

Contributions from the Field of Education to Research on Gastronomy Teaching

Contribuições da área de Educação para pesquisas sobre Ensino de Gastronomia

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Abstract

This article analyzes the contributions of the Education field to research on Gastronomy teaching in Brazil. Using a descriptive and exploratory approach, a review was conducted on theses and dissertations from CAPES Area 38, identifying 19 studies focused on professional training, teaching knowledge, and pedagogical projects. Based on general and specific descriptors, the analysis indicates that Education helps consolidate pedagogical, methodological, and epistemological foundations in Gastronomy teaching, enhancing course quality and fostering critical professional development. Despite the limited number of studies and the focus on *stricto sensu* production, the results reveal an emerging and promising academic field. Future research should consider broadening the scope of investigation.

Keywords: Education; Gastronomy; Professional training; Research field.

Resumo

O artigo analisa as contribuições da área de Educação às pesquisas sobre o ensino de Gastronomia no Brasil. Com abordagem descritiva e exploratória, foi realizada uma revisão de teses e dissertações da Área 38 da CAPES, identificando 19 estudos voltados à formação profissional, saberes docentes e projetos pedagógicos. A análise, com base em descritores gerais e específicos, aponta que a Educação contribui para a consolidação de fundamentos pedagógicos, metodológicos e epistemológicos no ensino de Gastronomia, qualificando cursos e promovendo uma formação crítica. Apesar do número reduzido de trabalhos e do foco restrito à produção *stricto sensu*, os resultados evidenciam um campo emergente e promissor. Recomenda-se que investigações futuras ampliem o escopo analisado.

Palavras-chave: Educação; Gastronomia; Formação profissional; Campo de Pesquisa.

1 INTRODUCTION

Higher education in Gastronomy has undergone a significant transformation over the past twenty years. Initially restricted to private institutions, Gastronomy programs have progressively gained ground in public institutions, with the creation of bachelor's degree programs at federal universities and technical and technological programs at federal institutes and state universities (Rodrigues *et al.*, 2009; Anjos *et al.*, 2017; Santos, 2022). According to Santos (2022), the number of higher education Gastronomy programs has grown by more than 1000% in recent years, rising from 26 programs in 2006 to 305 in 2022. This process not only reveals the expansion of formal education in Gastronomy, but also marks its integration into the broader context of higher education and its approach to the country's educational agenda.

In parallel with institutional expansion, the development of an academic field of Gastronomy can be observed, which has been following a path toward increasing scientification (Soares, 2023). This movement is expressed in the creation of the first academic master's degree in Gastronomy in Brazil at the Federal University of Ceará (UFC), in the consolidation of the National Meeting of Research in Gastronomy (ENPEGASTRO), and in the existence of the scientific journal *Mangút: Conexões Gastronômicas*, published by the Federal University of Rio de Janeiro (UFRJ), which is exclusively dedicated to the dissemination of gastronomic knowledge. These milestones demonstrate the consolidation of Gastronomy as an interdisciplinary and dynamic scientific field, with interfaces with multiple areas of knowledge.

It is within this context that it becomes essential to understand Gastronomy as a field of knowledge with the potential to synthesize transdisciplinary relationships with several other areas, articulating dimensions of human existence, whether social, political, cultural, or spiritual, within the scope of education, knowledge production, and professional practice (Soares *et al.*, 2020), and one of the areas with which Gastronomy has been establishing dialogues is Education.

The field of Education, institutionally configured within Area 38 of the Coordination for the Improvement of Higher Education Personnel (CAPES), plays a central role in the constitution of Brazilian graduate education, standing out both for the significance of its scientific production and for its contribution to the education of individuals who work at different levels and in different modalities of education. Its trajectory, marked by significant expansion in recent decades, is accompanied by a set of structural tensions that affect its organization, functioning, and capacity to respond to contemporary educational demands (Souza *et al.*, 2024).

With 192 active programs in 2024, of which 137 are academic and 55 professional, the area experienced 146% growth since 2007, and, alongside this growth, the field of Education has faced pressures arising from a broader context of declining public investment in science and technology, intensified by denialist discourses and policies that reduce university autonomy and privilege technocratic approaches to the training and evaluation of academic production (Oliveira; Souza, 2021).

In view of this scenario, this article aims to analyze the contributions of the Education Area to research on Gastronomy education, based on a review of theses and dissertations produced within the Graduate Programs (PPGs) of CAPES Area 38. Considering that Gastronomy, as an emerging field of knowledge and practice, has been consolidating itself as an object of academic interest, it is relevant to investigate how the field of Education has contributed to the establishment of pedagogical, methodological, and epistemological foundations that support the teaching of this field, particularly in higher education.

Finally, it should be emphasized that the justification for this investigation lies in its strategic relevance to the development of a doctoral dissertation dedicated to this topic, as well as in the need to understand and value the connections established between the field of Education and research focused on educational aspects and teaching-learning processes in Gastronomy, with a view to reflecting on the opportunities, potentialities, and challenges that emerge from this dialogue.

2 GASTRONOMY EDUCATION

To understand the panorama of Gastronomy Education, it is essential to consider an important historical milestone. The current configuration of Gastronomy, both in terms of its techniques and the criteria for validating what is recognized as legitimate gastronomic knowledge, is deeply rooted in the consolidation of France as a global cultural center at the end of the nineteenth century. In this context, French gastronomic culture assumed a dominant role, establishing itself as a hegemonic reference in the field. This centrality, however, has been the subject of criticism for reproducing hierarchies of knowledge grounded in elitist foundations that value beauty, social status, distinction, and ostentation (Santos; Cordeiro, 2021).

Historically, the training of professionals in the field was strongly linked to this Franco-European model, with an emphasis on technical knowledge acquired in non-school environments, especially in the workplace itself. In this training process, a master-apprentice relationship predominated, in which the chef de cuisine assumed the role of mentor, and apprentices were subjected to long working hours until they achieved the recognition necessary to also become chefs. This process could last up to six years (Tschumi, 1994; Danaher, 2012; Brown, 2013).

For centuries, this logic of informal training persisted, from the rise of Gastronomy in European societies during the sixteenth and seventeenth centuries until the emergence of the first specialized schools at the end of the nineteenth century. Although situated within an institutionalized context, these schools maintained a technical approach, focusing on practice and efficiency and seeking to respond to growing market demand (Danaher, 2012; Brown, 2013).

In Brazil, gastronomic training initially mirrored European models, with an emphasis on learning through work. The institutionalization of technical education took place in the 1950s, driven by the creation of the National Service for Industrial Training (SENAI) and the National Service for Commercial Training (SENAC), which offered

vocational courses aimed at specific niches, such as the pioneering Waiter course in the country (Rodrigues *et al.*, 2009).

The introduction of Gastronomy into Brazilian higher education only began to take shape at the end of the 1990s, driven by policies such as the 1968 university reform and the enactment of the Law of Guidelines and Bases of National Education (LDB 9394/96). Both favored the implementation of undergraduate programs aimed at meeting the immediate needs of the market, with an emphasis on short-term and vocational training (Rodrigues *et al.*, 2009; Rubim; Rejowski, 2013; Mendes; Faleiros, 2013).

With the beginning of the 2000s, there was a significant expansion of these programs. Gimenes-Minasse (2019) points out that, between 1999 and 2017, in the state of São Paulo alone, 47 undergraduate programs in Gastronomy were created, mostly in the technologist modality. This trend continued, as demonstrated by Santos (2022), who identified, in 2022, the existence of 302 higher education Gastronomy programs in Brazil, 295 of which were technologist programs.

For Santos (2022), this growth directly reflects market demands for professionals with specific training. The author emphasizes the predominance of technical training aimed at immediate entry into the workforce, in addition to pointing out the imbalance in the supply between the private sector (283 programs) and the public sector (22 programs). When bachelor's degree programs are considered, this contrast is smaller: in 2022, there were 10 programs, equally divided between private institutions and federal public institutions.

This technicist model of higher education raises concerns regarding the restriction of educational opportunities. Menino *et al.* (2010) emphasize that technologist programs, by their nature, do not focus on research production, which contributes to a distancing between teaching and scientific investigation. Mendes and Faleiros (2013, p. 141), when analyzing technological programs in São Paulo, observed that “educational institutions provide little guidance to their students toward the field of research or at least toward introductory knowledge of scientific methodology,” which highlights the exclusive emphasis on professional training.

In addition to these structural issues, there are also challenges in the everyday practice of Gastronomy Education. Rampim (2010) points out that, in technical education, experience in the labor market tends to be valued more highly than the academic training of teachers. Many teachers have formal training in fields unrelated to Gastronomy, but enjoy prestige because of their practical experience.

Experience with renowned chefs or in prominent establishments contributes to the recognition of these teachers, establishing a symbolic distinction that even influences students' perceptions. According to Rampim (2010), students generally understand that teachers without relevant practical experience would not be qualified to teach.

This emphasis on technical expertise and connection to the market ultimately compromises the construction of teaching identity in the field of Gastronomy. Students often project the figure of a chef onto the teacher, which leads to the devaluation of pedagogical and theoretical knowledge (Rampim, 2010).

Given this scenario, Gastronomy Education proves to be a field conducive to problematizing educational issues, offering fertile ground for research within the field of Education. Understanding this complexity is essential to justify the need to deepen the relationships that this research proposes to explore.

Based on the panorama outlined above, Gastronomy Education emerges as a potential field for addressing educational issues, opening space for the formulation and investigation of pedagogical problems that have received little attention. It is, therefore, a promising ground for research within the field of Education.

In the book *A Conception of Teaching*, Nathaniel Gage (2009) offers an important theoretical contribution to reflecting on Gastronomy Education by establishing a conceptual distinction between “teaching” and “instruction.” Although these terms are related, the author points to relevant differences regarding the contexts in which they occur, and the degree of autonomy involved. Teaching is characterized as a formal, intentional pedagogical practice conducted by teachers, focusing on the comprehensive development of individuals. Instruction, on the other hand, according to the author, refers to technical and operational contexts in which the standardization of processes and the application of previously defined methods predominate. Although he recognizes teaching as a form of instruction, the author emphasizes its human and formative dimension, stating that teaching consists of deliberately influencing another person's learning, always guided by the intention of promoting its improvement.

This understanding provides a basis for recognizing Gastronomy Education as a deliberate pedagogical activity aimed at constructing technical-scientific, social, and cultural knowledge within a transdisciplinary field. Based on the perspective proposed by Gage (2009), it is argued that pedagogical practice in Gastronomy should go beyond mere instruction focused on the repetition of techniques and procedures. It is necessary to commit to critical, ethical, and historically situated education, capable of engaging students with the challenges of the contemporary world. To this end, it is necessary to break with pedagogical models of a utilitarian nature, valuing approaches that promote dialogue, problematization, and the diversity of knowledge. This implies questioning hegemonic practices based on commercial and instructional logics, not with the aim of delegitimizing what has been constructed thus far, but rather of creating a new environment of literacy that avoids the naturalization of the status quo and encourages the construction of alternative and conscious paths.

3 EDUCATION AREA

The CAPES Education Area, institutionally identified as Area 38, occupies a strategic position in the national graduate education system, assuming responsibility for the training of researchers and the production of knowledge aimed at critically understanding educational processes in school and non-school contexts. Its relevance is not restricted to the sphere of academic training, but extends to public policies, teaching, and the qualification of professionals working at different levels and in different modalities of education, including higher education (Brasil, 2025).

Since the initial structuring of Brazilian graduate education, the Education Area has established itself as one of the most dynamic and representative fields. In 2007, the area had 78 graduate programs; in 2024, this number reached 192, distributed among 137 academic and 55 professional programs, representing growth of more than 146% (Souza *et al.*, 2024). Although the pace of expansion has slowed in recent years, the significant increase in doctoral programs stands out – from 35 in 2007 to 117 in 2024 –, indicating a process of institutional maturation and the consolidation of research as a structuring axis of education in the field (Brasil, 2025).

However, this growth presents marked regional asymmetries. The South and Southeast regions continue to concentrate more than 60% of the programs in the area, while the North, despite recording a 400% increase between 2007 and 2024, represents only 8% of the national provision. This scenario reveals the persistence of inequalities in the territorial distribution of programs and, furthermore, in the attainment of high scores in the four-year evaluation, since nearly all programs with a score of 6 or 7 are located in the more developed regions (Souza *et al.*, 2024; Brasil, 2025).

Added to this panorama is a set of tensions and challenges that affect the organization and functioning of graduate education in the field of Education in the country. As Oliveira and Souza (2021) observe, the decline in public funding for science, technology, and higher education, combined with the growing adoption of technicist evaluation criteria and international guidelines, such as those of the Organisation for Economic Co-operation and Development (OECD), imposes restrictions on academic autonomy and compromises the epistemological plurality that has historically characterized the field. The induction of public policies based on evidence and standardizing metrics often conflicts with the interdisciplinary, critical, and situated nature of educational research (Oliveira; Souza, 2021).

Another point that deserves attention is the increasing standardization of the pedagogical projects of the programs, a phenomenon that, although partly resulting from evaluation requirements and the desire for institutional recognition, may lead to the homogenization of educational proposals, weakening their connection with local and regional contexts. Cultural diversity, territorial knowledge, and social engagement, considered foundational dimensions of the identity of programs in the area, tend to be marginalized when uniform evaluation logics prevail (Brasil, 2025).

Despite the adversities, the Education Area has sought to develop solutions and internal agreements to ensure the continuity and quality of its programs. Recent experiences demonstrate a collective effort to improve evaluation processes, strengthen articulation with basic education, and expand regional inclusion, even if still incipiently. As Souza *et al.* (2024) aptly observe, the consolidation of professional doctoral programs and the valorization of technical-scientific products indicate new educational possibilities that engage with contemporary demands of society and the world of work.

In summary, CAPES Area 38 constitutes a vigorous field, but one permeated by contradictions that require continuous attention. Recognizing its potential and challenges is essential for any initiative aimed at establishing dialogue between Education and other areas of knowledge, as is the case with Gastronomy. After all, when reflecting on the contributions of educational research to Gastronomy Education,

it is essential to consider the place that Education itself occupies within the Brazilian science and technology system and the meanings it attributes to human development in its multiple expressions.

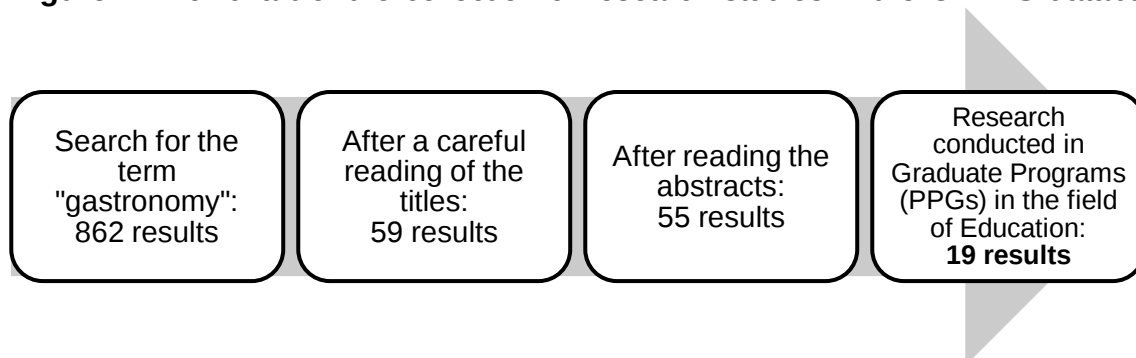
4 METHODOLOGY

This study adopts a descriptive and exploratory approach, as it is an investigation into a topic with the intention of presenting the characteristics of the phenomenon, without intending to explain it (Marconi, Lakatos, 2003; Minayo et al, 2012), and with the objective of “providing greater familiarity with the problem, with a view to making it more explicit or developing hypotheses” (Gil, 2017, p. 32). This research is defined as a systematic metasynthesis review, a specific type of literature review aimed at the interpretive integration of findings from primary qualitative studies (Megid Neto, 1999; Sandelowski; Barroso, 2003; 2007; Matheus, 2009). For this purpose, the “Theses and Dissertations Catalog” database of CAPES was used as the source for the review.

Figure 1 describes the flowchart of the search stage in the database. We chose not to use Boolean operators to combine terms, using only the word “Gastronomy,” and then filtering the results based on the reading of titles and abstracts, as well as checking the Graduate Program (PPG) in which the research was conducted.

The inclusion criteria were studies that focused on the context of professional training in Gastronomy involving aspects of education and teaching, and that were developed within Graduate Programs (PPGs) in the Education Area of CAPES. The exclusion criterion was defined as studies addressing different contexts, such as those that investigated Gastronomy as a resource for teaching and learning processes in different subjects.

Figure 1: Flowchart of the collection of research studies in the CAPES database



Source: Prepared by the authors.

The analysis stage of these texts followed the considerations of references such as Megid Neto (1999) and Teixeira (2008), who consolidated a specific methodological approach for research of this nature. That said, the main idea adopted for this research

is the use of the so-called descriptors. Megid Neto (1999) defines them as elements that should be considered when classifying and describing theses and dissertations, as well as when analyzing their particularities and thematic directions. Based on this understanding, Teixeira (2008) provides a complementary perspective by describing that such descriptors should be divided into general descriptors, more closely related to the institutional basis of the research, and specific descriptors, which account for the particular aspects of the texts analyzed in relation to the objectives of the research.

Finally, it should be noted that the general descriptors include the year of defense, the higher education institution, the geographical region, the Graduate Program (PPG), the type of work, and the research line. The specific descriptors, in turn, encompass the object of study, the methodological approach adopted, and the theoretical framework employed.

5 RESULTS AND DISCUSSION

Initially, Table 1 is presented, containing the basic data of the selected studies, such as title, year of publication, and the institution where they were produced.

Table 1: Descriptive list of the selected studies

Nº	Year	Title	Institution	State/Region
P1	2005	The education of students in a higher education Gastronomy program: learning, culture, and citizenship	UNINOVE	São Paulo/Southeast
P2	2006	Teaching and Learning Gastronomy: Teacher Training Pathways	Methodist University of Piracicaba	São Paulo/Southeast
P3	2010	Between Pans, Books, and Traditions: Teacher Training Trajectories in Gastronomy	UNINOVE	São Paulo/Southeast
P4	2010	From Cook to Gastronomist: A Look at Gastronomy Teacher Training	City University of São Paulo	São Paulo/Southeast
P5	2010	Aesthetic Education in the Gastronomy Program: The Relevance of Using Films in Pedagogical Procedures	City University of São Paulo	São Paulo/Southeast

P6	2013	Gastronomic Knowledge and Chef Training: The Academic-Professional Pathway of Gastronomists Working in Fortaleza-CE	Federal University of Ceará	Ceará/Northeast
P7	2014	Higher Education Gastronomy Program: A Case Study on the Profile and Identity of Teachers	University of Sorocaba	São Paulo/Southeast
P8	2014	The Emergence of Gastronomic Knowledge in Academia: The Experience of the Bachelor's Degree in Gastronomy at the Federal University of Ceará	Federal University of Ceará	Ceará/Northeast
P9	2015	Social Representations of Gastronomy Students Regarding the Knowledge Necessary for Professional Training	Catholic University of Santos	São Paulo/Southeast
P10	2018	The Bachelor's Degree as an Instance of Legitimation of Gastronomic Knowledge: An Analysis of the Field Based on Educational Experiences at the Federal University of Ceará	Federal University of Ceará	Ceará/Notheast
P11	2018	Training Narratives of Gastronomy Technologists: Education, Work, and Experience	University of Santa Cruz do Sul	Rio Grande do Sul/South
P12	2018	Competencies in the Curriculum of the Gastronomy Program at the Federal Institute of Education of Ceará (IFCE)	Catholic University of Petrópolis	Rio de Janeiro/Southeast
P13	2019	Teacher Training for Working in Distance Education Modality of Higher Education Gastronomy Programs	University of the Joinville Region	Santa Catarina/South
P14	2019	The Formation of the Identity of Students in Higher Education Technology Programs in Gastronomy and the Political-Pedagogical Project	Western São Paulo University	São Paulo/Southeast
P15	2020	Cultural Knowledge and Flavors in the Teaching of South Mato Grosso Culture: Education, Art, and Gastronomy	State University of Mato Grosso do Sul	Mato Grosso do Sul/ Central-West

P16	2020	Teaching Work and Student Profile in the Technical Culinary Program	Paula Souza State Center for Technological Education	São Paulo/Southeast
P17	2021	Experiences of Curriculum Internationalization in the Higher Technological Gastronomy Program at UNISC: Training Memories, Knowledge, and Interculturality	University of Santa Cruz do Sul	Rio Grande do Sul/South
P18	2022	Cinema and Gastronomy: Pedagogical Possibilities	Federal University of Lavras	Minas Gerais/Southeast
P19	2024	Vocational Education and Gastronomy: An Analysis of the Political-Pedagogical Project of the Technical Program at the Federal Institute of Brasília	Rio de Janeiro State University	Rio de Janeiro/Southeast

Source: Prepared by the authors.

Based on the data presented in Table 1, it can be observed that the temporal distribution of the studies analyzed reveals a still recent body of research concerning Gastronomy Education within the field of Education. The selected theses and dissertations were defended between 2010 and 2023, with a more significant concentration from 2018 onward, which points to a recent increase in academic interest in the topic within the educational field. This finding reinforces the understanding that Gastronomy Education constitutes an emerging area of research in *stricto sensu* graduate programs in Education, signaling the expansion of its legitimacy as a field of study.

This chronological scope accompanies the expansion of higher education in Gastronomy in Brazil, whose growth in undergraduate programs exceeded 1000% in recent decades, increasing from 26 programs in 2006 to 305 in 2022 (Santos, 2022). This expansion has contributed to the development of an emerging field of research that has begun to engage with pedagogical frameworks from the field of Education.

Regarding geographical distribution, there is a predominance of research conducted in Graduate Programs (PPGs) located in the Southeast region, particularly in the states of São Paulo and Minas Gerais. This regional concentration is consistent with the broader panorama of the Education Area at CAPES, which has a strong presence in the South and Southeast regions, as previously highlighted by Souza et al. (2024) and by the Guiding Document for Area 38 (BRASIL, 2025). Nevertheless, there are also studies conducted in other regions, such as the Northeast, Central-West,

and South, suggesting a process, albeit still incipient, of the regionalization and territorial diversification of research on Gastronomy Education.

These disparities have also been discussed by Oliveira and Souza (2021), who point out that scientific induction policies, by privileging established centers, contribute to the maintenance of regional inequalities and limit the recognition of emerging fields of knowledge.

Table 2: Description of the Graduate Programs (PPGs), modalities, and research lines.

Nº	Graduate Program (PPG)	Program Type	Research Line
P1	Education	Master's Degree	Work predating Sucupira; this information is not available.
P2	Education	Master's Degree	Work predating Sucupira; this information is not available.
P3	Education	Master's Degree	Work predating Sucupira; this information is not available.
P4	Education	Master's Degree	Work predating Sucupira; this information is not available.
P5	Education	Master's Degree	Work predating Sucupira; this information is not available.
P6	Education	Master's Degree	Education, Curriculum, and Teaching
P7	Education	Master's Degree	Higher Education
P8	Education	Master's Degree	Education, Curriculum, and Teaching
P9	Education	Master's Degree	Teacher Training and Professionalization
P10	Education	Doctoral Degree	Education, Curriculum, and Teaching
P11	Education	Master's Degree	Education, Work, and Emancipation

P12	Education	Master's Degree	Educational Policies and Institutions and Their Actors
P13	Education	Master's Degree	Work and Teacher Training
P14	Education	Master's Degree	Teacher Training and Professional Practice and Educational Practices
P15	Education	Master's Degree	Teacher Training and Diversity
P16	Management and Development of Vocational Education	Professional master's degree	Trainer Education
P17	Education	Professional master's degree	Education, Work, and Emancipation
P18	Education	Master's Degree	Foundations of Education, Body, and Culture: Theory and Practice in Educational Processes
P19	Education – Formative Processes and Social Inequalities	Professional master's degree	Policies, Rights, and Inequalities

Source: Prepared by the authors.

Observing Table 2, there is a predominance of academic master's dissertations (16 studies), followed by two professional master's dissertations and only one doctoral thesis. This distribution is consistent with the composition of the field, which consists predominantly of academic programs that concentrate most of the scientific production in the area (Brasil, 2025).

The presence of studies in the professional master's modality is relevant, as it suggests that Gastronomy Education has also been addressed in educational settings that value the articulation between practice and applied research. This is consistent with CAPES guidelines, which recognize the importance of technical-scientific products and concrete educational practices in the training of education professionals. Given the practical nature of Gastronomy, this modality offers potential for a qualified rapprochement between academic knowledge and the specific educational contexts of the field.

The studies analyzed are distributed across different research lines within graduate education programs. Although the titles are, in many cases, broad and do not allow for in-depth analyses of their educational conceptions, it is possible to identify

that studies on Gastronomy Education have been primarily situated within areas that articulate teacher training, educational practices, and the relationships between work and education.

The analysis of the data reveals that the objects of study are predominantly related to teachers and their educational trajectories, students' representations and perceptions regarding the knowledge required for professional training, as well as investigations into Course Pedagogical Projects (PPCs) and curricula. Regarding the methodological approach, all studies adopt a qualitative orientation. The most recurrent techniques include semi-structured interviews, document analysis, questionnaires, life histories, discussion groups, and, in some cases, action research and film analysis. The most frequently cited analytical strategies include content analysis, discourse analysis, and depth hermeneutics.

The theoretical frameworks employed in the studies analyzed demonstrate a strong connection with contemporary educational debates, particularly regarding teacher training, curriculum, pedagogical practices, and the sociocultural dimensions of education. Among the most frequently cited authors are Paulo Freire (1996), Maurice Tardif (2012), Gimeno Sacristán (1998), Antonio Nóvoa (1995), and Dermeval Saviani (1994), whose contributions are fundamental for understanding the role of teachers, teaching knowledge, and the relationships among education, culture, and power. This presence reaffirms the centrality of critical education and reflection on teaching practice in research on Gastronomy Education.

There are also clear connections with the thinking of authors associated with the field of Vocational and Technological Education (VTE), such as Miguel Arroyo (2013) and Gaudêncio Frigotto (2007), indicating a concern with the articulation between work, education, and educational practices in spaces that have historically been marginalized in pedagogical debates.

In summary, the data analyzed suggest that the field of Education has played a relevant role in developing reflections on Gastronomy Education, although this movement remains incipient and is still in the process of consolidation. The diversity of research objects, the adoption of qualitative approaches committed to understanding educational processes, and the use of theoretical frameworks associated with the critical tradition of Education indicate that researchers have made efforts to establish Gastronomy as a legitimate object of pedagogical investigation.

3 FINAL CONSIDERATIONS

The present investigation aimed to analyze the contributions of the field of Education to research on Gastronomy Education, based on the selection of theses and dissertations produced within the graduate programs of CAPES Area 38. Based on the review conducted, it was possible to observe that the findings reveal that Education has provided significant contributions to the problematization of educational practices, the appreciation of teaching knowledge, and the construction of critical perspectives on Gastronomy Education.

The results showed that the field of Education has contributed to broadening and enhancing discussions on the pedagogical, methodological, and epistemological foundations that underpin Gastronomy Education, particularly in higher education. The studies analyzed reveal efforts to challenge technicist models and seek alternatives that value teaching, research, and dialogue with cultural and social knowledge.

Reflecting on the impact of the results obtained, it can be observed that these contributions not only enrich the academic field of Gastronomy but can also contribute to the improvement of programs and the education of professionals who are more critical and committed to the contemporary challenges of education. By recognizing Gastronomy as a field of knowledge with interfaces with culture, work, and citizenship, the field of Education provides relevant foundations for rethinking curricula, pedagogical practices, and institutional policies aimed at Gastronomy Education.

However, it is important to acknowledge some limitations of the research. The number of studies identified is still small in relation to the broader universe of graduate education, which restricts the scope of the analysis. Furthermore, the investigation focused on works produced within graduate programs (PPGs), without including other types of scholarly production, such as scientific articles and academic essays. For future research, it is recommended to broaden the scope of the data collection, investigate other related fields (such as the Interdisciplinary Area or the Teaching Area), and deepen the analysis of the theoretical and methodological influences underpinning research on Gastronomy Education.

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