

DOSSIER PRESENTATION: TEACHING IN HIGHER EDUCATION

APRESENTAÇÃO DOSSIÊ: DOCÊNCIA NO ENSINO SUPERIOR

PRESENTACIÓN DEL DOSSIER: LA DOCENCIA EN LA ENSEÑANZA SUPERIOR

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ABSTRACT: *Teaching in higher education should be the object of research of the institutions and their managers, due to its importance for the pillars of teaching, research and extension. We will deal in this thematic dossier with what is happening, at this moment, in relation to teaching, involving the nuances of this professional performance in the political, pedagogical and socio-cultural fields. The higher education professor is in charge of and fulfills an extensive professional program, which goes beyond the elaboration and teaching of classes. In the daily life of the university, the professors are responsible for the participation and coordination of research projects, preparation of reports, orientation of course conclusion works, production of scientific articles and other activities, supporting the tripod of teaching, research and extension. Exercising these professional activities requires time, energy and dedication. In view of the above, there is also a concern to improve the pedagogical training of teachers in higher education, which is carried out in postgraduate courses stricto sensu and has proven to be a momentarily valid alternative, however there are controversies and questions.*

KEYWORDS: *Teaching. Higher education. Pedagogical training.*

RESUMO: A docência no ensino superior deve ser o objeto de investigação das instituições e seus gestores, em virtude da importância que tem para os pilares do ensino, da pesquisa e da extensão. Vamos tratar neste dossiê temático sobre o que está acontecendo, neste momento,

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com relação à docência, envolvendo as nuances dessa atuação profissional nos campos político, pedagógico e sociocultural. O docente do ensino superior ocupa-se e cumpre uma extensa programação profissional, que ultrapassa o elaborar e o ministrar aulas. No dia a dia da universidade, os professores têm como responsabilidade a participação e a coordenação de projetos de pesquisa, preparação de relatórios, orientações de trabalhos de conclusão de curso, produção de artigos científicos e outras atividades, sustentando o tripé do ensino, da pesquisa e da extensão. Exercer essas atividades profissionais exige tempo, energia e dedicação. Diante do exposto, existe também a preocupação de melhorar a formação pedagógica do docente no ensino superior, que é realizada nos cursos de pós-graduação *stricto sensu* e tem se mostrado uma alternativa momentaneamente válida, entretanto existem controvérsias e questionamentos.

PALAVRAS-CHAVE: Docência. Ensino superior. Formação pedagógica.

***RESUMEN:** La docencia en la enseñanza superior debería ser objeto de investigación de las instituciones y sus gestores, debido a su importancia para los pilares de la enseñanza, la investigación y la extensión. Trataremos en este dossier temático lo que está sucediendo, en este momento, en relación con la enseñanza, implicando los matices de esta actuación profesional en el ámbito político, pedagógico y sociocultural. El profesor de educación superior está a cargo y cumple un extenso programa profesional, que va más allá de la preparación y la enseñanza de las clases. En la vida cotidiana de la universidad, los profesores son responsables de la participación y coordinación de los proyectos de investigación, la preparación de informes, la orientación de los trabajos de conclusión de los cursos, la producción de artículos científicos y otras actividades, apoyando el trípode de la enseñanza, la investigación y la extensión. El ejercicio de estas actividades profesionales requiere tiempo, energía y dedicación. En vista de lo anterior, también existe la preocupación de mejorar la formación pedagógica de los profesores de la enseñanza superior, que se lleva a cabo en cursos de postgrado *stricto sensu* y ha demostrado ser una alternativa momentáneamente válida, aunque hay controversias y preguntas.*

PALABRAS CLAVE: Docencia. Educación superior. Formación pedagógica.

By idealizing this thematic dossier, *Teaching in Higher Education*, we aim to systematize relevant productions, targeting the socialization and dissemination of knowledge produced by various researches and experiences in universities and by the International Observatory of Inclusion, Interculturality and Pedagogical Innovation (OIIIPe). This dossier was organized with 16 national papers, involving teaching, research and extension of undergraduate and graduate studies. From this perspective, the dossier involved the dimensions of teacher formation with the specificities of higher education, permeating the knowledge of didactics, teaching methodology and pedagogical praxis.

Thus, the first paper, entitled “**Higher education: between teaching and violence**”, by Mônica Pereira dos Santos, Sandra Cordeiro de Mel and Mylene Cristina Santiago, leads

us to reflect on data from the Commission on Human Rights and Combating Violence at the Federal University of Rio de Janeiro and the Federal University of Juiz de Fora. It aims to analyze and discuss violence in the relationships between teachers and students from an *omnilética*⁴ perspective. The results highlight the urgency of proposals to combat violence.

The authors of the second paper, Cassiano Caon Amorim and Katiuscia C. Vargas Antunes, discuss the challenges of teaching in Higher Education given the inclusion of people with disabilities. The article reflected on the access of students with disabilities in higher education from the Law 13.409/2016. The inclusion of people with disabilities in higher education is complex, mainly about the performance of the professor, with regard to the ability to resignify and modify its pedagogical practice in the classroom environment.

The third paper, Mirlene Damázio and Sandra Souza, deals with the partial result of a qualitative research, entitled **“Classroom floor’ in higher education: teacher’s methodology”**. In this paper, they report regarding the *classroom floor*, involving the professor's teaching methodology. They conclude that changes in the context of the *classroom floor* in higher education from an exclusive to an inclusive model are urgently needed. They emphasize that the inclusive methodological path requires "different approaches" in the pedagogical process and conclude by saying that higher education needs a change of pedagogical paradigm.

The fourth paper, **“Teaching in teacher training courses who teach math: what research reveals?”** by Angélica da Fontoura Garcia Silva, Edvonete Souza de Alencar and Maria Elisabette Brisola Brito Prado, aimed to analyze the results found in Brazilian researchers of teacher training courses in the period 2014-2018. A bibliographic survey was conducted on the Capes' platform of dissertations and theses. The study pointed, in general, to the need to encourage more research to address the issue of teacher education.

In the fifth paper, **“Inclusion of disabled students on the Higher Education: demands of a reconfiguration of knowledge, conceptions and teaching practices”**, by Francisca Geny Lustosa and Disneyland Maria Ribeiro, we are led to understand the challenge of inclusion of students with disabilities, emphasizing access policies. The research is a qualitative approach of the exploratory type and involves reports from students from UFC, UECE and UERN, carried out through semi-structured interviews. The results indicate the need for intentional institutional policies for inclusion, resolving existing barriers, accompanied by good pedagogical practices of the professors.

⁴ Relational perception of diversity.

The sixth article, “Milieu analysis: a generating process of teaching, research and extension”, by Álamo Pimentel, proposes a study of the environment as a process that generates the indissociability between teaching, research and university extension, involving pedagogical conceptions by Célestin Freinet and Anísio Teixeira. Considering innovative actions in Higher Education, the text describes and analyzes an experience conducted at the Federal University of Southern Bahia. The examples of the study of the medium at UFSB emphasize that the medium is a place in the classroom, that is, teaching, research and university extension.

The seventh article, “**Reservation of vacancies at state public universities: Implications for university teaching**”, by Ana Cristina Silva Soares, Valéria de Oliveira, aims to analyze the articulation between the vacancy reserve of two public institutions of higher education and the university teaching for teaching practices; aims to combat racial, social and cultural inequality and ensure equality with equity; questions the university teaching of two institutions of higher education about the experiences of the vacancy reserves; shows that the policy of action at UVA and UERJ has expanded the access of graduates from public schools.

The eighth paper by Cyntia de Souza Bastos Rezende and Mônica Vasconcellos, “**Remembering is transcending: a dialog with graduate students in teacher training program of PET group connections and knowledge at Fluminense Federal University**”, aims to analyze the narratives of graduates about the contributions of the PET group to the formation and production of professional knowledge. The results show the production and articulation of knowledge, sharing of actions, resignification of knowledge about their future profession and expand and strengthen the chances of remaining in the university.

The ninth paper, “**Identiary processes of university teachers: Training space and time**”, by Filadelfia de Carvalho Sena and Jônia Tércia Parente Jardim Albuquerque, leads us to reflections on the globalized world. The objective of this paper was to understand, in the course of university teachers' formation, the implications on the construction of teachers' identity. Qualitative research and (auto)biographical approach. Four stories of university professors from the Vale do Acaraú State University, in Sobral - CE, were narrated, identifying the fragility, plurality and mobility of the identities built throughout the life of each professor.

In the tenth paper by Luiz Andrade, regarding “**University: autonomy, diversity and inclusion**”, the main objective was to articulate three themes inherent to the university: autonomy, diversity and inclusion. These conversations are multidimensional, diverse and

inclusive. It is mentioned that the university should be understood as an institutional process, and not as an instituted reality, generating inter and transdisciplinary interventions.

“Contribution of extension to an innovative university teaching: a study from the nursing league program of Vale do Acaraú State University” is the eleventh paper elaborated by Rejane Maria Gomes da Silva, Adriana Campani and Jaqueline Gomes Negreiros. The authors demonstrated that, more than new information/communication technologies and active teaching/learning methodologies, pedagogical innovation at university requires epistemological breaks. They identified that the extension experience contributes to an innovative process, the strengthening of interculturality and the inclusion of knowledge.

In the twelfth paper, **“Challenges in teacher education in a connected world: representations, practices and innovative languages”**, by Rejany dos Santos Dominick, Walcécia Barreto Alves and Marcia Maria e Silva, we are led to reflect on the emergence of systematic studies about cyberculture and information technologies. Dialogues were held with the concepts of pedagogical innovation, digital inclusion, *hacker* culture and collective intelligence. This work is the result of three rounds of conversation with university students and professors of higher education: they consider greater clarity and critical reflection on the implications of educational policies and teaching practices in the connected world to be necessary.

In the thirteenth paper, by Simão Alberto, Reginaldo Leandro Plácido and Ivonete Telles Medeiros Plácido, regarding **“Teaching education and pedagogical technicism: a challenge to the contemporary education”**, Higher Education professors are challenged to re-evaluate their teaching practice. The work provides an opportunity for reflection concerning the pedagogical practice, seeks to stimulate a discussion about the reflective professor and addresses Newtonian-Cartesian thinking, technicalism and the insertion of technologies.

The fourteenth paper, by Sônia Regina de Souza Fernandes and Filomena Lucia Gossler Rodrigues Silva, regarding the **“Teaching work and pedagogical innovation in the context of Federal Institutes: the experience of continuous training by problem based learning and problematization methodology”**, aims to contribute to the reflection of teaching in higher education and pedagogical innovation through active methodologies. It uses the problem-based learning methodology (ABP/PBL) and the problematization methodology (MP). The results show that pedagogical innovation requires dialogue and problematization of reality.

In the last paper, by Vera Lúcia Messias Fialho Capellini, Marcia Miranda Silveira Bello and Verônica Lima dos Reis, regarding to the **“Cooperative learning in higher education: report of an experience”**, aims to report the experience lived in the subject of Practical Teaching in Early Childhood Education. Thirty-five academics from “Júlio de Mesquita Filho” São Paulo State University participated. Cooperative learning contributed to the formation of students, being differentiated, participatory, collaborative and solidary, ensuring an inclusive perspective.

Given the above, the papers presented in this dossier will help the academic community to deal with the nuances of higher education, favoring the enrichment of pedagogical praxis and the better development of students.

How to reference this article

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