

## SPECIFICITIES OF RESEARCH IN THE CONTEXT OF PROFEPT IFFAR - RS DISSERTATIONS<sup>1</sup>

### ESPECIFICIDADES DA PESQUISA NO CONTEXTO DAS DISSERTAÇÕES DO PROFEPT IFFAR – RS

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**ABSTRACT:** This study analyzes the methodological approaches, research procedures, and educational products present in 51 dissertations from the Master's program in Professional and Technological Education (ProfEPT) at IFFar - Campus Jaguari, between 2019 and 2023. The research is qualitative, using bibliographic research as a data collection procedure, and, in the analysis, we worked in light of the assumptions of Content Analysis, from the perspective of Bardin (2011). The results showed the predominance of the qualitative approach (42 studies), followed by the mixed approach (8) and quantitative (1). Most studies prioritized populations made up of students and teachers, using procedures such as interviews, document analysis, and questionnaires. As for educational products, the diversity of formats stood out, including courses, teaching materials, software, and technical services, in line with the demands of Professional and Technological Education. The research reinforces the importance of using varied and innovative methodologies to promote the qualification of professionals and the improvement of educational practices in the field of EPT, highlighting the central role of the program in the production of relevant knowledge and pedagogical resources.

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**Keywords:** Content Analysis. Educational Product. Master's Thesis. Professional and Technological Education (EPT). Research Methodology.

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**RESUMO:** Este estudo analisa as abordagens metodológicas, os procedimentos de pesquisa e os produtos educacionais presentes em 51 dissertações do programa de Mestrado em Educação Profissional e Tecnológica (ProfEPT) do IFFar - Campus Jaguari, entre 2019 e 2023. A pesquisa é de natureza qualitativa, utilizando como procedimento de coleta/construção de dados a pesquisa bibliográfica e na análise trabalhamos a luz dos pressupostos da Análise de Conteúdo, na perspectiva de Bardin (2011). Os resultados mostraram a predominância da abordagem qualitativa (41 trabalhos), seguida de abordagem mista (8) e quantitativa (2). A maior parte dos estudos priorizou as populações formadas por estudantes e professores, utilizando procedimentos como entrevistas, análise documental e questionários. Quanto aos produtos educacionais, destacou-se a diversidade de formatos, incluindo cursos, materiais didáticos, softwares e serviços técnicos, alinhados às demandas da Educação Profissional e Tecnológica. A pesquisa reforça a importância do uso de metodologias variadas e inovadoras para promover a qualificação de profissionais e a melhoria das práticas educativas no campo da EPT, evidenciando o papel central do programa na produção de conhecimentos e recursos pedagógicos relevantes.

**Palavras-chave:** Análise de Conteúdo. Dissertação de Mestrado. Educação Profissional e Tecnológica (EPT). Metodologia de Pesquisa. Produto Educacional.

## 1- INTRODUCTION

This study presents the findings based on the problematization of the specificities of research within the scope of the Master's Program in Professional and Technological Education (ProfEPT) at the Federal Institute of Farroupilha (IFFar) - Jaguari Campus. Specifically, we sought to understand the methodological path taken by the researchers who made up the classes existing in the time frame between 2019 and 2023. The study aimed to highlight the themes, forms of planning, development, analysis, products, and other particularities of the research methods used by the researchers.

Understanding these procedures is related to Minayo's (1994) thinking, which understands methodology as the path of thought and practice in approaching reality, playing a central role in the relationship between theory and practice. Methodology is not limited to a set of techniques or instruments, since it articulates content, thoughts, and existence, constituting a fundamental basis for the construction of scientific knowledge. In this way, methodology organizes processes and defines the tools to address unique and specific issues related to research. Given this, there is a desire to understand the singularities that permeate research methods in Professional and Technological Education.

In the dissertations analyzed, in addition to the methodology, the educational products that emerged were also explored. The plurality of products developed in the field of Professional and Technological Education stands out, as well as the diversity of formats, such as professional training courses, teaching and instructional materials, technical services, and software.

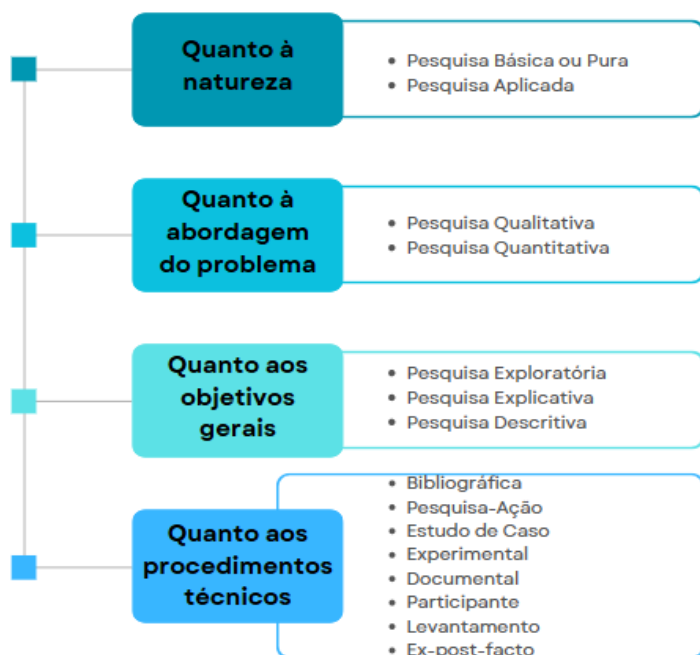
Thus, this work aims to analyze the methodological approaches used, as well as highlighting the educational products developed in the productions of the Graduate Program in the research line Educational Practices of IFFar - Jaguari *Campus*.

Thus, the work is structurally organized by presenting an introduction, intended to situate the reader within the context, informing the research topic and problem. Second, we present the theoretical foundations that supported the discussion, as well as a detailed description of possible analysis procedures. Third, we present the step-by-step methodological approach used in the materialization of the work itself. Fourth, the dialogue focuses on the results and the discussions generated from them. Finally, we share some considerations regarding the study.

## THEORETICAL FRAMEWORK

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Zanella (2013) corroborates Minayo's thinking when she states that, in science, method is the path chosen by scientists to expand knowledge about a specific object, fact, or phenomenon. According to her, it is a sequence of intellectual and technical procedures adopted to achieve a particular understanding. This is because, within the method, we have approaches that can be qualitative, quantitative, or mixed. Regarding the classification of research, in this investigation, we follow the guidelines provided by Santos (2007, p. 27), according to which research can be classified in four ways:



Source: Adapted from Santos (2007)

\*About the nature-Basic research or a Pure one

\*About the approach to the problem- Qualitative research  
Quantitative research

\*About general goals- Exploratory research  
Explanative research  
Descriptive research

\*About technical procedures- Bibliographic  
Research-Action  
Case study  
Experimental  
Documental  
Participative  
Data collection

Concerning the approach to the problem, Minayo (1994) understands that qualitative research is dedicated to specific issues that cannot be reduced to numbers or quantifications. It explores a deeper level of social reality, focusing on the universe of meanings, beliefs, values, motivations, aspirations, and attitudes. This approach allows us to understand human processes, relationships, and phenomena that variables or statistics cannot represent.

According to Santos (2007), research can be classified according to its objectives as explanatory, exploratory, and descriptive. For him, exploring means making initial contact with a topic, gaining an understanding of the fact, phenomenon, or process. Thus, exploratory research usually involves bibliographic research, interviews with experts, and consultation of websites, to understand the relevance of the problem, what is already known about it, and discovering new sources of information. He further defines descriptive research as identifying

and recording the already known characteristics of a fact, phenomenon, or process. It is usually carried out through surveys or systematic observations of the selected object of study.

Explanatory research seeks to understand the causes, factors, or mechanisms that produce a given phenomenon, to establish cause-and-effect relationships. They deepen the understanding of the problem, seeking to explain the reasons behind the facts, sometimes even using quantitative methods and statistical analysis to verify hypotheses. These investigations are essential in research because they contribute to a deeper understanding of the causal relationships within the phenomenon being studied.

Within each approach, we find the types of analysis performed, which are: Discursive Textual Analysis, Content Analysis, Descriptive Statistics, Triangulation, and System Usability Scale (SUS).

According to Moraes (2006), Discourse Analysis (DA) is a process that begins with the unitarization of data, in which texts are divided into units according to their meaning. Each unit can generate new units, according to the researcher's interpretations. After this initial stage, categorization follows, which is when units with similar meanings are grouped, resulting in several levels of analysis categories. Thus, DTA uses writing as a fundamental tool in the construction of meaning. Through a progressive process, this analysis lies between empirical experience and theoretical abstraction, enabling the researcher to gain a deep interpretation and formulate arguments. The result of this entire process is analytical metatexts, which structure the interpretive texts of the research.

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In addition to ATD, we have Content Analysis, which, according to Bardin (1977), is understood as a method that brings together text analysis techniques, adopting objective and systematic procedures to describe the content of messages. Thus, this approach allows for an exploration of the material based on the observation of various components present in the texts and can be applied in different areas of research.

Statistical analysis, on the other hand, is a systematic process that involves collecting, organizing, interpreting, and presenting quantitative data in order to extract meaningful information and identify patterns, trends, or relationships between variables. Statistical analysis is an essential tool in various fields, such as social sciences, health, economics, and education, contributing to a deeper understanding of the phenomena studied (Hinton, 2014).

Descriptive analysis is a statistical method used to summarize and describe the main characteristics of a data set. Through this analysis, it is possible to obtain information such as means, medians, modes, standard deviations, and frequencies, which help to better understand the distribution and variation of the collected data. Descriptive analysis is a fundamental step in research, as it provides a solid foundation for more complex analyses, such as inferential analysis (Field, A., 2013).

The triangulation method in data analysis is a technique that aims to increase the validity and reliability of research results by integrating multiple data sources and collection methods. Originating from navigation, in which three reference points are used to determine the location of an object, this method adapts to the research context, allowing the researcher not only to locate themselves, but, above all, to give meaning to their conclusions. Stake (1995) points out that the essence of triangulation lies in its ability to enrich data interpretation by considering different perspectives. The analogy with navigation is pertinent because, just as a navigator used the positions of stars to orient themselves, researchers must combine different methods and sources to obtain a more robust understanding of the phenomenon under study.

Finally, the System Usability Scale (SUS) is a widely recognized tool for evaluating the usability of products or systems. Developed by John Brooke in 1986, the SUS is a questionnaire consisting of ten statements that users answer on a Likert scale ranging from "strongly disagree" to "strongly agree." The purpose of the SUS is to obtain a quantitative measure of user experience, allowing organizations to understand better how their products meet the needs and expectations of users. The use of the SUS provides a clear view of the user's experience in a clear and understandable format.<sup>8</sup>

## 2 - METHODOLOGY

The work followed a qualitative bibliographic research approach. Gil (2008) defines bibliographic research as the analysis, review, and interpretation of materials that discuss a particular subject. The database used to collect the materials to be used in this research was dissertations available in the CAPES Thesis and Dissertation Catalog and their respective educational products, since we worked with productions from a professional master's degree.

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<sup>8</sup>The classification of the SUS analysis was based on the original source by Brooke (1996), available at: <https://hell.meiert.org/core/pdf/sus.pdf>.

The research was conducted in the field of professional and technological education, focusing on the educational practices of IFFar. The search conducted in the database to collect the material used the expression "educational practices in professional and technological education," limiting from this search, we received 1,033 (one thousand and thirty-three) scientific materials. To improve the results, inclusion criteria were defined, including materials written in Portuguese, published between 2019 and 2023, addressing educational practices in vocational and technological education, and available in full, online, and free of charge. Exclusion criteria included materials in other languages or those that did not meet the established inclusion parameters. Because the amount of material for analysis was broad and, for the most part, unrelated to the study objectives, it was decided to use materials published by the Farroupilha Federal Institute of Education, Science, and Technology (IFFar), which allowed us to refine the results to a total of 51 dissertations.<sup>9</sup>

Data analysis was performed using Bardin's Content Analysis (2011), based on three stages of material analysis: pre-analysis, exploration of the material, and treatment of the results obtained and interpretation.

In the pre-analysis, the materials to be used and analyzed were selected according to the research objectives. Based on these objectives, two categories were defined *a priori*: approaches and methodologies used, as well as educational products developed within the scope of the Graduate Program, in the research line Educational Practices in Professional Education, at the Federal Institute of Farroupilha - Jaguari *campus*.

In the second stage, defined as the exploration of the material, the 51 dissertations were indexed, a process that contributed to the collection/systematization of the information necessary for the research. The exploration of the material consisted of analyzing the types of methodologies used in these works, as well as the specificities of the educational products developed.

In the third and final stage, the data was interpreted and the results obtained from the analysis of the materials were organized within the context of the theoretical framework. As for the educational products, the data obtained was categorized according to the Capes table on educational products.

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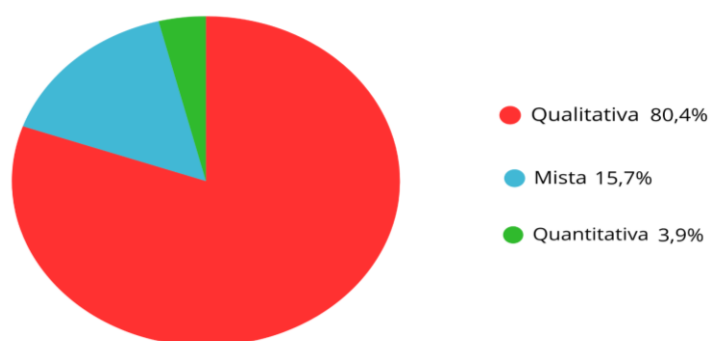
<sup>9</sup>The materiality of the 51 dissertations analyzed can be accessed at: <[https://catalogodeteses.capes.gov.br/catalogo-teses/#!/>](https://catalogodeteses.capes.gov.br/catalogo-teses/#!/)

### 3 - RESULTS AND DISCUSSIONS

#### 3.1 METHODOLOGIES

After analyzing the methodologies used in the 51 dissertations, we found that 41 works follow a qualitative approach, eight works use a mixed approach, and 2 works use a quantitative approach, the following graph shows this data in percentages.

#### Abordagens Encontradas



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Source: Own work

- APPROACHES FOUNDED

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In addition to the approaches, the populations and samples were also identified. Within the dissertations analyzed, there was a wide variety of populations and samples, including teachers, students, PPCs from courses, and technical-administrative staff in education (TAE). However, the analyses showed a predominance of research focused on the student category, since of the 51 dissertations analyzed, 26 used only students as their population/sample.

These 26 works are as follows: Bettega, (2021); D'avila, (2021); Barth, (2021); Marchesan, (2021); Dornelles, (2023); Carvalho, (2023); Silva, M. J. (2022); Paz, (2022); Nich, (2022); Minussi, (2019); Lohmann, (2020); Furtado, (2020); Silva, T. R. (2020); Peronio, (2020); Minuzzi, (2020); Silva, A. M. V. (2020); Souza, (2020); Zarzicki, (2020); Oliveira, (2019); Silva, I. B. (2019); Santos, (2019); Garcia, (2019); Silva, A. C. S. (2019); Soares, (2019); Pacheco, (2019) and Jost, (2019).

Following the analysis, 13 dissertations were identified whose population consisted exclusively of teachers and TAEs from IFFar, namely: Canterle (2019); Sasso, (2021); Moura,

<sup>10</sup> The percentages of the graphs presented refer to the entire population of dissertations (51 Dissertations) published in the Educational Practices line at ProfEPT IFFar / Campus Jaguari - RS in the period 2019 - 2023.



(2019); Camargo, (2019); Muller, (2019); Parodi Be, (2019); Dias, (2020); Bortolin, (2020); Fioravanti, (2022); Medeiros, (2022); Lichtenecker, (2022); Alves, (2021) and Donadel, (2021).

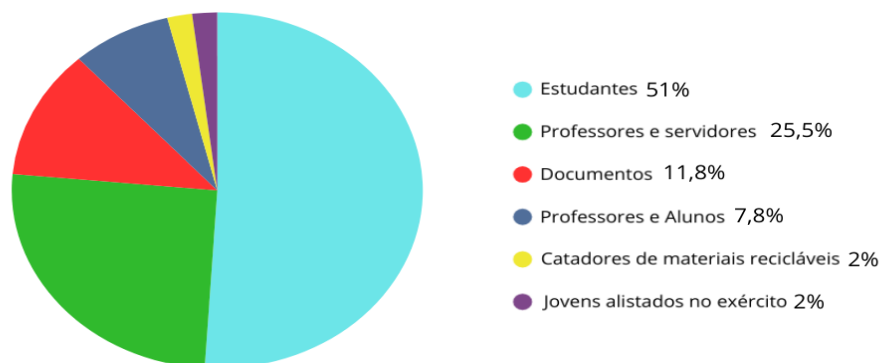
In six studies, the population/sample consisted of documents such as PPCs from technical courses at IFFar, articles, and theses, including: Moraes, C. D. Q. (2022); Santos, (2019); Carpenedo, (2019); Moraes, N. C. N. (2019); Rodrigues, (2019) and Hohemberger, (2020).

Four dissertations were found in which the population included both teachers and students: Silva, (2021); Bitencourt, (2022); Bazana, (2020) and Walczynski, (2019).

Among the 51 dissertations analyzed, only two presented a more diverse population, including young people enlisted in the army and recyclable material workers, namely: Trindade, (2022) and Druzian, (2021).

The graph below shows the percentage of populations found in the studies analyzed.

### População/Amostra

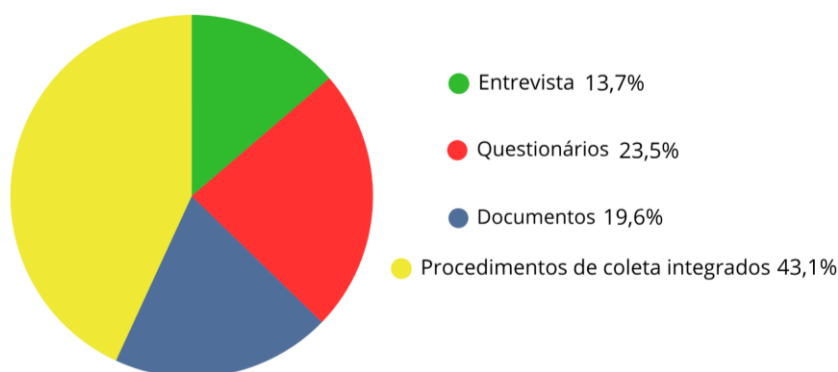


Source: Own work  
\*POPULATION /SAMPLING

When analyzing these data, we observed that most of the population/sample is composed of teachers and students, representing 84.3% of the 51 dissertations analyzed. This result highlights the consistency of the Postgraduate Program in Professional and Technological Education (PROFEPT) in the pursuit of qualification, emphasizing the centrality of school environments, teacher and civil servant training, and the continuous improvement of processes in Professional and Technological Education.

The collection/construction<sup>11</sup> procedures are a fundamental part of the methodology of a study, and these procedures can be of various types. The analysis of the 51 dissertations worked on in this article consisted of interviews, document analysis, such as the Pedagogical Political Project of the courses, and questionnaires. Specifically, the analysis showed that 12 studies used questionnaires as their sole collection procedure. Another 10 works used document analysis as their sole collection instrument. It was also found that seven dissertations used semi-structured interviews as their sole collection procedure. It was also found that 22 dissertations used a mixture of the above procedures in their collection procedures. The following graph illustrates this reality.

### Procedimentos de coletas



Source: Own work

\*Collecting procedures: Interviews/ Questionnaires/ Documents/ Integrated collecting procedures

As we can see, the data collection and construction procedures present significant diversity through the combination of interviews, questionnaires, and document analysis in the studies analyzed, which demonstrates a search for greater depth. When relating these procedures to the populations and samples analyzed, a strong focus on the school environment and teacher training is evident. This aspect highlights the commitment to the qualification of Professional and Technological Education, in line with Freire's ideas, which emphasize the importance of research for the improvement of educational practices and teacher training within the academic environments themselves.

<sup>11</sup> We chose to keep both expressions, because although we believe in the process of data construction, we consider it important to engage in dialogue with different studies and research. Likewise, we understand that data are not so much “given” as they are produced; however, we will not delve too deeply into this discussion.

Reflections on methodological procedures in educational research take on even deeper meaning when we consider the contributions of André (2001) and Trevisan and Devecchi (2010) on the social and pedagogical impact of academic research. The former highlights that, over time, the quality of excellence in educational research has been marked by a growing search for technical and conceptual rigor, emphasizing that research must go beyond mere description in order to understand and transform educational reality. Trevisan and Devecchi (2010) reinforce that research in education acts as an element of dialogue and reflection, promoting the construction of knowledge that positively impacts the school reality. Based on both authors, it is evident that rigorous and diversified methodological procedures not only increase the credibility of investigations but also enhance their transformative effect on education.

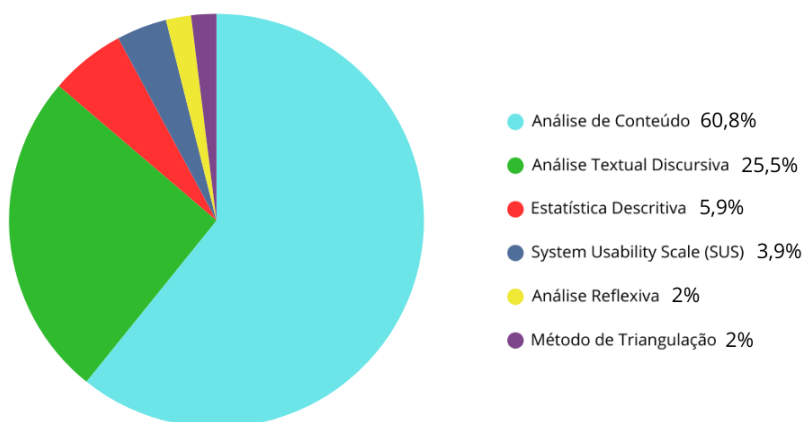
By relating these perspectives, it becomes clear that rigorous research, with a description of its procedures, clear and precise problem definitions and objectives, and the use of multiple methodological procedures, such as triangulation, can increase the scientific credibility of investigations and also enhance their transformative effect on education. Triangulation works as a strategy that integrates different data sources, techniques, and theoretical perspectives, favoring a robust analysis. André (2001) highlights the importance of precise technical and conceptual procedures. Trevisan and Devecchi (2010) reinforce the need for methodological diversification to positively impact the school reality.

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In the context of the 51 dissertations, it was found that some use multiple methodological approaches and triangulation to analyze and/or construct data. About data analysis, the following perspectives were observed: Discursive Textual Analysis, Content Analysis, Descriptive Statistics, Triangulation Method and System Usability Scale (SUS), Reflective Analysis, and triangulation method.

Content Analysis was used as the analysis method in 31 dissertations, while 13 others adopted Discursive Textual Analysis. Applying Descriptive Statistics, three studies were found, while the System Usability Scale (SUS) was used in two studies. In addition, Reflective Analysis and the Triangulation Method were used in one study each, the following graph illustrates the percentages found.

## Análise dos Dados Coletados/Construídos



Source: Own work

\*Data collection analyses/constructed

The previous analyses of the 51 dissertations allowed us to identify their methodological approaches, the population or sample investigated, the data collection procedures, and the forms of data analysis. It was also possible to explain the approach to the research problems, their objectives, and the technical methods employed.

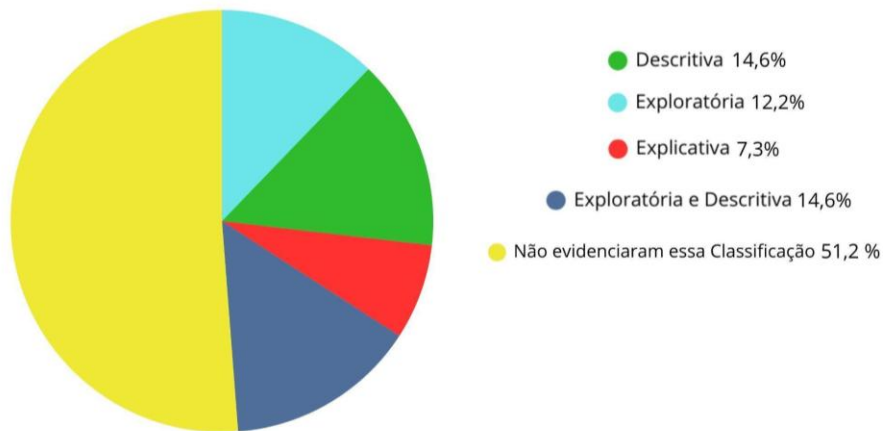
At the same time, according to Santos (2007), we sought to classify the data collection/construction procedures according to the objectives employed. Thus, we can see the classifications found within each of the 51 dissertations separately according to their approaches: qualitative, quantitative, and mixed.

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### QUALITATIVE APPROACH

Concerning dissertations that adopted a qualitative approach, we found 41 dissertations. In these, we saw various types of classifications regarding the objectives, some of which did not align with the perspective of Santos (2007). When analyzing the dissertations about these classifications, we found the following scores:

## Classificação quanto aos Objetivos



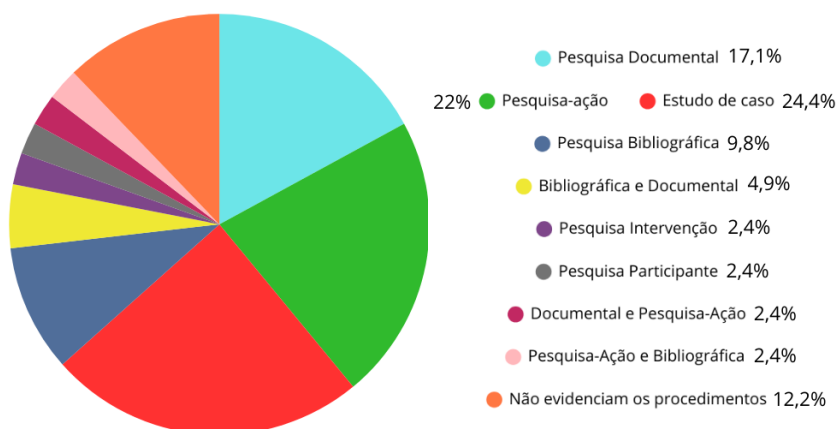
Source: Own work

- Classification for the objects: Descriptive/ Exploratory/ Explanatory/ Exploratory and Descriptive/ Did not show this classification

The analysis of the methodologies used also allowed us to classify the types of technical procedures for data collection and construction found in the qualitative dissertations. Within the 41 qualitative dissertations, we found a variety of technical methods, such as: documentary research, bibliographic research, action research, case studies, intervention research, and participant research. It can also be seen that some dissertations did not show/explain the definition/linkage regarding the technical procedures for data collection/construction. The chart below illustrates the percentages of each type of technical procedure found.

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## Procedimentos de Coleta e/ou Construção de Dados



Source: Own work

\*Procedures for data collection/construction

Documental research/ Research-action/ Case study/Bibliographic research/ Bibliographic and Documental research/ Intervention research/ Participant research/ Documental-action research/Action and Bibliographic research/ Did not show this classification

## MIXED APPROACH

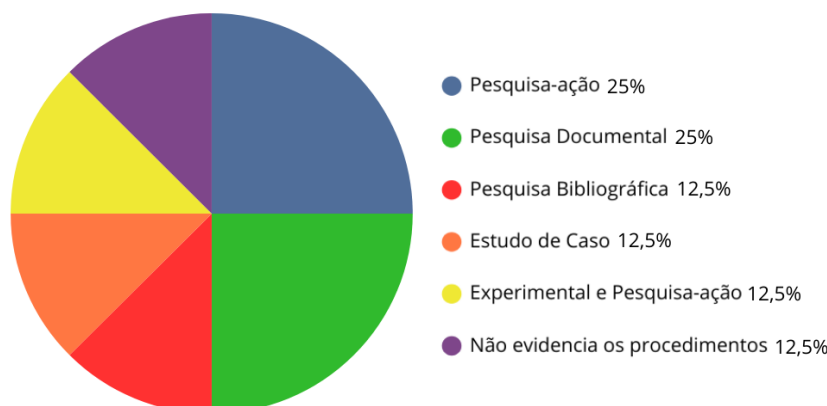
The **mixed** approach in research refers to the combination of qualitative and quantitative methods to collect/construct, and analyze data. Thus, of the total surveyed, only eight works defined their approach as mixed. When classifying these dissertations according to their objectives, following the perspective of Santos (2007), we found the following indices:



Source: Own work

Continuing with the **mixed approach** studies, we classified the technical procedures found, ranging from action research, case studies, documentary research, experimental research, and bibliographic research. The percentages can be seen in the chart below.

## Procedimentos Técnicos de Coleta/Construção de Dados



Source: Own work

## QUANTITATIVE APPROACH

Two studies were found using the **quantitative** approach. When classifying them, only one described its objective as descriptive in nature, while the other study did not indicate this classification. As for technical procedures, again only one was aligned with documentary research, and the other did not align with any definition of technical procedure.

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### 3.1.2 EDUCATIONAL PRODUCT

Educational products are defined as “any material or resource that aims to promote education and learning in different contexts” (BRASIL, 2019a). They cover a wide range of formats, including teaching guides, courses, applications, and interactive materials. The production of these resources is fundamental in different contexts, including research and pedagogical practices, reflecting the intention to meet the specific needs of students and educators in professional master's programs. Regarding the program analyzed, Rizzatti (2020) points out that the evaluation and development of these products must go beyond mere physical presentation, incorporating theoretical, pedagogical, and communicational components that prioritize teaching effectiveness. The analysis of the 51 dissertations within the Teaching Area reveals the diversity and richness of the educational products created, which

seek to promote a more meaningful and integrated education, while aligning theory and practice in an innovative and contextualized manner.

The analysis of the 51 dissertations, based on the CAPES table on educational products, allowed the dissertations to be classified as follows:

#### Classification of Educational Products

Group dynamics and collaborative activities.	Canterle, (2019)
Professional Training Course, Teaching and Instructional Materials.	Nich, (2022); Moraes, (2019); Muller, (2019); Souza (2020); Lohmann, (2020); Lichtenecker, (2022); Carvalho, (2023); Marchesan (2021); Silva, A,M,V (2020); Dias (2020); Donadel (2021); Furtado (2020); Silva, T,R,D (2020)
Organization (creation) of training activities at different levels.	Sasso (2021); Jost (2019); Santos (2019); Soares (2019); Moura (2019); Garcia (2019); Camargo (2019); Parodi be (2019); Rodrigues (2019); Walczynski (2019) Zarzicki (2020); Minuzzi (2020); Peronio (2020); Minussi (2019) Fioravanti (2022); Medeiros (2022); Bitencourt (2022); Silva, M,J,D (2022); Trindade (2022); Dornelles (2023); Alves (2021); Druzian (2021); D'avila (2021); Bortolin (2020); Bazana (2020); Da silva (2021).
Technical Services: Advisory and Consulting.	Pacheco (2019).
Software/Application (Computer Program)	Silva, A,C,S,D. (2019); Oliveira (2020); Paz (2021); De santos (2019).
Products and Processes / Manual-Protocol.	Carpenedo, (2019); Silva, I.B.D. (2019); Hohemberger (2020). Bettega (2021), Barth (2021)

The analysis of the 51 dissertations revealed a plurality of Educational Products developed in the field of Professional and Technological Education, as well as a diversity of formats, namely: professional training courses, teaching and instructional materials, technical services, software, and applications. This variety demonstrates the need to meet the needs of the target audience of Professional and Technological Education, promoting a more engaging

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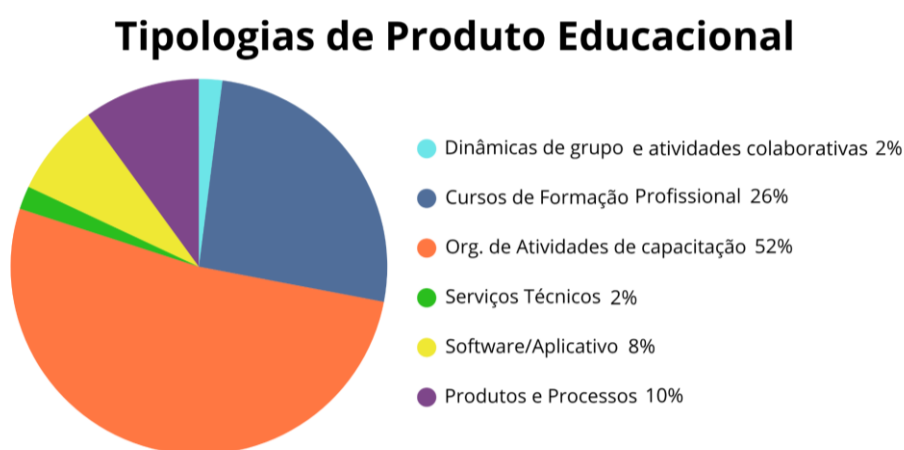
<sup>12</sup> The above categories were organized according to BRAZIL, Coordination for the Improvement of Higher Education Personnel (CAPES). Guidelines for the development and evaluation of educational products in graduate programs.



and meaningful education. Furthermore, it is believed that educational products contribute to the improvement of the teaching process, as well as to the comprehensive training of students.

In the context analyzed, some studies/research sought to integrate theory and practice innovatively, focusing on meaningful learning. It is essential that, as proposed by Kaplún (2020) and Moreira (2010), educational products be seen as tools that not only facilitate learning experiences but also promote meaningful and enriching transformations in educational processes. The clear articulation between the conceptual, pedagogical, and communicational aspects of educational products is essential to ensure that they fulfill their role of providing quality and relevant education. The graph below shows the percentages of educational product typologies found.

Source: Own work



Amid such diversity, two categories stood out and are specified in the chart above.

In the Professional Training Course, Teaching and Instructional Materials category, there are 13 educational products. Professional Training Courses, in the context of Master's and Professional Doctorate Programs, are considered to be training activities created and organized, such as courses and workshops, among others, in accordance with the skills required by professional training and the target audience. (Brazil, 2025).

In the Organization (Creation) of training activities at different levels category, we find 26 products. These refer to the planning and execution of actions aimed at improving the skills and knowledge of various audiences. These activities are fundamental for the continuous training of professionals, allowing them to update their knowledge, develop new skills, and adapt to social changes. The organization of these training courses involves defining clear

objectives, selecting relevant content, choosing appropriate methodologies, lectures, practical workshops, and research activities. These activities are aligned with the needs of the target audience, prioritize the effectiveness of the learning process, and contribute to the professional and personal development of participants.

#### 4 - FINAL CONSIDERATIONS

The analyses carried out in the 51 dissertations showed significant methodological structures within the context of Professional and Technological Education (EPT). The predominance of the qualitative approach, materialized by 41 studies, followed by the mixed approach with 8 studies and, finally, the quantitative approach with 2 studies, shows a tendency in the choice of methodologies that seek to interpret and understand a deeper level of social reality, focusing on the universe of meanings, beliefs, values, motivations, aspirations, and attitudes.

The analysis of the population/sample showed that the majority, 84.3% of the studies, focused on teachers and students, reinforcing the commitment of the Graduate Program in Professional and Technological Education (ProfEPT) to teacher qualification and the improvement of educational practices. The diversity of data collection/construction procedures, such as interviews, document analysis, and questionnaires, was also analyzed, demonstrating the search for greater depth in the investigations.

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The technical procedures used also reflect the variety of approaches used in the dissertations analyzed. Among the main types, documentary research, action research, case studies, and bibliographic research stand out. The existence of dissertations that are not aligned with a clear definition of technical procedures suggests the need for greater precision in methodological delimitation.

The classification of educational products revealed a plurality of formats and purposes, with a focus on professional training courses, teaching materials, technical services, and software/applications. The diversity of these products demonstrates the researchers' efforts to create innovative solutions aligned with EPT demands, contributing to the improvement of learning and teaching practices.

We can therefore conclude that the results obtained in this analysis reinforce the importance of ProfEPT in promoting research that meets the needs of EFA, strengthening the

link between theory and practice. To advance in this field, we suggest expanding the methodological approaches used, as well as evaluating the impact of educational products developed in the academic and professional context.

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