



Contributions of the Research for Professional Teacher Development in the perspective of the Coordinators of the Bachelor's Courses

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ABSTRACT

The researches on university teaching gain, significantly, space in Brazil, considering that many bachelors, of diverse professions, are challenged to assume the function of professor. Therefore, the present article investigates the contributions of the research to the professional development of the teaching staff from the perspective of the coordinators of the degree courses. The methodology adopted for this study was of an applied nature, with a qualitative approach, using as an instrument for the data collection the interview conducted with the coordinators of the undergraduate courses, in the courses of Pedagogy, Letters, Mathematics, Geography and History. Bibliographic research and data analysis allowed us to affirm that research is a specificity of university teaching that promotes its professional development, since it contributes to the teacher taking a more investigative stance from the production of knowledge. However, there are still teachers who do not research and can not promote the articulation between teaching and research.

KEYWORDS

Search. Professional teacher development. University teaching. University professors. Coordinators.

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Contribuições da Pesquisa para o Desenvolvimento Profissional Docente na Perspectiva dos Coordenadores dos Cursos de Licenciatura

RESUMO

As pesquisas sobre docência universitária ganham, significativamente, espaço no Brasil, tendo em vista que muitos bacharéis, de diversas profissões, são desafiados a assumirem a função de professor. Para tanto, o presente artigo investiga as contribuições da pesquisa para o desenvolvimento profissional docente na perspectiva dos coordenadores dos cursos de Licenciatura. A metodologia adotada para este estudo foi de natureza aplicada, com uma abordagem qualitativa, utilizando-se como instrumento para a coleta de dados a entrevista realizada com os coordenadores dos cursos de Licenciatura, nos cursos de Pedagogia, Letras, Matemática, Geografia e História. A pesquisa bibliográfica e a análise dos dados permitiram afirmar que a pesquisa é uma especificidade da docência universitária que promove o seu desenvolvimento profissional, pois contribui para que o professor assuma uma postura mais investigativa a partir da produção de conhecimentos. Porém, ainda há professores que não pesquisam e não conseguem promover a articulação entre ensino e pesquisa.

PALAVRAS-CHAVE

Pesquisa. Desenvolvimento profissional docente. Docência universitária. Professores universitários. Coordenadores.

Contribuciones de la Investigación para el Desarrollo Profesional Docente en la Perspectiva de los Coordinadores de los Cursos de Licenciatura

RESUMEN

Las investigaciones sobre docencia universitaria ganan, significativamente, espacio en Brasil, teniendo en vista que muchos bachilleres, de diversas profesiones, son desafiados a asumir la función de profesor. Para ello, el presente artículo investiga las contribuciones de la investigación para el desarrollo profesional docente en la perspectiva de los coordinadores de los cursos de Licenciatura. La metodología adoptada para este estudio fue de naturaleza aplicada, con un abordaje cualitativo, utilizando como instrumento para la recolección de datos la entrevista realizada con los coordinadores de los cursos de Licenciatura, en los cursos de Pedagogía, Letras, Matemáticas, Geografía e Historia. La investigación bibliográfica y el análisis de los datos permitieron afirmar que la investigación es una especificidad de la docencia universitaria que promueve su desarrollo profesional, pues contribuye para que el profesor asuma una postura más investigativa a partir de la producción de conocimientos. Sin embargo, todavía hay profesores que no investigan y no consiguen promover la articulación entre enseñanza e investigación.

PALABRAS CLAVE

Investigación. Desarrollo profesional docente. Docencia universitaria. Profesores universitarios. Coordinadores.

Introduction

Research is considered a tool that contributes to teaching practice, because the professional development of teachers is a process of permanent learning, in favor of a teaching that generates significant learning (MARCELO, 2009). In addition, the university teaching dealt with in this article requires that teachers perform teaching, research and extension activities inseparably (WAGNER, 2018), which confirms the importance of research in the academic environment.

Given this, we saw the need to analyze the contributions of research to the professional development of teachers from the perspective of the coordinators of the Undergraduate University of Santa Catarina - UNESC, as managers have the role of accompanying the work developed by the faculty. According to the university's own Institutional Development Plan (PDI), it is desired that the course coordinator "Orient teachers to carry out a systematic and continuous self-assessment of their personal and professional development" (UNESC, 2012, p. 34), in order to emphasize the commitment of the coordinator to the teachers, in search of the quality of teaching and, consequently, of the course.

Although research helps in the qualification of university professors, it can contribute to their withdrawal from teaching activities. Teachers who are overly concerned with academic production may not value teaching as an academic dimension. Working from the teaching, research and extension tripod does not mean that the teachers, specifically in this research, those of the undergraduate courses, are engaged in producing knowledge as well as stimulating the production of students.

Thus, this article aims to analyze the contributions of research to the professional development of teachers from the perspective of the coordinators of the undergraduate courses at UNESC. The specific objectives are: a) to describe the specificities of the work of university teachers; b) raise the concept (s) of professional teaching development in the literature on University Pedagogy; c) reflect on the role of research in the teaching professional development of university professors; d) to investigate if the coordinators of UNESC's undergraduate courses perceive differences in the teaching action of the research teacher and the non-research teacher.

Reviewing the literature on the theme "research and teacher education of university professors", it is clear that there are several productions on the subject. Thus, this article aims to contribute to these productions, in order to deepen questions related to the research and professional development of university professors, from the voices of the coordinators of the Undergraduate courses of UNESC, Criciúma / SC, in Pedagogy courses, Letters, Mathematics, Geography and History. This study emerges from studies linked to the Research Group on Teacher Education Policies, Knowledge and Practices.

The methodology used consists of an applied research, with a qualitative approach. As for its objective is exploratory, with field study as a technical procedure and interview as an instrument for data collection. After a discussion about the theme, based on some authors, we present the analysis of the collected data, and then the conclusions that were possible to arrive with this article.

University Teaching and its Specificities

According to Wagner (2018), teaching, whether in basic education or higher education, requires teachers to plan, execute and evaluate the teaching-learning process, according to the context in which they are inserted, and participate in extracurricular activities, as well as continuing education and care for students and families. Thus, it can be stated that teachers are committed to teaching and learning, regardless of age and the institution in which they develop their pedagogical practice.

However, in addition to being involved with the teaching-learning process and other functions mentioned above, the university professor has other duties, which are specific to his area of expertise. Among these attributions, we can highlight that “[...] shows to have updated knowledge about the profession, which is responsible for bringing the student closer to the professional field, through teaching with research and extension.” (WAGNER, 2018, p. 199). In other words, university teaching presupposes that the teacher is always learning, so that his work occurs in a contextualized manner and helps the student to establish relationships between knowledge and the area of professional practice in which training is sought.

Therefore, the university professor needs to develop teaching, research and extension activities in an articulated manner. This requirement is expressed in article 207 of the Brazilian Constitution, stating that: “Universities enjoy didactic-scientific, administrative and financial and patrimonial management autonomy, and will obey the principle of inseparability between teaching, research and extension.” (BRAZIL, 2012, pp. 121).

The university teacher can promote teaching committed with the investigation and knowledge production (research) by participating in research groups, for example, and with activities that involve the community (extension), in addition, to occupy management positions, such as course coordination, and internship (WAGNER, 2018). The teaching-learning process in Higher Education must be linked to research and extension, with a view to a broader formation, in which the future professional is able to contribute to science and improve their knowledge through research and has the ability to use knowledge from teaching and research as a tool for social transformation.

So much so that Moura (2015, p. 342), in discussing the responsibility of the university professor to the triad teaching, research and extension, states that “[...] is to be involved with a teaching action that is at the same time practical and action. It is the space of praxis that is made by action-reflection-action.” Teaching with research and extension allows

the pedagogical practice of the university professor to be flexible, in order to make him an agent of changes in the academic environment and in society, With the sensitivity to redirect or not your work, from the constant process of reflection, which does it is always learning. As Moura emphasizes (2015, p. 342), “[...] is to commit to a social practice.”

Another specificity of university teaching is the autonomy that teachers have to perform their work. “This professional, compared to other levels of education, has greater pedagogical autonomy to elaborate the planning and develop their practices to meet, in a creative and critical way, the curricular transformations [...].” (WAGNER, 2018, p. 199). Such autonomy gives even more freedom for the university professor to work from a flexible pedagogical practice, to meet the changes in the educational environment, and to all, in their interests and needs, which provides meaningful learning.

At the same time this autonomy requires from the university professor “[...] greater responsibility and pedagogical competences” (WAGNER, 2018, p. 199), since he has the freedom to perform his role with excellence and to make the decisions he considers appropriate, also helps to provide an emancipatory education, if the professor will use this autonomy as such (BERBEL, 2008). The university professor has the possibility to make the classroom a knowledge building environment, in which ideas are confronted and students' critical sense is developed, so that they are active citizens in the environment in which they live in the struggle for a better society, being autonomous subjects.

Regarding autonomy in university teaching, Berbel (2008) says that this space is small, and increasingly invaded by forms of external control. This poses a threat to the right of the university professor to make his or her own choices for an emancipatory and critical education. “However, the greater the exercise and the achievement of their autonomy, the better conditions will have to promote the autonomy of their peers and students, as well as participate in collective processes of preparation of educational proposals.” (BERBEL, 2008, p. 546).

Thus, university teaching is shown to be a specific field because it is committed to higher education. These specificities aim, as in any level of education, a quality education, to promote autonomy from the articulation teaching, research and extension, developing the subject in its entirety, and not only as a professional who will produce for the labor market. .

Teaching Professional Development

In order to consider that the teacher, regardless of the teaching segment in which he works, has commitment to the teaching-learning process, which involves, above all, knowledge, can be affirmed, as Marcelo (2009, p. 8), “[...] that the teaching profession is a 'profession of knowledge'.” According to the author, the teacher needs to transform available knowledge into meaningful learning for students (MARCELO, 2009), which demands to

know them and be informed of the demands of contemporary society for the future area of activity.

It is known that, with the 21st century transformations, knowledge, as well as students, changes rapidly and for the teacher to be able to develop his work effectively, it is necessary that he is always learning, so as to improve their professional and personal competence (MARCELO, 2009). From this perspective, the university professor also shows himself as a learner, his knowledge is not enough to meet the transformations that are present, so that leads him to be always looking for new ideas and solutions, and reconstruct, many times your knowledge.

This process of teacher learning is called by Marcelo (2009), as professional teaching development. For Cruz, Veiga (2008, p. 212), the concept of teaching professional development defended “[...] is an evolution that is constituted from the growth of the integration of basic structures of practical knowledge, acquired with the experience of practicing the profession, professional growth and training activities.”

Thus, the professional development of teachers is characterized as a process of constitution of the professionalism of being a teacher, in which reflection plays an important role for the permanent development of competences and skills. Bolzan and Isaia (2006) state that in order to build what they call professorship, a self-reflexive process is essential, with uncertainty being a component of teacher learning. In addition to reflection, experience and training activities in formal (educational institutions) or informal spaces contribute to the professional development of teachers.

Both the oldest and most recent definitions of professional teaching development, since there are several authors that address the theme, understand that this process can be individual or collective, but it must be contextualized in the school, which is the workplace. teacher (MARCELO, 2009). It is emphasized that the teacher also develops his professionalism through interpersonal relationships, which are intense in the school environment and affect his conceptions and, consequently, his actions. In this sense, the statement by Bolzan and Isaia (2006) is emphasized that the construction of teacher learning is a social and shared achievement.

In the last decade, this concept has been changing, driven by the new understanding about the teaching and learning processes (MARCELO, 2009). Currently, there are several studies/researches that address the need for a new pedagogical practice at all levels of education, including teacher training, which criticizes traditional teaching and learning practices. “It is the changing society demanding that schooled education also change” (CUNHA, 2008, p. 467).

The new perspective of teaching professional development conceives it as a long-term and collaborative process, even though there is room for individual work, and as a process that seeks to reconstruct the school culture. This new perspective also understands that the

teacher must be an active subject of learning itself, based on constructivism, rather than the transmissive models. The training practices are related to the activities developed by the teachers, so that the teaching-learning process makes sense. Professional development activities aim to help teachers build new pedagogical theories and practices, perceiving them as subjects who have prior knowledge and who acquire more knowledge in a reflective manner, among other characteristics. (MARCELO, 2009). In addressing the teaching professional development of university professors, Veiga (2008, p. 214) says that:

This development involves differentiated forms at two levels: an initial pedagogical and pre-service education that reaches postgraduate students (*lato and stricto sensu*) and the beginning teachers, that is, newcomers to the institution. The other level is the continuing pedagogical training aimed at teachers with more time in the institution.

Although professional development for university teachers has different forms, both must commit to the process of training future or current university teachers, so that they can also commit to the process of training other professionals. Therefore, it is necessary to innovate, and these innovations, as defended by Cunha (2008), require teachers to recognize the need for a work of transformation. In addition, training courses need to keep pace with changes in science, knowledge and society to tailor curriculum and practice, stimulate / raise awareness among their target audiences, and contribute positively to the teaching professional development of undergraduates and future university teachers.

University Teaching and Research

According to the discussions presented, university professors could work with teaching, research and extension in articulation. Thus, it will be possible to do a work that considers the particularities of the institution, the students and the community, and that develops the subject in all aspects, conceiving him not only as a professional future, but as a citizen, who should participate in active way of the society in which it is inserted.

In this context, so that the university professor can fulfill his formative role of problematizing knowledge with students, as stated by Wagner (2018), and turning it into meaningful learning, as Marcelo (2009) treats, the research is not only as a specificity of university teaching, as well as a means of the teacher, whether in elementary or higher education, updating and professional development.

Another research contribution to the teaching profession is that “In theory, research makes teachers better because it helps them to think, to doubt, to understand, and these are important qualities in teaching.” (CUNHA, 2011, p.452). In research, teachers increasingly develop their criticality, analyze information and establish relationships between the knowledge already produced and the reality in which their pedagogical practice takes place, and thus produce new knowledge.

It can be said that the research contributes to the professional development of teachers, which continuously qualifies the work of the university professor, in order to develop his critical thinking, making him always asking and, consequently, learning and innovating. In addition, research allows the university professor to be part of the scientific community, which generates knowledge and contributes significantly to society. One way for the university professor to be immersed in the world of knowledge production is through participation in research groups.

In universities, research groups are registered in the Directory of Research Groups in Brazil that is part of CNPq (National Center for Scientific and Technological Development). The Dean of Research and Graduate Studies of the Federal University of Espírito Santo - UFES (2013), when talking about the research on its website, states that they can be part of research groups teachers and students and that “The Directory of Groups Research in Brazil is a database containing information on research groups active in the country.” (PR-Rectory of Research and Postgraduate - UFES, 2013).

According to Cunha (2011), although university professors must work with teaching, research and extension inseparably, as expressed in the Constitutional Law, “The policies and regulatory norms of university teacher education and careers remain based on conception that deviates from the relationship between teaching and research.” (CUNHA, 2011, p. 449). The initial and continuing education courses of university professors, who have a duty to contribute significantly to their professional teaching development, work against what is foreseen for the teacher's performance in universities.

Esteban and Zaccur (2002) argue that there is a distance between doing and thinking in higher education. The researcher is usually outside the school or academic environment, directed to university teaching, being responsible for thinking / producing, in order to guide what others will do. This is due to the departure from theory and practice, where first the theoretical disciplines are presented, which, because they are decontextualized, contribute little to learning, and then the disciplines linked to practice, which involve the application of theory. (ESTEBAN; ZACCUR, 2002). Thus, the dialogue between teaching and research is shown as an obstacle, which is rooted in teacher education.

Graduate Programs are too concerned with training specialized researchers to increase knowledge production in the country, and forget about knowledge related to teaching (CUNHA, 2011). Research knowledge is prioritized and teaching knowledge, responsible for understanding the teaching and learning processes, among many other aspects related to university teaching, is ignored, which does not provide a global formation.

In line with Cunha (2011), Fragelli, Carrasco and Azevedo (2014) say that, in universities, teaching, research and extension do not happen harmonically, “[...] research is prioritized over teaching and research. extension” (FRAGELLI; CARRASCO; AZEVEDO, 2014, p. 7). At this point, there is a difficulty in articulating the university tripod by the institutions themselves, which attach greater value to research in academia.

Thus, it is understood that research has an important role for professional teaching development and university teaching. However, it should not be an exclusive concern in universities. It is necessary to broaden and deepen the debates on the subject, so that the articulation of research with teaching and extension can be validated, for an effective university teaching, which is no longer just a beautiful and distant discourse, around a utopian quality teacher training.

Methodology, presentation and data analysis

This article investigated the contributions of research to the professional development of teachers from the perspective of the coordinators of the undergraduate courses of UNESC, using the scientific method. In this sense, when discussing the concept of research, Cervo, Bervian e Silva (2007, p. 55) state that “It starts from a doubt or problem and, using the scientific method, seeks an answer or solution.”

In such a way that the research was of an applied nature, which sought to make “[...] its application to different human needs” (OLIVEIRA, 2002, p. 123). The approach was qualitative, since the research will not number / quantify the information, but describe and analyze, in order to establish correlations, and in the end, the conclusive point of view will be presented. (OLIVEIRA, 2002).

As for its purpose, the research was exploratory. “These surveys aim to provide greater familiarity with the problem in order to make it more explicit or to build hypotheses.” (GIL, 2002, p. 41). Still, according to Gil (2002), the main objective of exploratory research is the improvement of ideas or the discovery of intuitions, with a very flexible planning.

The technical procedure for data collection was the field study, which is widely used in the area of education and allows the researcher to come into direct contact with the object of study (GIL, 2002). The instrument chosen was the interview, which is characterized as “[...] a conversation oriented towards a definite objective: to collect, through the informant's interrogation, data for the research.” (CERVO; BERVIAN; SILVA, 2007, p 51). The interview was conducted with the coordinators of the UNESC Bachelor degree courses, specifically in the Pedagogy, Letters, Mathematics, Geography and History courses, in the second semester of 2018. It is important to highlight that the university where the research was developed is community and has over forty undergraduate courses in different fields of knowledge. It has four doctoral programs and six masters with strong community insertion. For 51 years, the university has contributed to regional development by developing teaching, research and extension activities. The institution has approximately 12,000 students and 700 teachers. The institutional movement to strengthen research stands out by encouraging the creation of research groups, research notices for professors and undergraduate scholarships, scholarships and paid leave for teachers to qualify for postgraduate and continuing education programs. for teachers who interrelate discussions about teaching, research and extension.

From the careful reading of the research data were chosen as blocks of analysis: the research subjects, the research contributions to university teaching and teaching practice under the influence of research.

The Profile of the Interviewed

Coordinators are diverse in their time as university professors, and most are in the first management as a course coordinator. To preserve the identity of the interviewees, we chose to name them with fictitious names. Below is the profile of the coordinators according to their answers:

Chart 1: Formation and time of acting as teacher and coordinator.

COORDINATOR	FORMATION	ROLE AS A PROFESSOR	ROLE AS A COORDINATOR
Júlia	Degree in Geography (Bachelor and Bachelor) and Pedagogy, specialization in Didactics and Methodology of Higher Education and Master student in Education.	9 years	2 years
Pedro	Degree in History, specialization in Art History and Master in History.	7 years	2 years
Marcos	Degree in Letters, Portuguese and English, specialization in Letters and Master (not named the course).	16 years	2 years
Luana	Degree in Pedagogy two specializations in Psychopedagogy and Master in Education.	13 years	2 years
Marilda	Degree in Mathematics and Biological Sciences, some specializations (not named courses) and Master in Education.	30 years	6 months

Source: Data from the survey conducted in 2018/2.

From the data presented, it can be seen that Marilda has been at the University for a longer time, all the coordinators have one or more specialization, and most, except Julia who is still studying, have a *stricto sensu* graduate degree. It is noteworthy that Marcos was a course coordinator from 2004 to 2010 (six years).

When asked if they participate in a research group, Julia said that she was currently participating in a research group called the Geography Research Group, which deals with territoriality and geographical space, which had many difficulties meeting in 2018. Pedro participates in three groups. the Santa Catarina Social and Economic History Group, the Cultural Heritage Stories and Memories Group, and GRUPEHME, which is the History and Memory of Education Research Group, to which it is not linked, however, participates in the activities.

Marcos participates in two research groups, LITTERA, which has been working at the University since 1991, and the most current Literacy and Discourse. Luana participates in the research group Policies, Knowledge and Practices of Teacher Training and Marilda participates in the research group on Distance Education in Higher Education. Given this, it is stated that most of the coordinators surveyed are engaged with scientific production by participating in research groups, which in theory would indicate that these teachers challenge their teachers to integrate teaching with research.

The Contributions of Research to University Teaching

Through the interviews conducted, we sought to know the perspective of the courses in relation to research, if all teachers are engaged with the production of knowledge / research and if the courses promote any initiative to stimulate the faculty to produce knowledge and work with the research. Thus, it was possible to detect the research contributions to university teaching from the statements of the interviewed coordinators.

When asked about the perspective of the course in relation to research, Julia stated that by taking over the course coordination, one of her motto was to bring a research group to the Geography course. This motto was reached, the research group, which deals with territoriality and geographic space, is also linked to CAPES (Coordination of Higher Personal Improvement), however, worked only in the first year. “First year we could handle it, second year we couldn't, we just couldn't.” (JULIA).

The interviewee, Julia, did not make clear the perspective of her course in relation to the research. But, it showed a difficulty of effective implementation of at least one research group, and, until two years ago, there was no course, and when it was implemented, thanks to the initiative of the coordinator, which is a positive factor, unfortunately did not last. It can be said that Julia is not producing knowledge through research group (s), which may represent a threat to the inseparability of teaching, research and extension expressed in law (BRASIL, 2012) and the PDI (Institutional Development Plan) of the University (UNESC, 2012).

Like Julia, Pedro did not make clear in his speech the perspective of the course in relation to research, only said that much of the course's faculty is involved in research, in which some are already doctors and others are in training, and almost all participate. research programs such as PIC 170 (Scientific Initiation Program), PIBIC (Institutional Program for Scientific Initiation Fellowships) and PIBID (Institutional Program for Teaching Initiation Fellowships). Thus, Pedro answered in this question, the next question, which refers to the teachers' engagement with research, citing important programs that foster research in universities. With regard to the titling of the faculty, quoted by Pedro when mentioning that some teachers of his course are doctors and others are in formation, Wagner (2018) when dealing with the Sinaes (National Higher Education Evaluation System), states that “For a Course to have a maximum grade (5) in the teacher qualification indicator is that it has an 80% percentage of masters and doctors in its faculty.” (WAGNER, 2018, p. 205).

Marcos and Marilda stated that the course attaches great importance to research by the teacher and the student, as this attitude reflects positively in the classroom and in the process of professional formation. This statement is in agreement with what is discussed in the theoretical framework of this article, that research contributes to the professional development of teachers. In justifying the incentive for teacher and student participation in research, Marilda said:

Because it is understood that from the research, you have a professional who will be with a different look at the classroom, a different look at their education, and a different look at the issue of innovation, seeking improvements in the process. Those who research, reflect, analyze, search data, check if what he had hypothesized, realized, if that was really the way, if the problem he was looking for was solved, it is understood that the researcher he is in constant movement, and in constant motion we perfect ourselves as education professionals. (MARILDA)

With this statement, Marilda agrees with Cunha (2011), who argues that research makes teachers better at developing their criticality, which is an indispensable quality for teaching. According to Moura (2015), to develop in the university professors a researcher posture, it is necessary to use the methodology of inquiry and scientific doubt. “That is, instead of teaching how to give answers, teaching how to ask questions; instead of imposing certainty, lead to the exercise of doubt.” (MOURA, 2015, p. 342). In this way, an education made up of teachers and student researchers, which is in constant motion, is possible, as Marilda said.

Luana stated that the course has a good perspective in relation to research, with the Pedagogical Knowledge magazine, which is making the TCCs (Course Completion Work) become productions and teachers become authors, because many teachers do not were. With this, Luana, like Pedro, already answers the next question and does not give details about the perspective of the course in relation to research, showing an initiative of the course to stimulate the construction of knowledge.

Regarding whether all teachers are engaged in the production of knowledge / research, the coordinators Pedro and Marilda said yes. Coordinators Julia, Marcos and Luana said no. The coordinators Julia and Marcos stated that the specific faculty of the course is engaged with the research, unlike the other areas, called by the coordinator Marcos “pedagogical subjects”, which have great turnover and often are teachers who teach across the university campus, as Julia said.

Today, all teachers are. I'm talking about all of them, taking our specific body, because we have the disciplines of a pedagogical nature, and in general, it's not teachers who get involved like this, which is bad, because the ideal is that we could associate the specific research also to this more pedagogical dimension. But, there is an exchange of teachers of these disciplines like this, Didactics, Psychology, Methodology ... Every semester ... (MARCOS).

The speeches of coordinators Julia and Marcos present a fragility in the university environment so that the tripod - teaching, research and extension - occur, and contradicts the statements of coordinators Pedro and Marilda, that all teachers of the course are engaged with

the research. Marcos illustrates the distance between theory and practice in higher education discussed by Esteban and Zaccur (2002). The authors say that the training of research teachers in the Pedagogy course (and here we can turn our eyes to the other undergraduate courses) may cause some estrangement, due to the dichotomous between theory and practice, between doing and thinking (ESTEBAN; ZACCUR, 2002).

When asked if the course promotes any initiative to encourage faculty to produce knowledge and work with research, all coordinators except Pedro said that the university in its broader context enables teachers to address research, they said. Yes. Julia cited her own initiative, from time to time, which happens to this day, that students of the 7th phase have to produce an article and present for a newsstand, since the curriculum of the course does not contain the TCC. Marcos said that the course encourages publication through research groups, seeking to release one work per year, and the launch of the electronic magazine called *Lendo*. Luana spoke again of the Pedagogical Knowledge Magazine, which contributed to increase the production of the course; and Marilda cited the seminars promoted by the course, as well as a coordination movement that worked to publicize edicts with the students, and socialize the interested with the teachers, so that they can research and submit together.

All initiatives mentioned above are considered positive. It should be noted that most of these coordinators emphasized the publication, which is important for the course, even for external evaluation criteria, as Luana has rightly pointed out that external evaluation analyzes teachers' publications. In this sense, Wagner (2018, p. 207-208) says that “[...] the INEP (2016) Undergraduate Course evaluation instrument recognizes that teachers need to present at least 4 to 6 productions in the triennium [...]”. However, it should not be forgotten that teaching, research and extension must be articulated, without one (in this case, research) overlapping the others, as usually happens, as Fragelli, Carrasco and Azevedo (2014).

Given the answers presented, it is clear that most of the coordinators do not have a clear perspective of the course in relation to research, which can hinder the process of formation of university professors researchers. It is necessary to clarify the importance of research for the course, in general, to establish the path to be followed by all. This lack of clarity may justify the fact that not all teachers in most courses are engaged in knowledge production, regardless of the area in which they operate. It is known that thus, a requirement and specificity of university teaching, to carry out teaching, research and extension in favor of quality education is not being fulfilled. On the other hand, interesting initiatives were presented to stimulate research, such as electronic magazines. The reported initiatives are primarily aimed at scientific production, and research, which must be articulated with teaching and extension, can not only be used so that the course has a high number of publications, but also as a tool for continuous improvement.

Teaching Practice Under the Influence of Research

The interview allowed the coordinators to talk about the attributions of university teaching, about the contributions of research to the professional development of teachers, if they perceive difference in the teaching action of the research teacher and the non-research teacher, and if the teachers can articulate teaching and classroom research. From the answers, it was possible to understand how the teaching practice occurs under the influence of the research.

When asked to cite the attributions of university teaching, the coordinators Pedro, Marcos, Luana and Marilda answered the teaching, research and extension, according to what Wagner (2018) states and what is expressed in article 207 of the Brazilian Federal Constitution (BRAZIL, 2012). Like Wagner (2018), coordinators Marcos and Marilda said that in addition to teaching, research and extension, the university professor can perform management-related functions. Coordinators Luana and Marilda also spoke of participation in research groups, just as Wagner (2018).

Pedro brought in his answer autonomy as the main assignment of the university professor: “I think the main function is to encourage autonomy, but also the idea of you trying to make the student problematize society as a whole, right [...]” (PEDRO). Thus, Berbel (2008) also advocates a pedagogical practice in universities that develops student autonomy, so that the university professor exercises and further achieves his own autonomy.

For Julia, among the attributions of university teaching, which according to her are several, “First thing is competence within its area of knowledge.” In this sense, Wagner (2018, p. 199) says that university professors “are responsible for contributing to the construction of a professional curriculum in higher education, which requires knowledge of the field of professional practice, the policies of the area and education [...]”, confirming what was said by Julia. Despite asserting that the duties of university teaching involve a number of issues, Julia cited only the one concerning professional competence.

When asked about the contributions of research to teacher professional development, Julia and Luana stated that research needs to be associated with teaching and extension, as well as determines the law (BRASIL, 2012). Julia emphasizes that for a research to be well done it is necessary to be linked to teaching and extension, however it does not clarify the contribution of research to the professional development of teaching. Luana stated that she treats research as production, construction and authorship, which offers intellectual autonomy for the teacher, so that the teacher dialogues with several authors, seeing practice in theory and theory in practice.

So, when I talk to the authors, when I start looking at practice and seeing theory, when I start looking at theory and seeing practice, and that happens a lot in research, I start to have intellectual autonomy, right, and authorship, being a producer of knowledge ... And that's what we keep talking about, you have to produce knowledge, we have to produce knowledge ... How do you produce knowledge? So, it's there, in the research. (LUANA).

About research, theory and practice, Esteban and Zaccur (2002, p. 21) state that:

It is in research, daily insertion and in different educational spaces, that questions arise that feed the need to know more, to better understand what is being observed / experienced, to build new forms of perception of reality and to find clues that make them dilemmas challenges that can be faced.

This statement corroborates what was said by Luana that the research presents the relationship theory and practice, which makes the teacher a producer of knowledge, seeking a quality pedagogical practice, as demonstrated by Esteban and Zaccur (2002). Marcos also pointed out that it is through research that teachers who produce knowledge are formed, who do not just relay what the other produced. Transmission is known to be part of traditional teaching practices, and these point to the need for change, as stated by Cunha (2008).

Pedro discusses the relationship between teaching and research, and states that the idea is for the teacher to incorporate his research into his classroom practice, showing that the research contributes to the qualification of the teaching work. Cunha (2011) tells of university professors investing in their professional development and building a pedagogical practice that articulates theory and practice, and teaching and research, according to what Pedro said.

Luana said that research is fundamental for the professional development of teachers, which makes the teacher a differentiated professional, which reflects and reevaluates his pedagogical practice. “[...] I think that being a research teacher is fundamental today. I think he will be more reflective if he is a researcher.” (MARILDA). Bolzan and Izaia (2006) bring the importance of reflecting on action, seeking self-improvement and teacher self-awareness, as well as Marilda. Although the concept of teaching professional development was not asked, no teacher mentioned it in his answer.

When answering if they perceive difference in the teaching action of the research teacher and the non-research teacher, the coordinators Julia, Pedro, Marcos and Luana said yes. Pedro said that teachers with less research practices have a framed formulation of historical knowledge (bringing the question specifically to their field) by thinking of history as something finished and ready, unlike those who research more. At the end of his answer, he said once again that all teachers in the field are involved in research, in order to point out that in the specific faculty of the course there are no teachers who do not research. Marcos uses the same argument as Pedro, saying that all teachers in the area research, some more and others less. Thus, according to Marcos, teachers who are launching into the idea of research do not really understand what research is and think it is copying what others have written. As presented in the theoretical framework of this article, research is related to research (WAGNER, 2018).

Luana said that the difference appears in the collection of students, because the teacher who researches, encourages students to do the same, while the teacher focused only on teaching does not exercise this incentive. Julia said the difference is clear that when research reaches non-research teachers, they get scared. Marilda, in turn, said that it would be

necessary to conduct research to find out if this differentiated practice exists. But according to their observations, the research teacher has a different profile than the non-research teacher, receiving a better return from students (MARILDA). “We have a small number of teachers who don't research, but there are in the middle as well. [...] to say that those who do not research will not be a good teacher in the classroom, it would not be correct, they would have to do an investigation [...]” (MARILDA). This statement by Marilda again contradicts her claim that all teachers of the course are engaged in the production of knowledge / research.

Coordinators were also asked if teachers can articulate classroom teaching and research. Julia and Mark said that not all; Luana said she has a teacher who can, which is understood to be not all. Pedro and Luana said they believe so. Pedro stated that he is not sure if all teachers can do this articulation: “And in the subjects I think so, the teachers do, I'm not sure all right, it is more difficult, even as a coordinator, sometimes it gets a little foggy each practice right.” (PEDRO). Marilda said that most of the research teachers of her course can have a time of dedication to teaching, and a time of dedication to research, because they have approved research project, performing this articulation naturally.

Thus, it is observed that the coordinators are aware of the attributions of university teaching, although Julia did not address in her answer, teaching, research and extension, which are duties guaranteed by law (BRASIL, 2012). All coordinators perceive the research as qualifying the work of the university professor, which contributes to the university professor being a differentiated professional. Some coordinators even emphasized in their answers that research needs to be integrated with teaching and extension so that it can truly contribute to the professional development of teachers, in accordance with what was discussed in the theoretical framework. No coordinator cited the concept of teacher professional development to support his statement.

Regarding the work done by teachers in the classroom, most coordinators perceive a difference in the teaching action of the research teacher and the non-research teacher. According to the answers, teachers who do not research, or do little research, present a fresh view of their area of knowledge, have no clear understanding of the research, and do not encourage students to research and are even charged by them. Moreover, unfortunately, not all teachers can articulate teaching and research, which fragments and does not favor an education that allows the construction of knowledge from research and reflection.

Final Considerations

With the present article, it was possible to analyze the contributions of the research for the professional development teacher in the perspective of the coordinators of the Degree courses of UNESC (University of the Southernmost Catarinense). Research conducted in the literature on the subject in question, as well as interviews with the five coordinators, showed that research is one of the legal duties of university professors, among

others specific to their area of expertise, and contributes significantly to their work in classroom.

The research makes the university professor always restless in relation to knowledge, seeks new forms of knowledge and teaching, in order to be a critical and reflective professional, establishing a relationship between theory and practice, developing their pedagogical praxis. It also makes the teacher a producer of knowledge through scientific research by exposing his concepts, ideas and relationships, and contributes to science. Thus, the research plays an important role in the teaching professional development of the university professor, which refers to the process of constitution of being a teacher, perfecting him and making him an author.

Unfortunately, according to the coordinators' answers, there are still university professors who do not research or research superficially, not contemplating the tripod teaching, research and extension, as recommended for universities, which confirms one of the hypotheses raised. Nor are all university teachers able to articulate teaching and research in the classroom, working in a dissociable way, which confirms the other hypothesis.

This situation points to the need for managers to review how the teaching-learning process happens in their course, since it is their role to accompany the faculty, favoring their professional and personal development. For, if it is the obligation of universities to perform a work based on the articulation teaching, research and extension, and if there is clarity about the importance of research for a committed university teaching, and this does not happen, there are flaws such as the absence of perspective of the course to the research, as verified by the coordinators' answers, making it impossible for the longed for quality education to be available to the students not only from the undergraduate courses, but from other areas and levels of higher education.

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