

Pedagogical Project of undergraduate Courses and Teacher Education

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Palavras Chave— *Projeto Pedagógico de
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Abstract— *This article reflects on the Pedagogical Course Project of Higher Education Institutions, pointing to it as a normative document that contains the technical aspects, the conceptions of man and society, in addition to the professional profile that one wishes to achieve, having as a priority function to guide and intentionally conduct the pedagogical process in the daily life of the classroom. Its organization is based on the Federal Constitution; in the LDB – Law of Guidelines and Bases for National Education; in the National Curriculum Parameters and in the Institutional Development Plan – PDI of each HEI – Higher Education Institution, with a view to training critical, reflective subjects committed to social change. Therefore, it emphasizes the importance of continuing teacher education, considering that the role of the teacher today is to be a facilitator in the teaching and learning process, helping the student to think, question, read the reality of the world and build their own opinions, valuing the collective process, which consists of learning with other students, with other professors from other areas and with non-academic professionals, extending the learning environment to society in general, experiencing interdisciplinarity.*

Resumo— *Este artigo traz reflexões sobre Projeto Pedagógico de Curso das Instituições de Ensino Superior, apontando-o como documento normativo onde consta os aspectos técnicos, as concepções de homem e de sociedade, além do perfil profissional que se deseja atingir, tendo como função prioritária orientar e conduzir intencionalmente o processo pedagógico no cotidiano da sala de aula. A sua organização se fundamenta na Constituição Federal; na LDB – Lei de Diretrizes e Bases da Educação Nacional; nos Parâmetros Curriculares Nacionais e no Plano de Desenvolvimento Institucional – PDI de cada IES – Instituição de Ensino Superior, na perspectiva de formar sujeitos críticos, reflexivos e comprometidos com as transformações sociais. Para tanto, ressalta a importância da formação continuada docente, considerando que na atualidade o papel do professor é ser um facilitador no processo de ensino e aprendizagem, ajudando o aluno a pensar, a questionar, a ler a realidade do mundo e a construir opiniões próprias, valorizando o processo coletivo, que consiste em aprender com outros alunos, com outros professores de outras áreas e com profissionais não acadêmicos,*

estendendo o ambiente de aprendizagem para a sociedade de modo geral, vivenciando a interdisciplinaridade.

FUNDAMENTALS AND PRINCIPLES

The Pedagogical Course Project is a normative document that presents the conception and structure of the course and its internal regulatory elements. In it, normative technical aspects, conceptions of man and society must be present, in addition to proposing the profile of the professional that one seeks to train. According to the Brazilian Forum of Graduate Deans (ForGRAD, 1999), its priority function is to intentionally guide and lead the pedagogical process, being organized based on considerations about the purposes of academic-professional activities and, mainly, about the concept of education and its relationship with society, that is, it is an element that, at the same time that it expresses several elements arising from educational policies for higher education, also guides the daily organization of the classroom. Its organization in HEIs began with the Law of Guidelines and Bases for National Education - LDB (9,394/96).

As for its relationship with the training process, the PPC has a strong impact on its operationalization, outlining the general lines for the didactic, pedagogical and thematic procedures of a given course, seeking support in the Federal Constitution, in the LDB, in the National Curriculum Parameters and in the institutional PDI.

For the construction of the curriculum matrix analysis plan, two issues must be considered: a) understanding the curriculum matrix as an organized whole of disciplines, determined by elements intrinsic to the course and extrinsic to the institution; b) clarity that the disciplines have different statuses within the course and each one ends up assuming a uniqueness according to the course to which it belongs. Although they have specific features, they include knowledge, skills and abilities around the structuring axes, regardless of the format that each discipline wants to adopt. Professional practice refers to the previous determinations regarding the contexts in which the student must be inserted in order to prepare professionally, including mandatory internships express the specific professional practices that are prescribed to be carried out during the course, considering that the function of education is to develop and emancipate the citizen, critically analyzing knowledge and deconstructing it when necessary. Educating and learning are phenomena that involve all dimensions of the human being and, when this stops happening, it produces alienation and loss of social and individual meaning in living. Therefore, it is necessary to overcome the forms of fragmentation of the pedagogical process in which the contents do not relate, do not integrate

and do not interact, so that the PPC in the HEI is drawn up in a democratic way, facing challenges, tracing its goals and building its identity, placing the institution as a good for everyone and everyone who attends it.

The pedagogical proposal, when built collectively, listening to all actors, allows its members to master their path, awareness of their limits, better use of opportunities and, above all, courage to take risks and confidence in solving the problems encountered, in addition to create an environment of solidarity and cooperation, where the greatest commitment is to train students, in order to make them capable of adequately facing the challenges of a complex and globalized society.

From this perspective, the teacher, as one of those responsible for the information during the learning process, needs to know the pedagogical theories and expectations of learners, motivating them to act socially in a reflective and responsible way, not just by living with the collective, but to transmit in a systematic way the knowledge accumulated by humanity. As reported by Moses (2011):

“(...) competent is the teacher who, feeling political committed to its student, knows and uses it properly the resources capable of providing them with real learning and full of meaning. Competent is the teacher who does everything to make your student a critical and well-informed citizen, in condition to understand and act in the world in which he lives”.

Focusing on the articulation between teaching, research and extension has been one of the ways of discussing pedagogical practice in higher education, which has been facing many challenges in today's society, because these challenges imposed on teaching practice are related to the possibilities of integrating the two main didactic actions – teaching and learning, in the context of the classroom. In this regard, Masetto (2013) suggests replacing the emphasis on teaching with an emphasis on learning, given that, as education is a public service of a political nature, it is important to offer apprentices the opportunity to learn to be autonomous and to be subjects of rights. Therefore, the HEI

must unite everyone around common goals, but also around the diversity that characterizes it and its own contradictions, contemplating creativity, dialogue and consensus, which are not always easy to obtain. Therefore, it is in the classroom, in everyday life, that the exercise of dialogue should be practiced, learning to live with one's own culture and respecting the different cultural manifestations, in a democratic and citizen way. Educating for citizenship is fighting prejudice and discrimination, helping others to believe in their potential to transform the world into a better place to live.

In the words of Gadotti (1994), every project presupposes ruptures in the present and promises for the future. Therefore, if the HEI's intention is to train critical, reflective subjects, committed to social transformations, the PPC can contribute to achieving these purposes, as it clearly explains its intentions. In this logic, the PPC involves a set of learning, reflections, actions and relationships that, added to the pedagogical work, form a theoretical, philosophical and political framework that requires strategies to be put into action. Valuing education professionals is another important principle of the PPC. As suggested by Gondin (2000):

You cannot change reality as quickly as you grant change. They are continuous and successively carried out actions that build the greatest change over time. Thus, a democratic and participatory pedagogical practice is established from simple but organic actions and strategies, with a very clear direction (GONDIN, 2000).

It is important to highlight that the improvement of the professional qualification of teachers will also depend on policies that aim to:

- a. The. consolidate the academic and professional characteristics of the faculty;
- b. Establish a system of continuous professional development;
- c. Adapt the institutional infrastructure, especially with regard to bibliographic and technological resources;
- d. formulate, discuss and implement a periodic evaluation system;
- e. and. define career plans compatible with professional practice.

The LDB, in its Article 13, says:

“Teachers will be responsible for: 1. Participating in the elaboration of the teaching establishment's pedagogical proposal; 2. Develop and comply with a work plan, according to the teaching establishment's pedagogical proposal; 3. Ensure the students' learning; 4. Establish recovery strategies for low-income students; 5. To administer the established school days and class hours, in addition to participating fully in the periods dedicated to planning, evaluation and professional development; 6. Collaborate with the school's articulation activities with families and the community.”

As can be seen, this article in the LDB presents the teacher as the one responsible for ensuring the student's learning - including those with different learning paces, taking as a reference, in the definition of their professional competences, the student's right to learn, which reinforces their responsibility with the pedagogical proposal of the course, enabling the learner to relate to the object in its entirety, in a dynamic movement between theory-practice, practice-theory, developing cognitive, affective and psychomotor skills related to intellectual work, always articulated, but not reduced to the world of work and social relations. In fact, the pedagogical practice is only perfected by those who carry it out, based on their life story, expectations and aspirations.

On the subject, Kunzer (2013) states:

Theoretical work, which in turn does not do without practice, will determine the difference between practice as repeated repetition of actions that leave everything as it is and praxis as a process resulting from the continuous movement between theory and practice, between thought and action, between old and new, between subject and object, between reason and emotion, between man and humanity, which produces

knowledge, and therefore revolutionizes what is given, transforming reality”.

The constitutional text also outlines the scope of the act of educating, which translates into an investment in personal and professional development, helping those involved in the educational process to become critical citizens, politicized and committed to the development of society. There is an understanding that it is through education that men and women develop, hence its relevance as a permanent process in the lives of subjects. Teaching, therefore, is to provide the student with knowledge of the existence and handling of as many tools as possible, in order to lead him to build his knowledge.

The teaching posture should not be that of a “teacher” or that of a coach, but that of “being with” the students, working with them, so that teaching becomes something alive and stimulating. Thinking about teaching in this way should stimulate students, but also the teacher, as he too, needs to feel alive, performer of activities that bring him pleasure and personal fulfillment, and not just a follower of the rules of the space where he works or a repeater of methods learned when he was a higher education student (VERAS, 2011).

The university is, according to Demo (1999), a classic thinker of this institution, above all synonymous with mutations, challenges, adversities and confrontations with the real world. Pedagogical training, conceived in academic and didactic terms, appears in a panorama of understanding about the quality of teaching work in the classroom, which is not restricted to knowledge, but to their ability to act in circumstances foreseen or not in their action. Today, the teacher is a facilitator in the teaching and learning process, whose main activity is to help students think, question, read the reality of the world and build their own opinions. He must accept the evidence that he is no longer the only source of information for the student and, thus, explore with him other learning environments, thus valuing the collective process, which consists of learning with other students, with other teachers from other areas and with non-academic professionals, extending the learning environment to society at large. This is called interdisciplinary behavior.

1.2. The Importance of Pedagogical Training for Teaching and Learning

The crisis that has emerged since the 1970s and which occurs in Brazil, especially after the 1990s, redraws the profile of contemporary capitalism, presenting the changes that have taken place in the world of work that affect the entire dynamics of the way of living in society and very strongly in the university public. At that time, the neoliberal

restorative project, in response to the demands of big business, "was summarized in the triple motto "flexibilization" of production and labor relations, "deregulation" of commercial relations and financial circuits and the "privatization" of public assets state government" (NETTO, 2012).

From this perspective, higher education, which is responsible for training professionals to work in society, must adapt to changes in the world of work, imposing new challenges to HEIs in terms of student training, which demands teachers with a more critical training and with capacity for reflection. However, it is important not to lose sight of the fact that good higher education professors do not teach only with a focus on the job market, because there is no way of knowing what this same market will be like when their students graduate. Good professors work to direct the learning of their students through the objectives of the educational institution in which they work, with autonomy to guide them beyond market requirements, always up to date with the events of the contemporary world. Good professors are able to guide their students so that they can position themselves socially and professionally in their careers in the future, and this implies a good pedagogical training.

As reported by Masetto (2013):

(...) university professors have only recently begun to become aware that their role as a higher education teacher, like exercising any profession, requires specific and specific training that is not restricted to having a bachelor's degree, or even a master or doctor, or even just the exercise of a profession. It requires all that, and pedagogical competence, as he is an educator.

In light of this statement, higher education professionals cannot be unaware of the need for transformative education, the institutional or social requirements of the historical moment, and should reflect on their role and function, the limits and possibilities of transformative action. The task of training professionals in different areas to work in society requires the teacher to have specific knowledge of the area, but it also requires mastery of pedagogical processes, an element that mediates between the knowledge of those who teach and those who learn to graduate. good professionals, ethically and technically competent.

If the University trains professionals for society, where knowledge is renewed every day and technological changes permeate all spheres, it must be aware of these changes and incorporate them into the student's education, preparing them to interact and respond to possible obstacles that may arise. The preparation of good professionals has been increasingly demanded of Higher Education Institutions, as they are responsible for defining the concept of teaching and pedagogical practice capable of enabling the transposition of contents into knowledge necessary for professional training (BARROS, 2015). This is a process of innovation for rupture, a movement that requires from the teacher a constant posture of investigation, of openness to new learning and reflection on practice, as part of their professionalization process for teaching.

Pimenta and Anastasiou (2014) also defend that the training of educators at a higher level cannot be left out of political training, where critical and social components must compose this training, as only the construction of subjects who reflect on their doing and on the contextual relationships of its performance can bring about effective changes. Agreeing with this view, Schön, in Nóvoa (2010), also advocates a practice of reflection-in-action, understanding that teacher education must be articulated with the HEI and its projects. Following the same reasoning, Pinazza, in Oliveira-Formosinho et al (2007), observes that teacher education must be directed towards meaningful experiences, since only such experiences have formative value.

On the subject, Nóvoa (2013), understands that this is the model that can bring about real changes in practice, as theoretical studies resonate in everyday reality and serve as support to resolve issues and challenges identified in practice. Corroborating Nóvoa, Imbernón (2010) says that teacher education is the formation of the political agent, above all, the citizen who actively participates in the decisions and necessary reconstructions in their society, thinking like a philosopher, communicating as an educator and managing his practices as an administrator.

As Kopzinski (2010) reflects, the professor in higher education is the reference of the student as a professional and as a person, hence the importance of humility in modifying habits and attitudes that are no longer consistent with the professor's new posture as a mediator of learning. The Ministry of Education Resolution No. 2, of July 1, 2015 defines the National Curriculum Guidelines for initial training at a higher level and continuing education. This document establishes the principles, foundations, training dynamics and management and regulation procedures, the planning of teaching and assessment

programs and processes in the context of initial and continuing education for teaching professionals. Some of the principles referred to in this Resolution, set out in § 5 of art. 3rd, explain:

a. The teaching professionals must receive training that prepares them for professional

practice that recognizes and values diversity, democracy, justice, inclusion and the

emancipation of individuals and social groups;

b. theory and practice must be articulated in teacher education, that is, technical

knowledge and didactic knowledge are inseparable, as well as research and extension;

c. teacher training must include, in its project, a solid and specific theoretical and

interdisciplinary basis;

d. initial training, continuing training and the different levels and modalities of education

are linked together;

e. and. continuing education is essential for professionalization, it is part of the daily life

of the school and its pedagogical project;

f. teaching professionals are educational agents of culture and have the right to

permanente access to information, experiences and cultural updates.

In this sense, the Resolution determines curricular interdisciplinarity and integration to form knowledge that qualify for work and the exercise of citizenship, as well as access to quality research and pedagogical support material and pedagogical dynamics that contribute to critical professional practice, collective and interdisciplinary, creative, innovative and autonomous (BRASIL, 2015). This new conception of professional teacher education also corresponds to what Zeichner (2009) considers as the permanent reconstruction of personal and professional identity in mutual interaction with the institutional culture, with the subjects of the process and with the knowledge accumulated in the field of education. Articles 16 and 17 of the Resolution, within the scope of continuing education, also advocate training actions and courses for updating, extension, improvement, specialization, master's, doctoral and post-doctoral degrees aimed at new knowledge, practices and pedagogical innovations.

It is impossible not to consider that, in addition to the knowledge and skills listed in this text, the teacher needs to master informational language, know how to use

the means of communication and articulate with the media and multimedia, considering that in contemporary times the increasing incorporation of Information and Communication Technologies (ICT), especially digital ones, interfere in ways of life that are increasingly “dependent” on these tools. Such incorporation affects actions, ways of thinking, ways of knowing, ways of communicating and relationships with others, with the world and with knowledge.

In this context, technology is no longer restricted to computer labs, becoming a condition for the functioning of undergraduate courses. Brought in by students, cell phones with their countless resources are in the classroom; computers and tablets with their infinite possibilities of accessing other worlds. Therefore, it is in this moving world that higher education confronts itself, producing other relationships, connections, learning, meanings that stress traditional ways of organizing and understanding education (BICUDO E BORBA, 2018). Understanding this generation that already brings a hypermedia culture is therefore essential to understand the knowledge produced in the university space.

Given this situation, using ICT to research, carry out academic work, communicate with their professors and colleagues – in short, to learn – means, for students, to establish relationships with others and with themselves. This understanding presents challenges and possibilities for teaching practice in the way of using technological resources in educational processes, since this use involves identity and social aspects.

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