

**FORMATIVE DIARIES: POTENTIALITIES FOR THE EXPANSION OF
ACADEMIC AND PEDAGOGICAL LITERACIES**

**DIÁRIOS DE FORMAÇÃO: POTENCIALIDADES PARA A AMPLIAÇÃO DOS
LETRAMENTOS ACADÊMICOS E PEDAGÓGICOS**

**DIARIOS DE FORMACIÓN: POTENCIALIDADES PARA LA AMPLIACIÓN DE LAS
LITERACIDADES ACADÉMICAS Y PEDAGÓGICAS**

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ABSTRACT: The purpose of this article is to analyze the contributions of formative diaries as a methodological strategy for expanding skills related to academic literacies and pedagogical literacies. The study undertaken here addresses the articulation between teacher education and the concept of literacies, highlighting the relevance of a formative path that promotes an active responsive understanding of discourses about the educational process and institutionalized sayings on pedagogical practices. Through a theoretical research, this article presents the contributions of the production/discussion of the formative diaries as enhancers of the research-reflection-action processes necessary for the constitution of teaching in the context of pre-service teachers, in order to enable the expansion of possibilities academic literacies and pedagogical literacies.

KEYWORDS: Formative diaries. Academic literacies. Pedagogical literacies. Initial education. Teaching.

RESUMO: *O presente artigo tem por objetivo discorrer acerca das contribuições dos diários de formação como estratégia metodológica para a ampliação dos letramentos acadêmicos e dos letramentos pedagógicos. O artigo ensaístico aqui empreendido trata da articulação entre a formação docente e o conceito de letramentos, buscando considerar a relevância de um percurso formativo que promova uma compreensão ativa responsiva dos discursos acerca do processo educativo e dos dizeres institucionalizados sobre as práticas pedagógicas. A partir de uma pesquisa teórica, os resultados apontam para a relevância dos diários de formação como potencializadores dos processos de investigação-reflexão-ação necessários à constituição da docência no contexto da formação inicial, ampliando as possibilidades de letramentos acadêmicos e letramentos pedagógicos.*

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PALAVRAS-CHAVE: Diários de formação. Letramentos acadêmicos. Letramentos pedagógicos. Formação inicial. Docência.

RESUMEN: El propósito de este artículo es analizar los aportes de los diarios de formación como estrategia metodológica para ampliar las habilidades relacionadas con literacidades académicas y pedagógicas. El estudio aquí realizado aborda la articulación entre la formación docente y el concepto de literacidades, destacando la relevancia de un camino formativo que promueva una comprensión activa y receptiva de los discursos sobre el proceso educativo y los dichos institucionalizados sobre las prácticas pedagógicas. A través de una investigación teórica, este artículo presenta los aportes de la producción / discusión de los diarios de formación como potenciadores de los procesos investigación-reflexión-acción necesarios para la constitución de la docencia en el contexto de los profesores en formación, con el fin de posibilitar la expansión de las literacidades académicas y literacidades pedagógicas.

PALABRAS CLAVE: Diarios de formación. Literacidades académicas. Literacidades pedagógicas. Formación inicial. Enseñanza.

Introduction

The qualification for teaching in the context of teaching degree courses is a theme, repeatedly addressed by research in/about Education. In this context, we consider that, although several advances have already been seen in the pathways of initial formation, the dilemma of dissociation between theory and practice is still recurring. In the midst of these discussions, many criticisms have been directed to the fact that the knowledge of the pedagogical action is only tangent in/by the curricular components, that the classes are configured as an exposition of theories by the teacher and the recommended reading activities little problematized, from the point of view of didactic-pedagogical formation.

In addition, the proposition of reading theoretical texts, in the academic context, there is a tendency to traditional didactic activities using questionnaires for understanding and interpretation or producing abstracts as assessment tools for verifying learning and/or for proving execution of tasks (MACHADO, 1998).

In this direction, several research emerge that show the importance of teacher formation based on the reflective teacher paradigm, which, in the understanding of Alarcão (1996, p. 175, our translation), represents “a specialized way of thinking”, because

it implies an active, voluntary, persistent and rigorous examination of what is deemed to be believed or of what is usually practiced, highlights the reasons that justify our actions or convictions and illuminates the consequences to which they lead.

In this way, the reflection is dimensioned, in an articulated way, in two perspectives: of the theoretical-conceptual bases and of the pedagogical actions.

Within this formative perspective, national and international researches have highlighted the importance of reflective records for the qualification of formative processes, whether in the dimension of the appropriation of theories, or in the dimension of the resignification of pedagogical action. Such records, under different names, “logbook”, “field diary”, “internship diary”, “class diary”, “travel diary”, “teacher's diary”, “reflective diary”, “diaries of reading”, “reading portfolios”, “autobiographical narratives”, “formation diaries” among others, present substantial potential for professional development, in function of promoting the improvement of skills related to criticality, autonomy and ethical responsibility.

Considering the relevance of a written production for a systematization of theoretical-epistemological knowledge in the initial formation of teachers, this essay aims to discuss the contributions of formation diaries as a methodological strategy for the expansion of academic literacies and pedagogical literacies.

Named in this study as “formation diaries” because they are used in initial teacher formation processes, this resource is not new in the field of research in Education, however, our aim here is to undertake a discussion that contemplates the articulation of this type of authorial production for the expansion of literacies necessary for the exercise of teaching. We emphasize that the notion of literacies is in line with the social uses of the acquired knowledge, as it is not restricted to the exclusive skills of reading and writing practices.

In the context of academic literacies, teacher formation demands skills related to reading and the production of theoretical texts, which concerns the processes of thinking, being, doing, reading and writing in the different discursive situations emanating from the formative process, which presupposes knowledge theoretical, epistemological, axiological and linguistic-discursive. Thus, the use of formation diaries, in addition to promoting the development of academic writing, can enhance formation in a critical-transformative perspective and promote the development of skills for an analysis of the educational context.

In the dimension of pedagogical literacies, on the other hand, the formative path requires the construction of knowledge on and about practice, which encompasses methodological, (inter) subjective and interactional issues that constitute being a teacher.

Thus, when weaving the articulation of teacher formation with the concept of literacies, we seek to consider the relevance of teacher formation that promotes an active

responsive understanding of discourses about the educational process and institutionalized sayings about pedagogical practices.

To achieve the proposed objective, we have organized this essay article in two parts. In the first, we seek to address the link between teacher education and academic and pedagogical literacies. In the second, we present the contributions of the formation diaries to the expansion of literacies in the context of initial education. Thus, this article is configured as the socialization of theoretical research, of an interpretative nature. This methodological perspective allows the researcher to use his/her ability to make judgments on postulates and choose those that are more suitable for interpretive reasoning, in order to produce an argumentative perspective that presents a critical analysis of data or of the researched phenomenon.

Academic and Pedagogical Literacies: (trans)formation for teacher development

When starting the discussion proposed in this section, we consider it relevant to point out that teacher education is based on the speeches produced and conveyed by different subjects: researchers, teacher educators (teachers of undergraduate teaching degree courses), teachers of Basic Education, other teaching degree students, the community in general.

In this direction, a reflective teacher formation presupposes an analysis of the speeches, their epistemological and axiological bases, as well as the methodological traditions that organize and guide the didactic actions. In this circuit, provided by the interactions with teachers and undergraduate students and with scientific and pedagogical knowledge, it is possible to frame a formative path that, depending on the conceptual bases, can be configured in two directions: in a perspective of reproducing institutionalized discourses or in a perspective critical use of this knowledge.

For the establishment of a critical perspective, an inexorably necessary choice for the context of teacher formation, it is necessary that the formative proposal assumes as a basic assumption the constitution of responsive subjects, since criticality presupposes a subjective positioning. In this direction, we consider that the notion of academic literacies can illuminate a reflection about the discursive place occupied by the undergraduate students. We start from the assumption that teacher formation takes effect from a curriculum that includes dialogues between different subjects (researchers, teachers, students etc.), and, consequently, conceptions about being a teacher and methodological choices, which will gradually integrate the identities of future teachers.

In this way, the teaching strategies adopted by teacher educators (university professors) can provide a transformation of perceptions that already exist in new directions. Thus, for an effective appropriation of the epistemological bases that support the teaching activity, it is relevant that the subjects assume an responsive active position, which, according to Bakhtin (2003), emanates an expeditious positioning, which implies agreement, disagreement (total or partial), complementation, application, among others.

Reflective formation requires an adequate appropriation of concepts, principles and conceptions underlying these texts, a critical analysis of trends/theoretical lines, an in-depth understanding of the contributions of different theories to teacher formation, an incentive for the expression of enunciative positions by the teaching degree students, a discussion about teaching practices/methodologies. This perspective of formation is in line with the academic literacies proposal.

Academic literacies, in the sense assumed here, are related to the comprehension/production skills of texts and speeches, basic scientific concepts, events and processes inherent to academic practice, encompassing an active responsive position. This position gives rise to reflection, action and interaction in different social contexts, linked to the reasoning required by the different spheres of knowledge (LEMKE, 2000).

In view of the above, we can consider that academic literacies in the context of initial teacher formation enable: a) a more qualified approach with the texts that circulate in the academic context, providing an active responsive understanding, so that students can produce problematizations, exposing questions, expressing disagreements, relating positions, systematizing concepts, synthesizing ideas, exemplifying statements with everyday social situations etc.; b) favor the processes of understanding and interpreting theoretical texts, enabling an appropriation of the epistemological and axiological bases that parameterize the educational process; c) to resize the practices of written language, so that the enunciative productions are effectively authorial; d) to promote the development of articulation skills between theoretical references and didactic actions, in order to enable a theoretically enlightened teaching performance; e) to create a culture of critical analysis of political, epistemological and methodological options regarding the profession of teaching and the (re)signification of their discourses on educational practice; f) systematize knowledge of/about teaching with autonomy, criticality and theoretical basis; g) take ownership of the modes of organization and functioning of the different texts/genres, in order to streamline the production of meanings and the analysis of pedagogical acts and reconstruct them in

theoretical-practical reflections, with an assumed posture of otherness in the different formative situations.

In view of the listed potentialities, we can consider that academic interactions, from the perspective of academic literacies, can prove to be the founders of active responsive attitudes in initial formation courses, engendering ways of conceiving and exercising teaching performance as an action located in socio-historical context, with specific demands imbricated in it. Accordingly, Pimenta (2000, p. 22, our translation) asserts that “it is not enough to produce knowledge, but it is necessary to produce the conditions for the production of knowledge. In other words, knowing means being aware of the power of knowledge for the production of humanity's material, social and existential life”.

Imbricated in academic literacies, there are pedagogical literacies, which constitute knowledge constructed by future teachers about educational practices and how that knowledge is revealed in textual productions, whether oral or written. In this sense, the systematization of this knowledge is relevant to the constitution of teaching identities.

For Machado and Lousada (2013, p. 39, our translation), “teaching work is a personal activity, specific to each teacher, who, in order to carry it out, mobilizes his integral being in its multiple dimensions (physical, cognitive, language, affective etc.)”. Thus, issues related to teaching practices, within the scope of initial formation courses, seek to articulate the teaching action with the discursive positioning on this action. The notion of pedagogical literacies does not interfere with the skills of using, reading and producing texts on teaching. Being literate pedagogically means understanding that the teaching exercise in its discursive range, comprises: a) a “know how to say”; b) an ethical commitment, c) a political position, d) a reflective didactic action and e) an enunciative responsibility.

Thus, we can consider that "knowing" is linked to "saying". For Tardif (2006), “one can call knowing the discursive activity that consists of trying to validate, through arguments and discursive (logical, rhetorical, dialectical, empirical etc.) and linguistic operations, a proposition or an action. Teaching performance is an activity that is intrinsically linked to the production of meanings about teaching. This involves questions, responsibilities, conformations, assimilations and changes on the part of the subjects, in the different processes of interaction.

Regarding ethical commitment, we reiterate that the teaching activity is, par excellence, a responsible and responsive attitude, which is based on the making of value judgments and pedagogical decisions to face the dilemmatic situations that constitute professionalism. This dimension includes the commitment to legal issues that regulate the

profession and educational processes, as well as co-responsibility with the learning process. Thus, the dimension of pedagogical literacies encompasses a set of knowledge, which are constitutive of the discourses that circulate in the contexts of teacher formation and performance.

In the context of political positioning, it is valid to consider the articulation of the teacher's role and the context of professional performance, which enables the understanding of the students' reality, the demands of society, the directions to be given to the program contents, the methodological choices, the responsibility towards their own formation (PLACCO, 1994). Thus, the reading of the social context, the construction of theoretical references, the selection of content, methodological options, the search for new knowledge emanates a political position that involves an awareness of the profession. For the author, “the educator aware of the political dimension of his teaching activity, transforms this dimension into commitment, thus directing his action towards objectives that, linked to the formation and transformation of the student, do not separate themselves from the transformation of society” (PLACCO, 1994, p. 28, our translation).

Regarding reflective didactic action, we can consider that teaching is making choices according to contextual reality and teaching objectives. In this dimension, Pimenta (1997, p. 49, our translation) points out that “the didactic action [...] is the search for what teaching and education should be, involving planning, execution and evaluation”. Thus, the didactic action does not only include teaching, but contemplates “the constituent aspects of the educational process that interfere in class management (objectives, content system, learning activities, learning strategies, organization of the educational environment - resources, time and space -, assessment, teacher-student relationship)” (FERREIRA, 2014, p. 713, our translation).

Finally, in relation to the enunciative responsibility, we consider that the pedagogical literacies encompass the skills for the explicit or implicit manifestation of the points of view, which makes explicit a reflexive and critical attitude about issues inherent to the teaching actions. In this context, the teacher can assume for the defense of conceptions and methodological choices or attribute the content of his statements to another. This decision is due to a pedagogical engagement, which is configured as an essential activity for the guidance of teaching practices, since the teacher can justify the reasons and the choices made in relation to the type of work he intends to develop or that can restrict his performance to a justification for delegation from higher levels.

In this dimension, when assuming the responsibility for saying, the teaching graduate is constituted as the subject of his education. According to Melo, Gonçalves and Silva (2013,

p. 12, our translation), “the subject is constituted in the correlation with the other through language. In this correlation, the subject dialogues and acts guided by various voices that constitute him, by several marks that integrate him”, that is, the subject is constructed in the discursive act.

In addition, we emphasize that, according to Fiad and Silva (2009, p. 126, our translation), this responsibility for saying is effective in reflective records, because from them, the teaching degree student “describes, tells, exposes, highlights, selects, comments, compares and assesses” theories and practices, that is, assumes an enunciative responsibility, which favors the development of skills of language usage, assumption of positions and critical thinking.

Articulating the initial formation of teachers to the notion of literacies (academic and pedagogical) encompasses the involvement of subjects, who, when encouraged to reflect, seek to reframe their conceptions about pedagogical actions and give priority to teaching practices, positions, values, reference social practices.

That said, we emphasize that a formation for teaching includes spaces for theorizing practices, pedagogical innovation strategies, establishing moments of collaborative interactions with other subjects. In this context, teaching situations, from the perspective of academic and pedagogical literacies, seek to promote spaces for a (re)signification of discourses about practice, for the proposition of reflective records about their own formation and about educational action. According to Nóvoa (1995, p. 25, our translation), “formation is not built by accumulation (of courses, knowledge or techniques), but through a work of critical reflexivity on practices and the permanent (re)construction of a personal identity”.

In this sense, reflective records, in particular, formation diaries, can constitute a fruitful formative strategy, as can be understood in the following section.

The formation diaries and the qualification for teaching

For the analysis of formation diaries from the perspective of academic literacies and pedagogical literacies, we seek to emphasize, in an interpretive approach, the relevance of reflective writing production activities as a strategy capable of enhancing critical analysis and systematization of knowledge related to the didactic action and teaching performance.

This perspective makes it possible to move a model of reproduction of theories and practices to an approach that promotes dialogue between different subjects. Interlocution can be conceived as an important “space for the production of language and the constitution of

subjects”, as stated by Geraldi (2010, p. 34, our translation). It is through it “that man communicates, has access to information, expresses and defends points of view, shares or builds worldviews, produces knowledge” (BRASIL, 1997, p. 15, our translation).

Reflecting through the writing activity can contribute to the construction of teaching identities. According to Couceiro (1996, p. 101 *apud* COSTA; PAIXÃO; MORGADO, 2001, p. 183, our translation),

The way we act does not always correspond to what we actually express and affirm, our words and our way of thinking are not always the translation of our actions. We are often betrayed by the automatisms that we internalize, by the certainties built on the repetition that the daily routine gives us, by the internalized assumptions that come from our own personal experiences, from our life stories.

From the perspective of literacies, the subjects, even in the midst of all sorts of determinations (social, political, economic, cultural, among others), manage to print traces of autonomy and uniqueness in their saying and actions. For Herbertz and Vitória (2010, p. 39), “[...] it will be inevitable that we understand the learning of the future teacher as a result of his own intellectual activity”. In this conception of formation, written production can favor the (re)signification of speeches about teaching, the critical understanding of pedagogical practices and the establishment of subjects capable of (re)doing their profession continuously.

Zabalza (2004) also emphasizes the importance of writing in the reflection process. When writing, the teacher analyzes work patterns, creates questions, learns to think, research and learn, asks questions, acknowledge mistakes and successes, foresees future actions, in short, (re)constructs himself as a subject-teacher.

In addition, reflective records allow an innovation in teaching practices within the scope of teacher formation courses, as they enable a dialogue with the texts read, for realizing possibilities of articulation between theory and practice and for providing a systematization of knowledge of/about teaching, as according to Signorelli (2016), associating formation activities with reflective activity is a way for future teachers to learn aspects inherent to teaching.

Amid research on reflective records and the practices that insert them as professional development strategies, the training diaries deserve to be highlighted.

According to Costa, Paixão and Morgado (2001, p. 184), this type of production is constituted as an “innovative practice as a conducive element of the supervision process, in a context that is intended for research-action-formation”, which seeks to establish a dialogue

relationship with yourself and as possible interlocutors, who can have access to the text. For the authors, the production

it does not obey a rigid structure, allowing personal decisions in terms of both content and style. And, still, a space where the expression of feelings and emotions fits, although having the analysis of the practice in a formative context as its fulcrum. The choice of the word diary is due to the fact that it is a written record produced with reasonable regularity; the qualification of formation results not only from the context in which it occurs, but also from the assumption of the interaction between a educator and a student. The reading by the supervisor should highlight points of reflection, in order to guide the teacher-student to the habit of deliberately questioning themselves, getting involved in a spiraling process of professional development and critical reflection (COSTA; PAIXÃO; MORGADO, 2001, p. 183, our translation)

In this context, because it does not emanate a rigid structure, the diary favors authorial writing, that is, the mobilization of a set of strategies to show itself as responsible for the act of saying. Writing, in the context of initial formation, raises a systematization of concepts that are fundamental for the understanding of the educational phenomenon, for the analysis of the socio-historical context and for the redefinition of values, beliefs and ideologies. In the dimension of practice, the written record of the experiences, in a systematic and procedural way, can favor the perception of the place occupied by the future teacher, the understanding of the relationships that constitute the spaces of the classroom and the meanings that are produced in these spaces, that is, writing provokes the writer to think and produce forms of experiences of himself (GÖRGEN, 2012).

Complementing the above, Costa, Paixão and Morgado (2001) consider that the formation diary also contributes to the promotion of spaces for reflection, since it is configured as

a construction of the real selectively organized, "in which we can" always resort to what has been recorded and proceed to new readings, eventually producing new meanings, facilitating the problematization of what we do and how we do it to build what we want to do and to be, to change (COSTA; PASSION; MORGADO, 2001, p. 185, our translation).

In this direction, Martins, Lucas and Mirandola (2016, p. 118), emphasize that “academic formation is enriched when undergraduate students have the possibility to research, reflect and make use of the knowledge acquired even in the context of initial formation”, in articulation with the different contexts of pedagogical practice. For the authors, it is essential that graduates can reflect and “look at their own practice with an investigative intention”.

Thus, thinking about the purposes and ways of doing and being represents a reflective attitude with the potential to promote effective changes in pedagogical practices.

Pezzato (2010) recognizes the importance of the practice of writing in the context of initial formation. For the author, this practice allows “students to think and rethink, through discursive production, the actions and knowledge mobilized in the context of the pedagogical praxis in which they are inserted” (p. 9, our translation). In this sense, the practice includes references arising from historical experiences (memories), reflections and analyzes from the place occupied by teaching graduates in the formation course, from the assumptions inherent to the historical context in which formation and the profession are inserted. For Sena and Albuquerque (2020, p. 1585, our translation), “formation goes through the ability to understand how each person was formed, through the pluralities of life”.

Thus, by recognizing the contributions of formation diaries to the promotion of academic literacies and pedagogical literacies, we can ensure that writing practices can boost an active responsive position in the face of the theoretical, epistemological, axiological and methodological assumptions that integrate the exercise of teaching.

Final considerations

Considering the context of initial teacher formation, this essay aimed to discuss the contributions of formation diaries as a methodological strategy for the expansion of academic literacies and pedagogical literacies.

In this direction, an interpretative analysis was proposed, which sought to articulate issues alluding to reflective records to the notion of literacies. From this articulation it was possible to extend the notion of literacies, moving its dimensions beyond the skills related to the social uses of language. Thus, when dealing with academic literacies and pedagogical literacies, we seek to contemplate the capacities for analyzing concepts, principles and theoretical trends, as well as for understanding the ways of organizing pedagogical processes.

Involving the subjects in the formative path represents a strategy for reflective formation. From the production and reflection of the produced diaries, the undergraduate students will be able to expand their abilities to make associations between theories, articulate theory and practice, qualify the reading and writing processes, redefine the ethical responsibility in relation to their own formation, and stimulate the dialogue about of the axiological questions that permeate the pedagogical practices, in short, to be formed in an effectively critical and responsive perspective.

Approaching teacher formation in the perspective of literacies linked to the production of diaries, we explain that the practices of reading theoretical texts, the systematization and problematization of concepts and foundations, the analysis of beliefs, values and ideologies underlying the ways of conceiving and exercising teaching, reflection on didactic and methodological procedures are involved in the course of constituting author-subjects of their own education.

The discussions undertaken here prompt the continuation of discussions on the theme, observing the possibilities of investigations in which the uses of formation diaries are present, notably in formative courses in the context of internship and practices.

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