

Review of: "The End of Objectivity and Subjectivity in Education Sciences"

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The article by Nuno Miranda e Silva presents an important and relevant discussion for researchers who produce knowledge in education sciences. The author discusses the notions of objectivity and subjectivity - considered epistemic virtues - commonly mobilized by researchers, and how such notions acquire particular meanings in the field of education research. The author considers the fact that the field of education is governed by an ontology of complexity and, consequently, the notions of objectivity and subjectivity as epistemology traditionally characterizes them do not serve as parameters to guide the production of knowledge. In the construction of his proposition of a new epistemology for the practice of research and knowledge production in the educational sciences, the author analyzes these two notions in several epistemologies of the twentieth century to, from his analysis, and from the consideration of complexity and uncertainty, arrive at new epistemic virtues that function as heuristics for this field. He names his virtues as intersubjectivity, intercoherence and internecessity.

The article functions as a trigger for a discussion that needs to be deepened and thus acquires its relevance and justification. Despite being a choice of the author, I consider the approach to complexity in the field of education a bit superficial (even the reference to Edgard Morin is absent from the bibliography). I also missed an approach on the notions of objectivity/subjectivity in qualitative research, since this has been hegemonic in the educational sciences. In any case, the article presents a potential impact for the field in which it is inserted and opens for further discussions that can realize this potential.