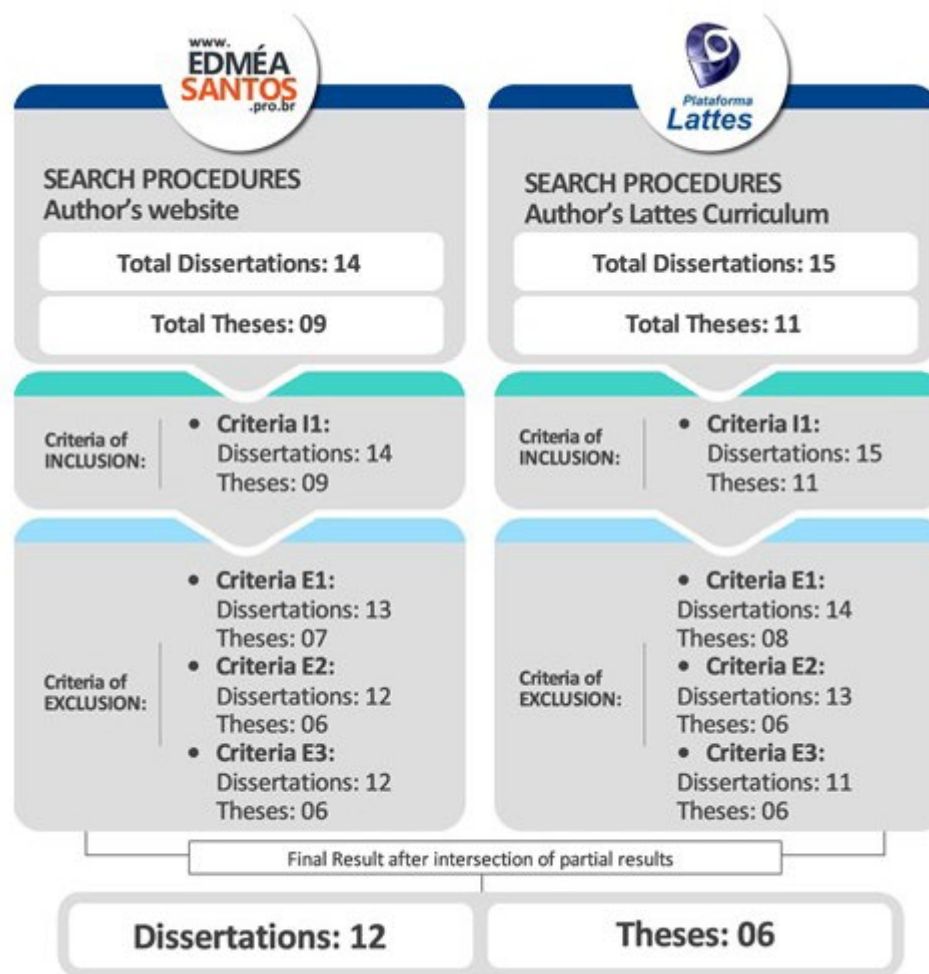
In the search carried out on the author's website, the inclusion and exclusion criteria in the order I1, E1, E2 and E3, resulted in the following data, consecutively: (I1), 14 dissertations and 09 theses; (E1), 13 dissertations and 07 theses; (E2), 12 dissertations and 06 theses; (E3), 12 dissertations and 06 theses.

In the Lattes Curriculum, the application of the criteria in the order I1, E1, E2 and E3, generated the results: (I1), 15 dissertations and 11 theses; (E1), 14 dissertations and 08 theses; (E2); 13 dissertations and 06 theses; (E3); 11 dissertations and 06 theses.

After the divergence in the quantities found, we used the strategy of identifying the works that were in the two databases and adding them to the remaining ones. With that, the final result was defined between 12 dissertations and 06 theses.

Figure 5 expresses the detailed search procedure:

Figure 5: Search details



Source: Prepared by the authors.

In Table 1, below, we describe the results found, organized by code, author's name and the URL where the work was uploaded. According to the code, we use the letter D for dissertations and the letter T for theses, plus a number (ordered chronologically and descending).

Table 1: Selected works

CÓDIGO	NOME DO(A) AUTOR(A)	URL
D01	Eunice Tomás de Oliveira	https://url.gratis/Rcq62p
D02	Michelle Viana Trancoso	https://url.gratis/alDKTM
D03	Wallace Carriço de Almeida	https://url.gratis/YXclr5
D04	Alexsandra Barbosa da Silva	https://url.gratis/lhUJbj
D05	Alice Maria Figueira Reis da Costa	https://url.gratis/JhyKpr
D06	Vivian Martins Lopes de Souza	https://url.gratis/G5SknA
D07	Carina Nascimento d' Ávila	https://url.gratis/Bgf3TF
D08	Felipe da Silva Ponte de Carvalho	https://url.gratis/POM6k4
D09	Cristiane Marcelino Sant'Anna	https://url.gratis/CtFJ8p
D10	Rachel Colacique	https://url.gratis/QNz3JR

D11	Aline Andrade Weber Nunes da Rocha	https://url.gratis/86Mte9
D12	Rosemary dos Santos	https://url.gratis/O9GdZ8
T01	Frieda Maria Marti	https://url.gratis/8ts1GS
T02	Antonete Araújo Silva Xavier	https://url.gratis/bYe1eQ
T03	Tania Lucía Maddalena	https://url.gratis/pEumri
T04	Rosemary dos Santos	https://url.gratis/A9ik5G
T05	Tatiana Stofella Sodr� Rossini	https://url.gratis/cAbzzg
T06	Mayra Rodrigues Fernandes Ribeiro	https://url.gratis/YfEaUr

Source: Elaborated by the authors, from the websites edmeasantos.pro.br and lattes.cnpq.br/4023554724278836. (GUSMÃO; BARRETO; EUGÊNIO, 2022, p. 10-11).

For the analysis of the data produced, we used the content analysis technique, based on Bardin (2016 p.48), which corresponds to “a set of communication analysis techniques, aiming to obtain, through systematic procedures and objective description of the content of the messages”. After exploring the material, the author proposes the codification and categorization stages of the selected material. For categorization, we chose to group the data through a priori categorization and, for coding, we used the ‘word’ type record units.

The grouping represented in Table 3 aims at ordering training as a founding point of research-training through the thematic category “Training” and its possible variations in registration units, it is worth adding that the searches were optimized and amplified through their possible variations of the suffix and gender (feminine/masculine) and number (singular/plural) inflections):

Table 3: Training

CATEGORY	REGISTRATION UNITS (words)
Formação	“Formação”
	“Formative”
	“Formational”

Source: Prepared by the authors.

4. Treatment of the results obtained and interpretation

For the treatment of the results obtained and their analysis, we sought to propose inferences and make interpretations regarding the appropriations related to training, evidencing its empowerment and identifying eventual gaps.

The development of the category related to training processes was based on the inexorable need for the forceful presence of the guidelines that deal with training in the crossings of the research. This finding is based on the position of Macedo (2021, p. 19) when he emphasizes that “in the case of research-training, there is already intentionality, planning and structuring actions since the elaboration of the project in which the heuristic and the training are articulated and combine in the configuration of the research construct”.

Macedo (2021, p. 19) still warns that:

It is often thought that research, because it is carried out with educational themes, with pedagogical commitments, or because it is built in these means and with training themes/activities, is already necessarily configured as research-training. This is just a general characteristic of research in the educational field.

Given the above, we understand that the registration units “Training”, “Formative” and “Formational” must be present in the research constructs. Thus, we investigated the research elements in two stages: in the first, we analyzed the titles of the works and, later, the objectives/question(s) of the research. Table 5 expresses the list of titles analyzed:

Table 5: Titles of selected dissertations and theses

	TITLE
D01	<i>Flipped Classroom</i> e Sala de Aula Interativa no Ensino do Inglês Língua Estrangeira: uma Pesquisa-Formação na Cibercultura, no 2º Ciclo.
D02	Educação feminista e antirracista na cibercultura: um mapa de narrativas, conflitos e desconstruções.
D03	Atos de Currículo na Perspectiva de <i>App-Learning</i> .
D04	Docência <i>Online</i> : uma pesquisa-formação na cibercultura.
D05	Eventos científicos <i>online</i> : um fenômeno da Educação na Cibercultura.
D06	Os cibervídeos na educação <i>online</i> : uma pesquisa-formação na cibercultura.
D07	Geração Tombamento e seus Olhares. Uma pesquisa-formação com Fotografia Digital na Cibercultura.
D08	Atos de Currículo na Educação <i>Online</i> .
D09	Informática na educação: do currículo EaD para o currículo <i>online</i> na educação superior.
D10	Acessibilidade para surdos, na cibercultura: os cotidianos nas redes e na educação superior <i>online</i> .
D11	Educação e Cibercultura: narrativas de mobilidade ubíqua.
D12	A tessitura do conhecimento via Mídias Digitais e Redes Sociais: Itinerâncias de uma Pesquisa-formação multirreferencial.
T01	A educação museal <i>online</i> : uma ciberpesquisa-formação na/com a seção de assistência ao ensino (SAE) do Museu Nacional/UFRJ.
T02	Ciberateliê Brinc@nte: Ambiências lúdicas e formação na Cibercultura.
T03	<i>Digital Storytelling</i> : uma experiência de pesquisa-formação na cibercultura.
T04	Formação de Formadores e Educação Superior na cibercultura: itinerâncias de Grupos de Pesquisa no <i>Facebook</i> .
T05	Pesquisa-design formação: uma proposta metodológica para a produção de Recursos Educacionais Abertos na cibercultura.
T06	A sala de aula no contexto da cibercultura: formação docente e discente em atos de currículo.

Source: Elaborated by the authors from the websites edmeasantos.pro.br and lattes.cnpq.br/4023554724278836.

Emphasizing the importance of the title for scientific productions and their publications, Imbelloni (2021) endorses that titles are gateways to the scientific article, the first call for production, the advertisement.

It does not appear independently, but refers to a theme that is external to it, and must express the specific theme that broadly delimits the text. "In the sciences, only the titles of the works are placed in the references, with their authors and publication vehicle (journals). Thus, it will be important in the reader's curiosity about the subject" (IMBELLONI, 2021, p. 140). Therefore, the definition of the title must be done strategically, aiming to point out the greatest relevance of the production with originality and coherence.

In this sense, analyzing the presence of training guidelines in the works focused on this study, we could see that 39% of the works (seven of them: D02, D03, D05, D08, D09, D10, D11) did not present the registration units of the training category in their titles, evidencing a tendency to deprive treatment of the theme in the dimension proposed by the research-training; 16% of the papers (three of them: T02, T04, T06) explicitly address training directly in their titles; 44% of the works (eight of them: D01, D04, D06, D07, D12, T01, T03, T05) address training as part of the methodological modality "research-training".

We believe that the analyzes carried out on the titles only showed a tendency about what will be addressed in the research, they did not provide us with support to affirm about the effective treatment of training in the course of work. Thus, we set out for a more consistent investigation through the objectives and research questions described in Table 6:

Table 6: Objectives and questions of selected dissertations and theses

	Main Goal	Specific Objectives or Research Questions
D01	Understand how the Flipped Classroom methodology combined with the interactive classroom can contribute to the English teaching and learning processes, in a second cycle basic education class, in a thematic unit (p. 5).	a) Map the theoretical and methodological foundations of the Flipped Classroom methodology and the interactive classroom; b) Develop the Flipped Mobile English Learning device, combining Flipped Classroom in the Edmodo application with interactive face-to-face classes, in a thematic unit, which develops communicative, intercultural and strategic skills (according to Essential Learning, 6th grade); c) Assess whether this methodology promotes effective learning in English language learning for students in the second cycle of basic education, mapping subsuming notions; d) Produce teaching indicators for the Flipped Classroom in teaching English (p. 6).
D02	Understand the intersectional relations of gender, sexuality and race that are established in the daily life of an anti-racist feminist education project, taking cyberculture as the locus (p. 17).	a) Faced with anti-democratic movements in education and the uses they make of digital technologies as attempts to control and reproduce power relations centered on the supremacy of a white, male, heterosexual and Christian identity, how does cyberculture expand the dialogue between education and society? b) In a tactical organization of the daily life of educational networks, in opposition to strategic uses, how do the uses of digital technologies express and even promote, through teacher mediation, the processes of subjectivation? c) How are intersectional gender relations established in the daily training of teachers? (p. 17)
D03	Understanding what would be the best approach to experience these experiences with applications in an undergraduate class in an educational and training context and I found in the concept of curriculum acts "an incessant ethnomethodical activity and source of analysis of curricular practices", as conceptualized by Roberto Sidnei Macedo (2013) (p. 24).	a) How to create curriculum acts in online education with App-Learning practices? b) What are the uses that cultural practitioners make of their mobile devices and how are App-Learning practices instituted? c) How to carry out academic research in times of cyberculture from an App-Learning perspective? (p. 26)

D04	Understand the limits and possibilities of EOL in the context of teacher training for online teaching (p. 26).	a) What aspects should be considered in the elaboration of the didactic design for a Virtual Learning Environment – VLE, with a view to meaningful learning? b) What educational strategies and practices, promoted and mediated in the city and cyberspace interface, favor the experience of research in educational contexts? c) How can shared mediation in Cyberculture contribute to the emergence of teacher-student authorship? (p. 26-27)
D05	How online scientific events were configured in spacetimes of training in cyberculture and how they collaborated in the constitution of doing science with everyday life (p. 16).	a) How to understand the resonance of mobile and ubiquitous communication in multi-referential learning spaces? b) What were the mediations related to the epistemological and methodological approaches that we built in the associations produced in the context of an ECO? c) How did the educational processes related to the production of scientific knowledge in cyberculture contribute to the training of teachers and to changing the social imaginary in relation to science in everyday life? (p.16)
D06	Understanding how videos have been materializing and circulating in cyberspace and, more specifically, in online education, developing, in the context of research-training in cyberculture, practices for producing cybervideo genres (p. 17-18).	a) What are the singularities of the audiovisual on the internet, in view of technological changes and the creation of videos in different contexts of everyday life? b) What are the potentialities of videos in education and more specifically in education in times of cyberculture? c) And what activities can be developed using digital interfaces to enhance the authorship of videos by teachers, in view of the increasing updating of software, applications and audiovisual practices in online education? (p. 18)
D07	Understanding how the mediation of uses of digital photography can enhance young people's authorship in cyberculture (p. 8).	How the creation and sharing of self-photography can enhance the empowerment of contemporary youth? (p. 17)
D08	Understand how online curriculum acts can collaborate in the fabric of networked knowledge in the discipline of Informatics in Education in a distance Pedagogy course? (p. 23).	a) How does cyberculture inspire online education practices? b) How can online teachers co-create the didactic design in curriculum acts? c) How to think about academic research from online teaching in curriculum acts? d) How do students appropriate content, activities and teaching online? (p. 23)
D09	Research and create, together with tutors, students and coordination of the informatics discipline in education, a collaborative didactic design, based on the curriculum acts generated by the narratives of the discussion forums, as well as mapping how the transition from a rigid curriculum characterized by education to classic distance to an online education curriculum (p. 26)	a) What changes have taken place and are taking place in the transition from distance learning practices to educational practices in online education in the discipline informatics in the education of the blended course of degree in pedagogy at Uerj? b) How can didactic design and online teaching mediation contribute to more authorial practices in online education? c) What devices can be activated for a multi-referential research with daily life in online education? (p. 9)

D10	In our research, we propose to think about, and make feasible, accessibility strategies together with the Deaf practitioner (p. 86)	a) How do deaf people inhabit the internet? What media and devices do they use? b) How does communication happen with non-deaf people? c) How to provide the Deaf with a public, free, quality education that respects their linguistic uniqueness? d) How to make a distance graduation course accessible to deaf people? e) What are the adaptations that Cederj already guarantees to deaf students? f) What adaptations are needed to promote the effective inclusion of deaf people in virtual learning environments, going beyond the mere translation of didactic materials and promoting online education? (p. 86)
D11	Understand to what extent the mobility provided by wireless telematic networks can be used within an educational context, understanding that this context takes place inside and outside the university, in the different spaces and times of the city (p. 8).	a) How are the notions of space and place re-dimensioned by networked digital technologies? b) How do these same notions of space and place, affected by networked digital technologies, also modify the notions of learning, giving rise to the notion of ubiquitous learning? c) How to research academically in the context of educational practices and in the context of cyberculture? d) What acts of curriculum and pedagogical practices can be created, together with students of the Didactics discipline, of the Pedagogy degree at UERJ, making the city's spacetimes dialogue through digital technologies in a network, via mobile devices? (p. 26).
D12	Understand how teachers have been using networked digital media (p. 8).	a) What are the communicational and pedagogical potentials of social media and software? b) How to research and experience multireferential research-training in/of/ with teachers' daily lives? c) How are teachers' practices constituted from experiences mediated by knowledge networks via everyday-cyberspace? d) What uses do teachers make of digital media and social software in their daily lives? (p. 20)
T01	Understanding Museum Education in cyberculture based on everyday experiences lived in/with the educational networks of the Teaching Assistance Section of the National Museum (p. 37).	a) Discuss about the educational actions 'practiced thought' in/with the digital social networks inhabited by SAE based on the contexts of Museum Education and popularization of natural and anthropological sciences; b) Contrast online Museum Education practices with/on SAE networks before and after the National Museum fire; c) Identify the characteristics and potentialities of Online Museum Education in the context of research-training in cyberculture; d) Suggest indicators of Online Museum Education practices aimed at science museums, Natural History museums and/or other museum typologies (p. 37-38)
T02	Understanding the potential of building a digital formative environment - Ciberateliêbrincante - to share, dialogue and constitute knowledge with and for teachers about spontaneous playing, which was provided by the implementation of the Baú Brincante project, in the school context of the Governador Roberto Santos Municipal School, a public school in Salvador (p. 38).	a) Establish formative dialogues with the field school teachers in the digital environment, recording the observations and reflections of their interactions with the playful ambience created at the school that had the unstructured materials of the Baú Brincante project as a trigger device; b) Reflect, in online training environments, on the records made with mobile devices (photos, footage, audio and network dialogues) on observations of spontaneous social playing at school; c) Create theoretical and methodological repertoires on the training of teachers sensitive to spontaneous playing at school (p. 38-39).

T03	Understand the power of Digital Storytelling as a device in teacher training (p. 22).	a) Understand how the formation process in the authorship of the various hybrid genres of Digital Storytelling takes place; b) Understand how Digital Storytelling can be configured as a research-training device in cyberculture; c) Experience authorship of different genres of Digital Storytelling in cyberresearch-training; d) Reflect on the characteristics and potential that bring digital narratives to the field of education, specifically to teacher training; e) Propose indicators to think about didactic experiences that integrate Digital Storytelling in the educational area (p. 22).
T04	Understand the formation of the trainer in the context of cyberculture and how this professional has been structuring his work in university teaching (p. 13).	a) How to map the experiences and itinerancies of the teacher-trainer in their daily practices in cyberculture spacetimes? b) What uses do trainers make of mobile devices and networks and social networks in their pedagogical context? c) How to reinvent an epistemology of training trainers in the context of cyberculture? (p. 13).
T05	Develop a methodological device as a curriculum act that updates training research for the design of learning-teaching situations and pedagogical artifacts that contemplate the authorship of cultural practitioners (p. 18).	a) What research methodologies contribute to the design of curriculum acts and open digital artifacts that contemplate the formation of practitioners-authors in cyberculture? b) How can teachers in training develop and share open digital authorship with a view to reuse, revision, remixing and redistribution based on formative multi-referential curriculum acts? c) How are dynamic methodological processes structured in order to guarantee the openness and quality of curriculum acts and digital artifacts? d) How to guarantee the sustainability and quality of open digital authorship produced by cultural practitioners in the city and in cyberspace? (p. 19).
T06	Build curriculum acts, using the potential of virtual environments, social networks and the internet to re-signify learning/teaching situated in the experiences of cultural practitioners inside/outside the university (p. 7).	a) How can the creation of curriculum acts with the use of digital technologies in multi-reference learning spaces enhance teacher and student training practices in the Pedagogy Course at UERN in the context of cyberculture? b) What devices engender authorial training practices, in person and online, with the use of networked digital technologies? c) How to build a pedagogical relationship of collaborative interaction (teacher and student) mediated by the use of digital technologies? d) Does the creation of curriculum acts using digital technologies contribute to new digital literacies of practitioners in cyberculture? (p. 16-17).

Fonte: Elaborado pelos autores a partir dos sites edmeasantos.pro.br e lattes.cnpq.br/4023554724278836.

Before starting the analysis of this topic, it is important to explain that some works have structured the research constructs with general objectives in association with specific objectives¹, while others elaborated the general objectives in articulation with the research questions². Thus, the third column of Table 6 contains the title: “specific objectives or research questions”.

Having registered this, we started this analysis within the understanding that the objectives and questions of a research are responsible for conducting, clarifying and highlighting what is intended with the research, both for the researcher and for the reader of the production. By pointing out the general and specific goals that are intended to be achieved with the study, the researcher is able to make decisions and develop new scripts in favor of his desired purpose for the end of the investigation, even though the field is open to the discovery of the inhospitable and the unexpected.

1 Worked with specific objectives: D01, T01, T02, T03

2 Worked with research questions: D02, D03, D04, D05, D06, D07, D08, D09, D10, D11, D12, T04, T05, T06

Endorsing the importance of research objectives, Gonsalves (2001, p. 56) postulates that objectives are the “backbone” of any research. For the author, “in addition to indicating the nature of your problem, the objectives offer indications on the choice of your methodological route, as they guide the choice of methods and research techniques”. Aragão & Neta (2017, p. 32) also ensure that the objectives “express the researcher’s purposes, his academic production path and what he intends to achieve with the investigation”. In a more particular analysis about the relevance of these research constructs, Gonsalves (2001) states that the general objective expresses the main purpose that is intended to be achieved with the research, while the specific objectives reflect the direct, practical and concrete execution of the activities.

Macedo (2021) offers some practical guidelines for carrying out coherent and quality research-training. Among them, about the research objectives and questions, the author states that:

(...) carrying out an investigation in which its problematic and the elaboration of its construct, the so-called ‘research objective’, already articulate its questions, objectives and methods [...] the training guidelines cannot be dealt with as a possible consequence of the research or its context. That is, the responsibility for this articulation/conjugation must already be placed in the elaboration of the research construct (MACEDO, 2021, p. 19).

In the meantime, we can observe that in dissertation D03, in addition to the general objective, there are three other objectives that, although secondary, are not identified as specific objectives: “this research seeks to find out what are the applications and what are the uses that undergraduate students from the Faculty of Education at UERJ make them in their learning process, aiming to outline strategies for use and intentions” (p. 26); “We still have as an objective of this research the conception of the didactic design of the mentioned discipline, in curriculum acts that will be mediated by the Moodle platform and by the discipline group on Facebook” (p. 26); “Our objective in this research, based on the perspective of curriculum acts, sought to be based, therefore, on the epistemology of practice, in investigation and in search of breaking perpetuated assumptions in the formative conception of the educator, intending to generate new debates about how students of pedagogy, such as those at the State University of Rio de Janeiro, are capable of producing innovative skills and practices based on their own cybercultural experience” (p. 159). specific, we brought the research questions to be analyzed.

In the summary of work D05 we find a new objective that is not included among those listed, but which also refer to the training category: “The research findings were the didactic design of the online scientific event with the texture of online training ambiances, that is, with the objective of disseminating teachers’ know-how, knowledge and scientific expertise on multiplatform and social networks” (p. 8)

In dissertation D08, the author informs that he formulated the research question: “Understanding how online curriculum acts can collaborate in the fabric of networked knowledge in the discipline of Informatics in Education in a distance Pedagogy course?” (p. 23). However, because the question began with the verb “comprehend”, we inserted it, as an affirmative sentence, in the column referring to the general objective.

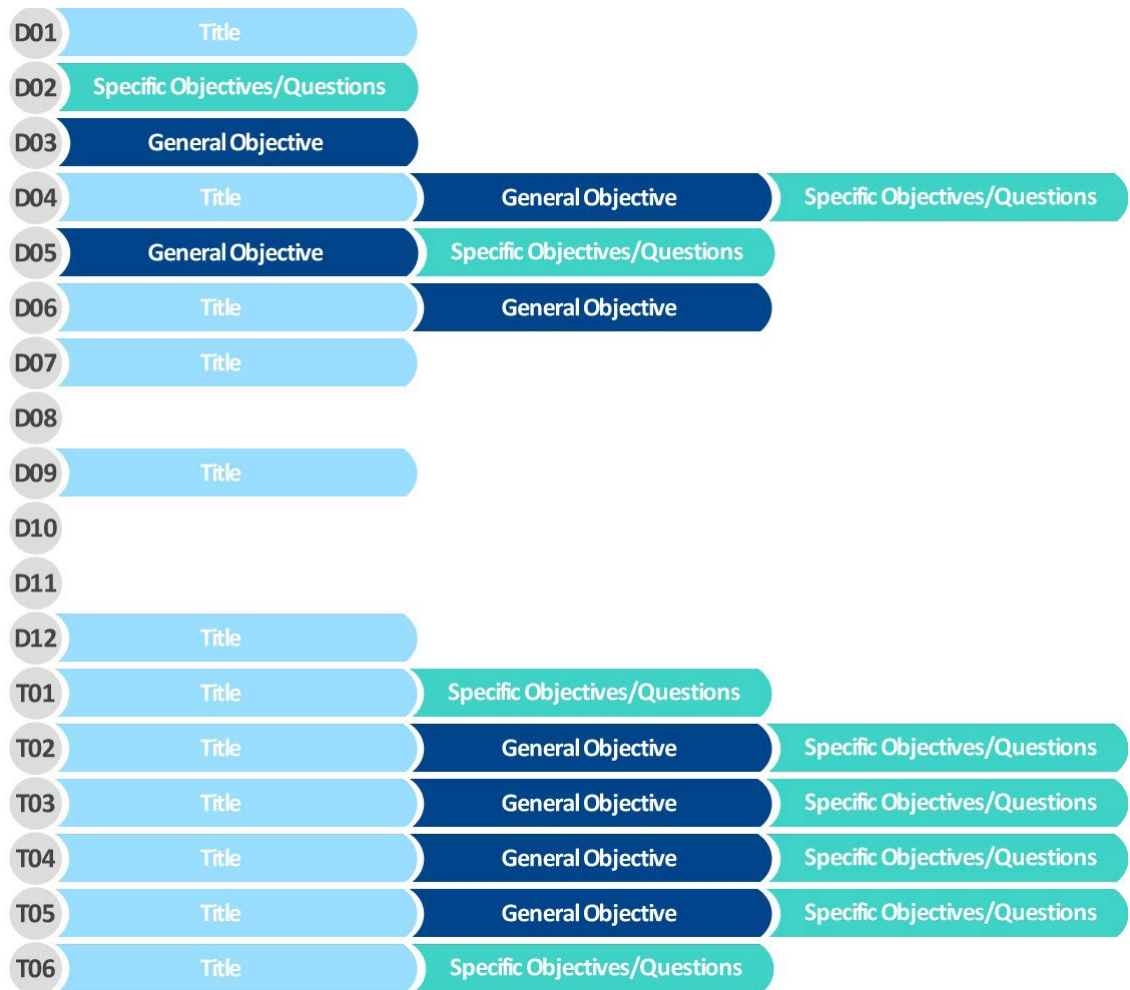
The summary of dissertation D09 addresses a general objective that is different from that presented in the introductory chapter, but which, although it does not expressly address training, refers us to its guidelines indirectly: “to verify how collaborative authorship can be instituted, in which all involved practitioners can effectively weave knowledge into a network and how authorship and co-authorship can collaborate in the process of building the curriculum of an online discipline” (p. 9).

In dissertation D10, although the general objective has not been clearly expressed, the author leaves some clues in her text about her intentions, such as: “Observe and absorb the plural daily reality, getting

tangled in the threads of the networks of coexistence and scientific work” (p. 79). “The research carried out sought not only to think about and propose accessibility strategies for the deaf, but the actions were designed and evaluated with the deaf” (p. 83).

In order to systematize and organize the data collected so far in order to improve its interpretation through a visual representation, we elaborated Figure 6 with the intersection between the registration units, titles, general objectives and specific objectives/questions in each work:

Figure 6: Incidence of the registration units of the “training” category in the titles, objectives and research questions



Source: Elaborated by the authors

Supported by Macedo (2021), by endorsing the unassailable importance of training guidelines in the research construct, we can make some interpretations:

17% of the works (three of them: D08, D10, D11) make no mention of the registration units proposed as training guidelines through the main thematic markers. Thus, alluding to Macedo’s (2001) understandings, we can state that, within a superficial analysis of the research benchmarks, these works did not develop research-training as a research modality.

22% of the works (four of them: D01, D07, D09, D12) mention the registration units only in their titles. This fact reveals to us that the enunciation of a title may not be developed in the course of the work. In these cases, supported by the ideas proposed by Macedo (2021), we can say that these works also did not develop research-training as a research modality.

We understand that the general and specific objectives (and also, in the case of the structure of some works investigated, the research questions) are the markers with the greatest potential for conducting a research, since it is through them that the researcher must mark out their paths and choices during immersion in the field. Regarding the general objective, we observed that the investigated registration units were not found in 66% of the productions (ten of them: D01, D02, D07, D08, D09, D10, D11, D12, T01, T06). Furthermore, 39% (seven of them: D01, D07, D08, D09, D10, D11, D12) do not address training in general and specific objectives.

Regarding the investigations of the guidelines that deal with training in their research constructs, the identified deficits are, above all, concentrated in the dissertations, which leads us to assume a certain insufficient appropriation on the part of master's students in terms of themes related to methodological processes. Although our first postulation moved in the direction of understanding the impact that the time difference between master's (two years) and doctorate (four years) could impose on studies, we believe that the limited time should not, overly, interfere with the principles of a methodological approach based on training as a pillar.

Finally, it is important to point out that the conclusions prescribed here are derived from apparent analyzes about the research beacons, understood in this research by: title, general objective, specific objectives/research questions, which may present us with trends and clues about the content. Thus, so that we could, in fact, affirm the absence or presence of the guidelines intrinsic to the formation, it would be necessary to make a thorough exploration of all the content, mainly of the analyzes carried out and the results found.

5. Final considerations

With the objective of investigating training guidelines in six theses and twelve dissertations guided or co-supervised by Edméa Oliveira dos Santos in the context of research-training in cyberculture, the Systematic Literature Review developed in this study revealed that 39% of the investigated works did not deal with the training in their constructs. This fact highlights an alert for the surveillance of basic dealings of methodological proposals (not only in research-training), since it is in the methodology that the necessary rigor for the scientificity of educational research resides. In this sense, although we corroborate with the discussions that show another rigor and establish questions about doing science in Cartesian ways, we are certain that it is, above all, urgent that researchers appropriate, in a substantial way, the methodological processes capable of evaluating the potentialities and limitations of contingencies, as well as developing the ability to criticize assumptions regarding their use.

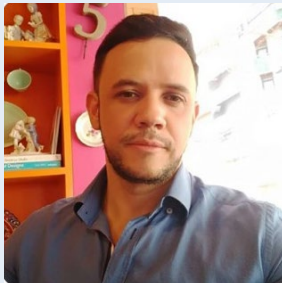
Through the training guidelines investigated in this study, we conjecture that the production of Professor Roberto Sidnei Macedo (2021) entitled "Research-Training/ Training-Research creation of knowledge and training heuristics" establishes a milestone for productions based on research-training as research modality that seeks the implementation of an innovative and unique formational discovery, since the work gives practical concreteness to the foundations of the aforementioned approach. This finding is due to the fact that, although the productions of professor Edméa Oliveira dos Santos address training as a founding mark of her works, a relevant part of her advisees (39%) failed to capture its relevance and develop it in their work. constructs, emphasizing that their research was developed before 2021, the year of publication of the aforementioned book.

Another obtuse point in the studies analyzed and which we consider very relevant is the broad identification and knowledge of the subjects in training. Although we know that training processes occur in multiple ways, the training dialogue permeates through its own communication mode. With that, we mean that the dealings with learning must be based on their own theories, since the age group (incurring the variations of special education) interferes, consubstantially, in the way in which the subject is formed.

Thus, in view of the answers, interpretations and new questions emanating from this study, the questions emerge at the heart of our anxieties and curiosities: How does this subject teacher (singular and in training) learn? How can cyberculture's own technological brands stimulate and engage this teacher? How to sensitize this teacher with the conceptions of innovation in education to the point of pointing out/criticizing new ways of transforming his own practice?

Therefore, in the case of a research-training focused on teacher training, we propose as new possibilities for studies, the need to capture theories of knowledge typical of adults (andragogy), especially those that supplant the traditional views based on the acquisition of knowledge and skills, bringing the stories of life and training as a contextualized awareness. In this way, in addition to what is dealt with in the context of Youth and Adult Education, the guidelines for teacher training must be more attentive to the teacher's learning modes.

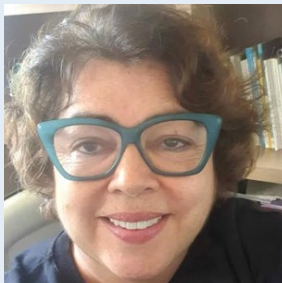
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