


## CHAPTER 114

### Meanings attributed to PIBID: dialogue with a teacher from the UFSCar-Sorocaba

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#### ABSTRACT

The work aims to understand the meanings attributed by a Geography professor who participated in the Pibid-UFSCar between 2010-2011. The research uses a qualitative approach and data collection through semi-structured interviews. In the interview, the graduate showed activities that he participated and the legacy obtained for his career. The respondent

commented on their respective participations as a student and observer of the planning and practices developed at the school as a Pibid scholarship. We also tried to understand if the collaborative training between university and school allowed the graduate to perceive the challenges and interferences present in daily school life and that limit professional autonomy. Through Content Analysis, categories emerged such as: interdisciplinarity, curriculum and dispute, planning and school diagnosis. We also noticed cases in which Pibid acted as an inducer of research in education.

**Keywords:** Teacher Education, GDP, Planning.

#### 1 INTRODUCTION

This work promoted a research in the area of the initial formation of a professor of the Geography course at the Federal University of São Carlos *campus* Sorocaba-SP. The teacher trained in the Geography course was a scholarship holder of the PIBIB Institutional Initiation Teaching Scholarship Program, created by the Ministry of Education at the time of Minister Fernando Haddad in the Lula II Government. This program is a public policy to encourage and induce the training of teachers in Brazil who have historically accumulated educational problems.

The initial training of teachers is one of the existing problems in Brazilian formal education. Thus, we studied the model of shared formation that involves the institutional relationship between university and school.

It is through shared training between university and school that it is currently possible to give new formats to teacher training curricula that begin to address more practices beyond the walls of the university.

Based on these new possibilities, with a public policy to encourage initial training, the partnerships between school and university provided undergraduate students with greater opportunities to get to know the reality of the schools and the professional performance they chose.

## 2 OUTLINE OF THE RESEARCH PROBLEM

Teacher training is a major challenge and the training of licensure courses needs to promote a close relationship with basic education schools. This proximity is important so that students can get to know the school routine as well as the existing problems and challenges.

Overcoming this challenge occurs, basically, through supervised and mandatory internships, but the school-university relationship still occurs in a discreet way, except for the cases of teachers and researchers who focus on basic education and the training of students. teachers.

However, with the creation of the PIBID, the school-university relationship started to happen in a more intense way, allowing the students of the licenciatura courses, together with the university professors, to have greater contact with the basic education schools, thus enriching the training processes of degrees. the training of teachers was happening in that new phase of the licentiates; something that involved the so-called shared education and which, since Minister Fernando Haddad, began to have a permanent public policy, applied to the initial training of teachers and the professional development of teachers.

Another issue that needed to be understood was the impact of this public policy on basic education schools, that is, how already trained teachers and the school community participated in the projects and subprojects carried out by the school-university partnerships.

We therefore thought of analyzing and understanding the process of training Geography teachers who participated in the Teaching Initiation Program (PIBID) of the Federal University of São Carlos , Sorocaba *campus* , in addition to understanding the functioning of school-university partnerships, as well as the course Degree in Geography at UFSCar-Sorocaba. We seek to understand the perception of former PIBID-Geography scholarship students who now work as professionals in basic education. It is therefore an *ex post facto case study*.

## 3 JUSTIFICATION

The PIBID works as an aid in the initial training of teachers. It enables students, university professors and basic education teachers to work together in promoting and implementing projects in schools.

At the time of the research, there were several very diversified projects and subprojects. There were pedagogical activities, scientific experiments, field work with monitoring visits to the university, science fairs in schools, reading workshops, mockup, photography, filming workshops, etc.

Therefore, having researched the functioning, structure and management of this program and its subprojects was important to understand this new public policy of training and valuing the teaching profession, as well as the planning disputes between the actors involved in the basis of public policy. Power and ego disputes between university and school and agents. Who studies and who is studied.

Therefore, overcoming the wall of strangeness between an enchanted palace of free and autonomous knowledge versus the prison of the State and Municipal Departments of Education was a curious fact to

see. He always asked whether, in addition to the contents of subjects and science workshops and fairs, apprentices to teachers perceived the disputes between the fields of power and the formation of hierarchies of domination between the various positions and functions. My hypothesis was that none of the PIBIDs would teach. In this pedagogical-administrative transversality, the learner to teacher would only learn by suffering in the skin when they started working and faced the phases of Huberman 's teacher development

Therefore, we hope that this research will be a relevant factor in PIBID studies and generate new subsidies that can support public policies for teacher training and appreciation, in addition to understanding their processes, as well as the *ex post facto contributions of those involved*.

#### **4 THEORETICAL AND METHODOLOGICAL FRAMEWORK .**

Basic education and teaching in Brazil have a history of professional devaluation over time. Career regulation did not always exist, and local elites built a culture of disrepute, making a counterpoint to bachelor's careers. Before the new LDB of 1996, which now requires teacher training exclusively through higher education, teacher training in the initial grades, for example, took place through intermediate-level courses and did not require university education. Regarding the first regulation of the teaching profession, there are reports that the first decree would have been created in 1940, as shown below:

The teaching profession was regulated through Decree number 2028 of 1940, which determined that all educational establishments register and sign the professional portfolios of teachers, thus legitimizing their professionalization. From then on, the activity was regulated through professional registration at the Ministry of Labor (FERREIRA 1998 apud COSTA, 2012).

Even with the attempts to regulate and demand higher education for teachers, the devaluation and lack of prestige continued to hamper the interest of young people in teaching degree courses.

It is in this sense that the governmental emergency emerged in the area of teacher training and, in this first decade of the 21st century, there was the creation by the federal government of public policies that can value the teaching profession, in addition to initial training courses, but the neoliberal demands and, more recently, self-styled anarcho-capitalists from the Austrian School of Economics, try to deregulate professional practice in the sense of forming more professional reserve army and lowering teachers' salaries. If the profession is deregulated, anyone can teach, and then the reserve army is formed that works for ever lower wages. The discourse is that education should be free, unlike the positivist institutionalists who believe that quality lies in the regulation and selection of the best, thus paying higher salaries for teachers trained to be teachers, as are doctors, engineers and lawyers.

In this way, the Institutional Program for Scholarships for Initial Teaching (PIBID) was instituted, which is a relatively new program and was created by the Ministry of Education in 2007, but started to function effectively in 2009.

The administration and coordination of PIBID are the responsibility of CAPES, which even before the creation of this program was already active in granting scholarships and improving higher-level personnel. The operation of the program grants scholarships to undergraduate students so that, together with their teachers, they develop projects with didactic activities in partnership with state, municipal and federal schools.

This program allows students in the initial training process to have the opportunity to work with the school reality and make readings and interpretations of the country's educational routine and avoid the dichotomy between theory and practice, leading them to understand that the production of knowledge through school work.

According to Freitas (2010, p.09), “[...] the articulation between initiation to teaching and continuing education of teachers is, today, a demand of PIBID and the public school itself”.

The projects in which students and teachers participate and elaborate, enable forms of intervention and shared learning between the university and the practical educational world. Licentiate models prior to PIBID did not contemplate shared training throughout the training.

This can all serve as fundamental elements for the training of professionals who will work in teaching in the future, in addition to school reflection by already trained teachers, enabling mechanisms for better professional development and reflection on practices. Actions of this type are important and advantageous for teacher training.

According to Prado (2010, p.25), “[...] the collective work and continuous professional integration is also important. It needs to be supported with study, with reflection on practice, and more: the whole community needs to investigate issues relevant to the community itself. This is what helps, collaborates, builds new possibilities for working together. ”

In this sense, professional teacher development is important for already trained teachers who work in basic education and depend on various issues, contexts and opportunities that arise either in the internal work environment, as in the school itself, or from external factors arising from policies public institutions such as PIBID and possible partnerships with universities. The excerpt below shows a little more about these factors and possibilities that arise in the lives of teachers that serve as a form of support in teaching professional development:

The teaching career is configured as a process of ongoing training and personal and professional development of the adult-teacher, which includes not only the knowledge and skills that he or she builds in training, but also the person he is, with all his beliefs, idiosyncrasies and life history, and the context in which the teaching activity is carried out ( Hargreaves & Fulla , 1992 apud Gonçalves 2009).

Regarding the variables that have always hindered the training and professional development of Brazilian basic education teachers, the installation of a culture of devaluation of public schools and the exercise of teaching stands out. Therefore, an educational policy such as PIBID is extremely important, as

it is concerned with acting in improving the quality of education from its base to the training of teachers, also enabling the inclusion of teachers already trained so that they have the opportunity to acquire new motivations in their work and in their professional development and teaching improvement.

A policy such as PIBID makes it possible to invest in the quality and professional development of teachers who already work in basic education. Furthermore, it can promote higher quality education, initial and continuing teacher training and professional development.

## **5 THE FUNCTIONING OF PIBID: SCHOOL-UNIVERSITY RELATIONSHIP**

At the time of the research, all areas were covered by PIBID notices: Degrees in Letters, Mathematics, Geography, Philosophy, Sociology, History, Physics, Chemistry, Biology, Science Teaching, Physical Education, Arts Education.

This program is well recognized due to its importance by the community involved, whose impacts tend to be extremely positive. The initial problems tend to be peculiar, while the basic education schools and their respective directorates also have their internal logics, hierarchies, rules and functionings.

However, any impact between inter-institutional relations serves as teaching learning for the teacher training process.

Among the impacts generated by the implementation of PIBID in schools and teaching courses, perhaps one of them is in the training curricula, which started to act and develop more activities in the practical field of teacher training, whose students can have more contact with the schools, that is, it goes beyond the traditional supervised internship.

With more experience lived in schools and in the development of projects during training, future teachers know more contexts, realities and diversities of schools and communities.

It is possible that there will be changes in the school culture itself, which would acquire a new perspective for the future, as basic education students may be more and better interested in the contents and want to know the university, the new ways of learning, all based on the projects, subprojects and activities of a more practical nature.

Therefore, currently, with the return on investments at the time of the PIBID (2007-2009), federal intervention in state and municipal education systems was carried out with the purpose of valuing the training of teachers and the teaching profession.

PIBID contributes to strengthening and enriching the pedagogical work that public schools have been developing in the country and is a way of creating greater contributions from the university to basic education, which go beyond the pure and traditional creation of school content, such as textbooks.

Therefore, the idea is to work on teacher training beyond the mandatory curriculum, that is, students must also know the school and the reality they will have to live with before graduation.

This training model enables more practices in the face of reality and everyday school life. Prospective teachers can understand the context and world of teaching work as well as the context of action.

Therefore, the student is encouraged from the beginning of university studies to get to know the schools, in order to feel the work environments that they will have to act.

The basic education teacher who already works at the school also guides students in the training process and not only university professors. It is a joint effort, as the basic education teacher better understands the reality of the school in which he works and its daily problems. It is the basic education teacher who also knows the application of contents according to the profile of each class, age group, in short, details, contexts and disputes that go beyond the learning taught in university benches, as it is a training that involves all the world of teaching work.

The methodological and didactic possibilities of each area of knowledge apply in different ways to different audiences, and this type of variable is difficult to assimilate and depends on undergraduate students knowing different points of view of the university.

PIBID makes it possible for a basic education teacher, a university professor and a degree student to dialogue around these issues that generate training and a more complete professional interpretation for future teachers.

In this way, the bridge promoted between university and school, the training of new teachers, the teaching of specific contents, will have more chances of being applied and understood, as there is a dialogue between the various people involved.

The involvement of basic education students is also a valuable possibility in the projects implemented, as it can generate motivation and interest in the areas worked and in scientific, technological knowledge and in social, economic and political issues. It is also possible to attract more young people to become future undergraduate students who start to convey an idea of greater appreciation.

Degrees are courses that need to attract new people interested in the causes of education and the introduction of a permanent public policy, as is the case of PIBID, it is possible to create the inverse culture of the current one, in which the teaching of basic education is more valued in the sense of professional status.



## 6 SOME AUTHORS AND RESEARCH

Table 1 . Articles and research on pibid

<p>Education and Research, São Paulo, v. 38, no. 03, p. 683-694, Jul./Sep. 2012</p>	<p>FETZNER, Andréa Rosana; SOUZA, Maria Elena Viana ( UniRio – Federal of the State of Rio)</p>	<p><b>Conceptions of school knowledge:</b> potentialities of the Institutional Scholarship Program for Teaching Initiation</p>	<p>Application of questionnaires to students; Interviews, Description of Subprojects; Dialectical Analysis around the Power and the forces that coexist in the school routine !</p>	<p>Presentation of some subprojects developed in schools, such as: Ethnic -racial relations, science projects; The forces of power that coexist in the School. (School Knowledge versus Hegemonic Thought)</p>	<p>WALSH, Catherine (2009) About Interculturality ; José Marín (2010); ( APPLE, 1989) About knowledge in Dispute) ; (FREIRE, 1972) On Liberating Formation; Selma Pimenta and Maria do Socorro Lima (2010); <i>experiential knowledge</i> (GIMENO SACRISTÁN; PÉREZ GÓMEZ, 1998);</p>	<p>It discusses the conceptions of school knowledge and the challenges of a project to transform the basic school into an institution that assumes intercultural perspectives in relation to school knowledge.</p> <p>It studies the conceptions of school knowledge that permeate the teaching knowledge of - public school teachers and scholarship holders</p> <p>School knowledge has oscillated between conservative perspectives and emancipatory perspectives ,</p> <p>(Trend of Studies aimed at School Knowledge "Produced in School")</p>
<p>INTERACTIONS NO. 18, PP. 131-156 (2011)</p>	<p><b>GAMA, Renata Prensteter SOUZA, Maria do Carmo de (UFSCar)</b></p>	<p><b>TEACHING LEARNINGS OF FUTURE TEACHERS OF MATHEMATICS REVEALED IN NARRATIVES</b></p>	<p>Analysis of Narratives present in Portfolios ; Interpretive Qualitative Study, in four perspectives: descriptive, interpretive , subjective and interpretive with theoretical basis.</p> <p>aim to point out teaching learning. <b>The Role of Written Narrative in Pibid - UFSCar</b></p>	<p>The scholarship holders' learning goes beyond Mathematics Teaching, there is learning about the functioning of the School and current society (the issue of oppression and exclusion). Feelings of discovery and survival in the profession ( Huberman , 1997). Characteristics of the initial phase of the career; Reality Shock; discoveries.</p>	<p>mizukami et al. (2002, p.166); Cochran -Smith and Lytle (1999, p. 289) On the constitution of communities of reflection; ( Foerste , 2005) on negotiation and partnerships; (Freitas, 2006, p. 276). Nóvoa (2006, p. 10) on Narratives; Josso (2004, p. 48) ; (1997, apud Alvarenga and Araujo , 2006, p.137-138) ; (Freitas &amp; Fiorentini, 2007, p. 63) on portfolio ;</p>	<p>Presents the overview of PIBID UFSCAR. The development professional results from resignifications of knowledge in multiple relationships and instances formative ,</p>

<p>EntreVer, Florianópolis, v. 3, no. 4, p. i - xii, jan./jun. 2013 i</p>	<p><b>CARVALHO, Diana Carvalho de (PUC-SP AND UFSC )</b>  <b>QUINTEIRO, Juci Rema (UFSC)</b></p>	<p><b>TEACHING EDUCATION AND THE PIBID:</b>  dilemmas and perspectives in debate</p>	<p>Makes a presentation of the magazine and the various topics discussed, citing examples of articles.</p>	<p>It features contributions from various stakeholders in PIBID. These contributions have varied themes, such as: school routine; Student essays; issues related to the profession; ethnographic research; the anxieties and fears,</p>	<p>Catani et. al (1987)</p>	<p>University/School relationship that implies dealing with power relations; PIBID as an inducing policy for teacher training. The training possibilities in practice and in different situations, and the practice of reflection and analysis of the educational reality. PIBID as a sharing relationship between School/University . The PIBID cannot be just a sum of subprojects, it must go beyond and change the educational reality. Possibilities for debates between all those involved.</p>
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Critical Lines, Brasília, DF, v. 17, no. 33, p. 403-419, May/Aug. 2011.	TAUCHEN, Giovana (UFRGS ) FÁVERO, Altair (U. Passo Fundo )	The principle of university inseparability : difficulties and possibilities of articulation	qualitative research , of a nature exploratory - descriptive.; research (Moraes, 2003) of a exploratory - descriptive ( Triviños , 1987), interviews were recorded , transcribed and analyzed using Discursive Textual Analysis (DTA) of Moraes (2003, 2006	inseparability in higher education. (Problems, challenges, possibilities. ) OBSERVATION: The text does not talk about PIBID or OBEDUC, but shows the importance of the internal articulation and the Inseparability between Teaching- Research-Extension.	Santos (1996; 2005); Morin (1999, p. 37), Rays (2003, p. 73) on indissociability ; ; (Teixeira, 1998). (Lamb, 2007) ; Zabalza (2004, p. 111);	Investigate and analyze articulation strategies between teaching, research and extension.  Conceptions and experiences of teaching, research, extension and management
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Table 1. Articles and research on PIBID SOURCE: PERIODICOS CAPES.

Regarding methodologies, Table 1 shows that the articles published at that time used questionnaires to students, interviews, description of subprojects, dialectical analysis of power and forces that coexist in school daily life. Other methodologies also involved analysis of narratives in portfolios, descriptive qualitative studies, theoretical studies and teaching learning. It also conducts exploratory-descriptive qualitative research Descriptive Textual Analysis of recorded ATD interviews.

The results found were presentations of some subprojects such as : ethnic-racial relations, science projects, forces of power, hegemony and against hegemony, on the role of the mathematics teacher to go beyond mathematics at school, oppression and exclusion at school, discoveries teacher, beginning teacher, professional development, reality shock of beginning teachers, contributions from PIBID, school routine, student essays, ethnographic research, anxieties and fears of teachers and students. It was also found inseparability in higher education between teaching research and extension.

Regarding the conclusions, Table 1 shows and discusses the conceptions of school knowledge and intercultural perspectives. Teaching knowledge. Emancipatory perspective. Knowledge produced in and by the school. Multiple knowledge and multiple relationships and training instances. University-School relationship and power relations. The PIBID as an inducing policy in teacher training. Investigate and analyze strategies and concepts of research and extension teaching experiences.

Table 2 . ANPED meetings

Year/Meetings (Responsible)	2009 32 ANPED Meeting	2010	2011	2012	2013
Theme (objects)	<p>1-Initial training 0-Preflective teacher 2-Conceptions of higher teaching formation 3-Initial Training/Ed. Special 4-Culture, Domination and Teaching Practice 5-Teacher training (neoliberalism, democracy) 6-Teacher absenteeism and working conditions of prof. Possible 7-Child Education and public policies / career insertion 8-Image of teaching talent 9- Training of education professionals 10-Continuing education and public policies 11- Curriculum and training 12-Continuing training (action research) and ties 13-Professional development of higher teaching Professional development 15 Teacher training 16 Valuing the teaching profession Supervised Internship 18 indigenous teachers Supervised Internship Advisors' view 20 State of the art Anped 21 Digital Technologies in Anped's gts</p>	<p>Teacher training; TDICA; human, formation – acting; initial training – physical education; life stories; subjects' perspectives; ref. Educational contemporary world; reflective evaluation; art education / collaborative learning.</p>	<p>EAD; urban and rural educational practices; training needs; teacher malaise; partnerships between municipal and state networks; teacher identity and choice of teaching profession; continuing education; beginning teachers of basic and higher education; challenges of inclusive ed and diversity.</p>	<p>Teacher's Constitution/Professional Identity; Supervised internship; Didactics in training; Licentiate x Bachelor; Continuing Training in/on the network; Teaching in Higher Education; Inclusive Education; Teaching knowledge; Beginning Teachers; CAPES assessment; Teacher Training Policies; Mapping (curriculum lattes ); Attractiveness of teaching</p>	<p>Quality of pedagogy courses; Constitution of teaching professionalism ; Actions and concepts of the supervised internship; Social representations about the ed. inclusive; The teaching of the literacy teacher who works with deaf learners; Literacy according to the Letra e Vida Program; Constitution of the professionalism of professors who work in ed. integral; Possibilities of continuing education present in the blogs; Repercussions of face-to-face and virtual teaching on the training of university professors; Repercussions of the specific area of knowledge in the training process; Insertion of the computer at school and teacher training.</p>

Methodology and Ref. Theoretical	<p>1 Reflective, qualitative logic, meetings, interviews and field diaries</p> <p>3 Disc. Theoretical / field work</p> <p>4-Case study</p> <p>5 Dialectic document analysis</p> <p>5 Log, journal, watch class observation</p> <p>7Operation questionnaire paraformation</p> <p>8 Teachers file</p> <p>9 Theoretical and practical issues</p> <p>10 Sites</p> <p>11 Research Participant</p> <p>12 Research action training</p> <p>Narrative Quiz</p> <p>14Vygotsky Operant Questionnaire</p> <p>15 identification by the teacher's "vae"</p>	<p>Document analysis; interview; narratives; Life stories; case study; research: action, training and ethnography.</p> <p>Bordiou , Josso , Bachelard , Moscovici , Barayo , Freitas, Saviani, Tardif and Imbernón .</p>	<p>Qualitative – interviews; document Analysis; Note; questionnaires, testimonials; teachers' life stories and case study.</p> <p>Shiroma and Moraes, Barreto, kant , Josso , Evangelista, Nóvoa , Freire, Pimenta, Ludke and André, Mizukami , Zaragoza, Fusari , Gatti, Imbernóm , Esteves, Saviani, Masetto , Tardif , Zabalza , Zeichner , Larrosa , Bardin , Saviani.</p>	<p>Quantitative – qualitative; Document Analysis; Case study; Semi -structured, unstructured interviews ; oral and written narratives</p> <p>Bosi, Contreras , Esteve, Gatti, Lantheaume , Nóvoa , Pimenta, Tardif , D'Ávila and Sonnevile , Saviani, Veiga, Chizzotti , Masetto , Zabalza , Ludke , Lessard , Terrazan , Josso , Marcelo, Santos, Boaventura, Schon , Barreto, Dubar , Andrew.</p>	<p>Document analysis; questionnaires ; interviews; narratives ; Note; study ; research-training. Bernadette Gatti, Novoa Pepper, Selma Garrido, Bardin , Tardif , Imbernón , Lessard , Basso, Marcelo Garcia, C. , Zabalza , Barreto.</p>

	<p>16 Observation of implementation in 5 municipalities</p> <p>17 Ethnographic nature observation.</p> <p>18 information</p> <p>19 Cute Interaction</p> <p>20 Qualitative collective research, data collection</p> <p>21 Bibliographic</p>				
<p>Authors (inst. and agency link)</p>	<p>Rita BuzziRausch /FURB</p> <p>Hedioneia Maria FolettoPivetta – UNIFRA</p> <p>Denise Rodinski Braga – UTP</p> <p>Luis Gustavo Alexandre da Silva – FESG</p> <p>Talita Vidal Pereira – UERJ</p> <p>Luiz Carlos Gesqui – PUC-SP Funding Agency: SEE/SP</p> <p>Valdete Coco – UFES</p> <p>Simone da Silva Salgado – UGF</p> <p>Alvaro Rego Millen Neto – UGF</p> <p>Graziela ZambãoAbdian Maia – UNESP Funding Agency: CAPES and PROEX</p> <p>Isabel MeleroBello – USP Funding Agency: CNPq</p> <p>Heloisa Salles Gentil – UNEMAT</p> <p>Claudete Inês Sroczynski – UNEMAT and UFRGS Funding Agency: FAPEMAT/ UNEMAT</p> <p>Dilmeire Sant'Anna Ramos Vosgerau – PUC-PR</p> <p>Adriana Moreira da Rocha Maciel – UFSM</p> <p>Silvia Maria de Aguiar Isaia - UFSM/UNIFRA</p> <p>Doris Pires Vargas Bolzan – UFSM Funding Agency: CNPq</p> <p>Ana Carla Hollweg Powaczuk – UFSM</p>	<p>laurizete Ferragut Passos</p> <p>UNESP; USP; IF-MG; PUC – SP; UNIT; UNICAMP; UNB; UFC; FAPEMAT; FAPEMIG; FAPERGS; CNPQ</p>	<p>UFSCAR; UFG; UNESP; UTP; PUC; USP; UMB;UNISINOS;UFSM; UFRM; UFPE; CNPQ; CAPES</p>	<p>UFPA; PUC – River; UnB /UNEB; UFRS; UFRJ; UFPE; UFMG</p> <p>CNPq; CAPES; OBEDUC; INEP; FAPERR; FACEPE</p>	<p>PUC; UFJF; UFSCAR; UNIGRANRIO; UFSM; USP; UFRGS; UERJ; UFSJ; UFSMS; UEMS; UNESP; UFTM; PUC-PR; UNIS-MG.</p>

	<p>Makeliny Oliveira Gomes Nogueira – PUC-SP Ana Mercês Bahia Bock – PUC-SP Funding Agency: CAPES Cristiane da Conceição Gomes de Almeida – UFBA Maria Couto Cunha – UFBA Rosemeire Baraúna Meira de Araújo – UFBA Gianine Maria de Souza Pierro Fiocruz and UERJ Helena Amaral da Fontoura – UERJ Adir Casaro Nascimento – UCDB AntonioHilario Aguilera Urquiza – UFMS Antônio Jacó Brand – UCDB Funding Agency: FUNDECT/UCDB Paula GaidaWinch – UFSM Funding Agency: CNPq Luis Eduardo Alvarado Prada - UFSCAR - Vânia Maria de Oliveira Vieira – UNIUBE - Andréa MaturanoLongar ezi – UFU- Ezicléia Tavares Santos – UFJF</p>				
Results	<p>1-Expansion of the university reflective process 2- Close relationship Teaching and research 3-Practice and Curriculum as research objectives, initial and continuing education 4- Importance of theory related to practice in initial teacher education 5- Need to review teacher training in theoretical-practical, curriculum and</p>	<p>Teachers' relationship with knowledge. Teacher professional constitution. Degrees do not form for the use of TDIC in education. Meritocracy centralizes the responsibility for school success on the teacher. Continuing education as a possibility to discuss the current reality of schools.</p>	<p>Guiding principles for ODL training; understanding of teachers' subjectivity in the training process; partnership between institutions as a form of collective reflection; non-standardization in the choices of the teaching profession; vocational awakening of the teacher in the course of the teaching profession; critical reflection on teacher training under the interests of capital; knowledge about elements of teaching in rural spaces; quality continuous training actions; evidence of the application of Letra e Vida methodological principles in the organization of classroom work depends on the context, team and available resources.</p>	<p>Importance of the professional's teaching constitution; new proposal for teacher training through internships; gaps in training ( licenciatura x baccalaureate ); Professional identity throughout the initial and continuing training process; exploration of the field of investigation on the teacher, teaching and gender in the Amazon region; reflections on the possibilities of breaking with conservative teaching and learning models in higher education, training articulating theory and practice, specific and pedagogical contents, inclusive identity; interests of educational research.</p>	

	<p>ed issues.</p> <p>Special</p> <p>6- Qualification of the Inst. of ed. Children beyond caring and keeping</p> <p>7- Partnership between universities, schools and museums with responsibility for teacher training.</p>				
Context	<ul style="list-style-type: none"> <li>- Concern about the role of research as a subsidy for public policies for initial, professional and teaching staff training</li> <li>- teaching practice</li> <li>- training in service</li> <li>-Notes for the importance of an initial training that really contributes to the teaching practice.</li> <li>-Precariousness of the occasional teacher's work</li> <li>-Research focus on teacher identity formation</li> <li>- Concern about the distance between discourses of teacher appreciation (educational reforms) and practice.</li> <li>-Importance of incorporating new technologies into teaching practice</li> </ul>	<p>Use of technologies in training: Teachers and students (computer age).</p> <p>Professionalization: PIBID and educational residency.</p> <p>Need to strengthen research in teacher education – research grant.</p>	<p>Economic, social inequalities of gender and race; Strengthening Education in the North and Northeast regions; Reaffirmation of the Association's commitment to social change; National Conference on Human Rights; LGBT movements</p>	<p>State Educational Policies for Continuing Education (Pro-literacy and PNAIC); Legitimation of studies/research on professional constitution; Questioning Curriculum: Bachelor x Licenciante (intermittent); Local cultures of study/ research</p>	

Table 2 . ANPED meetings  
SOURCE: ANPED

Table 2 presents several researches that were carried out on PIBID during several meetings of the ANPED (National Association for Research in Education).

The main topics and methods discussed in this period were Teacher Training, Life Stories, Reflective Assessment, Art and Education, Collaborative Learning, Distance Learning, Urban and Rural Educational Practices, Teacher Discontent, Teacher Identity, Teaching in Teaching Higher Education,

Mapping of Lattes Curriculum, Quality of Pedagogy Courses, Teacher Professionalization Continuing Education.

Among other methods used are qualitative research, document analysis, observation, questionnaires, case studies, document analysis, training research.

## 7 DIALOGUE WITH A FORMER GEOGRAPHY TEACHER PIBIDIAN

The conversation was between me and a Geography Professor, a former student of the Geography course at the Federal University of São Carlos, Sorocaba-SP *campus*, who did not want to be identified here. The interview was carried out on July 7, 2015. The interviewed professor was one of the first grantees of the PIBID program at the university, so he saw everything from the beginning, he saw the program being born on campus and in Brazil, with its implementation problems and its virtues.

I will describe here the interview with the Geography teacher, which revealed the local difficulties and the school-family relationship, school community, etc. the interviewee says:

“[...] so we investigated the relationship with the family, things like that, then this project to create an application number, it was already the second part of Pibid that was related to the application of the project.”

This application project mentioned was carried out by Pibid students so that they could get to know the reality of the school community, it was a kind of diagnosis.

This research was qualitative, through sampling and questionnaires.

I also asked about professional difficulties, but the answer was as follows:

“[...] no !... about the school community... the family-teacher and management relationship... more or less... what the school community was like... it was more to introduce, right... introduce students to school...”

And I insisted: - and this part that you did, does it bring any learning to your work?

“[...] yes... we work on this issue of knowledge .. getting to know the school and getting to know its students.. this is very important.. if every school I go to has to know who the people are who they are managing.. who are the families that are in the schools and getting to know the students... so... there were people who had, the greatest learning I had was this. Knowing that each school is different from the other.”

“[...] I diagnose... study this reality... in this case, the reality I work in... is different from the public school... but even so, you need to know who it is... there is a school where I work. .. that students are more religious... they are more religious... there are students who are more liberal... so you also need to know who you are... so you can behave like a teacher... then you kick the ball out of there!”

The professor also clarified that he participated in all the planning of Pibid projects, that university professors were very open and even allowed the participation of professors from state schools to participate as well. That was one of my concerns in the research, whether the university wasn't arrogantly imposing the projects from the top down. But, according to this teacher interviewed, there was an opening for



participation. According to another interview I did, there is a case report of a school that was expelled from the program and that there was a big mess in the planning. However, since Pibid was in the implementation phase, according to this same interviewed professor, chaos was normal and served as an initial planning phase. I asked him if it would be the *brainstorm phase* and he agreed. The fact is that, for this Geography teacher who participated in this interview, Pibid served to learn about the creation of Projects at School.

See the excerpts below:

“[...] we took a part at the beginning of everything from Pibid ... so it was chaos, right!... then, there was a planning chaos... on the part of the UFSCar faculty, right? ... and even understand what Pibid was .. because even the teachers themselves didn't know.”

“[...] we were the first group of Pibid , so we... we there and everyone was learning, teachers and students... and the school too... so, the first part, it was the study of reality that lasted, in fact it was in three parts, this first one was the study of reality, where all groups researched the school... studied the reality of the school... each one with a theme... the curriculum, the other was... the other was about... teaching difficulties... mine was the school community... that was in the first six months... then I had to make a presentation to the rest of the class. .. which was a very long presentation... almost three hours... and from there they understood that the presentation should be timed... my group gave forty minutes... but there were 07 groups... so it was the meeting was very long... from then on, it was... started to organize... then in the second moment there was a new separation that was the didactic separation that started to work... the teaching part really began... undergraduate student within the school.

“[...] learning to deal with the realities of the school there. each group went to one side... there was a group that played a game... there was a group that did a pre-college course... mine stayed with this workshop... then it was a workshop of interdisciplinary content... so much so that we even gave an article... that we launched an article in the Pibid book .

## 8 FINAL CONSIDERATIONS

Initially, we raised part of the research scenario in teacher training. We seek to understand the initiatives and measures, implemented from the institution of Pibid and REUNI due to the implementation of degrees at the Sorocaba *campus* of UFSCar, for initial and continuing training of teachers in Brazil. The discussions raised serve to guide the path taken in the elaboration of some programs and actions that guided the educational system until culminating with the creation of PIBID.

In this sense, we seek to discuss and gather information about teaching knowledge in professional practice. The discussions bring the PIBID to the scenario of teacher training, in addition to discussing aspects of professional training.

To understand if the collaborative formation between university and school made it possible for the graduates to perceive the challenges present in the school routine and the actions of planning and development of projects in the school, that is, the Pedagogy of Projects.

The theoretical-methodological debate revolves around the professional knowledge of teachers. For this, we cannot fail to discuss the process of professionalization of teachers. Nunes (2001) says that “research on training and teaching profession points to a review of the understanding of the teacher's pedagogical practice, which is taken as a mobilizer of professional knowledge .”

Thus, it considers that teachers, during their respective trajectories, build and rebuild their knowledge according to the need to use it, in their experiences, and in their training and professional paths (p. 27).

in relation to Tardif (2002), he points out that the knowledge of teachers must be understood in close relationship with their work environment and daily life. In this way, knowledge is at the service of work, in which we have two conceptual functions: the first aims to organically relate knowledge to the person who works and to his work, what he is and does, but also what he was and did; secondly, it indicates that the teacher's knowledge bears in itself the marks of his work, that it is not only used as a means of work, but is produced and shaped in and by work.

It is, therefore, a multidimensional work that incorporates elements related to the teacher's personal and professional identities.

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