


THE SCIENCE OF EDUCATION AND ITS RELEVANCE TO EDUCATIONAL RESEARCH: CONTRIBUTIONS TOWARDS A SUSTAINABLE SOCIETY

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ABSTRACT

The article "The Science of Education and its Relevance to Educational Research: Contributions Towards a Sustainable Society" explores the importance of the Science of Education in shaping pedagogical practices that promote social and environmental sustainability. In a context where education is viewed as a fundamental pillar for the development of critical and engaged citizens, educational research becomes an essential tool for understanding and implementing these practices. The study highlights how the Science of Education can integrate diverse theories and methodologies, contributing to the construction of a more conscious and responsible education. The methodology adopted followed a qualitative approach, utilizing bibliographic research to analyze relevant works and theories in the field. The general objective was to investigate the relevance of the Science of Education to educational research, emphasizing its contributions to the promotion of a sustainable society. To this end, specific objectives were established, addressing topics ranging from the analysis of the characteristics of educational research to discussions on normativity and pedagogical practice. In conclusion, the Science of

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Education proves to be an essential discipline in the search for educational solutions that promote not only knowledge but also the ethical and social values necessary to face contemporary challenges. By integrating theory and practice, this science significantly contributes to the development of individuals committed to a more sustainable future, reaffirming its central role in educational research.

Keywords: Science of Education. Educational Research. Sustainability. Pedagogical Practices.



INTRODUCTION

The Science of Education plays a fundamental role in shaping critical and aware citizens, being essential for the development of educational practices that meet contemporary demands, especially in a world increasingly concerned with sustainability.

Education, as one of the pillars of society, must be able to promote not only knowledge but also ethical and social values that contribute to the construction of a sustainable future. In this context, educational research emerges as a powerful tool to investigate and implement practices that foster this transformation.

This article adopts a qualitative methodology with the objective of exploring and interpreting the contributions of the Science of Education to educational research, especially in the context of a sustainable society. A bibliographic research approach was employed, allowing for an in-depth analysis of relevant works and theories in the field, as well as the intersections between the Science of Education and sustainable pedagogical practices.

The general objective of this study is to investigate the relevance of the Science of Education to educational research, highlighting its contributions to promoting a sustainable society through the analysis of its characteristics, methods, and relationships with pedagogical practice.

To achieve this goal, the following specific objectives were established: Analyze how the Science of Education can offer a theoretical and practical foundation that supports empirical educational research, aiming at the development of educational practices that contribute to social and environmental sustainability; Explore the definitions and characteristics of educational research within the Science of Education, emphasizing its importance for the formation of critical and aware citizens in a sustainable context; Investigate whether the Science of Education presents specific methods for knowledge acquisition and how these methods can be applied in educational research to promote an interdisciplinary approach; Examine the relevance of the concepts, theories, and perspectives that underpin the Science of Education, highlighting how these elements contribute to a deeper understanding of educational processes and their social implications; Analyze the interconnection between the Science of Education and pedagogical practice, demonstrating how this relationship can positively influence the development of sustainable educational practices; Discuss the role of normative issues in educational research, investigating how the Science of Education can address these issues critically and reflectively, contributing to the ethical and responsible education of teachers and students.

The article is structured into four sections: introduction, methodology, theoretical foundation, and final considerations. This organization aims to provide a clear



understanding of the contributions of the Science of Education to educational research in the context of sustainability, highlighting its importance in preparing individuals to face the challenges of the contemporary world.

METHODOLOGY

The approach adopted in this study was qualitative, aiming to explore and interpret the contributions of the Science of Education to educational research, particularly in the context of a sustainable society. For this purpose, a bibliographic research procedure was employed, allowing for an in-depth analysis of relevant works and theories in the field.

The bibliographic research involved a review of specialized literature, focusing on authors who have significantly contributed to the understanding of the Science of Education and its implications for educational practice.

The main authors underpinning this investigation were Chizzotti (2016), Couto (2017), Mainardes (2018), Silva (2020), and Reis (2021). These authors were selected due to the relevance of their works in the discussion of the autonomy of the Science of Education, the methods used in educational research, and the importance of an interdisciplinary approach to promote practices that support sustainability.

This methodology not only enabled the identification of the main characteristics and challenges of the Science of Education but also provided an understanding of how these contributions can be applied to the formation of critical and engaged citizens, essential for the construction of a more sustainable society.

THEORETICAL FRAMEWORK

The theoretical framework of this article addresses the contribution of the Science of Education to empirical educational research, highlighting its essential role in the construction of a sustainable society. Initially, the discussion focused on how this discipline can guide educational practices that promote awareness and social responsibility, preparing critical and engaged citizens. The analysis of the interactions between theory and practice was fundamental to understanding how the Science of Education positions itself in relation to contemporary challenges.

Subsequently, the concept of educational research within the Science of Education was explored, emphasizing the diversity of methods used to obtain knowledge. This methodological plurality is crucial for adapting research to the specificities of educational contexts, allowing for a more integrated and comprehensive approach. The importance of



the concepts, theories, and perspectives that underpin this discipline was also addressed, highlighting how they contribute to a deeper understanding of educational processes.

Finally, the special relationship between the Science of Education and pedagogical practice, as well as the issue of normativity, was examined. The discussion centered on how this connection is vital to ensure that research not only reflects theories but also translates into effective actions in the classroom. By addressing these issues, the aim was to provide a comprehensive view of the contributions of the Science of Education to educational research, underscoring its relevance in shaping a more sustainable society.

THE CONTRIBUTION OF THE SCIENCE OF EDUCATION TO EMPIRICAL EDUCATIONAL RESEARCH: TOWARDS A SUSTAINABLE SOCIETY

The focus of the reflections developed in this article lies in the contribution that the Science of Education, as an autonomous scientific discipline, can offer to the interdisciplinary endeavor known as empirical educational research, with the aim of creating qualitative conditions for a sustainable society.

To this end, it is necessary to recognize that among the classical responses from the theory of knowledge regarding the criteria that define the autonomy of a discipline, the idea stands out that the uniqueness of a science is linked to its field of study and the methods used to obtain knowledge (Almeida, Graterol, & González, 2024).

Thus, the following analysis begins with a clarification of what should be understood as educational research within the Science of Education, and then seeks to substantiate the specific contribution of the Science of Education to this research, based on the uniqueness of its field and methods.

Other approaches use "local" concepts or theories, previously discussed by Herbart, or perspectives from the discipline as a starting point to determine the specificity of the educational approach within the scope of educational research (Ribas & Moura, 2006; Maia, 2020).

It should be emphasized that this theme is decisive for the maintenance of a sustainable society, as by promoting a deeper understanding of educational processes and their social interactions, the Science of Education can facilitate the development of critical and engaged citizens, capable of contributing to a more sustainable future.

Other authors highlight the intrinsic connection between the Science of Education and pedagogical practice, a relationship rooted in the tradition of the discipline, as well as the importance of normative statements in educational research (Nóvoa, 2019; Lopes, Santos, & Wirzbicki, 2023).



Similarly, the Science of Education seems to operate within a "polyphony" of methodologies and approaches, reflecting the diversity of perspectives and challenges that shape it. This approach is fundamental for promoting a sustainable society, as by integrating different voices and methods, the Science of Education can contribute to the development of pedagogical practices that not only share knowledge but also encourage critical reflection and active participation from students.

UNDERSTANDING EDUCATIONAL RESEARCH IN THE SCIENCES OF EDUCATION

Before addressing the specific contribution of the Sciences of Education to empirical educational research aimed at a sustainable society, both in terms of content and method, it is essential to clarify what is considered educational research within the context of the Sciences of Education.

A practical answer to this question can be found in the studies of Couto (2017), who addresses the key question: "What is Educational Research in the Sciences of Education?" The author explains, in general terms, that a simple answer could be: "it is the part of educational research produced by the Science of Education and its sub-disciplines and associated individuals" (Couto, 2017, p. 15).

Therefore, educational research in the Sciences of Education encompasses all contributions made by individuals institutionally affiliated with the Science of Education or one of its sub-disciplines. Although this formal definition leaves many questions unanswered—such as the determination of individuals' affiliation to the Science of Education in contexts where fields like educational psychology or specific didactics are also linked to faculties of education—it at least allows for a quantitative assessment of the participation of the Science of Education in total contributions to educational research.

The subsequent considerations, however, focus on the contributions of the Sciences of Education to empirical educational research directed toward a sustainable society, without disregarding the relevance of theoretical or non-empirical research.

This discussion is vital for promoting a sustainable society, as clearly defining the role of the Sciences of Education in educational research enables us to develop approaches that not only enhance pedagogical practice but also encourage critical and conscious education for students. This is essential for training citizens capable of facing contemporary challenges and contributing to a more sustainable future.



Is There a Specific Field of Study in Educational Research within the Sciences of Education?

When discussing the different approaches that define the contributions of the Sciences of Education to educational research, the tradition of the theory of knowledge suggests that this specificity must be justified by a field of study unique to the discipline. However, upon analyzing relevant publications, it is observed that while there are several attempts to delineate the field of study of educational research, definitions of a specific field within the Sciences of Education are scarce.

Although the Science of Education has received special importance due to its “pedagogical orientation” (Couto, 2017), this relevance is not based on a specific object of study but rather on a particular interest in knowledge: “The special role of the Science of Education in educational research arises to the extent that its interest in improving conditions for human development and realization guides research” (Couto, 2017, p. 25).

The pursuit of justifying the specificity of the contributions of the Sciences of Education to educational research based on a unique field of study appears to be a promising approach. However, it should be clarified that there is no special position (understood as the only option...) for the Science of Education concerning educational research, confirming that educational research can be developed by other sciences such as Economics, Psychology, Sociology, etc. Nonetheless, it is worth highlighting the positioning of Mororó and Couto (2012, pp. 82-83 – emphasis by the authors) regarding the role of the teacher-researcher, especially when the studies developed by them refer to social sustainability, considering them as if they were (and indeed are...):

The scaffolding of academic research... responsible for guidance on how to conduct reading and bibliographic surveys regarding the object of study, the choice of methodological processes, the elaboration of data collection instruments, the definition of the research field, as well as the reading and analysis of data and final considerations.

Vieira, Côco, and Ventorim (2017, p. 04), for example, define the field of educational research as:

The conditions, processes, and outcomes of education throughout life, both within and outside educational institutions and in the social context, aimed at understanding and improving educational reality; it seeks fundamental and applied knowledge, descriptive, predictive, explanatory, and oriented toward change. Recognizing the commitment of research to articulate with the complexity of the social, political, and historical context, emphasizing the relevance of constituting the theoretical-methodological framework to guide investigations particularly related to sustainable society.



While in the 1970s the Science of Education was recognized for its special role in educational research, grounded in the interest in enhancing human development possibilities, currently, the focus on “knowledge of change”—as well as on aspects of description, prediction, and explanation—is attributed to educational research as a whole, without granting a privileged position to the Science of Education. The attempt to define the specificity of academic educational research based on a unique field of study faces considerable challenges.

The argument presented by Inéia, Ellensohn, and Turchetti (2023, p. 08), which identifies the contribution of the Science of Education to educational research in the “comprehensive view of pedagogical processes” and in the “reflexivity embedded in the questions posed by the concept of education,” suggests that the Science of Education distinguishes itself by considering “the entirety of pedagogical processes,” whereas other disciplines tend to focus only on parts of these processes. Education and research are factors that must go hand in hand, as they are fundamental to the development and strengthening of society, being responsible for driving the production of a country's intellectual wealth. In this sense, initiatives to access, expand, and qualify education should be prioritized at various levels of education. However, this perspective emphasizes a specific view of the field rather than a clear definition of an autonomous field of study.

The argument that the Science of Education does not possess a unique field of study, but rather a diverse set of perspectives and methodologies, is reinforced by scientific theory, which asserts that the objects of a discipline are not simply pre-existing data, but rather the result of a process of object constitution, strongly influenced by the methods and theoretical-conceptual approaches used. This implies that the specificity of the Science of Education may be better understood through its specific methodologies and concepts, rather than by attempting to establish an isolated field of study (Rampasso et al., 2018).

This discussion is fundamental for promoting a sustainable society, primarily because the diversity of approaches and methods within the Science of Education allows for a more comprehensive and integrated understanding of contemporary educational challenges.

It is believed that this plurality is essential for addressing complex issues related to sustainability, as education plays a crucial role in shaping critical and conscious citizens who can contribute to solving environmental and social problems.

Moreover, by recognizing that the Science of Education is not limited to a single field of study, it is possible to foster a more inclusive and adaptable education that considers the cultural, social, and environmental specificities of different contexts. This is vital for implementing pedagogical practices that promote sustainability in various areas, such as



environmental education, which seeks to raise awareness about the importance of environmental preservation and the responsible use of natural resources. The interconnection between different disciplines within the Science of Education also enables the development of innovative and collaborative solutions to the challenges faced by society. Educational research can, therefore, integrate knowledge from fields such as sociology, psychology, and environmental sciences, creating an interdisciplinary space that enriches learning and promotes a holistic view of education. Ultimately, this discussion contributes to building a culture of sustainability, where education not only transmits knowledge but also instigates behavioral changes and ethical values that are essential for ensuring a sustainable future.

Thus, the uniqueness of academic educational research may reside more in the methodological approaches and the "indigenous" concepts of the discipline than in a specific field of study that clearly distinguishes it from other areas.

DOES THE SCIENCE OF EDUCATION HAVE ITS OWN METHODS FOR KNOWLEDGE ACQUISITION?

A second classical criterion for the autonomy of a discipline is the existence of specific methods for knowledge acquisition. In the realm of empirical educational research, this criterion appears inadequate for underpinning the specificity of a science, as none of the involved disciplines can claim entirely exclusive methods.

This discussion is crucial for promoting a sustainable society, as recognizing that the uniqueness of educational research does not rest solely on a fixed set of methods, but rather on a diversity of approaches and concepts, allows us to develop more inclusive and adaptable pedagogical practices.

It is noteworthy that "quantitative and qualitative (or reconstructive) research methods have, in fact, become part of the common repertoire of various disciplines within the social sciences, making a distinction based on this hardly feasible" (Mineiro, Silva, & Ferreira, 2022, p. 05).

Recent literature on the topic indicates that an educational approach through science would ensure the attributes of social development, personal development, and the development of science itself (essentially through the advancement of scientific research). Observing these three elements necessitates contextualized teaching and can ensure applicability or functionality of knowledge objects in everyday life (Silva, 2020).

Conversely, in the methodological discussion of social and educational sciences, there is a general consensus that there are no intrinsically 'good' or 'bad' research methods;



the appropriateness of a method should always be determined based on the object and the research question (Mineiro, Silva, & Ferreira, 2022).

Thus, even for the mixed methods advocated by Creswell and Creswell (2018), it is not a 'superior' approach in itself, but must be justified based on the research question, objectives, theoretical framework, and the constitution of the object that a research project demands for a multimethod approach (Creswell & Creswell, 2018).

This discussion is essential for promoting a sustainable society, as exploring the specificities and methodologies of the Science of Education allows us to develop more effective pedagogical approaches. This not only enriches educational knowledge but also, as previously mentioned, empowers students to become critical and engaged citizens, prepared to face contemporary social and environmental challenges (Mainardes, 2018).

The most promising effort to justify the autonomy of the Science of Education in methodological terms seems to lie in the premise that educational research within the Science of Education is characterized by methodological pluralism. This contrasts with Psychology, which tends to focus predominantly on quantitative procedures or hypothesis testing, while qualitative or reconstructive methods have not been established or adopted beyond peripheral sectors (Mainardes, 2018).

On the other hand, in the Science of Education, it is evident that its contributions to empirical educational research utilize a wide range of methods, spanning from quantitative and qualitative procedures to combinations in triangulation or mixed methods, including ethnography, discourse analysis, and methods of historical educational research.

ON THE IMPORTANCE OF CONCEPTS, THEORIES, AND PERSPECTIVES

The relevance of specific concepts, theories, and perspectives in justifying an independent approach to Educational Science within educational research is primarily emphasized in contributions from the philosophy of education and pedagogy (Mota, 2017; Bergano, 2019; Gualberto & Pacífico, 2021).

A common feature of these works is the orientation towards fundamental concepts of education and formation, as well as the analysis of the relationship between the phenomena these terms represent. Education is generally understood as an intentional intervention in the development of individuals, while formation, following Bender, Bastos, and Schetinger (2024), refers to the process of interaction between humans and the world. The constitutive perspective of Educational Science on the field delineated by these concepts suggests, according to these approaches, that “education is the possibility of formation” (Amador, 2019, p. 27).



In this context, André and Martins (2020, p. 15) mention three “pedagogical causalities: an educational causality, a formative causality, and a mediating causality between the two, which must be investigated.”

This discussion is essential for maintaining a sustainable society, as by exploring and grounding the specificities of Educational Science, we can develop educational practices that promote learning beyond a merely individual understanding. Regarding the specific role of Educational Science in educational research, the main implication of the conceptual distinctions and associated perspective is the need for empirical educational research to be conducted in a way that reflects the complexity of this perspective and connects with theoretical discussions on education and formation. This particularly includes a call for empirical educational research to address aspects of the field that have been underexplored thus far.

In this context, André and Martins (2020) highlight their contributions to the modeling and evaluation of religious or ethical competencies, as well as different domains of competence, such as basic knowledge based on information, judgment capacity, and participation ability. Another approach that may facilitate the connection between empirical educational research and theoretical developments in the field of education is biographically-oriented theoretical research, which investigates biographical educational processes based on a theoretically grounded concept of education (Cruz, Paiva, & Lontra, 2021).

In summary, it should be noted that in these approaches, the specific contribution of Educational Science to educational research is seen in the provision and development of a theoretical framework based on the fundamental concepts of the discipline, such as education and teaching, as well as in relevant theoretical discussions. The function of educational and pedagogical theory in educational research can be described by André and Martins (2020) as both optimization and critique. This involves both a fundamental theoretical critique of problematic simplifications in relevant research projects and the development of empirical educational research projects that investigate specific domain competencies, including previously underexplored areas of competence.

THE SPECIAL RELATIONSHIP BETWEEN EDUCATIONAL SCIENCE AND PEDAGOGICAL PRACTICE

An additional argument that justifies the unique contribution of Educational Science to educational research is its proximity to pedagogical practice. Similar positions can be observed in the most recent discussions on the subject. Lopes, Santos, and Wirzbicki



(2023), for example, describe the special status of Educational Science as a practice-oriented discipline which, unlike "closed" disciplines such as Philosophy, History, or Psychology, depends on external demand, addressing pedagogical themes to offer practical solutions to specific problems. Its identity, according to Lopes, Santos, and Wirzbicki (2023), is shaped by the continuity of the issues it faces, rather than being based on an exclusive method or a single canon.

According to Lopes, Santos, and Wirzbicki (2023, p. 13), the uniqueness of Educational Science lies in its specialization in meeting external demands, primarily stemming from pedagogical practice or educational policy, which seek "practical solutions to problems." Similarly, Cox (2012, p. 27) characterizes Educational Science as the "reference discipline for pedagogical professions," highlighting the practical orientation of educational research.

This connection between theory and practice is vital for maintaining a sustainable society by aligning educational research with the real needs of the school environment and educational policies (Cox, 2012). Unlike basic sciences such as Psychology, Sociology, and Economics, Educational Science is a discipline oriented towards practical application, whose function is to integrate and focus the "theories developed in basic disciplines to clarify fundamental mechanisms [...] related to professional issues (and the respective social subsystem)" (Cox, 2012, p. 31). The condition for a "productive intersection between applied disciplines and basic sciences" resides in "shared central theoretical concepts and mutually recognized methods for the generation and verification of scientific knowledge" (Cox, 2012, p. 32).

Beyond Application Orientation: The Integrative Function of Educational Science

Beyond the emphasis on application, the integration of research results from other disciplines is another aspect that may justify a special position for Educational Science within educational research, reflecting its proximity to practice. Applying this reasoning to our discussion, the integrative function of Educational Science can be outlined as follows: since empirical educational research is an interdisciplinary project, there is a need for an instance that gathers, relates, and questions the practical relevance of the results from the various disciplines involved. And who better to play this role than Educational Science, with its focus on practice and application?

This argument becomes even more relevant when considering the proximity to practice and the relationship with the profession, along with the issue of training and qualification. Antonaccio et al. (2022), in their book *Fundamentos e metodologia da*



pesquisa educacional, describe Educational Science as the "integrative reference discipline for educational research," as its function is the scientific training and qualification of education professionals, thus playing a role of "integrating discoveries, knowledge, and methodological foundations" (Antonaccio et al., 2022, p. 51).

From this perspective, the integrative function of Educational Science consists of consolidating the research results from the various disciplines involved in educational research—not only in relation to their relevance to pedagogical practice but also concerning the needs of scientific training and qualification of active professionals, which are, ultimately, the responsibility of Educational Science (Antonaccio et al., 2022).

THE PROBLEM OF NORMATIVITY

The issue of normativity in Educational Science is closely related to its status as a practice- and application-oriented discipline. Here, the theory of value neutrality and the expectation that Educational Science should provide action-oriented knowledge seem to be in conflict (Chizzotti, 2016).

From the first perspective, educational research, like any other empirical research, should avoid making normative statements (about what should be) and restrict itself to descriptive-analytical claims (about what is). On the other hand, a complete abandonment of normative statements is deemed unfeasible, as educational research is expected to actively engage in the clarification and discussion of normative issues in a methodologically reflective manner, similar to fields such as ethics and practical philosophy (Chizzotti, 2016).

Similarly, Chizzotti (2016) argues that Educational Science should self-restrict to methodologically controlled results. She contends that this limitation is necessary due to the difference between scientific reasoning and other forms of assertion, such as "normative ideas, concrete interests, and logical demands," which inevitably compete with scientific results in public debates about education and pedagogy, as well as influence professional decisions. Research should provide the "best possible evidence for an informed public debate" (Chizzotti, 2016, p. 14).

One unresolved problem is that empirical educational research or the reception of its results often encounters normative issues, whose rational treatment frequently remains undefined. Miranda and Miranda (2018, p. 219), for instance, raise central questions that arise in the context of empirical educational research projects: "Which indicators are selected by whom (and at what time) to observe, control, and, if necessary, improve the performance of the educational system? And who decides, based on what normative premises, what is considered "important,' 'desirable,' 'appropriate,' and 'sufficient'?"



This demonstrates that normative issues cannot be entirely excluded from empirical research. In this sense, an observation from Miranda and Miranda (2018) is pertinent, as they argue that the postulate of value neutrality (as discussed by Reis, 2021) applies only to the context of justification and not to the context of discovery and application of scientific knowledge. The renunciation of normative statements, therefore, refers only to the rigorous testing of hypotheses (Reis, 2021), but not to the emergence or selection of these hypotheses, nor to the discussion of the implications of their verification.

Thus, the question becomes: how should normative aspects be discussed, and how can the rationality of this discussion or the corresponding decisions be ensured? Rather than forcing Educational Science to choose between adopting one of two opposing positions—completely renouncing normative statements or the postulate of value neutrality—a solution to this dilemma may lie in keeping the conflict between both positions open and grounding the unique contribution of Educational Science to educational research in its ambiguous position within this tension (Chizzotti, 2016; Miranda & Miranda, 2018; Reis, 2021).

Just as the singularity of Educational Science in relation to the methodological question should be viewed in the plurality of its methods, the specific position of the discipline in relation to the problem of normativity can be described as one that deviates from an "either-or" stance, avoiding taking sides and choosing instead to position itself at the boundary between the positions assigned by classical distinctions.

FINAL CONSIDERATIONS

This article addressed the relevance of Educational Science to educational research, highlighting its contributions to the promotion of a sustainable society. The research achieved each of its planned objectives by analyzing how Educational Science can provide a theoretical and practical foundation that supports empirical educational research, exploring its definitions and characteristics, investigating the specific methods used, examining the importance of concepts and theories, and discussing the relationship between Educational Science and pedagogical practice.

It is important to summarize and evaluate which of the discussed positions are most appropriate for describing the unique contribution of Educational Science to educational research with a focus on societal sustainability. Initially, it should be noted that attempting to ground the specificity of educational research in Educational Science by identifying an exclusive object of study or a distinctive method is not a promising approach. In the broad



field of educational research, no objects can be identified that are exclusively treated by Educational Science.

The special contribution of this discipline lies more in a particular perspective on the field, one that originates from its own theoretical tradition, such as the distinction between education and formation, the diversity of educational theories, and the possibility of education through formation. In this sense, a significant contribution of Educational Science to empirical educational research focused on a sustainable society is the provision of a conceptual and theoretical framework for questions and the construction of objects of study. Similarly, no exclusive method for generating knowledge can be identified as solely belonging to Educational Science.

Regarding the methodological issue, the uniqueness of this discipline can be found primarily in its plural understanding of research methods, which sets it apart from the methodological monism of other sciences, which often focus almost exclusively on quantitative paradigms and hypothesis testing.

On the other hand, it seems more promising to justify the contribution of Educational Science to educational research based on its special relationship with pedagogical practice, which results from its function as a practice-oriented and professional training discipline that aims, among other things, to foster societal sustainability. The autonomous importance of Educational Science lies, in particular, in its ability to integrate the knowledge produced by various disciplines involved in educational research, focusing on the issues and problems of pedagogical practice, as well as on the training and updating of educational professionals.

Closely linked to the connection with practice, Educational Science stands out for its polyvalent position concerning the problem of normativity, which arises from the conflict between contrasting expectations: on the one hand, conducting empirical research without value judgments, and on the other, providing practical knowledge to professionals in the field. However, this polyvalence should not be seen as a weakness; on the contrary, it can be understood as a specific potential that allows Educational Science to produce empirical findings on educational research topics and actively participate in discussions on normative issues. This occurs while maintaining rational standards of argumentation and acknowledging the difference between descriptive-analytical and normative statements. Thus, the special position of Educational Science in educational research consists of engaging in both distinct discourses and keeping the conflict between them open.

For future research, it is advisable to deepen the study of sustainable pedagogical practices that emerge from the intersection between Educational Science and other fields of knowledge. Investigations that explore how different cultural and social contexts influence



the implementation of sustainable educational practices can further enrich the field of educational research. Additionally, studies that analyze the impact of educational policies on the formation of sustainable citizens may provide valuable insights for educators and policymakers.

In conclusion, the research demonstrated that Educational Science proves to be an essential discipline in the search for educational solutions that promote not only knowledge but also the ethical and social values necessary to face contemporary challenges. By integrating theory and practice, this science significantly contributes to the formation of individuals committed to a more sustainable future, reaffirming its central role in educational research. Therefore, it is crucial to continue exploring its potential and interactions with other fields of knowledge to further strengthen its contribution to society.



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