

**PAPER****The Educational Product In The Professional Master's Degree On Education: Possibilities In Knowledge Socialization*****O produto educacional no mestrado profissional em educação: possibilidades de socialização do conhecimento*****Joziane Jaske Buss<sup>a</sup>**   
jozijaske@gmail.com**Andressa Caetano Mafezoni<sup>a</sup>**   
andressamafezoni@yahoo.com.br**ABSTRACT**

This article aims to present the educational product as a possibility of socialization of the knowledge built in the collective continuing education of teachers, professionals and collaborators, aiming at the school inclusion of students with disabilities, through a research on the professional master's degree in education, held in a municipality of the mountain region in Espírito Santo. This study is based on the theoretical assumptions of Lev S. Vygotsky and António Nóvoa, considering the concepts of mediation and interaction. This is a qualitative research, a case study of the ethnographic type that uses as instruments of data production, participant observation, open and closed questionnaires, semi-structured interviews, and focal group. The research highlights the importance of establishing training spaces committed to creating a collective in schools, marked by the sharing of various knowledge, collaboration, and participation of all its members in the process of school inclusion.

**Keywords:** Educational Product. Collective Continuing Education. School Inclusion. Students With Disabilities.

**RESUMO**

Este artigo objetiva apresentar o produto educacional como possibilidade de socialização do conhecimento construído na formação continuada coletiva de professores, profissionais da educação e colaboradores, visando à inclusão escolar de estudantes com deficiência, por meio de uma pesquisa de mestrado profissional em educação, realizada em um município da região serrana do Espírito Santo. Sustenta-se nos pressupostos teóricos de Lev S. Vygotsky e António Nóvoa, embasada nos conceitos de mediação e de interação. Trata-se de uma pesquisa qualitativa, um estudo de caso do tipo etnográfico que utiliza, como instrumentos de produção de dados, a observação participante, questionários aberto e fechado, entrevistas semiestruturadas e grupo focal. O trabalho destaca como resultados a importância da constituição de espaços formativos comprometidos com a criação de um coletivo dentro das escolas, marcado pela partilha de diversos saberes, pela colaboração e participação de todos os seus integrantes no processo de inclusão escolar.

**Palavras-chave:** Produto Educacional. Formação Continuada Coletiva. Inclusão Escolar. Estudantes com Deficiência.

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## Introduction

Debates about the challenges of reflecting on the continuing training of education professionals based on experiences, dialogue, and the construction of collective knowledge, taking into account inclusive education and, more specifically, the school inclusion of students with disabilities, global developmental disorders<sup>1</sup>, and high skills/giftedness (Brasil, 2008), have intensified after the promulgation of legal guidelines. One can mention the National Policy on Special Education from the Perspective of Inclusive Education of 2008 (PNEEPEI), since, by including the obligation of schooling students with disabilities in the common school and the Specialized Educational Service (ESA), preferably in the regular education network, the need for a re-signification of the educating processes arises, aiming to meet this new scenario.

We have found that, in several States and Municipalities of the country, the continuing education of teachers, in view of Special Education from the perspective of Inclusive Education, at the level of specialization and/or *lato sensu* graduation, has been offered by private institutions, largely in the semi-present and/or distance modality. In addition to these, there are proposals for continuing education offered by the state and municipal Departments of Education, to train teachers who work in common education networks and systems. In the State of Espírito Santo, in relation to the continuing education offered by the Secretariats themselves, both of the State government and the municipalities of Espírito Santo, almost all of this continuing education is offered exclusively to Special Education teachers. In general, common classroom teachers and other school professionals who are part of the school community and participate, directly or indirectly, in the schooling of students supported by Special Education, are separated from this process. Thus, we believe in the importance of continuing education aimed at all school employees, collectively, in order to build a feeling of co-responsibility for the learning of all students, as well as actions and practices.

We agree with Jesus (2005), when he argues that one needs to think with the other, in a reflective and critical way, considering that the construction of this knowledge should not be restricted to teachers, but should be expanded and benefit all school staff, from the doorman to the principal, as everyone is involved in the teaching and learning process.

One must consider, therefore, the premise of construction and consolidation of a co-responsible posture with the educational activity, aiming at the creation of an inclusive school, based on the guarantee that "... every person with disabilities has the right to equal opportunities and will not suffer any kind of discrimination" (Brasil, 2015, art. 4).

The inclusion of students with disabilities in regular schools has caused a movement to think about the quality of the schooling process and the training of all education professionals. In 2011, in Decree No. 7.611/2011, in its art. 5, § 4, professionals were assured "[...] training of managers, educators, and other school professionals for education from the perspective of inclusive education, particularly in learning, participation and the creation of interpersonal bonds" (Brasil, 2011, art. 5, § 4).

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<sup>1</sup> We use the term of the National Policy on Special Education from the Perspective of Inclusive Education of 2008. The current term, considering the DSM-V, is Autism Spectrum Disorder (ASD).

Thus, we understand that, notwithstanding the functions and attributions of each one in the school, everyone can contribute to the students' inclusion process. The possibility of continuing education for all school employees refers to the need to rethink their organization, which has often been restricted to the performance of their function in an isolated and solitary way.

Considering the premise of a collective training for all employees (teachers and non-teachers), we emphasize that the proposal to write this text is born from a previous context, with the development of a research carried out within the scope of the Graduate Program of Professional Master's Degree in Education (PPGMPE) of the Federal University of Espírito Santo (UFES) from 2019 to 2021. At that time, the general objective of the research was to analyze, through the continuing education of teachers, education professionals, and employees, the challenges and possibilities for school inclusion of students with disabilities in the Santa Maria de Jetibá Municipal Education Network.

The municipality in question is located in the Mountain Region of the State of Espírito Santo. Participants in this study were teachers specialized in Special Education, common classroom teachers, and teachers of specific areas. In the research, school supervisors, area coordinators, and principals were appointed as education professionals. Non-teaching employees were called: Special Education assistants, daycare assistants, trainees, librarians, lunch makers, drivers, school secretaries, and general service assistants. It is important to highlight that continuing Special Education training, from the perspective of Inclusive Education, is organized by the Reference Center for Inclusive Education (CREI), the sector responsible for school inclusion in the municipality.

In view of the above, this text aims to present the educational product as a possibility of socializing the knowledge built in the collective continuing education of teachers, education professionals, and employees, aiming at the school inclusion of students with disabilities. Thus, this work, in addition to the introduction, is divided into three parts: in the first, there is a dialogue with the literature about collective continuing education from the perspective of school inclusion; in the second, it methodologically contextualizes the research to understand collective continuing education and the construction of the educational product; in the third, we present the notes of the data that led to the construction of the product and the contributions to collective continuing education in the school space; and, finally, the final considerations.

## **Notes on the literature on collective continuing education from the perspective of school inclusion**

Thinking about collective continuing education as a transmission of transformative actions and practices in teaching and non-teaching activity, i.e., in the training of teachers, education professionals, and collaborators, we present the literature on the subject. We surveyed the productions on the website of the Brazilian Digital Library of Theses and Dissertations (BDTD), with a database integrated into the system of theses and dissertations in Higher Education Institutions (HEIs) in Brazil, from 2009, using as descriptors: continuing education of education professionals, Special Education, Inclusive Education, and Professional Master's Degree in Education.

During the search, we found 69 productions on the continuing education of Special Education professionals and 947 on the Professional Master's Degree in Education. Therefore, titles, abstracts and keywords were read, prioritizing the works that were closest to the central focus of the research.

We found that, although the studies referring to the first descriptor addressed the topic of continuing education, none directly addressed the participation in continuing education of those who collaborate with the school inclusion of students with disabilities, named in this research as collaborators.

In this perspective, Almeida (2004) discusses the importance of the participation of all those involved in educational work, as well as the constitution of self-reflective-critical groups, as a possibility of effecting and re-signifying continuing education in context. Thus encouraging all employees to share their visions and values, to build a school that considers and works from the diversity of its students. It highlights the need to move towards collective reflective practices, capable of analyzing the social, political, and economic implications of the teaching activity, to start the transformation of education and society, making schools learning communities, in which "... all professionals can support and motivate each other" (Almeida, 2004, p. 121).

Likewise, Nogueira (2012) highlights the importance of investments and recognition of training processes as an activity of human interaction and an important process for professional and personal development, in which collaboration, exchange of experience, and collective involvement are fundamental, taking reflection on daily practices as a fundamental principle to face the challenges in professional performance.

One starts, then, from the understanding that school inclusion, based on an education for all, is one that assumes a social and intellectual practice and guides the training of students, teachers, education professionals and collaborators, considering that the knowledge produced in the training can be shared, safeguarding the functions of each one, valuing webs of ideas that intersect, forming unique knowledge. These actions collaborate so that teachers realize the possibility of working in partnership with the other members of the school environment in which they operate, "... adjusting their practices according to the diversity of learners present in the classroom, to offer a quality education for all students, where everyone can be guaranteed the right to learn ..." (Melo; Mafezoni, 2019).

The studies by Bento (2019), Campos (2018), Silva, F. (2019) and Silva, N. (2019) point to the possibility of building collective training spaces that enable the involvement of all those who produce inclusive educational practices in the school, to include the whole staff in this space, both those directly linked to the teaching and learning process and those who collaborate with school inclusion, since the school is established from the performance of its members, organized by different subjects in constant interaction with students.

As Campos and Guérios (2017) point out, the Professional Master's Degree is important in the continuing education of teachers, as it contributes to research and teaching practice, establishing relationships between them. In this regard, Fialho and Hetkowski (2017) point out the Professional Master's Degree as a space for the application and generation of training and research processes, of a theoretical and methodological nature, which open up before the extensive field of performance

of teachers, managers and education professionals, strengthened by the approximation between higher education and basic education.

From the same point of view, Cavalcante (2014, p.19) presents positive elements of research in educational practices carried out in the Professional Master's Degree, especially regarding the development of educational products that provide opportunity to disseminate the experiences of the various forms of collaborative learning through team experience, in which "... the teacher's role is to act as a leader and organizer of the collective", and the knowledge of all members of the school is validated.

We believe that the constitution of collective training spaces within schools, where all employees can feel instigated to cooperatively produce knowledge that will contribute to the process of inclusion and schooling of students with disabilities, is relevant for the consolidation of collaborative and interactive learning environments, without losing sight of the importance of the teacher's role in the teaching and learning process.

### **Contextualizing the research methodologically to understand the collective continuing education and the construction of the educational product**

The research is based on the theoretical-methodological conception of the ethnographic case study, which made it possible to understand the complexity of the researched field, a double movement of immersion and distancing (Matta, 1978). The ethnographic approach brought the possibility of deepening the discussion about the collective continuing education adopted in the researched municipality, materialized by the systematic work in the field of study, making it possible to enter the conceptual universe of the subjects to try to understand how and what meaning they give to events and social interactions in daily life (André, 1995). Ethnography was fundamental for the knowledge and interpretation of culture from the context in which we were inserted, considering the perspectives of all those involved in the study, enabling reflections and actions in educational practices and policies that involve the subjects (Mattos, 2011).

We carried out the study through the theoretical assumptions of the historical-cultural perspective based on the concepts of mediation by Lev Semyónovitch Vygotsky, and interaction by António Nóvoa, since both are based on the recognition of the role of the other in social processes and, consequently, in professional and personal development in which the cooperation and involvement of the collective are essential.

Regarding the organization of public servants, from 2019 to 2021, the Municipal Education Network of Santa Maria de Jetibá had 399 permanent public servants with complete higher education, 308 hired under the CLT regime, 15 commissioners who work in the administrative sectors of the Department of Education and 18 interns, totaling, in the Municipal Department of Education, 740 public servants. Of the permanent public servants and those under CLT, 57 and 31 have training in Special Education, respectively (Buss, 2021).

The research subjects were teachers, education professionals and employees of the Santa Maria de Jetibá Department of Education, participants of the Continuing Education in Special

Education from the perspective of Inclusive Education promoted by the Reference Center for Inclusive Education (CREI), the sector responsible for the process of school inclusion in the municipality. The inclusion criterion of the participants was to be a public servant of the Department of Education, and the exclusion criterion was servants who, when invited, decided not to participate in the research.

For the field research, which took place from April 2019 to October 2020, authorization was requested from the Department of Education and, after consent, the Informed Consent Form was presented to the participants. Within the scope of the Ethics Committee of UFES, the study was approved by the consolidated opinion of CEP No. 4, 481,208.

It is worth mentioning the peculiar period experienced from 2020, due to the Covid-19 pandemic, resulting in the suspension of in-person classes, with the need for schools to reorganize to continue the educational process. In this pandemic context, we sought other ways to proceed with the research, so as not to compromise scientific rigor, using methods that legitimized the quality of the data produced. Tools considered pertinent to the improvement of the knowledge of school members were brought, in addition to methodologies and active technological teaching tools, as new interactions in space and even time offer characteristics differing from face-to-face interaction (Thompson, 2002).

Questionnaires with closed and open questions were used, through the google forms tool: one directed to the group of teachers, containing five questions; and another to the group of education professionals and collaborators, with four questions. 21 questionnaires were answered by the group of teachers and 25 by the group of education professionals and collaborators.

This data collection instrument sought to systematize the knowledge and understanding of these servers about the inclusion of students with disabilities, the process of teaching and learning, and training in a collective context. From this perspective, teachers, education professionals, and collaborators found a space to "... express their opinions ... their personal thoughts, translate them in their own words, according to their own reference system ..." (Laville; Dionne, 1999, p. 186).

In this research movement, we also used semi-structured, individual, and group interview, in two moments: first, in an individual interview, with questions to the training participants; then, in a group interview in the planning moments with groups of public servants, consisting of ESA teachers, interns, Special Education assistants, and teachers from specific areas (Science and Mathematics), when we could observe *in loco* the similarities and differences between the participants' opinions and experiences.

The interviews were conducted with the group of research participants and recorded. Among them, there were 48 regent teachers, 22 teachers of specific areas, 8 ESA teachers, 13 interns, 27 Special Education assistants, 1 area coordinator, 3 principals, 9 supervisors, 1 educational advisor, 8 school secretaries, 4 librarians, 5 lunch makers, 1 daycare assistant, 1 school coordinator, 2 drivers, and 11 general service assistants.

Supported by Gatti (2005, p.11), we used the focus group technique in three training meetings, which helped us to obtain different perspectives on the same issue, in addition to allowing the understanding of ideas shared by people on a daily basis and the ways in which individuals are influenced by others.



To carry out the focus group, three main axes were elaborated, with generating themes on school inclusion, continuing education, the right to education and learning, followed by triggering issues of the discussion. In Axis 1: What is school inclusion?; in Axis 2: How have we created learning spaces in our schools? And in Axis 3: What contributions has the training brought in the daily work of the participants and, mainly, in the students' learning? This moment allowed us to understand the conceptions of the servants about school inclusion, about the challenges, the possibilities of teaching and learning of students with disabilities, and also to analyze the challenges and possibilities in continuing education, in the construction of a collective of knowledge production, considering the exchange of knowledge, reflection on pedagogical practice, and the reflections of this movement on student learning.

As procedures for data production, content analysis was used (Bardin, 2010), in fundamentally qualitative bias. According to Laville and Dionne (1999, p. 214- 215), "... content analysis consists of demonstrating the structure and elements of this content to clarify its different characteristics and extract its meaning ...". Initially, the data obtained was contextualized in the research respecting the three phases for its conduction: pre-analysis; exploration of the material; and interpretation of the results (Bardin, 2010). The meanings were categorized, enabling one to understand the researched problem.

Thus, from the constitution of the axes, four central categories of analysis were built through the instruments of this research: a) Conception of School Inclusion; b) Challenges and Possibilities in Learning; c) Educational Performance and Practice; d) Contributions of Collective Continuing Education.

Analyzing the results, the first category, on the conception of school inclusion, showed that school employees are aware that education is everyone's right and the school must also open up to meet students with disabilities, but segregationist understandings indicated by an institutionalized view still prevail, showing that it is necessary to analyze the reason of the prevalence of such thinking, to promote transformations and repercussions in the school context and in the educational employees themselves.

The second category, regarding the challenges and possibilities of learning, showed the need to make the school a collective space for the construction of knowledge and learning, based on education actions that build new possibilities for the (re)construction/reflection of practices, instigating new perspectives on school inclusion, which must be understood and shared by all those involved with education.

The third category, related to educational performance and practice, explained that collaboration between school employees is essential for the school inclusion of students with disabilities in the Municipal Education Network, since there is a transfer of responsibility for this process to Special Education assistants and trainees, leading one to reflect critically on this aspect, as the involvement in this issue should be of all school members.

The fourth and last category, referring to the contributions of Collective Continuing Education, indicated that the training process in the municipality has shown to be a possible way of (re)construction/reflection of educational practices and actions in a collective way, boosting new

perspectives that legitimize the action of all members of the school, granting them identity with the activity they carry out, establishing, among other attributions, their participation in school inclusion and affirming their importance in the teaching and learning process of students with disabilities enrolled in the common education network. From the data produced and analyzed, the written script of the educational product was built, which culminated in the professional recording of five video lessons, whose duration were organized as follows: video 1: 9 minutes and 2 seconds; video 2: 9 minutes and 13 seconds; video 3: 12 minutes and 44 seconds; video 4: 9 minutes and 20 seconds; video 5: 9 minutes and 50 seconds, totaling, on average, 50 minutes of video lessons, in which the following topics were presented and discussed: a) Research contexts; b) School inclusion - what is it?; c) Why graduate?; d) Collaborative work in school inclusion; e) Reflections for the constitution of collective formative spaces in school: advantages and possibilities.

We emphasize that such themes were conceived from the analyzed data, in the search to break with paradigms and stigmatized thoughts that "... knowledge only gains the status of legitimate knowledge when it is marked by a historically validated science" (Kuster; Astori; Bastos, 2018, p. 219), in addition to motivating the whole school to think about innovative training practices, because "... innovation implies a new vision about the reality that is intended to change" (Gamboa, 2012, p. 279).

After the presentation and approval of the dissertation and the educational product, the video lessons were published on the Youtube channel and on the website of the municipality's Department of Education. We agree with André (1995) in arguing that the articulation between research and the educational product is inherent to the training process of education professionals, since, in addition to providing the strengthening of their professional development and the rationalization of their own experience, it enables the strengthening of the relationship between University and Basic Education, enriching the training interests of both institutions.

In the construction of the script of the video classes, we consider the challenges in the elaboration, the criteria for its validation as scientific knowledge, the impacts on training and, consequently, the transformation of practices, in view of the argument of Gamboa (2012, p. 279), when he states that the problematization of practice is pertinent and necessary in programs for continuing education, in the context of social commitment articulating innovation and social transformation, especially educational actions that need to undergo "... relatively profound, intentional and lasting changes".

One should emphasize that the elaboration and achievement of the educational product took place through dialogues and reflections with the research advisor, discussing the constitution of collective training spaces incorporated by the relationships between the different members of the school as a possibility to contribute to the school inclusion of students with disabilities enrolled in the common education network. It must be highlighted that video classes are configured as a fundamental technological instrument to conduct the production of knowledge and its consolidation. From this perspective, Moran (2012, p.146) states that "... every society will be a society that learn in countless ways, in real time, with vast audiovisual material available, and that we will learn anywhere, anytime, with powerful, instant, integrated, accessible mobile technologies".



## **Data leading to the construction of the product and the contributions to collective continuing education in the school space**

In view of the analysis of the data produced, the study presents the relevance of continuing education based on demands of the contexts that involve all those that constitute the school universe, allowing one to glimpse the breadth of the functions of each one in the teaching and learning process and inclusion of students with disabilities enrolled in the common education network, in line with the thought of Vygotsky (2012). The author disapproves of the establishment of Special Education disconnected from the regular school. He defends “the breaking of the walls” of the special schools of the time, declaring that the schooling of students with disabilities should take place in the regular school and not in separate environments.

From this perspective, the work being carried out by CREI, materialized in the documents and respective trainings, safeguarding the challenges and tensions, show that the municipality has considerably advanced in its projects for the continuous training of all servants of the Municipal Education Network concerning Special Education from the perspective of Inclusive Education, based on the assumptions of Vygotsky (1998), who states that learning and development take place through the interaction and mediation of the individual with partners, with others, so that all knowledge is shared knowledge.

To support this study, legal documents, reports, and projects for continuing education were researched in the municipality. These are processes designed and implemented aiming not only at Special Education teachers, but also including all education professionals and collaborators, as a possibility of “... construction and production of knowledge from the interaction between the subjects who are part of the school context” (Vygotsky, 1994, p. 82-83), which leads us to support this practice as a strong ally in the school inclusion and consequent schooling of students with disabilities. Under this perspective, this practice converges with Vygotsky's (1998) statement as it clarifies that knowledge acquisition occurs mainly through interaction between individuals, i.e., learning is a joint human activity, in which collaborative relationships between peers can and should occupy spaces in schools, creating possibilities to know, to learn.

Data production and analysis led one to think about the great challenge that is the collectively-constructed education, so that all the subjects that make up the school community are involved in the teaching and learning process and in the organization of collective and inclusive educational practices, in which everyone feels co-responsible for the act of teaching.

In this perspective, Nóvoa (2022, p. 57) assures that “... no one integrates into a profession alone, in isolation. No one builds new pedagogical practices without relying on reflection with colleagues”. In addition, it is a process by which the different actors of the school establish relationships not only with each other, but also with knowledge, and this is only effective in everyday life.

With this view, the school is a space that enables reflection and change, but that requires overcoming fears and habits that lead one to a false sense of security, preventing them from glimpsing other possible results. In this sense, building a school that works with everyone, using inclusive practices, is challenging: it requires changing our ways of feeling, thinking and acting, a certain

willingness to “... unlearn, so to learn again” (Silva, F., 2019, p. 157). Thus, continuing education is one possible route. Therefore, we were challenged to articulate research and teaching, elaborating and building the educational product to contribute to the production of knowledge in the area of Special Education and in the Municipal Education Network.

From this perspective, one is guided by the statement of Sousa (2010, p. 4):

[...] the product is not a mere didactic transposition from one school to another. Much less didactic material ready to be manipulated by teachers and students. On the contrary, it is alive, it contains fluency, movement, and is never ready and finished, because it represents the dynamics of classes ... experienced by students.

This perspective was the focus on all data produced in the research, analyzing all the effectiveness of continuing education, constituted in a conception of collective construction of knowledge, and its repercussion on school inclusion in Santa Maria de Jetibá, glimpsing the conception of Nóvoa (2022, p. 81) that “... there is a new design of teachers' continuing education, based on a collective, shared reflection”.

In the meetings, information was collected linked to the experiences explained in the statements of teachers, education professionals, and collaborators;

*The biggest challenge is to believe in the student, to feel uncomfortable and willing to see with the eyes of the heart (Regent Teacher).*

*The challenge of teaching is every day and part of all school staff, inside and outside the classrooms .... Teaching occurs naturally in daily practices. Regardless of being in the classroom, the entire school is a learning space (Lunch Maker).*

*... the student with disabilities, even if it is at a different time, has the possibility to learn (school supervisor).*

*The best way to acquire knowledge is the exchange of experiences in practice (Specific Area Teacher).*

*... continuing education should be for all professionals, from the driver to the teacher and principal ... We see that the permanent process of improving the knowledge necessary for the activity is no longer only for the teacher, it is part of all education professionals, carried out throughout their professional lives, with the objective of ensuring an effective action that promotes significant learning (Special Education Assistant).*

*Professionals often do not know how to deal with the different adversities that can arise and training comes to answer questions and show us how to really act at such a time. Everyone should participate, as everyone is responsible for the inclusion process of a student with disabilities (School Secretary).*

Such positions signaled the difficulties and confrontations experienced in the daily lives of schools regarding the inclusion of target students of Special Education, as well as the changes, in addition to the significant transformations visible in the schools in the visits of the CREI team, when witnessing actions such as: the lunch maker preparing the pasty lunch for the student with difficulty swallowing; the director of the Municipal School of Early Childhood Education and Elementary Education (EMEIEF) organizing the teams for a training moment with all servants, with the objective of promoting practices and actions that better served the deaf student; the driver moving from the steering wheel to assist the climb of the wheelchair student in school transport, taking care to fasten the belt to ensure her safety; the school secretary passing on clarifications about the student from information given by the family at the time of enrollment. Thus, one had the opportunity to experience moments that showed the positive effects of collective continuing education indicating that, in fact, this could be a way.

At the end of the research, we were challenged to articulate it to the educational product and, in addition, we proposed to analyze the use of the product after the publication and access of the participants to the video classes. A new questionnaire was developed to understand the contributions of the educational product in the movements of constitution of collective training spaces in schools. Subsequently, the participants of the continuing education were contacted, to explain the objective of the questionnaire and confirm that the adherence to answer was spontaneous. A total of 60 people were reached, of whom 20 were willing to respond. Afterwards, we sent the questionnaire through the *Google Forms* tool via *Whatsapp*. The motivation for the construction of collective education so that everyone participates in the school context was evidenced in the various speeches of those involved, confirming the relevance of the educational product as a possibility of creating networks of participatory self-training, which allow understanding the globality of the subject, assuming the education as an interactive and dynamic process (Nóvoa, 1995), in which all school members are fundamental in the inclusive educational process of all students. This fact is proven in the following statements:

*I see that this educational product was essential for the construction of collective training spaces in the school, collectively proposing and studying alternatives and teaching methods in the search for inclusion (Specific Area Teacher).*

*Until then, employees had no specific knowledge in the area. From the product we were able to make an in-depth study of the target audience and mediate situations that were previously unknown (School Secretary).*

*The production of knowledge, through interactions and collective experiences at school, is an important contribution of the educational product to the process of school inclusion of all students (School Supervisor).*

*It helped us to carry out the 'contagion' movements, where it is perceived that we, professionals who participate in the training, see ourselves as active agents in inclusion (Regent Teacher).*

In addition, it was possible to observe important changes in the management group of the Department of Education that, based on the discussions listed in this training process, has rethought the training offered, including the insertion, in the school calendar, of days destined to training and pedagogical planning, collective pedagogical planning in the school itself, with a view to strengthening the work in the teaching units of the Municipal Network, aiming at the organization and realization of pedagogical actions through the varied knowledge of the subjects involved in the making of the school space.

Such narratives converge with Araújo's (2006, p. 11) statement, in which "... the collective organization of work is configured as a differentiation of the quality of labor relations themselves, presenting itself as a possibility to generate and manage, in the educational space, a productive unit in which the collective overcomes alienation". From this perspective, we highlight the need for and importance of building formative spaces in the school itself, considering the set of socially relevant knowledge, skills, values, and knowledge at the heart of an educational action.

However, throughout the process, since the constitution, the implementation of the training, the execution of the research and the educational product, and the collective continuing education impel each one to be "... called to play, simultaneously, the role of trainer and trainee" (Nóvoa, 1992, p. 25-26) and, thus, promote the school inclusion of students with disabilities.

## Final Considerations

In this text, we seek to show the importance of the educational product, presenting it as a possibility of socializing the knowledge built in the collective continuing education of teachers, education professionals and collaborators, aiming at the school inclusion of students with disabilities through a Professional Master's research in Education, carried out in a municipality in the mountainous region of Espírito Santo.

The educational product was the elaboration of video classes that, after being published, helped us to understand, based on the analysis of the participants who had access to them, the importance of continuing education constituted as a collective space for the construction of knowledge, its effects and implications in the configuration of educational actions and practices in the context of schools. In addition, it confirmed the relevance of the educational product in that context, which also serves as a basis for new studies and educational products in the areas of Professional Master's Degrees in Education.

The educational product provided participants with the strengthening of a reflective posture, leading them to access the knowledge produced and shared in continuing education, enabling the improvement of teaching and learning processes. In this sense, we agree with the statement of Campos and Guérios (2017, p.46), when they clarify that, in addition to training for and through research in the constitution of autonomous subjects for the exercise of their professional practice, it is also necessary to think about the training of a professional capable of problematizing and intervening in their own work context.

In the intertwining of this educational product, we consolidated our bet on the collective training processes instituted and assumed by the various servants who occupy a place despite position/function, but mainly as responsible for thinking about the school in its entirety, from its tasks to the commitment to the learning of all students who attend it, giving them equal conditions to appropriate the different knowledge offered. Considering the complexity of social relations and the individualization processes that occur in school work, the study and the making of the educational product show that we cannot fail to think of possibilities for the common training educational action that meets the differences, directed to the most collective relations (Pantaleão, 2009).

The theoretical assumptions of mediation and cooperation supported by Vygotsky (1998) and Nóvoa (1995) point out that human relations are primordial to professional development and access to new knowledge, so the school can be understood as a privileged place for sharing knowledge, where ties are strengthened and stories are built in the life trajectory, arising from the historical and cultural conditions of each particular subject.

We emphasize that the Professional Master's Graduate Programs in Education have contributed to the process of continuing education and the construction of knowledge of those who work in the area of education, enabling immersion in research in a dynamic way, in the sense that they are researchers of their educational contexts, understanding them critically and reflexively, seeking solutions and presenting possibilities through educational products that contribute to the field of action.

Finally, we think that the networks of relationships constituted in the collective make it possible to build practices that mediate the production of knowledge anchored in the experiences of all servers, which leads them to the perception that it is possible to transform ourselves, encourage to re-frame collective actions and practices with a view to achieving the inclusion of students with disabilities in school spaces.

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