

**UNIVERSITY, EDUCATION AND RESEARCH: WHAT IS IN
DEBATE?**

**UNIVERSIDAD, FORMACIÓN E INVESTIGACIÓN: ¿QUÉ ES EL
DEBATE?**

**A UNIVERSIDADE, A FORMAÇÃO E A PESQUISA: O QUE ESTÁ
EM DEBATE?**

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The university needs to impact on the individual way of reading reality, living the daily life and building tomorrow. For us, the university is not just a space for immediate professional preparation for the job market, to the detriment of a broad general education - humanistic and scientific - as taught by Nóvoa and Amante (2015). Here, the caveat is that the university is not “[...] uma oficina ou uma indústria para fabricar diplomados em qualquer coisa” (Gusdorf, 2003, p. 19). On the contrary, the university has its roots in the existential reality of each man / woman, seeking to understand how each person feels life, reading the world, perceiving reality and transforming it.

Supported by the contributions of Nóvoa (2019), we argue that building this broad general university formation - humanistic and scientific implies, for example, emerging new perspectives of perceiving, living and building life, free from prejudices and political-socio-cultural myopia that prevent, often, each man / woman sees beyond

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beliefs and convictions. In this context, using López Carretero (2020), we are defending the university as:

A living space, in which everyone feels good, but at the same time with confidence and respect. A time to rethink ourselves, a subjective time, in which life is neither commodified nor instrumentalized, in which relationships and relationships with culture are privileged (López Carretero, 2020, p. 11).

In one way or another, it is difficult to conceive of university education without research, as one without the other makes them instruments for maintaining the status quo. Training-research cannot be instruments of domination, but dialogue, discovery / or political perception of what is implicit / and explicit in the depth of each reality. Training-research is, in some way, a movement that does not allow us to stagnate. But, on the contrary, in research, doubt and discovery are intensified and allow us to look at the present reality in order to transform it, and, therefore, without stagnating / or annulling itself.

Thus, training and research are interconnected. Thus, it is necessary to consider, at the same time, the value of university education and the place of research in that education. Hence the invitation to think about the tripartite relationship “University-Education-Research”, based on the critical question: “UNIVERSITY, EDUCATION AND RESEARCH: WHAT IS IN DEBATE?”.

Certainly all the possibilities for universities to transform themselves profoundly in the coming years are feasible. However, “Just give a blank check to architects and engineers to create, at low cost and according to national standards, boxes where students huddle, to achieve maximum performance” (Gusdorf, 2003, p. 19). It is necessary to stop, above all, the exploration of the university as an unrestrained space for employability; excellence; entrepreneurship and entrepreneurship, as summarized by Nóvoa (2019).

In this perspective, we present the thematic issue that gathers 10 articles around the necessary struggle for the defense of the University, Training and Research as a critical-political-social set of freedom; professional practice; of collaboration, questioning and transformation of the current political situation.

In the first article, entitled: “UNIVERSIDADE-FORMAÇÃO-PESQUISA: UM MANIFESTO SOBRE O QUE ESTÁ EM DEBATE”, the authors: Osmar Hélio Araújo, Ivan Fortunato and Emerson Augusto de Medeiros discuss the tripartite relationship between University-Education-Research based on three aphorisms, namely: the first aphorism indicates that the University should not bow to the labor market and its assumptions neoliberal, but, rather, it should promote a broad, but not utilitarian, education. The second aphorism, discusses the error that the intellectual university formation causes someone to become symbolically superior to those who did not have access to university education. And the third and last aphorism, disinterested research is presented as a founding element of the University as an institution of cultural / social / human transformation.

In the following article, “¿POR QUÉ LA EDUCACIÓN UNIVERSITARIA NO ES LA EDUCACIÓN SUPERIOR? UNA MIRADA RADICAL E INCLUSIVA”, Agustín de la Herrán Gascón and Carlos Roberto Sabbi question a generally accepted constant: that university education is higher education. Therefore, the purpose of the article in question is to provide the reasons why it can be inferred that this identity is false. To this end, it has been investigated from the radical and inclusive approach to training. The resulting reasons suggest that it is incorrect and presumptuous to equate university education with higher education.

In the article “O ESTADO-AVALIADOR E SUAS INFLUÊNCIAS NAS POLÍTICAS DE PRODUÇÃO ACADÊMICA BRASILEIRA”, Amarildo Luiz Trevisan, Evandro Dotto Dias and Iara da Silva Ferrão seek to understand, through the idea of cultural formation and reflection on the relationship of recognition of the other, how academic freedom can seek meaning in the critical-social and collaborative relationship.

At work “A PESQUISA E A PÓS-GRADUAÇÃO EM EDUCAÇÃO NO BRASIL: ENTRE O DESCASO E O OBSCURANTISMO”, The authors: Dalila Andrade Oliveira and Juliana de Fátima Souza discuss the state of Research and Development in Brazil in relation to the global context, and then discuss the structuring of the national graduate system and reflect on research in education and its mishaps today.

In the article “A EDUCAÇÃO UNIVERSITÁRIA E OS DESAFIOS PARA SUSTENTAR OS PRESSUPOSTOS DEMOCRÁTICOS NA SOCIEDADE DE MERCADO”, Altair Alberto Fávero, Ivan Luís Schwengber, Ana Lúcia Viera and Anderson Luíz Tedesco, from a qualitative study, of theoretical and bibliographic nature, anchored in the deductive-analytical method, present a discussion about the public role of education played by the contemporary university, defending the position that it has a vital function for maintaining a democratic project.

In the study “A UNIVERSIDADE, A FORMAÇÃO E A PESQUISA: PROBLEMATIZANDO GÊNERO E SEXUALIDADE NA CONSTITUIÇÃO DO SUJEITO DOCENTE”, Anderson Ferrari, Roney Polato de Castro and Danilo Araujo de Oliveira problematize teacher education based on inspiration from Michel Foucault, taking his notion of experience, which involves knowledge, power and processes of (de) subjectivation, to think of professional training as a process of becoming a teacher. For the development of the study in question, the authors mobilized the experience of a lesbian student in the subject of Supervised Internship in History Teaching, in a degree course at a public university, discussing how it triggers knowledge about sexuality and gender to think about production self in teacher training.

In what follows, continuous demand, the article entitled “ONDE ESTÁ A UNIVERSIDADE?” DO DISCURSO DA (DES)QUALIFICAÇÃO À PRESENÇA COLABORADORA, Valdeni da Silva Reis and Isabela de Oliveira Campos, when developing a qualitative study, present the extension project “UNISALE Parceria Universidade-Escola”, focusing on the consequences of the presence of a scholarship holder for this project in a school. Therefore, the authors address the possible implications of the approximation of the university and the basic school, based on the assumption of the “become presence” of the higher education institution in the school context.

In the article entitled “A PRODUÇÃO DE CONHECIMENTO E FORMAÇÃO DE PROFESSORES NO PROCESSO DE CONSTRUÇÃO DA DEMOCRACIA: RELAÇÃO ENTRE PÚBLICO E PRIVADO”, Vera Maria Vidal Peroni and Juliana Lumertz, based on documentary analysis and case study, present an outline of the debate about the role of education and especially of the University in the

process of building democracy. According to the authors, knowledge production and teacher training are at the center of the relationship between public and private.

Next, Joseval dos Reis Miranda and Roksyvann de Paiva Silva, with the article: “SER PESQUISADOR DA PRÓPRIA PRÁTICA PEDAGÓGICA: REFLEXÕES SOBRE A FORMAÇÃO DOCENTE, A PARTIR DA PRODUÇÃO CIENTÍFICA NO PROFLETRAS”, present the results of a study that aimed to analyze how dissertations produced, between 2015-2020, by Profletras students, linked to the UFPB unit, located in the municipality of Mamanguape, were developed and what relationships they established with teacher training.

In the last article in the Dossier, ENFOQUES RIZOMÁTICOS DE LA BIOPOLÍTICA-EDUCACIÓN MATEMÁTICA, Milagros Elena Rodríguez presents her transmethode: a way of thinking that articulates complex thinking with decolonial studies. The author reveals how formal education presents itself as an instrument of colonization and the need for training aimed at overcoming this domination imposed by means of an education that only reinforces the current state of affairs.

We live in the world, especially in Brazil, a time of countless (in) understandings about the true role of the university, training and research. If, on the one hand, this mosaic of understandings about the tripartite “University-Training-Research” bears the mark of countless looks that turn to universities in a critical perspective, on the other, it is also, often, constituted for speeches and actions that have sought, at times, to serve the business-financial-neoliberal interests.

Thus, the moment is special and very opportune for the publication of this thematic issue.

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NOTA:

Os autores foram responsáveis pela concepção do artigo, pela análise e interpretação dos dados, pela redação e revisão crítica do conteúdo do manuscrito e, ainda, pela aprovação da versão final publicada.