

**STUDENT STATEMENTS ON GENDER: A COMPARATIVE STUDY AT THE
FEDERAL UNIVERSITY OF SERGIPE AND THE UNIVERSITY OF MADEIRA**

***AFIRMAÇÕES DOS ESTUDANTES SOBRE GÊNERO: UM ESTUDO COMPARATIVO
NA UNIVERSIDADE FEDERAL DE SERGIPE E NA UNIVERSIDADE DA MADEIRA***

***DECLARACIONES DE LOS ESTUDIANTES SOBRE GÉNERO: UN ESTUDIO
COMPARATIVO EN LA UNIVERSIDAD FEDERAL DE SERGIPE Y LA
UNIVERSIDAD DE MADEIRA***

José Paulo Gomes BRAZÃO¹
Alfrancio Ferreira DIAS²

ABSTRACT: This article presents an analysis of the gender category, in a comparative study at the University of Madeira, UMA (Portugal) and at the Federal University of Sergipe, UFS (Brazil) named: “Voices of university students on sexual and sexual diversity gender, its relationship with co-education and pedagogical innovation.” We adopted a qualitative approach, applying a questionnaire with viewing a short video on the subject. we did a content analysis of the data. The results compared show similarity in the two contexts studied, regarding the knowledge of the gender concept. However, it differs regarding the involvement in conversations and debates on the subject in the academic environment. It is the former UFS students who are the most participative and the former UMA students the ones who claim never to have participated. Former students from both contexts also mention that the theme of gender is taboo and that there is still social prejudice in their discussion. Former students from the two studied universities consider that approach and discussion of this topic improves self-knowledge, personal affirmation in society, and is therefore an educational topic to be worked on in the academy.

KEYWORDS: Education. Diversity. Gender. Academy.

RESUMO: *Este artigo apresenta uma análise da categoria de gênero, no decurso de um estudo comparativo na Universidade da Madeira, UMA (Portugal), e na Universidade Federal de Sergipe, UFS (Brasil), sobre “Vozes dos estudantes universitários sobre a diversidade sexual e de gênero, sua relação com a coeducação e com a inovação pedagógica.” Em termos metodológicos foi adotada uma abordagem qualitativa, com aplicação de um questionário com questões abertas e fechadas e o visionamento de um vídeo curto de enquadramento do tema. Foi feita a análise de conteúdo aos dados obtidos. Os resultados comparados mostram semelhança nos dois contextos estudados, relativamente ao conhecimento do conceito gênero. Porém, divergem relativamente ao envolvimento em*

¹ University of Madeira (UMA), Funchal – Portugal. Senior Professor and Researcher in the scientific area of Pedagogical Innovation. Associate Member of the Center for Research in Education. Doctorate in Education - Pedagogical Innovation (UMA). ORCID: <https://orcid.org/0000-0003-3575-4366>. E-mail: jbrazao@staff.uma.pt

² Federal University of Sergipe (UFS), São Cristóvão – SE – Brazil. Professor at the Department of Education and Postgraduate Studies in Education. PhD in Sociology (UFS). CNPq Research Productivity Scholarship. ORCID: <https://orcid.org/0000-0002-5562-0085>. E-mail: diasalfrancio@academico.ufs.br

conversas e debates sobre o tema no meio acadêmico. São os ex-estudantes da UFS os mais participativos e os ex-estudantes da UMA os que afirmam nunca ter participado. Os ex-estudantes dos dois contextos referem também que o tema gênero é tabu e que existe ainda preconceito social na sua discussão. Os ex-estudantes das duas universidades estudadas consideram que a abordagem, o envolvimento e a discussão deste tema melhoram o autoconhecimento, a afirmação pessoal em sociedade, sendo por esse motivo um tema educacional a trabalhar na academia.

PALAVRAS-CHAVE: Educação. Diversidade. Gênero. Academia.

RESUMEN: *Este artículo presenta un análisis de la categoría de género, en un estudio comparativo en la Universidad de Madeira, UMA (Portugal) y en la Universidad Federal de Sergipe, UFS (Brasil) denominado: “Voces de estudiantes universitarios sobre la diversidad sexual y sexual género, su relación con la coeducación y la innovación pedagógica”. Adoptamos un enfoque cualitativo, aplicando un cuestionario e una visualización de un video corto sobre el tema. Hicimos un análisis de contenido de los datos. Los resultados comparados muestran similitud en los dos contextos estudiados, en cuanto al conocimiento del concepto de género. Sin embargo, difiere en cuanto a la participación en conversaciones y debates sobre el tema en el ámbito académico. Son los exalumnos de la UFS los más participativos y los exalumnos de la UMA los que afirman no haber participado nunca. Exalumnos de ambos contextos también mencionan que el tema de género es tabú y que todavía hay prejuicios sociales en su discusión. Antiguos alumnos de las dos universidades estudiadas consideran que el enfoque y la discusión de este tema mejora el autoconocimiento, la afirmación personal en la sociedad y, por tanto, es un tema educativo a trabajar en la academia.*

PALABRAS CLAVE: Educación. Diversidad. Gênero. Academia.

Initial considerations

Discussions about gender have been affirmed as important in understanding the personal and social lives of men and women. The socially constructed nature of gender legitimized a system of social relations of domination and subordination throughout history with inequalities of material and symbolic power between men and women.

Among several currents of feminist thought and numerous contributions by authors, it is summarily important for this topic to remember two figures: Joan Scott (1989), in the 1980s, because she was a precursor of the definition of the concept of gender, presenting it as knowledge about sexual differences, about the relationship between knowledge and power and about the ways in which cultural meanings are constructed for the differences between men and women; Judith Butler (1990), in the 1990s, because she presented a new vision of feminism, sex and gender, which had repercussions in the discussion of equality policies, gender and specifically the condition of transgender and intersex people. The concept of

gender came to designate the discursive, performative production apparatus where the sexes are established – the gender defined by actions, behaviors, acts and performativity. The perspective of the performative view of gender started to produce situated knowledge for understanding and sharing the way individuals experience their bodies (BRAZÃO; DIAS, 2020).

Discussions about gender in the academic space are essential to encourage conceptual renewal on sexual and gender inclusion in the various organizational dimensions of institutions (DIAS *et al.*, 2017; DIAS, 2020; MEDEIROS; SANTOS, 2020; PINTO *et al.*, 2017; RIOS; CARDOSO; DIAS, 2018). It is therefore necessary to place a dissident, non-normative lens, as a political act on gender issues, in accordance with the influences of post-identity studies (DIAS; BRAZÃO, 2021).

When it comes to themes about gender, sex and the body, we found that school environments tend to be influenced by the heteronormative pattern. In a current view, all educational actors must be provided with a climate that is permeable to the consolidation of subjectivity production processes, even more so to those that become visible through the discursive constructions of social analysis. It is therefore important to equip institutions with mechanisms that guarantee the freedom of all, while offering resistance to authoritarianism and oppression or any form of discrimination (BRAZÃO; OLIVEIRA; DIAS, 2021).

This discussion on the concept of gender is part of the comparative study at the University of Madeira, UMa (Portugal), and at the Federal University of Sergipe, UFS (Brazil), on “Voices of university students on sexual and gender diversity, their relationship with co-education and pedagogical innovation” (BRAZÃO; OLIVEIRA; DIAS, 2021). Brazão (2021) presented this postdoctoral research project, supervised by Alfrancio Ferreira Dias, professor at the Postgraduate Program in Education and Diversity at the Federal University of Sergipe. The aim of this work was to contribute to the conceptual renewal of the organizational contexts of the practice of pedagogy, following other works already published in this area (BRAZÃO; OLIVEIRA; DIAS, 2021; CARDOSO; DIAS; OLIVEIRA; BRAZÃO, 2021; PALMEIRA; DIAS, 2021).

Research methodology

The research presents a qualitative methodological approach of an exploratory nature (ALVES; FIALHO; LIMA, 2018; NASCIMENTO; CAVALCANTE, 2018; NUNES, 2020).

As it is an investigation with density and variety of data, in this article we will only present

the comparative study of the utterances of former students about gender, in the two university contexts: Federal University of Sergipe (UFS) and University of Madeira (UMa).

The questionnaires used to collect data from this category kept the same number of questions, and the text was adapted with linguistic expressions to the two contexts studied. First, former students were asked to watch the video @Canal das Bee – Gender Identity³.

Frame 1 – Transcription of the verbal content of the video Gender identity

... Now we are going to talk about gender identity ... What is this identity? identity is not what is in your card... also that is... call identity card, it's a paper ... a card to me... Gender identity: I'm just a woman, I'm a man. For a long time, biological sex was associated with this gender ... yes, so if you were born with a vagina, you were a woman, if you were born with a penis, you were a man ... but with time we began to [verify] that the question of identity of gender is much more in your brain, how you recognize yourself, how you feel and place yourself in the world ... it's not what's between your legs, but what's between your ears, got it? ... so if you are to look in the mirror and recognize yourself as a man you are a man if you look in the mirror and you recognize yourself as a woman you are some woman if you look in the mirror and not recognize yourself as either of the two ... exactly how non-binary people gender have 3 other divergent identities that are not included in either the man or the woman because ... there are a lot of things there in the middle that are not necessarily men or women but that are there in the middle of the way ... we will not enter all these categories because we are doing the basics ... if someone pass to deny you scene how you want to be treated please your friend is not a friend wave but if someone knows that there is biological sex and we know how to tell if before the right gender when these 2 things match sometimes there are cisgender people [for example] a woman who has been identified as female in biological sex to female and also has transgender people ... when we talk about transgender people it is important to make it clear here ... being trans is not a gender identity ... gender identity is you being a woman, you being a man, you being non-binary...

Source: @Canal das Bee, *Identidade de gênero* (2018)⁴

Then, two closed-response questions were presented, one with a Boolean answer (yes/no) on knowledge of the concept of gender and another with a 5-level Likert scale response, asking how often they participated in conversations in an academic context, debates about gender identity. Finally, an open answer question, trying to get the opinion on this topic. The questionnaires are accessible through the links specified below.⁵

We use Google Forms from Google Drive resources to collect information. We defined two groups of convenience samples: a) former students of the Master's course in Pre-School Education and Teaching of the 1st Cycle of Basic Education, at UMa, between 2015 and 2020; b) former students of the undergraduate course in Pedagogy, at UFS, between 2015 and 2020.

³ Available: <https://youtu.be/BwY9ElZWKzg>. Access: 10 Sep. 2021.

⁴ Available: <https://youtu.be/BwY9ElZWKzg>. Access: 10 Sep. 2021.

⁵ For former students of the University of Madeira. Available: <https://drive.google.com/file/d/1okl-9ue088QFOy2dBtuyvQ9xXSTLmvKi/view?usp=sharing>. Access: 10 set. 2021.

For former students of the Federal University of Sergipe. Available: <https://drive.google.com/file/d/14M7EWnjiB3-yQWtFUD-0JbJKmX1YU-0Y/view?usp=sharing>. Access: 10 set. 2021.

The qualitative data were analyzed with the help of a computer program that we developed to perform the content analysis (BARDIN, 1997) and which includes the transcription of the graduates' justifications, the construction of the analysis categories, in tables, illustrated by units of semantics signification (BOGDAN; BLIKEN, 2017). The textual clippings were coded with the following logic: [Country (PT or Br) (-); university campus Itabaiana (ITA) or São Cristóvão (SC); number of years in which they are after completion of the course (1...); response order number (1...)].

The FileMaker Pro v18 tool, a relational database builder, from Claris International Inc, developed for Windows, was used. In addition to organizing the categorized and subcategorized clippings of the texts, the built program contains connections with a data interpretation module, in order to establish a direct relationship between the analysis of the clippings obtained and the theoretical references, selected to support the interpretation of the phenomena (see presentation in Figure 1).

Figure 1 – Database for content analysis of qualitative data



Source: Devised by the authros

The texts with the statements of former students were arranged by units of semantic meaning, as suggested by Bardin (1997) and Bogdan and Bliken (2017). The gender category analyzed in this article gave rise to subcategories, and each of them was justified with different phenomena, as shown in Frame 1 on the categorization of the results.

Frame 2 – Categorization of the speeches of former students

Category: GENDER	
Subcategory	Phenomena
GENDER (+)	Appreciation of the concept of gender.
	Construction/reconstruction of gender centered on the subjective perception of identity.
GENDER (-)	Constraints in the experience of gender motivated by the influence of stereotyped social patterns.
GENDER (N)	References to non-expression of opinion on the concept of gender.
	References on not knowing the concept of gender.

Source: Devised by the authors

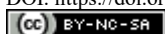
Thus, the gender category gave rise to three subcategories: the first brought together phenomena of valuing the concept of gender and the construction/reconstruction of gender, centered on the subjective perception of identity. The second subcategory brought together the constraints experienced by individuals motivated by the influence of stereotyped social patterns. The third subcategory clustered phenomena that were considered neutral, such as: references to the non-expression of opinion about the concept of gender and references to non-knowledge of the concept of gender.

Characterization of subjects

We asked 160 former students of the University of Madeira to fill in the questionnaire. Of these, we only obtained 22 responses (13.7%). Likewise, we sent it to 183 former students of the Federal University of Sergipe and obtained 26 responses (14.21%).

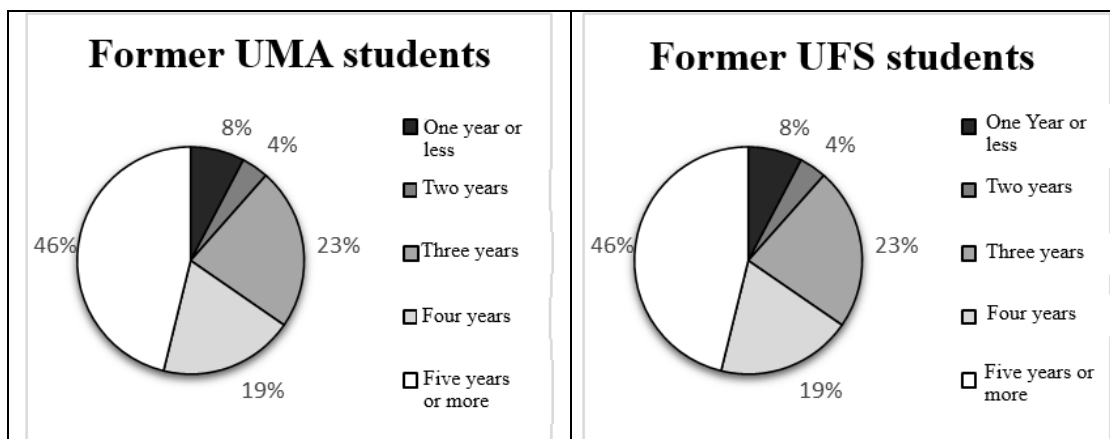
As for gender, in the group of former students from the University of Madeira (UMa), 95.5% identify as female and 4.5% as male. In the group of former students from the Federal University of Sergipe (UFS), 76.9% identify themselves as female and 23.1% as male.

Regarding the time elapsed after completion of the training course at the University of Madeira (UMa) and at the Federal University of Sergipe (UFS), we also note the following: a) At the University of Madeira (UMa), the highest percentage (33%) belongs to former students who completed the course one year ago or less, 29% of former students who completed the course three years ago and 24% who completed the course five years ago; b) At the Federal University of Sergipe (UFS), the highest percentage (46%) of former students completed the



course five or more years ago, 23% of former students completed the course three years ago and 19% completed the course four years ago, as shown in Figure 2.

Figure 2 – Time elapsed after completion of the formation course at the University of Madeira (UMa) and at the Federal University of Sergipe (UFS)



Source: Devised by the authors

Comparing the groups of ex-students in terms of the time elapsed after completing the initial teacher formation courses, we see that the group of ex-students from UMa completed their formation more recently than their peers in the Pedagogy course at UFS.

Verbal speech analysis of the video

We proceeded to an analysis of the speech of the video used to frame the genre category, as shown in Frame 3.

Frame 3 – Verbal discourse analysis of the video Gender identity ⁶

Category: GENDER	
Semantic units	Considerations
... Now we are going to talk about gender identity ... What is this identity?	Identification of the theme of gender identity
Gender Identity: I am a woman, I am a man. For a long time biological sex was associated with this gender... so, yes, if you were born with a vagina you were a woman if you were born with a penis you were a man.	Attribution of the theme of gender identity to the gender category, initially associated with biological sex.
... it's just that with time we started to [verify] that the issue of gender identity is much more in your brain, how you recognize yourself, how you feel and place yourself in the world ... it's	Attribution of the gender category to the psychological development of each person, according to their cultural context.

⁶ Available: <https://youtu.be/BwY9ElZWKzg>. Access: 10 Sep. 2021.

not what's between your legs, but what's between your ears, understand? ... so if you look in the mirror and recognize yourself as a man you are a man if you look in the mirror you recognize yourself as a woman you are some woman	
if you look in the mirror and you don't recognize yourself as either of them... exactly how do non-binary people gender have 3 other divergent identities that are not included in either the man or the woman because... there's a lot in there that isn't necessarily a man or woman, but who is there in the middle of the way...	Reference to the concepts of binary – male/female and non-binary, divergent male/female
...sometimes there are cisgender people [for example] a woman who has been identified as woman in biological sex to female	Reference to the concept of cisgender – when there is a correspondence between the female biological sex and the female gender and the male biological sex with the male gender.
and there are also transgender people... when we talk about transgender people it is important to make it clear here... being trans is not a gender identity... gender identity is you being a woman, you being a man, you being non-binary ...	Reference to the concept of the transgender person as a gender category.

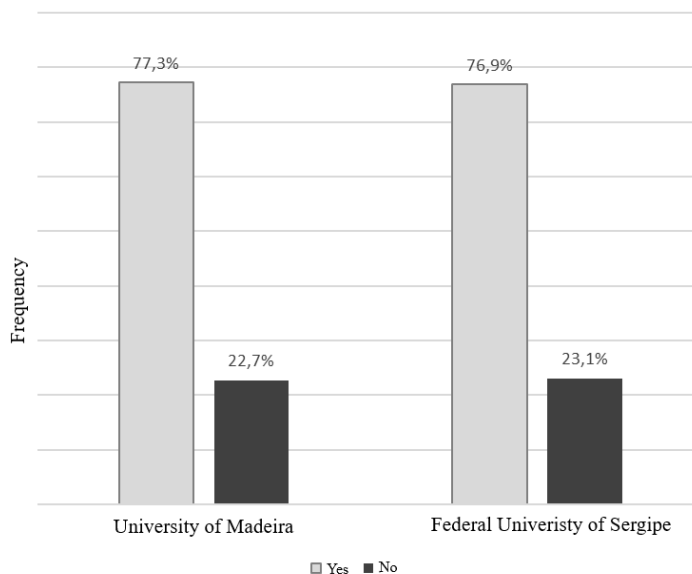
Source: Devised by the authors

Although the transcription of the text presents many marks of orality, it was possible to systematize the following: a) The theme of gender identity was included in the gender category. Initially this concept was standardized by association with biological sex; b) The gender category moved to the psychological field, resulting in greater freedom of identification of each subject, through their cultural context; c) The concept of cisgender explains the correspondence of the female biological sex with the female gender or the male biological sex with the male gender; d) The concepts of binary, male/female and non-binary make it possible to categorize subjects who present a divergent identification of male/female; e) The concept of transgender person emerges as a category intrinsic to the concept of gender. This information block placed participants on knowing or recognition of the concept of gender at the time they were asked to complete the questionnaire.

Discussion of results

Regarding knowledge of the concept of gender, the responses of former students from both universities are globally very close. At UMA, 72.3% of former students say they know the concept of gender and 22.7% say they do not. At UFS, 76.9% say they know the concept of gender and 23.1% say they do not, as shown in Figure 3.

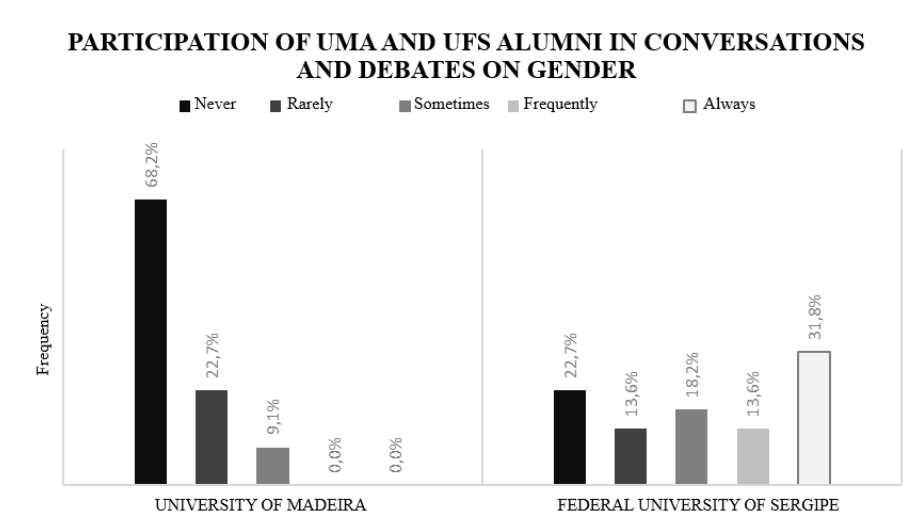
Figure 3 – Knowledge of former students about the concept of gender



Source: Devised by the authors

Regarding the participation of alumni in conversations and debates on gender, the answers in both universities are different. At UMA, 62.2% of alumni say they never participated in conversations and debates about gender, 22.7% rarely and 9.1% mentioned sometimes. At UFS, 31.8% of former students say they always participated in conversations and debates about gender, 13.6% participated frequently, 18.2% said sometimes and 22.7% answered never, as shown in Figure 4 .

Figure 4 – Participation of UMA and UFS alumni in conversations and debates on gender



Source: Devised by the authors

Comparing the results, there is a greater involvement of former students from the Federal University of Sergipe in the discussion of gender. In contrast, the responses of former students at the University of Madeira confirm the absence of this initiative.

In the comparative analysis of the discourses of former students on gender, subcategory gender (+), it appears that both former students from UMa and UFS use identical expressions when considering valuing the concept of gender. They consider that there must be respect, freedom and understanding because we are talking about fundamental human rights for life in society. They also consider the discussion of this topic important for self-knowledge and for personal affirmation in society: “it will make people start to identify with their gender and that there is no influence to decide which gender they want to be” (BR-ITA-4-11); “It is essential that the individual knows what gender identity is in order to know himself/herself and understand” (BR-ITA-5-12). They also mention that it is an “Educational topic with a lot of interest” (PT-5-22), according to Table 4.

Participants from the two universities studied refer to aspects that they consider favoring the construction/reconstruction of gender centered on the subjective perception of identity. However, former UFS students are the most effusive in this explanation: “I believe that everyone should be respected in the way they identify themselves and have the right to be seen as such.” (BR-ITA-3-03); “It is necessary that the individual has autonomy, freedom, respect, rights to expression and live in society.” (BR-ITA-5-12); “Every human being has the right to live and know themselves as please.” (BR-ITA-5-17).

Frame 4 – Comparative analysis of former students' discourses on gender, gender subcategory (+)

Category: GENDER		
Subcategory: GENDER (+)		
Phenomena	Former UMa students	Former UFS Students
Appreciation of the concept of gender	Relevant topic (PT-1-01). Very important for life in society (PT-1-02). I totally agree that people should be treated the way they feel best. (PT-1-05). Very important for us to feel confident with our choices. (PT-1-06). I think people should be respected in the way they feel. (PT-1-07). There should be more	Educational topic with a lot of interest (PT-5-22). It is a very important topic (BR-ITA-3-02). Of great relevance, as it is important to know the other as oneself (BR-ITA-3-04). Gender identity is the way I express the gender I identify with. (BR-ITA-3-05). It is an enlightening topic (BR-ITA-3-05). It is an essential and necessary topic. (BR-ITA-4-08). This theme being presented and discussed will make people start to identify with their gender

	<p>conversations/debates/disclosure of information on this subject. (PT-2-09). Identity must be respected and not imposed (PT-3-11). The identity of each one must be respected (PT-3-13). Interesting (PT-3-15). Interesting (PT-4-16). Relevant topic today (PT-5-18) It is important (PT-5-19). Each one should assume the gender with which they identify (PT-5-20). A very interesting topic with a lot to teach (PT-5-21). Educational topic with a lot of interest (PT-5-22).</p>	<p>and that there is no influence to decide which gender they want to be (BR-ITA-4-11). It is essential that the individual knows what gender identity is in order to know himself/herself and understand (BR-ITA-5-12). Gender identity is not being male or female as it is put in your ID by your parents to document, but how I feel in front of others or when I am in front of a mirror how I see myself. (BR-ITA-5-13). The theme is very important for understanding the real significance of gender identity for society. (BR-ITA-5-14). Important and needs to be discussed (BR-SC-1-01). It is quite relevant (BR-SC-5-03). Relevant (BR-SC-5-05). I recognize the gender identity linked to the biological issue (BR-SC-5-06). Extremely necessary for formation in any area (BR-SC-5-07). Relevant (BR-SC-5-08).</p>
<p>Construction/reconstruction of gender, centered on the subjective perception of identity.</p>	<p>Regardless of the gender with which they identify, they are still a person and, therefore, are deserving of respect and understanding by society and, above all, by their families. (PT-2-08). Everyone has to respect the human being (PT-5-17).</p>	<p>I believe that everyone should be respected in the way they identify themselves and have the right to be seen that way. (BR-ITA-3-03). Talking about gender does not encourage or cause a person to change their sexual orientation or gender identity. (BR-ITA-3-05) I respect how everyone feels. (BR-ITA-4-09). It is necessary that the individual has autonomy, freedom, respect, rights to expression and live in society. (BR-ITA-5-12). Every human being has the right to live and know themselves as they wants. (BR-ITA-5-17). ... draw attention to the fact of respecting the individual regardless of how is recognized. (BR-SC-5-02).</p>

Source: Devised by the authors

In the two contexts studied, constraints motivated by the influence of stereotyped social patterns are mentioned, as shown in Frame 5. They say that there is social prejudice regarding this topic, which is still considered taboo: “it should not be taboo, considering that everyone is free to be happy as want.” (PT-1-04); “[this topic] is of fundamental importance for the reduction of prejudice, as well as for society to have more acceptance.” (BR-ITA-2-01); “It needs to be worked on more widely in different environments so that prejudice breaks down.” (BR-ITA-3-02); “There is a lot of taboo and it is complex, because unfortunately we live in a prejudiced society.” (BR-ITA-3-06); “a very important theme to break stereotypes

and expand people's range of knowledge.” (BR-SC-5-02); “Talking about gender does not encourage or cause a person to change their sexual orientation or gender identity.” (BR-ITA-3-05).

Frame 5 – Comparative analysis of former students' discourses on gender, gender subcategory (-)

Category: GENDER		
Subcategory: GENDER (-)		
Phenomena	Phenomena (UMa)	Phenomena (UFS)
Constraints in the experience of gender motivated by the influence of stereotyped social patterns.	A topic that shouldn't be taboo, considering that everyone is free to be happy as they wish. (PT-1-04).	<p>It is of fundamental importance for the reduction of prejudice, as well as for society to have more acceptance (BR-ITA-2-01).</p> <p>It needs to be worked on more widely in different environments so that prejudice can be broken. (BR-ITA-3-02).</p> <p>There is a lot of taboo and it is complex, because unfortunately we live in a prejudiced society (BR-ITA-3-06).</p> <p>It encompasses several aspects that still diverge, mainly in relation to not knowing and therefore prejudice still permeates between various classes. (BR-SC-5-03).</p> <p>Essential if we want a more egalitarian society without prejudice. (BR-SC-5-07).</p> <p>It is a difficult topic to be approached because people distort it, and it is not approached as it should be, not to mention that society ends up preventing people from talking about the topic, and not to mention that the vast majority of people/teachers were not instructed to talk about the same. (BR-ITA-4-10).</p> <p>I believe it is a very important topic to break stereotypes and expand people's range of knowledge. (BR-SC-5-02).</p>

Source: Devised by the authors

In the comparative analysis of the speeches of former students about gender, in the gender subcategory (N), it is observed that there is still a lack of knowledge of this concept, both in the former students of UMa (22.7%) and those of UFS (23.1 %), as shown in Figure 3 and Frame 6.

Frame 6 – Comparative analysis of former students' discourses on gender, gender subcategory (N)

Subcategory: GENDER (N)		
Phenomena	Former UMa students	Former UFS Students
References on not knowing the concept of gender	Many people are unaware of this topic (PT-3-10). I don't understand (PT-4-16). Theme that is not much discussed because many people are not aware of it. (PT-3-12).	
References to non-expression of opinion on the concept of gender	...the target of a lot of prejudice, adjusted to reality and with very little relevance on the part of society. (PT-1-01). The gender with which each one identifies does not matter because everyone deserves respect and understanding from their families and also from society. (PT-1-03). I have no opinion, on the matter (PT-5-17).	I still don't know how to talk about this topic, but I respect it (BR-ITA-3-07) I find it complicated, but I try to respect everyone's orientation (BR-SC-5-09) None! (BR-ITA-5-17).

Source: Devised by the authors

Participants reinforce their lack of knowledge of this topic after having finished watching an illustrative video about it: “Many people are not aware of this topic.” (PT-3-10); “I don't understand” (PT-4-16); “I still don't know how to talk about this topic, but I respect it.” (BR-ITA-3-07); “I find it complicated, but I try to respect everyone’s guidance.” (BR-SC-5-09). These facts once again reinforce the need for continued educational work in academic contexts.

Final considerations

It was found that the concept of gender is known to most former students of both universities. The fact that the groups of ex-students were differentiated in terms of the time elapsed after the completion of the initial teacher formation courses did not present any change in terms of knowledge of the concept of gender. However, it was found that there is a greater involvement of former students of the Federal University of Sergipe in the discussion of gender. On the other hand, former students at the University of Madeira confirmed the absence of this initiative.

Some participants stated that they were not aware of this topic, even after watching an illustrative video on gender identity, in very popular language, where considerations were

presented such as: the temporal perspective on the evolution of the concept of gender; the reference to the concepts of cisgender, binary, male/female and non-binary and other divergent identifications of male/female. These facts once again reinforce the need for continued educational work in academic contexts. Furthermore, this need is reinforced since the participants mentioned the existence of social prejudice and taboo regarding this topic, as other studies also show. (ALMEIDA, 2017; BOGOSSIAN, 2014; CARDOSO, 2019; CARVALHO *et al.*, 2017; COUTO; CRUZ, 2017; DONATO; TONELLI, 2018; FRANÇA; FERRARI, 2016; MORAIS; BAIÃO; DE FREITAS, 2020; SANTOS; RIOS, 2021).

Both former UMA and UFS students were unanimous in considering that there must be respect, freedom and understanding, as we speak of fundamental human rights for life in society.

Participants from the two universities studied also mention aspects that they consider favoring the construction/reconstruction of gender, centered on the subjective perception of identity. However, former UFS students are the most effusive in this explanation. Therefore, they consider the discussion of the concept of gender important for self-knowledge and personal affirmation in society, and they also state that this is an educational topic to work on. In this regard, we find correspondence with the research by Dias and Brazão (2021) when they mention that “pedagogical work on the gender theme is a tool for promoting inclusive spaces and reducing discriminatory actions against LGBTQI+ students” (DIAS; BRAZÃO, 2021, p. 9, our translation). In other studies, the pedagogical work with this theme is also evidenced, as it enhances the reduction of LGBTIphobia and the deconstruction of stereotypes. (ALMEIDA, 2017; BOGOSSIAN, 2014; CARDOSO, 2019; CARVALHO *et al.*, 2017; COUTO; CRUZ, 2017; DONATO; TONELLI, 2018; FRANÇA; FERRARI, 2016; MORAIS; BAIÃO; DE FREITAS, 2020; RIOS; DIAS, 2020; SANTOS; RIOS, 2021).

ACKNOWLEDGEMENTS: To CNPq for funding the research in the form of a scholarship.

REFERÊNCIAS

ALMEIDA, W. R. A. Uniforme escolar e uniformização dos corpos. **Revista Tempos e Espaços em Educação**, v. 10, n. 22, p. 9-22, 2017. DOI: <https://doi.org/10.20952/revtee.v10i22.6134>

ALVES, F. C.; FIALHO, L. M. F.; LIMA, M. S. L. Formação em pesquisa para professores da educação básica. **Revista Tempos e Espaços em Educação**, v. 11, n. 27, p. 285-300, 2018. DOI: <https://doi.org/10.20952/revtee.v11i27.8582>

BARDIN, L. **Análise de conteúdo**. Lisboa: Edições 70, 1997.

BOGDAN, R.; BLIKEN S. **Investigação qualitativa em educação**. Porto: Porto Editora, 2017.

BRAZÃO, J. P. G.; OLIVEIRA, A. L.; DIAS, A. F. University students' voices on sexual and gender diversity, their relationship with coeducation and pedagogical innovation: a comparative study at the University of Madeira (Portugal) and the Federal University of Sergipe (Brazil). **Journal of Research and Knowledge Spreading**, v. 2, n. 1, e12445, 2021. DOI: <https://doi.org/10.20952/jrks2112445>

BRAZÃO, P.; DIAS, A. Relações de gênero e do corpo na escola: diretivas promotoras de culturas inclusivas para as práticas pedagógicas. **Revista Cocar**, v. 14, n. 29, maio/ago. 2020. ISSN: 2237-0315. Available: <https://periodicos.uepa.br/index.php/cocar/article/view/3347>. Access: 10 Sep. 2021.

BRAZÃO, P. Apresentação do projeto vozes dos estudantes universitários sobre a diversidade sexual e de gênero, sua relação com a coeducação e com a inovação pedagógica: um estudo comparativo na Universidade da Madeira e na Universidade Federal de Sergipe. **The Brain**, 2021. Available: <https://bra.in/7vA6Q3>. Access: 10 Sep. 2021.

BUTLER, J. **Gender Trouble: Feminism and the Subversion of Identity** Routledge, 1990.

IDENTIDADE de gênero - #GuiaBasicoLGBT. Canal das Bee. 2018. 1 vídeo (4 min). Available: <https://youtu.be/BwY9EIZWKzg>. Access: 10 Sep. 2021.

CARDOSO, H. M.; DIAS, A. F. Representações sobre corpo, gênero e sexualidades de estudantes das licenciaturas do Instituto Federal de Sergipe, campus Aracaju. **Práxis Educacional**, v. 13, n. 24, p. 76-94, 2017. DOI: <https://doi.org/10.22481/praxis.v13i24.930>

CARDOSO, H. M.; DIAS, A. F. Trans* subjectivities in the higher education curriculum. **Journal of Research and Knowledge Spreading**, v. 2, n. 1, e12305, 2021. DOI: <https://doi.org/10.20952/jrks2112305>

CARDOSO, L. R.; BERTOLDO, T. A. T.; SANTOS, L. B. A. Gênero e sexualidade na formação docente: um mapeamento das pesquisas entre Norte e Nordeste. **Revista on line de**

Política e Gestão Educacional, v. 24, n. esp. 3, p. 1743-1764, 2020. DOI: <https://doi.org/10.22633/rpge.v24iesp3.14092>

CARVALHO, M. E. P. *et al.* Origins and challenges of gender studies centers in higher education in Northern and Northeastern Brazil. **Revista Tempos e Espaços em Educação**, v. 10, n. 21, p. 163-176, 2017. DOI: <https://doi.org/10.20952/revtee.v10i21.6340>

COUTO, A. S.; CRUZ, M. H. S. Inserção de gênero no currículo de História e a formação para o trabalho docente. **Revista Tempos e Espaços em Educação**, v. 10, n. 23, p. 249-262, 2017. DOI: <https://doi.org/10.20952/revtee.v10i23.6764>

DIAS, A. F. *et al.* Schooling and subversions of gender. **Revista Tempos e Espaços em Educação**, v. 10, n. 22, p. 83-92, 2017. DOI: <https://doi.org/10.20952/revtee.v10i22.6433>

DIAS, A. F.; BRAZÃO, J. P. G. Iniciativas de promoção das discussões de gênero e diversidade sexual no contexto acadêmico: um estudo comparativo. **Práxis Educacional**, v. 17, n. 48, p. 1-18, 2021. DOI: <https://doi.org/10.22481/praxisedu.v17i48.9502>

DIAS, A. F.; OLIVEIRA, D. A.; SANTOS, M. S. Uma revisão sistematizada da produção do conhecimento sobre corpo, gênero, sexualidades na educação. **Revista Temas em Educação**, v. 27, n. 2, p. 119–133, 2018. DOI: <https://doi.org/10.22478/ufpb.2359-7003.2018v27n2.24814>

DIAS, A. F.; SILVA, I. P.; RIOS, P. P. S. Os estudos de gênero em revistas científicas do FEPAE-NN: uma revisão sistematizada. **Revista Exitus**, v. 10, n. 1, p. e020039, 2020. DOI: <https://doi.org/10.24065/2237-9460.2020v10n0ID128>

DONATO, A.; TONELLI, L. A resistência do corpo. **Revista Tempos e Espaços em Educação**, v. 12, n. 28, p. 49-62, 2019. DOI: <https://doi.org/10.20952/revtee.v12i28.10164>

FRANÇA, F. G. R.; FERRARI, A. Mais do que professores/as, professores/as homossexuais na escola. **Revista Tempos e Espaços em Educação**, v. 9, n. 20, p. 41-52, 2016. DOI: <https://doi.org/10.20952/revtee.v9i20.5894>

MORAIS, J. F. S.; BAIÃO, J. C.; DE FREITAS, C. J. Questões de gênero e sexualidade na escola: narrativas docentes. **Revista Tempos e Espaços em Educação**, v. 13, n. 32, p. 1-15, 2020. DOI: <https://doi.org/10.20952/revtee.v13i32.11565>

NASCIMENTO, L. F.; CAVALCANTE, M. M. D. Abordagem quantitativa na pesquisa em educação: investigações no cotidiano escolar. **Revista Tempos e Espaços em Educação**, v. 11, n. 25, p. 249-260, 2018. DOI: <https://doi.org/10.20952/revtee.v11i25.7075>

NUNES, C. P. Conversas interativo-provocativas como opção teórico-metodológica nas Ciências Humanas e na educação. **Práxis Educacional**, v. 16, n. 37, p. 408-439, 2020. DOI: <https://doi.org/10.22481/praxisedu.v16i37.6207>

OLIVEIRA, A. L.; BRAZÃO, J. P. G.; DIAS, A. F. Dialogue about gender, sexuality and bodies in academic context: a possibility of pedagogical innovation? **Journal of Research and Knowledge Spreading**, v. 2, n. 1, e12484, 2021. DOI: <https://doi.org/10.20952/jrks2112484>

PALMEIRA, L. L. L.; DIAS, A. F. The importance of Teacher education in the face of the perspectives of diversity: in search of an egalitarian society. **Journal of Research and Knowledge Spreading**, v. 2, n. 1, e12260, 2021. DOI: <https://doi.org/10.20952/jrks2112260>

PIRES, M. A. **Gênero e sexualidade nos currículos de formação em Pedagogia na Universidade Federal de Sergipe**. Dissertação (Mestrado em Educação) – Programa de Pós-graduação em Educação, Universidade Federal de Sergipe. São Cristóvão, 2021.

RIOS, P. P. S.; CARDOSO, H. M.; DIAS, A. F. Concepções de gênero e sexualidade d@s docentes do curso de licenciatura em pedagogia: por um currículo Queer. **Educação & Formação**, v. 3, n. 2, p. 98–117, 2018. DOI: <https://doi.org/10.25053/redufor.v3i8.272>

RIOS, P. P. S.; DIAS, A. F. “Nossa história de vida é construída a partir do nosso corpo”: a produção do corpo viado na docência. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 15, n. 3, p. 1265–1283, 2020. DOI: <https://doi.org/10.21723/riaee.v15i3>

SANTOS, A. C.; FELDENS, D. G. Vozes do triunfo: narrativas de si de professoras da educação básica. **Revista Tempos e Espaços em Educação**, v. 11, n. 1, p. 379-392, 2019. DOI: <https://doi.org/10.20952/revtee.v11i01.9666>

SANTOS, É. S.; LAGE, A. C. Gênero e diversidade sexual na educação básica: um olhar sobre o componente curricular Direitos Humanos e Cidadania da rede de ensino de Pernambuco. **Revista Tempos e Espaços em Educação**, v. 10, n. 22, p. 69-82, 2017. DOI: <https://doi.org/10.20952/revtee.v10i22.6042>

SANTOS, M. H. DA S. R.; RIOS, J. A. V. P. Education and cultural differences: boundary educational practices in basic education. **Revista Tempos e Espaços em Educação**, v. 14, n. 33, p. e13670, 27 fev. 2021. DOI: <https://doi.org/10.20952/revtee.v14i33.13670>

SAVENKOV, A.; GAVRILOVA, O. Características de gênero do sucesso dos alunos do ensino fundamental na resolução de tarefas no contexto de diferentes atitudes motivacionais extrínsecas. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp.1, p. 673–691, 2021. DOI: <https://doi.org/10.22633/rpge.v25iesp.1.15006>

SCOTT, J. Gênero, uma categoria útil de análise histórica”. **Educação e Realidade**, Porto Alegre, v. 16, n. 2, 1989.

SILVA JUNIOR, P. M.; IVENICKI, A. Entre sexualidades, masculinidades e raça: contribuições do multi/interculturalismo para a prática pedagógica. **Revista Tempos e Espaços em Educação**, v. 12, n. 29, p. 125-144, 2019. DOI: <https://doi.org/10.20952/revtee.v12i29.9326>

SILVA, I. P.; DIAS, A. F.; RIOS, P. P. S. Os estudos de Gênero na Revista Tempos e Espaços em Educação: uma Revisão Sistematizada. **Educação & Formação**, v. 5, n. 14, p. 150–175, 2020. DOI: <https://doi.org/10.25053/redufor.v5i14mai/ago.2495>

SILVA, T. R. Educação em e para os direitos humanos: a escola e o direito a afirmação da diferença. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 21, 2, p. 1076–1097, 2017. DOI: <https://doi.org/10.22633/rpge.v21.n.esp2.2017.10176>

VIVAS, A.; BASTIDAS, C.; FARIAS, A. Desempenho acadêmico de uma perspectiva geográfica e de gênero em programas de distância. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. 3, p. 1200–1215, 2020. DOI: <https://doi.org/10.22633/rpge.v24i3.14357>

How to reference this article

BRAZÃO, J. P. G.; DIAS, A. F. Student statements on gender: a comparative study at the Federal University of Sergipe and the University of Madeira. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. 4, p. 2295-2312, Oct./Dec. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16i4.15688>

Submitted: 01/08/2021

Required revisions: 25/09/2021

Approved: 01/10/2021

Published: 21/10/2021

