

## Presentation

Dossier | Narrative research in ordinary teaching practice: multiple perspectives

# The narrative plot woven in the teaching routine

**A trama narrativa urdida no cotidiano da docência**

**La trama narrativa tejida en la rutina docente**

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## | Presentation

This Dossier seeks to reflect on the presence of narrative research in the ordinary experience of teaching, with a view to precisely understanding that when we work with teacher training we operate with self-reflected narratives in the personal dimension extended to the social dimension of teaching. Our remembrances, our memory, our ability to relate the lived world are transformed into dispositions in the teaching space, focused on the transmutability of the word, action, writing, gesture. The word, the action, the writing, the gesture are expressed in self-narratives constructors of the teaching subject, the subject who, by reflexively narrates himself, narrates himself to others, different from him. This is, therefore, a movement that takes place in the demanding alterity of an I and an other, in dialogue. Thus, it is through the narrative plot produced in alterity that of personal identity, and the other, constitutive of the self alterity. This plot ties up, in a discursive intrigue, concordant/discordant elements giving meaning to what was experienced, for the narrator and for the other, when weaving the facts, relating them to the experienced socio-political, cultural and professional context. This plot also emerges through a three-dimensional construct, in which past, present and future are linked, in the sense that the temporal character of the subject's experience, both from a personal and social perspective, is also articulated by the autobiographical narrative. With this understanding, this Dossier seeks to reflect both on the polysemy of the narrative plot woven in the teaching routine, woven by the subjects over time, when they, through memories-references, think their life through a rite of passage, aswell as through of training and academics memorials, for those subjects who conceive and plan their professional practices, mobilizing different ways of reporting and narrating the world that inhabits them.

It is within this framework that the articles below are configured, in such a way that readers will find in these texts different possibilities for understanding the autobiographical narrativity generated through teaching practices – both as teacher-trainers and in the situation of students of these teachers – in moments of shared learning about oneself and the other. Thus, the texts present different possibilities for training in the field of teaching that operate with various veins of research-training – construction of personal memorials, academic memorials, training memorials, life stories, life narratives, autobiographies – equally operated by different veins of the (Auto)biographical Method, worked with methodologies such as Life History, Research-training Seminar, Biographical Workshops, Biographical Project Workshops, Narrative-Research. These possibilities, both theoretical and practical, can be observed through the epistemological-theoretical-methodological discussion that different summarized articles present below. These summaries will help the reader to choose the order and the moment to read the articles that make up the Dossier.

Cunha (2023) takes as a heuristic object the analysis of an academic memorial for the purpose of career progression, since the memorial can be considered a narrative genre that materializes in an autobiographical writing. The authoress mobilizes the Sociology to understand this genre of writing by operationalizing categories such as rite of passage and rites of consecration.

The first text is followed by Abrahão (2023) in which the authoress discusses constructs such as biographization and heterobiography aimed at memorialistic elaboration understood as a building movement of an auto(hetero)biographical character. This narrative process demands reflection from the narrator and the listener, since the narrative plot does not occur, on the part of the narrator, without the intention of narrating from himself to oneself and to other, different from him – listener or reader – movement that takes place, in alterity, within the scope of the narrative circuit within teacher training.

In sequence, Breton (2023) presents us a study in which narrative theories and associated practices are interrogated through a phenomenological and hermeneutic perspective and, subsequently, situated as a contemporary current in adult education.

Next, Bernard (2023) explores, in his article, examples of the use of forms of working with life stories in Pedagogy with the aim of sharing practices contributing for the knowledge constructed through one of these tools in training at a university environment. Initially, she presents an overview of what characterizes life stories in Education and, more particularly, in training or in research-action-training. This is followed by the presentation of three educational activities mobilized at a university in Quebec, Canada, based on story forms: self-introduction stories, career stories and experience stories.

Passeggi (2023) brings us the contribution of studies on training memorials, situated in (auto)biographical approaches, characterized by establishing the difference between two logical levels of the processes of self-writing in this modality

of pedagogical device: narrating the lived experience and (re)working the narrated experience, configurative and reconfigurative processes of self narrativity.

Lechner (2023) focuses on biographical workshops as spaces and moments of experiential training with collective relevance. It is based on the experience of promoting workshops with different groups in research and training contexts, in which participants produce autobiographical texts on specific themes to be shared in groups, in line with the flow of life stories in training, and in the horizon of a critical social analysis aware of the civic and political relevance of the private experiences of ordinary people in collaborative work groups and individually.

The next text, Santos e Souza (2023) deal with the memorials in quality of self-writings, of the lived and experienced, elaborated by different professionals, in the process of initial or continued formation. The theoretical-methodological principles that support this writing are anchored in (auto)biographical research, based on the device of the academic memorial as a source of investigation about being and becoming a professor and university researcher.

Next, Bragança (2023) reflects on the importance of training memorials as theoretical and methodological devices, in narrative and (auto)biographical approaches to teacher training and research in Education. She takes, as source, the authoress' autobiographical records about the approach to narrative writing, as well as memorials written by researchers from the Interinstitutional Group of Research Training-Polyphony. In a hermeneutic dialogue, she discusses crossings between time and narrative, as constituents of memorial writing, based on fragments of memorials written by the group.

The closing text of the Dossier was written by Peres, Monteiro and Monteagudo (2023) to address reflection on the experience of being professor at the Federal Institute of Education, Science and Technology of Amazonas (IFAM, Campus Coari), considering the meaning of being a professor and researcher in technical and technological education in the complex context of the interior of Amazonas. Pursuing principles of Narrative Research, in dialogue with (Auto)Biographical Research, the authors search field texts, images and diaries to identify the main dimensions that expand the recognized need to "be many", which made it possible to highlight the different nuances of Teacher Professional Development.

As the readers of this Dossier will be able to perceive, the current publication could only come to light due to a joint effort by the organizers with colleagues who produced the texts that narrate their research and the understandings elaborated through the different discussions, analyzes and understandings of the heuristic value and formative of (auto)biographical research, more specifically that focused on teacher training, whether teacher-researchers or students in training, reason why we thank the authors who wished to join us on this journey.

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