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**EPISTEMOLOGIES OF UNIVERSITY TEACHING**

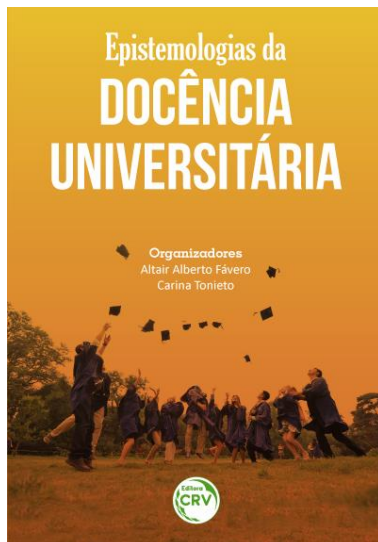
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EPISTEMOLOGIAS DA DOCÊNCIA UNIVERSITÁRIA

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EPISTEMOLOGÍAS DE LA DOCENCIA UNIVERSITARIA

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FÁVERO, Altair Alberto; TONIETO, Carina.  
**Epistemologias da docência universitária**. 1. Ed. Curitiba:  
CRV, 2016.

*Francieli Nunes da Rosa<sup>1i</sup>*

Higher education is a fundamental fact of human development and social mobility. With this statement, we believe that it is possible to affirm that higher education institutions should contribute not only to the training of specialized professionals, but also to the formation of citizens capable of analyzing, interpreting and actively participating in the social life inserted. Even though the University is a millennial institution, the transformations that have occurred in recent years have led the University to rethink its identity, its role in society and its responsibility in the production and socialization of knowledge.

Faced with this complex and challenging scenery, university teaching also needs to be rethought and theorized as one of the key elements to respond to ongoing changes. The researches on university teaching are numerous, since there is the understanding that this theme is not exhausted in some lines, but it shows the demand and the commitment of the

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**Submitted on:** 17/10/2017 – **Accepted in:** 18/12/2017 – **Published:** 31/01/2018.

investigators and institutions concerned in answering in a productive way the challenges of the social changes of century XXI.

In this sense, the investigations and discussions on this theme, present in the University Teaching Research Project, educational policies and expansion of higher education: perspectives and challenges, with the coordination of the professor Dr. Altair Alberto Fávero and developed together with the Master's and Doctoral Program in Education of the University of Passo Fundo, originated the book *Epistemologies of University Teaching*, published by CRV Publishing in December 2016. In addition to the direct participants of the group (doctoral students, masters, scientific initiation fellows, teachers of basic education, professors and researchers from the University of Passo Fundo and the Federal University of fronteira sul; Rio Grande (FURG), Fluminense Federal University (UFF) and University of Geneva. The collection is organized by Altair teachers Alberto Fávero and Carina Tonieto. Fávero has a Post-Doctorate (Scholarship Capes) from the Autonomous University of Mexico (UAEMéx), Doctorate in Education (UFRGS), Master in Philosophy of Knowledge (PUC / RS), Specialist in Epistemology of Social Sciences (UPF) and Graduate in Philosophy (UPF). He is a professor and researcher at the Philosophy, Master's and Doctoral Degree in Education at UPF. Tonieto is a PhD student in Education (UPF), Master in Education (UPF / Capes Scholarship), Specialist in Educational Management (UFSM), Graduate in Philosophy (UPF). She acts as a teacher and coordinator of the UPF Philosophy Course.

The book is structured in 12 chapters and aims to help teachers, managers, specialists, masters and doctoral students in education, to theorize about the conceptions of teaching and the epistemologies that underlie their classroom practices. As organizers point out, "in the face of a complex and challenging scenario transformed from Higher Education, university teaching also needs to be theorized as one of the main elements to respond positively to the ongoing changes" (p.7).

The first chapter entitled *Freirean epistemology: critical-dialectical dimension in the teacher training of researchers* Mylene Cristina Santiago and Abdjljalil Akkari, seek to understand the importance and the emergence of the Freemason Epistemology in teacher education. They show, in the chapter, that the teaching profession, problematized by Freire, is a profession based on the knowledge, technical skills and pedagogical routines indispensable for the work in the classroom. According to him, "the proposal of a problematizing education, it is a challenging paradigm, of a revolutionary character, involving changes of conceptions, of the relationship with knowledge, of the educator-educating relationship and of the relations of power existing in educational spaces" (p.16).

The second chapter, written by the organizers of the work, is entitled *The place of theory in research on teaching in higher education* problematizes the concept of theory in order to point out some misunderstandings in teaching research. The authors point to the consequences of

their presence / absence in education research. According to them, it is not possible to produce an extended understanding of the practice without a theoretical mediation that allows us to unveil the structures of the educational experiences of the daily life.

In the third chapter from the self-organization to the self-organization of the beginning university professor: acts and pieces of complex thinking, the authors Daniela Simões Borges and Gionara Tauchen, discuss the ideas of subject and autonomy that transversalize the studies about beginner university teaching. What, according to the authors, the beginning teacher is a product and producer of its reference rings that in movement, within a retroactive process, keeps flowing, in teaching learning, that is, "the exercise of teaching moves the organization of thought and is self-restoring "(p.66).

The fourth chapter of the collection, entitled "Bachelardian Reflections on University Teaching: A Vigilant Approach to the Epistemological Obstacles of Ana Lúcia Kapczynski and Altair Alberto Fávero", aimed to contextualize university teaching from some Bachelardian concepts, with the intention of architecting a reference of analysis and reflection that makes it possible to think of articulated teaching as the scientific exercise of research, opposing the idea of mere transmission of knowledge in higher education.

The fifth chapter The constitution of the knowledge of teaching in Higher Education: teacher, do you also work or only teach? by Cleverson Paulo Signor and Josimar de Aparecido Vieira, seeks to contribute to the construction of pedagogical reality with the purpose of assisting in the organization of the teaching-learning process present in higher education. The work, part of the idea that in analyzing teachers' knowledge it is possible to establish principles to contribute to the exercise of teaching.

The paradigmatic change of the net society as a scenario for teacher epistemology: an approach from Zygmunt Bauman by Carmem Lúcia Albrecht da Silveira and Taís Maiara Loss Loehder, is the sixth chapter of the collection. The text problematizes the net society, defined by Bauman, according to its fluidic aspects present between the forms of relation of humanity, they disorganize what was stable in times of the solid era and it directs the review of practices present in the education, as far as the teaching figure. Such an approach situates the potential of the social revolution that presents itself, determining the restructurings suggested by the complexity of existence in the world without stability, where knowledge is constantly changing its position and shifting the teaching function.

The seventh chapter is entitled Bachelard and the negation of pedagogy of appearances: propositions for the construction of a scientific pedagogy of Evandro Consaltér and proposes to analyze the possibilities of constituting a scientific pedagogy to the detriment of a science of common sense or pedagogy of appearances . The study sought to orient the perspective in abstracting the opposition between the two categories, a prepositive position in favor of a

scientific pedagogy and, with that, to contribute to the theoretical epistemological studies of educational policy of teaching practices.

The chapter eight, entitled The Understanding of Error and Truth in the Discontinuous Perspective of Gaston Bachelard by Francieli Nunes da Rosa aimed to analyze some conceptions from Bachelard, in order to contribute to the study that is done today in the teaching-learning process, for this, the central question was: how can understanding of error and truth contribute to the teaching-learning process? The author's choice was based on the historical epistemology anchored in the ideas that error can be a process of understanding and construction of knowledge, going against the ideas of logical epistemology that totally denied the idea of error. According to the author, "the training model proposed by Bachelard requires a rupture with the paradigm of purely technical rationality. The exercise of pedagogical practice is a challenge that is put in a critical and reflective way, which is anchored in a new idea of error and truth "(p.155).

Chapter nine Fallibilism as an epistemological foundation in teacher training for Leandro Ody's natural sciences teaches the fallibilism mentality as an epistemological alternative in the quest for reconciliation between extreme conceptions of science, specifically internalists and externalists. The fallibilism, first is presented as an attempt to reconcile internalism and externalism in the search for a more comprehensive conception of science. After this, the importance of fallibilism, as an epistemological foundation, is seen in the teacher training for the teaching of natural sciences.

Chapter ten University teaching: from the current conceptions to the paradigms necessary to the construction of the knowledge of Alexandre José Hahn and Renata Confortin sought to understand the need to supplant paradigms in teaching in Higher Education, from the paradigm in force to a permanent paradigm, in order to progress in the teaching of a diffuse teaching for systematizing learning, for the training of students who listen, record and reproduce for those who listen, enchant, dialogue and (re) construct, understanding all things, worlds, webs, connections, connection. Chapter eleven, entitled Relations between applied rationalism, the new directions of contemporary science and the university teaching of Roberta Cajaseiras de Carvalho and Alexandre José Hahn, aimed to present the importance of Bachelard's epistemology for the understanding of contemporary science, illustrating some of its concepts with current examples of scientific production and with that to identify possible contributions that make possible to understand the epistemologies that per pass to university teaching.

Finally, the last chapter is entitled The epistemology of practice in university teaching: reflections on the sensitization of the teaching work of Carina Copatti and Debora Oliveira Moreira has as its main focus the reflexive teacher and the epistemology of the practice, defended by Donald Schön. Such ideas contribute to the discussions about university

teaching, considering the need to combine theory and practice in the work of the university professor, with a view to raising awareness, in order to trigger meaningful learning, ie "involves the different dimensions in the perspective of the formation of subjects that relate to / in the context where they act as agents of transformation "(p.230).

A general analysis of the collection makes it possible to highlight the density of the work by its theoretical reference, as well as the list of authors who have in their training the spirit of researcher. The different academic backgrounds of the authors ensured the plurality of ideas and perspectives, which makes the work even more attractive. This work, when explored, is of extreme importance for all those who seek a professional qualification, in what concerns to teaching in general and university teaching in a specific way. The reading of the several chapters that compose the collection makes us reflect, problematize and reconfigure our practice as critical and social subjects. In addition, the non-teaching professional is also invited to read, because the collection suggests both an understanding and commitment to the teaching professional, as well as society in general.

### About the Reviewer

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