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

Abstract ……. ……

Manuscript History Received: xxxxxxxxxxxxxxx Final Accepted: xxxxxxxxxxx Published: xxxxxxxxxxxxxxx Key words: Educational Reserach. Pedagogical Action Research. Grounded Theory. Data Analysis. 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: 1 Choosing a research method is not a simple task, especially when considering qualitative research, since “in addition 2 to allowing for the understanding of social processes that are still poorly understood in relation to particular groups, 3 it fosters the construction of new approaches, revision, and creation of new concepts and categories during an 4 investigation.”(1:57), this makes the choice of methodology an opportunity to broaden the scope, so that ultimately the 5 knowledge resulting from the research can contribute to the advancement of the field. 6 And this can be considered a victory for qualitative researchers, since, according to Bogdan and Biklen(2), although 7 the first qualitative research in the United States dates back to the nineteenth century, until the mid-1950s, work 8 carried out using qualitative methodologies was considered marginal, although serious and well-regarded work was 9

being carried out from a qualitative perspective during that period. 10 11 12 This scenario began to change from 1954 onwards, when the American Congress approved the first legislation 13 granting scholarships to qualitative researchers. This did not immediately impact research in the educational field, 14 whose development was only verified at the end of the 1960s, when federal programs, driven by political interests, 15 began to subsidize qualitative research based on exploratory work (interviews, autobiographical accounts, 16 participant observation) in schools, “recognizing that little was known about the schooling process of different 17 groups of children”(2:37), groups consisting of minorities, black children, poor children and schools in ghettos, 18 indicating the possibility of announcement and denunciation that qualitative research can have in favor of the less 19 fortunate, giving them a voice. 20 In the following decades, qualitative research underwent a process of recognition with the expansion of 21 investigations to other fields of education (school management, teachers, innovations, school transportation, the role 22 of women as managers, among others), research methods, publications, and the profile of researchers, reflecting the 23 evolution of the approach(2). 24

2 Regarding the researcher, when opting for qualitative research, they need to keep in mind that the paths of 25 qualitative research require observation, since 26 The goal of qualitative researchers is to better understand human behavior and experience. They 27 attempt to understand the process by which people construct meaning and to describe what this 28 meaning consists of. They resort to empirical observation because they believe that it is through 29 concrete instances of human behavior that one can reflect more clearly and deeply on the human 30 condition(2:70). 31 This reflection leads qualitative researchers, in their pursuit, to need to have the sense and sensitivity to grasp the 32 complexity of information presented by the data, a complexity that presents a movement that is “between the back 33 and forth of the path traveled towards the sedimentation of knowledge in the area, taking steps forward and 34 backward. However, nothing guarantees definitive achievements”(3:8).This is because they need to keep up

with the 35 interplay of social dynamics that permeate the meaning of each response or action observed during the research, 36 which makes the journey, the search, a moment of great importance for the successful development of the research. 37 And in the search for qualitative research methodologies that could bring to light this interplay of advances and 38 setbacks permeated by intersubjectivity, linked by the complexity of the data, 1 in this article, we will analyze two 39 qualitative research methods: Pedagogical Action Research (PAR) (4),a primarily formative research methodology; 40 and Grounded Theory (GT)(5), a method that makes it possible to generate a theory based on data, from an 41 investigation carried out in a systematic way 42 Thesetwomethods, whichemerged in the 20th centuryfromstudies in thefieldsofpsychologyandsociology, 43 respectively, werebroughttogether in Quaranta'sresearch(6). Such a study, duetotheamountof data generatedby 44 PARandthepossibilityofunderstandingthemeaningoftheresearch data that GT provides in its analysisprocess, 45 offersstrongsupport for a betterunderstandingof a theorythathasbeenconfirmed in 46 thesenseofunderstandingthatthechange in 47 teachingpracticeonlyoccursafterteachersunderstandanddiscussamongthemselvesthecircumstancesandreasons for 48 theirpractice, andthattheseunderstandings are discussedamongtheteachers for thetransformationoftheirpractice. 49 Thispossibilityofunderstandingtheresearch led totheproblemquestionthatguidesthisarticle: how, from a critical 50 perspective, can GT contributetothe data constructedduring a PARapproaching a theory? Toanswerthisquestion, 51 ourobjectivewastopresentthetwotheoriesandexplainthepossibilityof a PARhaving its data 52 analysisbasedontheprinciplesof GT, whichwebelievecanbeintegratedduringthe data analysisprocess, 53 enablingfieldresearchand data analysistobedeveloped in a waythatgeneratesveryreliable data 54 withinqualitativeresearch. 55 Before discussingthepossibilityofresearchconductedthru PARand data analysisconstructedthrough GT, 56 anintroductiontothetwomethodologieswillbepresentedibriefly. 57 PedagogicalActionResearch (PAR) andGroundedTheory (GT): what are 58 thesemethodologies? 59 PedagogicalActionResearch: 60 The originsofactionresearch are

controversial. In a periodmarkedbytheendof World War II 61 andthechallengesofsociopoliticalreconstruction in thepost-warperiod, Kurt Lewin (1890 – 1946), a German-born 62 social psychologist, formulatedactionresearch in the mid-1940s fromaninnovative perspective, 63 bycombiningrigorousscientificinvestigationwithpracticalinterventionaimedattransforming adverse social contexts. 64 His central ideawasnotonlytostudy reality buttomodify it throughcollectiveaction, 65 puttingresearchattheserviceofchange. 66 However, Guns(7)statesthatthefirsttheoryofactionresearchstemsfromtheresearcher Morenoii, 67 duetohisworkaimedatreducingtensionsand promoting groupsocializations, 68 iFor a deeperunderstandingofthemethodologies, werecommendthesupplementaryreadingofthetextsthat make upthetheoretical framework ofthisarticle. iiJacob Levy Moreno (1889-1974) wasborn in Bucharest, Romania, in 1889, andpassedaway in New York, USA, in 1974. Psychiatrist, hedevelopedworkthatchallengedthe cultural conservativesofhis time

3 withthegoalofdevelopinghealthyinteractionalenvironments, bymeansofhisresearchwithgroups for social 69 changesandhisbeliefthattheresearchershouldbe a "social investigator" participating in 70 theresearchandbeinginfluencedby it. Althoughtheydidnotknoweachotherduringtheir time in Europe, 71 theydevelopedworkthatbegan in the 1930s, and in manyways, theyapproachedthestudyofsmallgroupsthat led Lewin 72 tocreateGroup Dynamics and Moreno tocreatePsychodrama. 73 Lewin and Moreno metat Columbia University 1 in the United States ofAmerica (USA) 74 andhadmomentsofclosenesswheretheysharedideas, stories (bothwere Jewish refugees in the USA), 75 andissuesabouttheoriesandconceptstowhichtheyweredevoted. WithLewin'suntimely death, Moreno 76 expressedhisadmiration for 77 hiscolleaguebutbegantohavedifficultieswithhiscollaboratorsanddeclaredthattheyappropriate dtheresearchsharedwith 78 Lewin anddidnotgivehimduecredit(8). 79

Althoughthereisthisdoubt, Lewin, beforehis death, directlyaddressedprejudiceagainstminorities in hisfamous 1946 80 article, ActionResearchandMinorityProblems, wherehesystematizedthespiralcyclemethod (plan → act → observe → 81 reflect). For thisreason, webelieve Lewin tobethecreatorofactionresearch. 82 In the 1946 article, whendiscussingthefightagainstethnicand racial discrimination, Lewin indicatesthat, from its 83 beginnings, actionresearchwasappliedtocriticalissuesofthehistoricalcontextofhis time. His workresulted in an 84 experimental methodologyfocusedondemocratic social transformation, 85 whichbecameaninstrumenttopromotecollectivedecisionsanddeepenthecriticalunderstanding ofshared reality. A theory 86 in thecomplexfield requires evidencefrommany data points that are 87 elaboratedandsubjectivizedbytheresearchparticipants. 88 In theeducationalfield, thestudiesby Franco andBetti(9) point out differenthistorical perspectives ofactionresearch, 89 starting in the mid-1970s to 1980s, with British researcherssuch as John Elliot andClennAldeman, whopromotedthe 90 use ofactionresearchaimedatimprovingteachingpractice, develonping its cycles in theclassroomwith a 91 focusoncollectivegrowthandcriticalreflection. 92 Lawrence Stenhousestrengthenedresearch as anessentialfoundationofteachingbylayingthegroundwork for the 93 curriculum as investigation, whereheargueddthatteacherswereresearchersoftheirowncontexts, 94 bridgingtheoryandpractice. 95 Fromthe 1980s onward, actionresearchincorporated Jürgen Habermas'scriticaltheory, 96 whichproposedthedistinctionbetween instrumental (technical) andcommunicative (dialogical) action, 97 legitimizingactionresearch as notonlytransformativebutalsodialogical, emancipatory, andintersubjective. 98 John Wilfred Carr, influencedby Habermas, emphasizedcriticalreflexivity: 99 pedagogicalpracticeshouldbeinformedbycommunicativereasoning, legitimizingteachingaction as a 100 deliberativeprocess. 101 Paulo Freire and Orlando Falls Borda broughtActionResearch (AR) to a South American reality, with a focuson 102

popular education, where AR develops in favor ofthe popular classes, allowingtheirparticipationand voice, 103 favoringinterpretiveunderstanding as a sourceofknowledge. Thismodalitybecameknown as 104 participatoryactionresearch. 105 Maria Amélia do Rosário Franco(4,11,12)bringsus a formofactionresearchwith its roots directly in Kurt Lewin (1890106 1946). CalledPedagogicalActionResearch (PAR), this perspective of PA isaimedatthecontinuous training 107 ofprotagonistteachers, critical-reflective, autonomous, capableoftransformingthemselvesandtheircircumstances. The 108 authorbelievesthatallactionresearchhas a formativecharacter. However, in the case ofPAR, thepedagogical training 109 ofthesubjectsofpracticebecomestheprimaryobjective. It is a participatory, collaborative, 110 pedagogicalworkbetweenresearchersandteachers, withthe perspective ofcritical-reflective training, which, 111 byassumption, willresult in theimprovementofteaching.

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

4 Animportantcharacteristicpresent in all perspectives 113 isthatconductingactionresearchisnotsimplyallowingtheothertospeak, conductingan interview, asking a 114 questionandobtainingananswer, orwaiting for theparticipanttoperform a task. Todevelopaction-research, it 115 isnecessary for themembertofindspaceand time tospeak, wheretheirknowledgeisrecognizedandgenerates data 116 constructedwiththeirparticipation as a subjectofthepractice. Thishighlightstheneed for theresearchtobeconducted in a 117 waythatenables full participation, giving voice toeveryone as researchersorco-researchers. 118 Giving a voice tothoseinvolved in theresearchcanbe, in practice, oneofthemostdifficulttasks in 119 theinvestigativeprocesscarried out thruaction-research, sincenoteveryonealwayswishestospeak, toexpressthemselves, 120 andthis must

berespectedduringtheresearch. Thisdifficultywillonlybereducedwith a lotofdialog, withtheparticipant 121 feeling comfortableandtrustingtheresearcher. 122 Bygiving voice totheparticipants, collectiveparticipationisenabled, whichgenerates a collectiveneedto look, perceive, 123 andworktogether in solvingthe problem. In actionresearch, theresearchproblemiseveryone's problem. And, for 124 thisreason, it isnecessarythatduringactionresearch it isrecognizedthat, 125 despitethedifferencesbetweentheresearcherandtheparticipants, thereis a common cause, 126 whichistheresearchproblemorsomethingtobetransformed. Howeachpersonunderstandsthisproblemisanothermatter, 127 sinceeachoneseesthemselvesdifferently in relationtotheresearch problem. Therefore, 128 therewillbedifferentwaystoaddresstheresearchproblem, whatisdesiredtobechanged, where, how, 129 andwhattheother'sneeds are. 130 Andthisprocessofunderstandingtheotherandspeaking does nothappenhastily; conductingactionresearch requires more 131 time for executionthanisnormallyobserved in otherresearchmethods. A periodofadaptation for theparticipantstothe 132 training sessionsisnecessary, 133 whereretheresearcherwillbringinquiriesaboutthetopictobestudiedandwillcarrywiththemreflections, thoughts, 134 anddoubts, questionsfromtheparticipantstobestudied, initiating a data analysisthatwillgenerate provisional syntheses, 135 whichwill serve as guides for thedevelopmentofthenextsessionsandwillassist in thedevelopmentofthecyclicalspirals, 136 characteristicofthemethod. 137 The factthatthereis a smallanalysisof data duringthedevelopmentoftheresearch, carried out thru provisional 138 syntheses, can lead tothebeliefthat in conductingactionresearch, thereis no need for a more in-depth data analysis, 139 that a collective perspective wouldsuffice, whichisnot a truepremise. The PAR, beingacademic, 140 aimstoeducatethosewhoparticipate in it, whetherthey are researchersorresearchparticipants, and for thisreason, it 141 requires a rigorousprocessofanalyzingcomprehensivecharacteristics. 142 Duetotheallowance for speech andlisteningandtheformative meetings, the data obtained are ofgreat volume 143

andcomplexity, which requires theresearcher, duringthedevelopmentoftheformative meetings, 144 tohavedifferentstrategies for datacollection, usingrecordings, filming, notes, andlogbooks, in ordertoobtain a 145 broadanddetailedsourceto review theeventsthatoccurredandthediscussionsheldduringthereflective meetings. This 146 requires greatereffortandattentionduringtheinterpretationandanalysisofthe data, whichcanbecarried out thrudifferent 147 approaches, bothfrom a positivist perspective andthrucriticalanalysis. 148 The issueofcomplexity in organizing data in pedagogicalactionresearchcarried out bytheauthorswastheimpetus for 149 ustoundertake a more carefulexaminationoftheissuesofarticulationbetween PA and GT, butfirst, it 150 isnecessarytopresentGroundedTheory (GT) or Data GroundedTheory (DGT). 151 TheGrounded Theory (GT) 152 The issueofthelowreliabilityof data in qualitativeresearch in thefieldofsociologywastheinstigating motive for Barney 153 Galland Glaser (1930-2022) andAnselm Leonard Strauss (1916-1996) todevelop, basedon a studyaboutdying in 154 hospital contexts in California (in whichthe book The Discovery ofGroundedTheory, from 1967, is a 155 theoreticallandmark), a researchmethodknown as "GroundedTheory." 156 157 The book wasreleasedat a time 158 whenqualitativeresearchwasdiscreditedandmisunderstoodduetotheobservationofanorientation, 159 bymanyqualitativeresearchers, “a bit anarchic, unsystematic, andresistanttotheformalizationof 160 procedures”and“duetothecriticismthatthedominantpositivistparadigmpresentedregardingthe scientificnatureofqualitati 161 vemethods”(13:42-43), whichplacedqualitativeresearch in a severecrisis. 162

5 163 Glaser and Strauss, in theirinitialproposal, highlightthreemethodologicalcharacteristics as themainones: “a 164 groundedtheory must adheretothe data (fit), berelevant, and must 'work'”(13:29).Glaser, in 1978, 165 addedanothercharacteristicwhichwouldbethecapacitytomodifyitself (modifiability)(13). Thesecharacteristicsbrought 166 GT a possibilityofscientific rigor andreliability for

qualitativeresearchbasedoncarefullyproduced data, 167 systematicallyrecordedandrigorouslyanalyzedthrutechniqueswiththepotential for theoryconstruction. 168 169 In the 1990s, duetodifferences in theirthinkingaboutresearch processes, theauthorspartedways, and Strauss, 170 alongwithhisassistant Juliet M. Corbin, begantodevelop a new approach tothemethod, more flexible. 171 Fromthereemerged“anintegrative approach thatvaluesthishighlystructuredresearchmethodology”(14:490), 172 whichallowed for thedevelopmentofthemethodandtheexpansionof its possibilities. 173 174 The maindifferencesbetweentheresearchof Glaser andStrauss(5)and Strauss andCorbin(15)canbeobserved in 175 thetablebelow: 176 177 Table 1 - Maindifferencesbetweentheresearchof Glaser andStrauss(5)and Strauss andCorbin(15) 178 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 analyticalmethodwithouttheoreticalstructur ing. Analyticalmethodwithstructured steps. Operationalization With a more subjectivenature, it canbedifficulttooperationalize. Of a more objectivenature, it canbeeasytooperationalize. Verificationandtesti ng It generatesconcepts for theoreticalformulationor a set of conceptual hypotheses. The testisleft for thedevelopmentbyotherresearchers in future research. It generates a theoryderivedinductively, takingonconstantchecksandteststovalidatetheconc epts Adaptedfrom Parker andRoffey (1997) and Bianchi and Ikeda (2008). Source: reproductionofConejeroandMacLennan(14:494). 179 The optionofthe approach advocatedby Glaser toseektheoryafterconductingfieldresearch, accordingtoCharmaz(16:47), 180 isduetothefactthatgroundedtheorists“give more weighttoconceptsderivedfromthe data.”This makes theresearcher, 181 “afterdevelopingtheir conceptual analysisofthe data, go totheliterature in theirfieldand compare 182 howandwheretheirworkfitsinto it”(16:47), sincethesearch for dataoccursafter a longandmeticulouspreparationof memos 183 with notes, observations, analyzes,

andcodificationsofthe data thatenablethebreakdownofcategoriesthat must 184 bedefinedwiththeutmostcarebeforebeingsubjectedtotheory. 185 Wehavedivergenceswiththetheoryof Glaser andStrauss(5) in theaspectthatreferstotheabsenceoftheoreticalreflection, 186 justifiedabovebyCharmaz(16), for considering it impossibletoenter a workwithouttheory. 187 Thisstanceisduetothisresearchmethodologybeingrecommended for bothnoviceandexperiencedresearchers, which 188 leads ustoconsiderthenecessityoftheoreticalknowledgesothatthenoviceresearcherunderstandswhatis happening in 189 theirresearchareaand does notendupconductingtheirresearchbasedsolelyonassumptions, risking making it redundant. 190 While for a more experiencedresearcher, webelievethattheyalreadybringwiththem a theoreticalframework 191 developedduringtheirpreviousstudiesand, consequently, are unlikelytobeunawareoftheoriesonthesubject in question. 192 Regardingtheabsenceof a researchquestion, advocatedbyboth Glaser andStrauss(5)and Strauss andCorbin(15), 193 webelievethatallresearchwork must beginwith a researchquestion. Webelievethattheoretical-practical rigor must 194 accompanyallstagesofresearch. 195 Another point tobenotedisbroughtupbyTarozzi(13)whenhe points out thatalthoughthere are 196 differencesbetweenthetwostrandsof GT, bothcontainpositivisttraits, such as objectiveontology, 197 positivistepistemology, thecorrespondencebetweentheoryand reality, 198

6 theseparationbetweentheresearcherandtheirobject, andtheabilitytobegeneralized. However, 199 themethodologycannotbeclassified as positivist, sincefromthe 1990s onward, a new generationof scholars (notably 200 Adele Clarke and Kathy Charmaz) rethought GT under new perspectives thatallowed it tobeemancipatedfrom some 201 of its positivistcharacteristics, revitalizing it. 202 The factthatwe do notagreewiththe perspective ontheresearchquestion, theneed for theoretical input 203 toconductfieldresearch, andrecognizethepositivistcharacteristicsofthemethodology does 204

notpreventusfromviewingthistheory as a possibility for guidingseriousresearchthat leads togoodresults. 205 Thisisbecause, unlikeotherqualitativemethodologies, GT aimsto“offer a non-speculative, 206 carefullylegitimizedresearchmethodology, in ordertocombatthe status ofdevaluationthatqualitativemethodologieshad 207 for notensuringanadequateverification”(17:71), whichallows GT toenableresearchthat, attheendof its 208 interpretativeanalysis, givesresearchersthepossibilitytoconstruct/develop a new theory. 209 Byallowingthiselaboration, themethod requires rigor in its developmentand data analysis, 210 whichimpliesthattheresearcherwho follows thistheoryshouldpossessthefollowingcharacteristics: 211 1. Abilityto step backandcriticallyanalyzesituations; Abilityto step 212 backandcriticallyanalyzesituations; 213 2. Abilitytorecognizethetendencytowardbiases; Abilitytorecognizethe trend toward bias; 214 3. Abilitytothinkabstractly; Abilitytothinkabstractly; 215 4. Abilitytobeflexibleand open toconstructivecriticism; Abilitytobeflexibleand open 216 toconstructivecriticism; 217 5. Sensitivitytothe words andactionsofinformants; Sensitivitytothe words 218 andactionsoftheinformants; 219 A senseofabsorptionanddevotiontotheworkprocess(18:21). 220 221 However, theauthorsclarifythatthedevelopmentofthesecharacteristicswillonlyoccuriftheresearcher does 222 notactmechanically, as themethodneedstobedeveloped in a flexibleandcreativemanner, 223 withtheproposalthatquestionsarisethatelevatewhatisseenandheardtoan abstract levelbeforereturningtothe data, 224 requiringtheresearchertolearntothinkcomparatively, 225 developingtheabilitytoperceivewhatisthesameandwhatisdifferentandensuring“a senseofvision, in 226 whichtheanalystwantsto follow alongwiththeresearch.” The techniquesand procedures (methods), 227 ontheotherhand, providethemeanstotransformthis reality”(18:21), bringing a 228 methodologythatisbasedonsystematicallyinterpreted data. 229 Byrecognizingthatnotallresearchaimstodevelop a theory, Strauss andCorbin(18) open thepossibility for 230 thetechniquesdeveloped in GT

tobeusedseparatelytomeettheneedsandobjectivesoftheresearch in question, as wasthe 231 case in Quaranta's(6)research, whichusedonlytwotechniquesfrom GT data analysis in herstudy. 232 Strauss andCorbin observe thatthe data analysisstage“isnot a structured, static, orrigidprocess”(18:65), butrather a 233 momentofagitation, ofbackandforthbetweenthedifferenttypesofcoding (open and axial), sincetheanalytical 234 procedures ofthetheory use techniquesandanalysis procedures thatallow for a freeandcreativeprocess, 235 withsignificantmovementofthe data in searchofanswerstotheproposedquestion. 236 Thismovementoccursthrucomparisonsthattheresearcherneedsto make in theirquesttounderstandwhatthe data brings. 237 Tothisend, it isnecessarytoaskquestionsiiiaboutwhatisobserved, in searchofwhatisnotrevealed, 238 iiiThe 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.

7 requiringtheresearcherto abstract whatthe data means, shows, orindicates, in thepursuitofboth general 239 patternsandvariations in thepresented data. 240 A PARanalyzed in the light of GT 241 Researchconductedthruaction-researchresults in a largeamountof data generatedthrurecordings, interviews, 242 fielddiaries, observation notes ofthe meetings, andpreliminaryanalyzes (whichgenerate provisional syntheses). 243 GhedinandFranco(3)advisethattherecordsneedto include: 244 • Referencestotheagreementsestablished for thefunctioningofthegroup; 245 • Data relatedtounderstandings, interpretations, andsynthesesoftheoreticalfoundationreadings; 246 • Descriptionofgroupactivitiesandpractices; 247 • Summariesofgroupreflectionsanddecisions; 248 • Characterizationoftheongoinginstitutionalandadministrativechanges; 249 • Descriptionoftheparticipationofthegroupmembers(3:244). 250 251 Andallthis material requires a criticalanalysisthatallows for thereliabilityoftheobtainedresults. Weemphasizethe word 252 “all”, as the material tobeanalyzedisnotlimitedtothosepreparedduringthe meetings; thelogbooks, the notes 253 takenduringthe training sessions, andthethoughtsthatariseatrandommomentsiv are 254 alsomaterialsthatshouldbepartoftheanalyzesandthatprovideinformationtoaid in thedevelopmentoftheresearch. 255 Data analysisisthemomentof data triangulation, wheretheresearcher stands beforetheresearch, comparingwhatthe 256 data bringsus, theresearcher's perspective onthephenomenon, andthetheorythatunderpinstheresearch, and, in light 257 ofthesethreevertices, weengage in dialog in searchofunderstandingandanswers. 258 In the case of PA, thistriangulationbeginswithpartialsyntheses, whichcanbeconsidered mini 259 triangulationsthatoccuraftereach meeting, wheretheinterpretationsofthe data are 260 constructedbytheresearchparticipants, takingintoaccountthe new conceptionsandthesubjectiveconditionsofthework. 261 Withthecompletionofthefieldresearchstage, theanalysisoftheobtained data begins.

Thismomentwillbecarried out 262 exclusivelybytheresearcherresponsible for thestudy, whowillbe in charge oftransformingthegenerated data 263 intoknowledgetobeshared. Thisprocessoftransformingthe data constructedduringtheresearchintosharedknowledge 264 does nothave a predeterminedguidelineontheanalysismethod; for thisreason, 265 theresearchermaychoosetheonethatseemsmostappropriatetotheirresearchobjective. 266 Gettingtoknowthe GT was a momentofrevelationofa possibility for a more criticalandin-depthanalysisofthe data 267 togetherwiththegroup. Reading aboutthemethodologyand its 268 analyticalpossibilitiesthatwouldbringgreaterreliabilitytothe data madetheresearcher'sneedtobecuriousand explore 269 new analyticalpossibilitiesgreaterthantheanxietytoquicklyfinishthedoctoralthesis(6)thatused PAR as 270 theresearchmethodologyandwasatthebeginningofthe data analysisstage. 271 AlthoughTarozziarguesthat“in theabsenceofallthecharacteristicsthat follow, evenifdeclineddifferently, 272 onecannotspeakof GT”(13:22), Strauss andCorbin(18) open thepossibilityofusingonly some techniquesofthemethod.v. 273 Thisflexibilitythat GT offers, ofusingonly some stagesof its methodology in research, brings a 274 greatpossibilityofutilizationwithinthefieldofeducationalresearch, dueto its methodologicalbreadth. However, 275 ivOften, 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. vThereis 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.

8 whatisobservedis its limited use in educationalresearchvi, whichislikelyduetothedifficultyofusingthemethodology(19), 276 whichhas a series ofrequirementstobeconsidered GT anddemands a rigorousandcareful data analysis. Nevertheless, 277 educationis a complexspace, inhabitedbydiverseagents, 278 freeandpredisposedtoactsothattheirneedsanddreams are met […], 279 whichmeansthatevenifwecanknowthepeople, wecanhardlyanticipatetheoutcomeoftheirinteractions 280 […]. Therefore, ifmuchissystematically new, 281 weneedresearchmethodologiesthatdealwiththisnoveltyand embrace 282 theserendipitythatmayresultfrom it. In that case, GT canbe a privilegedinstrument.(19:3). 283 Giventhispossibility, fromthe perspective ofCriticalPedagogy, analyzingthe data accordingto its guidelinesseemed 284 like anintriguingandchallenging path thatcouldyielddifferentiatedresults for the material 285 developedduringtheresearch, organizing it in a rationalandmeticulousmanner. 286 The data analysisstageguidedby GT consistsofthreemainmoments: open coding, axial coding, andselectivecoding. 287 Open codingisthefirststageof data analysis. Accordingto Strauss andCorbin, it iscalledthat“becausetoreveal, name, 288 anddevelopconcepts, we must open thetextandexposethethoughts, ideas, andmeanings it contains” (18:104). Thus, 289 thisstageconsistsofidentifyingtheconcepts, theirproperties, anddimensions, through a separationofthe data 290 intodistinctpartsthatwillberigorouslyexaminedandcompared in

theirsimilaritiesanddifferences. 291 Thisbreakdownofthe data aimsto divide andclassifythemintoconceptsvii, which are abstractedfromtheparticipants‟ 292 speeches andthennamedwith a termthatrepresentsthem in thesearch for whatislessapparent in relationtoanobject. 293 Thisdivisionof data thatoccurs in open codingcanbedonethroughdifferentanalysisstrategies: “linebyline”, 294 “sentenceorparagraph”, or“carefullyreadingtheentiredocument” (18), whichallows for differentmodesofcoding. 295 Line-by-linecodingisthemost time-consumingstage; it involves a techniquethatentails a detailedexaminationofthe 296 data, sentencebysentence, oreven word by word, allowing for thesearch for 297 theirpropertiesanddimensionsthroughcomparisonsandrelationshipsbetweentheparticipants‟ statements, 298 seekingattributesthatenablethe data tobegroupedaccordingtoobservedpatterns. Thismethodof“line-by-linecoding 299 helps youseewhatis familiar in a new light. It also helps 300 yougainsufficientdistancefromtheassumptionsmadebyyouandtheparticipantsaboutthe material sothattheycanbeseen 301 in a new light”(16:38), whichenablestheperceptionoftheneed for new clarificationsaboutthe data 302 andtheemergenceoftheinitialpropertiesofthecategories. 303 When analyzingthruthe“word”, differentmeanings are soughtwithin it thatcanbroadenthe perspective 304 onwhatisbeingexpressed. Whatisthemeaningofthat word withinthecontextofthesentence? What does it make 305 explicitornotexplicit? This word-by-word analysisiscalledmicroanalysisofdata(18). 306 The codingby“sentenceorparagraph”is a technique more commonlyusedwhenthecategories are 307 alreadyestablishedand a relationshipbetweenthemissought. Thistechnique requires theresearcherto look 308 atthesentenceorparagraphandaskthemselvesaboutthemainidearevealedthereandname it. 309 The last open codingtechniqueproposedby Strauss andCorbin(18)isto“readtheentiredocumentcarefully”, observe 310 whatispresented in thetext, andseektoestablishrelationshipsofsimilarityanddifferencebetween it 311 andotheranalyzedtexts, aimingtocodesimilaritiesanddifferencesbetweenthem. 312

Hereisanexampleofline-by-lineanalysis. In thefirstcolumnistheparticipant'sname; in thesecond, 313 thequestionthatgeneratedthethemediscussedduringthe meeting; 314 thethirdcolumncontainsthequestionaskedbytheresearcheraboutthemeaningofthephrase; and in thefourthcolumn, 315 thelocationcodeusedtoidentifytheeventisobserved. In thelocationcode, thefirstnumberindicatestheobservedevent, 316 thesecondthe meetingviii, andtheletters are theparticipant'sinitialsix. Thiscodewillbeimportantatthe time 317 viOnly 1% oftheses, between 2018 and 2020, usedthismethodology in Portugal(19). viiThe abilityto conceptualize isseen, by Strauss andCorbin(18), as anartthatcanbelearnedandthatinvolves a dose ofcreativity. viiiIn theresearchthatoriginatedthisarticle, 13 training sessionswereheld. ixThiscodewastheonethatbestadaptedtothe data organizationdonebytheresearcher, but it canbedone in otherways, accordingtotheresearcher'sneedsorevennotdoneatall.

9 oflocatingandorganizingthe data for theanalyzesthatwillbecarried out atother times, since data 318 withthesamecontextcanappear in different meetings. 319 Table 2: Line-by-LineAnalysis Model 320 Codenameteacher How do youperceiveplayingtoday? Whatisthis? What does thisrepresent? What do these data mean? Locationcode Pimentinha (Little Pepper) They like torun. The child'sneedto move during play. 13;02;PI Teacher J. (ofPhysicalEducation) ismy favorite teacher, she takes me outsideto play (repeating a student's words). The student likes theteacherwho takes himto play. 09;02;PI Valentina I thinkthosewhohave 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 321 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 schooldoesn'thave a placeto play. The play spaces: theschooldoesn'thavespaceto play. 06;02;PI Dori In our time, it wascompletelydifferentfromwhat 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 xMaking notes abouthowtheparticipantexpressedthemselvesduringtherecordingsisimportantatthe time of data analysis for understandinghowthe speech occurred.

10 Codenameteacher How do youperceive play atschool? Whatisthis? What does thisrepresent? What do these data mean? Locationcode workedattheschooldaycare, in 1995). The system confinesthechild. The organizationoftheschoolhinders play, the system does notwant play. 21;02;SO The childhastohave a storytotell. The child: playingcreates memories. What memories are beingprovidedtothechildren? 31;02;SO 322 Codenametea

cher 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, becausethe real onehaslittlestones. Memories ofplaying: playingcreates memories. 25;02;SE Waysofplaying: thesame game canhappen in differentways. 08;02;SE Source: adaptedfromQuaranta(6). 323 The momentof open codingisverydynamicand requires manyback-and-forths. For thisreason, 324 variousgroupingsoftheobservedphenomenawerecarried out, as canbeseen in thefollowingtables, where some 325 examplesof central themesorpropertiesofthecategories are presented, which do notyetexpressthesearchcategories, 326 butserved as initial bases to look atthe data andseekthecategoriesorsubcategories, in theirpropertiesanddimensions, 327 tothenberelated“throughhypothesesorstatementsofrelationships”(18:121)and, thus, enablethedefinitionofthe central 328 categoryor core category. 329 330 The processof open coding“linebyline”beganaftereach meeting, wheretheteachers‟ speeches 331 werecategorizedandorganizedaccordingtothemeaningofthesentence (table 3). For thisreason, onecan observe in 332 thetabletherepetitionofthesamecodeseveral times, whichmeantthatthatperceptionemergednotonlyatonemomentbut in 333 differentstatementsbytheteacherduringthe meeting oreven in different meetings. 334 335 Table 3 - Model oforganizationof open codingafterline-by-lineanalysis 336 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: thetoyxi 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 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. .

11 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). 337 Aftertheclassificationprocessbyencounter, the data begantobeorganizedby central themes, 338 whichemergedaccordingtotheperceptionsoftheresearcherandtheparticipants. At thismoment, it 339 isnotpossibletoknowwhichthemeswill emerge as categoriesandwhichwillbesubcategories; 340 thiswillonlyoccurwiththedevelopmentoftheanalysisprocess, aftersuccessiveorganizationsandcomparisons are 341 madewiththe data. 342 343 In theresearch, in additiontothepropertyofthechild, brieflypresented in Table 4, 344 thefollowingalsoemergedfromtheanalyzesbasedonline-by-lineanalysis as properties for observationandanalysis: 345 space, time, technology, familyandsociety, the system, theteacher (training and memories), and play (possibilities, 346 difficulties, modes, andtoys), whichwerecomparedandobservedexhaustivelytoidentify points 347 ofconvergenceanddivergenceamongthem. 348 349 In thetable, twolevelsofexplanationoftheobservedphenomenacanalsobeobserved: “(a) theactual words 350 usedbyourinformantsand (b) ourconceptualizationofthese words”(18:126), sincewhen data analysisisconducted, 351 theinterpretationofthe data iscarried out bytheresearcher. 352 353 Table 4 - Examplesofgroupingbysentencebasedonthepropertychild 354 The Child Time Phrasefromtheteacher Locationcode What's happening? Whatdidtheteachermean? Most are onlychildrenorhavemucholder siblings, aroundeighteenyearsold, oronlyinteractwithadults. 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. 355 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, whichwepromotethefrustration, butat home, wedon't. It'scomplicated. 18;11;SE The school: a space for learning: notdoingeverythingthechildwantscanalsobeeducational. When playing, notallofthechild'swishes are met, andthiscanbeeducationalandcanhappenwithintheschool. 356 357 358 359 Possibilities

12 Phrasefromtheteacher Locationcode What's happening? Whatdidtheteachermean? The childhastohave 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 neverwanttoplay 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. Childrenset therulesofthe 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 understandingwellthatplaytimeis for playingandactivity time is for activities. 06;04;BO Play vs. activity. Dependingontheteacher'spositioning, evenifftheythinkthey 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 toldtheboys,let'screatesomethingdifferent? [...] Withthegirls, I havetherollsthat I getfromthemarket for themto play withplaydough. But I said, let'screatesomethingwiththem? [...] I thought, wow, howcreativethey 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 wasamazedbecause 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

13 ofmyclassandturnupsidedown for thechildtohear me. Ifshedoesn'twantto, ifsheisn'tready for it, shewon'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 playedtightrope 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, howrestlesstheywere. 24;05;SE Playing resides withinthechild, it isanurgentneed for them, and its absencebrings negative consequences for thechild'sbehavior. Source: ownelaboration, basedonQuaranta'sresearch(6). 362 Axial codingis a momentthatoccursconcurrentlywith open coding, in a natural sequenceofcontinuity in analysis. Its 363 objectiveisto“begintheprocessofregroupingthe data thatweredividedduring open 364 coding”(18:124)andoccursfromthemomentthe data havealreadybeenexhaustivelyanalyzedandcategoriesbeginto emerge, 365 beingseen as “theactofrelatingcategorieswithsubcategoriesalongtheirlines, properties, anddimensions”(18:124). It is a 366 momentwhenthemaincategoriesoftheresearchbeginto emerge. 367 The definitionofwhatthecategoriesof a researchstudywillbeisnot a choiceoftheresearcher; they must emerge fromthe 368 data, andthisoccursthroughreadings, thequestionsposedtotheobserved data,

andcomparativeanalyzesofthe material 369 carried out basedapproximationsanddistances in thesearch for howthepresentedcategories relate toeachother(18). 370 In theresearch, theanalysis led thepropertiesthatinitiallyemergedto a new perspective, as canbeobserved in the 371 flowchart presentedin Figure 1, in whichthepropertiesthatappeared in the open codingindicated a 372 maincategorythatwasnamed Time/Space, which led tothreecategoriesnamed: Dissonances, Resistances, 373 andPossibilities. 374 Whatisthe time/space for play withinthe Early ChildhoodEducationschool? How, where, and in whatway do 375 thedissonances, resistances, andpossibilitiesfound in the data influencethe time/spaceof play within Early 376 ChildhoodEducationschools? Giventhiscategorization, questionssuch as why, in whatway, where, when, how, 377 andwithwhatresults, suggestedby Strauss andCorbin(18).toaid in thecontextualizationofthephenomenon, 378 couldbegintobeansweredandallowed for theunderstandingoftheobjectofstudyfrom a completely new andunexpected 379 perspective. 380 Figure 1 - Flowchart ofthedevelopmentofcategories 381

14 382 Source: Quaranta(6). 383 Animportantobservationthatthe GT bringsusaboutthedefinitionofcategoriesisthatthey are notfixed, a 384 anotherresearcher, comingfrom a 385 differenttheoreticalorientationandhavinganotherresearchquestion, couldarriveat a 386 verydifferentinterpretation. However, oncetheanalystexplains in detailhowtheyarrivedat a 387 conceptualization, otherresearchers, regardlessoftheir perspective, maybeableto follow 388 theanalyst'slogical path andagreethatthisis a plausibleexplanation for whatis happening (18:146). 389 In this way, thereisnot a single path and a single answertothe data, 390 butratheronethatrespondstotheresearcher'sguidance, allowingthemto follow different perspectives 391 accordingtotheiranalysis. However, thechosen path must beexplainedandcoherentsothatotherscan follow it. 392 393 Although GT still suggests a thirdformofanalysis, selectivecoding, thiswasnotused in theresearchthat gave 394 risetothistext. The mainreason for its non-use wasthe time requiredto complete

theresearch. 395 Delvingintotheselectiveanalysiswould require a time that, duetothe deadlines imposedbythe system for 396 thecompletionofthesesanddissertations, hasbecomeunfeasible. For thisreason, wewillonlypresenttheselectiveanalysis, 397 butwewillnotdelveintopracticalexamples. 398 399 Selectivecodingisthemomentto refine thetheory in the“search for internalconsistencyandlogicalflaws, 400 completingpoorlydevelopedcategoriesandpruningexcesses, 401 andvalidatingthescheme”(18:155)sothatthetheorycanbeformalized. At thisstage, 402

15 thecategorieswillberefinedandintegratedinto a largertheoretical framework thru a review ofthe data in 403 searchoftheirvalidation. 404 405 Considerations (evenif provisional) 406 ConductingresearchbasedonPedagogicalActionResearch (PAR) as a fieldresearchmethodologyandGroundedTheory 407 (GT) for thecriticalanalysisof data was a 408 challengethatrequireddedicationthroughouttheentiredevelopmentoftheresearch. 409 410 The PAR, being a formativeresearch, is a methodologythatrequired time for its development, where, 411 duringthereflective meetings, theteacherhadtheopportunitytodiscussconcepts, perceptions, andpossibilities for a 412 pedagogicalpracticethatwouldbringmeaningandsignificancetotheirwork. In thistypeofresearch, 413 theresearcheralwayshasthesubjectivityofthesubjectsofthepracticebeforethemthroughoutthe process, 414 whichincreasesthecomplexityofthisformofresearchandatthesame time densifiesthequantityandqualityofthe data 415 andknowledgebeingconstructed. 416 417 The GT, in turn, requested time, collectivesyntheses, in-depthanalyzes, andabstractionto look atthe data, 418 allowingthemtobeunderstood in anarticulatedandcontinuousmanner, producingpartialsynthesesofknowledgeaboutthe 419 reality beingresearched. 420 421 At thebeginningofthisarticle, wequestionedthepossibilityof a GT, from a critical perspective, 422 beingabletocontributetotheconsolidationofthe data constructedduring a PARinto a theoreticalapproximation. 423 Wewereableto observe thatthepracticeof a GT canbe a facilitator in theorganizationofresearch data, as it iscarried out 424 systematically,

openingdoorsto new questionsthat are reattachedtotheinitialanalysis, 425 approachingthemethodologyofcyclicalspiralsused in PARs. 426 427 The methodologyof data organizationthru GT allows for a movementthat, whilesystematizing some data, also drives 428 theproductionof new questionsand new perspectives duringtheresearchprocess. Therefore, it helps 429 usredirectourownfieldworkbyproducingcyclicalspiralsofunderstandingthemeaningsbeingdeveloped. 430 Thisdynamicalsofacilitatesthat, whendraftingthe data analysis, thewaytheresearcherssynthesizedandinterpretedthe 431 data becomes more transparent. 432 433 Conductingresearchoncritical bases, using PARand GT, wasnotaneasytask, 434 buttheresultsobtainedbyQuaranta(6)wereextremelygratifyingandallowed for a methodologicalbreadththatenabledthe 435 data analysisto approach aneducationaltheory, showingthatqualitativeresearchcangenerate data that, 436 ifdeepenedandmethodicallyanalyzed, canconfirmorgenerate new theoretical perspectives. 437 438 References 439 1. Minayo MCS. O desafio do conhecimento: pesquisaqualitativaemsaúde. 14th ed. São Paulo: Hucitec; 2014. 440 2. Bogdan RC,Biklen SK. InvestigaçãoQualitativaemEducação. Porto: Porto Editora; 1994. 441 3. Ghedin E,Franco MARS. Questões do métodonaconstrução da pesquisaemeducação. 2nd ed. São Paulo: Cortez; 442 2011. 443 4. Franco MARS. Pesquisa-açãopedagógica: práticas de empoderamento e participação. EducaçãoTemática Digital 444 [Internet]. 2016 Apr/Jun [cited 2025 May 15];18(2):511-30. Available from: 445 https://periodicos.sbu.unicamp.br/ojs/index.php/etd/article/view/8637507/13331. 446 5. Glaser BG,Strauss AL. The discovery of Grounded Theory: Strategies for qualitative research. Aldeline 447 Transaction. 1967. 448 6. Quaranta SC. O brincarcomopráticapedagógica: espaço/tempo de dissonâncias, resistências e possibilidades 449 [thesis on Internet]. Santos:Universidade Católica de Santos; 2024 [cited 2025 May 15]. Available from: 450 https://tede.unisantos.br/bitstream/tede/8062/1/Silvia%20Cinelli%20Quaranta.pdf. 451

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