FROM DATA TO THEORY:METHODOLOGICAL DIALOGUE BETWEEN PEDAGOGICAL ACTION RESEARCH AND GROUNDED THEORY

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Abstract

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This study articulates Pedagogical Action Research (PAR) and Grounded Theory (GT), recognizing that both require methodological rigor, although of different natures. Even though GT can be employed from a positivist perspective, this work adopts a critical and reflective approach, oriented toward situated interpretation and social transformation. The central question is: how, from a critical perspective, can GT contribute so that the data constructed during a PAR move closer to the construction of a theory? To address this, the epistemological bases of both methodologies are discussed, highlighting the organization of the data in ways that enhance the use of collectively constructed results and reveal their potential to indicate the foundations of a theory. Drawing on Franco (2005, 2016, 2019), Strauss and Corbin (2008), and Quaranta (2024), the study suggests that GT can rearrange and reframe data, unveiling implicit theories within the educational practice of participating teachers.

Introduction:

Choosing a research method is not a simple task, especially when considering qualitative research, since "in addition to allowing for the understanding of social processes that are still poorly understood in relation to particular groups, it fosters the construction of new approaches, revision, and creation of new concepts and categories during an investigation."[(1:57)], this makes the choice of methodology an opportunity to broaden the scope, so that ultimately the knowledge resulting from the research can contribute to the advancement of the field.

And this can be considered a victory for qualitative researchers, since, according to Bogdan and Biklen[(2)], although the first qualitative research in the United States dates back to the nineteenth century, until the mid-1950s, work carried out using qualitative methodologies was considered marginal, although serious and well-regarded work was being carried out from a qualitative perspective during that period.

This scenario began to change from 1954 onwards, when the American Congress approved the first legislation granting scholarships to qualitative researchers. This did not immediately impact research in the educational field, whose development was only verified at the end of the 1960s, when federal programs, driven by political interests, began to subsidize qualitative research based on exploratory work (interviews, autobiographical accounts, participant observation) in schools, "recognizing that little was known about the schooling process of different groups of children"[(2:37)], groups consisting of minorities, black children, poor children and schools in ghettos, indicating the possibility of announcement and denunciation that qualitative research can have in favor of the less fortunate, giving them a voice.

In the following decades, qualitative research underwent a process of recognition with the expansion of investigations to other fields of education (school management, teachers, innovations, school transportation, the role of women as managers, among others), research methods, publications, and the profile of researchers, reflecting the evolution of the approach[(2)].

Regarding the researcher, when opting for qualitative research, they need to keep in mind that the paths of qualitative research require observation, since

> The goal of qualitative researchers is to better understand human behavior and experience. They attempt to understand the process by which people construct meaning and to describe what this meaning consists of. They resort to empirical observation because they believe that it is through concrete instances of human behavior that one can reflect more clearly and deeply on the human condition[2:70].

This reflection leads qualitative researchers, in their pursuit, to need to have the sense and sensitivity to grasp the complexity of information presented by the data, a complexity that presents a movement that is "between the back and forth of the path traveled towards the sedimentation of knowledge in the area, taking steps forward and backward. However, nothing guarantees definitive achievements"[3:8].This is because they need to keep up with the interplay of social dynamics that permeate the meaning of each response or action observed during the research, which makes the journey, the search, a moment of great importance for the successful development of the research.

And in the search for qualitative research methodologies that could bring to light this interplay of advances and setbacks permeated by intersubjectivity, linked by the complexity of the data, in this article, we will analyze two qualitative research methods: Pedagogical Action Research (PAR) [4],a primarily formative research methodology; and Grounded Theory (GT)[5], a method that makes it possible to generate a theory based on data, from an investigation carried out in a systematic way

Thesetwomethods, whichemerged in the 20th centuryfromstudies in thefieldsofpsychologyandsociology, respectively, werebroughttogether in Quaranta'sresearch[6]. Such a study, duetotheamountof data generatedby PARandthepossibilityofunderstandingthemeaningoftheresearch data that GT provides in its analysisprocess, offersstrongsupport for a betterunderstandingof a theorythathasbeenconfirmed in thesenseofunderstandingthatthechange in teachingpracticeonlyoccursafterteachersunderstandanddiscussamongthemselvesthecircumstancesandreasons for theirpractice, andthattheseunderstandings are discussedamongtheteachers for thetransformationoftheirpractice.

Thispossibilityofunderstandingtheresearch led totheproblemquestionthatguidesthisarticle: how, from a critical perspective, can GT contributetothe data constructedduring a PARapproaching a theory? Toanswerthisquestion, ourobjectivewastopresentthetwotheoriesandexplainthepossibilityof a PARhaving its data analysisbasedontheprinciplesof GT, whichwebelievecanbeintegratedduringthe data analysisprocess, enablingfieldresearchand data analysistobedeveloped in a waythatgeneratesveryreliable data withinqualitativeresearch.
Before discussingthepossibilityofresearchconductedthru PARand data analysisconstructedthrough GT, anintroductiontothetwomethodologieswillbepresented[i]briefly.

PedagogicalActionResearch (PAR) andGroundedTheory (GT): what are thesemethodologies?

PedagogicalActionResearch:

The originsofactionresearch are controversial. In a periodmarkedbytheendof World War II andthechallengesofsociopoliticalreconstruction in thepost-warperiod, Kurt Lewin (1890 – 1946), a German-born social psychologist, formulatedactionresearch in the mid-1940s fromaninnovative perspective, bycombiningrigorousscientificinvestigationwithpracticalinterventionaimedattransforming adverse social contexts. His central ideawasnotonlytostudy reality buttomodify it throughcollectiveaction, puttingresearchattheserviceofchange.

However, Guns[7]statesthatthefirsttheoryofactionresearchstemsfromtheresearcher Moreno[ii], duetohisworkaimedatreducingtensionsand promoting groupsocializations,

[i]For a deeperunderstandingofthemethodologies, werecommendthesupplementaryreadingofthetextsthat make uptheoretical framework ofthisarticle.

[ii]Jacob Levy Moreno (1889-1974) wasborn in Bucharest, Romania, in 1889, andpassedaway in New York, USA, in 1974. Psychiatrist, hedevelopedworkthatchallengedthe cultural conservativesofhis time

withthegoalofdevelopinghealthyinteractionalenvironments, bymeansofhisresearchwithgroups for social changesandhisbeliefthattheresearchershouldbe a "social investigator" participating in theresearchandbeinginfluencedby it. Althoughtheydidnotknoweachotherduringtheir time in Europe, theydevelopedworkthatbegan in the 1930s, and in manyways, theyapproachedthestudyofsmallgroupsthat led Lewin tocreateGroup Dynamics and Moreno tocreatePsychodrama.

Lewin and Moreno metat Columbia University in the United States ofAmerica (USA) andhadmomentsofclosenesswheretheysharedideas, stories (bothwere Jewish refugees in the USA), andissuesabouttheoriesandconceptstowhichtheyweredevoted. WithLewin'suntimely death, Moreno expressedhisadmiration for hiscolleaguebutbegantohavedifficultieswithhiscollaboratorsanddeclaredthattheyappropriatedtheresearchsharedwith Lewin anddidnotgivehimduecredit[8].

Althoughthereisthisdoubt, Lewin, beforehis death, directlyaddressedprejudiceagainstminorities in hisfamous 1946 article, ActionResearchandMinorityProblems, wherehesystematizedthespiralcyclemethod (plan → act → observe → reflect). For thisreason, webelieve Lewin tobethecreatorofactionresearch.

In the 1946 article, whendiscussingthefightagainstethnicand racial discrimination, Lewin indicatesthat, from its beginnings, actionresearchwasappliedtocriticalissuesofthehistoricalcontextofhis time. His workresulted in an experimental methodologyfocusedondemocratic social transformation, whichbecameaninstrumenttopromotecollectivedecisionsanddeepenthecriticalunderstandingofshared reality. A theory in thecomplexfield requires evidencefrommany data points that are elaboratedandsubjectivizedbytheresearchparticipants.

In theeducationalfield, thestudiesby Franco andBetti[9] point out differenthistorical perspectives ofactionresearch, starting in the mid-1970s to 1980s, with British researcherssuch as John Elliot andClennAldeman, whopromotedthe use ofactionresearchaimedatimprovingteachingpractice, develonping its cycles in theclassroomwith a focusoncollectivegrowthandcriticalreflection.

Lawrence Stenhousestrengthenedresearch as anessentialfoundationofteachingbylayingthegroundwork for the curriculum as investigation, whereheарguedthatteacherswereresearchersoftheirowncontexts, bridgingtheoryandpractice.

Fromthe 1980s onward, actionresearchincorporated Jürgen Habermas'scriticaltheory, whichproposedthedistinctionbetween instrumental (technical) andcommunicative (dialogical) action, legitimizingactionresearch as notonlytransformativebutalsodialogical, emancipatory, andintersubjective.

John Wilfred Carr, influencedby Habermas, emphasizedcriticalreflexivity: pedagogicalpracticeshouldbeinformedbycommunicativereasoning, legitimizingteachingaction as a deliberativeprocess.

Paulo Freire and Orlando Falls Borda broughtActionResearch (AR) to a South American reality, with a focuson popular education, where AR develops in favor ofthe popular classes, allowingtheirparticipationand voice, favoringinterpretiveunderstanding as a sourceofknowledge. Thismodalitybecameknown as participatoryactionresearch.

Maria Amélia do Rosário Franco[4,11,12]bringsus a formofactionresearchwith its roots directly in Kurt Lewin (1890-1946). CalledPedagogicalActionResearch (PAR), this perspective of PA isaimedatthecontinuous training ofprotagonistteachers, critical-reflective, autonomous, capableoftransformingthemselvesandtheircircumstances. The authorbelievesthatallactionresearchhas a formativecharacter. However, in the case ofPAR, thepedagogical training ofthesubjectsofpracticebecomestheprimaryobjective. It is a participatory, collaborative, pedagogicalworkbetweenresearchersandteachers, withthe perspective ofcritical-reflective training, which, byassumption, willresult in theimprovementofteaching.

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byworkingonthestreetswithchildrenandprostitutes in Vienna andat Sing Singprison (USA). Fromhiswork, hedevelopedtheconceptofsociodrama, sociometry, andgrouptherapy, andcreatedpsychodrama[10].

Animportantcharacteristicpresent in all perspectives isthatconductingactionresearchisnotsimplyallowingtheothertospeak, conductingan interview, asking a questionandobtainingananswer, orwaiting for theparticipanttoperform a task. Todevelopaction-research, it isnecessary for themembertofindspaceand time tospeak, wheretheirknowledgeisrecognizedandgenerates data constructedwiththeirparticipation as a subjectofthepractice. Thishighlightstheneed for theresearchtobeconducted in a waythatenables full participation, giving voice toeveryone as researchersorco-researchers.

Giving a voice tothoseinvolved in theresearchcanbe, in practice, oneofthemostdifficulttasks in theinvestigativeprocesscarried out thruaction-research, sincenoteveryonealwayswishestospeak, toexpressthemselves, andthis must berespectedduringtheresearch. Thisdifficultywillonlybereducedwith a lotofdialog, withtheparticipant feeling comfortableandtrustingtheresearcher.

Bygiving voice totheparticipants, collectiveparticipationisenabled, whichgenerates a collectiveneedto look, perceive, andworktogether in solvingthe problem. In actionresearch, theresearchproblemiseveryone's problem. And, for thisreason, it isnecessarythatduringactionresearch it isrecognizedthat, despitethedifferencesbetweentheresearcherandtheparticipants, thereis a common cause, whichistheresearchproblemorsomethingtobetransformed. Howeachpersonunderstandsthisproblemisanothermatter, sinceeachoneseesthemselvesdifferently in relationtotheresearch problem. Therefore, therewillbedifferentwaystoaddresstheresearchproblem, whatisdesiredtobechanged, where, how, andwhattheother'sneeds are.

Andthisprocessofunderstandingtheotherandspeaking does nothappenhastily; conductingactionresearch requires more time for executionthanisnormallyobserved in otherresearchmethods. A periodofadaptation for theparticipantstothe training sessionsisnecessary, wheretheresearcherwillbringinquiriesaboutthetopictobestudiedandwillcarrywiththemreflections, thoughts, anddoubts, questionsfromtheparticipantstobestudied, initiating a data analysisthatwillgenerate provisional syntheses, whichwill serve as guides for thedevelopmentofthenextsessionsandwillassist in thedevelopmentofthecyclicalspirals, characteristicofthemethod.

The factthatthereis a smallanalysisof data duringthedevelopmentoftheresearch, carried out thru provisional syntheses, can lead tothebeliefthat in conductingactionresearch, thereis no need for a more in-depth data analysis, that a collective perspective wouldsuffice, whichisnot a truepremise. The PAR, beingacademic, aimstoeducatethosewhoparticipate in it, whetherthey are researchersorresearchparticipants, and for thisreason, it requires a rigorousprocessofanalyzingcomprehensivecharacteristics.

Duetotheallowance for speech andlisteningandtheformative meetings, the data obtained are ofgreat volume andcomplexity, which requires theresearcher, duringthedevelopmentoftheformative meetings, tohavedifferentstrategies for datacollection, usingrecordings, filming, notes, andlogbooks, in ordertoobtain a broadanddetailedsourceto review theeventsthatoccurredandthediscussionsheldduringthereflective meetings. This requires greatereffortandattentionduringtheinterpretationandanalysisofthe data, whichcanbecarried out thrudifferent approaches, bothfrom a positivist perspective andthrucriticalanalysis.

The issueofcomplexity in organizing data in pedagogicalactionresearchcarried out bytheauthorswastheimpetus for ustoundertake a more carefulexaminationoftheissuesofarticulationbetween PA and GT, butfirst, it isnecessarytopresentGroundedTheory (GT) or Data GroundedTheory (DGT).

The*Grounded Theory* (GT)

The issueofthelowreliabilityof data in qualitativeresearch in thefieldofsociologywastheinstigating motive for Barney Galland Glaser (1930-2022) andAnselm Leonard Strauss (1916-1996) todevelop, basedon a studyaboutdying in hospital contexts in California (in whichthe book The Discovery ofGroundedTheory, from 1967, is a theoreticallandmark), a researchmethodknown as "GroundedTheory."

The book wasreleasedat a time whenqualitativeresearchwasdiscreditedandmisunderstoodduetotheobservationofanorientation, bymanyqualitativeresearchers, “a bit anarchic, unsystematic, andresistanttotheformalizationof procedures”and“duetothecriticismthatthedominantpositivistparadigmpresentedregardingthescientificnatureofqualitativemethods”[(13:42-43)], whichplacedqualitativeresearch in a severecrisis.

Glaser and Strauss, in theirinitialproposal, highlightthreemethodologicalcharacteristics as themainones: "a groundedtheory must adheretothe data (fit), berelevant, and must 'work'"[13:29].Glaser, in 1978, addedanothercharacteristicwhichwouldbethecapacitytomodifyitself (modifiability)[13]. Thesecharacteristicsbrought GT a possibilityofscientific rigor andreliability for qualitativeresearchbasedoncarefullyproduced data, systematicallyrecordedandrigorouslyanalyzedthrutechniqueswiththepotential for theoryconstruction.

In the 1990s, duetodifferences in theirthinkingaboutresearch processes, theauthorspartedways, and Strauss, alongwithhisassistant Juliet M. Corbin, begantodevelop a new approach tothemethod, more flexible. Fromthereemerged"anintegrative approach thatvaluesthishighlystructuredresearchmethodology"[14:490], whichallowed for thedevelopmentofthemethodandtheexpansionof its possibilities.

The maindifferencesbetweentheresearchof Glaser andStrauss[5]and Strauss andCorbin[15]canbeobserved in thetablebelow:

Table 1 - Maindifferencesbetweentheresearchof Glaser andStrauss[5]and Strauss andCorbin[15]

STAGE	GLASER E STRAUSS (1967)	STRAUSS E CORBIN (1990)
Researchproblem	Go intothefieldwithout a predefinedresearchquestion, withouttheoreticalreflection.	Go intothefieldwithout a predefinedresearchquestion, aftertheoreticalreflection.
Formality in thestructureofcoding data	General analyticalmethodwithouttheoreticalstructuring.	Analyticalmethodwithstructured steps.
Operationalization	With a more subjectivenature, it canbedifficulttooperationalize.	Of a more objectivenature, it canbeeasytooperationalize.
Verificationandtesting	It generatesconcepts for theoreticalformulationor a set of conceptual hypotheses. The testisleft for thedevelopmentbyotherresearchers in future research.	It generates a theoryderivedinductively, takingonconstantchecksandteststovalidatetheconcepts
Adaptedfrom Parker andRoffey (1997) and Bianchi and Ikeda (2008).		

Source: reproductionofConejeroandMacLennan[14:494].

The optionofthe approach advocatedby Glaser toseektheoryafterconductingfieldresearch, accordingtoCharmaz[16:47], isduetothefactthatgroundedtheorists"give more weighttoconceptsderivedfromthe data."This makes theresearcher, "afterdevelopingtheir conceptual analysisofthe data, go totheliterature in theirfieldand compare howandwheretheirworkfitsinto it"[16:47], sincethesearch for dataoccursafter a longandmeticulouspreparationof memos with notes, observations, analyzes, andcodificationsofthe data thatenablethebreakdownofcategoriesthat must bedefinedwiththeutmostcarebeforebeingsubjectedtotheory.

Wehavedivergenceswiththetheoryof Glaser andStrauss[5] in theaspectthatreferstotheabsenceoftheoreticalreflection, justifiedabovebyCharmaz[16], for considering it impossibletoenter a workwithouttheory. Thisstanceisduetothisresearchmethodologybeingrecommended for bothnoviceandexperiencedresearchers, which leads ustoconsiderthenecessityoftheoreticalknowledgesothatthenoviceresearcherunderstandswhatis happening in theirresearchareaand does notendupconductingtheirresearchbasedsolelyonassumptions, risking making it redundant. While for a more experiencedresearcher, webelievethattheyalreadybringwiththem a theoreticalframework developedduringtheirpreviousstudiesand, consequently, are unlikelytobeunawareoftheoriesonthesubject in question.

Regardingtheabsenceof a researchquestion, advocatedbyboth Glaser andStrauss[5]and Strauss andCorbin[15], webelievethatallresearchwork must beginwith a researchquestion. Webelievethattheoretical-practical rigor must accompanyallstagesofresearch.

Another point tobenotedisbroughtupbyTarozzi[13]whenhe points out thatalthoughthere are differencesbetweenthetwostrandsof GT, bothcontainpositivisttraits, such as objectiveontology, positivistepistemology, thecorrespondencebetweentheoryand reality,

theseparationbetweentheresearcherandtheirobject, andtheabilitytobegeneralized. However, themethodologycannotbeclassified as positivist, sincefromthe 1990s onward, a new generationof scholars (notably Adele Clarke and Kathy Charmaz) rethought GT under new perspectives thatallowed it tobeemancipatedfrom some of its positivistcharacteristics, revitalizing it.

The factthatwe do notagreewiththe perspective ontheresearchquestion, theneed for theoretical input toconductfieldresearch, andrecognizethepositivistcharacteristicsofthemethodology does notpreventusfromviewingthistheory as a possibility for guidingseriousresearchthat leads togoodresults. Thisisbecause, unlikeotherqualitativemethodologies, GT aimsto"offer a non-speculative, carefullylegitimizedresearchmethodology, in ordertocombatthe status ofdevaluationthatqualitativemethodologieshad for notensuringanadequateverification"[(17:71)], whichallows GT toenableresearchthat, attheendof its interpretativeanalysis, givesresearchersthepossibilitytoconstruct/develop a new theory.

Byallowingthiselaboration, themethod requires rigor in its developmentand data analysis, whichimpliesthattheresearcherwho follows thistheoryshouldpossessthefollowingcharacteristics:

> 1. Abilityto step backandcriticallyanalyzesituations; Abilityto step backandcriticallyanalyzesituations;
> 2. Abilitytorecognizethetendencytowardbiases; Abilitytorecognizethe trend toward bias;
> 3. Abilitytothinkabstractly; Abilitytothinkabstractly;
> 4. Abilitytobeflexibleand open toconstructivecriticism; Abilitytobeflexibleand open toconstructivecriticism;
> 5. Sensitivitytothe words andactionsofinformants; Sensitivitytothe words andactionsoftheinformants;
> A senseofabsorptionanddevotiontotheworkprocess[(18:21)].

However, theauthorsclarifythatthedevelopmentofthesecharacteristicswillonlyoccuriftheresearcher does notactmechanically, as themethodneedstobedeveloped in a flexibleandcreativemanner, withtheproposalthatquestionsarisethatelevatewhatisseenandheardtoan abstract levelbeforereturningtothe data, requiringtheresearchertolearntothinkcomparatively, developingtheabilitytoperceivewhatisthesameandwhatisdifferentandensuring"a senseofvision, **in whichtheanalystwantsto follow alongwiththeresearch**." The techniquesand procedures (methods), ontheotherhand, providethe**means**totransformthis reality"[(18:21)], bringing a methodologythatisbasedonsystematicallyinterpreted data.

Byrecognizingthatnotallresearchaimstodevelop a theory, Strauss andCorbin[(18)] open thepossibility for thetechniquesdeveloped in GT tobeusedseparatelytomeettheneedsandobjectivesoftheresearch in question, as wasthe case in Quaranta's[(6)]research, whichusedonlytwotechniquesfrom GT data analysis in herstudy.

Strauss andCorbin observe thatthe data analysisstage"isnot a structured, static, orrigidprocess"[(18:65)], butrather a momentofagitation, ofbackandforthbetweenthedifferenttypesofcoding (open and axial), sincetheanalytical procedures ofthetheory use techniquesandanalysis procedures thatallow for a freeandcreativeprocess, withsignificantmovementofthe data in searchofanswerstotheproposedquestion.

Thismovementoccursthrucomparisonsthattheresearcherneedsto make in theirquesttounderstandwhatthe data brings. Tothisend, it isnecessarytoaskquestions[iii]aboutwhatisobserved, in searchofwhatisnotrevealed,

[iii]The questionscanhavedifferentobjectives, Strauss andCorbin[(18)]suggest four waystothinkaboutthequestionswhenlookingatthe data: 1. Sensitivequestions: look atwhatthe data indicates. Example: "What'sgoingonhere? [...] How do they define thesituation? What does it meantothem? [...]"[(18:82)]; 2. Theoreticalquestions: theyassist in making connectionsandcomparisonswiththetheory. Ex.: "Whatistherelationshipbetweenoneconceptandanother (thatis, how do they compare and relate in termsofpropertiesanddimensions)? [...] Whatwouldhappenif...? How do factsandactionschange over time?"[(18:82)]; 3. Questionsof a more practicalandstructuralnaturethatguidesamplingandassist in the"developmentoftheresultingtheorystructure"[(18:83)]. Ex.: "Whichconcepts are well-developedandwhich are not? [...] Ismyevolutionarytheorylogical? What are thelogical breaks?"[(18:83)]; 4. Guidingquestions: these are questionsthat"guidethe interviews, observations, andanalyzesoftheseandotherdocuments"[(18:83)], theauthors do notprovideexamplesofthistypeofquestion, as they are specifictoeachresearchandeachresearcher. Even thequestionssuggestedbytheauthorscanbemodifiedaccordingtotheresearcher'sneeds/interests.

requiringtheresearcherto abstract whatthe data means, shows, orindicates, in thepursuitofboth general patternsandvariations in thepresented data.

A PARanalyzed in the light of GT

Researchconductedthruaction-researchresults in a largeamountof data generatedthrurecordings, interviews, fielddiaries, observation notes ofthe meetings, andpreliminaryanalyzes (whichgenerate provisional syntheses). GhedinandFranco[3] advisethattherecordsneedto include:

- Referencestotheagreementsestablished for thefunctioningofthegroup;
- Data relatedtounderstandings, interpretations, andsynthesesoftheoreticalfoundationreadings;
- Descriptionofgroupactivitiesandpractices;
- Summariesofgroupreflectionsanddecisions;
- Characterizationoftheongoinginstitutionalandadministrativechanges;
- Descriptionoftheparticipationofthegroupmembers[3:244].

And**all**this material requires a criticalanalysisthatallows for thereliabilityoftheobtainedresults. Weemphasizethe word "all", as the material tobeanalyzedisnotlimitedtothosepreparedduringthe meetings; thelogbooks, the notes takenduringthe training sessions, andthethoughtsthatariseatrandommoments[iv] are alsomaterialsthatshouldbepartoftheanalyzesandthatprovideinformationtoaid in thedevelopmentoftheresearch.

Data analysisisthemomentof data triangulation, wheretheresearcher stands beforetheresearch, comparingwhatthe data bringsus, theresearcher's perspective onthephenomenon, andthetheorythatunderpinstheresearch, and, in light ofthesethreevertices, weengage in dialog in searchofunderstandingandanswers.

In the case of PA, thistriangulationbeginswithpartialsyntheses, whichcanbeconsidered mini triangulationsthatoccuraftereach meeting, wheretheinterpretationsofthe data are constructedbytheresearchparticipants, takingintoaccountthe new conceptionsandthesubjectiveconditionsofthework.

Withthecompletionofthefieldresearchstage, theanalysisoftheobtained data begins. Thismomentwillbecarried out exclusivelybytheresearcherresponsible for thestudy, whowillbe in charge oftransformingthegenerated data intoknowledgetobeshared. Thisprocessoftransformingthe data constructedduringtheresearchintosharedknowledge does nothave a predeterminedguidelineontheanalysismethod; for thisreason, theresearchermaychoosetheonethatseemsmostappropriatetotheirresearchobjective.

Gettingtoknowthe GT was a momentofrevelationof*a possibility for a more criticalandin-depthanalysisofthe data togetherwiththegroup*. Reading aboutthemethodologyand its analyticalpossibilitiesthatwouldbringgreaterreliabilitytothe data madetheresearcher'sneedtobecuriousand explore new analyticalpossibilitiesgreaterthantheanxietytoquicklyfinishthedoctoralthesis[6]thatused PAR as theresearchmethodologyandwasatthebeginningofthe data analysisstage.

AlthoughTarozziarguesthat"in theabsenceof*all*thecharacteristicsthat follow, evenifdeclineddifferently, onecannotspeakof GT"[13:22], Strauss andCorbin[18] open thepossibilityofusingonly some techniquesofthemethod.[v].

Thisflexibilitythat GT offers, ofusingonly some stagesof its methodology in research, brings a greatpossibilityofutilizationwithinthefieldofeducationalresearch, dueto its methodologicalbreadth. However,

[iv] Often, in momentsofidleness, leisure, orevenatnite, research comes toour mind withthoughtsthatcanbringanswerstotheconcernswecouldn'tbringtothe surface whilewewerefocusedontheresearch. For thisreason, werecommendthateveryresearchercarry a pen and a pieceofpaperwiththem, sotheycanjotdownthatthotwhich, often, willbeextremelyuseful in theresearch.

[v] Thereis a discussionaboutwhether GT is a methodologyor a method. Tarozzistatesthat"for its founders, GT is'a general method'(it wasalsodefined as 'strategic' [...] and, contemporaneously, 'a set of procedures.'" It is a methodology, thatis, a global rationaldiscourse, anorientationonthemethodand its theoreticalanalysis, a wayofthinking (orconstructing) social reality and, atthesame time, a method; thatis, a procedure, a set ofinstruments, a technetoworkwithempiricalresearch data […]. Methodologicalreflectionshouldaccount for theintegrativeworkprocess, whilethemethodisfunctionaltoproductivework. Fromthatinitialdefinition, differentopinionshavealternatelyemerged over time regardinghow GT shouldbeunderstoodand its placementbetweenmethodsandmethodologies. "For Glaser (1978) andothers, it isessentially a methodology; for Juliet Corbin (SaturussandCorbin, 1990), it is a method; for Kathy Charmaz (2006), a constellationofmethods"[13:18]. In thiswork, weunderstand GT as a methodology for thecriticalanalysisofthe data constructedduring a PAR.

whatisobservedis its limited use in educationalresearch[vi], whichislikelyduetothedifficultyofusingthemethodology[19], whichhas a series ofrequirementstobeconsidered GT anddemands a rigorousandcareful data analysis. Nevertheless,

> educationis a complexspace, inhabitedbydiverseagents, freeandpredisposedtoactsothattheirneedsanddreams are met […], whichmeansthatevenifwecanknowthepeople, wecanhardlyanticipatetheoutcomeoftheirinteractions […]. Therefore, ifmuchissystematically new, weneedresearchmethodologiesthatdealwiththisnoveltyand embrace theserendipitythatmayresultfrom it. In that case, GT canbe a privilegedinstrument.[19:3].

Giventhispossibility, fromthe perspective ofCriticalPedagogy, analyzingthe data accordingto its guidelinesseemed like anintriguingandchallenging path thatcouldyielddifferentiatedresults for the material developedduringtheresearch, organizing it in a rationalandmeticulousmanner.

The data analysisstageguidedby GT consistsofthreemainmoments: open coding, axial coding, andselectivecoding. Open codingisthefirststageof data analysis. Accordingto Strauss andCorbin, it iscalledthat"becausetoreveal, name, anddevelopconcepts, we must open thetextandexposethethoughts, ideas, andmeanings it contains" [18:104]. Thus, thisstageconsistsofidentifyingtheconcepts, theirproperties, anddimensions, through a separationofthe data intodistinctpartsthatwillberigorouslyexaminedandcompared in theirsimilaritiesanddifferences.

Thisbreakdownofthe data aimsto divide andclassifythemintoconcepts[vii], which are abstractedfromtheparticipants' speeches andthennamedwith a termthatrepresentsthem in thesearch for whatislessapparent in relationtoanobject. Thisdivisionof data thatoccurs in open codingcanbedonethroughdifferentanalysisstrategies: "linebyline", "sentenceorparagraph", or"carefullyreadingtheentiredocument" [18], whichallows for differentmodesofcoding.

Line-by-linecodingisthemost time-consumingstage; it involves a techniquethatentails a detailedexaminationofthe data, sentencebysentence, oreven word by word, allowing for thesearch for theirpropertiesanddimensionsthroughcomparisonsandrelationshipsbetweentheparticipants'statements, seekingattributesthatenablethe data tobegroupedaccordingtoobservedpatterns. Thismethodof"line-by-linecoding helps youseewhatis familiar in a new light. It also helps yougainsufficientdistancefromtheassumptionsmadebyyouandtheparticipantsaboutthe material sothattheycanbeseen in a new light"[16:38], whichenablestheperceptionoftheneed for new clarificationsaboutthe data andtheemergenceoftheinitialpropertiesofthecategories.

When analyzingthruthe"word", differentmeanings are soughtwithin it thatcanbroadenthe perspective onwhatisbeingexpressed. Whatisthemeaningofthat word withinthecontextofthesentence? What does it make explicitornotexplicit? This word-by-word analysisiscalledmicroanalysisofdata[18].

The codingby"sentenceorparagraph"is a technique more commonlyusedwhenthecategories are alreadyestablishedand a relationshipbetweenthemissought. Thistechnique requires theresearcherto look atthesentenceorparagraphandaskthemselvesaboutthemainidearevealedthereandname it.

The last open codingtechniqueproposedby Strauss andCorbin[18]isto"readtheentiredocumentcarefully", observe whatispresented in thetext, andseektoestablishrelationshipsofsimilarityanddifferencebetween it andotheranalyzedtexts, aimingtocodesimilaritiesanddifferencesbetweenthem.

Hereisanexampleofline-by-lineanalysis. In thefirstcolumnistheparticipant'sname; in thesecond, thequestionthatgeneratedthethemediscussedduringthe meeting; thethirdcolumncontainsthequestionaskedbytheresearcherabouttheemeaningofthephrase; and in thefourthcolumn, thelocationcodeusedtoidentifytheeventisobserved. In thelocationcode, thefirstnumberindicatestheobservedevent, thesecondthe meeting[viii], andtheletters are theparticipant'sinitials[ix]. Thiscodewillbeimportantatthe time

[vi]Only 1% oftheses, between 2018 and 2020, usedthismethodology in Portugal[19].

[vii]The abilityto conceptualize isseen, by Strauss andCorbin(18), as anartthatcanbelearnedandthatinvolves a dose ofcreativity.

[viii]In theresearchthatoriginatedthisarticle, 13 training sessionswereheld.

[ix]Thiscodewastheonethatbestadaptedtothe data organizationdonebytheresearcher, but it canbedone in otherways, accordingtotheresearcher'sneedsorevennotdoneatall.

oflocatingandorganizingthe data for theanalyzesthatwillbecarried out atother times, since data withthesamecontextcanappear in different meetings.

Table 2: Line-by-LineAnalysis Model

Codenameteacher	How do youperceiveplayingtoday?	Whatisthis? What does thisrepresent? What do these data mean?	Locationcode
Pimentinha (Little Pepper)	They like to**run.**	The child'sneedto move during play.	13;02;PI
	Teacher J. (ofPhysicalEducation) is**my favorite teacher, she takes me outsideto play** (repeating a student's words).	The student likes theteacherwho takes himto play.	09;02;PI
Valentina	I thinkthose**whohave siblings** play more easily.	Playing as a familyencourages play.	11;02;VA
Borboleta (Butterfly)	**Iftheyeven play**, right? The **cellphonedoesn'tallow it**.	The changes in play: traditional play isbeingreplacedbytechnological play: cellphones.	01;02;BO
Valentina	I playedother games. **Notthatone**, thespinning top caughtmyattention more.	Notliking a game.	30;02;VA
Sorriso (Smile)	The whine, whine, whine.	The wayfamilies are treatingchildren in today's world.	22;02;SO

Codenameteacher	How do youperceive play atschool?	Whatisthis? What does thisrepresent? What do these data mean?	Locationcode
Pimentinha (Little Pepper)	Hereatschool, **youcan'tshout, it disrupts**.	The noisefromthechildrendisruptstheschool.	17;02;PI
	The child must take **pleasure in returningtoschool.**	The schoolhastobeanattractiveplace.	18;02;PI
	The school playground **is a smoothplace**, **the surface isnotgood** for playing.	Play areas: thelackofadequatespaces in theschool.	06;02;PI
	The school**doesn'thave a place**to play.	The play spaces: theschooldoesn'thavespaceto play.	06;02;PI
Dori	**In our time, it wascompletelydifferent**fromwhat it istoday. Today it'sdifferent, you play, it'snotjustanactivity. In our time, **it wasjustsittingdown, looking straight ahead, atthebackof a friend'shead, youcouldn't make a peep, make a noise**.	The changesthat time brings: theschoolwasdifferent, therewas no playground, therewas no talkofplayingatschool (childrenusedtoenterschoolat 7 yearsold in elementaryschool, nowtheyenterat 4). Hasthatreallychanged??	15;02;DO
Dori	In myhouse, therewas a wallcoveredwith round stones**, wewould take them off** (shesaid, whispering, as ifsheweredoingsomethingwrongatthatmoment. It causedlaughter)[x]. She wasreallysmooth, **great for playing**.	The emotionsof play: - Playingencouragesdaring; - Playingencouragesproblem-solving; - Playingpromotescreativity (lookingatthewallandseeingsomethingto play with).	27;02;DO
Sorriso (Smile)	Mysonstudiedatthisschool, the playground wasmadeofwood, withdirtandgrass. He wassadwhentheyputdowncement. (I rememberedthe time when I	The play spaces: - In thepast, therewasspace; - The changes in thespacesatschool.	06;02;SO

[x]Making notes abouthowtheparticipantexpressedthemselvesduringtherecordingsisimportantatthe time of data analysis for understandinghowthe speech occurred.

Codenameteacher	How do youperceive play atschool?	Whatisthis? What does thisrepresent? What do these data mean?	Locationcode
	workedattheschooldaycare, in 1995).		
	The **system confines**thechild.	The organizationoftheschoolhinders play, the system does notwant play.	21;02;SO
	The child**hastohave a story**totell.	The child: playingcreates memories. What memories are beingprovidedtothechildren?	31;02;SO

Codenameteacher	Afterthe game of Five Stones	Whatisthis? What does thisrepresent? What do these data mean?	Locationcode
Pimentinha	**I usedto make** it withconstructionsandorsomething like that. Youcanalso use kitchenrice..	Memories of play: play createsmemories..	25;02;PI
		Learning thru play.	28;02;PI
Serelepe	Thisisthe Nutella version, because**the real one**haslittlestones.	Memories ofplaying: playingcreates memories.	25;02;SE
		Waysofplaying: thesame game canhappen in differentways.	08;02;SE

Source: adaptedfromQuaranta[6].

The momentof open codingisverydynamicand requires manyback-and-forths. For thisreason, variousgroupingsoftheobservedphenomenawerecarried out, as canbeseen in thefollowingtables, where some examplesof central themesorpropertiesofthecategories are presented, which do notyetexpresstheresearchcategories, butserved as initial bases to look atthe data andseekthecategoriesorsubcategories, in theirpropertiesanddimensions, tothenberelated"throughhypothesesorstatementsofrelationships"[18:121]and, thus, enablethedefinitionofthe central categoryor core category.

The processof open coding"linebyline"beganaftereach meeting, wheretheteachers' speeches werecategorizedandorganizedaccordingtothemeaningofthesentence (table 3). For thisreason, onecan observe in thetabletherepetitionofthesamecodeseveral times, whichmeantthatthatperceptionemergednotonlyatonemomentbut in differentstatementsbytheteacherduringthe meeting oreven in different meetings.

Table 3 - Model oforganizationof open codingafterline-by-lineanalysis

Observedproperty	Locationcode		
The child	13;02;PI	31;02;SO	
Playing: difficulties	17;02;PI	30;02;VA	
Playing: ways	08;02;SE	01;02;BO	
Playing: thetoy[xi]			
Playing: possibilities	28;02;PI	27;02;DO	
Space	06;02;PI	06;02;PI	06;02;SO
Family and Society	11;02;VA	22;02;SO	
The teacher: education			

[xi]In thesecond meeting (meeting used for thepreparationoftable 2), no data relatedtothispropertywerepresented, nortothepropertiesofteacher: training andtechnology. For thisreason, there are no codesthatrepresentthem in relationtothe meeting used as anexample. The time propertyonlypresented a code in thesecond meeting.

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Observedproperty	Locationcode		
The teacher: memories	25;02;PI	25;02;SE	
System	18;02;PI	21;02;SO	
Technology			
Time	15;02;DO		

Source: ownelaboration, basedonQuaranta'sresearch[6].

Aftertheclassificationprocessbyencounter, the data begantobeorganizedby central themes, whichemergedaccordingtotheperceptionsoftheresearcherandtheparticipants. At thismoment, it isnotpossibletoknowwhichthemeswill emerge as categoriesandwhichwillbesubcategories; thiswillonlyoccurwiththedevelopmentoftheanalysisprocess, aftersuccessiveorganizationsandcomparisons are madewiththe data.

In theresearch, in additiontothepropertyofthechild, brieflypresented in Table 4, thefollowingalsoemergedfromtheanalyzesbasedonline-by-lineanalysis as properties for observationandanalysis: space, time, technology, familyandsociety, the system, theteacher (training and memories), and play (possibilities, difficulties, modes, andtoys), whichwerecomparedandobservedexhaustivelytoidentify points ofconvergenceanddivergenceamongthem.

In thetable, twolevelsofexplanationoftheobservedphenomenacanalsobeobserved: "(a) theactual words usedbyourinformantsand (b) ourconceptualizationofthese words"[18:126], sincewhen data analysisisconducted, theinterpretationofthe data iscarried out bytheresearcher.

Table 4 - Examplesofgroupingbysentencebasedonthepropertychild

The Child		
Time		
Phrasefromtheteacher	**Locationcode**	**What's happening? Whatdidtheteachermean?**
Most are **onlychildren**orhave**mucholder siblings**, aroundeighteenyearsold, or**onlyinteractwithadults.**	14;05;GI	Changes in contemporarysocietythataffectthewaychildren play, bothat home andatschool. The new times.
They play withthingsveryquickly, **theygetboredveryquickly**.	39;06;SO	The child's time, whatistheirlimitofconcentration? The child'slackofconcentration, things catch theirattention for a short time. Playtime.

Space		
Phrasefromtheteacher	**Locationcode**	**What's happening? Whatdidtheteachermean?**
He spenttwoyearshitting, fightingat home, withoutspace. Weevensayhallway, **hallwayisnot for running**, buttheyseethishere.	40;06;VR	The lackofadequatespaces: Covid-19 madechildrenstayat home, andmanydidn'thavespacetorun, sonowtheyseetheschoolcorridor as a racetrack. The childseesotherpossibilities for usingthespace, differentfromtheadult.
It'sstrengtheningtheworkwithintheschool, whichwepromotethe**frustration**, but**at home, wedon't**. It'scomplicated.	18;11;SE	The school: a space for learning: notdoingeverythingthechildwantscanalsobeeducational. When playing, notallofthechild'swishes are met, andthiscanbeeducationalandcanhappenwithintheschool.

Possibilities

Phrasefromtheteacher	Locationcode	What's happening? Whatdidtheteachermean?
The child**hastohave a story totell**.	31;02;SO	The memories ofplayingwillberecollections, andwhileplaying, thechildcreates memories that, whenanadult, willberememberedwithjoy.
It'sreally cool (towatchthechild), they come upwithsuchgems. **Wewatchtheirreasoning**, it'sveryinteresting, thediscussion, the speech.	01;03;CD	The needtounderstandthechild'sreasoning. When playing, thechildexposestheirreasoningandcreates, buttounderstandthechild'sreasoning, theteacherneedstobeobserving, payingattention.
They neverwantto**play withtheirowntoys**. The boys like movement, they make ballsofplaydoughtothrowateachother, theybumptheircarsintoeachother. They onlyknowhowto play withviolence. The girls are allaboutthelittle food, they like tobehousewives, themother. They imitatethefamily. We are social beings	24;04;VR	The differentways boys and girls play. Isthe boys' violence real? Do theyperceivewhatthey are doing as violenceor as a game? The difference in perceptionbetweentheadultandthechildregardingthesamephenomenon. The curiosityaboutwhatbelongstoothers. The possibilityofexchangingtoysduring play allowsthechildtodevelopnegotiation, interaction, andsocialization skills that do notoccur in othersituations.
Children**set therules**ofthe game.	01;05;BO	The childknowshowto organize themselves. She iscapableoforganizingthe game andisverystrictabouttherulesof play. If a ruleisnotrespected, thechildstopsplaying, endingthe game orremovingthepeerwhobroketherule. Thisenablesthe learning ofrules, theemergenceofleadership, socialization, encouragementof speech, andthechild'sautonomy.

360

Dissonances		
Phrasefromtheteacher	**Locationcode**	**What's happening? Whatdidtheteachermean?**
Theirchange in pedagogyisnoticeable; **they are understanding**wellthatplaytimeis for playingandactivity time is for activities.	06;04;BO	Play vs. activity. Dependingontheteacher'spositioning, evenifttheythinkthey are playing a game, thechildperceives it as anactivity. The childknowshowtodifferentiatebetweenplaytimeandactivity time. Playing requires certaincharacteristics, andifthese are notmet, thechildwillnotperceive it as play, andthemomentwillnotbeconsideredplaytime.
Lastweek I askedthemto come upwith a game, and it waseven cool becausetheweekisgoingtobetheweekofdreams, and it endedupcoincidingwithwhatthey did. I toldthe**boys,**let'screatesomethingdifferent? [...] Withthe**girls**, I havetherollsthat I getfromthemarket for themto play withplaydough. But I said, let'screatesomethingwiththem? [...] **I thought**, wow, how**creativethey are**!	23;04;SO	The childiscreative, buttheadult does notnotice. Thereis a need for adultstounderstandthecharacteristicsofchildren, topayattentiontotheir speech, theircreativity. The researchallowedtheteacherto look atthechildrenandnoticetheircharacteristicsthatoftengethiddenamidstthedailytasks. The teacher'sencouragementofseparating boys and girls whileplaying. ClassofPreschool I, four yearsold.
A gentefoifazerumabrincadeira e teveumaalunaquefalouassim, **mas adultobrinca**? Wewentto play a game andtherewas a studentwhosaid, **but do adults play**? I said, adults play too. And I startedplayingwiththem. She **wasamazed**because I wasgoingto play withthem.	02;05;CD	Playing vs. beinganadult. The adultpositionsthemselves in such a distantmannerfromthechildthattheycannotperceivethattheadultalsohasthecapacityto play. Thereis a needto break theparadigm: Anadult plays andcan play withthechildwithoutceasingtobean "adult." Thiscanalsobeaninfluenceof a societythatdevalues play bychildren, seeing it as somethinglesser.

361

Resistances		
Phrasefromtheteacher	**Locationcode**	**What's happening? Whatdidtheteachermean?**
Wecanbethebestteacher in the world, I can stand in front	02;03;DO	The conditions for learning (time tolearn/wantingtolearn): for thestudenttolearn, it

ofmyclassandturnupsidedown for thechildtohear me. **Ifshedoesn'twantto**, ifshe**isn'tready for it**, she**won'tlearn**.		doesn'tonlydependontheteacher, it alsodependsonthem. I remembered bell hooks (2017, p. 19): "thisclass, more thananyother, made me abandononceand for alltheideathattheteacher, bythesimple force oftheirwillanddesire, iscapableof making theclassroom a learning Community".
That'swhenyousawthephotosthat are in thegroup, butbeforewegottothelittlehouse, **I played**tightrope clown, jump thepirate. She lookedandsaid, "**willyou play jump thepiratewith me?**" I played a little bit there.	12;05;EP	Canadults play? Althoughthereisresistance for adultsto play, whenthissituationoccurs, theygetclosertothechildandcreatebonds. The teacher plays withthechild, despitethepressureshefeels, hemanagesto play withthem. The child likes andexpectshimto play.
Onthoserainydays, **notplaying**, wow, **howmuchwemissed it**. Wow, how**restless**theywere.	24;05;SE	Playing resides withinthechild, it isanurgentneed for them, and its absencebrings negative consequences for thechild'sbehavior.

Source: ownelaboration, basedonQuaranta'sresearch[6].

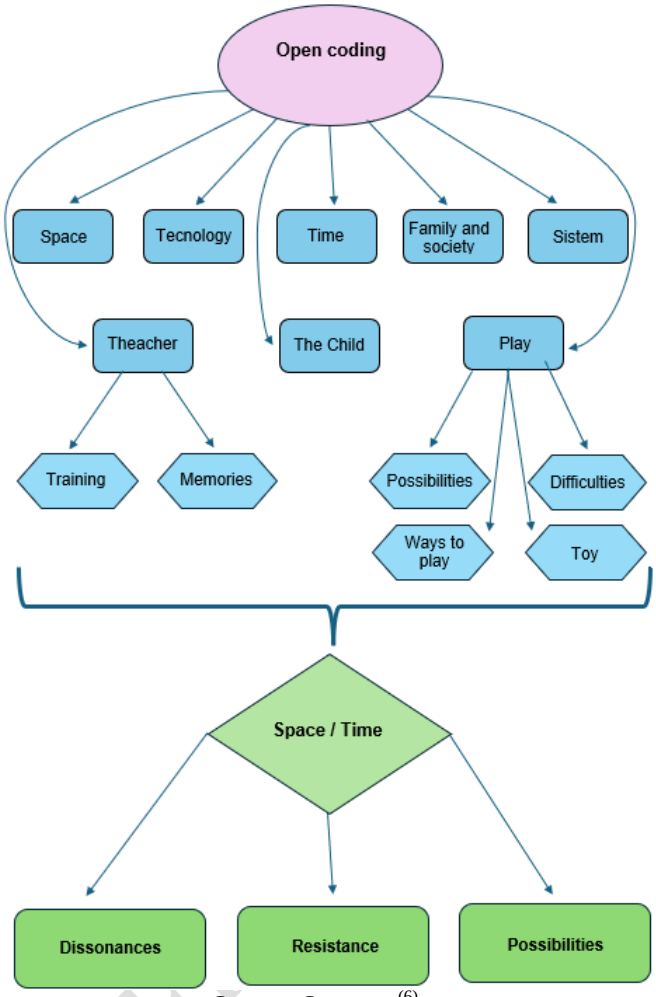
Axial codingis a momentthatoccursconcurrentlywith open coding, in a natural sequenceofcontinuity in analysis. Its objectiveisto"begintheprocessofregroupingthe data thatweredivideddduring open coding"[18:124]andoccursfromthemomentthe data havealreadybeenexhaustivelyanalyzedandcategoriesbeginto emerge, beingseen as "theactofrelatingcategorieswithsubcategoriesalongtheirlines, properties, anddimensions"[18:124]. It is a momentwhenthemaincategoriesofthetheresearchbeginto emerge.

The definitionofwhatthecategoriesof a researchstudywillbeisnot a choiceoftheresearcher; they must emerge fromthe data, andthisoccursthroughreadings, thequestionsposedtotheobserved data, andcomparativeanalyzesofthe material carried out basedapproximationsanddistances in thesearch for howthepresentedcategories relate toeachother[18].

In theresearch, theanalysis led thepropertiesthatinitiallyemergedto a new perspective, as canbeobserved in the flowchart presentedin Figure 1, in whichthepropertiesthatappeared in the open codingindicated a maincategorythatwasnamed Time/Space, which led tothreecategoriesnamed: Dissonances, Resistances, andPossibilities.

Whatisthe time/space for play withinthe Early ChildhoodEducationschool? How, where, and in whatway do thedissonances, resistances, andpossibilitiesfound in the data influencethe time/spaceof play within Early ChildhoodEducationschools? Giventhiscategorization, questionssuch as why, in whatway, where, when, how, andwithwhatresults, suggestedby Strauss andCorbin[18].toaid in thecontextualizationofthephenomenon, couldbegintobeansweredandallowed for theunderstandingoftheobjectofstudyfrom a completely new andunexpected perspective.

Figure 1 - Flowchart ofthedevelopmentofcategories



Source: Quaranta[6].

Animportantobservationthatthe GT bringsusaboutthedefinitionofcategoriesisthatthey are notfixed, a

> anotherresearcher, comingfrom a differenttheoreticalorientationandhavinganotherresearchquestion, couldarriveat a verydifferentinterpretation. However, oncetheanalystexplains in detailhowtheyarrivedat a conceptualization, otherresearchers, regardlessoftheir perspective, maybeableto follow theanalyst'slogical path andagreethatthisis a plausibleexplanation for whatis happening [18:146].

In this way, thereisnot a single path and a single answertothe data, butratheronethatrespondstotheresearcher'sguidance, allowingthemto follow different perspectives accordingtotheiranalysis. However, thechosen path must beexplainedandcoherentsothatotherscan follow it.

Although GT still suggests a thirdformofanalysis, selectivecoding, thiswasnotused in theresearchthat gave risetothistext. The mainreason for its non-use wasthe time requiredto complete theresearch. Delvingintotheselectiveanalysiswould require a time that, duetothe deadlines imposedbythe system for thecompletionofthesesanddissertations, hasbecomeunfeasible. For thisreason, wewillonlypresenttheselectiveanalysis, butwewillnotdelveintopracticalexamples.

Selectivecodingisthemomentto refine thetheory in the"search for internalconsistencyandlogicalflaws, completingpoorlydevelopedcategoriesandpruningexcesses, andvalidatingthescheme"[18:155]sothatthetheorycanbeformalized. At thisstage,

thecategorieswillberefinedandintegratedinto a largertheoretical framework thru a review ofthe data in searchoftheirvalidation.

Considerations (evenif provisional)

ConductingresearchbasedonPedagogicalActionResearch (PAR) as a fieldresearchmethodologyandGroundedTheory (GT) for thecriticalanalysisof data was a challengethatrequireddedicationthroughouttheentiredevelopmentoftheresearch.

The PAR, being a formativeresearch, is a methodologythatrequired time for its development, where, duringthereflective meetings, theteacherhadtheopportunitytodiscussconcepts, perceptions, andpossibilities for a pedagogicalpracticethatwouldbringmeaningandsignificancetotheirwork. In thistypeofresearch, theresearcheralwayshasthesubjectivityofthesubjectsofthepracticebeforethemthroughouttheprocess, whichincreasesthecomplexityofthisformofresearchandatthesame time densifiesthequantityandqualityofthe data andknowledgebeingconstructed.

The GT, in turn, requested time, collectivesyntheses, in-depthanalyzes, andabstractionto look atthe data, allowingthemtobeunderstood in anarticulatedandcontinuousmanner, producingpartialsynthesesofknowledgeaboutthe reality beingresearched.

At thebeginningofthisarticle, wequestionedthepossibilityof a GT, from a critical perspective, beingabletocontributetotheconsolidationofthe data constructedduring a PARinto a theoreticalapproximation. Wewereableto observe thatthepracticeof a GT canbe a facilitator in theorganizationofresearch data, as it iscarried out systematically, openingdoorsto new questionsthat are reattachedtotheinitialanalysis, approachingthemethodologyofcyclicalspiralsused in PARs.

The methodologyof data organizationthru GT allows for a movementthat, whilesystematizing some data, also drives theproductionof new questionsand new perspectives duringtheresearchprocess. Therefore, it helps usredirectourownfieldworkbyproducingcyclicalspiralsofunderstandingthemeaningsbeingdeveloped. Thisdynamicalsofacilitatesthat, whendraftingthe data analysis, thewaytheresearcherssynthesizedandinterpretedthe data becomes more transparent.

Conductingresearchoncritical bases, using PARand GT, wasnotaneasytask, buttheresultsobtainedbyQuaranta[6]wereextremelygratifyingandallowed for a methodologicalbreadththatenabledthe data analysisto approach aneducationaltheory, showingthatqualitativeresearchcangenerate data that, ifdeepenedandmethodicallyanalyzed, canconfirmorgenerate new theoretical perspectives.

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