

THE PRODUCTION OF KNOWLEDGE IN MATHEMATICS EDUCATION RESEARCH GROUPS IN BRAZIL

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Introduction

This research aimed to understand the ways in which to give the constitution and the production of knowledge in mathematics education among members of research groups in the Graduate Programs in Brazil, who are dedicated to studies in this area.

The research is focused on the research groups that research and produce in mathematics education. The specific literature on this subject is conveyed between the community of mathematics educators. However, in terms of questions about the constitution of the subject, the community and society, studied literature is comprehensive, saying the production of knowledge and in terms of significant subjects heard in interviews, will be Brazilian researchers or other nationality ears, but operating in Brazil.

Clarifying this investigative purpose, we ask how, in the community of researchers / math educators that knowledge is produced, and, more than that, to be produced in research groups when their members are next to each other, as the product of that work results as of the publication produced on behalf of specific authors. It can be seen in the development of research, to further study and heading toward the evidence pointing to the human knowledge production process, the research calls for broadened the field of research and philosophical-anthropological issues are addressed.

The questions about the issues raised and we call as a philosophical-anthropological background were conducted from the perspective of phenomenologists authors. By taking investigative phenomenological approach our concern arises as to understand the way in which the constitution of knowledge is given to the individual, the community and society. We realize that we do not quietávamos with explanations that assumed the objectivity of characteristics - of society, for example - and subjectivity - the individual, for example - as put in the construction of knowledge. We realized that it was necessary to understand the way in which the person is given objective account of the subjective, of self and other. As we were coming into contact with the work of phenomenologists authors found in their written clarifications that we sought and that, for us, were making sense. It is these clarifications and that sense that we will deal with below in order to explain what we understand about the production of knowledge.

So, the question guideline of this research is put into the mode of how is this production, and this as focuses on the activities on the propeller so the research on the working arrangements of each, taken in its uniqueness and individuality and with the / s other / s companions that group. Know yourself about this as possible by accounts of people who experienced investigative work experiences in a group.

Understandings on the production of knowledge

In research, the production of knowledge was treated as the process by which knowledge is constituted and, to be expressed and shared by the subjects and cossujeitos who live in a community and that, when shared, it becomes a public good, available to practices experienced in daily life all together and each individually. By that we make it clear that although knowledge can rather become a commodity and have an economic value, our focus is on its constitution.

As soon the production of knowledge, was crafted from the perspective of authors who are dedicated to Anthropological Philosophy. We understand that in this field the questions about the formation or constitution of the person, the community and society are studied comprehensively, enabling them to understand more deeply the exhibits brought by the authors of mathematics education about research carried out in a group, in a collective formed by members of the research group, in principle.

The production of research data and phenomenological analysis

Significant subjects that stand out for this research are those who experience the experience of producing knowledge with other researchers in research groups in the survey region studied, namely mathematics education. Thus, we put ourselves in search of evidence that productivity and who performs as described above, which is working on their own group or with other researchers from different groups.

Thus, taking as our research horizon restlessness and taking into account the disparate organizations of researchers in different educational institutions, we turn to the research groups that claim to work with mathematics education in the Brazilian research scenario.

To address these research groups in balizamos the institutionalization of these groups at the CNPq directory. In the CNPq directory, to query by research groups who take work with mathematics education - we point out that there are groups of other areas that describe the impact of the work, producing research for mathematics education - we come across about four groups search. Therefore, we seek for groups with the following characteristics: have more than ten years of existence and have doctoral training completed, understanding that from a certain lived experience would be no possibility of the coordinator or leader, present the modes of organization and establishment of the production of knowledge in mathematics education of their respective group.

Thus were selected twenty-four research groups say that conducting research focused on mathematics education. The leaders of the selected groups were constituted as significant subjects of this investigation. To them we address, inviting them to interview for the establishment of research data.

The interviews with the leaders of the research groups were transcribed and analyzed hermeneutically, we seek to understand the research phenomenon, namely, the production of knowledge in mathematics education. Transcripts of the interviews were organized and structured in what we call ideographic frames. They are understood as a form of organization of the analysis that helps display significant passages and their analysis in light of the question of research.

The interview, for its part, is presented in the composition of all cadres and the relevant passages are underlined. Each meaningful picture is enumerated and presents "Sense Units" (US); "Graft Hermeneutic"; "Units of Meaning" (USG) and "the understanding of what is said - CD" to be articulated the US and USG, with the support also enlightening the hermeneutic graft.

During the analysis performed by the researchers, were made interpretations of each unit of meaning; this action was taken from the explicit language by the subjects. Whenever you feel the need, the researchers come back and re-read the entire interview, aimed at understanding said. The meaning units are considered *direcionadoras* lenses that say understanding the experiences of the significant subjects.

The ideographic paintings, understood as a text analyzed organizer, assisted in the exposure of said significant passages. Also nomothetic matrices that showed exposure and disposal of the way in which we perform the successive reductions in search of nuclear ideas were formed.

We walk thus towards articulating ideas that span senses and meanings by successive reductions leading the joints made by the researcher increasingly comprehensive, showing the movement that goes from the individual to the general who seek the essential characteristics of the phenomenon, so the analysis of a realized interview consisted of three movements reduction, which highlighted four cores comprehensive ideas, namely: movement being of the research group: constitution, permanence and change; Generation theme; Production and authorship of research and work in groups.

In the interpretation of these convergences, we present joints about insights into the production of knowledge in mathematics education, bringing this joint motion a dialogue between studies of philosophical anthropology, significant authors of papers on this subject and statements of respondents, driven question that guided research.

References

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