



The Cooperative Pedagogic Practice: Action-research in a Business Administration Course

Sofia Maria de Araújo Ruiz¹  Raimunda Abou Gebran² 

¹ Universidade Federal do Mato Grosso

² Universidade do Oeste Paulista

ABSTRACT

This article presents both the process and results from a cooperative action-research with Business Administration Course from a public university. The action-research aimed at reviewing the cooperative pedagogic practice in college education, and it investigated its difficulties/restrictions and its advancements, as well as the context of its occurrence. The discussion on the issue addressed the existence of possibilities of unchaining a process to rethink the teaching practice based on cooperative actions in a group that features individualized work, for improving the quality of the process that prepares students and teachers. The research - defined as qualitative - was structured with interviews, documental review, specifically related to the course pedagogic project and teaching plans were used as procedures. These procedures helped to identify the education concepts and the possible existence of records for collective work; finally, meetings were held with teachers to discuss the cooperative action. The methodological paths provided by the cooperative and reviewing action-research pointed out that, while putting together a cooperative work takes a long time to be achieved, it meant a feasible professional development and learning opportunity, that participant teachers, during the discussions, considered a required activity. The methodological paths provided by the cooperative and reviewing action-research are expected to be able to help with the review of the teaching practice and, accordingly, an opportunity of professional learning; since, starting from the participants' engagement, a more consistent and dedicated work should arise, for the purpose of improving the educational and preparation process.

KEYWORDS

College education. Action-research. Collective pedagogic practice. Cooperative work.

Correspondência ao autor

¹ Sofia Maria de Araújo Ruiz

E-mail: smarui413@hotmail.com

Universidade Federal do Mato Grosso,
Brasil

CV Lattes

<http://lattes.cnpq.br/6841584317037405>

Submitted: 15 ago. 2018

Accepted: 05 dez. 2018

Published: 25 dez. 2018

 [10.20396/riesup.v5i0.8653174](https://doi.org/10.20396/riesup.v5i0.8653174)

e-location: e019016

ISSN 2446-9424

Antiplagiarismo Check



Distributed under



A Prática Pedagógica Colaborativa: Pesquisa-ação em um Curso de Administração

RESUMO

Este artigo apresenta o processo e os resultados de uma pesquisa-ação colaborativa com docentes do Curso de Administração de uma universidade pública. O objetivo centrou-se em analisar a prática pedagógica colaborativa na educação superior, investigando suas dificuldades/limitações e seus avanços, bem como o contexto no qual ela ocorre. A questão que se pretendeu responder foi se havia possibilidades de desencadear um processo de repensar a prática docente a partir de ações colaborativas num grupo com características de trabalho individualizado, visando à melhoria qualitativa no processo formativo dos alunos e dos docentes. A pesquisa caracterizou-se como pesquisa qualitativa e foram utilizados como procedimentos entrevistas semiestruturadas com os participantes, análise documental, especificamente do projeto pedagógico do curso, dos planos de ensino, para identificar as concepções de educação e se existiam registros de trabalho coletivo; por fim, foram realizados encontros com os docentes para reflexão crítica sobre a ação colaborativa. Os caminhos metodológicos proporcionados pela pesquisa-ação crítico-colaborativa apontaram que, embora a formação de um trabalho colaborativo seja um percurso conquistado a longo prazo, esta se constituiu em uma oportunidade de aprendizagem e de desenvolvimento profissional, que os docentes participantes mostraram durante as reflexões ser possível e ser necessário. Espera-se que os caminhos metodológicos proporcionados pela pesquisa-ação crítico-colaborativa possam contribuir com a análise da prática docente e, como consequência, uma oportunidade de aprendizagem profissional; pois, a partir do envolvimento dos participantes, seja construído um trabalho mais consistente e comprometido, com vistas à melhoria do processo educativo e formador.

PALAVRAS-CHAVE

Ensino superior. Pesquisa-ação. Prática pedagógica coletiva. Trabalho colaborativo.

La Práctica Pedagógica Colaborativa: Investigación-acción en un Curso de Administración

RESUMEN

Este artículo presenta el proceso y los resultados de una investigación-acción colaborativa con docentes en un Curso de Administración de una universidad pública. El objetivo se centró en analizar la práctica pedagógica colaborativa en la educación superior, investigando sus dificultades/limitaciones y sus avances, así como el contexto en el que ocurre. La cuestión que se pretendió responder fue si había posibilidades de desencadenar un proceso de repensar la práctica docente a partir de acciones colaborativas en un grupo con características de trabajo individualizado, buscando la mejora cualitativa en el proceso formativo de los alumnos y de los docentes. La investigación se caracterizó como investigación cualitativa y fueron utilizados como procedimientos entrevistas semiestruturadas con los participantes, análisis documental, específicamente del proyecto pedagógico del curso, de los planes de enseñanza, para identificar las concepciones de educación y si existían registros de trabajo colectivo; por fin, se realizaron encuentros con los docentes para reflexión crítica sobre la acción colaborativa. Los caminos metodológicos proporcionados por la investigación-acción crítico-colaborativa apuntaron que, aunque la formación de un trabajo colaborativo es un recorrido conquistado a largo plazo, ésta se constituyó en una oportunidad de aprendizaje y de desarrollo profesional, que los docentes participantes mostraron durante las reflexiones ser posible y necesario. Se espera que los caminos metodológicos proporcionados por la investigación-acción crítico-colaborativa puedan contribuir con el análisis de la práctica docente y, como consecuencia, una oportunidad de aprendizaje profesional; pues, a partir de la participación de los participantes, se construye un trabajo más consistente y comprometido, con miras a la mejora del proceso educativo y formador.

PALABRAS CLAVE

Enseñanza superior. Investigación-acción. Práctica pedagógica colectiva. Trabajo colaborativo.

Introduction

The idea of the development of collaborative work has been defended and gained new strength as a possibility to break with institutional difficulties. In education it is no different as it is understood as a way to ensure the professional development of teachers throughout their career, the learning of excellence for students and the transformation of educational institutions into authentic communities of learning. Numerous researches point out that collaborative culture can be a proposition to break the isolation of teachers by building a process that fosters shared work, demanding projects that involve teachers in meetings so that they can put their difficulties and collectivize their successes. A universidade, como instituição social, é capaz de projetar e atuar na construção da sociedade que ela deseja ter. O conhecimento, objeto de trabalho dos profissionais da educação, precisa ser orientado pela sua própria lógica, suas necessidades e seus compromissos e deve também garantir como objetivo os princípios de formação, criação, reflexão e crítica da autonomia e da legitimidade do saber.

As part of the historical-socio-cultural reality, the university - by its own nature - is the meeting place of different cultures, with different visions of the world. Its conflicts should be situated in the search for new and better elements for the institution and not in the interests of the individual or attitudes of domination and imposition. Contrary to its constitution is that it be a place for the domination of people, classes and political conceptions, when then the characteristic of the university is to be a place of strengthening structures and collective dynamics.

For this change, higher education in Brazil must undergo a silent revolution, so called by Schwartzman (2000), facing some challenges, such as: democratization of access to higher education, through the development of differentiated policies for access and distribution of offer for different ethnic-social groups; differentiation of the offer, which guarantees the quality (improvement and diffusion) of the new courses / programs, as well as of the new modalities of teaching and the qualification of the teachers, with the expansion towards the continuous formation, mainly in the relation teacher / knowledge / student.

Changing this practice is not an easy task, because the pedagogical action aimed at articulating a course project requires collective work. Therefore, it is necessary for the teacher to dialogue with peers, to plan together, to explain their teaching conditions, to discuss students' learning and their own formation; their performance will exceed the limits of their discipline and it will be possible to interpret the culture and recognize the context in which the teaching takes place and in which its production happens.

The collaborative practice has caused discussions and researches, since Guidelines and Bases Law's of National Education (Brasil, 1996) challenges educational institutions to collectively build a guiding project, recorded in a formal document, which should be

reviewed periodically, evaluating and stipulating new goals, in order to stimulate the formation of professionals with scientific spirit and reflective thinking.

Although the idea of collaborative work has been defended throughout history of humankind, in recent times this practice has gained new strength and is presented as a possibility to stimulate professional teacher training, especially in higher education institutions, in which practice predominates pedagogical, which does not contribute to the improvement of teaching and learning processes, as it does not allow the exchange of experiences between peers.

However, these practices are neither numerous nor easy to establish as authentic collaborative works, as they go against organizational, historical, cultural and personal factors. Tardif and Lessard (2005, p.187) pointed out that "although teachers collaborate with each other, such collaboration does not go beyond the class door: this means that the essentials of the teaching work are carried out individually".

Given this situation, we identified the necessity to understand how collaborative practices happen, as well as which factors facilitate and / or limit this practice. Thus, action research aimed at transposing fragmented and disciplinary work into an integrative reflexive practice; how this practice aim and improve the teaching and learning processes and, consequently, how it can promote the self-development of the professionals involved.

It is hoped, with this study, to extend the reflection of this practice to other teaching groups and help future studies to improve teachers practices.

Teaching action in Higher Education

The transformations undergone by the university context require great changes, specially in teaching in Higher Education Institutions (HEIs), since they are no longer just a cultural asset and have become a socioeconomic asset, in which more people have access and are seen as a resource for social and economic development of the country.

The higher education system, universities in particular, needs to deal cumulatively with old and new problems and challenges, such as the much-desired autonomy of universities, guaranteed in Art. 207 of the Federal Constitution (BRASIL, 1988). In addition, higher education in Brazil encompasses a complex and diversified system of public and private institutions, with different types of courses and programs, including various levels of education, undergraduate and postgraduate courses, in the face-to-face, semipresencial and distance modalities.

With regard to teaching specifically, until very recently, the thesis was worth: who knows, it automatically knows how to teach. Even because teaching meant giving lectures or lectures on a subject dominated by the lecturer, to show in practice how it was done; and that

a professional would know how to do. In this process, the teacher occupied the center of activities and different actions: it is he who transmits, who communicates, who guides, who instructs, who gives the last word, who gives note. However, in reviewing the paradigm that underlies this scheme, learning has no relevant role.

When the emphasis is placed on learning, it alters the central role of the subject that is then played by the student, who constructs his concepts, values, attitudes, and abilities to grow as people, as citizens and future workers; for Arroyo (1998, p.155) education must be "universal not only in the sense of for all, but to account for the universality, plurality, omnilaterality of the human and humanizing dimensions to which every individual has the right to be and to human being".

Thus, it is necessary to overcome a teaching based on the conservative paradigm, marked by objectivity, fragmentation, verbalism and memorization. This vision of teaching transmits to the students knowledge and contents that are not linked to their social reality and the teacher assumes himself as the sole holder of knowledge, while the student is responsible for listening to all the knowledge transmitted, memorizing it and reproducing it later, through evaluations (CORRÊA; BEHRENS, 2014). The 'new' school space demands a school and a living classroom that provides real living spaces for the youth that attends it (Corrêa, BAHRENS, 2014).

With the overcoming of the conservative paradigm, innovative paradigms emerge that reflect a new social organization, based on the knowledge and information society, reflections of an advanced Third Industrial Revolution, that requires a teacher who acts as a mediator between the knowledge elaborated by the society and the knowledge to be produced (BEHRENS, 1999).

In this process, which is never static, but always permanent, the role of the teacher becomes more dynamic, from being a mere transmitter of knowledge or a keeper of knowledge. Cunha (2007) emphasizes that it is important for the student to act as the protagonist of his or her own formation, whose learning is adapted to the order of events that have space-time meaning for students.

Consequently, this change demanded and still requires a rupture with the traditional condition of the teacher, and a reflection that can put this professional in other levels, that is, teaching professionalism. From this perspective, the teacher builds professionalism and professional identity towards a broader, more integrated and integrated view of society and, consequently, education.

This training assumes that it is developed in collaborative contexts committed to the development of the organization, the people and the community. This implies continually learning in a collaborative way, learning through individual and collective reflection, learning in a formative environment of collaboration and social interaction, joint planning of

educational activities. In order to do so, it is necessary to abandon individualism and to qualify for the predisposition of the critical reflection of the educational practice itself.

The reflection on the pedagogical practice, as a strategy for the improvement of teaching activity, values the training of university teachers, the development of their knowledge and, consequently, of their students, the university as a space for the exchange of knowledge and practices; in addition to obstructing the solitary work (SCHÖN, 1997, 2000).

According to Papi (2014) the experience lived through exchanges in social and cultural environments is a crucial element for the construction of the teacher's identity, considering that his / her life history is related to the history of the context in which it is inserted, which allows understand how to build and rebuild the personal and professional way, of the lived experiences.

Wachs (2010, p.2) points out that "elaborating a reflection on teacher identity may represent only a memory of events and not always a reflection on educational praxis". However, from a closer, reflective look at his practice and from the other begins the process necessary for the construction of identity.

According to Faria and Souza (2011, p.3), "identity is revealed as invention and not discovered is an effort, a construction". The act of this construction takes place from the search movement and reflective internalization of its practices and from the other, transforming itself and adapting itself to an unbranded construction of negative experiences experienced from the social.

In short, teacher professionalism is strengthened in the exercise of their professional practice, which is conditioned to the constant process of study, reflection-action-reflection, experimentation, joint and dialectical with their peers.

Collaborative Cultures in Higher Education

In education, the elements that distinguish a culture of collaboration are the existence of shared goals, the involvement of teachers in decision-making, the possibility of working together and the learning opportunities of teachers favoring their professional development.

The culture of collaboration, far from being formally organized, is characterized by invading everyday work in all its moments, details, and manifestations, be they rational or affective, representing a "way of life." However, such cultures do not arise spontaneously from a kind of "emotional combustion flow, such as good marriages must be created and nurtured," requiring external support and facilitation (HARGREAVES 1992, 226).

Collaborative cultures are more compatible with the possibility of developing curricula adapted to the needs of local contexts, allowing teachers to participate actively in building professional knowledge and students of meaningful knowledge.

It also favors a climate of openness, sincerity and mutual support among colleagues, because these collaborative practices also show that change is possible whenever certain conditions, building in institutions, such as autonomy, making it more open and participative, reflective and capable of promote the learning and development of all actors involved, namely students and teachers.

The answer to such problems lies in interactive professionalism and a vision of teacher education as an ongoing process throughout a career. Only then can joint decisions reach a critical reflection on the purpose and value of what they teach and how they teach; because joint work implies and creates a stronger interdependence, a more shared responsibility, a collective commitment and improvement (FULLAN; HARGREAVES, 2000).

Regarding the professional development of teachers, Nóvoa (2002) described that collaborative pedagogical practice as a strategy to generate competences, in order to develop three competencies: a) teachers have to know how to relate and how to relate; b) how to organize and know how to organize themselves; c) to know how to analyze and to analyze themselves - that are essential for teachers to be in the new public space of education. However, the author emphasizes that this process is not an individualized practice, but rather a process of listening, observation and analysis that develops within groups and work teams.

A collaborative culture is not implemented overnight - there are no easy shortcuts - on the contrary, failures and failures appear in this process as well. The mere existence of collaboration should not be confused with the consummation of a culture of collaboration, since balkanization, comfortable collaboration, and artificially fabricated joint action can fit into this process (FULLAN; HARGREAVES, 2000).

In balkanized cultures, teachers add their loyalty and identity to particular groups of peers - usually those who work closely together - which can lead to inefficient communication, differentiated paths and discontinuities, leading to internal disputes.

Comfortable collaboration, on the other hand, is about collaboration with the immediate, short-term focus. This collaboration does not embrace the principles of systematic reflective practice. Artificially fabricated joint actions as one of the first steps needed to build collaborative cultures with focus and depth, as this is a way to ensure momentary joint actions.

As far as the educational process is concerned, collaborative action research has been used to train teachers (FERNÁNDEZ-DIAZ; CALVO; RODRIGUEZ-HOYOS, 2014) for the formative assessment of teaching practice (Harrison, 2013) and for the a policy of

collaboration between the university and the school (CHEN, CLARKE, 2014), among other applications related to solving problems in the environment of the school.

Collaborative research is relevant to the transformation of the reality of teachers, configuring itself as a space of self-knowledge.

[...] space for self-knowledge and for new productions; as a context of empowerment, but also, and centrally, as a space of criticism of the different ways of being professional, of thinking and acting, in relation to others; of the ways in which they understand their roles in the activity based on socio-historical academic and political experiences (MAGALHÃES; LIBERALI, 2011, p. 299-300).

In this process - in collaborative action - all involved have time, voice, and are involved in “[...] risk-taking possibilities for the negotiated vision, motivated by the desire for transformation, production of new visions, theoretical and practical beliefs. [...] also, questions relating dialectically practices to the theories and interests they serve [...]” (MAGALHÃES; LIBERALI, 2011, 301).

In summary, it is important that the institutions with their teachers unleash the collaborative culture, uncovering the possibility of constructing a continuous formation process that aims at the development of collaborative pedagogical action, rethinking the way of coexistence that gives educators the possibility of creating situations favorable development of future professionals with specific knowledge and skills in the area, but also in the affective-emotional aspect and attitudes and values, providing training consistent with the purposes proposed by higher education.

Research Methodology

To overcome the problems presented, that is, the pedagogical qualification and make the teacher reflective about their practice, Lima (2002) believes that projects can be articulated which involve teachers in meetings with space so that they can put their difficulties and collectivize their successes.

Given the proposition of this study, it led to action research with a qualitative approach, which is directed to the description of concrete situations and to the intervention or action oriented in function of the resolution of problems effectively detected in the collectivities (THIOLLENT, 1988).

In addition, action research stimulates the participation of people involved in research and opens up their universe of responses, through the working and living conditions of those involved. We look for the explanations of the participants themselves, who are thus in a researcher situation. It is a strategy constituted of educational action and that promotes the self-development for a transforming initiative of the groups with whom one works (THIOLLENT, 1988).

The methodological paths provided by critical-collaborative action research, which has been used in education as a strategy of great utility to face problems or difficulties, contribute to the analysis of teaching practice and, as a consequence, an opportunity for professional learning; because, from the involvement of the participants, a more consistent and committed work is built, with a view to improving the educational and training process.

As action research requires more complex research actions and not just a data survey, it was necessary to approach the group to be researched, in order to know its context, to generate trust for acceptance in developing the research. This initial process involved discussions with the coordinator / director and the researcher's participation in collegial meetings.

This research used different data collection procedures, always observing and attending to the methodology of the action research, in order to understand the teachers' reality. The interviews. Semi-structured interviews were carried out with the participation of 19 teachers, with a previously prepared script, which aimed to know the profile of the participants: who are the teachers, what are their formations and experiences, how is their professional performance and their understandings on pedagogical action.

A documentary analysis of Business Administration Course was also carried out to identify teaching and learning conception of participants, and which objectives were proposed for the course. In this sense, we analyzed reporters of collegiate meetings and departmental meetings, the teaching plans and the Pedagogical Project of the Course, with the National Curricular Guidelines of the Administration Course as a guide, in order to identify the profile of the professional in which the course intends to form.

Considering the proposal of the action research, studies, discussion and reflection about the research problem were carried out. It was decided that the meetings would take place fortnightly and in two moments, according to the availability of the teachers. Eleven meetings were held, which were filmed with the research group, to identify and discuss the priority problems / difficulties that these professionals face in their teaching practice. These data were condensed in a diary, used to analyze observed / recorded conditions.

Data Analysis

Results obtained in the interviews, the documentary analysis and the action research meetings were taken into account, which were organized in the following categories: 1) Profile and professional trajectory of the participating teachers; 2) Potentials and weaknesses of teaching action in Business Administration Course; 3) Advances and obstacles experienced in collective work by the participants.

The participants profile and their professional trajectory

Considering the participants profile is fundamental to know the context in which higher education is processed.

About gender, 08 were female and 11 male. In this undergraduate course, teacher feminization did not predominate: "a dignified mission for women" as Pimenta criticizes (2001, p.29), since teaching is seen as a maternalist profession - an extension of the role of mother. It is considered the need for reflection on the insertion of women in these formative spaces.

With regarding to their training, the data indicated 16 professors graduated in Business Administration, the others (03) with other graduations. This research also revealed that 05 teachers specialized in Higher Education Teaching and 01 in Pedagogical Orientation at a distance. All were masters, mostly in Administration/Management, only two held Master in Education. Of the participants, 06 already completed their doctorate and 07 were studying doctoral programs.

Most of the interviewees had only recently entered that institution, since 12 of them had less than 3 years of university work. This indicates that many were in adaptation and probationary stage. Everyone had exclusive dedication with a 40 hour per week.

Regarding the preparation for teaching, some answered that they had disciplines during Master, others studied in Higher Education Teaching course. When questioned about the implementation of courses of continuing pedagogical training in the last three years, four respondents said they did not do it, the others did or intended to take a course prepared by the Institution, whose participation is mandatory for teachers in probation. This course - lasting only three days, is held once a year by the University's Dean of Graduation.

According to the interviewees, as there was no concern about their preparation, their integration into the University or even with continuing education, newly admitted teachers said:

"Abandoned to fate" and "learn in the race" to teach:

- When I entered the Institution, I did not have any preparation courses to be a teacher ... I learned at will. I did not take these courses in teaching methodology. At first, I had difficulties. I did not know what the course proposal was; I had no idea of the curricular structure, what were the subjects and the teachers of the disciplines. There was no preparation ...

No one here teaches you to teach ... I did not know how to plan the lesson ... nor how to use the data show ... I learned in the race.

- My first classes were terrible.

Business Administration courses require theoretical knowledge about management, processes, planning, and greater involvement with the community. However, such training should not be restricted to disciplinary knowledge alone.

Knowledge based on everyday work and environment knowledge, termed by Tardif (2002, p. 49) of experiential knowledge, does not come from the formation or the curricula.

They are practical knowledge that constitute "the teaching culture in action" and, together with other knowledge, translate teacher professionalism, which develop from the habitus (dispositions acquired in and by actual practice). Habitus can become a style of teaching, which is validated by personal and professional know how (TARDIF, 2002).

Some of the interviewees have already had teaching experiences at different levels of schooling before working at the researched university. Most of them went on to teach higher education in private institutions. These experiences were shared during the meetings as a learning opportunity, because they commented that culture in private institutions is different from the public university in the sense of the relationship with students, teachers and coordination.

We asked to respondents three options that they used to contribute to the development of their work as teachers. Self-reading is one of the most used means for the professional development of the researched group, followed by work experience. The third factor is the exchange with colleagues, which is characterized as a pillar for teacher professionalization, because it is in the interaction between teachers that can transform the practice of their profession.

When we questioned about how this process occurred, the respondents answered informally, often with the more experienced, with more time of institution. However, the exchange with the students is pointed out by only 5 participants of the research.

The data pointed out the lack of interaction among the respondents for the constitution of this repertoire of knowledge, as well as the centralization of teaching in these teachers, without there being a planned articulation for the development of the collective pedagogical work, whose continued formation could promote through this interaction.

Higher education institutions, by failing to build a collaborative culture, make teachers dependent on isolated and unsystematic / organized initiatives, based on informality and spontaneity, which puts at risk the institutional (or course) formative project itself.

To promote collaborative cultures in higher education, it is up to HEI to improve the process of socialization of new teachers, because it is in these contexts that young professional teachers learn to walk in a collaborative and non-isolated way, whose reflections will impact on the development of the thousands of students they have and will have throughout their professional career, emphasizes Lima (2002).

Another identified characteristic is that the researched teachers were young, starting in university teaching and also in the research institution, that is, in the process of initial formation, which makes it necessary to empower them with different knowledge, in order to contribute to the their pedagogical action.

Imbernón (2009, p.34-35) points out that:

The professionalization of the teacher is directly linked to the exercise of his professional practice, which is conditioned by a network of power relations. If practice is a constant process of study, reflection, discussion, experimentation, jointly and dialectically with the group of teachers, it will approach the emancipatory, critical tendency, assuming a certain degree of power that reverberates in the domain of oneself.

Thus, dialogue among teachers is the fundamental solution to consolidate the emerging knowledge of professional practice, since the constitution of a collective work favors the socialization of knowledge and, consequently, a new professional culture that passes through the production of knowledge and incorporates a practice teaching of the teaching profession. It should be emphasized that it should not be a dialogue of spontaneity and informality only, but a process driven by an intentional orientation to dialogue and that should occur from the academic management of the course.

The teaching action potentialities and fragilities

The actions developed by teachers have their origin, mostly, in their thought processes, which, in turn, are affected by their actions, which emerge from the teaching knowledge. In order to identify these thoughts, translating them into conceptions of education, teaching and learning, the Pedagogical Project of Business Administration Course (PPC), teaching plans, minutes of collegiate and department meetings were used as instruments of documentary analysis, compared to the National Curricular Guidelines of Business Administration Course.

These documents were also used to recognize the potentialities and weaknesses of the teachers' action of the respondents who with the interviews and the action research showed the pedagogical paths covered to train the professional administrator of that HEI.

First, the Pedagogical Project of Business Administration Course (2010) characterized the course as semester in two shifts (day and night). It proposed the formation of managers in various fields of action and the egress "should not only understand how to do, but why to do". This reveals the concern to only train professionals for the labor market because:

...competencies and abilities guide the professional's attitudes during their professional performance, including the expected position and function in the productive structure, their rights and duties as administrators, their need to participate in the processes of work organization and access and production and organizational structures in progress. (PEDAGOGICAL PROJECT OF BUSINESS ADMINISTRATION COURSE, 2010, p.10).

The professional graduated in the degree of Business Administration by FAeCC / UFMT should be able to act as an entrepreneur with a strategic vision of the future, in the consolidation of his own business, or in executive positions, of direction, management, coordination, supervision, (commercial, industrial, services) and areas (public, private and third sector), acting as manager of organizational policies that

involve specific knowledge and skills of the administration area. (PEDAGOGICAL PROJECT OF BUSINESS ADMINISTRATION COURSE, 2010, p.14).

Taking into account the Law of Guidelines and Bases (BRASIL, 1996), the mission of higher education is defined in eight purposes and among them is to stimulate cultural creation, development of the scientific spirit, reflective thinking, to train graduates in different areas of knowledge, suitable for insertion in professional sectors and for participation in the development of Brazilian society, that is, it exceeds professional training and should be concerned with the training of the citizen.

On the organization of the work of the teachers, meetings of collegiate courses were planned with weekly frequency, or extraordinarily, when necessary. At these meetings, reflections on the curricular structure, syllabuses, syllabi, syllabi, chronograms and evaluation systematics, demands and student requests, among other interests of the course should be promoted "(PEDAGOGICAL PROJECT OF BUSINESS ADMINISTRATION COURSE, 2010, p.7).

The departmental collegiate meetings were held once a month ordinarily to hold "discussions and decisions regarding teaching, extension, postgraduate and research." (PEDAGOGICAL PROJECT OF BUSINESS ADMINISTRATION COURSE, 2010, p.7).

The teaching plans reinforce the objective of the Pedagogical Project of Business Administration Course and the reduced conception of higher education focused only on work, as it is presented in the general objectives of the disciplines:

Provide the student with concepts, methodologies and essential skills that will help him to understand and solve problems related to the day-to-day of organizations [...] (Teaching Plan 02, 2013)

Provide the student with general knowledge of business costs [...] (Teaching Plan 04, 2013)

Opportunity and dynamize the process of marketing management, branding, logistics, communication, communication and commercialization in corporate environments [...] Teaching plan 05, 2013)

Provide students with general knowledge of financial mathematics [...] ability to express themselves mathematically with clarity, precision and objectivity in the discipline [...] (Teaching Plan 06, 2013).

In analyzing the conceptions of education, teaching and learning that the participants have, it is possible to interpret how the respondents interact with the students, how they act pedagogically, how they reflect in and about the pedagogical action of the teachers and, finally, how they reflect on the reflection-in-action, which fosters evolution and its professional development.

It is evidenced that the conceptions assumed by the teachers in the documents reveal a reductionist thought in relation to the possibilities of their performance, since they intend to form only professionals for the job market.

Still presenting the data of the teaching plans, in the field called "Teaching Procedures", in which the teachers present the techniques, resources and evaluation, the most used technique is the "expositive class". In all plans, the items are presented in topics and there is no description of how they will be done, there is also no separation between techniques, resources and evaluations, for example, the evaluation will be "assessment of learning without consultation of specific material" (PLAN 04, 2013).

Vasconcellos (2000) explains that:

To plan is to mentally anticipate an action or set of actions to be performed and to act as intended. Planning is therefore not just something that is done before acting, but it is also acting according to what one thinks. Planning as construction-transformation of representations is a theoretical methodological mediation for action, which as a function of such mediation becomes conscious and intentional. Its purpose is to try to make something come to the surface, to make happen, to materialize, and for this, it is necessary to establish the objective and subjective conditions foreseeing the development of action in time (VASCONCELLOS, 2000, p.35).

There is no evidence that planning is a reflexive action performed with those involved (teachers and students). There are no interdisciplinary or multidisciplinary actions, nor convergent programs. The classes planning is based on teaching isolated content, which does not favor student development in a complex integration of knowledge.

During the interviews, teachers were also asked about the difficulties / limitations found in teaching practice. The answers were quite diverse, from the work overload to the difficulty of innovating the pedagogical practice. However, many point out that the disinterest of the students is one of the biggest problems faced.

*I find the students' interest in content, they are lazy to read, they are lazy to think ... Even the older ones are aware of the need ... They dedicate themselves more, but the younger ones have no interest in to study.
- The lack of interest of the student, because we prepare the lesson, lose night, work on the weekend, stop doing something personal and encounter the disinterested student ... that makes me sad. We always put the blame on the other (student) ... This is discussed informally, in the corridors, before the meetings. You give a class to a class of 30 students with 15 in the room. This discourages...*

The students disinterest was also reflected during the meetings:

*I am two teachers (referring to the day and night periods) I stay in the classroom, but it seems that you do not exist ... I am looking for strategies to attract students' attention [...].
I pray before going to the room so that I am enlightened, so that I can get these people from the internet, sleep [...]*

The management team pointed out that the activities of direction / coordination limit the time to prepare the classes:

-If there was a greater involvement of all with the whole would be easier to carry out the activities.

- The avalanche of activities did not give me the opportunity to start thinking about my classes ... the lack of time to dedicate myself to teaching ... this hampers the preparation of classes.

- I need to organize my time more ... for example, I have to dedicate one afternoon to prepare my classes ... I delegate, but people do not want responsibility.

Another weakness pointed out by the teachers, both in the interviews and in the meetings, is that there is no discussion about the attribution of the disciplines, because according to the reports, the new and substitute teachers are left with the disciplines that are left over:

- The teacher has a menu to fulfill for an audience that was given to him.

- There is a teacher who owns specific discipline; there is no discussion to check which discipline the teacher most identifies.

In these statements, it is evidenced that the collaborative work could minimize these difficulties pointed out by the participants, since the professional competence, necessary in every educational process, will be formed in the interaction that is established between the own teachers in the practice of their profession.

During the interviews, when we asked if collective work was carried out, some explained that they exchanged experiences in an informal way; another argued that participation in collegiate meetings was a collective work; also, that carried out research group with some teachers, besides the thematic seminar that has the involvement of a group of professors.

They were asked to give an account of how these research / extension groups were composed. Respondents reported that they made invitations to those colleagues with whom they had more affinity / proximity, whose lines of research were similar.

Lima (2002, p.39) explains that the immediate and concrete nature of events in university environments makes the exchange of information limited and, as a consequence, they are more inclined to exchange "atheistic and non-reflexive narratives" . Differently, in collaborative pedagogical action, responsibility for teaching and learning processes is shared and decisions are made jointly.

At the beginning of the research, although the predisposition for the installation of collaborative cultures existed, the predominance of the Balkanized culture in the group was identified, since they grouped according to their profile (formation, age, time in the institution) and their interests (extension projects, scientific production).

Balkanization produces inefficient communication; In addition, the groups have different paths, which can generate disputes, conflicts and strengthen the departmentalization of education. These factors inhibit the collaborative pedagogical action and the professional development of teachers.

The advances and obstacles experienced in collective work by the participants

The research did not occur according to its planning, due to the absence of 07 teachers who agreed to participate in the research group and soon after entering doctoral programs. It was also interrupted by the recess and strikes. The main difficulties for the action research were the low and frequent participation of teachers, aggravated by recess and strikes, lack of support from the coordinator and head of the department, who were participating in doctoral programs and did not participate effectively in the reflections and did not make the research a moment of reflection, learning and, consequently, professional development.

This behavior of the group investigated induces to infer that the majority did not give meaning and importance to the collaborative work. Although there was great difficulty in bringing the group together, some participants did not give up on the research and made several positive reports. They presented several actions taken and that would be carried out as a result, of the research.

The teachers of the researched course (many participants in the action research), already tended to the implantation of a collective work; because in the planning meetings of the discipline called Thematic Seminar, these teachers were concerned with reflecting on how to improve student participation and learning, how to carry out an interdisciplinary work with the involvement of all, also took care to carry out a more integrative work, sharing information (present and absent).

Another advance - triggered by action research was the resumption of the discussion of the course's internal regiment. At these meetings, the conceptions of education, teaching and learning and the attributions and responsibilities of teachers were discussed.

The identification of the need for continuing education was an important point and it was defined that a strategic committee would be formed, whose purpose would be to promote ongoing pedagogical training actions for the course's teachers.

These moments of interaction and reflection can be considered as a positive result of the action research, since it facilitated the change of perception in relation to the teaching performance of the participants.

The process as a whole revealed the predisposition for the development of collaborative cultures, according to the teachers' reports:

- "The collective work would be if the whole Department worked on building a class on the same line ..."

- "The proposal is this ... a collective construction to think about interdisciplinary and / or multidisciplinary activities, as we try to do with thematic seminars."

- "I believe we would have to change the culture ... the disciplines would have to be put on the table ... We have to change the style of management ... we are in the system of the command and obey."

Seeking to establish a collective line of work, the following actions were listed:

- a) Know different methodologies to make classes more attractive;
- b) Review the workload and workload of the group, since the distance education courses were occupying a large part of the time of the teachers, besides the classes and other activities developed by the group;
- c) To promote the continued pedagogical formation;
- d) Re-elaborate the pedagogical project of the course;
- e) Know how to act pedagogically with the diversity of academics.

As Anastasiou warns (*apud* CUNHA, 2007), reflection is a fundamental and essential element in the pedagogical project that is structured, organized and effective. The challenge is to systematize actions that guarantee the construction and effectiveness of this PPC, allowing the advancement of these intentions in real pedagogical practices that are based on the changes of knowledge acquired by the institutional team.

[...] The challenge is also in its operationalization, since the habitus of traditional, isolated, individualized performance of the grid will continue to be present in the action of the teacher who will act in the proposed new project. Therefore, the decision to change must be consensual and collective, involving teachers and students, who need to associate and make happen the new project (ANASTASIOU *apud* CUNHA, 2007, p.49).

Another propositive action was revealed when teachers gathered in groups to promote the integration of the disciplines. The groups discussed the possibilities of articulation between theory and practice in the face of the dynamics of societal changes, as well as the opportunities of research effectiveness as a form of learning. In the last meeting, the participants reported that these moments of reflection gave a new look to their pedagogical action.

- These meetings allowed us to learn a lot ... with the reflections and their contribution made us take a new look at our pedagogical practice, awakened us to the need to use different methodologies.
- Your participation was very important for all of us ... your questions caused us to reflect and seek alternatives to improve our work. We created the pedagogical week, we improved the methodology of our seminar, and we resumed our regiment ... let us work on the changes in the Pedagogical Planning of the Course ... we learned a lot from you here.

The teachers made some suggestions so that the reflections continued and that they could guarantee the continuous formation of them:

- It is up to many of us teachers to require a policy of improvement permanently ... We have to mobilize next to the Dean of Graduation, next to the Institute of Education.

In testimony, teachers said they felt the need to rewrite the Pedagogical Project of the Course and that the research aroused interest in collaborative pedagogical practice, which they were already putting into practice and was already perceived in the classes by the students. They suggested the creation of an on-line discussion forum so that the group could interact, discuss pedagogical issues and provide the ongoing training of the teachers.

Attention is drawn to the fragility, especially from the institutionalized point of view, of collaborative work in an Administration course. Since Business Administration is guided by elements such as management, planning and organizational culture, and these are considered the presuppositions for the institutionalization of the culture of collaborative work. The professional profile of the area itself has the competence to work collaboratively, in teams, participating in the design and implementation of projects.

To conclude these reflections, it is necessary to emphasize that teachers still have to seek professional knowledge, in a permanent and collective way, which will contribute to the articulated construction of teaching and learning processes, aiming not only training future administrators, but also citizens capable of transforming society.

Conclusions

The reflection presented in this article is intended to reflect on solitary work in higher education, which hinders professional development of teachers throughout the career, learning excellence for students and transforming educational institutions into authentic learning communities.

In the course of this research, we tried to answer if there were possibilities to initiate a process of rethinking the teaching practice from collaborative actions in a group with characteristics of individualized work, aiming at the qualitative improvement in the formative process of the students.

The results pointed to the absence of collectivism, characterizing a diversity of subgroups based on a relationship of affinity - training, teaching time in the institution, proximity to physical space. In addition, they demonstrated the fragility in the training of future administrators, which is exacerbated by the lack of student participation in the development of teaching work.

In the perception of the teachers studied, professional development is mainly guaranteed through self-directed reading and many are unaware that teacher learning can be provided by the exchange with co-workers and their students.

Faced with collaborative reflection, the study group perceived the need to develop the collective work and its contributions to pedagogical practice, including the need for changes in the pedagogical planning of the course and the development of interactive digital resources.

This work was very productive for a number of reasons: the support of the faculty's management, the interest of a good number of teachers for the research that participated in a sincere and true way, and the methodology adopted that provided a significant involvement with the participants.

In summary, the development of collaborative pedagogical practice is a complex process, conquered in the long term and needs to be awakened in educational contexts. However, it is an opportunity to also install the process of continuous training of professionals of higher education with a view to improving the teaching and learning processes.

Finally, it is recommended that critical-collaborative action research be encouraged among teachers by the leaders of higher education institutions, in order to ban the fragmentation of teaching, so that it is incorporated as a continuous formation process, aimed at improving the quality of higher education.

It must be considered that the improvement of professional performance, necessary in every educational process, is formed by the interaction that is established among the teachers themselves, as they learn from each other, permeated by relationships. In this process, professionals tend to rely on a critical-collaborative reflection on their practice, sharing problems, failures, and successes with peers, in order to allow them to examine their theories, their schemes of functioning, and their attitudes.

References

ARROYO, Miguel C. Trabalho, educação e teoria pedagógica. In: FRIGOTTO, Gaudêncio (Org.). **Educação e crise do trabalho**: perspectivas de final de século. 2. ed. Petrópolis: Vozes, 1998. ISBN 9788532620279.

BRASIL. Lei 9.394, de 20 de dezembro de 1996. Estabelece as Diretrizes e Bases da Educação Nacional. Diário Oficial da União, Brasília, DF, v. 134, n. 248, p. 27833-841, 23 de dezembro de 1996.

BEHRENS, Marilda Aparecida. A prática pedagógica e o desafio do paradigma emergente. **Rev. Bras. Est. Pedagóg.**, Brasília, v. 80, n. 196, p.383-403, set./dez. 1999.

CHEN, Cheri; CLARKE, Matthew. The politics of collaboration: Discourse, identities, and power in a school-university partnership in Hong Kong. **Asia-Pacific Journal of Teacher Education.**, v. 42, n. 3, p. 291-304, 2014.

CORRÊA, Barbara Raquel do Prado Gimenez; BEHRENS, Marilda Aparecida. Ser professor: teoria e prática numa nova visão paradigmática. In: FERREIRA, Jacques de Lima (Org.). **Formação de professores**: teoria e prática pedagógica. 16. ed. Petrópolis, RJ: Vozes, 2014, p. 51-72. ISBN 9788532648358.

CUNHA, Maria Isabel da. (Org.) **Reflexões e práticas em pedagogia universitária**. Campinas, SP: Papyrus, 2007. ISBN 9788530808303.

DUBAR, Claude. **A socialização**: construção das identidades sociais e profissionais. São Paulo: Martins Fontes, 2005. ISBN 9788533621923.

FARIA, Ederson de; SOUZA, Vera Lúcia Trevisan de. Sobre o conceito de identidade: apropriações em estudos sobre formação de professores. **Psicol. Esc. Educ.**, v.15, n.1, p. 35-42, 2011. Disponível em: <http://dx.doi.org/10.1590/S1413-85572011000100004>. Acesso em: 09 abr. 2018.

FERNÁNDEZ-DIAZ, Elia; CALVO, Adelina; RODRIGUEZ-HOYOS, Carlos. Towards a collaborative action research in Spain to improve teaching practice. **Educational Action Research**, v. 22, n. 3, p. 297-410, 2014.

FULLAN, Michael; HARGREAVES, Andy. **A Escola como organização aprendente: buscando uma educação de qualidade**. 2. ed. Porto Alegre: Artmed, 2000. ISBN 9788573076349.

IMBERNÓN, Francisco. **Formação docente e profissional: formar-se para a mudança e a incerteza**. São Paulo: Cortez, 2009. ISBN 9788524907647.

HARGREAVES, Andy. Cultures of teaching: a focus for change. In: HARGREAVES, Andy; FULLAN, Michael G. (Ed.). **Understanding teacher development**. London: Cassell Villiers House, 1992.

HARRISON, Christine. Collaborative action-research as a tool for generating formative feedback on teacher's classroom assessment practice: The KREST project. **Teachers and Teaching: Theory and Practice**, v. 19, n.2, p. 202-213, 2013.

LIMA, José Ávila. **As culturas colaborativas nas escolas: estruturas, processos e conteúdos**. Porto, Portugal: Porto Editora, 2002. ISBN 9789720348159.

MAGALHÃES, Maria Cecília Camargo; LIBERALI, Fernanda Coelho. A formação crítico-colaborativa de educadores: a "vida que se vive" - uma complexa escolha metodológica. In: BALDI, Elena Mabel Brutten; FERREIRA, Marcia Serra (Org.). **Políticas educacionais e práticas educativas**. Natal: EDUFRRN, 2011.

NÓVOA, António. **Formação docente e trabalho pedagógico**. Lisboa: Educa, 2002.

PAPI, Silmara de Oliveira Gomes. Professoras iniciantes: formação, experiência e desenvolvimento profissional. **Pro-Posições**, v. 25, n. 1, p. 199-218, 2014. Disponível em: <http://www.scielo.br/pp/pdf/pp/v25n1/v25n1a11.pdf>. Acesso em: 9 abr. 2018.

PIMENTA, Selma Garrido. **O estágio na formação de professores: unidade teoria e prática?** São Paulo: Cortez, 2001.

PROJETO PEDAGÓGICO DO CURSO DE ADMINISTRAÇÃO. Cuiabá, MT, 2010.

SCHÖN, Donald A. Formar professores como profissionais reflexivos. In: NÓVOA, António. **Os professores e a sua formação**. Lisboa: D. Quixote e IIE, 1997.

SCHÖN, Donald A. **Educando o profissional reflexivo: um novo design para o ensino e a aprendizagem**. Porto Alegre: Artmed, 2000.

SCHWARTZMAN, Simon. A revolução silenciosa do ensino superior. In: DURHAM, Eunice Ribeiro; SAMPAIO, Helena. **O Ensino superior em transformação**. São Paulo: Núcleo de Pesquisas sobre Ensino Superior, 2000.

TARDIF, Maurice. **Saberes docentes e formação profissional**. Petrópolis, RJ: Vozes, 2002. ISBN 9788532626684.

TARDIF, Maurice; LESSARD, Claude. **O trabalho docente**: elementos para uma teoria da docência como profissão de interações humanas. Petrópolis: Vozes, 2005. ISBN 9788532631657.

THIOLLENT, Michel. **Metodologia da pesquisa-ação**. 4. ed. São Paulo: Cortez, 1988. ISBN 9788524911705.

VASCONCELLOS, Celso dos Santos. **Planejamento**: projeto de ensino-aprendizagem e projeto político-pedagógico. 7. ed. São Paulo: Libertad, 2000. ISBN 9788585819071.

WACHS, Manfredo Carlos. As dinâmicas simbólicas e a (re) construção da identidade docente. **Teocomunicação**, v. 40, n. 2, p.192-212, 2010. Disponível em: <http://revistaseletronicas.pucrs.br/ojs/index.php/teo/article/viewFile/8069/5709>. Acesso em: 20 abr. 2018.