



Thesis Abstract:

**The production of knowledge in the History of Education within
Graduate Programs in Education at universities in Paraná
(1984-2020)**

Resumo de Tese:

**A produção do conhecimento em História da Educação nos
Programas de Pós-graduação em Educação das universidades do
Paraná (1984-2020)**

Resumen de Tesis:

**La producción del conocimiento en Historia de la Educación en los
Programas de Posgrado en Educación de las universidades de Paraná
(1984-2020)**

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Abstract: This research is a historiographical study that aims to analyze the production of knowledge in the History of Education within the Graduate Programs in Education at eight universities in Paraná (UFPR, UEM, UEPG, UEL, UNIOESTE, UNICENTRO, PUC PR, and UTP). To this end, the main characteristics of theses and dissertations previously defended will be investigated, examining their themes, objects, research problems, theoretical frameworks, sources, periods, and researched locations. The study also seeks to identify the relationship between the conducted research, the trajectories of supervising professors, and their sociability networks, articulated through research groups and the Graduate Programs in which they worked. The temporal scope is justified according to the objects and sources of this investigation: the starting point, 1984, corresponds to the first dissertation defense in the History of Education in a Graduate Program in Education in the state; the end point, 2020, marks the last year of defense and publication of academic works prior to the beginning of this research. The theoretical framework is grounded in Pierre Bourdieu's contributions regarding the concepts of field, agent, trajectory, habitus, and capital, as well as in specific authors of the History of Education, such as Bastos, Bencostta and Cunha (2004; 2005), Bittar (2006; 2019), Bontempi Junior (1995; 2012; 2019), Nunes (1995; 1996; 2005; 2006), and Saviani (1998; 2008; 2009; 2015). The research adopts both quantitative and qualitative approaches and involves bibliographical and documentary analysis. This thesis argues that the production of knowledge on the History of Education in Paraná is shaped by the organization, structure, and practices developed within its sites of production — that is, by the work of supervisors and graduate students, mainly organized in research groups, as well as by the structure of the programs, with their concentration areas and research lines. It is noteworthy, however, that the field is heterogeneous: although there are predominant

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research features, there are also non-hegemonic characteristics that likewise contribute to shaping the field. Accordingly, this work highlights the institutional, curricular, and research group differences, as well as the diverse practices of professors, which account for the variety of research produced. Throughout the study, the main characteristics of each university will be outlined in relation to knowledge production in the History of Education within their Graduate Programs in Education. In short, this research aims to contribute to studies in the History of Education in Paraná by addressing the following central question: how is knowledge production in the History of Education characterized in the research developed by the Graduate Programs in Education at universities in Paraná, based on theses and dissertations previously defended? In addition to this central question, a complementary one arises: who are the supervising professors engaged in this research, and how do their trajectories and sociability networks impact knowledge production? Thus, this thesis seeks to contribute to the field of the History of Education by revealing the main research trends, as well as the gaps that remain open for further investigation.

Keywords: Academic field. History of Education. Historiography. Graduate Program in Education. Universities in Paraná.

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