CASE REPORT   **OPEN ACCESS**

THE APPROACH TO THE MULTIPLE DIMENSIONS OF TEACHING IN YOUTH ADULTS EDUCATION IN STRICT SENSU RESEARCHES UNDERTAKEN BETWEEN 2009 - 2020: A Systematic Literature Review

Débora de Andrade Fonseca Felix[1], José Jackson Reis dos Santos[2] and Benedito Gonçalves Eugenio[3]

[1]Master's student of the the Post-graduate Program in Teaching (PPGEn), Universidade Estadual do Sudoeste da Bahia (UESB), Vitória da Conquista, Brazil; [2]Professor of the Post-graduate Program in Teaching (PPGEn), Universidade Estadual do Sudoeste da Bahia (UESB), Vitória da Conquista, Brazil; [3]Professor of the Post-graduate Program in Teaching (PPGEn) (PPGEn), Universidade Estadual do Sudoeste da Bahia (UESB), Vitória da Conquista, Brazil

---

ARTICLE INFO

ABSTRACT

This article seeks to discuss issues related to pedagogical practice, more specifically, in the scope of the dimensions of teaching in Youth and Adult Education. This paper aims to identify researches on teaching in YAE and to analyze whether the discussions about teaching contemplate the multiple dimensions that permeate this process. This is a literature review based on data from the Brazilian Digital Library of Theses and Dissertations, considering the period from 2009 to 2020. To locate the papers, we used the following descriptors: "docência" (teaching), "prática pedagógica" (pedagogical practice), "formação docente" (teacher training), "EJA" (YAE), "Educação de jovens e adultos"(Youth and adult education), "dimensões da docência" (dimensions of teaching), "saber docente" (teaching knowledge). We analyzed the data using the Content Analysis Technique. Knowing teachers' knowledge constitutes an initial framework for understanding the dimensions of teaching. However, the results of this study suggest that research on teaching in YAE has prioritized the discussion of teachers' knowledge to the detriment of a broader debate, capable of contemplating the multidimensionality of teaching. We signal a latent demand for studies in the field of the dimensions of teaching, aiming to contribute with reflections and propositions in this modality of education.

INTRODUCTION

Teaching is an activity permeated with meanings, beliefs, tastes and (un)tastes, many doubts and some certainties. Paraphrasing Shor and Freire (1986), the educator's everyday life is a mixture of "fear and daring". In this context, teaching as a profession is a complex field that includes personal and professional dimensions of the educator. When entering the teaching profession, the educator, as a social being, brings with him his conception of the world, his personal experiences, his beliefs, ideologies, and philosophical conceptions. In the weaving of his practice, the educator mobilizes diverse knowledge, experiences, and know-how that will compose the various dimensions of teaching: the ethical, cultural, political, social, affective, and pedagogical dimensions, among others.

Thus, the teaching practice is made up of many dimensions and the educator's life trajectory imprints marks on the dimensions that he mobilizes in his practice. When it comes to teaching Youth and Adult Education (YAE), it is even more challenging, considering that this modality has specificities regarding the methodology to be used by educators, the curriculum and, mainly, regarding the subjects and contexts that comprise it. This reality would require a professional with specific training, which, in reality, has not been the rule, since most of the teachers working in this modality do not have specific training, setting up their practice based on experiences acquired in their daily lives. In this sense, the text, in the form of a Systematic Literature Review (SLR), explores theses and dissertations defended between the years 2009 and 2020, which address the issue of teaching in YAE. The central questions of this study are: How has teaching in YAE been discussed? How does the multiplicity of teaching

dimensions present themselves in these works? In an attempt to answer the questions, we defined the following objectives: a) Identify research that deals with teaching in YAE; b) Analyze if the discussions about teaching contemplate the multiple dimensions that permeate this process. Due to the increasing number of research studies being carried out in graduate courses in the field of education, the literature review is an important step in the construction process of a research study. In addition to expanding the researcher's knowledge about the topic of interest, it also contributes to the delimitation of the theme, since this mapping can show the researcher the most adopted approaches, as well as possible gaps in the studies on the subject in question. The SLR, presented in this study, is part of a research developed in the Post- Graduate Teaching Program (PPGEN), Master's and PhD Academics, of the State University of Southwestern Bahia (UESB), linked to the research line: Teaching, Policies and Educational Practices and the Group Colabor(Ação): Studies and Research in Education of Young People, Adults and the Elderly.

MATERIALS AND METHODS

After defining our object of study: "The dimensions of teaching from the perceptions and characteristics pointed out by YAE students as necessary to the teaching practice", we chose to make an SLR about the theme to better delimit the object of study. According to Ramos et al. (2014), a systematic review aims to identify researches conducted about a specific question. For this purpose, it is necessary "[...] to define criteria, precise and systematic methods, in order to identify and select the bibliographic sources with the maximum rigor, degree of efficiency and confidence in the work developed". (Ramos et al., 2014, p. 20). Anchored in Ramos et al. (2014), when they state that an SLR is characterized by the use of a methodology with scientific rigor, before starting the search, we prepared a Research Protocol (Figure 1), based on Sampaio and Mancini (2007), defining the objectives, the database to be used, the inclusion and exclusion criteria for the selection of papers, the search procedures, the forms of organization and presentation of results, and also the forms of treatment and discussion of the data obtained. In order to perform a detailed analysis, we used an approach inspired by Bardin's (1977) Content Analysis Technique. According to Bardin (1977, p. 42), it is "[...] a set of techniques for the analysis of communications, aiming to obtain, through systematic and objective procedures, the description of the content of messages, indicators [...] that allow the inference of knowledge [...] of these messages. The use of this technique and the clarification of its operationalization aim to ensure scientificity and credibility to the study. Following the script established in the Research Protocol, we started the search aiming to identify theses and dissertations in the Brazilian Digital Library of Theses and Dissertations (BDTD) database that deal with teaching in YAE. Due to the specificity of the theme, we chose to perform the search using the "advanced search" and the Boolean operators "OR" and "AND" and the wildcard character (*)[1]. The descriptors used were: "docência"(teaching), "prática pedagógica" (pedagogical practice), "formação docente" (teacher training), "EJA" (YAE), "Educação de jovens e adultos"(Youth and adult education), "dimensões da docência" (dimensions of teaching), "saber docente" (teaching knowledge). In an attempt to present the results obtained from the survey on the theme and based on the data analysis, we present, in the next section, the results and the analysis of the bibliographic survey carried out, describing the execution of the three phases proposed by Bardin (1977) for the organization and analysis: pre-analysis, exploration of the material, and treatment of the results.

---

[1] Boolean operators are terms that allow the descriptors used in the search to combine like logical operators. They relate words or groups of words in the process of search elaboration. The AND operator restricts the search, making it possible to find papers containing both terms separated by the operator. The OR operator broadens the search, equivalent to "with either term," and enables the search to find papers containing one of the terms separated by the operator. The asterisk wildcard character (*) enables searches for terms with the indicated root, enabling possible variations of a term.
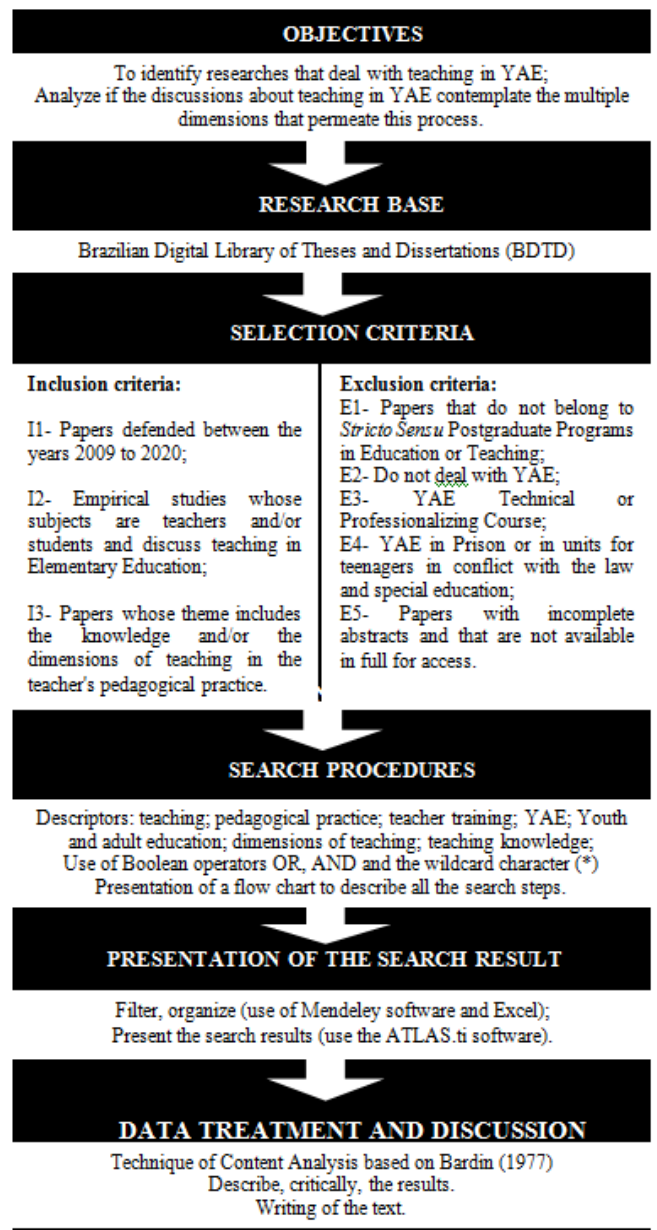

OBJECTIVES
To identify researches that deal with teaching in YAE; Analyze if the discussions about teaching in YAE contemplate the multiple dimensions that permeate this process.

RESEARCH BASE
Brazilian Digital Library of Theses and Dissertations (BDTD)

SELECTION CRITERIA

Inclusion criteria:

I1- Papers defended between the years 2009 to 2020;

I2- Empirical studies whose subjects are teachers and/or students and discuss teaching in Elementary Education;

I3- Papers whose theme includes the knowledge and/or the dimensions of teaching in the teacher's pedagogical practice.

Exclusion criteria:

E1- Papers that do not belong to *Stricto Sensu* Postgraduate Programs in Education or Teaching;
E2- Do not deal with YAE;
E3- YAE Technical or Professionalizing Course;
E4- YAE in Prison or in units for teenagers in conflict with the law and special education;
E5- Papers with incomplete abstracts and that are not available in full for access.

SEARCH PROCEDURES
Descriptors: teaching; pedagogical practice; teacher training; YAE; Youth and adult education; dimensions of teaching; teaching knowledge; Use of Boolean operators OR, AND and the wildcard character (*) Presentation of a flow chart to describe all the search steps.

PRESENTATION OF THE SEARCH RESULT
Filter, organize (use of Mendeley software and Excel); Present the search results (use the ATLAS.ti software).

DATA TREATMENT AND DISCUSSION
Technique of Content Analysis based on Bardin (1977) Describe, critically, the results. Writing of the text.

Figure 1. Protocol for Systematic Literature Review - Based on Sampaio and Mancini (2007)

RESULTS

We begin this section by starting from the first stage, pre-analysis. At this stage, according to Bardin (1977, p. 96), the researcher seeks "[...] to establish contact with the documents to be analyzed and get to know the text, letting himself be invaded by impressions and orientations [...]". In the process of constituting the corpus of analysis, we were careful to respect the principles of "[...] exhaustiveness, representativeness, homogeneity and relevance", as defined by Bandin (1977, pp. 97-98). During the initial stage of the research process, we found the need to run two distinct search blocks, because when using the descriptors "dimensions of teaching" and "knowledge of teaching" in the same search, the number of searches found was inexpressive, not portraying the reality of when the search was run with the descriptors separately. For this reason, we conducted two separate search blocks and, after applying the selection criteria, pooled the results. The search was conducted from a broader context, adding "search groups" with new descriptors until more specific studies were found. In all "search groups", we chose to use the descriptors in all fields, not initially excluding any metadata. To define the search equations, in addition to the descriptors, we use the Boolean operators "OR" and "AND" and the wildcard character (*).

In the first block of the search, we defined the following search equation ("docência" OR "prática pedagógica") AND (formação docente) AND (EJA OR "educação de jovens e adultos") AND (dimensões docen*). By applying this equation, we located eleven (11) papers. The second block was made from the same equation, substituting only the descriptor "dimensões da docen*" for "saberes docentes". In this block, the search equation was constituted like this: ("docência" OR "prática pedagógica") AND (formação docente) AND (EJA OR "educação de jovens e adultos") AND (saberes docen*). With this equation, we located 56 jobs. After this step, the 67 abstracts of the selected papers and their metadata were transferred to Excel and the Mendeley reference manager. We then carried out a floating reading of the 67 pre-selected abstracts with the objective of selecting the research, based on the criteria defined *a priori*, as presented in the Protocol for the SLR (Figure 1). Figure 2 shows, in detail, the application of the selection criteria and the results in each of the searches. One of the difficulties encountered in the process of refining the results is the non-standardization of the structure of the abstracts of theses and dissertations. In many abstracts analyzed, the information was incomplete, often without indicating the research question and objective. Some abstracts did not include, for example, the type of research, the methodology used, the procedures for data production and analysis. In these cases, it was necessary to resort to the body of the paper to find the information that was indispensable in the selection process of the papers. After this step, 7 research papers remained, and of the 7 remaining papers, one dissertation was common to both research blocks, totaling 6 papers, being 3 theses and 3 dissertations. To facilitate the identification of the papers, we elaborated the following codes: D1, D2, D3, T1, T2, T3 ("D" representing Dissertation and "T" representing Thesis).
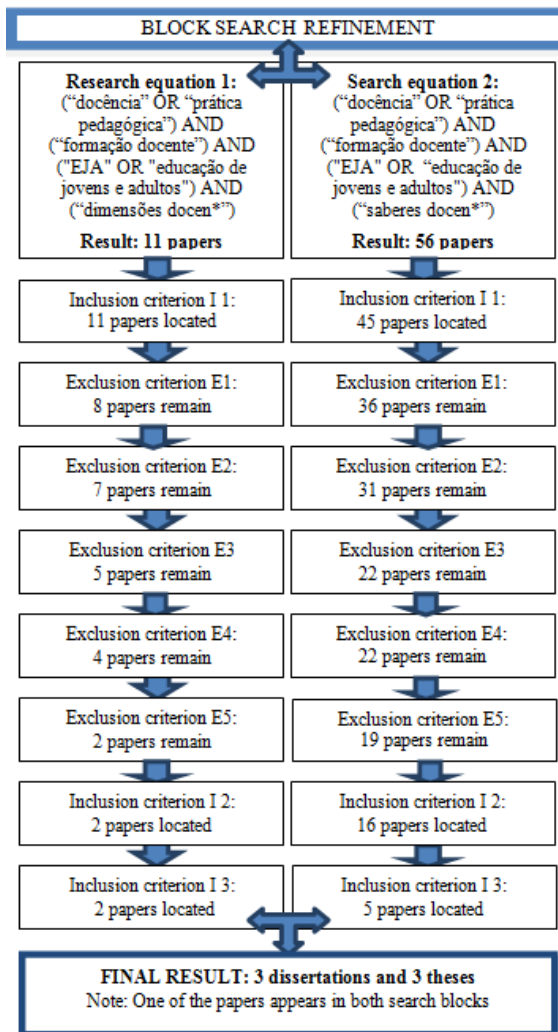
Figure 2. Refinement of the search using Inclusion (I) and Exclusion (E) criteria

By analyzing the titles of the papers presented in Table 1, it was possible to see that all of them include the descriptors: YAE or Youth and Adult Education; pedagogical practice, teaching practice, or teaching. e also used these descriptors in the search process. However, the same does not occur with the descriptors "saberes docentes" and "dimensões da docência". The term "saberes" is explicit in D1, D3 and T3. The descriptor "dimensões da docência" was not found in any of the titles of the researches located. This fact was the first indication that research on teaching in YAE has prioritized the discussion of teaching knowledge to the detriment of a broader discussion, contemplating the dimensions of teaching.

Table 1. Selected researches: title and author(s)

Order	Title	Author
D1	Knowledge constructed by teachers in the teaching practices of youth and adult education	Cunha Júnior, A. S.
D2	The pedagogical teaching practice from Paulo Freire's perspective of humanization in YAE in Olinda	Leitão, E. S. S.
D3	Knowledge constructed in the pedagogical practice of teachers in Youth and Adult Education	Nascimento, E. S.
T1	The meanings of mediation in pedagogical practice in youth and adult education	Losso, A. R. S.
T2	Unmuted voices of young adult literacy students and their repercussions on teacher education	Rosado, C.T.C. L.
T3	Knowledge required for teaching in Youth and Adult Education.	Santos, J. J. R.

Continuing the analysis, we surveyed the Research Institutions, the year and the State where the defenses were made. The focus of this action was to contextualize the studies, considering the period and the location of the institutions. In Table 2, we present the collected data, noting that there is a predominance of research (D1, D2, T2, and T3) conducted in institutions located in the Northeast region of Brazil, in the period from 2011 to 2015.

Table 2. Research Institution, year and state of the papers' defenses

Order	Defending Institution	Year	State
D1	Federal University of Sergipe - UFS	2012	Sergipe
D2	Federal University of Pernambuco - UFPE	2015	Pernambuco
D3	University of Taubaté - UNITAU	2013	São Paulo
T1	University of Vale do Rio dos Sinos - UNISINOS	2012	Rio Grande do Sul
T2	Federal University of Rio Grande do Norte - UFRN	2013	Rio Grande do Norte
T3	Federal University of Rio Grande do Norte - UFRN	2011	Rio Grande do Norte

Although the time interval defined *a priori* comprised researches conducted between 2009 and 2020, we found that discussions about teaching in YAE were more intense in the early years of this period, influenced by a trend highlighted by Nunes (2001) when he stated:

> [...] It is from the 1990s on that new approaches and paradigms have been sought to understand pedagogical practice and the pedagogical and epistemological knowledge related to the school content to be taught/learned. In this period, researches were developed seeking [...] to rescue the role of the teacher, highlighting the importance of thinking about training in an approach that goes beyond the academic, involving the personal, professional and organizational development of the teaching profession (Nunes, 2001, p. 28).

Corroborating this statement, Santos (2009, p. 2) states that "in the 1990s, in the twentieth century, studies about teachers' knowledge [...] directly impacted teacher education in the Brazilian context, causing the development of research and the rethinking of this theme [...]". Allied to this, we believe that the VI International Conference on Adult Education (VI Confintea), which took place in Belém/Pará, Brazil, from December 1st to 4th, 2009, has also boosted the discussion and research process in the country about YAE.

> In the preparatory process for the VI CONFINTEA, Brazil held a broad debate involving the State and civil society, through the YAE forums that bring together YAE educators/teachers; YAE students; municipal and state managers; universities, social and labor movement, and many other actors *(Brazil, Ministry of Education, Secretariat of Continuing Education, Literacy, 2009, pp. 9-10)*

The discussions and debates during the VI Confintea culminated, in 2009, with the approval of the Belem Framework of Action, final document of the VI Confintea, which, among other things, "[...] generated the commitment of the Brazilian government to install, on national territory, a debate process for the formulation of a public policy on youth and adult education throughout life".(Brazil, Ministry of Education, Secretariat of Continuing Education, Literacy Diversity, 2016, p. 10). However, despite the ample discussion and elaboration of documents that would serve as guidance and debate for the implementation of actions in this modality, these initiatives were not effectively materialized. Among the reasons for this to happen is the tradition of discontinuity that marks educational policies in Brazil, especially regarding YAE. The actions that characterize EJA are almost always government policies and not state policies. On the subject, Soares (2016) asserts:

> How to establish permanent policies, of state, if the culture dissimulated by society disqualifies the subjects and the actions of assistance to them? [...] in the alternations of power, the actions of YAE are hostages of government policies because they are not yet guaranteed as state policies (Soares, 2016, p. 229).

Public policies for YAE have traditionally advanced very slowly and, in this process, many comings and goings, advances and setbacks can be perceived. In addition to this, it is worth noting the breakdown in discussions caused by the 2016 coup d'état, when reactionary, neoliberal forces usurped power, ousting then-President Dilma Rousseff. Since then, educational policies and research in education have suffered many attacks and constant setbacks. Regarding the *locus* of the selected research, we noticed a predominance of studies on teaching in EJA in educational institutions located in Northeastern states: 1 in Sergipe, 1 in Pernambuco, and 2 in Rio Grande do Norte, as shown in Table 2. This fact is justified by the existing demand, since, according to the National Continuous Household Sample Survey (PNAD), conducted by the Brazilian Institute of Geography and Statistics (IBGE, 2019), the Northeast Region, among the Brazilian regions, has the highest illiteracy rate among people aged 15 years or older, as shown in Graph 1.
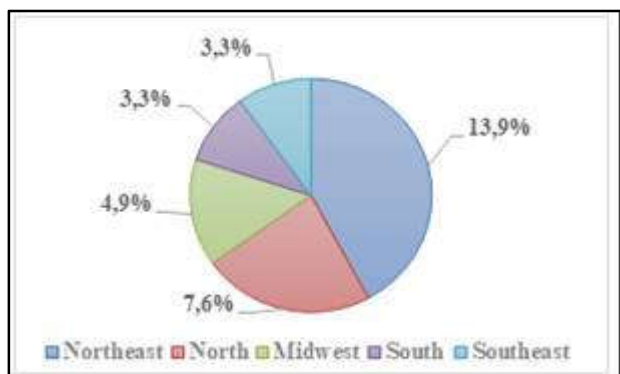
Graph 1. Illiteracy rate of people aged 15 years and older by Geographic Region in 2019, data extracted from the National Household Sample Survey (PNAD) - 2nd semester 2019

The high illiteracy rate in the Northeast Region announces a great demand for investments and policies that can contribute to mitigate this situation With regard to demand, the percentages presented in Graph 2, dealing with the enrollments in YAE, in Primary Education in 2019, confirm this finding.
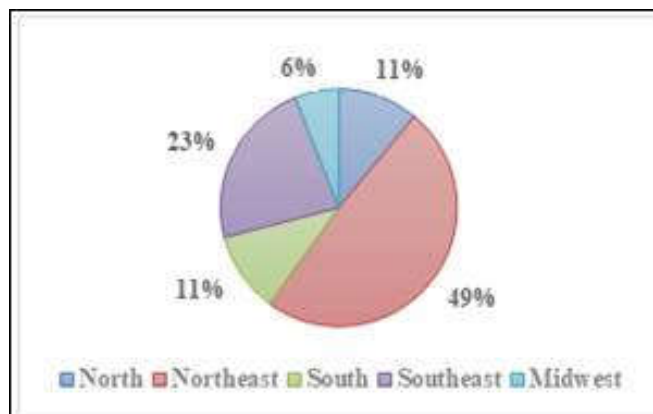
Graph 2. EJA enrollments in Primary Education by Geographic Region - 2019, data extracted from the National Institute for Studies and Research (INEP) – 2020

Continuing the material exploration phase, we exported the six surveys to the ATLAS.ti software. In this stage of the analysis, we performed the "disassembly" of the text into categories of analysis. This step "[...] consists essentially of coding, discounting, or enumeration operations, according to previously formulated rules" (Bardin, 1977, p. 99). The coding process started by clipping the research into units of record, based on a categorization made a priori, defining as categories of analysis the "teaching knowledge" and the "dimensions of teaching". As for the theoretical reference that supports the discussion of teaching knowledge, it was possible to verify the presence of several authors, however, the work *Saberes docentes e formação profissional,* de Maurice Tardif (2014), is common to all researches. Based on this finding, we defined the subcategories of "teaching knowledge", anchored in Tardif's (2014) classification: "Teaching knowledge can be defined as a plural knowledge, formed by the more or less coherent amalgam of knowledge derived from professional training and disciplinary, curricular, and experiential knowledge" (Tardif, 2014, p. 36). Backed by this same principle of the cited author, in all the research analyzed, we defined the subcategories of the "dimensions of teaching", anchored in Freire's (2019a, 2019b) perspective, when dealing with the multidimensional nature of teaching. Backed by this same principle of the cited author, in all the research analyzed, we defined the subcategories of the "dimensions of teaching", anchored in Freire's (2019a, 2019b) perspective, when dealing with the multidimensional nature of teaching. From this perspective, in Figure 3, we present the categories and subcategories adopted in the process of coding the papers.
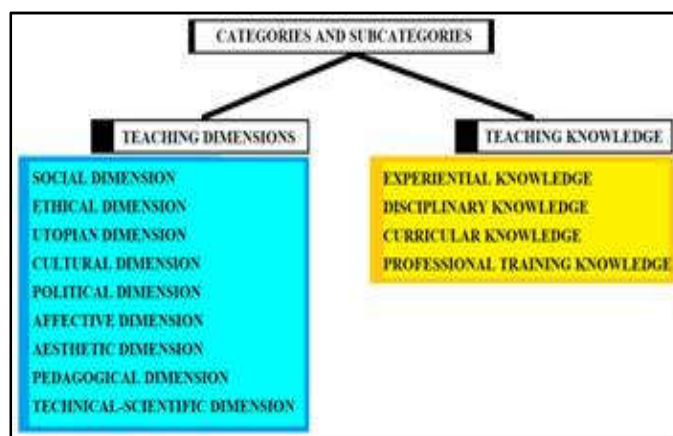

Figure 3. Categories and subcategories of analysis

In order to analyze if the discussions about teaching in YAE contemplate the multiple dimensions that permeate this process, we defined the presence/absence as a rule to enumerate the registration units. During the floating reading performed during the pre-analysis and the material exploration phase, in the codification process of the selected researches, it was possible to notice that the studies that deal with teaching in YAE prioritize the discussions of the theme anchored in the teachers' knowledge. At the beginning of the BDTD search process, by using the descriptor "dimensions of teaching" as a starting point, we found only 7 papers, none of which focused on YAE. However, when we used the descriptor "saberes docente", we found 1061 studies, 52 of which dealt with EJA. Another indication was the analysis of the keywords of the selected studies, as shown in Table 3.

Table 3. Keywords used in the selected searches

Ordem	Keywords
D1	Young adult education. Teacher training. Pedagogical practices. Teaching Knowledge
D2	Pedagogical Teaching Practice. EJA. Paulo Freire. Humanizing Education
D3	Youth and Adult Education. Educative practice. Teacher Education
T1	Youth and adult education. Pedagogical mediation. Teacher Training
T2	Voices. Literacy. Young people and adults. Teacher Training
T3	Youth and adult education. Teaching knowledge. Elementary Education

None of the selected research studies has teaching dimensions as a key-word, although all of them discuss teaching. As can be seen in Table 3, only researches D1 and T3 use teaching knowledge as a descriptor, although all of them, in the body of the work, make reference to the necessary knowledge for teaching, discussing it in greater or lesser depth. As our interest in the analysis does not lie in the description of the contents themselves, but in what they say, interpretation and inference permeated the third stage, the treatment of data. Thus, anchored in Bardin's (1977) approach to content analysis, in this RSL, we adopted, as mentioned above, the presence or absence of discussions about the dimensions of teaching in EJA as an enumeration rule. Each paper was analyzed with a focus on these questions: Does the selected research address the dimensions of teaching? If so, which dimension(s) is (are) addressed in each paper?

Table 4. Occurrence of the category "Teaching Dimensions" in the surveys

Dimensions of Teaching	Analyzed Surveys					
	D1	D2	D3	T1	T2	T3
Affective Dimension					*	
Cultural Aspect						
Esthetic Dimension						
Ethical Aspect		*			*	
Pedagogical Aspect						*
Political Dimension		*			*	*
Technical-Scientific Dimension						*
Utopian Dimension		*				
Social Dimension						

With regard to the multiple dimensions of teaching, as shown in Table 4, none of the studies discusses all the dimensions established as subcategories. Research studies D1, D3 and T1 do not specifically address any of the dimensions. Although the researches D2, T2 and T3 do not have this theme as a study object, they mention, at some point, the expression "dimension(s)", without, however, going deeper into the theme.

D2: [...] the pedagogical teaching practice guided by the dimensions of dialogue, love and criticality can contribute for the subjects involved to appropriate the knowledge in a more dense and consistent way, maturing every day the process of building their humanity and also contributing to the construction

of the humanity of other social subjects [...] (Leitão, 2015, p. 21, our emphasis).

D2: The ethical-political dimension is also inserted in this perspective, as it demands from the teachers a clear positioning about the conception of the world they wish to build, coherence in their attitudes and a deeper perception about the knowledge in place, considering the student, his/her knowledge and culture as a fundamental part in the teaching-learning process (Leitão, 2015, p. 35, our emphasis).

T2: We know that school for adult literacy learners cannot be framed in a one-dimensional, characterizable logic, because as Candau states: 'School [...] is a space of search, construction, dialogue and confrontation, pleasure, challenge, conquest of space, discovery of different possibilities, of expression and languages, adventure, citizen organization, affirmation of the ethical and political dimension of the whole educational process' (Candau, 2007, p. 15 as cited in Rosado, 2013, pp. 132-133, our emphasis).

Backed by Campelo (2001), T2 also states that "[...] teaching knowledge is multidimensional, given the multiplicity of knowledge that constitute it and originate from different sources and contexts" (Rosado, 2013, p. 132). Santos (2011) highlights the political dimension that should permeate the literacy process in YAE.

T3: We observe in Freire's statement two characteristics of the literacy process: the teaching of contents and the unveiling of the social context in which students live, i.e. literacy with a strong political dimension with a character of transformation, of intervention. This sense, we perceive, is close to Clara, Thaís and Glenda's conception of literacy, when they state that literacy '[...] goes beyond the decoding of letters, of numbers'.. And also: 'It would be this codification, decoding and giving meaning, making use of word reading, world reading'. 'It is that writing that is within something contextualized' (Santos, 2011, pp. 135-136, our emphasis).

T3: Cagliari (1998) defends technically competent training, which does not take away the political dimension of educational practice, reaffirming the need in Brazil for profound changes in the field of literacy [...] (Santos, 2011, p. 140, our emphasis).

The fragments cited and Figure 4, presented below, show that the political dimension is the most recurrent in the research that addresses the dimensions of teaching, although we have found that the discussion about the political dimension focuses only on referencing some aspect of the research object perceived by the researchers.
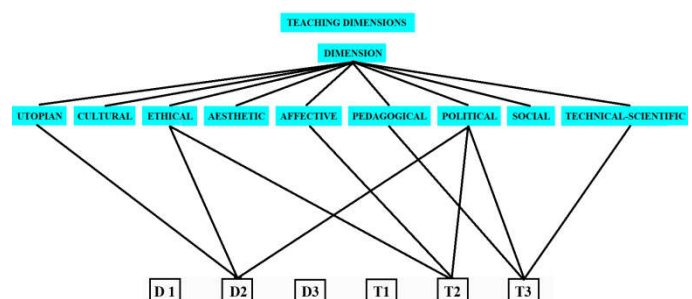
Figure 4. Occurrence of the category "Teaching Dimensions"

Another aspect that can justify the more evident presence of the political dimension in D2, T2 and T3 is that all of them have a strong influence of the Freire's pedagogy in the discussion about the research object. However, we also noticed the absence or reduced reference to other dimensions that are fundamental in the Freire's conception of education, such as the utopian, aesthetic, cultural, and social dimensions. In contrast to this situation, when we analyze the category "teaching knowledge", we realize that it is more present when it comes to discussing teaching in EJA. This finding is corroborated by the observation of Figure 5, which represents a

network of connections between codes and documents in order to indicate the presence and/or absence of the category of analysis in the research in question. The discussion about teachers' knowledge is contemplated in all the papers. Moreover, teaching knowledge is the main focus in D1, D3, and T3. By analyzing the count of the registration units defined in the body of the research, it was possible to notice that experiential knowledge was the one that appeared most frequently, although this subcategory is absent in D2 and T2, as shown in Figure 5.
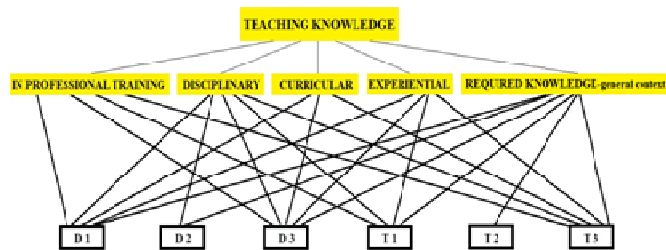

Figure 5. Occurrence of the Teaching Knowledge category

About experiential knowledge, Cunha Júnior (2012) states that he based his research on Tardif and Gauthier's studies, "[...] due to the fact that their studies converge and direct to the valuation of experiential knowledge as a primary category to reference the practices that teachers produce in their pedagogical actions" (Cunha Júnior, 2012, p. 61). For Nascimento (2013), reflecting on the experiential knowledge constituted by EJA educators "[...] may bring to light elements that will constitute principles for future proposals for training, which will translate into quality of teaching and construction of new learning" (Nascimento, 2013, p. 12). The author also states that her research, when "[...] identifying teaching knowledge, looks more focused on experiential knowledge [...]. However, all the other teaching knowledge will also be considered" (Nascimento, 2013, p. 15). For Losso (2012),

> [...] the importance of interaction with other professionals and with their teaching peers is relevant, since it is in the confrontation between the knowledge produced by the collective experience of teachers that experiential knowledge acquires a certain objectivity, capable of becoming discourses capable of informing or training other teachers, of building answers to problems (Losso, 2012, p. 207).

Santos (2011) cites the studies of Santos (2010) to highlight the importance of the knowledge of experiences, although he recognizes that

> [...] they need to be critically reflected upon and theorized. The experience, by itself, is not formative; it only becomes meaningful to the extent that we are able to systematize it, to theorize it to rework knowledge necessary for literacy action and act in a critical, contextualized way (Santos, 2011, pp. 28-29).

Still within the scope of the discussion of knowledge, Losso (2012) emphasizes the learners' knowledge and focuses her research on mediation in teaching practice. Throughout her research, the author discusses the need for the teacher to have knowledge in his practice that allows him to mobilize the prior knowledge of the students, referred to by the author as "immediate knowledge". "Thus, the teacher will operate with mediations from the students' immediate knowledge, always having as arrival point the mediated knowledge of the process" (LOSSO, 2012, p.165).

Santos (2011), based on the results and conclusions of his research, states that "[...] the pedagogical practice, the professional experiences, the dialogue with other subjects, the knowledge acquired at university and in other formative spaces are the main sources of knowledge of the participants" (Santos, 2011, p. 12).

In the course of our studies on teaching in YAE and in the analysis of the data from this research, we found that, although the discussions about multidimensional teaching are not recent, since authors such as Candau (2012, 1982), Pimenta, Franco, and Fusari (2015) have long studied this topic in the field of pedagogy, more specifically in didactics, there is a tendency, in the analyzed research, to approach the discussions in the field of teaching in YAE to teaching knowledge and to consider only some of the dimensions of teaching in this modality. However, throughout our research, we found some more recent papers that also point to the need for a teaching anchored in multidimensionality. For example, we highlight the study conducted by Rodrigues and Santos (2017), in which the authors point out the complexity of teaching in YAE, especially in discussions in the field of curriculum, due to the "multiple and differentiated character of this modality". Thus, understanding knowledge as categories that constitute the multiple dimensions of teaching, we believe that, in research and debates about teaching in EJA, multidimensionality is a fundamental factor, when we have in mind a pedagogical practice that aims to be liberating. In this perspective, we corroborate with Franco (2016), when he states that "[...] a pedagogical practice, in its sense of praxis, is always configured as a conscious and participatory action, which emerges from the multidimensionality that surrounds the educational act"(Franco, 2016, p. 536).

FINAL CONSIDERATIONS

When we set out to search the BDTD database for research on teaching in YAE in order to analyze whether the discussions about teaching in YAE include the multiple dimensions that permeate this process, we did not expect to find so much difficulty in locating one of the categories that we had defined a priori, the "dimensions of teaching". However, we are not suggesting that, because the analyzed corpus does not use a category, we are denying its relevance and importance, but we infer that there is a gap in the theoretical discussion about the theme. In this text, by using the expression "dimensions of teaching", we assume that in each dimension, sometimes, several types of knowledge are intertwined. Thus, the discussion of the dimensions of teaching goes through the knowledge of teaching, understanding that there is neither a dichotomy nor even a hierarchy among this knowledge, for the same knowledge may be present in more than one dimension. However, the dimensions are not watertight categories; they complement and interconnect, and together they make up a collection of knowledge, attitudes, feelings, and values that teachers need to mobilize in their practice. Thus, we believe that teaching knowledge constitutes an initial framework for understanding the dimensions of teaching. Based on the analysis of the data presented, we confirm the impression we had throughout the stages of the research, which is that the works about teaching in YAE have prioritized the discussion of teachers' knowledge to the detriment of a broader discussion, which includes the dimensions of teaching. This finding indicates that, throughout the period delimited in this study, this category has not been constituted as an object of research in the field of teaching in YAE, although some dimensions appear in an elementary way, permeating the discussions of teaching, in 3 of the 6 works analyzed. Given the fact that the academic production aimed at EJA, specifically with regard to the dimensions of teaching, is still very incipient and understanding that a pedagogical practice committed to liberation needs to be anchored in the search, in research, and in the recognition of inconclusion, we signal a latent demand for studies in this field, seeking to contribute to the reflections about teaching in YAE.

REFERENCES

Bardin, L. (1977). *Análise de Conteúdo*. Edições 70.

Brasil, Ministério da Educação, Secretaria da Educação Continuada, Alfabetização, D. (2009). *Documento Nacional Preparatório à VI Conferência Internacional de Educação de Adultos (VI CONFINTEA)*. MEC; FUNAPE/UFG. http://confinteabrasilmais

6.mec.gov.br/images/documentos/documento_nacional_preparat orio_VI_CONFINTEA.pdf

Brasil, Minstério da Educação, Secretaria da Educação Continuada, Alfabetização Diversidade, I. (2016). *Documento Nacional Preparatório à VI Conferência Internacional de Educação de Adultos (Versão atualizada na CONFINTEA Brasil+6)*. MEC. http://forumeja.org.br/sites/forumeja.org.br/files/documento_nac ional_6confintea_final.pdf

Candau, V. M. (2012). A didática e a formação de educadores - Da exaltação à negação: a busca da relevância. In V. M. Candau (Ed.), *A didática em questão* (33rd ed., pp. 13–24). Vozes.

Candau, V. M. F. (1982). A formação de educadores: uma perspectiva multidimensional. *Em Aberto*, *1*(8), 19–21. http://rbepold.inep.gov.br/index.php/emaberto/article/viewFile/1 393/1367

Cunha Júnior, A. S. (2012). *Saberes construídos pelos professores nas práticas docentes da educação de jovens e adultos* [Dissertação Mestrado em Educação, Programa de Pós-Graduação em Educação, Universidade Federal de Sergipe]. https://doi.org/10.1017/CBO9781107415324.004

Franco, M. A. do R. S. (2016). Prática pedagógica e docência: um olhar a partir da epistemologia do conceito. *Revista Brasileira de Estudos Pedagógicos*, *97*(247), 534–551. https://doi.org/ 10.1590/s2176-6681/288236353

Freire, P. (2019a). *Pedagogia da autonomia: saberes necessários à prática educativa* (58th ed.). Paz e Terra.

Freire, P. (2019b). *Pedagogia do oprimido* (71st ed.). Paz e Terra.

IBGE. (2019). *Pesquisa Nacional por Amostra de Domicílios Contínua - PNAD Contínua*. https://www.ibge.gov.br/ estatisticas/sociais/populacao/17270-pnad-continua.html?edicao=28203

Leitão, E. S. S. (2015). *A prática pedagógica docente na perspectiva da humanização em Paulo Freire na EJA de Olinda* [Dissertação Mestrado em Educação, Programa de Pós-Graduação em Educação, Universidade Federal de Pernambuco]. https://repositorio.ufpe.br/handle/123456789/17201

Losso, A. R. S. (2012). *Os sentidos da mediação na prática pedagógica da educação de jovens e adultos* [Tese Doutorado em Educação, Programa de Pós-Graduação em Educação, Universidade do Vale do Rio dos Sinos]. http://www.repositorio.jesuita.org.br/handle/UNISINOS/4126

Nascimento, E. S. do. (2013). *Saberes construídos na prática pedagógica de professores na Educação de Jovens e Adultos* [Dissertação Mestrado em Educação, Pró-Reitoria de Pesquisa e Pós-Graduação, Universidade de Taubaté]. http://repositorio.unitau.br/jspui/handle/20.500.11874/933

Nunes, C. M. F. (2001). Saberes docentes e formação de professores: um breve panorama da pesquisa brasileira. *Educação & Sociedade*, *22*(74), 27–42. https://doi.org/10.1590/s0101-73302001000100003

Pimenta, S. G., Franco, M. A. S., & Fusari, J. C. (2015). Didática multidimensional: da prática coletiva à construção de princípios articuladores. In M. M. D. Cavalcante, J. A. M. de Sales, I. M. S. de Farias, & M. S. L. Lima (Eds.), *Didática e a prática de ensino: diálogos sobre a escola; a formação de professores e a sociedade* (pp. 480–496). EdUECE. http://www.uece.br/ endipe2014/index.php/2015-02-26-14-09-14

Ramos, A., Faria, P. M., & Faria, Á. (2014). Revisão sistemática de literatura: contributo para a inovação na investigação em Ciências da Educação. *Revista Diálogo Educacional*, *14*(41), 17–36. https://doi.org/10.7213/dialogo.educ.14.041.ds01

Rodrigues, Z. A., & Santos, J. J. R. dos. (2017). Currículo em EJA: considerações sobre o caráter multíplice e diferenciado desta modalidade de ensino. In *II Encontro Internacional de Alfabetização e Educação de Jovens e Adultos. Eixo 8* (pp. 1–4). https://alfaeejablog.files.wordpress.com/2016/08/curriculo-em-eja.pdf

Rosado, C. T. da C. L. (2013). *Vozes não silenciadas de alfabetizandos jovens e adultos e suas repercussões na formação docente* [Tese Doutorado em Educação, Programa de Pós-Graduação em Educação, Universidade Federal do Rio Grande do Norte]. https://repositorio.ufrn.br/jspui/handle/123456789/ 14454

Sampaio, R. F., & Mancini, M. C. (2007). Estudos de revisão sistemática: um guia para síntese criteriosa da evidência científica. *Revista Brasileira de Fisioterapia*, *11*(1), 83–89. https://doi.org/10.1057/9781137328533

Santos, J. J. R. dos. (2009). *Saberes profissionais : uma incursão conceitual*. 1–24.

Santos, J. J. R. dos. (2011). *Saberes necessários para a docência na Educação de Jovens e Adultos.* [Tese Doutorado em Educação, Programa de Pós- Graduação em Educação, Universidade Federal do Rio Grande do Norte]. https://repositorio.ufrn.br/ jspui/handle/123456789/18319

Shor, I., & Freire, P. (1986). *Medo e ousadia: o cotidiano do professor* (Adriana Lopez (trans.)). Paz e Terra.

Soares, L. (2016). Valorização dos profissionais da Educação (piso, carreira, formação) para a Educação ao Longo da Vida. In I. Ministério da Educação/ Secretaria de Educação Continuada, Alfabetização, Diversidade, P. G. S. Nacif, A. C. de Queiroz, L. M. Gomes, & R. G. Rocha (Eds.), *Coletânea de textos CONFINTEA Brasil+6: tema central e oficinas temáticas* (pp. 227–231). MEC. http://confinteabrasilmais6.mec.gov.br/images/ documentos/coletanea_textos.pdf

Tardif, M. (2014). *Saberes docentes e formação profissional* (17th ed.). Vozes.

****