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THE EXPERIENCE OF ACADEMIC MONITORING IN THE SUBJECT OF TEACHING AS A POSSIBILITY OF LEARNING IN UNIVERSITY TEACHING

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Abstract: This work is linked to the field of Didactics and has as its specific theme the academic monitoring, as an experience of initial development of the learning of university teaching. Thus, the objective of this textual production is to reflect on the experiences of monitoring in the discipline of Didactics, of the 2nd series of the Degree in Pedagogy, developed by an academic of the 4th series of the same course, at the State University of Ponta Grossa (UEPG). These activities were developed in 2017 and were guided by the search for articulation between theory and practice, emphasizing the learning of university teaching through the monitoring and intervention of/in the actions developed in the aforementioned Didactics discipline. The methodology is qualitative, interpretive in nature, based on an experience report. To support the analyses, the contributions of the following authors were mobilized: Nóvoa (2022), Cunha (2021), Cunha and Ribeiro (2020), Frison (2016), Frison and Moraes (2010), Dantas (2014), Freire (2014, 2015), among others, in addition to guiding documents such as the Education Guidelines and Bases Law (LDB), Law nº 9394/96. It appears that the exchange of experiences between the mentor teacher and the teacher in training, interspersed with the activities of the Didactics discipline and the contact with other academics, fostered the pedagogical development of university teaching, enriching this process, providing a significant learning opportunity for the monitor in question.

Keywords: Didactics. monitoring. Pedagogical Practice. Education.

INTRODUCTION

The discussions brought by Nóvoa (2022) refer to the metaphor about the intertwining of the personal and professional sphere in teacher training, by arguing that there is a close relationship between the two periods: training

and teaching. The author emphasizes that we became teachers at this time, since “[...] we acquire a professional skin that is grafted onto our personal skin” (NÓVOA, 2002, p. 104).

In the specific case of monitoring, understood here as an experience of development of university teaching learning, it becomes imperative to articulate experiences and personal baggage brought by academics. In other words, the space of “becoming a professor” can be expanded in the space of the university classroom, in which students become monitors of their professors, observing, studying, researching and problematizing university teaching.

Considering that pedagogical action is a place for training at the University, as defended by Cunha and Ribeiro (2020), the premise here is that students develop pedagogically through monitoring. Thus, this work, linked to the theoretical field of Didactics, presents as a starting point the entry prepared by the Federal University of Juiz de Fora (2012, p. 1), which reads that:

Monitoring it is the teaching-learning modality, within the needs of academic training, aimed at regularly enrolled students. It aims to arouse interest in teaching, through the performance of activities related to teaching, enabling the experience of academic life, through participation in various functions of the organization and development of course subjects, in addition to enabling the appropriation of skills in didactic activities.

This way, we share the conception presented in the previous quote, defending that academic monitoring can bring benefits to the students involved, in the sense of providing subsidies to understand the complexities of university teaching. In addition, when rescuing the historical bias of the term “monitoring”, it appears that it is very old, since, according to Frison (2016, p. 136):

Monitoring began in the Middle Ages. The teacher chose a subject to be defended in public by students, who presented their arguments on the chosen subject. Those present listened attentively to the debate, and then questioned. At the end of the debate, the professor returned to the subject discussed and presented his arguments.

Starting from the concept that participation in monitoring activities in undergraduate courses enables the development and enrichment of pedagogical training, going beyond mandatory teaching practices, such as supervised internships, the objective of this textual production is to reflect on the experiences of monitoring in the discipline of Didactics, from the 2nd year of the Degree in Pedagogy, developed by an academic from the 4th year of the same course, at the State University of Ponta Grossa (UEPG). This discipline is offered in the 2nd grade of the aforementioned undergraduate course and the monitor in question, at the time of the actions presented here, was an academic in the 4th grade, working in the activities reported here, in a different shift from the one in which she studied. Thus, regarding the possible benefits arising from academic monitoring, Albuquerque and Santos (2021, p. 129) explain that:

The monitoring program is necessary in Universities for representing possibilities and encouraging students to a teaching career, and also for providing the opportunity to deepen the contents proposed in the discipline in which the monitor exercises the function, as well as providing the student/monitor with the experience with the /a faculty advisor and with the University in a broader way, with interaction not only with the pedagogical, but also the academic-administrative part.

The regulation of monitoring in higher education was regulated by the Law of Directives and Bases of Education, LDB, Law nº 9394/96, in its article 84, which clarifies

that: “[...] in teaching and research tasks by the respective institutions, exercising monitoring functions, according to their performance and their study plan”.

Thus, Frison and Moraes (2010, p. 146-147) emphasize that: “In teaching, the tasks undertaken by the monitor students are intended to help the head teacher. From this perspective, the monitor acts as a guide for teaching proposals, either with small groups or organizing activities with the whole class”. In this sense, Dantas (2014, p. 569) adds that:

Monitoring in higher education has been characterized as an incentive, especially for teacher training. The various activities that occur through the relationship between theory and practice need to be configured in academic works that stimulate multiple knowledge inherent to the curricular components, contributing to critical training in undergraduate and graduate studies, and arouse, in the student, an interest in teaching. in higher education.

To support the reflections presented here, contributions from authors such as Nóvoa (2022), Cunha (2021), Frison (2016), Frison and Moraes (2010), Dantas (2014), Freire (2014, 2015), among others, are mobilized. in addition to documents that guide Brazilian educational legislation, such as the aforementioned Law on Educational Guidelines and Bases (LDB), Law nº 9394/96, and the Monitoring Regulation, Resolution CEPE nº 144, of September 26, 1995, prepared by UEPG, which governs the monitoring standards in undergraduate courses at this institution.

With this, it is expected that this work can present some subsidies that allow deepening the reflections on the relevance of academic monitoring as a possibility of learning university teaching.

TEACHING, ACADEMIC MONITORING AND LEARNING IN UNIVERSITY TEACHING

The monitoring process at the State University of Ponta Grossa (UEPG) was regulated by the Teaching, Research and Extension Council (CEPE) of that institution, through Resolution n° 144, of September 26, 1995. Therefore, among the regulations of this resolution is the realization of a public notice, organized by committees constituted by the university itself. Thus, the selection of monitors is carried out based on the analysis of some criteria such as the evaluation of the school record, the availability of time during the monitoring period, together with the evaluation of the teacher responsible for the discipline, in which the monitoring is intended to be carried out.

In this sense, the experiences addressed in this work, developed in 2017, began in May and ended at the end of the academic semester of the same year, in December, accounting for 68 hours of activities in the classroom, supervised by the teacher responsible for the subject. Among the activities developed and included in the Monitoring Certificate granted to the academic, there are: Planning activities; advising students; organization of teaching materials; monitoring of teaching by the teacher in charge; studies and research under the guidance of professors.

The activities related to monitoring were composed of ten (10) hours per week, distributed between the monitoring of the classes of the Didactics II discipline - held once a week, accounting for two (2) class hours - in addition to assistance in planning and preparing the classes and teaching materials indicated by the discipline teacher. In addition, the monitor was responsible for reading the references indicated in the bibliography of the discipline she was following, with the purpose of participating in classroom discussions,

helping the academics who were studying that discipline and also improving their training process.

At first glance, it can be thought that the monitoring experience constitutes an activity with little potential for critical development, since, generally, the monitor who monitors the performance of the regent teacher follows his/her planning, helping and supporting him/her. it whenever requested. However, it is important to reiterate that:

Inadvertently, one could think that monitoring is an easy teaching modality; however, on the contrary, it is a demanding practice, which requires constant monitoring and care in the training and qualification of monitors and a lot of commitment from the guiding teachers. In Higher Education, assuming this pedagogical proposal can bring advances to student learning. (FRISON, 2016, p. 150).

Thus, focusing on the articulation between theory and practice, monitoring in Didactics II provides an in-depth understanding, especially of the pedagogical relationships that relate to the teaching-learning process in Higher Education, as defended by Pimenta and Ghedin (2012).) and Cunha (2021). Alves et al (2022, p. 10147) also share this ideology, explaining that the research data obtained showed that:

[...] the academic monitoring program [...] provided the integration between theoretical and practical knowledge, the development of communicative skills and the protagonism of the monitors [of the research carried out], in addition to encouraging the technical-scientific criticality and the reflection of the monitored students about of the curriculum. In addition, it provided assistance to the teacher regarding the assessment of the learning of the class, as well as providing opportunities for remodeling the teaching and learning process. [...].

In addition, this experience can provide elements for the monitor – a teacher in

training – to enrich and improve her formative academic trajectory, through the readings indicated in the discipline, through contact with students, with the opportunity to participate in the planning of classes and to accompany the evaluation process, for example. These perspectives are corroborated by Ortolan, Passos and Tiburzio (2019, p. 132), when the authors indicate that:

Monitoring is also an opportunity for collective work, in which teacher and student-monitor together contribute to the construction and reconstruction of the pedagogical dimensions of the discipline, including curriculum, practices and assessment, among others. The closer the monitoring proposal is to a collective activity of reflection on pedagogical practice, the more it distances itself from the simple relationship between the teacher who owns the content to be transmitted, the students who receive and reproduce the concepts covered in classes and the monitor as a facilitator, active only in the transmission that occurs between professors and students.

The excerpt above emphasizes some conceptions defended in this textual production, such as dialogicity, as also advocated by Paulo Freire (2014, 2015), in the sense of learning through contact between subjects, constituting a conception that everyone can learn from each other. Others, since human beings, being social individuals, can develop from attentive and sincere listening, as well as respect for the other's worldview. In this regard, Cunha (2021, p. 81) argues that “[...] teaching takes place in shared training spaces. The collective dimension refers to the idea that there are theoretical and evaluative assumptions that govern the institution in which the teacher works”.

This perspective based on the valorization of dialogicity and collectivity is also defended by Bagio and Althaus (2022), in the work *The construction of Didactics: possibilities for building teaching*, in which the authors

present possibilities for learning Didactics and being a good teacher, from carrying out activities with undergraduate students of licentiate courses, in which protagonism and the sharing of ideas and experiences underlie the learning of these academics. This way, the day-to-day experiences of teaching activities at the university, the contact with the planning of classes, the interventions with the academics, as well as the monitoring of the classes in a position of assistance to the professor, allowed unique reflections and learning, emphasizing the valuable contribution of monitoring to the teaching training process in higher education. On this, Ortolan, Passos and Tiburzio (2019, p. 139) add that:

The undergraduate monitoring program is a teaching and learning activity in which undergraduate students actively participate in the teaching of colleagues from later classes, developing activities such as elaborating questions, answering questions and discussing specific elements of the discipline and doing pedagogical.

Still on the learning possibilities, Galvão and Feitosa (2019) make an important consideration, emphasizing that, in addition to the monitor having the opportunity to expand their knowledge and deepen their academic training, the other students in the class can also benefit from the presence of the monitor in classes, based on the exchange of experiences, examples and experiences, as also defended by Freire (2015). In this sense, contradicting the concept of passive monitoring, Alves et al (2022, p. 10146), when explaining data obtained in their research, argue that:

[...] monitoring also aims at individualized follow-up, in which monitored students can express their difficulties and limitations regarding the subject's menu. From this perspective, it is up to the monitors to provide support in order to resolve any doubts.

In this regard, Leandro (2021), when problematizing the findings of his research, comments that the experiences provided by academic monitoring go beyond formal knowledge, emphasizing that learning can be broad, in order to encompass the personal relationships between those involved. Soares (2020) presents a synthesis on this, indicating that the university needs to promote a rupture with academic training models that do not praise the criticality and protagonism of students. According to the author:

It is a rupture that involves re-signifying the meaning of theory, the process of knowing, producing and building knowledge, also re-signifying the way to relate theory, practice and the student's person. A didactic-pedagogical-methodological rupture that places the person of the student at the center of the training process, that promotes the integration between the dimensions of thinking, acting and feeling, that makes it possible to make the classroom a territory of experiences, reflection and construction of meanings. for personal and professional life. (SOARES, 2020, p. 143).

In this sense, academic monitoring can be a rich opportunity for academic growth and learning in university teaching, going beyond a merely technical activity, but, on the contrary, it can be understood as a space for exchange, creation, reflection, from a collective posture of collaboration, in which theory and practice are articulated in a significant formation process.

FINAL CONSIDERATIONS

This textual production, linked to the field of Didactics, having academic monitoring as the specific guiding theme, started from the prerogative that academic monitoring can constitute a possibility of learning in university teaching.

Emphasizing the effort to seek the articulation between theory and practice,

the objective of this text was to reflect on the experiences of monitoring in the discipline of Didactics, of the 2nd series of the Licentiate in Pedagogy course, developed by an academic of the 4th series of the same course., at the State University of Ponta Grossa (UEPG), in 2017.

It is inferred, from the reflection developed here, that the degree courses, through monitoring, provide academics in training with professional, critical and reflective aspects, so that training gaps that could compromise the development of the teaching profession are not present, as also indicated by Nóvoa (2022).

It appears that the exchange of experiences between the mentor teacher and the teacher in training, interspersed with the activities of the Didactics discipline and the contact with other academics, fostered the pedagogical development of university teaching, enriching this process, providing a significant learning opportunity for the monitor in question. In addition, it is indicated that these experiences enabled the aforementioned academic to develop autonomy and enrich her teaching training, especially with regard to university teaching.

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