

Mini Resume:

PhD in Education from the Faculty of Education/*Universidade Estadual de Campinas* (UNICAMP) (line of research Educational Psychology). Post-doctoral studies at the Psychology Institute of the *Universidade Federal de Uberlândia* (line of research Psychology and Art). Specialization in Art Therapy and Education, with international complementation. Graduated in Pedagogy also from UNICAMP, and has 21 years of experience as a Basic Education teacher and 12 years of experience in Higher Education teaching. Worked as principal, advisor and pedagogical coordinator in different educational institutions. Researcher in the area of Teacher Education, with emphasis on Narrative Research, and on Historical-Cultural Theory. Has several intellectual productions in the area, in books, scientific journals and other digital publications.

Information about Research Projects:

Research is centered on three axes: 1) teacher training, with a focus on training processes and daily school practices; 2) (auto)biographical research methods; narrative research and/in education; 3) contributions of cultural-historical psychology to teacher training.

Project summaries:

2022 – current Theoretical and reflective training of coordinating teachers: the training circles

Description: The project's theme is the continuing education of coordinating teachers, delimiting as an object the training circles developed in the Municipal Network of Jundiá, São Paulo, Brazil. The initiative is structured around study meetings inspired by Freire's cultural circles, understood as a horizontal way of working, which primarily encourages dialogue among peers and the identification of topics relevant to the community. For the structuring of the proposal, the following questions were considered: What are the potentially formative situations experienced in the formative circles? What are the contributions of this experience to the coordinators' training? The gaze turns to the processes of continuing education, taking as theoretical basis Paulo Freire's contributions, also in dialogue with the assumptions of the Historical-Cultural approach. The general objective of the study is to identify, understand and analyze the strategies proposed and carried out in the training circle, their relevance to training and the interactions carried out from them. During the encounters, records are produced in different supports, here considered as empirical material that can be analyzed. The narrative productions of the participants, the recordings of the moments of the encounters and the researchers' field diaries are the main sources of data. Methodologically, two axes of work were defined, which are carried out concomitantly: i) monitoring the encounters held, through observation, notes, recording and interaction with the other participants. ii) analysis of empirical material resulting from training circles. For the development of the analyses, an inventory of the material from the clues that emerge from the recurrent speeches, the absences felt, the encounters and dialogues will be carried out, in an evidential reading. The categories of analysis will be established during the work of formation and production of data, as the plots and interrelationships constructed will prove to be decisive for the presentation of axes.

2021 – current Narrative research and evidential paradigm: theoretical-methodological approaches

Description: Linked to the "HiNaS - Research Group on Histories of Life, Narratives and Subjectivities", associated with the research line "Research (with/about) narratives: theoretical and methodological approaches", this bibliographic project aims to deepen the theoretical-methodological studies on narrative research. Furthermore, the specific objective of this project is to analyze the evidential dimension of narrative research in Education. Such interest is justified by

the fact that we take narrative research as a powerful alternative to investigate the intersection of cultures and practices, in order to show how theoretical systems dialogue, subsidize and remake themselves in relation to everyday experiences. This project will be developed within the scope of the bibliographic survey of academic production in the area of Education, which is related to narrative research and the use of the evidential paradigm. Knowing the increasingly prominent presence of this way of thinking and doing research in the context of Education, the questions of this project are: What research has been produced in Brazil, namely using narrative methodology or the evidential paradigm? What concepts and which authors have based these investigations? What analyzes are suggested in these studies on the impact of narratives on continuing teacher education? What are the principles and lessons highlighted in the investigations? What are the limits of this research and the suggested needs that show what is not yet known and what needs to be investigated? We also seek to articulate teaching and research by relating this project to teaching practices in Graduate Studies, as well as develop in-depth studies in research group meetings. The bases of this project were consolidated from the experience of the discipline “Special Topics in History of Education: Evidential Paradigm”, taught on the second semester of 2019. On the second semester of 2020, these discussions have already advanced within the scope of the discipline “Writing (auto)biographical, narratives and memories” (Graduate Studies in Education/*Universidade Metodista de Piracicaba* – UNIMEP).

Research Groups:

GEPEC – *Grupo de Estudos e Pesquisas em Educação Continuada* (Study and Research Group in Continuing Education)

Link: <https://www.fe.unicamp.br/gepec/>

HiNaS – *Grupo de Estudos e Pesquisas em Histórias de Vida, Narrativas e Subjetividades em Educação* (Study and Research Group in Life Stories, Narratives and Subjectivities in Education)

Link: <http://dgp.cnpq.br/dgp/espelhogrupo/42377>