

Is One Participant Enough in A Doctoral Thesis? Narrative Research as an Alternative in Postgraduate Studies

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ABSTRACT

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Narrative research has emerged in the social sciences and education as an alternative to traditional research, offering a distinct epistemological and ontological perspective. Despite its recent rise in the humanities, traditional research remains predominant in postgraduate studies, relying on qualitative designs such as case studies, ethnographies, and grounded theory. In this context, the objective of analyzing the conditions of possibility of the design and development of narrative research in the context of a doctoral thesis in education arises. The central research question guiding this study is as follows: How can narrative research be effectively implemented in settings where traditional methodologies predominate in postgraduate studies? The methodology employed is rooted in the paradigm of narrative research of a biographical type, employed to narrate the experience of writing a doctoral thesis from a narrative perspective. The study's subject is a doctoral student in education from the Consortium, comprising the Catholic University of Maule, the Catholic University of the Holy Conception, the Bío-Bío University, and the Catholic University of Temuco, located in the south-central area of Chile. The subject is undertaking a narrative doctoral thesis with a life story design of a single story. The results of the study illuminate several issues that facilitated the preparation of this type of thesis, including the presence in the doctoral faculty of professors who are experts in this type of study and the commitment and constant participation of the co-investigator (participant) of the study. Conversely, the study identified challenges, including the interrogation of faculty professors and the research ethics committee concerning the paradigm, design, and number of participants in the research, as well as the evaluation guidelines for the sections of the doctoral thesis corpus.

Keywords: narration, story, daily life.

INTRODUCTION

Narrative research has emerged as an alternative to traditional research, offering a different epistemological, methodological, and ontological perspective (Silva Peña & Paz Madonado, 2019). This research has gained prominence in recent decades within the social sciences and the field of education, attaining credibility and substantial legitimacy (Goodson, 2004; Mallimaci & Giménez, 2006; Mishler, 2006), as it incorporates the experiences, interpretations, and meanings that participants ascribe to their lives (Elliot, 2005). The hermeneutical shift that occurred in the sixties led to a new way of understanding social phenomena in education. These phenomena are now considered "as texts, whose value and meaning, primarily, are given by the self-interpretation that the subjects relate in the first person, where the temporal and biographical dimension occupies a central position" (Bolívar, 2002, p. 4; Bolívar et al., 2001; Bolívar & Domingo, 2006).

From the ontological and epistemological vantage point, no single research modality is inherently superior, as the object of study determines the research procedures. Connelly and Clandinin's (1990), in their seminal work in the field of educational research, employed narrative research methodologies, thereby inaugurating a new era in educational research methodology. They indicate that the study of narrative is "the study of the ways in which humans experience the world" (p. 2). In this paradigm, experiences and experiences serve as the fundamental starting points

and master notions. Connelly and Clandinin (ob.cit.) further articulate that, within the paradigm of narrative research, history facilitates our entry into the realm of individuals' lives (lebenswelt), where meanings are interpreted and attributed, thereby constituting a methodological approach to the study of experiences as an object of inquiry (Connelly & Clandinin, 2006).

The ontological condition of human life is constituted by narratives. They facilitate the generation of new knowledge, the construction of identities, the meanings that people attribute to their bodies, the recognition of intersubjectivities, and the role of education in these areas (Sparkes & Devis, 2007). This enables knowledge and understanding of the surrounding world and thus organizes human experience as a horizon of possibility (Kim, 2016). These narratives assume particular significance in individuals with disabilities.

A substantial body of research has underscored the significance attributed to narrative studies in educational contexts (Sparkes & Devis, 2007). This legitimacy and relevance of narratives among educators, as highlighted in studies such as Porta & Flores (2017), pertain to subjects including teaching and learning practices (Trahar, 2010), life stories and professional trajectories (Toledo, 2018).

This article seeks to address the following research question: How can narrative research be implemented in circumstances where traditional methods predominate in postgraduate studies? The objective of this study is to unveil the experience lived in the process of preparing a thesis in a doctoral program in the central-southern zone of Chile, from a narrative design of a life story of a single story.

METHOD

The methodology employed in this study is rooted in a biographical narrative research approach, a method that is applied to recount the experiences and occurrences that have transpired in the process of developing a doctoral thesis within the context of a narrative paradigm. The narrative is given particular emphasis, as Denzin (2003) asserts, "we live in the moment of the narration." As Denzin (2003) asserts, "everything we study is within a narrative representation or story" (p. 11). Consequently, the individual is inherently a creator of narratives and a practitioner of storytelling (Josselson, 2006). However, there is a risk of oversimplification in the use of language, leading to a reductionist approach that diverts the focus from the human element (Aurell, 2006).

This article presents the experience of the inaugural student of the Doctorate in Education at the Consortium, comprising the Universidad Católica de Maule, the Universidad Católica de la Sagrada Concepción, the University de Bío-Bío, and the Universidad Católica de Temuco, located in the south-central area of Chile. The student is undertaking a narrative doctoral thesis with a single-story life story design. The thesis in question meticulously reconstructs the personal and professional life of an individual living with a disability, namely a novice professor of History and Geography afflicted with Cerebral Palsy. The study elucidates the experiences of inclusion and exclusion encountered by this novice teacher.

Postgraduate studies are instrumental in cultivating researchers who generate new knowledge in specific areas of interest. This is evidenced by the publication of scientific articles in journals with high impact rates and the development of doctoral theses. Consequently, the thesis, as a scientific document, contributes to the production of original knowledge and scientific novelty, addressing the primary concerns of the research domain (Rivera-Camino, 2014). In the context of doctoral theses in the field of education in Chile, common methodological features emerge. These theses are predominantly characterized by a qualitative methodological framework, with designs such as case studies, action research, ethnography, and grounded theory being particularly prevalent. This phenomenon is evident in various repositories of Chilean universities.

The Doctoral Program in Education in consortium (Catholic University of Temuco, University of Bio Bio, Catholic University of the Holy Conception and Catholic University of Maule) establishes the following general objectives: Firstly, the program seeks to cultivate advanced human capital within regional contexts, adhering to national and international standards. This objective is pursued through a meticulous examination of scientific production and technological advancements. Secondly, the program aims to generate contextualized knowledge concerning school culture within the purview of educational research. This endeavor is undertaken from an interdisciplinary vantage point, with the overarching ambition of catalyzing innovation and engendering social transformation. The specific objectives of this initiative are as follows: 1) The training of medical professionals who possess the capacity to

comprehend and address educational challenges associated with teacher training and learning processes; and 2) The contribution to academic, scientific, and professional development in the field of Educational Sciences, with a focus on the study of educational problems in intercultural contexts. Concurrently, two research strands have been identified: The first is teacher training and learning, and the second is education and interculturality (Doctorate in Education in consortium, n.d.).

The objectives are designed to facilitate the generation of novel knowledge through innovation and originality in research methodologies, posing a significant challenge for novice researchers, who must diverge from established research traditions within doctoral programs in the field of education. These traditions have been firmly entrenched by the faculty members leading these postgraduate programs and their respective research agendas. However, a gradual process of evolution has emerged, paving the way for alternative forms of research, including narrative research.

The present article is structured around a thematic narrative analysis (Riesman, 2008). The article meticulously organizes the experiences of a doctoral student in the process of preparing the doctoral thesis. In each topic of analysis, the experiences during the doctoral thesis preparation process are reconstructed through a third-person narration. The following topics are addressed: the path towards narrative, consolidation of the methodological option of narrative research, framework of the training process, inquiry and systematization of the type of doctoral theses carried out to date, and analysis of the evaluation guideline of the final report of the doctoral thesis. Concurrently, a documentary analysis of doctoral theses is conducted to identify predominant objects of study and methodologies. A qualitative content analysis is also employed to assess the evaluation pattern of the doctoral thesis.

The path to the narrative

The initial stage of formulating a narrative thesis, a systematic, complex, and rigorous academic undertaking, gives rise to a fundamental question: What constitutes a narrative inquirer? This inquirer of narrative research is the one who provides a platform for the protagonist of the study to articulate their life narratives (Spector-Mersel, 2010), thereby assisting them in constructing information derived from the biographies of the participants (Hollway & Jefferson, 2000). The researcher must establish a connection with the subjects, respect the content of the stories, and be attentive to the contexts of the narrative (Spector-Mersel, 2010).

The initial steps of novice students in narrative research entailed investigating this subject, which was both enigmatic and intriguing, allowing for the comprehension of how the world is reconstructed through narrative. The seminal works of Bolívar and Domingo (2019) laid the foundation for this research field, particularly their seminal work "(Auto)biographical research in education." In this work, Bolívar and Domingo underscore the significance of amplifying the voices of those who have been marginalized within the educational sector. They emphasize the imperative of investigating authentic educational challenges, such as educational and evaluative practices (Carrasco, 2020; Vacarezza, 2019), educational inclusion (Marie, 2021), and school coexistence (Andrades, 2022), among others. Moriña (2017) in *Investigating with life history*. Biographical-narrative methodology underscores the imperative to empower marginalized and disempowered segments of society by providing a platform for their voices to be heard. It presents a range of techniques for data collection and analysis, including the use of life story writing as a research method and the ethical considerations essential for ethical research practices. Bolívar et al. (2001) similarly emphasize the value of biographical-narrative research in educational contexts in their work *Biographical-Narrative Research in Education*.

Approach and methodology

The characteristics of this approach and the methodological framework of narrative research in education are highlighted here. In summary, the contributions of these authors can be regarded as seminal, providing a foundational understanding of the field of narrative research. Subsequent studies have built upon this foundation, integrating new references and perspectives to further advance the discipline.

Consolidation of the methodological option of narrative research

The decision to conduct and present this doctoral thesis from a narrative approach, utilizing a single story, deviates from conventional research practices within doctoral programs. This unconventional approach stems from an in-depth exploration of the design of life stories, a process guided and motivated by the director of the doctoral thesis preparation. To further explore this approach, the student enrolls in an elective course, titled "*Narrative Studies in Intercultural School Contexts*," which is designed to deepen their understanding of the narrative approach. This elective coursework provides doctoral students with the opportunity to engage with renowned authors in the field of narrative research, including Elliot (2005) with his book *Using Narrative in Social Research*, Andrews et al. (2008) with *Tamboukou's Doing Narrative Research* (2008), Riessman (2008) with *Narrative Methods for Human Sciences*, and Kim (2016) with *Understanding Narrative Inquiry*. Additionally, the course delves into topics such as narrative, genres of narrative research, narrative research in intercultural contexts: epistemic and ethical aspects, reflexivity, types of analysis, credibility and validity, ethics and politics of narrative research.

The text then addresses the challenge of narrating stories of individuals who are rendered invisible in qualitative research under the guise of educational themes. During the development of the research design and the implementation of the study, various inquiries and observations have emerged from academic professionals, faculty members of the doctoral program, and members of the research ethics committee. These inquiries include, but are not limited to, the following: How many participants are required for a study to be saturated with information? What are the implications of a participant withdrawing from the research? Is it necessary to interview the same person on a weekly basis? What types of questions are posed during each meeting with the participant? Where will the data from the study be collected? The subsequent inquiry pertains to the process of generalization of results.

These inquiries are pivotal in understanding the underpinnings of qualitative and quantitative research methodologies. A salient aspect that merits scrutiny is the participant number in research studies, particularly those that diverge from the narrative approach. Moreover, it is assumed that the object of study will be in the context of an educational institution; until then, all educational research in the doctoral program has focused on the phenomena that revolve around the teaching process and the world of teachers' lives has not been studied. In summary, these inquiries elucidate the epistemological impediments confronting the prospective doctor in education. These obstacles have the potential to hinder the development of doctoral theses and the attainment of the title of doctor in education.

Narrative research is characterized by two distinct purposes: one ideographic and the other nomothetic (Windelband, 1951). The former permits individual research from a subjective perspective (etic). The latter enables universal, collective, or social research from an objective perspective (emic) (Moriña, 2017). However, Goodley et al. (2004) contend that life narratives should align more closely with the ideographic approach, as opposed to the nomothetic one, given their emphasis on the personal sphere of individuals and their subjective experiences within the context of life, as opposed to the public, general, objective, and generalizable aspects of life (Moriña, 2017). Consequently, the use of a single story, with a participant, is justified from ideographic purpose. Table 1 provides a systematic classification of life stories according to criteria such as the number of participants, the depth of the narrative, the scope of the account, and the nature of the narrator.

Table 1 *Types of life history*

Number of participants	Single story
	Multiple account: cross-parallel
Depth	Micro-life stories
	In-depth life stories
Scope	Complete
	Thematic
	Edited
Narrator	First-person narrator
	Third-person narrator

Note. Classification based on McKeran (1999), Plummer (2001) and Pujada (2000).

In summary, the design of the doctoral thesis entailed the development of a life story, characterized by its comprehensive scope and third-person narration. It is important to acknowledge that the interrogation of a solitary

narrative in the context of narrative research is substantiated by the tension that emerges between the individual and the plural. In this context, the individual does not respond to a solipsistic and intimate construction, but rather to a construction from the social, cultural, and historical context (Cortazzi, 1993).

The development of a life story is enriched by the interplay of multiple voices (Frank, 2012). This polyphony of voices is exemplified by interviews conducted with key informants, including the participant's mother, father, sisters, and undergraduate professors. The narratives of these individuals, who are closely associated with the participant, serve to enrich their life story and provide a credible perspective that complements the main narrative. This approach is also referred to as "data triangulation," a term coined by Denzin and Lincoln in 2000.

To enhance the credibility of the research, a variety of techniques and instruments are employed during the collection of information. This is the conceptualization of methodological triangulation. This methodological triangulation involves the analysis of the same phenomenon from multiple perspectives, drawing upon diverse approaches and techniques (Denzin & Lincoln, 2000). The subsequent table (Table 2) provides a systematic overview of the techniques employed.

Table 2 *Information collection techniques*

Techniques
In-depth phenomenological interview
Biographical-narrative interview
Semi-structured interview
Self-report
Lifeline
Written documents
Photographs
A moment in the life of...

The in-depth phenomenological interview is a methodical approach that addresses a comprehensive range of topics, facilitating the construction of a detailed and comprehensive life history. The thematic framework encompasses the life cycle, from infancy to adulthood, encompassing the following domains: (a) birth, (b) family of origin, (c) health history, (d) place of origin, (e) chronology of the stage of the life, (f) socialization process, (g) religion, and (h) expectations for the future.

To complement the information collection process, biographical-narrative interviews are used to address the schooling process in the stages of preschool, elementary, secondary, and university education. The following dimensions are developed: (a) the history of the school in each stage of schooling, (b) relationships and the socialization process with peers, (c) relationships with teachers, (d) support from the school and the family, and (e) expectations.

The semi-structured interview, conducted with the undergraduate student and their professor, enables the exploration of the undergraduate student's daily life from the perspective of the key informants, thereby complementing the participant's experiences. Moreover, the utilization of self-report enables the exploration of specific subjects, in this case, the experiences of inclusion and exclusion reported by the novice professor of the research. The lifeline has been employed to organize pertinent information at various points in the life trajectory, including developmental milestones and the educational process.

The use of supplementary written documents, including birth certificates, study certificates, and health history records, as well as photographs of the participant's childhood, adolescence, and adulthood, has been employed to enhance the comprehensiveness of the data collection process. These documents were then analyzed in conjunction

with the participant, addressing the following inquiries: "Tell me what happened in the photograph?" "What was happening at that moment in your life?" "How was inclusion going at that moment in your life?" "Has any situation of exclusion occurred?" "How did you feel?" The identity of the individual depicted in the photograph was ascertained, as was the rationale behind its selection. The context in which the photograph was taken was also examined. Additionally, the inquiry was made about a specific moment in the participant's life. The use of photograph has been employed to accompany the protagonist in his daily life, thereby facilitating insight into his world.

In this case, a scholar of narrative must demonstrate "maturity, experience, and sensitivity to people and to oneself, which takes years to develop" (Clandinin & Murphy, 2007, p. 642). This assertion prompts doctoral students to contemplate strategies for cultivating experience and sensitivity in their own narrative pursuits. From the outset of the transformation process towards a narrative inquirer, the thesis student confronted both personal and institutional challenges. The former pertained to the implementation of biographical-narrative research, giving rise to inquiries such as: How to establish trust and an environment conducive to sensitivity and empathy with the research subject? How can the protagonist of the study be granted agency? How should the researcher navigate the intricacies of the protagonist's personal history? The question of how to integrate the intimate, interpersonal, and abstract with the public and global in a narrative investigation also arose.

To address these inquiries, Amaro, the primary subject of the doctoral thesis, engaged in continuous dialogue sessions. Each session was meticulously scheduled to align with the themes and temporal structure that Amaro wished to elucidate from her daily life. The biographical-narrative interviews commenced with a colloquial conversation about the events of the week, during which the participant articulated their sentiments, experiences, and interactions with family members, friends, and colleagues. These conversations facilitate a deeper understanding of the participants' personal lives, fostering a sense of trust and intimacy. The interviews were characterized by active listening, empathy for the experiences discussed, and the provision of positive messages to empower the participant and support the challenges and obstacles they face daily due to their disability.

The institutional challenges encountered in the process of approving the narrative doctoral thesis are addressed using a single story. This process commenced in the third semester of postgraduate studies, specifically in the Tutorial Seminar III course (Figure 1). The objective of this course was to formulate the proposal for the initial doctoral thesis. However, from the first semester onward, students begin to delineate the object of study. These nascent ideas undergo a process of evolution, transformation, and articulation, initially within the context of this Tutorial Seminar course. It is within this training trajectory that the prospective doctoral candidate in education, in collaboration with the thesis director, commences to assess the feasibility of conducting the research with a designated protagonist. However, the initial proposal of a methodological framework invariably gives rise to epistemological challenges, particularly pertaining to the saturation of information.

These obstacles raise concerns about the feasibility of conducting a doctoral thesis with a case, given the methodological monism of the doctoral program. Consequently, a decision was made to modify the methodological design by incorporating a life story with multiple narratives, albeit with two participants. While the type of report linked to the number of participants is modified, it is noted that the justification for assigning two participants must present arguments that make it possible to carry out research with validity and credibility, both criteria of methodological rigor of a neopositivist nature.

Structure of the training process

During the fourth semester of the doctoral training program, students enrolled in the Research Proficiency Seminar course. This course entails the delineation of the scientific research project, which is equivalent to the doctoral thesis project. The project is subject to oversight and feedback from the course professor. The culmination of this process is the submission of the thesis design to an academic committee and the course professor for review. Subsequently, a public presentation is conducted to demonstrate the student's proficiency in research methodology and to obtain approval for continuation of the Doctoral thesis.

As illustrated in Figure 1, the training itinerary delineated in the study plan of the doctoral program is highlighted, with the aforementioned courses being of particular significance.

Figure 1 Doctoral Program in Education Study Plan

Plan de estudio programa de Doctorado en Educación en Consorcio

Universidad Católica del Maule
Universidad Católica de la Santísima Concepción
Universidad Católica de Temuco
Universidad del Bío-Bío

I	II	III	IV	V	VI	VII	VIII
Epistemología de la educación 8 sct	Investigación educativa 2 12 sct	Políticas, gestión y prácticas educativas 8 sct	Educación, sociedad y cultura 8 sct	Tesis doctoral: avance 1 21 sct	Tesis doctoral: avance 2 21 sct	Tesis doctoral: avance 3 25 sct	Tesis doctoral y examen de grado 25 sct HITO 2
Investigación educativa 1 12 sct	Seminario tutorial 2 6 sct	Seminario tutorial 3 9 sct	Seminario de suficiencia investigativa 10 sct HITO 1	Seminario tutorial 4 6 sct	Coloquio avances de resultado 4 sct		
Seminario tutorial 1 6 sct	Modulo Optativo de profundización 1 7 sct	Modulo Optativo de profundización 2 7 sct	Modulo Optativo de profundización 3 7 sct				

202 Créditos SCT Chile

Note, extracted from the website doctorate in education in consortium

Prior to the public presentation, an essay is conducted to demonstrate the progress of the thesis design process. Two months prior to this event, a preliminary version of the thesis is presented in an oral format, serving as a learning process as it is reviewed by distinguished education experts. In this setting, the doctoral thesis project, which is grounded in a narrative paradigm, is presented. However, the feedback from the oral presentation calls into question the validity of the research paradigm, indicating that, from the research tradition, only positivist and interpretative paradigms are conceived. Consequently, it is recommended to modify the narrative paradigm initially proposed. Additionally, a compelling rationale for the selected sample size is proposed, which, at the time, was determined to be two participants.

However, during the doctoral thesis course in the fifth semester, the student and the thesis supervisor elected to conduct research with a single participant. This decision was subsequently reviewed by the research ethics committee and discussed in the sixth-semester colloquium course. In summary, the number of participants represents the most significant challenge encountered during the preparation of the doctoral thesis.

Inquiry and systematization of the type of doctoral theses carried out to date

The doctoral theses that were analyzed to support the predominance of traditional methodologies in the Doctorate in Consortium Education were extracted from the program's website. A meticulous examination was conducted on the section pertaining to curricular information, with a particular focus on degree theses. This analysis encompassed 46 out of the 47 summaries available, as one summary was not correctly attached. These theses were then subjected to a documentary analysis, during which the information was systematically arranged into an Excel matrix. This matrix contains the title of the thesis, the object of study, and the methodology employed, including the paradigm, approach, design, participants, and type of analysis. After this, the theses are grouped according to the line of research, and dimensions are generated that systematize the objects of study.

The objects of study, as defined by Barriga & Henríquez (2003, p. 79), represent the focal points of inquiry, constituting a method of constructing a representation of a phenomenon of interest. In the context of the doctoral theses affiliated with the research trajectory of teacher training and learning, objects of empirical studies are associated with 1) inclusive cultures, policies, and practices; 2) educational and evaluative practices; 3) initial teacher training; 4) perceptions of students and teachers; 5) teachers; 6) students; 7) school coexistence; and 8) teacher model. The systematic organization of the dimensions and objects of study of the primary research line of the doctoral consortium is presented in Table 1.

Table 1 Line of research Teacher training and learning: Dimensions and objects of study

Dimensions	Objects of study
Inclusive cultures, policies and practices	Collaborative work as an inclusive strategy for SEN
	Inclusion from the ideological-legal framework, educational policy and classroom practice
	Inclusive cultures, policies and practices present in the EGB teacher training process
	School integration of sexual and gender dissident students
	Social imaginaries of intellectual disability
	Educational evaluation of students with disabilities in a university context
	Role of socioeconomic level, gender and teacher expectations in the acquisition of reading
Educational and Evaluation Practices	Pedagogical model to promote self-regulated learning in higher education students
	Pedagogical practice of university professors of civil engineering working in Chilean universities
	Suggested pedagogical and evaluative tasks for learning and developing language skills
	Representations associated with the assessment prepared by PEB students
	Social practices of education
	Methodological renewal and development of competencies in the initial training of kinesiologists
	Skills for the 21st century, computational thinking and creative thinking in educational communities
Initial Teacher Training	Training in learning assessment
	Pedagogical arguments, academic training and decision-making that underline evaluation practices in the axis of data and probability
	Research knowledge in the training of history and geography teachers
	Mobilization of the metatheoretical and didactic conceptions of natural sciences teachers based on the contribution made by a training process
	Emotional education in initial teacher training
	Feedback in the context of the pandemic at IDF
Perceptions of students and teachers	Factors That Explain Attitudes Toward Chemistry
	Perceptions of academic tutorials
	Perception of science teacher trainers on competency-based education

Teaching staff	Teacher retention
	Work stories of novice teachers who decide to leave the teaching profession
Students	Learning Approaches and Impact on Academic Performance and Retention Rates
School coexistence	Sense of school coexistence
Teacher model	Characteristic attributes and the formative contribution of academics considered memorable in the initial training of teachers, in perspectives of novice teachers and students of PGB and Pedagogy in History and Geography

Concurrently, the theses are oriented to the lines of research of education and interculturality, objects of study related to 1) inclusive cultures, policies, and practices; 2) educational and evaluative practices; 3) students; 4) professional teacher identity; 5) family and school context; 6) intercultural health; 7) initial teacher training. The second research line of the doctoral consortium is systematized in Table 2 below.

Table 2 *Line of research Education and interculturality: Dimensions and objects of study*

Dimensions	Objects of study
Inclusive culture, policies and practices	Perceptions, Teacher Practices and Internal Regulations on Gender Inclusion in Migrant Students
	Cultural diversity in language and communication, history, geography and social sciences, from the BC, study program and teaching discourses
	Second Language Acquisition
	Foreign school concentration in educational establishments
	Conceptions of PIE professionals on the assessment of SEN in students of Mapuche origin
	Teachers' perceptions of inclusive pedagogical practices with migrant students
Educational and Evaluation Practices	Evaluative discourse of language and communication teachers in classrooms with Mapuche and non-Mapuche students
	Educational relationship between the mentor teacher and the traditional educator in the implementation of bilingual intercultural education in La Araucanía
	Conventional literacy for Mapuche students in the first year of basic education, in the context of social and cultural diversity
	Civilizational schooling carried out by the social institution with Mapuche society
	Teachers' social representations of the school curriculum in contexts of social and cultural diversity
Students	Stories that underlie shared social representations about the experiences in the academic and socio-affective plane in the process of university education of Mapuche students in the training of teachers in La Araucanía
	Communicative styles of the student teacher in practice that affects the teaching-learning process in the context of social and cultural diversity

Teaching professional identity	Evaluation of an educational program in intercultural communicative competencies as a modeler of the professional identity of teachers
Family and school context	Influence of the family and school context on the communication system of Mapuche children who begin schooling
Intercultural Health	Constructed meanings of nursing professionals, nursing students and migrants on the incorporation of intercultural health in nursing education
Initial teacher training	Meanings attributed to Mapuche educational knowledge

Accordingly, the teaching staff has been instrumental in elucidating the objects of study pertaining to perceptions, senses, representations, and meanings. In general, the role of the teacher has been obscured by the emergence of educational challenges. In the context of teacher training and professional development, a dimension emerges that is specifically focused on teachers. Two doctoral theses have been identified that address professional challenges associated with teacher attrition, one of which focuses on the narratives of teachers who have chosen to leave the teaching profession. In summary, there is a paucity of research on the lives of professors and the challenges associated with their life projects, both personal and professional.

From a methodological perspective, the preponderance of research employs an interpretative paradigm (N=33), with a smaller number employing a positivist paradigm (N=3) and a more varied approach represented by mixed paradigms (N=9). Regarding the number of participants, all doctoral theses had more than one participant. With respect to the research design, all doctoral theses were oriented towards case studies, ethnography, and grounded theory. Most of the studies documented methodological traditions. However, only two of these studies incorporated elements associated with narrative research. One study incorporated narrative inquiry, engaging two professors to analyze the phenomenon of teacher attrition, while another study utilized narrative as a technique for information analysis. However, a thorough analysis of the abstracts revealed that narrative research did not stand out as a methodological innovation.

Analysis of evaluation guidelines for the final report of the doctoral thesis

The evaluation guideline of the doctoral thesis is derived from the website of the doctorate in education consortium, specifically from the document entitled "Protocol of doctoral thesis and degree exam." This guideline encompasses various components, including but not limited to formal aspects, problem statement, theoretical framework, methodology, results or findings, discussion, and conclusions or final considerations. Each of these dimensions is assigned a percentage of the grade.

To assess the applicability of the guideline to any type of research, including narrative inquiry, a content analysis is carried out. Initially, a thorough review of each evaluation criterion is conducted. Subsequently, those aspects that are pertinent to narrative research and those that do not respond to this type of research are highlighted. Following this, the dimensions and indicators are grouped according to their degree of relevance.

The problem statement dimension reveals indicators that transcend the specificities of research discipline, thus offering a universal utility. These indicators are linked to the presentation of clear and explicit problems, objectives, and object of study. The theoretical framework dimension encompasses indicators related to concepts, theories, regulations, and empirical research. The methodology section details indicators of coherence between the research problem and the paradigm, the techniques and instruments of data collection, analysis techniques, and the analysis carried out. The evaluation of results encompasses elements such as the relationship between the analysis and the objectives, the analysis techniques employed, their coherence, and the presence of rigorous criteria. The discussion section is where the interpretative crossover between results and the theoretical framework is demonstrated. Finally, the conclusions section should address the response to the research problem, any limitations, and projections.

However, the presence of evaluation indicators that did not align with elements of narrative research with a life history design was confirmed. In the problem statement dimension, an indicator is presented that accounts for the

formulation of the question, hypotheses, and/or correctly defined assumptions. In the methodology dimension, indicators related to the participants and the link between the design and study variables are shown.

In relation to the problem statement dimension, the indicator for quantitative, qualitative, or mixed research is clearly visualized. However, the generation of assumptions in the construction of a life is called into question, given the complexity of anticipating the possible paths or events that are conditioning the life of the research participant. The experience of this novice researcher illuminates from the outset the challenges inherent in formulating assumptions for the doctoral thesis. Initially training in the doctoral program emphasized the importance of structuring assumptions based on dependent and independent variables. However, the initial training in qualitative research methods instilled misconceptions.

In terms of methodology, the challenge of participant recruitment is highlighted, with the participation of a sole protagonist not being a viable option. Additionally, the notion of variables, as it pertains to quantitative research, is not incorporated.

CONCLUSIONS

The educational experiences of future doctors indicate that narrative research in a doctoral program is feasible; however, the successful execution of such research necessitates the overcoming of two significant challenges. Firstly, the prevailing monism and epistemological obstacles within the faculty must be transcended by members of the research ethics committee. The emergence of this research paradigm is attributable to the presence of faculty members who align their research endeavors with the tenets of narrative research, thereby imparting a comprehensive understanding of its methodological framework. These contributions serve as a foundation and a guide for students aspiring to develop research from a biographical-narrative approach.

Additionally, the selection of participants with personal or professional experiences pertinent to society is instrumental in fostering the development of study. The inclusion of these participants contributes to addressing contemporary issues such as inclusion, exclusion, discrimination, and racism, which necessitate thoughtful reflection and discourse to be addressed. Conversely, the protagonist's dedication to study and his readiness to illuminate, through the narrative, the personal and collective experiences that have shaped his life trajectory are noteworthy.

In order to confront the epistemological challenges and monisms inherent in this novel research trajectory, particularly in the context of a narrative thesis in a doctorate in education guided by established research traditions, it is essential that new researchers appropriate and elucidate clear and consistent arguments concerning the credibility of the narrative. The credibility of a narrative investigation should not be contingent upon the number of participants or the saturation of information by multiple stories or cases. In the context of a single narrative, the saturation of information is achieved by the protagonist themselves and key informants (family members, friends, co-workers, teachers, or others) through the stories they construct during in-depth, phenomenological, narrative, or semi-structured interviews conducted on a weekly basis. Additionally, credibility is bolstered by intra-method triangulation, which involves the utilization of diverse instruments for data collection. Additionally, the incorporation of individuals with personal experiences like the subject enhances the narrative's credibility. This methodological approach serves to reinforce the investigation and facilitates the construction of a credible life narrative.

In summary, the program, which purports to enhance the development of human capital in accordance with national and international standards, is nevertheless constrained by research monisms that are oriented towards positivist and interpretative paradigms. Consequently, it calls into question the credibility of studies that deviate from these established research traditions. These monistic approaches have been replicated by doctoral students, manifesting in the current doctoral theses, which predominantly utilize interpretive and positivist paradigms in various case study designs, ethnographic methods, and grounded theory. A further observation is that the objects of study are predominantly centered on the teaching and learning process, with a notable exclusion from the personal and professional life of the teacher, who is considered a pivotal figure in the educational landscape. Furthermore, there is a call to develop evaluation instruments that are responsive to all forms of research, as the current instruments are sometimes responsive to narrative research and sometimes not.

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