

# Formação Inicial e Continuada de Professores: da Teoria à Prática

Solange Aparecida de Souza Monteiro  
(Organizadora)



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## APRESENTAÇÃO

“Vamos compreender a vida, não necessariamente como a repetição diária das coisas, mas como um esforço para criar e recriar, e como um esforço de rebeldia, também. Vamos tomar nas mãos nossa alienação e perguntar: “Porquê?”, “Isso tem que ser desse modo?”. (...) E para sermos sujeitos, precisamos indiscutivelmente examinar a história criticamente. Como participantes ativos e verdadeiros sujeitos, podemos fazer a história apenas se continuamente formos críticos de nossas próprias vidas.” (Paulo Freire)

O debate sobre a relação teoria e prática é uma questão importante para o campo da formação inicial e continuada de professores. Esta relação já foi tratada por importantes filósofos como Gramsci (1978), Adorno (1995), Vázquez (1977), Saviani (2007) e por numerosos estudiosos da área da educação, que se dedicaram a compreender a natureza, os limites e possibilidades dessa relação que se refere ao modo como os homens pensam e agem sobre todas as coisas.

A categoria formação é muito importante para se pensar a formação inicial e continuada de professores, assim, nos artigos que compõe esta obra busca-se uma melhor compreensão deste tema na sociedade contemporânea. a formação humana é tida como incompleta, fundamentada na barbárie e impregnada por conceitos ideológicos, além disso, há uma simplificação ou redução do conhecimento. Adorno (2005) enfatiza, por conseguinte, o papel da educação na formação da consciência crítica. Em suas análises sobre o sistema educacional contemporâneo, o autor mostra que o problema da semiformação tem contribuído para a propagação de um ensino superficial, medíocre, acrítico e empobrecido de experiências formativas.

É importante ressaltar que a base da formação inicial e continuada de professores pressupõe tanto conhecimentos teóricos quanto práticos. Assim, não se pode atribuir a primazia da prática sobre a teoria ou vice-versa. O binômio teoria e prática possibilita ao homem agir de forma consciente na concretização de todas as suas ações. Ao isolar a teoria da prática ou a prática da teoria, o homem é destituído de sua capacidade de agir de forma consciente, é impossibilitado de compreender os condicionamentos que o determinam, é privado da possibilidade de (re)construir sua realidade.

Solange Aparecida de Souza Monteiro

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## THE PROFESSIONAL QUALIFICATION OF THE PEDAGOGUE: EXPERIENCING PROJECT-BASED LEARNING

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**ABSTRACT: INTRODUCTION.** This paper is based on the Law of Guidelines and Bases of Brazilian National Education 9394/96 regarding the constitution of the Pedagogy and Pedagogical Training courses as a specialist in Education and qualifies for early childhood education and initial years of Elementary Education, as well as for working in school and non-school spaces. The cut of this paper is how much the formation of the pedagogue is given to work in non-school spaces. **METHODE.** The Design Thinking was used, a tool that facilitates the identification of problems, the creation of goals and resources to test the possibilities of

change in class. The observation took place in non-school spaces in hospitals, factories, social processes, prisons, Sunday schools, Long Stay House, hostels and Rehabilitation Houses. **RESULTS.** The use of design thinking aligned to project-based learning as methodologies for the redesign of teacher education, favored, in this case, the planning, execution, and analysis of pedagogical resources in a way to assist the development of skills and competences of the pedagogue, through the knowledge of learning theories and non-school space legislation. **DISCUSSION.** It is suggested, based on the analysis of action research, to dare even more in the formation of the pedagogue, proposing the phases of design thinking to the student in training in the elaboration of the work projects, enriched by the dialogue with professionals working in non-school spaces.

**KEYWORDS:** Pedagogue; Project-based learning; Design Thinking; Professional Development.

### **INTRODUCTION**

The Academic Qualification of Pedagogy courses and, consequently, the professional qualification of the Pedagogue in Brazil had changed through the homologation of the current Law of Guidelines and Bases of National Education nº 9394/96. The legislation

determines the qualification of this professional, not only, as a specialist in education. But it regulates that the teacher of the elementary school and initial years of the middle school are formed in superior education, in the course of Pedagogy. It expands the space of action of the pedagogue, since it imposes the training for action, also, in non-school spaces.

Considering Libane's (2005) notes, the actions that educate - movements based on the human condition, the object of study of Pedagogy - try to compromise with the type of human being that is intended to form, what model of society we want. It has been that the formation of the pedagogue lacks the balance between theory and practice for the exercise of educational practices

Thinking about the training of this professional is a challenge since it is considered that teachers of the university are prepared to train the teacher of elementary school, literacy teacher, teacher of the early years of elementary school, as well as prepare the entry and performance of this.

Sustained in the conception of meaningful learning proposed by Ausubel, since 1918, whose understanding is that the class needs to provide the student with an understanding of the subject or content studied, and the teacher is the professional responsible and able to assist his students in this activity, based on methodologies that aligned with these ideas, judging then that work with projects would meet the challenge.

In this way, the guiding question of the research is: how does the professional qualification of the pedagogue take place in non-school spaces? The objectives of this research are: to verify a methodology of class that helps the undergraduate of the course of Pedagogy to understand the ethics of the human to propose the development of educational practices in formal and informal education; ensuring interdisciplinarity and the tripod that defines higher education in Brazil: teaching, research and extension; as well as the opinion of the students that they have experienced.

## **PROJECT-BASED LEARNING**

Understanding that the teaching-learning process serves to consolidate a correspondence between the school and the social context in which the pedagogue should act, made use of works on projects or pedagogy of Projects.

The paper of Hernandez (1998) entitled Transgression and Change in Education: the work projects were visited. The author bases his ideas on the works of Dewey, since 1859, that advocated the connection of school/life and society.

In this way, it is understood that the educator must be the agent of transformation, for this, it must break with the organization of the school contents in disciplines and proposes the work with projects, from the analysis of real problems of the daily life of the students. It considers that the work projects re-establish the conception and the educative practices in the school, to move to the social changes. Transgression is

needed because it is necessary to change the social function of school and education.

The author presents what we call the timeline about the history of work with projects and their intentions from 1920 to 1980. Thus, he recognizes that the purpose of the teaching-learning process is to help students in understanding the problems of everyday life, of the problems they investigate. Students should be able to search for explanations and propose hypotheses about and through the plurality of points of view for the same problem.

Recognizes that learning is a cognitive and experiential activity - relation between information - of a problem with the individual and collective knowledge that relate. In this way, the work with projects attends to an interdisciplinary and transdisciplinary activity, since the problem may be related to several subjects and needs them to deal with the resolution of the problem.

Another discussed point by the author is the place and profile of the evaluation of learning for this form of work, emphasizes that it is not possible to bet on an evaluation process to quantify the teacher's learning, but it must consist of three different moments, namely: initial evaluation - we would call it a diagnostic evaluation, a formative evaluation - one that helps the student throughout the course of the work and, finally, a recapitulative evaluation, enabling students to verify their progress during the development of the work with projects.

Based on this view of the learning assessment process, Hernandez (1998) affirms the need to use the portfolio, because it understands that this means that the student rebuilds his learning process.

In the understanding of the Buck Institute, project-based learning has its characteristics; it considers this form of learning as a teaching method, where students acquire/build knowledge and develop skills, working for an extended period to examine and seek answers to the initial problem.

The characteristics of this methodology, highlighted on the Institute Buck website, As shown below:

a) Key knowledge/understanding and success skills - design is focused on student learning objectives, including content and standards-based skills such as critical thinking/problem solving, communication, collaboration, and self-management.

b) Challenging problem or question - design is structured by a significant problem to be solved or by a question to be answered at the appropriate level of challenge.

c) Sustained inquiry - Students engage in a rigorous and extended process of asking questions, finding resources, and applying information.

d) Authenticity - the project presents real context, tasks, and tools, quality or impact standards - or talks about students' concerns, interests and personal problems in their lives.

e) Voice and Student Choice - students make some decisions about the project, including how they work and what they create.

f) Reflection - Students and teachers reflect on learning, the effectiveness of their

research and project activities, the quality of the student's work, obstacles and how to overcome them.

g) Critique and Review - Students give, receive, and use feedback to improve their processes and products.

h) Public product - Students make the work of their project public, explaining, exhibiting and/or presenting to people beyond the classroom.

Buck's work titled *Project-Based Learning Guide for Elementary School Teachers* presents a variety of activities to be developed for the use of this teaching methodology in all of the characteristics mentioned above, facilitating the organization of teaching work. The teacher, most likely, that using the work can make adjustments or innovations through the reality of their class.

Bender (2014) based on Barell, (2010); Baron, (2010); Belland, French and Ertmer, (2009); Larmer and Mergendoller (2010) defines project-based learning (PBL) as a teaching model that allows students to confront real-world issues and problems that they consider meaningful, determining how to approach them, and then acting cooperatively in solutions. It is inferred that this is a methodology that helps to read the world to know how to act, especially encouraging the exercise of collectivity.

In his work *Based Learning and Projects: Differentiated Education for the 21<sup>st</sup> Century*. Bender (2014), stakes that this methodology also aims to accommodate changes and technological upgrades promoting the development of skills in the face of these changes. The author also highlights the essential characteristics of Based Learning and Projects, namely:

1) Anchor. Introduction and basic information to prepare the ground and generate the interest of the students. Cooperative teamwork. It is crucial for PBL experiences, emphasized by all PBL proponents to make learning experiences more authentic.

2) Driving issue. It should draw students' attention as well as focus their efforts.

3) Feedback and review. Structured assistance should be routinely provided by the teacher or within the cooperative teaching process. Feedback can be based on teacher or peer evaluations. Research and innovation. Within the broad driving issue, the group will need to generate additional questions focused more specifically on the project tasks.

4) Opportunities and reflection. Creating opportunities for student reflection within various projects is emphasized by all PBL proponents.

5) Investigation process. You can use guidelines for completing the project and generating artifacts to structure the project. The group can also develop timelines and specific goals for completing project aspects.

6) Results presented publicly. PBL projects are meant to be authentic examples of the kinds of problems students face in the real world, so the public presentation of project results is critical within the PBL.

7) Voice and student choice. Students should have a voice about some aspects of how the project can be carried out, as well as being encouraged to make choices

throughout their execution (Bender, 2014: 32)

## METHODOLOGY

Thinking about the need to redesign the Pedagogist professional qualification, the Design Thinking methodology (Cavalcanti and Filatro, 2016) was chosen because it facilitates the identification of problems; enabling the creation of goals and resources to test the possibilities of change in the classes of the Pedagogy course.

Considering the steps of the mentioned methodology, it was necessary to understand the market requirements directed to the professional in training, the one proposed in the National Curriculum Directive for the course of Pedagogy, number 1, of May 15, 2006, the classroom methodologies being developed for the training of this professional and what this professional should know. It is understood that the pedagogue should work in school and not school. To the work in the school space, the opportunities of internship and effective of the position are great, sometimes vacancies remain; but what are the skills needed to work in non-school space? This paper is developed for the classes of the discipline of Professional qualification - pedagogy in non-school spaces.

The observation took place in non-school spaces, in relation to the possibilities of the Pedagogue's work, such as: hospitals, factories, social works, prisons, Sunday schools (although it receives the name of school, Home for the elderly, Care for Street Dwellers and Homes for Rehabilitation, spaces selected from the text of Libâneo (2004), which also presents non-school spaces. Faced with these pedagogue' demands, there is a need for improvement in the communication process (teaching pounds in hospitals), innovation in routine activities, understanding of the human being that directs actions. From this observation, realized by the teacher of the discipline, it is verified the necessity of the student to learn to observe the space to plan and to act.

It was necessary to define the type of methodologies of the classes of the discipline that deals with the formation of Pedagogue in non-school space. Along the paths covered above, we understood the need for: moments of reflection on the problems to be developed in each space; opportunity to study in groups and individually, and the teacher is a reflexive mediator capable of giving fast feedback to the students, collaborating so that the higher education teacher and the Pedagogue in professional qualification act in a collaborative way, promoting meaningful learning for both.

In the process of idealization, as in a brainstorm, several ways of providing meaningful learning were presented, this stage took place next to the Structuring Teaching Core of the course<sup>1</sup> and a professional in the area of design to help with the

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1 According to Resolution number 01, dated June 17, 2010 (cited in Brasil 2010 and 2017), the Teaching Structuring Nucleus is a group of teachers, with academic attributions of follow-up, active in the process of conception, consolidation and continuous updating of the pedagogical project of the course. It should be composed of five professors with academic qualifications, part-time or full-time work regime, being at least 20% full-time.

idealization of the classroom model. Of all the attempts to create the group, given the problems and objectives, there was no innovation in meaningful learning, but a path to it through project-based learning.

Prototyping occurred through the organization of project-based learning, as proposed by Bender (2014), by the teacher of the above-mentioned discipline, listed below.

Bender (2014) proposes the application of an "anchor situation", this should serve as an instrument to awaken students' interest in the project theme. In this way, students were presented with an opportunity to work for a Pedagogist in a multinational company located in a city near the research site.

The motivational question presented to the students posed the challenge of mapping the possible non-school spaces for the Pedagogist's performance and delimitations of the work in each place. Bender (2014) explains that the driving issue must provoke the students so that it engages in the project.

Another point highlighted by Bender (2014) for BPA organizations is the student's voice and choice. The author pointed out that this factor can be considered as primary because it helps the student to participate in the project. This position was proposed to the students that they chose the non-school space that they would like to act in the future, and could even be an alternative of the internship if that were the case.

Specific processes for research and research - according to the same author, this is the time to organize the activities that will be carried out by the students during the project organization. It was organized: lectures on applied social pedagogy, group dynamics (panel, group discussions, peer review), organization of mind map, organization chart, logbook, mini-classes on different project models, highlighting the companies that offer sponsorship, conversation wheel with two professionals from the Youth Observatory (a program to promote research on youth, education and local culture) and a health professional.

Research and innovation of students - the teacher should be the class facilitator in the ways of the project development, should not give everything ready, it is necessary to help students think, seek information, solutions and possible actions to the problem of the project. In the case of this research, the teacher helped the students to reflect on possible actions in each non-school space.

Cooperation and teamwork - the proposal for group organizations was prototyped according to the place each student chose to work on and develop the project. The members of the groups had specific tasks - secretary, rapporteur, animator, leader. At each group meeting, the tasks were presented and requested the records of all the components of the group and one of the teachers. Peer evaluation in the final stage of the project was also proposed.

Opportunity for reflection - this activity was organized from the following questions,



being presented to the students at the beginning or 15 minutes of the end of the class; the adaptations occurred according to the paths that the class had. The record of this activity was in the portfolio of students - To what extent do the activities of today's class encourage you or not in the construction of work projects for non-school space? What are the challenges to be overcome in today's class? What did I learn in this subject?

Feedback and review - These were programmed to be carried out by the teacher, student-student and by the professionals highlighted in the item Specific processes for research and research.

Public presentation of the project results - at the beginning of the project, the problems and possible ways to solve them were presented. The strategy also in case there were doubts during the organizations, so the groups could request help from the teacher and classmates. And, with the projects ready, they occurred first for the class, then for the students of the second year of the course, as motivational for the group that will be studying the subject in the next year, and in the site of the course.

This study was attended by forty-two students of the Pedagogy course of a Brazilian Salesian institution, located in the State of São Paulo, during a semester, which elaborated work projects for non-school space.

The research project was approved by the Research Ethics Committee of the Teresa D'Ávila University. CAAE Protocol number: 82984418.3.0000.5431.

The research methodology adopted was action research whose Thiollent (2011) argues that there must be a direct interaction between the researchers and those involved in the research. Finally, one must study the result of the action.

Tripp (2005) emphasizes that this methodology assists in the improvement of teaching practice by the systematic oscillation between acting in the field of practice and investigating about it. We plan, implement, describe and evaluate a change to improve your practice, learning more in the process, both about practice and research. The action research was developed from four actions: to plan, to act, to observe and to reflect.

The planning of action research came about through the choice of a Design methodology to reorganize the formation of the pedagogue for this beginning of the 21<sup>st</sup> century, as previously described. The action perfected the development of prototyped items for the semester's work of the discipline. The observations of the classes were carried out and recorded in the class diary as proposed by Zabalza (2004), by the intervention of what was prototyped to answer the problem and objectives of this research. The reflection is given through the re-reading of the records by the students and teachers who participated in the research. Students' records are the notes in the portfolio, projects developed, final questionnaire. The teacher's record is the annotations in the student's presence list.

The final questionnaire to students, composed of three open questions, as proposed by Vieira (2009), also contained the Free and Informed Consent Term, a requirement of the Research Ethics Committee, and asked the student if his answer

could be used for study and research production. This stage of the study was presented to the students of the course on the last day of class.

## RESULTS

The use of design thinking (Caavalcanti and Filatro, 2016) aligned to project-based learning, according to Bender (2014), as methodologies for the redesign of teacher education, favored, in this case, the planning, execution and analysis of pedagogical resources in a way to assist the development of skills and competences of the pedagogue, through the knowledge of learning theories and non-school space legislation.

As the class configuration changes, in which teacher and students are protagonists in the construction of the classroom, in which the evaluation process becomes constant with the feedback, the development of the students in relation to the skills in collaboration, prototyping of projects from real situations, critical thinking, ability to innovate, evaluate; in particular the skills highlighted by the Conference Board of Canada and highlighted by Bates (2016): communication skills; ability to learn independently; ethics and responsibility; teamwork and flexibility; thinking ability; digital skills and knowledge management.

It can be affirmed that the prototyping of the activities delineated by the skills developed by the students in the classroom pass through an official register in the class diaries (Zabalza, 2004), assisting the researcher in the registration of activities and results, as well as support for the reflection of the continuity of work.

From the students' perspective, through the reading of their portfolios, on the encouragement of working projects in non-school spaces, one can register the understanding of the activities in these spaces and the challenge of having an accepted project. Four students highlighted the difference of view of those who are already immersed in the local culture, about the pedagogue with specific training for the performance. As an example, it presents the registration of a student "House of Long Stay (home for old people) with routines without possibilities of changes."

The question what were the challenges to be overcome in today's class? It was proposed in two different moments throughout the academic period, namely: first, when presenting to the class the problems and the non-school space in which they intended to act. From this moment, we find the answer: fear of presenting ideas and not being accepted, opportunity to try to do different, difficulty understanding the lesson in this way, difficulties in understanding what is a problem for the other, fear of public speaking. In the second moment was the insertion of the question - challenges to be overcome in today's class? - and before the presentations were given to the complete projects to be presented the evaluation panels (formed by the project's peers, these assumed the profile of investors - to accept or not the project with justifications)

Still analyzing the portfolio of students about the moments of reflection, what I

am learning in this subject? It was obtained as a response, to analyze the reality of each place that the pedagogue works, to define what can be considered a human problem, such as thinking about innovation in education, organizing ideas, sharing ideas based on theories, using knowledge from other course subjects - now some content makes sense.

The research questionnaire contained three open questions, and of the forty-two students who participated in the research, ten indicated that their answers could compose research work.

The first question had as objective to know the opinion of the students on the methodology used. Three students mentioned that they did not like it, prefer traditional classes, because they feel that they learn, of the remaining seven, five explained that they liked it very much and two liked it.

The next question aimed to understand how the students perceived the different forms of group work at different moments, provided the dialogue whenever there were doubts about how to walk/develop the elaboration of the project. Seven students stated that it was great, of these, one stressed the need for the classroom to have adequate furniture to facilitate group work. Three students said they did not like it because they do not like to work in groups.

The last question was to understand what the students learned during the semester in this subject: to elaborate projects from data collected in school space; learning to listen to the opinion of the other to review his production - he had never done it; to work as a team, not to present papers for note, but to share ideas and challenges; learn the product of the collective; encouragement to read reality and seek the development of possible actions to change and innovation, to understand the relationship theory and practice from the point of view of project design through real problems. Three students stated that they are not learning anything, for them, a lesson must be a teacher's class every day with proof of learning, it is understood that this register is for students who need traditional lessons for learning. One of the reasons for the constant reflection and updating of teacher training.

During the closing of the course, the last day of class, two students asked to talk with the teacher and the class. They had the word given, they presented the class a proposal of work, from the question of how was the childhood of the homeless? The class was told that the activities performed on the subject made them think in various situations and one of them was the concern with the wanderers. What would have happened in the childhood of these people to live this way? The dialogue was established, the class made proposals and decided that they should check, after all, they were in training to act with the children. They decided to do interviews with homeless, they mapped out in the class who could collect interview with the walker, they remembered the ethical questions for the interview, finally, next to the professor they designed a research project, to produce a scientific paper. It is emphasized that the paper was submitted to a journal and awaits feedback from the evaluation.

## CONCLUSION

The qualification of the pedagogue to work in non-school spaces may have a different profile through the understanding of the need to prepare this professional to act during the reality verified in each space. It is not enough to capture, it is necessary to look for ways to change the methodologies of the class, as well as to follow the changes verifying the learning process of the students.

The choice of design thinking to support project-based learning supported the whole course development as they were prepared and could be used in a non-linear way, but according to the demands presented by the students.

It is suggested, based on the analysis of action research, to dare even more in the formation of the pedagogue, proposing the phases of design thinking to the student in training in the elaboration of the work projects, enriched by the dialogue with professionals from the non-school spaces.

The annotations in the class diary of the teacher based on the general and specific objectives of each prototyped activity provided a specific reading and reflection on the proposed learning, favoring the revision of the paths of the class through the development of the students' abilities.

Finally, action research helped in all phases of the process, since this methodology advised the improvement of teaching practice by the systematic oscillation between acting in the field of practice and investigating about it.

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