



Teacher Authorship: a mapping over academic researches on Education or Psychology's areas between 2003 and 2023

*Autoria docente: um mapeamento de pesquisas acadêmicas nas
áreas de Educação e Psicologia no período entre 2003 e 2023*

*Autoría docente: un mapeo de la investigación académica en las
áreas de Educación y Psicología entre 2003 y 2023*

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Abstract:

This research aimed to map Brazilian scientific research involving the theme 'teacher authorship' between 2003 and 2023. To achieve the State of the Art, we conducted a search in the CAPES Catalog of Theses and Dissertations. In these repositories, we identified six academic dissertations and five theses in the area of knowledge of Education or Psychology in the referred period, which represents a small index of research on 'teacher authorship'. Regarding the question 'If and how does the text conceptualize the term 'teacher authorship?', we observed that 27.27% of the monographs were concerned with explicitly defining the term 'teacher authorship', and another 18.18% conceptualized 'authorship' (explained and discussed what they understand by the term 'authorship'). Finally, we observed great diversity in the theoretical and methodological references used, which can contribute to broadening the horizons on the theme in the dynamics of continuing teacher training.

Key-words: Teacher authorship. The State of the Art; Education. Psychology.

Resumo:

Esta pesquisa objetivou mapear pesquisas científicas brasileiras envolvendo o tema 'autoria docente' entre 2003 e 2023. Para concretizar o Estado da Arte realizamos uma busca no Catálogo de Teses e Dissertações da CAPES. Nestes repositórios identificamos seis dissertações acadêmicas e cinco teses na área do conhecimento da Educação ou Psicologia no referido período, o que representa pequeno índice de pesquisas sobre a 'autoria docente'. Quanto à questão 'Se e

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como o texto conceitua o termo 'autoría docente?', observamos que 27,27% das monografias se preocuparam em definir explicitamente o termo 'autoría docente', e outros 18,18% conceituaram 'autoría' (explicaram e discutiram o que entendem pelo termo 'autoría'). Por último, observamos grande diversidade nos referenciais teóricos e metodológicos utilizados, o que pode contribuir para alargar os horizontes sobre o tema nas dinâmicas de formação continuada de professores.

Palavras-chave: Autoría docente; Estado da Arte; Educação; Psicologia.

Resumen:

Esta investigación tuvo como objetivo mapear la investigación científica brasileña involucrando el tema "autoría docente" entre 2003 y 2023. Para alcanzar el estado del arte, realizamos una búsqueda en el Catálogo de Tesis y Disertaciones de la CAPES. En estos repositorios, identificamos seis disertaciones académicas y cinco tesis en el área de conocimiento de Educación o Psicología en el período mencionado, lo que representa un pequeño índice de investigaciones sobre 'autoría docente'. Respecto a la pregunta '¿Si el texto conceptualiza el término 'autoría docente' y cómo lo hace?', observamos que el 27,27% de las monografías se ocuparon de definir explícitamente el término 'autoría docente', y otro 18,18% conceptualizó 'autoría' (explicó y discutió lo que entiende por el término 'autoría'). Finalmente, observamos una gran diversidad en los marcos teóricos y metodológicos utilizados, lo que puede contribuir a ampliar horizontes sobre el tema en la dinámica de la formación continua docente.

Palabras clave: Autoría docente; Lo último; Educación; Psicología.

Introduction

Gadotti (2000) states that there is currently "[...] a great uniformity in education systems. It can be said that today all education systems have a very similar basic structure" (p. 5). In essence, this is due to the phenomenon of globalization that emerged at the end of the 20th century, a factor that "[...] gave new impetus to the idea of equal education for all, now not as a principle of social justice, but only as a common curricular parameter" (Gadotti, 2000, p. 5).

However, Foucault (1981) affirms that education systems represent a political way of domesticating "[...] or modifying the appropriation of discourses, with the knowledge and powers they bring with them" (p.44).

Thus, it would be up to teachers to rethink their practice in classroom. "Thinking is something much more important for teachers than assimilating science" (Sacristán, 1996, p. 25). To the author, educational change must involve, first and foremost, a cultural change, and educational practice must be historical and social.

To Sacristán (1996), the educational system has already institutionalized the teaching structure and the schools practices. So, it is up to the teachers to take a position in relation to teaching practices, which constitutes the stage where he can intercede and position himself. The author consider willing as the driving force behind the teachers' motives for action, because in order to "[...] educate, one must have a reason, a project, an ideology. This is not science, this is will, it is wants to do, wanting to transform" (SACRISTÁN, 1996, p. 27).

This is where we add the question of authorship. Sales (2009) highlighted that the idea of authorship is little discussed in the Education area, especially with regard to university courses. So, we “[...] still live in a curricular tradition that allows the erasure of authorship and fosters the fragility of students’ dialogue in their readings” (Sales, 2009, p. 55).

In the modern educational scenario, at all stages at education, it would be important to draw the attention of educators and teachers to “[...] the extraordinary work of educating new generations, to the curiosity of knowledge, to creativity, to the strength of joint and cooperative work” (Lomba; Faria Filho, 2022, p. 7-8).

In summary, the objective of this research was to map Brazilian scientific research involving ‘teacher authorship’ theme between 2003 and 2023.

Initial Reflections

According to the Copyright Law, described in Brazil (1998), authorship is related to the creation of a literary, artistic or scientific work. As a result, moral rights (inalienable) and patrimonial rights (alienable by the author or his successors) emerges from the created work. As a starting point, we refer to the etymology of the term ‘authorship’. When consulting dictionaries, we found the following etymology given for ‘author’ and ‘authorship’:

Author. [From latin auctore.] 1. The main cause, the origin of: the author of the Universe. 2. Inventor, discover. 3. Creator, institutor, founder [...]. 4. Creator of an artistic, literary or scientific work. 5. The person responsible for an undertaking, a project, a plan. 6. The practitioner of an action; agent.

Authorship 1. Quality or condition of author. 2. Presence of the author at a hearing. 1. Invoke the responsibility of (Aurélio, 2004, on line).

Throughout humanity history, narratives were usually told orally by groups of people, with very few written records. As a result, Foucault (2001) states that, from the point of view of the History, the process of authorship was centered on the individual, which resulted from the introduction of the printed book during the European Renaissance, personalized by Gutenberg, which made possible the beginning of the process of reproduction and dissemination of human knowledge. In this context, the notion of authorship:

[...] was strengthened as something individual and the work assumed a closed and finished structure, without any possibility of completion. In the same way, the practice of public readings, so popular in the medieval era, was gradually replaced by silent and individual

reading, making the separation between author and reader clear (Amaral, 2014, p. 51).

In the literature field, Bakhtin (1997) argues that the current Western model society was forged in discourse in a rationalist, disciplined and dichotomized bias, which resulted in the individualization of the concept of authorship. This authorship conception, centered on originality, was questioned by Bakhtin, who argues that each voice is populated by other voices, so that we constitute ourselves based on the other.

Bakhtin (1997) points out that authorship refers to the one who creates texts with words and theories inserted in some sociocultural environment. So, the link between authorship and creativity is a crucial pole, since creativity represents an essential contribution to human conceptions. At birth, human beings are linked to existing socio-cultural groups and, thus, in each context, the act of understanding and interpreting the world is situated in different ways.

In Vygotsky (2001), we find the manifestations of imagination and creation as higher psychological functions categories. In this perspective, the “[...] creative activity of the human being projects man into the future and into the past, transforming the present” (Molon, 2003, p.95).

While in the Renaissance creativity was restricted to a few environments, especially in the arts, today, it is a necessity for everyone.

Creativity, before any conceptual definition, is a human value that is essential to our existence. If we do not invent ways to deal with the difficulties and problems of everyday life, we will not survive. Creativity, no matter its degree of expression, is the only possibility for us to build civilization (Neves-Pereira; Alencar, 2018, p. 4).

At Education scenery, Briceno (1998) emphasizes that creativity “[...] is a capacity that allows the individual to have better educational levels, well-being and mental health” (p. 43). Referring to the act of creating something, Delval (1984 *apud* Briceno, 1998) highlights that this movement involves six factors: “[...] intelligence, knowledge, thinking styles, personality, motivation and context, all closely linked to the educational process” (p. 45).

The Methodological Contribution

Currently, the Education area is surrounded by numerous research fields, a fact that requires ways of organizing this production. Ferreira (2002), Fiorentini and Lorenzato (2006), as well as Romanowski and Ens (2006) point to research called ‘the State of the Art’ as a possible way of systematizing some indicators, such as the most

researched themes, the research subjects, the theoretical and methodological references used, among other items.

For data collection, we chose two sources. The first was the Catalog of Theses and Dissertations (<https://catalogodeteses.capes.gov.br/catalogo-teses/#/>) and the second was Google Scholar (<https://scholar.google.com.br/schhp?hl=pt-PT>), in the period 2003-2023, considered within the scope of Brazilian universities. At Capes' Catalog of Theses and Dissertations, we used the term 'teacher authorship' and 'teaching authorship' in the simple search. We refined the search to the Broad Area of 'Human Sciences' and 'Multidisciplinary', in the period between 2003 and 2023, around the subareas of Knowledge 'Education', 'Psychology' and 'Teaching', collection carried out in February, 2024.

Table 01 shows the list of selected monographs, obtained through skimming, understood as contact with the research to raise key points in relation to the objectives (Ferreira, 2002). We note that we excluded texts that make one or few comments on the theme of 'teacher authorship' and that are not related to the objective of the monograph².

Table 01: List of selected monographs, ordered by the publication data.

Number	Author	Year
1	Clarice Peres Carvalho Retroz Pommer	2005
2	Marcea Andrade Sales	2009
3	Regina Costa D'Ávila Queiroz Saggese	2010
4	Mirian Maia do Amaral	2014
5	Giovanna Marget Menezes Cardoso	2015
6	Beatriz Donda.	2016
7	Aline Souza Oliveira Lanzillotta	2018
8	Grasiele Aparecida Santos	2018
9	Liliane Balonecker da Luz	2019
10	Maria Edjane Pereira da Silva	2019
11	Francisca Maria da Cunha Sousa	2020

Source: The author.

The criterion for selecting the monographs was the search for the term "teacher authorship" as the main subject or as a supporting and relevant theme for the area of 'Education' or 'Teaching' or 'Psychology'. To verify the contributions to the theme, we read the abstracts and the text, since some abstracts provided insufficient data for the purpose of this research. To refine the texts found, we followed the search for relevant data, taking into account the analysis model of the monographs (see Table 02).

2. In this research we used the term monographs to designate dissertations and theses.

Table 02: Monograph analysis model.

Basic informations	Year, author, work title and institution of origin.
Focus	Is the topic the main focus or a supporting one in the research? If and how does the text conceptualize the term 'teacher authorship'?
Knowledge area	What is the research knowledge area?
Research subject	Student; Teacher, and so on...
Research object	Curricular Material, Textbook, <i>etc.</i>
Main theoretical references	What is(are) the main theoretical framework(s)?
Main methodological references	What is(are) the main methodological framework(s)?

Source: The author.

After the information collection stage, comparisons were made, from which six categories emerged, described as follows:

- **Category 1:** What is the research knowledge area?
- **Category 2:** What is(are) the main theoretical framework(s)?
- **Category 3:** What is the subject of the research?
- **Category 4:** What is(are) the main methodological framework(s)?
- **Category 5:** Is the term 'teacher authorship' the main or secondary focus³ of the monograph?
- **Category 6:** If and how does the text conceptualize/ define the term 'teacher authorship'?

Description of the Monographs

Next, we describe the monographs and then move on to the analyses.

Clarice Peres Carvalho Retroz Pommer's Master Dissertation

Clarice Peres Carvalho Retroz Pommer's Master Dissertation, from 2005, entitled *A process called teacher authorship: articulation between cognition and emotion in the teacher's work*, defended at the São Marcos University, in São Paulo, is included in Psychology knowledge area and Developmental Psychology and Teaching and Learning Processes sub-area. The objective of the research was to apprehend from the teachers' statements indicators:

[...] that could express the attribution of meaning to their own work and, specifically, how and in what way the elements of the affective dimension and the elements of the cognitive dimension in this 'doing' are revealed, thus indicating how much the teacher is committed and immersed in a process that we call 'teacher authorship' (Pommer, 2005, p. 8).

3. The term 'secondary focus' was used here in the concept that 'teacher authorship' is taken as the authorship of the teacher, that is, as a consequence of the discussion of 'author' or 'authorship' idea.

The expression 'teacher authorship' was the main focus of Pommer's dissertation, which appears in the title, three times in the abstract, in the keywords, and is presented from the beginning of the Introduction, text, totalizing sixty mentions. The researcher expressed concern in defining 'authorship', searching for etymology and relating the term to the theoretical framework used. 'Authorship' was understood in the context of psychological:

[...] functions, in which there is no isolated function, nor a pure thought nor an affect without alteration, but rather permanent functional interconnections in consciousness, in which feelings when conscious are crossed by thoughts, and thoughts are permeated by feelings, and these occur from and in volitional processes (Molon, p.91, 2003).

Pommer (2005) considers as authorship the expression of changes in the way of:

[...] thinking, acting and feeling about teaching work itself, an expression related to the level of quality in the relationship exercised over one's work and consequently over oneself, over exchanges with peers, over the way of elaborating one's action and acting in it, of feeling and giving meaning to one's work (p. 94).

As a consequence, Pommer (2005) expresses concern in defining 'teacher authorship' as a process that represents the 'wanting to act' in:

[...] a dynamic and investigative way and the 'wanting to exercise' one's ability to create the class based on the theoretical-methodological references acquired, whose meanings and emotions articulated to this professional movement demonstrate how one attributes meaning to one's work (p. 11).

Throughout the text, the relevance of 'teacher authorship' was highlighted, in an exposition that proposes that the teacher consider his/her thinking not only from a cognitive:

[...] perspective, but from its meanings and emotions articulated in this expression, thus highlighting that such a psychological process, most of the time, is not perceived by the teacher himself/herself (he/she does not feel involved in his/her work) and this thought that is articulated is not valued by 'others' from the perspective of this articulation (Pommer, 2005, p. 17).

As a theoretical reference, we find Vygotsky (2001; 2002; 2003) regarding motivational and 'discomfort' aspects. Thus, the author affirm that "[...] the greater the tension in this feeling of discomfort [...], the more natural and irresistible its pedagogical impulses will be and with greater energy they will open a passage out" (Vygotsky, 2003, p.303), a factor that "[...] impels the being towards creation" (Pommer, 2005, p. 13).

The study subjects were four teachers from the Elementary School, using the methodology called Focus Group, described in González-Rey (2002). Three points

of synthesis emerged from this process, called by the author as 'meaning cores', a methodological framework described in Aguiar (2002): being a teacher, teaching work and teacher authorship. Internal analyses between these three cores revealed will and discomfort as meaning zones, according to Vygotsky (2001).

Regina Costa D'Avila Queiroz Saggese's Master Dissertation

Regina Costa D'Avila Queiroz Saggese's Master Dissertation, from 2010, entitled Narratives and myths in the training educators processes at Sao Paulo Pinacoteca, defended at São Paulo City University, in São Paulo, is included in Psychology area. The research objective was to "[...] understand and reveal the constituent elements [...] of the (self)training educators processes [...], and elects as a problem to be investigated, the meaning of the autobiographical narrative, in the view of these educators" (Saggese, 2010, p. 8).

The expression 'teacher authorship' was a secondary focus of Saggese's dissertation, in which it appears once in the abstract, totalizing three mentions of the term. The author defines 'teacher authorship' "[...] as the ability to create less reproductive and mechanical attitudes, based on the attribution of meaning to these elements, from the mytho-hermeneutic perspective by Ferreira Santos (2004), aiming at a sensitivity education" (p. 8).

The theoretical framework was based on the hypertextual propositional epistemological perspective, the (auto)biographical approach and the perspective of the experiential paradigm of Josso (2004). The (auto)biographical approach and the perspective of the experience paradigm were based on Josso (2004), an author who starts from the hypothesis that "[...] every experience is experience, but not every experience becomes experience" (*apud* Saggese, 2010, p. 19).

In the empirical application, Saggese (2010) describes activities to reveal the 'mythical traces of authorship' through the formative experiences of Pinacoteca educators, having "[...] as a guiding thread the search for the personal myth, the authorship of the person and the professional being" (Saggese, 2010, p. 19). The first activity applied in the dissertation was a biographical work where the Pinacoteca educator responded about the experiences in the Higher Education training course in relation to his own authorship: "[...] Was my training about authorship or not? How was my relationship with the disciplines in Higher Education? Was it about authorship or submission? How was my relationship with the teacher? Was it about authorship or submission?" (Saggese, 2010, p. 18).

The second activity was the creation of a 'Life Chart' to portray 'watershed moments' (memories surrounding family, school, academic and professional life),

inspired by Josso's (2004) 'pivotal moments'. As a result, the dissertation revealed the perception of the connections "[...] between the saga of the myth and the autobiography of educators, the connection between ancestry and contemporaneity" (Saggese, 2010, p. 138), through the manifestations of the (self)formative experience of educators, namely, "[...] the presence of sensitivity and otherness; in Pilar/Hephaestus, the potential for transforming obstacles into senses of reinvention; in Simon/Hades, the inner dimension" (Saggese, 2010, p. 138).

Giovanna Marget Menezes Cardoso's Professional Master Dissertation

Giovanna Marget Menezes Cardoso's Master Dissertation, from 2015, entitled *Teacher Authorship and Creation in the Blog: Challenges and Perspectives in Pedagogical Practice*, was developed at the State University of Bahia, Salvador, in the Education knowledge area and sub-area of Management and Technology Applied to Education. The objective of the research, in the interrogative form, was "What are the potentialities of teacher authorship in the creation of their pedagogical practices in the context of *Blog*?" (Cardoso, 2015, p. 29).

The expression 'teacher authorship' was not the main focus of Cardoso's dissertation, present in the title, four times in the abstract, in Chapter 4 (Blog as a space for reflections), which totalized 33 mentions of the term. However, there was no presentation or description of what Cardoso (2015) understands as 'teacher authorship'. On the other hand, the central concern was to explore the understanding of the term 'authorship'. There was no etymological study of the term, but a discussion around authorship, summarized as a kind of:

[...] articulation with the concepts of autonomy and authorization [...] a meaning of authorization - as permission that the subject grants to himself, authorizes himself and recognizes himself as producer-writer of his own name, in an autonomous way [...] autonomy as creative independence of the subject, who creates and gives meaning to his practices - in the case of this specific research, pedagogical practices (Cardoso, 2015, p. 58).

Cardoso (2015) highlights in Foucault (1992) that authorship is constituted when the subject expresses himself and acts in the 'condition-of-being'. Also, the monograph pointed out that the author subject implies developing reflection in relation to intentionality, reflexivity and imagination. The theoretical-methodological framework used was Ethnomethodology and the hypertextual propositional epistemological perspective. The research instruments were situated in the offering of "[...] Thematic Seminar, workshop for creating the Blog, in *situ* observation and six interviews with teachers/students of the Pedagogy Degree course" (Cardoso, 2015, p. 11).

Cardoso (2015) found that the potential of 'teacher authorship' was motivated by the challenges and confrontations reported in life stories, "[...] which revealed the place of experience as a formative element; [and] pointed out the authorial professional development as a personal project" (Cardoso, 2015, p. 8). Furthermore, the author pointed out that the authorship process "[...] needs to be a formative experience that allows them to attribute meanings/senses to their practices in a founding learning experience" (Cardoso, 2015, p. 8).

Beatriz Donda's Master Dissertation

Beatriz Donda's Master Dissertation, defended in 2016, entitled *The constitution of teaching written in continuing training processes of literacy teachers*, was developed at the Federal University of Rio de Janeiro, Rio de Janeiro, at the Education knowledge area and undeclared subarea. The objective of the research was "[...] to understand how teachers participating in a training process established by research-training come to constitute themselves as authors, assuming this in their discourses" (Donda, 2016, p. 7).

The expression 'teacher authorship' was the main focus of the dissertation, present in the title, six times in the abstract, in the keywords, in Chapter 4 (*The Constitution of Teacher Authorship*), totalizing 94 mentions. The bibliographic review considered the following keywords: "[...] teaching writing, teacher authorship, research-training, responsiveness and dialogism, with a time reference of five years (2009-2014)" (Donda, 2016, p. 20).

There was no etymological study of the term, but a bibliographical review around the terms 'author' and 'authorship'. The dissertation mentioned that the author "[...] assumes (knowingly or not) fundamentally two attitudes: giving voice to other enunciators and maintaining distance in relation to the text itself" (Possenti, 2009, p. 112). The review situated Bakhtin (1997), highlighting that the author "[...] places himself in an external position in relation to the discourse about his doing, expressing himself, which means making himself an object for the Other and for himself" (Bakhtin, 1997, p. 315).

Based on the findings of the previous five years (2009-2014), the monograph was anchored in Possenti (2009) and Bakhtin (1997) to delimit the concept of 'teacher authorship'. From the brief temporal interval, the dissertation proposed that "[...] the constitution of teacher authorship is defined by its dialogic and alteritarian character, in other words, it is in the socio-historical relationship with the 'Other' that individuals constitute themselves" (Donda, 2016, p. 48).

The methodological procedures were participant observation in teacher continuing education, in which audio recordings, collective interviews and analysis of oral and

written statements were carried out. To analyze this material, it was used Bakhtin's (1997) categories "[...] dialogy, exotopy, otherness, polyphony and responsiveness" were used (Donda, 2016, p. 7).

When reading the monograph, we found some narratives about the manifestations of the research subjects: "Teachers Gisele and Simone affirm the constitution of their authorship supported by continued education" (Donda, 2016, p. 90). However, there was no moment of synthesis to relate the oral presentations of the research subjects with the position of 'teacher authorship' defended by the author.

Grasiele Aparecida Santos' Master Dissertation

Grasiele Aparecida Santos' Master Dissertation, defended in 2018, entitled Perception of teachers from Diamantina, on the planning of Early Childhood Education: Control of pedagogical work and the possibility of teacher authorship, was developed at the Federal University of Jequitinhonha and Mucuri Valleys, Diamantina, in the Education knowledge area and undeclared subarea. The objective of the research was "[...] to understand how Early Childhood Education teachers in the city of Diamantina-MG, conceive the planning of pedagogical practice in daycare centers and preschools" (Santos, 2018, p. 8).

The expression 'teacher authorship' was a secondary focus of Santos' dissertation, present in the title and seven times throughout the text. The researcher did not perform an etymological review of the term 'authorship', but places it as "[...] a fundamental point in pedagogical practice for the promotion of quality education" (Santos, 2018, p. 87).

In chapter 4 there is a subitem entitled 'Planning as a space for teacher authorship', which describes the teachers' manifestations as a space for autonomy and the 'teacher authorship' related to planning classroom activities. However, the teachers participating in the research stated that they do not have the autonomy to assume a position of authorship, largely due to the fact that planning is impregnated of school bureaucracy, mainly focused on "[...] mechanically filling out forms and archived files" (Santos, 2018, p. 87).

The theoretical framework used was the concept of school planning based on official documents, according to Ostetto (2000). The methodological procedures used were semi-structured interviews and the Focus Group. Santos (2018) carried out an analysis of the statements of Early Childhood Education teachers, revealing a certain lack of motivation on their part, who have an intuitive conception of 'teacher authorship' as a space to give opinions, because "[...] it is up to teachers to work on

a plan that does not have their trademark, [...] that includes the description of the guidelines of 'what has to be' worked on with children" (p. 90).

Maria Edjane Pereira da Silva's Master Dissertation

Maria Edjane Pereira da Silva's Master Dissertation, from 2019, entitled Continuing education for multi-series teachers: a look at the impacts of authorship in the production of teaching activities was developed at the Federal University of Pernambuco, in the Education knowledge area and sub-area 'Teacher Training and Teaching and Learning Processes'. The objective was to "[...] analyze the contributions [that] Continuing Education for Teachers presents in the authorship of the production of teaching activities" (Da Silva, 2019, p. 7).

The expression 'teacher authorship' was the main focus of Da Silva's dissertation, present in the keywords and forty times throughout the text. A bibliographic review was carried out on the terms 'author' and 'authorship'. Thus, Da Silva (2019) assumes 'authorship' as the "[...] space in which the teacher expresses him/herself in the context of work, and this action is imbued with its own individual intonation, constituted from collective discursive contexts" (p. 51).

In Chapter 3 the researcher made comments over "[...] autonomy and emancipation as dimensions that underpin the constitution of authorship" (Da Silva, 2019, p. 47). Da Silva (2019) talked about 'teacher authorship' definition in Pommer and Castanho (2010), as the "[...] process of teaching that reveals the expression of the teacher's thinking made explicit by cognitive issues and the meaning attributed to the work itself. This doing is concretized by educational proposals, elaborations for the class and performance in the class itself" (p. 1).

Da Silva's dissertation adds to the previous definition of 'teacher authorship' in the political context of emancipation, from Freire's perspective, which "[...] represents the overcoming of the relationship between oppressor and oppressed. We therefore understand autonomy and emancipation as concepts that complement each other and feed the constitution of teacher authorship" (Da Silva, 2019, p. 53).

The methodological item involved documentary analysis, semi-structured interviews and Bardin's Content Analysis. Regarding authorship in the production of teaching activities, Da Silva (2019) revealed that "[...] continuing education contributed to an approximation with the conception of Rural Education. However, this did not translate into the perspective of autonomy and emancipation in the production of experiences that contribute to the elaboration of teaching activities, in which the authorship of teachers is revealed" (Da Silva, 2019, p. 7).

Marcea Andrade Sales's Doctoral Thesis

Marcea Andrade Sales' Doctoral Thesis, defended in 2009, entitled *Architecture of the desire to learn: teacher authorship in debate*, was developed at the Federal University of Bahia, at Salvador city, in relation to the Education knowledge area and undeclared subarea. The objective of the research was to verify "[...] in what extent did the network curriculum of the Bachelor's Degree in Pedagogy, in Irecê, enable the authorial process of the teacher-trainees, when experiencing their training process?" (Sales, 2009, p. 8).

In her thesis, the author criticizes the formal curriculum present in undergraduate courses, which emphasizes theoretical aspects to the detriment of more work on practical training for teaching, the insufficient work of conducting Supervised Internship activities and the scarce research work, generally restricted to the final course work.

The researcher conducted a brief etymological study, highlighting that authorship is linked to 'writing oneself'. The 'authorship' theme is discussed in certain fields of knowledge. The text highlighted Foucault (2001), who "[...] defends the idea that authorship is an organizing and controlling procedure of discourse" (*apud* Sales, 2009, p. 73).

The expression 'teacher authorship' was the main focus of Sales' dissertation, present in the title, once in the abstract and sixteen times throughout the text. In chapter 1 Sales (2009) points out that there is a "[...] lack systematized knowledge about teacher authorship" (p. 33). Yet, Sales (2009) explains to us that the vision of 'teacher authorship' that she proposed is based on "[...] the idea of teaching protagonism in their training path" (p. 64).

Sales' thesis (2009) supports 'teacher authorship' by inserting it into the principle of subjectivation (education exercised by and about oneself) and the valorization over the subject individualization, within the framework of originality, coherence and validation of ideas due to Foucault (2001). For this author, institutions "[...] impose limits on discourses and cast suspicion on those who dare to occupy the place of author" (Sales, 2009, p. 56).

In the methodological part, Sales' thesis adopted autobiographical research, to analyze the memorials of teachers who took a continuing education course "[...] in which they recorded their life experiences, relating them to their professional training and the need for the teacher to take on the leading role in their personal and individual training" (Sales, 2009, p. 11).

Mirian Maia do Amaral's Doctoral Thesis

Mirian Maia do Amaral's Doctoral Thesis, from 2014, entitled *Teacher and Student Authorship: Pillars of sustainability in textual and image production in face-to-face and online educational networks*, was developed at Estácio de Sá University, at Rio de Janeiro city, in relation to the Education knowledge area and the subarea 'Information and Communication Technologies in Educational Processes'. The objective of the research was to "[...] identify and formulate indicators that enhance and promote the emergence of teacher and student authorship, in the weaving of knowledge in networks" (Amaral, 2014, p. 8).

The researcher did not conduct 'authorship' etymological study. The main theoretical framework declared was the networked curriculum, without mentioning any supporting theory. So, 'teacher authorship' was a secondary focus of Amaral's thesis, present in the title, once in the abstract and eighteen times throughout the text.

Amaral (2014) suggests that 'teacher authorship' is a consequence of certain "[...] protagonism in academic training" (p. 8), in which authorship was understood in the sense of texts and narratives producer, based on Bakhtin (1997).

The concept of authorship, dispersed across different areas of knowledge, such as Philosophy, studies in the Language área and other fields highlighted in this text, assumed, in this thesis, the center of discussions on teacher training, with the teacher as the subject of his/her actions in the construction of daily pedagogical activities (Amaral, 2014, p. 8).

The methodology used was multi-referential research-training for undergraduate students at the State University of Rio de Janeiro enrolled in the subject 'Daily Life and Curricula: a social practice in formation'. The initial focus of Amaral's thesis was to carry out a historical journey on the authorship process until reaching the present day.

Amaral (2014) argues that the Cyberculture advent, at the end of the 20th century, promoted a rupture in the notion of original product, especially with regard to the art sector, in which some issues are discussed such as:

What is an author? What changes and what remains of the modern concept of author with the new means of communication and dissemination? What is the representativeness of a new means of communication in the constitution of authorship? To what extent does the materiality in which the discourse is presented, be it oral, handwritten, printed or digitalized, generate or modify authorship procedures? (Amaral, 2014, p. 56).

The main research instruments used were the memorial, the logbook, discussions around scientific texts, virtual learning environments, comic book workshops and videos. The main result is that in times of cyberculture "[...] the notion of authorship

becomes increasingly collective and pulverized” (Amaral, 2014, p. 8), in which several manifestations of authorship occur, such as in textual reproduction, in the “[...] transposition of discourse genres; in the use of orality in virtual media; in interactive processes; in remix culture; and in argumentative and linguistic resources” (Amaral, 2014, p. 8).

Aline Souza Oliveira Lanzillotta’s Doctoral Thesis

Aline Souza Oliveira Lanzillotta’s Doctoral Thesis, from 2018, entitled Teachers’ (and students’) authorship in the regular training of teachers from the initial years of Elementary School, was developed at the Federal University of Rio de Janeiro, in relation to the Education knowledge area and undeclared subarea. The objective of the research was “[...] to identify and formulate indicators that enhance and promote the emergence of teacher and student authorship, in the weaving of knowledge in networks” (Lanzillotta, 2018, p. 10).

There was no etymological research from ‘author’ or ‘authorship’ terms. The expression ‘teacher authorship’ was the main focus of Lanzillotta’s thesis, present in the title, once in the abstract, in the keywords and twelve times throughout the text. The researcher considers ‘teacher authorship’ through the perceptions of teachers about their own work, and the otherness in teachers’ discourse, from a Bakhtinian perspective.

We understand authorship from our perspective on teaching writing, by understanding the place of the author through the ways in which the teacher presents, elaborates, specifies, reports and understands his proposed work in relation to his student, in an alteritarian manner (Lanzillotta, 2018, p. 10).

The main theoretical reference was the discursive perspective of language referenced “[...] from which we present the authorial teaching dimension – of a teacher author – through an analysis of the teacher training field” (Lanzillotta, 2018, p. 10).

The thesis made use of action research, a strategy “[...] for the development of teachers and researchers so that they can use their research to improve their teaching and, consequently, the learning of their students” (Lanzillotta, 2018, p. 445). Lanzillotta (2018) formed a group in order to perceive the interactions in a continuing education course with Early Childhood Education and Elementary School teachers.

As a result, the proposed continuing education understood that in the enunciation of each writer there are elements “[...] interweaving their writings with other people’s words that come to belong to the research subjects, becoming their own words” (Lanzillotta, 2018, p. 10), in which “[...] writing has the potential to rework teaching

discourses, as it gives new meanings to knowledge and professional ways of doing things, imbued with the game of alterities in training” (Lanzillotta, 2018, p. 10).

Lanzillotta (2018) considered that the alteritarian training group proposed by the researcher was of an “[...] authorial nature and that it has a positive artisanal character, justifying the authorships that it makes emerge in the teachers” (p. 112) and, further, that “[...] training in this perspective – elaborated from its own doing, constituted in dialogism – is a powerful way, perhaps the most fruitful – of training author teachers” (p. 112).

Liliane Balonecker Da Luz’s Doctoral Thesis

Liliane Balonecker da Luz’s Doctoral Thesis, from 2019, entitled Poet Teachers: teacher authorship as an ethical-aesthetic act, was developed at the Pontifical Catholic University of Rio de Janeiro, in relation to the Education knowledge area, in which the objective was “[...] to investigate what the narratives of a group of teachers reveal about their constitution as poet teachers and what elements of reflection their texts and narratives can provide to think about authorship and poetry in school” (Da Luz, 2019 p. 7).

There was no research into the etymological origin of the term ‘author’ or ‘authorship’. The expression ‘teacher authorship’ was a secondary focus in Da Luz’s thesis, present in the title, once in the abstract, in the keywords and twenty-three times throughout the text.

At the end of the bibliographic review, Da Luz (2019) concluded that most of:

[...] the works that discuss teacher authorship conceive it as an activity related to the production of teaching material, digital content, learning objects, online classes, open educational resources, materials that use digital information and communication technologies (p. 52).

Da Luz (2019) addressed the theme of ‘teacher authorship’ in Chapter 2, in which the researcher discusses authorship. Initially, Da Luz (2019) considers that ‘teacher authorship’ is usually “[...] linked to an instrumental bias, related to distance education or the teacher’s role in using technologies or preparing teaching materials” (p. 7). The researcher proposed another bias, understanding authorship from the “[...] ethical-aesthetic bias, especially the authorship of poetic texts as artistic and literary production” (p. 7).

The research was guided by the sense of amplifying the conception of ‘teacher authorship’ from reflections on Bakhtinian “[...] concepts, understanding ‘teacher authorship’ as an ethical-aesthetic act, reflecting on the condition of the subjects researched as authors, poets, teachers” (Da Luz, 2019 p. 90).

The research subjects were poet teachers, contacted through a soiree “[...] where I was able to have initial and in-person contact with some of the subjects of this research. [...] From this initial contact, a referral network was created, in which a poet teacher recommended other poet teachers to participate in the research”.

The research methodology, of a qualitative nature, was carried out through a narrative bias. The two main methodological instruments were online questionnaires and autobiographical narratives, in which the researcher and the teachers “[...] narrate their experiences in order to construct meanings in a web of meanings [...] like a network” (Da Luz, 2019 p. 7). In summary, Da Luz (2019) conceives authorship as “[...] a form of resistance and poetry is a manifestation of resistance against the reification of man and a form of in(ter)vention in the world, enabling the non-‘anesthetization’ of the senses” (p. 8).

Francisca Maria da Cunha Sousa’s Doctoral Thesis

Francisca Maria da Cunha Sousa’s Doctoral Thesis, completed in 2020, entitled Continuing Education and Teacher Authorship of Literacy Teachers Within the Scope of PNAIC, was developed at the Federal University Foundation of Piauí, in Teresina, in Education knowledge area and subarea ‘Teacher Training and Educational Practice’. The objective of the research was “[...] to understand in which aspects the continuing education of literacy teachers, within the scope of PNAIC, favors the construction of teacher authorship” (Sousa, 2020, p. 11).

The PNAIC proposa takes into account the emancipation and critical training of students, and the continuing education of literacy teachers should offer “[...] theoretical-methodological elements and, thus, enable a teaching practice in which the teacher is the author of his/her work, based on specific knowledge about literacy and literacy” (Sousa, 2020 p. 21).

There was no research over the etymological origin of the term ‘author’ or ‘authorship’. The expression ‘teacher authorship’ was the main focus of Sousa’s thesis, present in the title, ten times in the abstract, included in the keywords and used one hundred and ninety-nine times throughout the text, a term highlighted in chapters 1, 3 and 4.

In Chapter 1, the researcher understands ‘teacher authorship’ as the process of resignification and production of knowledge resulting from the elaboration of one’s own practice, in an autonomous manner, being built:

[...] in conjunction with the knowledge of training (initial and continuing), considering both curricular knowledge and knowledge from experience, a condition in which the literacy teacher is capable

of developing critical reflective competence on his/her practice and of constructing his/her ways of being and existing in the profession as an author (Sousa, 2020 p. 22).

The theoretical field was inserted in the Guidelines for the Policy Cycle Approach according to Mainardes (2006). The methodology used was the Critical Discourse Analysis, through the narrative interview of participant observation. The research subject was two teachers who worked in the literacy cycle, whose reports revealed evidence of the perception of the two teachers “[...] about their own work, to the extent that they are woven into the core of relationships with others” (Sousa, 2020, p. 25).

Analysis

First, Table 03 shows the results relevant to Category 1.

Table 3: Category 1- What is the research knowledge area?

Area	Monography		Total
	Author's Master Dissertation	Doctoral Thesis	
Education	Cardoso (2015); Da Silva (2019); Donda (2016); Santos (2018).	Amaral (2014); DaLuz (2019); Lanzillotta (2018); Sales (2009); Souza (2020).	9 (81,82%)
Psychology	Pommer (2005); Saggese (2010).	---	2 (18,18%)

Source: Prepared by the author.

In Category 1, which involves the discrimination of the main area of knowledge of the Postgraduate Program, we found four academic dissertations and five theses located in the Education area, which accounted for 81.82% of the production analyzed. In the Psychology field, we found two academic dissertations, which represented 18.18% involving the theme of ‘teacher authorship’ in monographs located between 2003 and 2023.

Regarding Category 2 (What is(are) the main theoretical framework(s)?), Table 04 shows the main theoretical references of the dissertations and theses.

Table 04: Category 2- What is(are) the main theoretical framework(s)?

Theory/Theoretical	Monograph	
	Dissertation	Thesis
(Auto)biographical approach and experiential paradigma perspective /Josso (2004).	Saggese (2010)	---
Motivational aspects and discomfort / Vygotsky (2001; 2002; 2003).	Pommer (2005)	---
Teacher Authorship/ Pommer; Castanho (2010).	Da Silva (2019)	---
Curriculum /Foucault (2001).	---	Sales (2009)
Networked curriculum / no references.	---	Amaral (2014)
Dialogy, alterity, polyphony and responsiveness /(Bakhtin (2011).	Donda (2016)	---
Policy Cycle Approach Guidelines /Mainardes (2006).	---	Souza (2020)
School planning / Ostetto (2000).	Santos (2018)	---

Discursive perspective of language / Bakhtin (2011).	---	DaLuz (2019); Lanzillotta (2018)
Authorship process / Foucault (2001); Macedo (2011).	Cardoso (2015)	---

Source: Prepared by the author.

In Category 2, we observed a diversity of theoretical references in the monographs analyzed, which are referenced in Annex A.

We now move on to Category 3 (What is the research subject?), where the results were collected, which are expressed in Table 05.

Table 05: Category 3- What is the research subject?

Study subject.	Quantity	
	Master Dissertation	Doctoral Thesis
1- Early Childhood Education Teachers.	Lanzillotta (2018).	---
2- Elementary School Teachers.	Da Silva (2019); Pommer (2005); Santos (2018).	Lanzillotta (2018); Sales (2009); Souza (2020).
3- Poet teachers.	---	DaLuz (2019).
4- Bachelor's Degree Teachers (Higher Education).	Cardoso (2015); Donda (2016).	Amaral (2014).
5- Educators of Non-Formal Spaces.	Saggese (2010).	---

Source: Prepared by the author.

In Category 3, the research subject was only adults, mainly teachers (90.91%) and one educator from informal settings (9.09%). Among the teachers, 9.09% were in Early Childhood Education, 54.55% in the Elementary School and 27.27% in Higher Education (more specifically in Pedagogy degrees). A notable factor was the 'poet teacher' that we find in Da Luz's thesis, an unusual concept for the teaching profession in the Educational field. Furthermore, we noted the absence of research that would focus on teachers in the Middle School and High School, as well as the students in the various College degrees, who will to be future teachers of basic education.

In Category 4 (What are the main methodological approaches?), Table 06 highlights the main methodological references of the monographs.

Table 06: Category 4- What are the main methodological approaches?

Methodological approaches	Master Dissertation	Doctoral Thesis	Quantity	
Virtual learning environment.	---	Amaral (2014).	1	4,34%
Critical Discourse Analysis.	---	Souza (2020).	1	4,34%
Document analysis.	Da Silva (2019).	---	1	4,34%
Logbook.	---	Amaral (2014).	1	4,34%
Interview.	Cardoso (2015); Da Silva (2019); Saggese (2010); Santos (2018).	Amaral (2014).	5	21,80%
Ethnomethodology.	Cardoso (2015)	---	1	4,34%
Focus Group.	Pommer (2005); Santos (2018).	---	2	8,72%
Biographical survey.	Saggese (2010).	---	1	4,34%
Memorial.	---	Amaral (2014).	1	4,34%
Narrative.	---	DaLuz (2019).	1	4,34%
Cores of meaning.	Pommer (2005).	---	1	4,34%

Participant observation.	Donda (2016).	---	I	4,34%
Workshop.	---	Amaral (2014).	I	4,34%
Action research.	---	Lanzillotta (2018).	I	4,34%
Autobiographical research.	---	Sales (2009).	I	4,34%
Questionary.	---	DaLuz (2019).	I	4,34%
Seminary.	Cardoso (2015).	---	I	4,34%

Source: Prepared by the author.

In Category 4, the Interview technique stood out with 21.80% adherence, followed by the Focus Group, with 8.72%. Thus, we found a diversity of theoretical or methodological references (Categories 3 and 4), a diversity that is healthy for following new paths, given the possibility of appropriating these contributions for initial and continuing teacher training.

Next, table 07 shows the data regarding Category 5.

Table 07: Category 5- Is 'teacher authorship' the main or secondary focus of the monograph?

Criteria	Master Dissertation	Doctoral Thesis
I: Monographs where 'teacher authorship' is the main focus.	Donda (2016); Da Silva (2019); Pommer (2005).	Lanzillotta (2018); Sales (2009); Souza (2020).
II: Monographs where 'teacher authorship' is the secondary focus.	Cardoso (2015); Santos (2018); Saggese (2010).	Amaral (2014); DaLuz (2019).

Source: Prepared by the author.

In Category 5 (Is the term 'teacher authorship' the main or secondary focus of the monograph?), we identified the dissertations of Donda (2016), Da Silva (2019) and Pommer (2005), as well as the theses of Lanzillotta (2018), Sales (2009) and Souza (2020), which represents a total of six monographs (54.54%).

Next, Table 08 shows the data regarding Category 6.

Table 08: Category 6- If and how does the text conceptualize/define the term 'teacher authorship'?

Monography	Conceptualize or define?	How does the text conceptualize/define the term 'teacher authorship'?
Pommer (2005)	Define	It is a representative process of [...] the 'wanting to act' in a dynamic and investigative way and the 'wanting to exercise' one's ability to create the class based on theoretical-methodological references acquired, whose meanings and emotions articulated to this professional movement demonstrate how one attributes meaning to one's work. (Pommer, 2005, p. 11).
Sales (2009)	No	Sales's (2009) discourse does not define teacher authorship, but discusses what she understands by 'authorship'. Next, Sales (2009) explains that the vision of teacher authorship that he proposed is based on "[...] the idea of teacher protagonism in their formative path" (p. 64), inserting it into the principle of subjectivation and the valorization of individualization and originality (Foucault, 2001).
Saggese (2010)	Define	It is the "[...] ability to create less reproductive and mechanical attitudes, based on the attribution of meaning to these elements, from the mytho-hermeneutic perspective by Ferreira Santos (2004), aiming at an education of sensitivity" (Saggese, 2010, p. 8).
Amaral (2014)	No.	Amaral (2014) points to 'teacher authorship' as a consequence of "[...] protagonism in their academic training" (p. 8), being treated as the teacher's authorship, as a result of the exposure and discussion of authorship.
Cardoso (2015)	No	---

Donda (2016)	Define	"Teacher authorship is defined by its dialogic and alteritarian character, in other words, it is in the socio-historical relationship with the 'Other' that individuals constitute themselves" (Donda, 2016, p. 48).
Lanzillotta (2018)	Conceptualize	The researcher considers teacher authorship through teachers' perceptions "[...] about their own work, as it is woven into of relationships with others" (p. 25), from the perspective of otherness.
Santos (2018)	No.	The text points to teacher authorship as a space for planning classroom activities.
DaLuz (2019)	No.	---
Da Silva (2019)	No.	It uses the definition of teacher authorship by Pommer and Castanho (2010, p. 1): "[...] a process of teaching that reveals the expression of the teacher's thinking made explicit by cognitive questions and the meaning attributed to the work itself".
Souza (2020)	Conceptualize	Teacher authorship as a process of resignification and production of knowledge resulting from the elaboration of one's own practice, in an autonomous manner, being: "[...] constructed in articulation with the knowledge of training (initial and continuing), considering both curricular knowledge and knowledge of experience" (Souza, 2020 p. 22).

Source: Prepared by the author.

In Category 6 (If and how does the text conceptualize/define the term 'teacher authorship?'), the theses by Sales (2009), Amaral (2014) and Da Luz (2019), as well as the dissertations by Cardoso, Santos (2018) and Da Silva (2019) do not define or conceptualize the term 'teacher authorship', which represented 54.55% of the monographs. We observed that the texts discuss the term 'authorship', to a greater or lesser degree of depth, so there was no intention of presenting a more specific proposal or framework for the term 'authorship' or even 'teacher authorship'.

We observed that Santos (2018) does not conceptualize or define 'teacher authorship', but establishes a link between school planning and 'teacher authorship' as a possibility of participating in and writing school planning proposals in the Elementary School.

Also, two of the monographs - Lanzillotta (2018) and Souza (2020) thesis - which represented 18.18%, explained and discussed what they understand by the term 'authorship', as they consider that these studies imply 'teacher authorship' as the process of 'authorship' by the teacher, without a specification of the concept, which would be provided by the use of the definition.

A positive factor in this research was the fact that three academic works - the dissertations by Pommer (2005), Saggese (2010) and Donda (2016) - were concerned with explicitly defining the term 'teacher authorship', which represented 27.27% of the eleven monographs analyzed.

Final Considerations

This work sought, through a State of the Art study, to map Brazilian scientific research involving the term 'teacher authorship' in Masters Dissertations and Doctorate Thesis academic monographs in the context of the areas of Education and Psychology in the period between 2003 and 2023.

The State of the Art study over a period of twenty-one years revealed only eleven academic monographs that have the term 'teacher authorship' as their theme. However, only six of these had this theme as their main focus. In this sense, we believe that more research could be developed, especially if we consider that the context of the term 'teacher authorship' represents an essential step towards understanding this theoretical contribution, an important step towards rethinking training and improving the repertoire of basic school teachers in the face of the latent routinization and bureaucratization of Brazilian basic education.

We observed a diversity of conceptions of the term 'teacher authorship'. Two theses conceptualized 'teacher authorship' as the process of 'authorship' by the teacher, without specifying the concept, which would be facilitated by the use of the definition. On the other hand, three dissertations explicitly defined or conceptualized the term 'teacher authorship', according to the theoretical frameworks planned in each monograph. This diversity can provide gains for the continuing education of teachers, in order to encourage the development of the 'teacher authorship' process in basic education or in Brazilian undergraduate programs.

A favorable factor in the results of the State of the Art was the great diversity in the theoretical and methodological references used in the research, which can contribute to broadening/expanding the horizons on the topic for future research that involves and encourages the process of 'teach authorship' both in the discussions and dynamics of continuing education for basic school teachers, as well as in the re-discussion of this factor at the curricular level.

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ANEXO A

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