Insertion of Action-Research in the Context of Continued University Education

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This text discusses the use of participatory methodologies and, especially, action-research, in the context of continued university education at Brazilian universities. Guided by these methodologies, the continued education projects present investigative and formative aspects, and may take on participatory, critical, reflexive and emancipatory dimensions. This orientation is considered in the current framework of crises and changes in society and universities.

Key words: Action research, continued university education, participation

1. Introduction

After several decades of discussion on action-research and experiences in Brazil, it is observed that the trajectory of this trend in research follows routes that are sometimes contradictory, due to ideological or institutional obstacles, and new opportunities to apply it. It is also observed that the action-research that yesterday was known mainly by professionals in the field of education, social service, rural extension, is now widely disseminated in areas of social medicine, local and sustainable development, cooperatives and participatory management. Standing outside the official policies for scientific and technological policies, the supporting activities in social and solidary projects, both in the context of NGOs and in that of continued university education, have opened up new possibilities for the development of the participatory methodology in general, and the action-research methodology in particu-