

PRÁTICAS PEDAGÓGICAS NA EDUCAÇÃO PROFISSIONAL

PEDAGOGICAL PRACTICES IN PROFESSIONAL EDUCATION

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RESUMO: Este relatório mostra, através da participação de cinco professoras de Institutos Federais no Programa de Professores para o Futuro (VET III) na Finlândia, em 2016, práticas pedagógicas sobre aplicações de inovações educacionais. O trabalho foi organizado no formato on-line e em workshops presenciais onde metodologias, técnicas e ferramentas aprendidas durante o Programa na Finlândia foram utilizadas. As oficinas foram planejadas e gerenciadas usando o Trello®. Uma variedade de ferramentas e recursos digitais para práticas pedagógicas foi utilizada para interagir com os participantes da oficina, e entre eles, e também como um gatilho para muitas discussões. É importante notar que a maioria dos participantes eram professores que, através dessas atividades, conseguiram aprender técnicas, ferramentas e recursos digitais atraentes para práticas pedagógicas, tornando esse conhecimento muito útil para o ensino de práticas de aprendizagem centradas no aluno do século XXI. O trabalho colaborativo foi desenvolvido e aprimorado, assim como a identidade profissional do professor.

PALAVRAS-CHAVE: Práticas pedagógicas. Aprendizagem ativa. Educação para o Século XXI. Aprendizagem centrada no estudante. Trabalho colaborativo.

ABSTRACT: *This report shows, through the participation of five teachers from Federal Institutes in the Teachers for the Future (VET III) Programme in Finland in 2016, some pedagogical practices concerning applications of innovations in education. The work was organized in face-to-face and online workshops where methodologies, strategies and tools learned in the Programme in Finland were used. The workshops were planned and managed through the use of Trello®. A plethora of different digital tools and resources for pedagogical practices were used to interact with and among the workshop attendees and also as a trigger for boosting many discussions. It is important to highlight that the attendees' majority were teachers and through these activities they were able to learn strategies, attractive digital tools and resources for pedagogical practices, making this workshop very useful for their student-centered learning teaching practice by applying principles of Education for the 21st Century. The very collaborative work was developed and improved as well as the teacher professional identity.*

KEYWORDS: *Pedagogical practices. Active Learning. 21st Century Education. Student-centered learning. Collaborative work.*

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This report presents the development of the work “Rethinking the curriculum: calling teachers to discuss and propose new perspectives for the curricular design”, a Project carried out by teachers of the Federal Institutes of Alagoas (IFAL), Mato Grosso (IFMT), Northern Minas Gerais (IFNMG), Paraíba (IFPB) and São Paulo (IFSP), as a commitment to the “Teachers for the Future Program - VET III”, on Tampere University Applied Sciences – TAMK-Finland.

Brazilian workshops projects were previously planned at TAMK, where the multiplied actions and knowledge sharing of techniques and methodological tools had been designed. This paper is a Pedagogical Practices Report and presenting mainly: Vocational Education (VE) references in Brazil; the methodology and teaching-learning tools; the feedback participants; and the closing remarks.

Pedagogical challenges in the vocational education in Brazil

The Brazilian VE has a historical process which has influenced its pedagogical dimension. The VE’s teachers are engaged in overcoming standardized, non-relational and encyclopedic teaching, which "does not allow students to establish concrete relations between the science that learns and the reality that lives" (RAMOS, 2015, p 09).

A striking feature of the Brazilian Educational System (BES), especially in VE, is the curricular fragmentation and the teacher-centered approach focused solely on spreading the content, i.e., decontextualized courses, linked to the marketing qualification and based on techniques and skills broadcasting without a problematizing (RAMOS, 2015) *per se*. Considering this, the unfolding question that also guided this development work was: “How might the Finnish methodologies, learned during the VET Programme along with digital tools experiences, contribute to the demands in Brazilian VE in innovative pedagogical practices?”

Methodology

Materials, tools and the virtual environment were selected, designed and prepared while in Finland (June, 2016). In Brazil, attendees were invited to join a 69-hour blended learning course (5 face-to-face meetings from July to December 2016 and correspondent online activities). The topics involved discussing and proposing guidelines for the curriculum in VE. They also spread and multiplied knowledge and information about the

Finnish Education System (FES), alongside digital tools and student-centered methodologies. Billet (2002) advocates that "different kinds of learning" usually elicit more apprenticeship and participation from the audience. Consequently, techniques, tools, and methods within the learning and teaching realm were among the objectives to be pursued by the team.

The project was conceived in four phases, as follows: (i) pre-meeting; (ii) developing work (FES and BES); (iii) guideline for pedagogical practices; and (iv) guideline for the curricular organization. However, the proposal of this paper is to show a pedagogical practice and how these phases were consolidated.

Phases, discussions and embedded findings

The phases followed the very core of objectives initially proposed with the 71 participants who started and finished the course. Following, the Institute, number of participants at the beginning and end of the course, respectively: (i) IFAL/30/08; (ii) IFMT/19/09; (iii) IFPB/32/15; (iv) IFNMG/22/15; and (v) IFSP/24/24. These show that even in Teacher Training Courses there is a high dropout rate. Campus Sertãozinho had meetings in a back-to-back week.

Warm-up

For the two firsts phases, the FES and BES were introduced presenting the former, which altogether created idiosyncrasies to the system and provoking reflection upon aspects which contributed to such a successful system, namely: equity, trust in the political system and the Finnish themselves, valuing the teacher's profession, the "high level of reading literacy" (SAHLBERG, 2015, p. 178), punctuality, among other traits that enhance and optimize teaching and learning from the teacher's and learner's standpoint.

The workshop's attendees could reflect on issues of Brazilian Education and express their views on the importance of high school, students' interested in VE and motivation for their studies. The reflections were "to prepare for higher learning and life, to spread culture, to achieve knowledge and values, to be actively inserted in society as a critical and reflexive human being, to socialize, to mediate the access between basic and higher education, to have the fundamental background for the professional and personal life, to fully prepare the learner regarding ethical principles, to seek more complex

approaches to contents, to help learners be able to choose their future profession". It is understandable that the high school purpose is mainly focused on preparing the learner to become an employed critical, reflexive, social, ethical human being, especially after graduating from higher education.

For this step, quizlets' tools were used to interact with the attendees (**Kahoot®** and **Poll Everywhere®**), presentations tools such as **Prezi®** and **Sway®** were used for a lecture with a dynamic performance, and for online activities. We used **Padlet®**, where the attendees could make their self-introduction and write about the workshop's expectation, and **Prism®** as well, where a text discussing the Educational Brazilian Regulation was provided to be read and highlighted. The online activities were planned using a free platform named **Eliademy®** and the five Campi's attendees could interact with each other.

Developing the work

This part enclosed the last two phases where the attendees thought and built a guideline toward the **pedagogical practices** and the **curricular organization**. They are consolidated through the data gathered from the workshops and which represented the core task for the previous phase posted on the virtual learning environment. This data would lead to an understanding of the teachers' conceptions of the potential for creating an innovative curriculum, and designing the guidelines for a model that would comprise flexibility in the comprehensive VE.

Attendees pointed out key concepts such as, **teacher counseling** – allowing the learner space to choose; autonomy – s/he can choose but s/he is not alone in doing so; learning to learn – i.e. a more enjoyable learning-teaching environment, while developing learning skills autonomously; dynamic teaching – handling digital tools, collaborative teaching and learning methodologies which implement and make a better use of all the educational actors' time. Those subjects are what the educational literature call as a **student-centered approach**.

The ability to design a rationale for the curriculum allows the learning environment to be more meaningful so that learners are not attending classes just to pass matriculation exams but to apply their knowledge to their personal and professional lives. That said, an **innovative curriculum** will enable learners to be more autonomous in their formative

itinerary, provide a more democratic environment in terms of educational practices, and create a broader and dynamic training.

About the curricular organization, it may lead to a flexible, innovative and more autonomous curriculum suggestion within the Brazilian reality, aspects that Sahlberg (2015) claims as factors that relate to each other in different contexts and places. However, details about the guideline built in this project can be seen in Barbosa et. al. (2016).

For this step, the attendees were prepared with reading and interacting materials about FES and BES. A **World Café** activity was applied and some key questions were posted to be discussed: what do you understand by: (i) curriculum; (ii) formative path; (iii) curriculum flexibility, and (iv) student-centered activities. To give an example, a **Sway**® presentation showed a very flexible curriculum booklet from a Finnish Student. The attendees were invited to prepare a short presentation, as a **PechaKucha**® model, about “How do I picture the flexibilization?”.

Additionally, a **Round Table** with prepared theme/panel was applied to provide a guided discussion. Among the themes, we can highlight: (i) how to optimize the flexibilization?; (ii) when must the pupils choose their formative path?; (iii) how much freedom of choice can they have?; (v) how about the counselor/tutor role?; (vi) how to evaluate the pupils’ previous competences? These were crucial questions posted and discussed by the attendees. Moreover, another two questions were taken into account about the curricular organization: (i) which are the obstacles? and (ii) what do we need more?

The attendees were invited to build up a mind map at **Coggle.it**® in a collaborative way highlighting the goals, the possibilities, the obstacles and, the student-centered approach following a new curriculum design. Another online activity using blended learning was the **Flipped Class** methodology when the participants watched a video about the Brazilian Vocational Education using the **PlayPosit**® website, where some key questions should be answered during the video presentation.

Perceptions

Even though each Campus, as a workplace, develops its own sociocultural, situational (BILLET, 2002) and interpersonal practices, it is undeniable that a very considerable amount of ideas, thoughts and perceptions were similar between them and that may be explained by some key factors: (i) attendees were volunteers and therefore

individuals who felt uncomfortable with the current educational practices and with the will to change it; (ii) they were exposed to similar materials, methodologies, pedagogical practices, and sometimes the same presentations; (iii) attendees can be gathered as a group of citizens concerned about our educational system and with that in mind, they want to understand options that may enable them to improve education and be part of this change.

All those tasks, face-to-face and online, were important to gather the attendee's perceptions and build the guidelines thought as the main goal of this project. It is relevant to highlight the use of many different methods and tools to interact with the participants and trigger the discussions allowed to reach understanding not only about the curriculum flexibility but about the teacher's professional identity as well.

Closing remarks

The Finland-Brazil international experience provided the researchers with the challenging opportunity to use collaborative discussions with teachers and other educational professionals during this action research project, the workshops, and the online discussions.

During the workshops, it was possible to apply innovative strategies and methodologies, turning the researchers into multiplying agents, along with the attendees, since they will share their knowledge with members of the academic working community – or other teaching environments – who were not able to be there at the time of workshops.

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