



Professor's Formation for University Education in National Events (2014-2016)

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ABSTRACT

The present article on professor's formation for University Education is justified by the relevance and protagonism that this process has, in a scenario of concern for Basic Education, arising from the political-economic orientations of the multilateral organizations to which the Latin American countries submit themselves. With the objective of analyzing, through a research of the type State of the Art, the scientific production that focuses on the formation of professors for University Education in five events in the Education area in Brazil (ANPAE 2015, ANPEd 2015, ANPEd SUL 2014 & 2016 and EDUCERE 2015). There were theoretical contributions from various authors, as well as legal documents such as LDB (1996) and PNE (2014), among others, subsidized the analysis of approved and published articles that discussed the formation of the professor for University Education. The results indicate that the formation of this professor, based on technical and scientific knowledge and knowledge of how the teaching-learning process is developed, should enable a formation that prepares he/she to perform critical and reflexive analyzes of his/her practice and self context in which they work (University Education). It reiterates the importance of these analyzes and of researches for the proposal of subsidies for the formulation of public policies directed to this formation.

KEYWORDS

Public policies. Professor's formation. University education.

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Submitted: 26 Feb 2019

Accepted: 12 Apr 2019

Published: 05 Sept 2019

 10.20396/riesup.v6i0.8654785

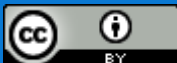
e-location: e020002

ISSN 2446-9424

Checkagem Antiplágio



Distribuído sobre



Formação do Professor Para a Educação Superior em Eventos Nacionais (2014-2016)

RESUMO

O presente artigo sobre formação do professor para a Educação Superior justifica-se pela relevância e protagonismo que esse processo tem, em um cenário de preocupação com a Educação Básica, decorrente das orientações político-econômicas das organizações multilaterais a que se submetem os países Latinos Americanos. Com o objetivo de analisar, por meio de pesquisa do tipo “Estado da Arte”, a produção científica que focaliza a formação de professores para a Educação Superior em cinco eventos da área de Educação no Brasil (ANPAE 2015, ANPEd 2015, ANPEd SUL 2014 e 2016 e EDUCERE 2015). Teve aportes teóricos de diversos autores, bem como documentos legais, como a LDB (1996) e o PNE (2014), entre outros, subsidiaram a análise dos artigos aprovados e publicados que discutiram a formação do professor para a Educação Superior. Os resultados indicam que a formação desse professor, ao estar pautada em conhecimentos técnicos e científicos e em conhecimentos de como se desenvolve o processo de ensino-aprendizagem, deve possibilitar uma formação que o prepare para realizar análises críticas e reflexivas de sua prática e do próprio contexto em que atua (Educação Superior). Reitera-se a importância dessas análises e de pesquisas para a proposição de subsídios para a formulação de políticas públicas voltadas para essa formação.

PALAVRAS-CHAVE

Políticas públicas. Formação do professor. Educação superior.

Formación del Profesor para la Educación Superior en Eventos Nacionales (2014-2016)

RESUMEN

El presente artículo sobre la formación docente para la educación superior se justifica por la relevancia y el protagonismo que tiene este proceso, en un escenario de preocupación por la educación básica, como resultado de las orientaciones político-económicas de las organizaciones multilaterales a las que pertenecen los países latinoamericanos. Con el objetivo de analizar la producción científica que se centra en la capacitación de docentes para educación superior en cinco eventos en el área de educación en Brasil (ANPAE 2015, ANPEd 2015, ANPEd SUL 2014) y 2016 y EDUCERE 2015). Hubo contribuciones teóricas de varios autores, así como documentos legales, LDB (1996) y PNE (2014), entre otros, subvencionaron el análisis de artículos aprobados y publicados que trataron la formación del profesor para la Educación Superior. Los resultados indican que la capacitación de este maestro, basada en el conocimiento técnico y científico y en cómo se desarrolla el proceso de enseñanza-aprendizaje, debe permitirle una capacitación que lo prepare para realizar análisis críticos y reflexivos de su práctica y su propio contexto en el que opera (educación superior). Reitera la importancia de estos análisis y de las investigaciones para la propuesta de subsidios para la formulación de políticas públicas dirigidas a esta formación.

PALABRAS CLAVE

Políticas públicas. Formación docente. Educación superior.

The effectiveness and protagonism of educational policies, in the midst of the economic-social and ideological transformations that shape the recent Brazilian scenario, namely in relation to teacher training/professors for Higher Education, impels the need to have as a background public, policies concerning the process of teacher training. This is justified, according to Gatti, Barreto and André (2011, p. 13) "because of the demands and pressures of various social groups, considering the new structural orders of the contemporary world", increasingly focused on the importance of Basic Education of Quality.

We agree with Deitos (2012, p.151), among others, that "The examination of Brazilian educational policy requires the consideration of socio-economic and ideological issues", for example, given the analysis and formulation of Brazilian educational policy and implemented by the State reflect the consequences of a "liberal or social-liberal" option (p.151). In order to admit, furthermore, that "men never renounce what they have already acquired, even when they renounce the social forms under which they acquired certain productive forms" (HOFF, 2012, p. 31), we carry out a state-of-the-art study, even knowing that the researcher, as Barros alludes to (1999¹, p.17), as Hoff explains (2012, 33), "if you wish, you can hide behind the words to show yourself."

In view of these contours and concerns, the study of three legislations is necessary, since during the period under review, they provided the basis for higher education teacher training policies, namely: the Law on Guidelines and Bases of Education (BRASIL, 1996), the National Educational Plan (BRAZIL, 2014) and the National Guidelines for initial and continuing teacher training (BRAZIL, 2015), as they support the analysis of the possibilities and fragilities of teacher education in Higher Education, for examining the data of abstracts of works submitted to five national reference events for the socialization of research and reflections in the field of Education.

Teacher Training for Higher Education

Before we approach the Brazilian educational legislation that deals with the policies of teacher education for Higher Education, we deem it important to continue, to highlight some elements that show the multiplicity of knowledges (TARDIF, 2014) and activities that are expected of this professional. According to Meyer and Vosgerau (2016), specific repertoires are necessary and interwoven, not only in the actions of teaching and research, but also expressed in the communication, creativity, flexibility and critical sense of these professionals.

¹ Hoff (2012) relied on "BARROS, Manuel de. **Matter of poetry**. Rio de Janeiro: Record, 1999. "to explain the researcher's role in conducting research.

For authors such as Soares and Cunha² (2010), as highlighted by Meyer and Vosgerau (2016), the activities of these professionals are based on a multiplicity and complexity of at least nine types of sources: (i) technical knowledge that organize the contents of the different areas of knowledge; (ii) affective nature; (iii) ethical and political character; (iv) construction of values and social interaction; (v) didactic and pedagogical contents; (vi) understanding of the university's role; (vii) knowledge of the multiple possibilities of adult learning; (viii) socio-historical context of the students and (ix) related to the evaluation.

In the article "Pedagogical training of teachers in higher education: experiences and possibilities", Borges and Tauchen (2017) suggest that, in the context of the training of university professors, it is urgent to strengthen the understanding that higher education is a complex activity and should be problematized in research involving the university professor, with a view to discussing and valuing their actions and reflections pertinent to their professional development.

If higher education is permeated by a variety of knowledge, it is necessary to highlight the processes of formation of this professional that happen inside the Institution of Higher Education (HEI), also require special attention. According to Meyer and Vosgerau (2016), supported by Zabalza³ (2004), there are three main problems that directly interfere in the quality of education: (i) individualism that hinders the integration of knowledge; (ii) the lack of transparency of what happens in the classroom, which becomes the responsibility of the teacher only; and (iii) the view that the university professor is free to do "what he wants".

According to Cunha (2014), it is extremely risky and compromising to accept the idea of teacher training as individual responsibility and solitary process. It is necessary for the university to consolidate itself as a space for the training of learners, in which the training programs value, encourage and understand the teacher as an organic intellectual⁴, who learns what he does, experiences and reflects (MEYER; VOSGERAU, 2016). Put another way, and paraphrasing the educator Paulo Freire who, in justifying that the teacher is not superior and that teaching does not depend exclusively on him, states: "there is no teaching without discourse, the two are explained [...] Those who teach learn by teaching, and those who learn teach by learning "(Freire 1996: 25).

² Meyer and Vosgerau (2016), while discussing the activity of the teacher of Higher Education, rely on SOARES, Sandra Regina; CUNHA, Maria Isabel da. **Teacher training: university teaching in search of legitimacy** [online]. Salvador: EDUFBA, 2010. Available at: <<http://books.scielo.org/id/cb>>. Accessed on: 16 Nov. 2018. ISBN 9788523211981.

³ Meyer and Vosgerau (2016), in discussing the problems that interfere in quality education, bring the words of ZABALZA, Michelangelo. **The university teaching: its scenarios and its protagonists**. Porto Alegre: Artes Médicas, 2004. ISBN 8536302143.

⁴ For Gramsci (DURIGUETT, 2014), the organic intellectual is what acts, acts, participates, teaches, organizes and leads, finally, helps in the construction of a new culture, a new worldview, a new hegemony. In other words, this intellectual is opposed to the one who is trapped by theories and distances himself from practice.

In line with the conception of training through the appreciation and encouragement of the teacher as an intellectual (CUNHA, 2014) and as part of a dynamic and dialogic process in which teachers and students complete (FREIRE, 1996), Marcelo (2009) presents five aspects that need to be considered in the process of developing higher teaching: (i) the teacher learns in a active while teaching, observing, evaluating; (ii) is a long-term process of new experiences; (iii) the experiences must be experienced in concrete contexts to the activities of the teachers; (iv) the teacher is perceived as a reflexive being who holds and produces new knowledge from new experiences; (v) professional development occurs in a collaborative process and in different forms and contexts.

Borges and Tauchen (2017, p.271) point out that in this context of concerns regarding the pedagogical training of teachers for Higher Education,

[...] the need to overcome a pragmatic view of teacher education based [...] on an institutional and social culture, in which teacher training should take place as an individual task of each one, that it is enough to know how to do, without the need to

With regard to the educational legislation that serves as the north (or south) for the development of policies for teacher education for Higher Education that aim, among other things, to improve the teaching offered to students, we will highlight some elements for reflection on four documents: Law no. 9,394 of 1996, which established the Directives and Bases of National Education (LDB), Law no. 13,005 of 2014, which approved the National Education Plan 2014-2024 (PNE) and Resolution n. 2 of 2015, of the Ministry of Education, which defines the National Guidelines for Initial and Continued Teacher Training (DCNs) (BRAZIL, 1996, 2014, 2015).

Law no. 9.394/1996, on Article 66 states that "the preparation for the exercise of higher education shall be done at the postgraduate level, primarily in master's and doctoral programs" (BRASIL, 1996). However, when analyzing this article, we realize that this device opens precedents so that professionals who do not have initial training for the teaching profession can act in Higher Education, just to have the Masters and / or Doctorate course, "priority". Our concern, in this sense, rests on the specific training of these professionals who do not always have adequate training to act as teachers, such as those pertinent to didactics and specific teaching methodologies. In this respect, Cunha (2004, p. 526) emphasizes the fact that the university professor has been constituted, based on "the idea [...that] who knows how to do knows how to teach [... giving] support to the logic of the recruitment of higher education teachers ".

Article 67 of Law no. 9.394/1996, in proposing the valuation of education professionals, establishes the obligation of statutes and career plans, as well as defines in I-VI the "continuous professional development [...], professional salary floor [...] and period reserved for studies, planning and evaluation, included in the workload "(BRAZIL, 1996).

In relation to the PNE (2014-2024) of 2014, which establishes the guidelines, goals and strategies for improving the quality of Brazilian education over the next 10 years, we highlight goals 13 and 18, which deal with the Higher Education and the guarantee of the

existence of career plans for professionals of Basic and Higher Education, respectively (BRASIL, 2014).

Regarding the career plans for the professionals of the Basic and Higher Education, it is important to point out that Article 2 of Law no. 13.005 / 2014 establishes as one of the guidelines of this Plan the "valuation of education professionals" (BRASIL, 2014). Considering that goal 18 of PNE (2014-2014) proposes to ensure the existence of career plans for professionals of Basic and Higher Education, in the detailing of the strategies we find that this device ends up prioritizing Basic Education (GENSKE; BLACK; HEINZLEP-, 2016).

Goal 13, which proposes to "raise the quality of higher education and increase the proportion of teachers and faculty members" (BRASIL, 2014), seems to assume that it is necessary to foster the development of policies for continuing education for teachers and other professionals. However, strategy 13.9 aims only to "promote the initial and continued training of the technical-administrative professionals of higher education" (BRASIL, 2014). And, what happens to the teacher's graduation for Higher Education?

Strategy 13.4, on the other hand, reinforces the need to "promote the improvement of the quality of pedagogical and undergraduate courses [...] in order to enable undergraduates to acquire the [...] minimum qualifications needed to] conduct the pedagogical process of their futures students "(BRASIL, 2014). However, as Genske, Preto and Heinzle (2016) point out, the quality of the education students receive is a result, albeit indirect, of the quality of the training of teachers who work in Higher Education.

As a third legal contribution, pertinent to the policies dictated for the period of our cut concerning the pedagogical training of Higher Education teachers, we have the DCNs of 2015 that deal with initial and continuing training, as well as the career and salary plan, the conditions of teachers' pedagogical work (DOURADO, 2015) and workplace infrastructure (FERREIRA, 2015).

According to Dourado (2015), these DCNs (2015) bring at least two major educational advances: one concerns a training project in which educational institutions that offer teacher training for Basic Education should institutionalize it, and the other related to the guarantee of the construction of a National Common Curricular Base for Basic Education.

To situate the weaknesses of training required for a professional to act as a teacher in Higher Education, it is necessary to understand that "It is not enough to know how to do, it is necessary to understand theoretically why it is done and the consequences of these actions as teachers" (CUNHA, 2018, p. 8) the academic degrees offered by this level of education, since "Academic representations on university teaching continue to be strongly based on the exclusivity of the scientific competence of teachers and / or on the cultural models of their student trajectories" (p.8)

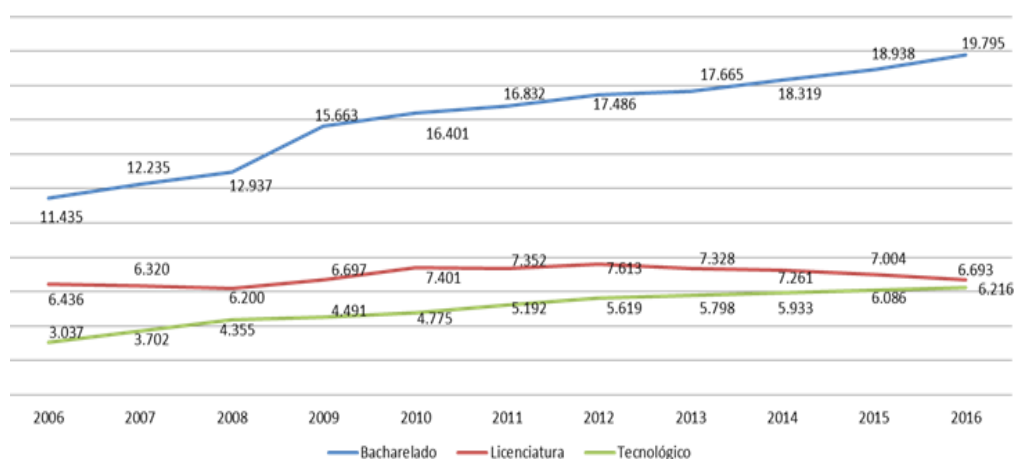
Academic Degrees of Academic Formation in Higher Education in Brazil: Baccalaureate, Bachelor's Degree and Technologic

The Higher Education courses in Brazil are classified into three groups that enable three academic degrees: Baccalaureate, Licentiate or Technologists. Taking into account the clipping of this article and the type of research carried out, we will present the data of the Higher Education Census until 2016, so that the analyzes carried out will take into account the space and time in which the data of this research were produced.

According to the 2016 Census, 19,795 Bachelor's degree courses were offered, 6,693 undergraduate courses and 6,216 technologist courses in face-to-face mode (GRAPH 1).

Graph 1 illustrates how in the last 10 years (2006-2016), in the face-to-face offer modality, the growth in the offer of Bachelor courses supplants those of undergraduate and technological ones.

Graph 1. Face-to-face courses in Brazil - CENSUSES from 2006 to 2016

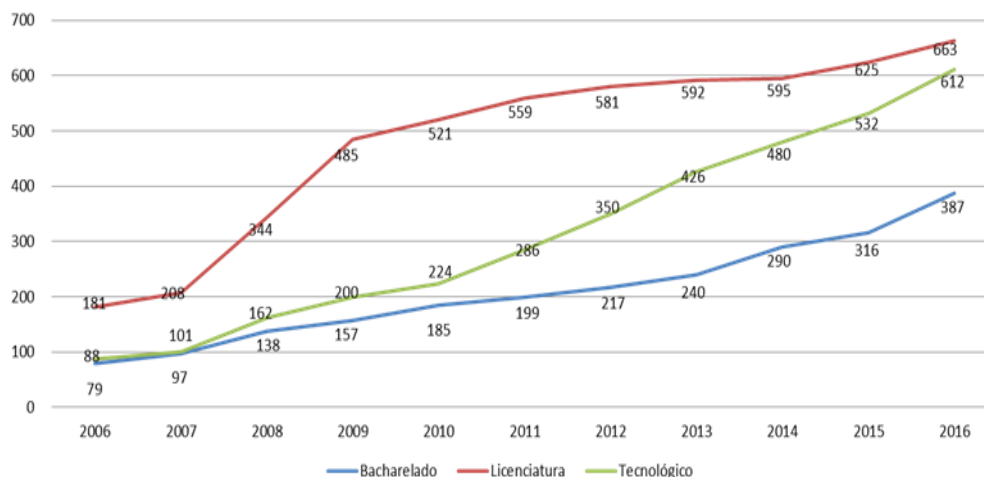


Source: authors (2018).

Given the cut of this research, it is necessary to point out that the majority of undergraduate courses offered in Brazil are not geared towards training that prepares the student for a career as a teacher in higher education or at least provides initial guidance, because the degree courses prepare for a career as a teacher for Basic Education.

When focusing on the distance courses, we can see an increase in this modality, which shows the expansion and its consolidation in Brazil. In the census of 2016 (Chart 2), 663 undergraduate, 612 technological and 387 baccalaureate courses were offered in this modality.

Graph 2. Distance learning courses in Brazil - CENSUS from 2006 to 2016

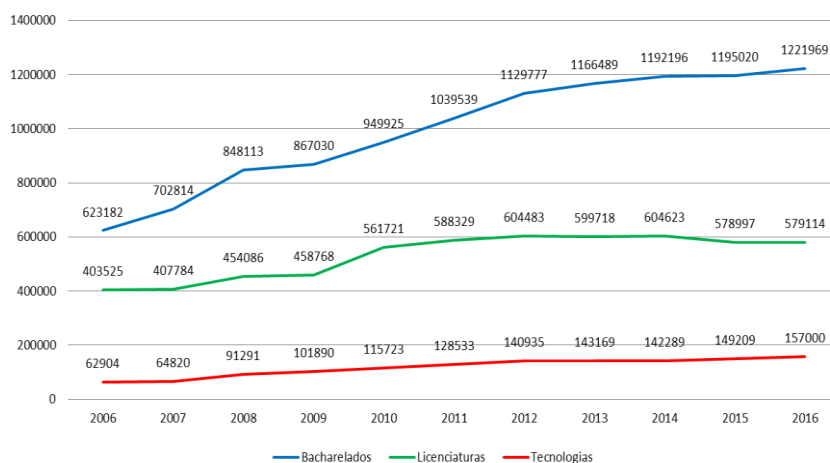


Source: authors (2018).

When analyzing the two modalities of offering undergraduate degree courses in Brazil (GRAPHICS 1 and 2), we find that the decrease in the growth of the offer in face-to-face degree is being offset by its offer in the distance modality. Note, however, that in this period, courses in undergraduate degree represent 21% of total course offerings. That is, the Higher Education Institutions, in the different areas of knowledge, from 2006 to 2016, graduated more bachelors and technologists than graduates. In the face-to-face modalities and the distance of undergraduate courses, the offer of 58% in the Bachelor's degree is verified.

In terms of the number of students enrolled by degree of academic certification in Public and Private Higher Education Institutions, graphs 3 and 4 outline the respective trends in this period.

Graph 3. Enrollments per course in Brazil in Public HEIs - CENSUS from 2006 to 2016

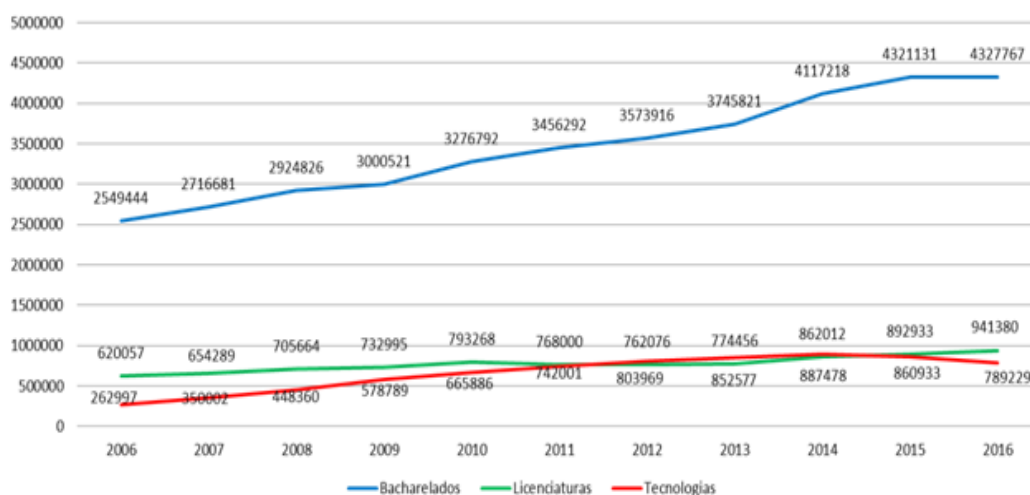


Source: authors (2018).

The majority of students enrolled in public HEIs are concentrated in Bachelor's courses (1,221,969), against 579,114 enrolled in undergraduate degrees and 157,700 in technological ones.

When we observed these enrollment indicators in private HEIs (GRAPH 4), we observed a trend similar to that registered in public HEIs: the highest concentration occurs in the Bachelor's degree with 4,327,767 students, followed in undergraduate courses (941,380) and technological ones (789,229).

Chart 4. Enrollment per course in Brazil in Private HEIs - CENSUS from 2006 to 2016



Source: authors (2018).

The search for the degree in 2016 in Brazil represents 18% of the total number of students enrolled in Higher Education, compared to 82% of those enrolled in the Bachelor and Technological degree, thus evidencing that the demand for undergraduate education is lower, which has repercussions on the total number of professionals qualified to be a teacher in the market. As in current legislation there is no compulsory teacher to be licensed to act in Higher Education, others with certification of various degrees can choose to act as teachers at this level of education, which, with rare exceptions, in their curricular matrix did not have disciplines focused for teaching, having to seek broad courses and / or *stricto sensu* to subsidize their teaching in Higher Education. In this case, among other things, do we need to know if: the pedagogical projects of the courses of *lato* or *strict sensu* have the concern to train their students to act in Higher Education? Or do they offer some course or discipline for the future professional that wishes to join or to follow in the career of professor of Higher Education? These aspects formed part of the contours of our concerns, such as those of Cunha (2018).

As explained by Miranda and Costa (2014: 290), "[...] discourses dispute the legitimacy of curriculum, research and teacher training in the current scenario of higher education institutions", with regard to:

[...] formative aspects of higher education institutions, [...] emphasis seems to no longer fall on the search for the construction of knowledge aggregated to its political, historical or philosophical importance, but rather on the operational competences to be developed and applied in the proper areas of knowledge (p.292).

Under the effect of such changes, the forces of tension have become present in teacher training. Next, we will focus on the framework for teacher training to work in Higher Education, highlighting the main aspects evidenced in the selected national events of this work.

"State of the Art" Study About Teacher Education for Higher Education in Brazil

The option to carry out state-of-the-art research is justified, since it allows the researcher to map studies related to the topic of interest, as well as a wide and meaningful reading of the object of his study.

According to Romanowski and Ens (2006, p. 38), it is important to emphasize that "the analysis of the field of research is fundamental in this time of intense changes associated with the increasing advances of science and technology". As the authors point out, the objectives of this type of research are mainly to identify and understand how to compose "the production of knowledge in a given area of knowledge in doctoral theses, dissertations, journal articles and publications" (p. 39), and thus enables researchers to go further in their investigations.

The authors explain that "[...] interest in research that addresses 'state of art' derives from the comprehensiveness of these studies to point out ways that are being taken and aspects that are addressed to the detriment of others" (37-38). of the authors). Therefore, they indicate that "[...] the realization of these balance sheets makes it possible to contribute to the organization and analysis in the definition of a field, an area, besides indicating possible contributions of the research to the social ruptures" (37- 38).

State-of-the-art research contributes significantly to the formation of the theoretical basis of an area of knowledge. This work seeks to identify, among other things, important subsidies for the elaboration of "pedagogical theory and practice", as well as to indicate limitations and restrictions of research, pointing out their dissemination gaps, innovative propositions that indicate possibilities for challenges of practice, in addition to highlighting the contributions of research in the composition of proposals in the area of identified knowledge (ROMANOWSKI and ENS, 2006, p.39).

Events such as the annual meetings of the National Association of Graduate Studies and Research in Education⁵ (ANPEd-2015), meetings in the southern region (ANPEd SUL-

⁵ ANPAE aINs to strengthen and promote the development of post-graduate education and research in education; encourage educational research and related themes; to promote the participation of the academic and scientific communities in the formulation and development of the educational policy of the Country. During the National Scientific Meetings (1978-2017) of the 23 Working Groups (WGs), WG 11 - Education Policy

2014 and 2016), Symposiums such as those of the National Association of Education Policy and Administration⁶ (ANPAE-2015) and the National Congress of Education⁷ (EDUCERE-2015) constitute opportunities that are valued by the scientific community of Education and related disciplinary fields to debate the issues that instigate researchers in the area, as explained by Pullin (2012).

When authors have their work accepted for presentation at events of this nature, they can, as Witter and Souza (2007, p. 86) point out, "[...] internal and external visibility to their work [...] allows a perspective of the generated output and consequently there is evidence available to assess the development of the target area. " In turn, the publication of the full texts of these works in the annals of the event constitutes "an efficient way to preserve the memory of institutions, scientific societies", in other words to institute "... a collection for the study of history, of scientific and technological development "(WITTER, SOUZA, 2007, p.86).

Possibilities and Weaknesses of the Pedagogical Training of the Teacher to Act in Higher Education Based on the Analysis of the Data Collected in Educational Events

In this paper, we focus on the communications approved and presented in five events, from 2015 to 2016, with reference to the axis proposed by its organizers, ie ANPAE (2015), ANPEd (2015), ANPEd SUL (2014, 2016) and EDUCERE (2015). From this perspective, one of the indexes of the relevance of the subject can be scaled by the volume of works approved, in the case of teacher training, by Axis/GT and Event (TABLE 1), and by the specifics related to teacher education for Higher Education which are reported in Chart 5.

Superior of the 37th National Meeting of the National Association of Postgraduate and Research in Education (2015) and Thematic Axis 8 - Higher Education / Higher Education of the X and XI Scientific Meeting of the Southern Region of the National Association of Postgraduate and Research in Education (2014 and 2016).

⁶ ANPED aims to strengthen and promote the development of post-graduate education and research in education; encourage educational research and related themes; to promote the participation of the academic and scientific communities in the formulation and development of the educational policy of the Country. During the National Scientific Meetings (1978-2017) of the 23 Working Groups (WGs), WG 11 - Education Policy Superior of the 37th National Meeting of the National Association of Postgraduate and Research in Education (2015) and Thematic Axis 8 - Higher Education / Higher Education of the X and XI Scientific Meeting of the Southern Region of the National Association of Postgraduate and Research in Education (2014 and 2016).

⁷ O EDUCERE é um evento criado e organizado pelo Programa de pós-graduação e da graduação em Educação da PUCPR, com o objetivo de socializar os resultados das pesquisas realizadas por acadêmicos da graduação, da pós-graduação e de diferentes profissionais da área da Educação. Historicamente, este evento tem promovido a aproximação entre professores e estudantes da Educação Superior e professores da Educação Básica, possibilitando um fórum permanente de discussões de modo a aprimorar a formação inicial e continuada dos profissionais da Educação. Como campo da presente pesquisa, em 2015, tivemos o GT 20 – Políticas públicas, avaliação e gestão do Ensino Superior, do XII Congresso Nacional de Educação.

Table 1. Distribution and total of works on "Teacher Training / Teachers for / in Higher Education" by Event and Axis / WG (2014-2016)

Year	Event	Eix/GT	Quantity	Teacher Training	%
2014	ANPEd SUL	College education	52	6	12
2015	ANPAE	Higher Education Policy and Management	23	3	13
2015	ANPEd (nacional)	Higher Education Policy	23	1	4
2015	EDUCERE	Public policies, evaluation and management of Higher Education	36	1	3
2016	ANPEd SUL	Higher education ⁸	30	3	10
Total			164	14	9

Source: the authors (2018).

According to Table 1, of the 164 approved works in the Axes / WGs defined by the organizers of the events related to Higher Education, 82 were presented in the "Higher Education / Higher Education" Hub in the two editions of ANPEd SUL (2014; 2016), however the incidence of these teacher training was relatively low: 12% in 2014 and 10% in 2016. At the ANPAE Symposium (2015), 23 texts were approved in the "Policy and Management of Higher Education" Axis, and of these, three on teacher education for Higher Education. At the ANPEd Annual Meeting (2015), 23 articles were accepted in the "Higher Education Policy" WG, and only one article met the cut proposed by us for this research. Already, in EDUCERE (2015), in the WG "Public Policies, Evaluation and Management of Higher Education", 36 articles were approved, of which only one related to teacher training for Higher Education. And, in the last selected event (ANPEd SUL - 2016), in the Higher Education Hub, 30 articles were approved, and of these three met the third selection criterion, that is, teacher education in Higher Education.

We found that the low presence of articles on the subject can be related to the limits and / or almost silence of the teacher education policies for Higher Education. Article 9 of Law 9,394 / 1996, in article 66, states that "The preparation for the exercise of higher education shall be done at the postgraduate level, primarily in master's and doctoral programs." In these courses, however, there is no requirement to offer courses related to didactic-pedagogical training. Since Art. 52, item II, establishes that "one-third of the teaching staff, at least with an academic degree of masters or doctorates" (BRASIL, 1996), the requirements for teaching in Higher Education have been understood as restricted to acquire the title of master or doctor. These are the qualifications that the external evaluation

⁸ Although some Events opt for the nomenclature "Higher Education" to characterize the axis of work, throughout this text we use the expression "Higher Education", as prescribed in the Law of Directives and Bases of Education n. 9,394 / 1996 (LDB), Art. 21, "[...] school education is composed of levels, Basic Education and Higher Education".

systems of the HEIs value for accreditation or institutional re-accreditation.

For some new teachers - especially for those who work in Higher Education, the challenges and concerns are enormous. As Nóvoa (1992: 16) explains: "Certainly [... due to a] context of struggles and conflicts and a space of construction of ways of being and being in the profession and not an acquired condition".

Since, as Cunha and Zanchet (2010, p.185) point out,

Academic culture is not only a tributary of historically accumulated experience in the standards of professional groups. It is influenced by the external pressures and expectations and by the situational requirements of the subjects involved. This characteristic highlights the articulation between the academic culture and the wider social process, that is, its ideological and political dimension and, therefore, not neutral.

The lack of research and the improvisation of training, as these authors point out, seem to depend on the fact that "the commitment of the field of pedagogy [... to become] progressively as an object of the field of politics" (p. 196).

Graph 5 shows the distribution and total of works on "Teacher Training for Higher Education" by selected event (2014-2016).

Graph 5. Teacher training in higher education: total number of works per event (2014 -2016)



Source: the authors (2018)

We can see that, according to Chart 5, the two that presented the greatest number of papers, in the face of the cut established for this "State of Art" research, were: ANPED SUL 2014 with 12% (6) of articles on formation teacher and ANPAE 2015 with 13% (3) of the 164 articles that met the defined criteria.

Of the total of 164 articles analyzed, 14 of them, less than 9%, make considerations related to the theme of this research, that is, they meet the criteria defined for this research, namely "Teacher Training / Teachers for Higher Education". Table 1 lists, by event, year, the authors, title and keywords of the approved and selected text.

The abstracts of the 14 articles selected were systematized and this corpus was submitted to the Interface Software for Multidimensional Analyzes of Tests and Questionnaires - IRAMUTEQ (RATINAUD, 2009; CAMARGO, JUSTOS, 2016). The IRAMUTEQ was used in the present research to subsidize the similarity analysis from the data presented in the 14 abstracts, generating the Maximum Tree of Similitude, which displays by means of a graph the force of connection between the words of the investigated textual corpus allowing quantitative analysis.

Table 1. Works approved and selected by Event, from the descriptor "Teacher Training / Teachers for Higher Education" (2014-2016)

EVENT	YEAR	AUTHORS	TITLE	KEY-WORDS
ANPEd SUL	2014	*Vanessa Michelon Cocco *Silvia Maria de Aguiar Isaia	University Teaching: implications of the plurality of teaching	Movements of higher teaching. University teaching. Teaching performance. Pedagogical Movements.
ANPEd SUL	2014	*José Antunes de Souza Pomiecinski	Teacher training and the proposal of a philosophy center in the mountain region of Santa Catarina	Teacher training. Teaching philosophy. Mountain Region.
ANPEd SUL	2014	*Daniela Pederiva Pensin	Continuing education of higher education teachers: problematizing practices in the perspective of pedagogical innovation	Continuing pedagogical training. Innovation. Pedagogical practices.
ANPEd SUL	2014	*Bruna Donato Reche *Maura Maria Morita Vasconcellos	The construction of the teaching career by bachelors: initial considerations	Teaching in Higher Education. Teacher training. Teaching by bachelors.
ANPEd SUL	2014	*Isabel Cristina de Almeida	Teaching-pedagogical training policy for teachers of higher education and teaching quality: a study on the university pedagogy program as a possibility for teacher qualification	University Teaching. Continuing Education. Public policy.
ANPEd SUL	2014	*Rejane Cavaleiro	Teaching marks and continuing formative influences	Formative marks. Higher education. Continuing education choices.
ANPAE	2015	*Isabel Cristina de Almeida *Silvia Regina Canan	Pedagogical-didactic training policy for teachers of higher education and teaching quality: a study about the Pedagogical University program as a possibility of teacher qualification	(Note the published work did not present keywords)
ANPAE	2015	*Maria da Conceição Monteiro Cavalcanti *Alda Maria Duarte de Araújo Castro	The World Bank guidelines: implications for Higher Education and for teacher education	World Bank (WB). Higher education. Teacher Training.
ANPAE	2015	*Noádia Munhoz Pereira *Fabiane	The dimension of teaching work under the aegis of capital restructuring in higher education	Educational policies. Teaching work. Restructuring of capital.

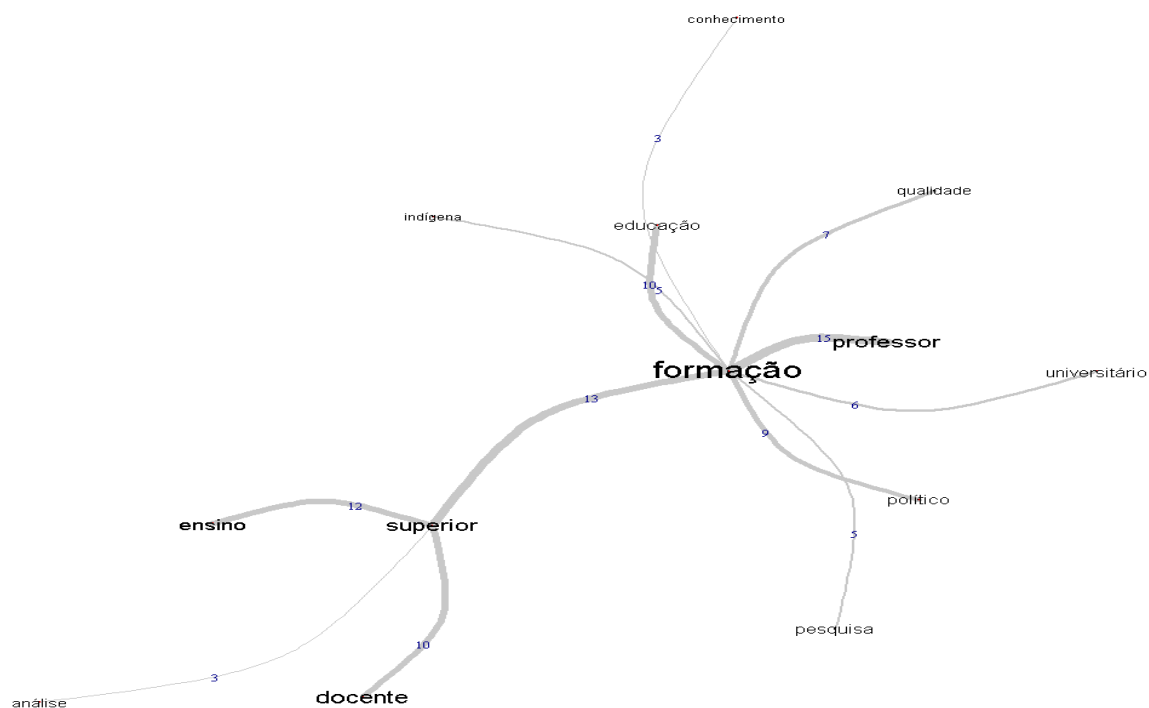
		Santana Previtali		Higher education.
ANPEd	2015	*Charlini Contarato	The teaching work in the financialisation process of higher education: the case of Kroton in Espírito Santo	Teacher. Higher education. Stock Exchange.
EDUCERE	2015	*Maria Simone Jacomini Novak *Rosângela Célia Faustino *Maria Luisa da Silva Bornioto *Luciana Regina Andrioli	The higher education of indigenous teachers in Paraná	Indigenous School Education. Teacher training. Higher education.
ANPEd SUL	2016	*Altair Alberto Fávero *Carina Tonieto	University teaching in the perspective of the epistemology of Gaston Bachelard	University Teaching. Epistemology. Epistemological Obstacles. Formation.
ANPEd SUL	2016	*Simone Genske *Valdete Elenir Moser Preto *Marcia Regina Selpa Heinzle	Public policies and professional development of university teachers	Continuing Education. Teacher training. Higher education. Public policy.
ANPEd SUL	2016	*Walter Strobel Neto *Maria de Lourdes Pinto de Almeida	Higher Education and teacher training: the curricular trends of the UNOESC-SC Pedagogy course in the teachers' perspective	Higher Education Policies. Teacher Training Policies. Pedagogy. University. Teacher training.

Source: the authors (2018).

The relations of force between the textual elements of the summaries of the 14 articles analyzed, based on Roussiau's (2002) similarity analysis propositions, showed in Figure 1 that the relationship occurred in two blocks. In block A (*training*), the strongest relation was between *training and teacher* (.15), followed by *teacher and education* (.10), *teacher and policy* (.9) and in block B (*superior*) between *superior and teaching* (.12), *superior and teacher* (.10).

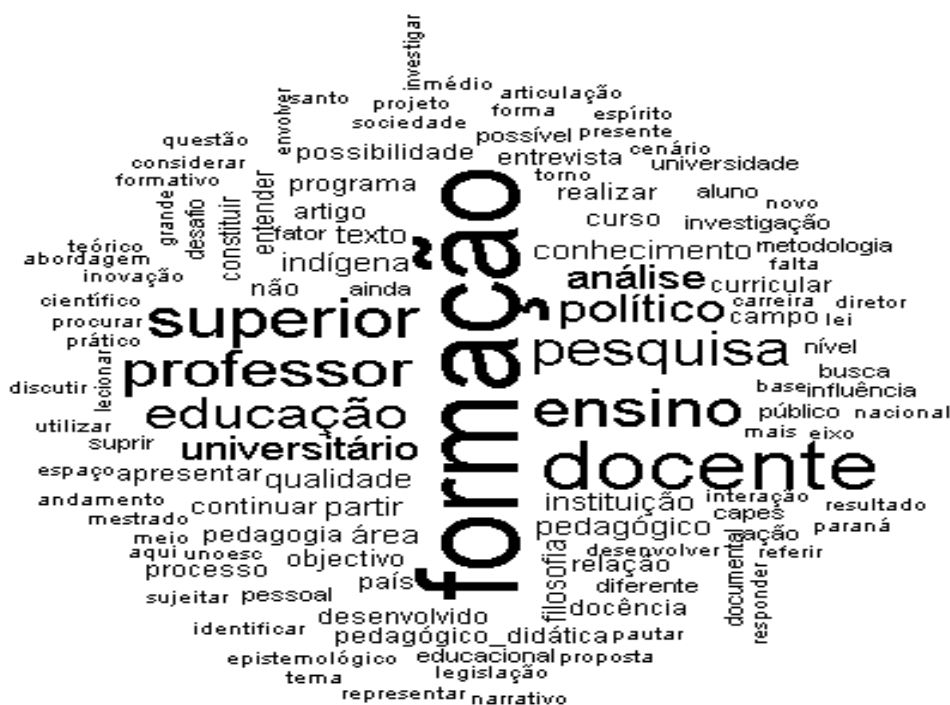
Figure 2 emphasizes, by font size, the words that hold most importance in the corpus by virtue of their frequency, while the configuration of the force of relation that maintain between them can be visualized in the cloud obtained by IRAMUTEQ that, when grouping the words, (MUTAMBO, 2013). In this paper, we present an overview of the meaning of each lexicon, as well as an overview of their meaning.

Figure 1. Most prominent words in the summary of selected articles, according to the descriptor Teacher Training (2014-2016)



Source: authors (2018), with the support of software IRAMUTEQ (2009).

Figure 2. Cloud of the words of the abstracts of the articles selected, according to the descriptor Teacher Training (2014-2016)



Source: authors (2018), with the support of software IRAMUTEQ (2009)

The analysis of the 14 articles on the theme "Teacher Training for Higher Education" expresses not only the sense of absence but also the precariousness of this formation.

In the summaries of the 14 articles analyzed, the following expressions stand out

- Absence of pedagogical training
- Lack of defined policies
- Quality of pedagogical-didactic training
- Teacher work
- Configuration of the teacher's work in Higher Education
- Improvement □ Mode of action of the teacher
- Mishaps to university teaching
- Continuing education
- Pedagogical training practice
- Innovation in teacher education
- Conditions of teacher work
- Bachelor's degree in teaching careers

Regarding the quantity of articles, it is clear that the theme is not yet taking a proportion as a current theme of scientific research in the field of Education, or of eminent concern for Brazilian researchers, because, although present, it was not yet representative in the congresses selected for this research, which, among their Axes / WGs, propose the Higher

Education. These events are large in the national scenario and recognized in the evaluations of the Coordination of Improvement of Higher Education Personnel (CAPES). This foundation, linked to the Ministry of Education (MEC) of Brazil, works in the expansion and consolidation of *stricto sensu* (master's and doctorate) post-graduation courses in all Brazilian states. Its mission is the evaluation of the *stricto sensu* post-graduation, access and dissemination of scientific production, investments in the training of high-level specialists and promotion of international scientific cooperation. As of July 2007, having received as an assignment to stimulate the formation of teachers for Basic Education.

After a brief theoretical survey, as well as placing the legal regulatory documents pertinent to teacher education for Higher Education, with the analysis of the summaries of the 14 articles (TABLE 1) that constituted the cut of this research, it was evident the fragility of the process of formation of the teachers to work in Higher Education.

As sources of research, we perceive a vast national and international bibliography on the themes: characteristics of being a teacher, making the teacher professional, as well as about the challenges to be a teacher in Higher Education, but few are the publications that address teacher training for to act in Higher Education.

It is evidenced that one of the weaknesses of writing about the theme proposed in this article is the lack of research, empirical and theoretical that analyze this scenario in Brazil, despite the growing interest of researchers on teacher training, the contribution of these studies "[...] for the formative processes of teachers seems to be unequal and difficult to evaluate accurately "(GATTI, 2010, p 117), due to the heterogeneity of the focus areas they address. Higher Education, is also restricted in Brazil.

Veiga (2014), in qualifying the concept that involves being a teacher in Higher Education, emphasizes the fact that these professional needs pedagogical training, analytical skills, description, understanding and interpretation in the perspective of a continuous formation facing the centrality that the totality imposes, and this totality must be understood in the diversity of undergraduate courses. The author considers that being a teacher in Higher Education is a weave of different possibilities and requires in front of the formation process, the basis of knowledge grounded / intertwined in the threads of theory and practice on the specificities of the profession of teacher.

Nóvoa (1999), in his article entitled "Teachers in the millennium: the excess of speeches poverty practices," recalls as international organizations have turned to teachers, guiding countries through consulting in Education about how this training should be. In this context, organizations such as Unesco and the OECD, among others, according to Nóvoa (1999, p.14), tend to analyze in their texts the centrality of teachers in the preparation of the new generations and "[...] seem to have rediscovered prospective analyzes, announcing in their documents the 'educational society', 'knowledge society', 'learning society' or 'cognitive society' of the next century "(author's italics).

It should be noted that, as Nóvoa (1999) explains, one of the central axes present in the measures proposed by international experts is that of initial and continuing teacher training. These measures, indicated in this perspective, point to "accreditation systems" (in the case of initial training) and in the logics of evaluation (in the case of continuing education), dragging a schoolized conception of teacher training "(NÓVOA, 1999). , p. 14). These aspects show the insertion of international organizations into Brazil's educational policies and confirmed by Shiroma, Campos and Garcia (2005), which, when analyzing international documents, found a proposal to transform the terms used in the 1990s, competitiveness, productivity, efficiency, effectiveness) to a more humanitarian bias (concepts of justice, equity, social cohesion, inclusion, empowerment, opportunity, security). Terms that have come to dominate the texts of educational policies.

The authors state that "[...] concepts such as social cohesion, inclusion, learning to learn, citizenship and professionalization are not new; some have been sought after by authors of past centuries "(p.429). They are proposals that increase the forms of regulation of the formation and the work of the teacher. For, while the teacher is taken to be the protagonist of educational reforms, he is seen as an obstacle to these reforms, that is, he is taken as responsible for educational, social and economic problems and, at the same time, as a solution to these problems, argue Evangelista and Shiroma (2007: 534) and question, why "... the ongoing politics - national and international - insists on this fallacy?" The fact is that the subjectivity of educational reforms has increasingly consolidated a training market, for which "a group of scientific institutions and groups that had never shown great interest in this field" (NÓVOA, 1999, p.15) have been present. However, no benefits derived from this interest have been observed, since most of the teacher training programs have presented unsatisfactory results (NÓVOA, 1999).

According to Marcelo García (1999, p. 112, emphasis added), "the professional initiation of teachers is one of the phases of 'learning to teach' that has been systematically forgotten, both by university institutions and institutions dedicated to service of teachers ".

Final Considerations

We do not only see weaknesses in the formation of the teacher for Higher Education, but possibilities to face the challenge of acting in this formation, making the stigma that those who "know how to do" also know how to "endure. This is not what we think, because we defend that the teacher's doing in Higher Education is not only specific, but also the basis for the formation of several other professionals.

[...] although the system does not worry about the professionalization of teachers and does not establish principles and guidelines for the professionalization of higher education teachers, it performs a series of external verifications on teaching: the results that students have in the proverb, the indexes of teachers with masters and doctorates in institutions [...].

In addition, the authors consider that "... the evaluating State, apparently ignoring the functions of the university as a social institution, establishes the parameters, and it is up to the institutions to provide ways to professionalize their professors, which will occur according to the vision of what is professionalism "(P.143).

According to Morosini (2000), Pimenta and Anastasiou (2002, pp. 40-41) emphasize that the legislation does not consider the action of the teacher for Higher Education as a process that requires training, reducing it to a [...] preparation for the exercise of the higher magisterium, [...] carried out primarily (not exclusively) in *stricto sensu* postgraduate courses ". The authors point out that this bias has made possible the high demand for the opening of courses destined to this training, highlighting the area of Education, since there is a reduced number of effective offer for such preparation in postgraduate programs in other areas.

Faced with the non-expressive nature of the formation of the Higher Education teacher, Pimenta and Anastasiou (2002, pp. 40-41) record the "growth of *lato sensu* postgraduate courses (specialization) or even the introduction in them of discipline denominated Methodology of Higher Education or Didactics of Higher Education, specifically focused on teacher education ". Behrens (1998, p. 65) explains that such "proposals ... seek to at least design a scenario that can be used as a basis for the teaching of higher education or higher education didactics. propitie the discussion and reflections on the teaching practice ". Behrens (1998) notes that many teachers do not have access to the training necessary to work in Higher Education due to questions such as: high values charged in these courses, which impedes the possibility of many teachers to enroll, and the number of vacancies offered, much lower than the demand. In view of this, the author highlights as substantial the need to significantly increase the offer of vacancies in postgraduate public institutions at master's and doctoral level in the various areas.

Veiga (2014, p.332) states that "[...] teaching in Higher Education is linked to innovation when it breaks with the transmissive way of teaching. Teaching, as a specialized activity, is a profession, is produced by the actions of social actors in the case, teachers. " Still in relation to the role of teaching in Higher Education, Veiga (2014) argues that, as specialized professional action needs to rebuild knowledge, with a view to overcoming divisions between knowledge involving critical sense and common sense, science and culture, education and work, theory and practice. It should be noted that, as this author clarifies, there is a need to weave new knowledge that aims at new "theoretical-methodological alternatives" in search of other possibilities of choice; seeks the renewal of the sensibility based on the aesthetic dimension, the creative, the inventiveness; becomes meaningful when it is exercised with ethics ... "(VEIGA, 2014, 332). In view of the above, it is important to consider the importance and urgency of researches of those who discuss teacher education, data generated and analyzes, so that they can provide effective subsidies for the improvement of teacher education for Higher Education, as well as to support changes and new public policies aimed at this training. Teacher training is an eminent concern for Basic Education, and in Higher Education it becomes a substantial concern. It is indispensable to have a higher education evaluation policy not only based on quantitative indicators that take into account the teacher's

degree, his / her time as a teacher, his / her professional career, and his / her academic production. These indicators, when analyzed with a focus on quality, can not fail to consider Veiga's words (2014: 332) that being a teacher is "... a social practice that, in order to be problematized, understood and transformed, needs to be dialogued and built on the meanings that emerge from the teachers and students who make it happen. " As a social practice, the author elucidates that "[...] teaching is configured through institutional and work conditions, remuneration, organization, health plans, social and social rights, career and study of the teaching profession."

For, "teaching is built on the reality of the concrete educational institution and its determinants" (Veiga, 2014, 332). In addition, as this author emphasizes, the formation of the teacher for Higher Education needs to be based on a meaningful formation that provides the teacher with not only important technical and scientific knowledge, but also a formation that considers the processes in which this teacher is inserted. professional.

Finally, we emphasize that in the proposals for university teacher training we can not only consider aspects related to the teaching-learning processes, since both the continuous formation and its own constitution as a subject, since inserted in a specific time and context, based on educational technologies, in educating with and to the other and other factors that instigate the awareness that being a teacher in Higher Education reinforce that it is a complex and double-handed activity, because teaching teaches and learning teaches, as Paulo Freire points out (1996).

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