



## Revolutionizing University Teaching: Orientations, Experiences and Theories for the Teaching Practice in Business

## Revolucionando a Docência Universitária: Orientações, Experiências e Teorias para a Prática Docente em Negócios

## Revolutionizing University Teaching: Orientations, Experiences and Theories for the Teaching Practice in Business

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The book "Revolving university teaching: orientations, experiences and theories for business teaching practice", published by Atlas in 2018, aims to address issues related to teacher education for university education, regarding methodology higher education in business.

It was organized by professors Gilberto José Miranda (FEA/USP), Edvalda Araújo Leal (FGV / SP) and Silvia Pereira de Castro Casa Nova (USP) as a result of the discussions in disciplines on the subject in master's and doctoral programs in accounting, as well as and of the interlocution with teachers and researchers of pedagogy. In that they had a need to reflect and approach the extensive and rich human and research material on higher education in the business area. In this way, the University of São Paulo (USP) and the Federal University of Uberlândia (UFU) joined forces with their graduate programs that have excelled in research and business teaching. It is presented in a clear and consistent way in 279 pages, with twelve chapters divided into three parts, which address different dimensions of university teaching; professors and researchers of the area were specially invited to compose each of the chapters.

In the first part, which consists of chapters 1 to 4, the focus is on the classroom, it is about a more technical part, approaching subjects related to curriculum, educational planning, educational technologies, student evaluation and educational technologies, presenting from the challenge of introducing them in the classroom to the perspectives that bring us in terms of distance education.

Chapter 1 is entitled "Planning in higher education," Camila Lima Bazani (UFU) and Aline Barbosa de Miranda (FE/USP) report that the act of planning is an eminently human prerogative and fundamental for the good development of any process. In the educational context, the "complex process" of planning ranges from its macro form, imposed by governmental policies, to its micro level, in the day to day of each class.

Chapter 2, "Curriculum", Izael Oliveira Santos (UFU) and Camila Lima Coimbra (PUC / SP) emphasize the curriculum conception based on the analysis of the visions of the traditional, critical and post-critical theoretical currents. importance of the curriculum, its classifications and interlocution with Educational Planning. The objective is to instrumentalize the conception of the curriculum within the context of the teaching-learning process and the everyday of the classroom.

Neirilaine Silva de Almeida (UFU) and Camila Lima Coimbra (PUC/SP), in chapter 3 "Student evaluation", comment on the main characteristics of the qualifying exams, traditionally used in higher education institutions in the country, as well as on the pertinence of evaluation of learning as an opportunity for teachers to check students' progress and deficiencies, monitor learning, and plan necessary interventions in the teaching-learning process.

In chapter 4, "Educational Technologies", Taís Duarte Silva (UFU) and Edvalda Araújo Leal (FGV / SP) deal with the various reflexes of technological advancement in the academic environment, such as: adoption of Information and Communication Technologies throughout the process university education; the integration of the various technological tools in teaching; the changes of paradigms to teach with the use of technologies; the preparation and adherence of teachers involving the use of technologies in higher education.

In the second part of the book (chapters 5 to 8), the focus is on teacher education. Important aspects regarding the phases of professional life, teacher training in higher education, teacher training and tips for teachers entering the career are discussed.

In chapter 5, "Phases of the professional life of teachers", Camila Lima Bazani (UFU) and Gilberto José Miranda (FEA/USP) report that the practice of teaching requires a multiplicity of teachers' skills to deal with day to day classrooms. Although the theoretical basis is fundamental for the transmission of knowledge, practical experience is also an essential factor. Therefore, the chapter runs through the teaching life cycle, evidencing the fragile training of teachers in the business area.

Izrael Oliveira Santos (UFU) and Gilberto José Miranda (FEA/USP), in chapter 6, "Teacher Training for Higher Education", reflect on the training of university teachers focusing on didactic-pedagogical knowledge, after contextualizing discussions about the challenges faculty, emphasizing the elements and characteristics of university pedagogy. Likewise, they reflect on the changes in the teaching-learning process that are stressed by pedagogical innovations.

In chapter 7, "Who guides the advisor?", João Paulo Resende de Lima (FEA/USP), Elisabeth de Oliveira Vendramin (FEA-RP/USP), Raíssa Silveira de Farias (FEA-RP / USP) and Silvia Pereira de Castro Casa Nova (USP) discusses an uncontroversial topic in the literature on teaching methodology, the process of orientation in postgraduate courses, since, from it, future teachers, researchers and advisers are trained. Finally, they demonstrate several nuances of the process of orientation and the training of the post-graduation counselors.

In chapter 8, "I will become a teacher, and now? (FEA/USP) and Adriana Maria Procópio de Araujo (FEA/USP) reflect on the challenges and achievements of teaching entry from teachers 'and teachers' narratives. teachers, leading to advice for early career teachers.

In the third part of the book, which focuses on chapters 9 to 12, the focus is the context of higher education. It addresses aspects related to the growth of higher education in Brazil, the large-scale evaluation processes, the generations that compose the classrooms and the advent of distance education in Brazil.

In chapter 9, "Overview of Higher Education in Brazil", Vivian Duarte Couto Fernandes (UFU) and Sheizi Calheira de Freitas (UFBA) carry out a historical perspective of higher education in Brazil, highlighting quantitative data on their characterization. The authors show how the public policies implemented by the federal government have succeeded in recent years in expanding access to higher education.

Sheizi Calheira Freitas (UFBA) and Vivian Duarte Couto Fernandes (UFU) emphasize that the result of an evaluation process should serve as an instrument to control and monitor the quality of teaching offered by educational institutions with respect to some previously established parameters. In this sense, the authors work on the conceptual questions about the institutional evaluation and quality in higher education, the history of the evaluation of higher education in Brazil, the national system of evaluation of higher education, and critically critique the evaluation of courses and evaluation by students in the country.

For Taís Duarte Silva (UFU) and Aline Barbosa de Miranda (FE/USP), authors of chapter 11, "University students from the perspective of the generations", to discuss this subject is to submerge in a complex and immersive environment. Many events mark the life of a university student, from entry to the end of his degree; these changes and transformations can strongly influence your personal and professional development. The authors approach the theme based on the study on generations, showing the profile of Brazilian university students, their experiences, expectations and challenges.

In chapter 12, "Distance learning: perspectives and challenge", Neirilaine Silva de Almeida (UFU) and Edvalda Araújo Leal (FGV / SP) talk about a modality of education that has been consolidating in Brazil, through the development of Information and Communication, distance education (EaD). The theme of the chapter is focused on the emergence, evolution, benefits and possibilities of EaD, on the structure for this modality, the pertinence of the training of teachers, tutors and managers to maintain the quality of distance learning as well are discussed.

It can be said that the book "Revolving university teaching: orientations, experiences and theories for business teaching practice" is a great contribution to the discussions about the challenges faced in teaching, of university teachers, especially those related to the business area. It is aimed at educational managers and coordinators of courses, teachers, postgraduates and students of courses in higher education and, also, indicated for teacher training in higher education in the various areas of knowledge.