



Year V, v.2 2025 | Submission: 12/18/2025 | Accepted: 12/20/2025 | Publication: 12/22/2025

Review: Biography and education: the biographical approach as a formative perspective and investigative

Review: Biography and education: the biographical approach as a formative and investigative perspective

Josefa Florencio do Nascimento - UNICID - University of São Paulo

Email: josiflorencio@yahoo.com.br

The work *Biography and Education* proposes a theoretical reflection on the status of biography in educational field, examining its potential as a perspective for understanding processes formative and knowledge production. The book is part of the epistemological debate in Education. by problematizing experience, memory, and life narrative as constitutive dimensions of human development. By articulating education and biography, the work shifts the focus from other approaches. strictly normative approaches for a broader understanding of individuals in their journeys. formative, giving centrality to individual and collective trajectories. It is, therefore, a A text that challenges the boundaries between research, training, and experience, assuming a relevant position. in the field of educational research.

In the field of Education, the work is part of a set of studies that problematize the modes of the production of educational knowledge beyond prescriptive perspectives. By assuming the Biography as an analytical category: the book engages with contemporary debates on research. Qualitative, teacher training, and educational processes grounded in experience. This This perspective contributes to broadening the understanding of education as a historical, social, and... subjective, in which individual trajectories constitute a legitimate source of educational reflection. In this way, the work brings research and training closer together, reaffirming the relevance of life narratives. as a theoretical and methodological resource in the field of educational research.

The central theoretical axis of the work lies in understanding biography as a perspective. an interpretative approach to educational processes, conceived not as a linear account of facts, but as a reflective construction of experience. By valuing life narratives, the book argues that... Training is constituted by the articulation between memory, trajectory, and historical-social context, shifting the centrality of universalizing formative models. This approach confers upon biography a status epistemologically, by recognizing it as a legitimate means of knowledge production in Education. Thus, the work contributes to the understanding of education as a dynamic process, traversed by meanings attributed by individuals to their own experiences, which reinforces the relevance of the approach. biographical in the educational field.

Among the main contributions of the work to Education, the strengthening of stands out. biographical approach as a theoretical and methodological resource for understanding the processes formative. By recognizing life trajectories as spaces for the production of meaning, the book expands the analytical possibilities of educational research, especially with regard to training.



Year V, v.2 2025 | Submission: 12/18/2025 | Accepted: 12/20/2025 | Publication: 12/22/2025

teacher, to the formation of professional identity and to the articulation between individual experience and social context. Furthermore, the work contributes to challenging formative models based on homogeneous prescriptions, by highlighting the centrality of the subject and their history in the construction of educational knowledge. This perspective fosters a more complex understanding of education. understood as a continuous process, situated and traversed by multiple dimensions of experience. human.

Although the work makes a consistent contribution to the field of education, especially to While valuing the biographical approach, some limitations can be identified in its analytical scope. Emphasis on the interpretative dimension of experience, even if theoretically consistent, demands from The reader must have prior familiarity with the frameworks of qualitative research and narrative studies, which This may restrict its appropriation by audiences less involved in this debate. Furthermore, the choice of a A predominantly reflective approach reduces the presence of more systematic articulations with recent empirical studies, an aspect that could broaden the dialogue of the work with research. contemporary approaches in education. Even so, such limitations do not compromise its relevance, but They indicate possibilities for further investigation and future developments in the field. educational.

Overall, *Biography and Education* stands out as a relevant work for the field. educational by reaffirming biography as a theoretical and methodological perspective capable of expanding the understanding of formative processes. By articulating narrative, experience and production of In terms of knowledge, the book contributes to strengthening approaches that recognize the subject as a central element of research in Education. Its reading proves particularly relevant for researchers, educators, and graduate students interested in qualitative studies, Teacher training and narrative methodologies. Thus, the work establishes itself as a reference in the debate. contemporary education, by offering consistent theoretical foundations for understanding Education as a historical, social, and experiential process.

References

DELORY-MOMBERGER, Christine. *Biography and education: figures of the individual-project*. 2nd ed. Natal: EDUFN, 2014.