The Final Course Paper and the Curricular Guidelines: The Experience of the Pedagogy Course (UFU-Campus of *Pontal*)

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ABSTRACT

The article addresses the experience of the Pedagogy Course at the Federal University of *Uberlândia* (Campus of *Pontal*), located in the city of *Ituiutaba-MG*, and the adoption of the Final Course Paper (FCP) as a mandatory curricular component since its beginning, in March 2007. The National Curricular Guidelines, both those that deal with undergraduate courses in general and those that aim to regulate the Pedagogy Course, have been silent about the Final Course Paper, which delegates to Higher Education Institutions (HEIs) the decision on whether or not to adopt the Final Course Paper in an optional or mandatory format. In our specific case, of the 3 Pedagogy courses at UFU (2 in person and 1 distance learning) only the one at Campus of *Pontal* adopted the mandatory Final Course Paper from the beginning, so the analysis is based on the data obtained from the first classes who completed their undergraduate degree in Pedagogy in the initial decade of the course's existence (until March 2017) and who presented the 218 FCP in public defenses, discussing issues related to the educational field. These works presented great thematic diversity, considering the *CNPq* subareas, and almost half of them having resulted from Scientific Initiation, Supervised Internship, Teaching Programs (*PIBID*, *PET*, etc.). Believed to be able to foster greater reflection on the undergraduate courses in Pedagogy that should enable students to experience the production of texts, supported by the parameters of academic writing and scientific research, so that the FCP can be a fundamental tool in this task.

KEYWORDS

Undergraduate teaching. Pedagogy course. Final course paper. Federal University of *Uberlândia*.

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O Trabalho de Conclusão de Curso e as Diretrizes Curriculares: A Experiência do Curso de Pedagogia (UFU-Campus do Pontal)

RESUMO

O artigo aborda a experiência do curso de Pedagogia da Universidade Federal de Uberlândia (campus do Pontal), localizado na cidade de Ituiutaba-MG, e a adoção do Trabalho de Conclusão de Curso como componente curricular obrigatório desde o seu início, em março de 2007. As Diretrizes Curriculares Nacionais tanto as que tratam dos cursos de licenciaturas em geral quanto as que têm como objetivo regulamentar o curso de Pedagogia tem sido omissas em relação ao Trabalho de Conclusão de Curso o que delega às Instituições de Ensino Superior (IES) a decisão sobre adotar o TCC no formato optativo ou obrigatório. No caso aqui em específico, dos 3 cursos de Pedagogia da UFU (2 presenciais e 1 à distância) apenas o do campus do Pontal adotou desde o início o TCC obrigatório, assim, a análise se baseia nos dados obtidos a partir das primeiras turmas que concluíram a graduação em Pedagogia na década inicial de existência desse curso (até março de 2017) e que apresentaram 218 TCC em defesas públicas, discutindo-se questões relativas ao campo educacional. Esses trabalhos apresentaram grande diversidade temática, considerando-se as subáreas do CNPq, e quase a metade deles decorreu das atividades de Iniciação Científica, Estágio Supervisionado, Programas de Ensino (PIBID, PET, etc.). Acredita-se poder fomentar maior reflexão sobre os cursos de graduação em Pedagogia que devem possibilitar aos alunos a experiência da produção de textos, apoiada nos parâmetros da escrita acadêmica e da pesquisa científica, de forma que o TCC pode ser uma ferramenta fundamental nessa tarefa.

PALAVRAS-CHAVE

Ensino de graduação. Curso de pedagogia. Trabalho de conclusão de curso. Universidade Federal de Uberlândia.

El Trabajo de Terminación del Curso y las Directrices Curriculares: La Experiencia del curso de Pedagogía (UFU-Campus do Pontal)

RESUMEN

El artículo aborda la experiencia del Curso de Pedagogía en la Universidad Federal del *Uberlândia* (Campus de *Pontal*), ubicada en la ciudad de *Ituiutaba-MG*, y la adopción del Trabajo de Finalización del Curso (TFC) como un componente curricular obligatorio desde su inicio, en marzo de 2007. Las Directrices Curriculares Nacionales, tanto las que tratan sobre cursos de pregrado en general como las que tienen como objetivo regular el Curso de Pedagogía, han sido omitidos en relación con el Trabajo de Finalización del Curso, que delega a las Instituciones de Educación Superior (IES) la decisión sobre la adopción de la TFC en el formato opcional u obligatorio. En el caso específico aquí, de los 3 cursos de Pedagogía en la UFU (2 presenciales y 1 a distancia) solo el del Campus de *Pontal* adoptó la TFC obligatoria desde el principio, el análisis se basa en los datos obtenidos de las primeras clases que completaron la graduación en Pedagogía en la década inicial de la existencia del curso (hasta Marzo de 2017) y quien presentaron los 218 TFC en defensas públicas, discutiendo temas relacionados con el campo educativo. Estos trabajos presentaron una gran diversidad temática, considerando las subáreas *CNPq*, y casi la mitad de ellos fueron resultado de Iniciación Científica, Pasantías Supervisadas, Programas de Enseñanza (*PIBID*, *PET*, etc.). Se cree que puede fomentar una mayor reflexión sobre los cursos de pregrado en Pedagogía que deberían permitir a los estudiantes la experiencia de la producción de textos, respaldados por los parámetros de la escritura académica y la investigación científica, para que el TFC pueda ser una herramienta fundamental en esta tarea.

PALABRAS CLAVE

Docencia de pregrado. Curso de pedagogia. Trabajo de finalización del curso. Universidad Federal de *Uberlândia*.

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1 Introduction

The Pedagogy course at the Federal University of Uberlândia located in the city of Ituiutaba started in 2006, as a result of the policy of internalizing higher public education promoted by the governments of the Workers' Party (PT), starting in 2003. In this advanced campus, known like Pontal, 09 courses were initially created, among them the Pedagogy course, which received 05 teachers hired through public tenders and whose task was to elaborate the Pedagogical Project (PP), obeying the norms and legal determinations.[1]

The work started in September of the same year and the first two classes (full and night classes) started to attend the course in 2007 in a still improvised structure, with rented properties from another higher education institution in the city. Even so, still without infrastructure, the Pedagogy course was recognized by Ordinance No. 408, of October 11, 2011 MEC / SESu (BRASIL, 2011), registered under the number e-MEC 200804733, with its renewal through the Ministry of Education and Culture (MEC) - Secretariat for Regulation and Supervision of Higher Education - MEC / SERES No. 286, of December 21, 2012, Official Gazette of December 27, 2012.

The Pedagogical Project Course (PPC) expressed the formation of the majority of the group of teachers who developed it, based on Paulo Freire's theory. And, from the beginning, three training or human development cycles were defined that grouped related disciplines. Such cycles are articulated with each other, projecting the individual as the center of learning in all its dimensions in the educational process. Let's see what your Pedagogical Project says about this issue:

> In this perspective, the cycles aim to introduce, in the curricular organization, a temporality that takes into account the procedural character of the construction of knowledge and the specificities of the moment of formation of the student. To this end, it is organized into the themes: a) Cycle 1: People making history b) Cycle 2: Intercultural dialogues c) Cycle 3: Transformative praxis (PPC, 2018, p.53).

The first cycle of the course is covered by students in the three initial academic semesters, when introducing the context of teacher training with the general objective of leading students and teachers to recognize themselves as agents of social transformation. In the second cycle, issues related to cultural differences and their treatment in school routine are a priority in the professional training of future teachers, as they will have to deal with the tension between the perspective of defending the right to difference with the fight against social inequality in your school routine. In the third cycle, taken in the last academic semesters of the Pedagogy of Pontal course, the objective is to provide students with the

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1 According to UFU's Institutional Development and Expansion Plan (PIDE, 2016-2021), it's defined as follows: "Public Foundation, member of the Indirect Federal Administration, which was authorized to operate by Decree-Law no. 762, of August 14, 1969 and federalized by Law no. 6,532, of May 24, 1978 "(PIDE, 2017, p.10). Also according to this document, the institution has thirty Academic Units, one of which is the Institute of Human Sciences, which has been operating as an advanced campus in the municipality of Ituiutaba, since 2006.

experience of training in its multiple dimensions, including the role of the educator within the totality and complexity of the educational process. At that moment it is important to do and understand oneself as a teacher, considering that such a profession consists of being a process of continuous and constant changes.

It is in the third cycle of the course that students individually develop their Final Course Paper (FCP), constituting itself as an important element for scientific initiation through articulated research inseparably from teaching and extension. In the Pedagogical Course Project, the FCP was defined as follows:

> As for the organization, the FCP of the Pedagogy Course is a synthesis movement of the entire process experienced during the initial training, articulated to PROINTER, Seilic, Supervised Internships and other actions carried out in the educational praxis axis. It translates into moments of reflection carried out in the light of theories underlying the theme chosen by students, under the guidance of a teacher, which will be presented in the form of a scientific article or monograph (PPC, 2018, p. 79).[2]

As a synthesis movement to be developed during the subjects of FCP I and II established in the curriculum in 2007, the first experiences of building these FCP began to be elaborated from the year 2010, so that the defenses occurred over the following year (2011). Having taught the discipline of FCP II for the first 12 classes (7 of the integral and 5 of the night courses) of the Pedagogy course at Campus of Pontal in the period between 2011 and 2017, we built a digital file through which we prepared tables about the data related to the 218 FCPs defended in public stands along the time frame of this study.[3]

The initial work of building the PP of the Pedagogy course was faced with the difficulty of deciding on the mandatory adoption of this curricular component or whether it would be an optional activity, since the legal rules have always been omitted, delegating to higher education institutions (HEIs) such a task. At the Federal University of Uberlândia, in 2006, the Pedagogy course at Campus Santa Mônica adopted the FCP as an optional component, however, the course at Campus of Pontal made the decision to differentiate itself from the course at the university's headquarters. In 2011, the Distance Pedagogy course also created at the headquarters campus adopted the FCP as an option, however, with the Resolution of MEC no. 2/2015 (BRASIL, 2015) which established the new National Curriculum Guidelines for the Initial and Continuing Formation of Basic Education Teaching Professionals, the desire to standardize this issue within the university was fostered. Thus, from this discussion at the UFU Licensure Forum, the procedures related to several points of the curricular organization of these courses were unified, so that the FCP started to appear as a mandatory and regulated component through Resolution SEI no. 32/2017 (BRASIL, 2017) of the University Council:

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2 PROINTER (Interdisciplinary Projects) and Seilic (Institutional Seminar of Graduations) are nomenclatures created from the debates of the UFU Licensure Forum, curricular components contained in SEI Resolution nº 32/2017 (BRASIL, 2017), of the University Council.
3 The research period runs from the beginning of the course activities (March 2007) until March 2017.

Art. 20. The curricular component "Final Course Papers" (FCP) is mandatory for the licensee, can be developed in interface with other areas and also in conjunction with practice as a Curricular Component, with PROINTER, with the Supervised Internship and may compose Core I and / or Core II. Single paragraph. The FCP format will be defined in the PPC of each course according to its specificities, and may take the form of a monograph, scientific article, memorial, portfolio, research and production of didactic-pedagogical material, artistic, audiovisual and multimedia productions, among others (UFU, 2017, p. 07).

Thus, the new orientation adopted by the institution forced the reformulation of all degree courses, leading to the adoption of the FCP as mandatory, among other changes. However, the understanding of the teachers who formulated the Pedagogical Project of the Pedagogy Course at Pontal, from the beginning, was that the FCP should appear in the curriculum as a mandatory component that could provide students with the experience of initiation to research. Therefore, even if incipiently, such an experience could generate a progressive critical mass to debate educational issues in the city and region, consolidating initial training and paving the way for offering continuing education courses on the advanced campus.

After the experience of these first classes, it was possible to observe that the challenges in the development of FCP, at the undergraduate level, mirrored the problems in research in education in graduate programs - already much debated by research professors dedicated to this field of science. In the process of quantitative expansion of graduate studies from the 1980s, there were negative impacts on the quality of research in education. According to André (2001), these changes in the last decades have been intense both in terms of the expansion of themes and problems, in addition to the adoption of new theoretical and methodological references. The analyzes that favored the extra-school approach started to direct their gaze towards the institutions with an interdisciplinary approach. Thus, André (2001, p.55), when observing such changes, asked the following questions: "What characterizes a scientific work? How to judge what is good research? What procedures must be followed to maintain the accuracy of data collection and analysis?".

Questions that are difficult to answer and still very current for the analysis of the current reality; however, the author enumerated the problems that would be eroding the rigor and quality of Brazilian educational research due to the accelerated expansion of the number of graduate programs in education: 1) immediate pragmatism, which leads to limited cuts of analysis in the name collective or social relevance; 2) the lack of articulation between the micro and the macrosocial; 3) lack of mastery of theoretical and methodological assumptions (description of the obvious, misplaced hypotheses, inability to analyze the data, etc.); 4) precarious research conditions (short time, student workers, bureaucratic routines, etc.).

This panorama can be understood as a crisis in educational research, either in the selection of problems for investigation, or by mistaken methodological choices, in addition to the dispersion and superficiality of the results achieved. In addition, in the scientific production process of all areas of knowledge, there is a strong pressure for qualified publications that lead to the control of a given field of science. All of these problems are deeply rooted in the routine of the country's graduate programs, also those of education.

Such disputes are common to all fields of science, and in education they are even clearer due to the great fragmentation of this extensive scientific area that brings together a large number of graduate programs and the different lines of research resulting from their specializations. Over more than four decades, this system has developed intensely. Graduate education, for example, in 2014, totaled 225 master's and doctorate programs recommended by the Coordination for the Improvement of Higher Education Personnel (CAPES), including 126 master's degrees, 66 doctorates and 33 professional master's degrees - distributed throughout the territory national (BRAZIL, 2014) [4]. As we can see, the graduate programs that deal with the sub-area related to educational issues make up a quite large and diverse universe, behind only the programs in the sub-areas of Agrarian Sciences (390 programs) and Interdisciplinary (372 programs) of a total of 49 sub-areas of knowledge.

This dimension, in quantitative terms, makes it impossible to specify, for example, the amount of resources invested in educational research in the country, given its interdisciplinary character that puts the area in dialogue with almost all other areas of knowledge. This characteristic of the area multiplies the funding sources for education research, generating only approximate estimates of the real value spent on them. Even with the rapid quantitative expansion of research in the field of education in Brazil, this phenomenon, according to Warde (1990, p.68), "represents a high-value achievement that must be attributed to the emergence and expansion of graduate courses in the area."

Also, the experience of teaching the discipline of FCP in the Pedagogy course at Campus of Pontal revealed great thematic diversity and further strengthened the belief in the need to provide contact with the research with the students of the course, even though the quality of the works developed for the most part it has not achieved what was expected from a good FCP, paving the way for students to graduate programs. It was also noted the resistance of some students to launch themselves in the development of their final works, questioning its mandatory nature, especially due to the omission of legislation on this topic, as we will see in the next topic.

2 Curricular Guidelines and the Omission of the FCP

Since the promulgation of LDB 9394/96 (BRASIL, 1996), the documents that have come to regulate its determinations with important issues for education, such as the National Curriculum Guidelines (NCG), have not contemplated the debate on Undergraduate Paper (UP) or Final Course Paper (FCP) as a mandatory or optional component, such as Opinions 776/97 and 583/01 issued by the Higher Education Chamber (HEC, 1997) of the National Education Council (NEC, 2001)[5].

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4 Between 1965 and 1975, 16 graduate courses in education in Brazil were opened, according to André (2005).

5 The Basic Education and Higher Education Chambers, which make up the Council, are each constituted by twelve councilors, and they and the National Education Council are responsible for exercising the powers conferred by Law 9.131 / 95 (MEC, 1995), issuing opinions and deciding privately and autonomously on matters that are relevant to it. Among the attributions of the Higher Education Chamber is the manifestation related to the processes of Law courses and those in the health area (Medicine, Psychology and Dentistry) and on the accreditation of institutions that intend to teach courses in the legal and health area, in addition to issues

In the justification of voting against the mandatory FCP in undergraduate courses made by one of the counselors of the NEC, the then secretary of Higher Education of the MEC - Eunice Duhan -, claimed that this type of academic work was intended more for specialization courses at the level of graduate school, be it *stricto* or *lato sensu*. [6]

The result of this omission by the NEC in the debate on the issue of FCP in undergraduate courses recognized by the MEC diversified the positions regarding the practice of this curricular component. Thus, after the regulation of each one of them through their respective NCG, several specific opinions were issued with their consequent resolutions, which introduced the FCP as a mandatory course unit in many bachelor's degrees, and in so many other courses it appeared as an optional or omitted subject.

The following table shows such flexibility as regards the preparation of the FCP, pointing out the cases in which it is omitted, mandatory or optional in undergraduate courses, whether bachelor's or undergraduate, regulated by resolutions of the Higher Education Chamber of the NEC. Let's see:

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on accreditation and re-accreditation of Universities and University Centers, with MEC being responsible for the manifestation on the other undergraduate courses and the accreditation and re-accreditation of the corresponding higher education institutions.

[6] The *lato sensu* postgraduate courses comprise specialization programs whose courses have a minimum duration of 360 hours, at the end of the course the student will obtain a certificate. *Stricto sensu* postgraduate courses, on the other hand, comprise master's and doctoral programs for graduate candidates in undergraduate courses. At the end of the course, the student will obtain a university degree.

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Table 1. List of Undergraduate Courses and its Regulations on FCP

	Graduation Course	Regulamentation	Optional	Mandatory	Omitted
1	Administration	Res. NEC n. 4/2005, art. 9º	X		
2	Architecture and Urbanism	Res. NEC n. 2/2010 (arts. 6º e 9º)		X	
3	Archival Science	Res. NEC n. 20/2002			X
4	Visual Arts	Res. NEC n. 1/2009, art. 8º		X	
5	Librarianship	Res. NEC n. 19/2002			X
6	Biomedicine	Res. NEC n. 2/2003, art. 12		X	
7	Cinema and Audiovisual	Res. NEC n. 10/2006.			X
8	Biological Sciences	Res. NEC n. 7/2002.			X
9	Accouting Sciences	Res. NEC n. 10/2004, art. 9º.	X		
10	Economic Sciences	Res. NEC n. 4/2007, art. 10.		X	
11	Social Sciences (Political Sciences, Anthropology and Sociology)	Res. NEC n. 17/2002.			X
12	Social Comunication	Res. NEC n. 16/2002			X
13	Dance	Res. NEC n. 3/2004, art. 9º	X		
14	Design	Res. NEC n. 5/2004, art. 9º	X		

15	Law Course	Res. NEC n. 9/2004, art. 10		X	
16	Physical Education	Res. NEC n. 7/2004, art. 11	X		
17	Nursing	Res. NEC n. 3/2001, art. 12		X	
18	Engineering	Res. NEC n. 11/2002, art. 7º, p. único		X	
19	Agricultural Engineering	Res. NEC n. 2/2006, art. 10		X	
20	Agronomic Engineering	Res. NEC n. 1/2006, art. 10		X	
21	Forest Engineering	Res. NEC n. 3/2006, art. 10		X	
22	Fishing Engineering	Res. NEC n. 5/2006, art. 10		X	
23	Statistic	Res. NEC n. 8/2008, art. 8º		X	
24	Pharmacy	Res. NEC n. 2/2002, art. 12		X	
25	Philosophy	Res. NEC n. 12/2002			X
26	Physics	Res. NEC n. 9/2002			X
27	Physiotherapy	Res. NEC n. 4/2002, art. 12		X	
28	Speech Therapy	Res. NEC n. 5/2002, art. 12		X	

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29	Teacher Training	Res. NEC n. 1/2002			X
30	Geography	Res. NEC n. 14/2002			X
31	History	Res. NEC n. 13/2002			X
32	Lyrics Course	Res. NEC n. 18/2002			X
33	Mathematics	Res. NEC n. 3/2003			X
34	Medicine	Res. NEC n. 4/2001			X
35	Veterinary Medicine	Res. NEC n. 1/2003			X
36	Meteorology	Res. NEC n. 4/2008, art. 10		X	
37	Museology	Res. NEC n. 21/2002			X
38	Music	Res. NEC nº 2/2004, art. 9º	X		
39	Nutrition	Res. NEC n. 5/2001, art. 12		X	
40	Dentistry	Res. NEC n. 3/2002, art. 12		X	
41	**Pedagogy**	**Res. NEC nº 1/2006**			**X**
42	Psychology	Res. NEC n. 5/2011			X
43	Chemistry	Res. NEC n. 8/2002			X

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44	Executive Secretariat	Res. NEC n. 3/2005, art. 10	X		
45	Social Service	Res. NEC n. 15/2002			X
46	Theater	Res. NEC n. 4/2004, art. 9º	X		
47	Occupational Therapy	Res. NEC n. 6/2002, art. 12		X	
48	Tourism	Res. NEC n. 13/2006, art. 9º	X		
49	Zootechnics	Res. NEC n. 4/2006, art. 10		X	

Source: ABMES. Available on: https://abmes.org.br/colunas/detalhe/298/educacao-superior-comentada-politicas-diretrizes-legislacao-e-normas-do-ensino-superior[7] Accessed on December 28, 2019.

As we can see from the table, there is a great diversity of positions in relation to FCP in undergraduate courses that follow their specific curricular guidelines. In general, when there are no NCGs set by the MEC, the FCP is understood as an option, whether in bachelor's or undergraduate courses. As for higher technology courses (HTC), the FCP is also not mandatory. When the institution adopts this curricular component, its workload cannot be counted for the purpose of totaling credits.

As for the format of the FCP, observing the various NCG of the different courses above, it appears as individual or group work, being developed in the form of monograph, project, case study, portfolio, scientific article, etc. However, in some areas, such as arts, design, communication, architecture and urbanism, other formats such as performances, plays, product development, etc., take place, most NCGs do not specify the modality of the FCP, so that HEIs end up regulating this curricular component in the rules of each course.

The presentation of the FCP, in the same way, is quite diverse, however, the evaluation through public banks prevails, in the case of omission resolution, the HEIs define the form of presentation and evaluation of the FCP, regulating in their own collegiate bodies,

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[7] The table was prepared with data collected until the year 2011. Thus, important changes may have occurred since then, such as the recognition of new undergraduate courses and the adoption of new regulations specific to each course, even so, it is possible to observe that the flexibility around the FCP issue promotes great heterogeneity about this practice in brazilian higher education.

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and appear in the institution's statutes or regulations, and integrate the Pedagogical Project of the course, publicizing the criteria and procedures for its development and evaluation (FRAUCHES, 2008).

As can be seen from the table, the undergraduate course of Pedagogy is one of those featured in the column of those that National Curriculum Guidelines do not deal with the FCP theme, therefore, they are omitted. This degree had its NCG established by Resolution No. 1/06 of the NEC (BRASIL, 2006), and in its article 8, the doubt was raised as to the mandatory nature of the FCP, due to the following wording:

> Art. 8º **Under the terms of the institution's pedagogical project**, the payment of studies will be carried out through:
> I.   disciplines, seminars and activities of a predominantly theoretical nature that will introduce and deepen studies, among others, on educational theories, situating processes of learning and teaching historically and in different sociocultural and institutional realities that provide foundations for pedagogical practice, guidance and support for students, management and evaluation of educational projects, institutions and public education policies;
> II.   teaching and educational management practices that enable undergraduate students to observe and monitor, participate in planning, executing and evaluating learning, teaching or pedagogical projects, both in schools and in other educational environments;
> III.   **complementary activities involving the planning and progressive development of the Final Course Paper**, monitoring, scientific initiation and extension activities, directly guided by a member of the faculty of the higher education institution arising from or articulated to the disciplines, areas of knowledge, seminars, events scientific-cultural, curricular studies, in order to provide experiences in some modalities and experiences, among others, and optionally, the education of people with special needs, rural education, indigenous education, education in *quilombo* remnants, in organizations non-governmental, school and non-school public and private;
> IV. curricular internship to be carried out, throughout the course, in order to assure graduates professional experience in school and non-school environments that expand and strengthen ethical attitudes, knowledge and skills:
> a) in Early Childhood Education and in the early years of Elementary Education, as a priority;
> b) in the pedagogical disciplines of High School courses, in the Normal mode;
> c) in Professional Education in the area of services and school support;
> d) Youth and Adult Education;
> e) participation in educational process management activities, in the planning, implementation, coordination, monitoring and evaluation of educational activities and projects;
> f) in pedagogical training meetings.

By the introductory wording of article 8 of Resolution 01/06 (BRASIL, 2006) it is understood that institutions are the ones who determine the adoption of the curricular components listed in items I, II and III, understanding, therefore, that it is not required from the pedagogical project of each course to contemplate all the items listed in that article. Thus, the FCP mentioned in item III does not constitute a mandatory curricular component in the curriculum matrix. Whether or not to adopt FCP in Pedagogy courses has become a choice for each HEI, based on their view as an education professional, obeying the profile described in art. 5th of the aforementioned resolution.

The omission in relation to the FCP also appeared in the NCG for undergraduate courses, and documents issued by MEC with the purpose of organizing and regulating the training courses for basic education teachers, at a higher level, including Pedagogy. Thus, both NEC Resolution No. 1/02 (BRASIL, 2002) and NEC Resolution 2/15 (BRASIL, 2015) did not address FCP as a curricular component of these courses, whether mandatory or optional. Thus, this positioning generated a great diversity of practices related to FCP, creating different situations in courses from the same institution that follow the same NCG, as in the case of UFU presented here.

Such omission in the regulation of the FCP, ends up generating situations of interference in the educational field, such as Law Project 292/16 (BRAZIL, 2016) that proposed the alteration of the Brazilian Guideline National Education (BGNE) regarding the issue of the diploma of graduates of undergraduate courses in the *Universidade Aberta do Brasil* (UAB) [8] system, especially undergraduate courses, excluding the requirement of the FCP in courses that adopted this requirement in order to obtain the graduation degree in their pedagogical projects.

The arguments of the author of the proposal at the time, senator Eduardo Amorim (PSC-SE), went through the criticism of the public conditions of distance undergraduate courses, in large part, teachers who would already work in public basic education, but also, for the quality presented FCP. According to him, such course completion works would elect "sterile problems" as the main approaches, contributing little to the professional or academic progress of students in these courses. Thus, the lack of effectiveness in the training process would be the source for the emergence of "an industry producing final course work, which has become a way of life for many students", generating great anxiety among the student public. Fortunately, the proposed amendment to the BGNE was filed on December 27, 2018, at the end of Senate Eduardo Amorim's legislature, under the caput of art. 332 of the Internal Regulations (BRASIL, 2019).

This example clearly illustrates the need for a broader debate between civil society, authorities and education professionals around this training activity. It is believed that the data presented in the following section show the importance of the practice of FCP, as long as it is well conducted and carried out with planning and monitoring of teachers, positively impacting the training of students by providing contact with scientific initiation in the educational field and its several sub-areas, generating critical mass capable of deepening their studies at the postgraduate level when taking a taste for research.

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[8] UAB is a federal government program that seeks to expand and internalize the offer of higher education courses and programs, through distance education. The priority is to offer initial training to teachers in effective exercise in public basic education, but still without graduation, in addition to continuing education for those already graduated.

3 The FCP of Pedagogy Course at Campus of Pontal

Upon completing its first decade of existence, the Pedagogy course at Campus of Pontal (UFU) underwent internal and external evaluation processes when demands arose aimed at reformulating the curricular organization, especially as a result of the new guidelines coming from higher levels. Thus, one of the problems pointed out in these evaluations was the need to review the practices related to the Final Course Paper (FCP), thus, the analyzes presented here refer to the 218 FCPs defended in public boards throughout the focused period, developed by first graduating classes.

The FCP was inserted in the Pedagogical Project (PP) of the newly created Pedagogy course at Campus of Pontal (2006), in item 8.6, in a very objective, simplified way and without much reflection on the process, as it would be a curricular component to be offered in the last year of the curriculum, thus, the FCP guidance and defense processes seemed quite distant for the group of 5 teachers who built the initial project of the course. Therefore, the disciplining of this matter in the PP occupied only 3 paragraphs of the 60 pages of the document, and its definition was limited to one line, let's see: "The FCP emerges as a movement of synthesis of the entire process experienced during the initial formation, linked to Supervised Internship IV and the other actions carried out in the educational praxis axis "(PP, 2007, p.47).

The discipline consisted of two stages (FCP I and II), so that in the first stage students should organize the research material, while in the second stage they should dedicate themselves to writing the text with the results of the research initiation. Some rules on the evaluation of the FCP were also decided, such as the composition of the board with three members, in addition to the supervisor, two other teachers who are related to the theme of the work.

Throughout the experience of the first classes that completed the course, it was observed in the dialogue with students of the discipline of FCP II that it was necessary to standardize the procedures due to some problems that arose, such as: restrictions in the composition of public defense boards , short time of orientation restricted to a single semester between student and advisor, repetition of activities charged in other disciplines (such as project development, for example), absence of research groups to strengthen scientific initiation, activity performed by the teachers did not compose the workload, in short, difficulties that required changes in the PP of the course to adapt the reality lived in the experience of the first classes that went through the FCP process, changes that were adopted in the year 2018.

In the initial trajectory (first decade), 218 papers were presented organized in seminar format according to the shifts (full or night) with the participation of the other students of the course certified as listeners. Of the 218 works, only 02 students did not complete the course and were retired (0.9%), 98.6% of these students were female, while 1.4% were male, therefore, the training provided in the pedagogy course it is permeated by gender issues.

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The number of mentors was 29, 22 teachers (76%) and 07 teachers (24%), of the total of teachers, 25 belonged to the Pedagogy course (86%), while the other 04 (14%) were mentors who provided service to the course, but in other courses on campus (1 in History, 1 in Geography and 2 in Mathematics). As for the initial training of teachers who supervised the FCP, the predominance was pedagogues (as) and psychologists (as), as we can see, corresponded to 72% of the supervisors, thus, the other 28% of the works corresponded to other 07 training, demonstrating the epistemological diversity of thought to which the students of the Pedagogy course were subjected in their trajectory, even considering that the predominance was of the pedagogues, we see:

Graph 01. Graduation Course of Advisors to the 218 FCPs of Pedagogy (Pontal-UFU)
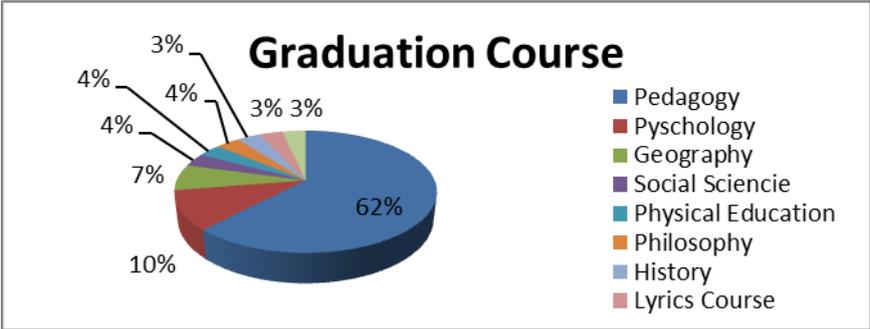
Source: Secretary of the Pedagogy course, March/2017.

In seeking to group the 218 different FCP presented in this initial period of the pedagogy course, it relied on the divisions of the Education sub-areas proposed by *CNPq* (National Council for Scientific and Technological Development) that divides research related to education as follows:

Table 2. Education Subareas (7.08.00.00-6 - CNPq)

Code	Educational Subarea	Subarea Specialization
7.08.01.00-2	Fundamentals of Education	7.08.01.01-0 Philosophy of Education 7.08.01.02-9 History of Education 7.08.01.03-7 Sociology of Education 7.08.01.04-5 Educational Anthropology 7.08.01.05-3 Economics of Education 7.08.01.06-1 Educational Psychology
7.08.02.00-9	Educational Administration	7.08.02.01-7 Educational Systems Administration 7.08.02.02-5 Administration of Educational Units
7.08.03.00-5	Planning and Educacional Evaluation	7.08.03.01-3 Educational Politics 7.08.03.02-1 Educational Planning

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		7.08.03.03-0 Evaluation of Educational Systems, Institutions, Plans and Programs
7.08.04.00-1	Teaching-Learning	7.08.04.01-0 Theories of Instruction 7.08.04.02-8 Teaching Methods and Techniques 7.08.04.03-6 Educational Technology 7.08.04.04-4 Assessment of Learning
7.08.05.00-8	Curriculum	7.08.05.01-6 General Theory of Curriculum Planning and Development 7.08.05.02-4 Specific Curricula for Levels and Types of Education
7.08.06.00-4	Guidance and Couseling	7.08.06.01-2 Educational Orientation 7.08.06.02-0 Vocational Orientation
7.08.07.00-0	Specific Education Topics	7.08.07.01-9 Adult Education 7.08.07.02-7 Permanent Education 7.08.07.03-5 Rural Education 7.08.07.04-3 Education in Urban Peripheries 7.08.07.05-1 Especial Education 7.08.07.06-0 Pre-School Education 7.08.07.07-8 Vocational Education

Source: CNPq. Available on: http://www.cnpq.br/documents/10157/186158/TabeladeAreasdoConhecimento.pdf Accessed on December 28, 2019.

In view of the difficulty in classifying the 218 FCPs guided by different epistemological perspectives, even though they all covered the educational issue, the advisors were asked to inform the subarea in which the works they supervised could be classified. Admitting certain arbitrariness that such classifications carry, since many of them could be classified in two or more of the areas, and the result can be seen in the table below:

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**Table 3.** FCP List by Subareas/Specialties (Pedagogy Course – Pontal-UFU)

CNPq Subareas	Specialties	Number of FCPs	Number of Advisors in thematic	Total of FCPs	FCPs Media per Advsior
Fundamentals of Education	Philosophy of Education	03	01		
	History of Education	24	05		
	Sociology of Education	11	03		
	Educational Anthropology	08	04		
	Educational Psychology	06	04	**52**	**3,1**
Educational Administration	Educational Systems Administration	02	01		
	Administration of Educational Units	04	04	**06**	**1,2**
Planning and Educacional Evaluation	Educational Politics	25	12		
	Educational Planning	16	06		
	Evaluation of Educational Systems, Institutions, Plans and Programs	23	10	**64**	**2,3**
Teaching-Learning	Theories of Instruction	06	06		
	Teaching Methods and Techniques	25	12		
	Educational Technology	07	07		
	Assessment of Learning	08	02	**46**	**1,7**

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Curriculum	Specific Curricula for Levels and Types of Education	01	01	**01**	**1,0**
Specific Education Topics	Adult Education	10	05		
	Especial Education	18	08		
	Pre-School Education	21	06	**49**	**2,6**

Source: Secretary of Pedagogy Course March/2017.

In view of the data obtained and presented in table 03, it is possible to indicate four major thematic groups that have a certain balance when considering the amount of FCP presented, so that with the exception of the *CNPq* sub-area, "Guidance and Counseling", in all other there were works developed in them, as can be seen in the graphic representation that follows:
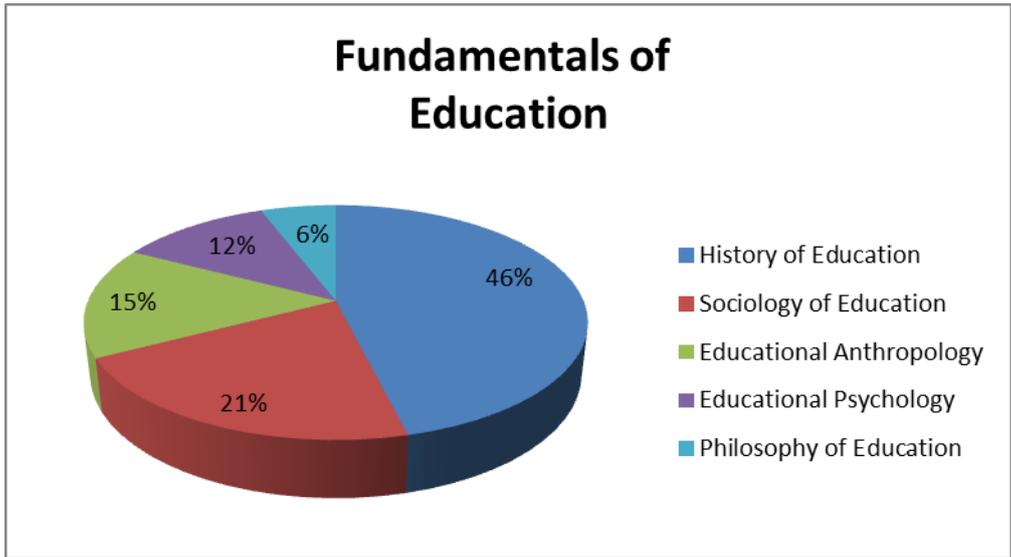
Graph 2. Education Subareas linking to 218 FCPs
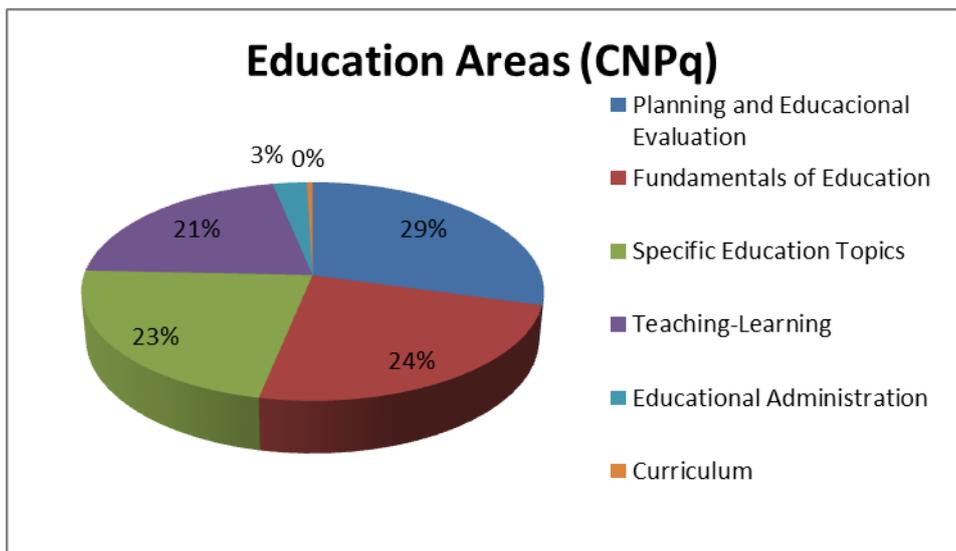
Source: Secretary of Pedagogy course, March/2017.

As can be seen, the set of FCPs developed in the Pedagogy course (Campus of Pontal-UFU) in this first moment of activities expresses quite fairly four of the sub-areas of education defined by *CNPq*. In the graphs that follow, we sought to identify in these groupings the thematic predominance specialized in them:

Graph 3. Specialties in the Fundamentals of Education Subarea

Fundamentals of Education

- History of Education — 46%
- Sociology of Education — 21%
- Educational Anthropology — 15%
- Educational Psychology — 12%
- Philosophy of Education — 6%

Source: Secretary of Pedagogy course, March/2017.

It is evident in this subarea that the History of Education stood out in the FCP developed in that period, representing almost half of the 52 works of Fundamentals of Education. In the Educational Planning and Assessment sub-area there was a certain balance between the themes, see:

Graph 4. Specialties in the Planning and Educacional Evaluation Subarea

Planning and Educacional Evaluation

- Educational Politics — 39%
- Evaluation of Educational Systems — 36%
- Educational Planning — 25%
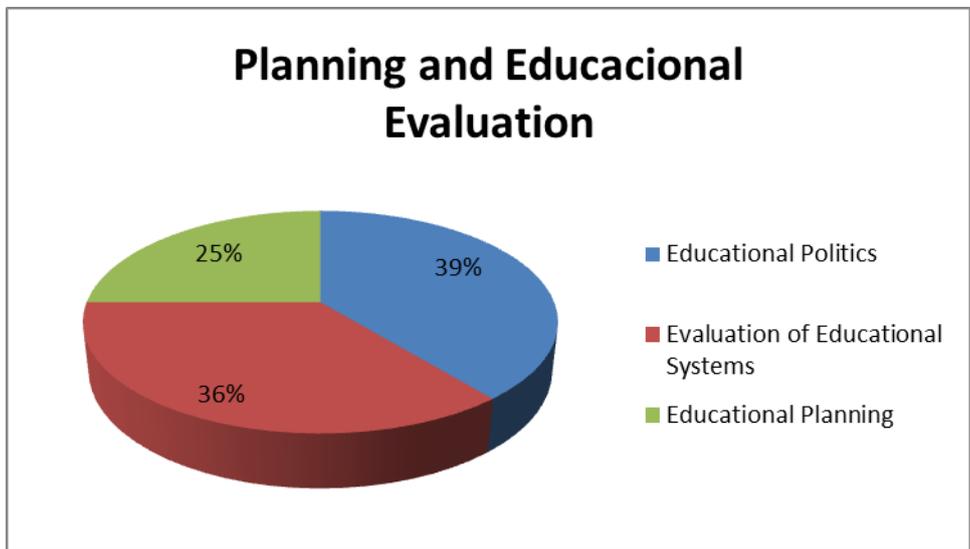
Source: Secretary of Pedagogy course, March/2017.

Following the analysis of the sub-areas, also in the Specific Topics of Education there was a certain balance between two specialties (Pre-School and Special Education), with an important production in the subject of Adult Education, as we can see in graph 05.

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Graph 5. Specialties in the Specific Education Topics Subarea
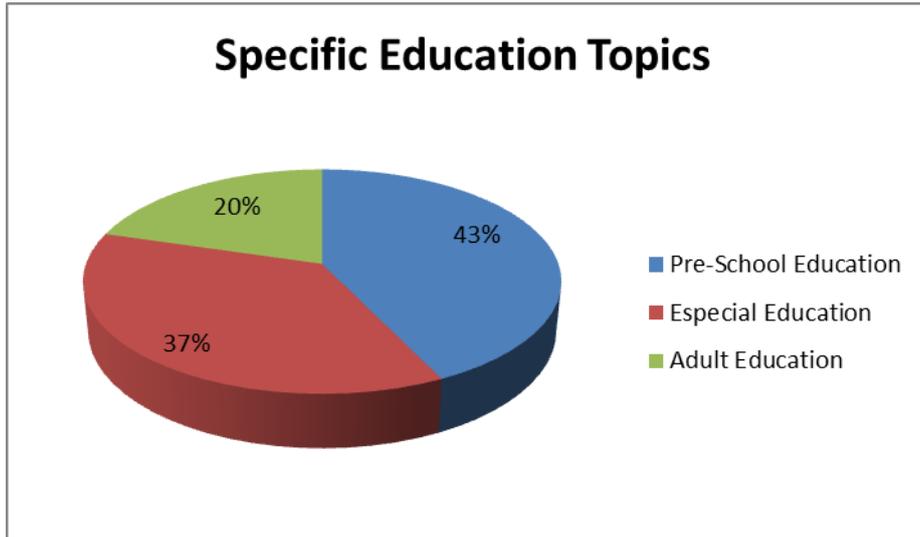
Source: Secretary of Pedagogy course, March/2017.

In the Teaching-Learning sub-area, the theme that stood out in the set of 46 developed FCP related to it, was Teaching Methods and Techniques with more than 60% (or 25 FCP). Two other themes showed some equity, namely Learning Assessment and Education Technologies.
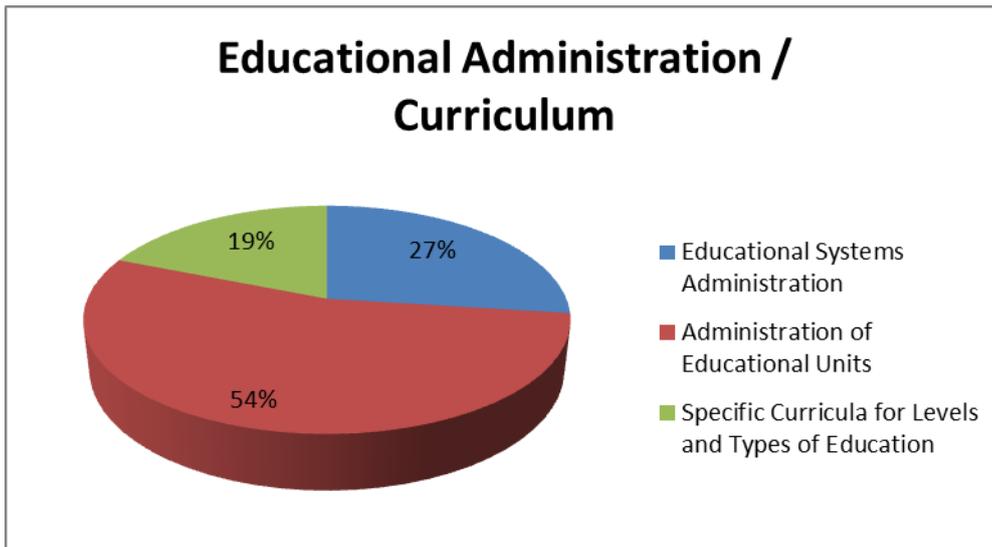
Graph 6. Specialties in the Teaching-Learning Subarea
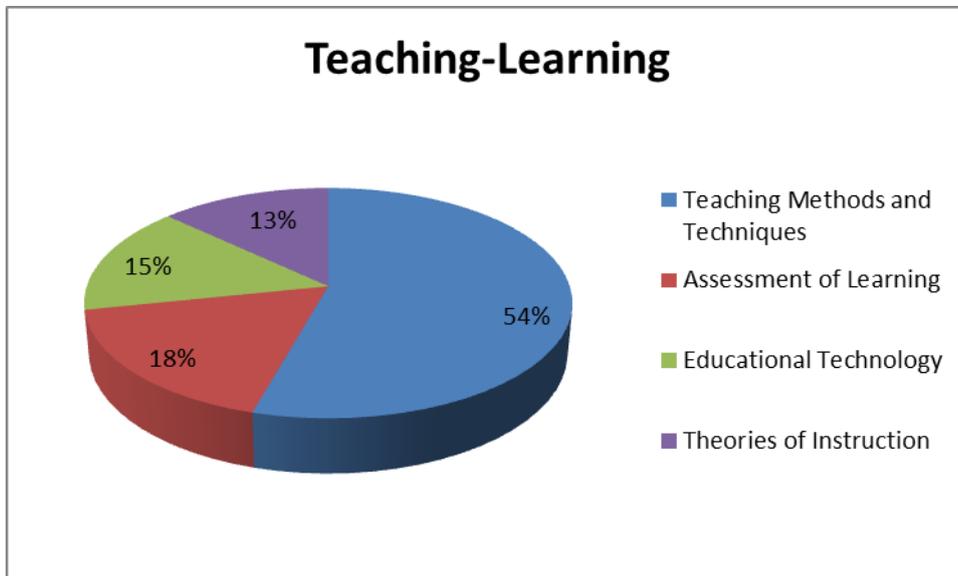
Source: Secretary of Pedagogy course, March/2017.

Finally, the Educational Administration and Curriculum subareas with only 07 works in the set of 218 developed:

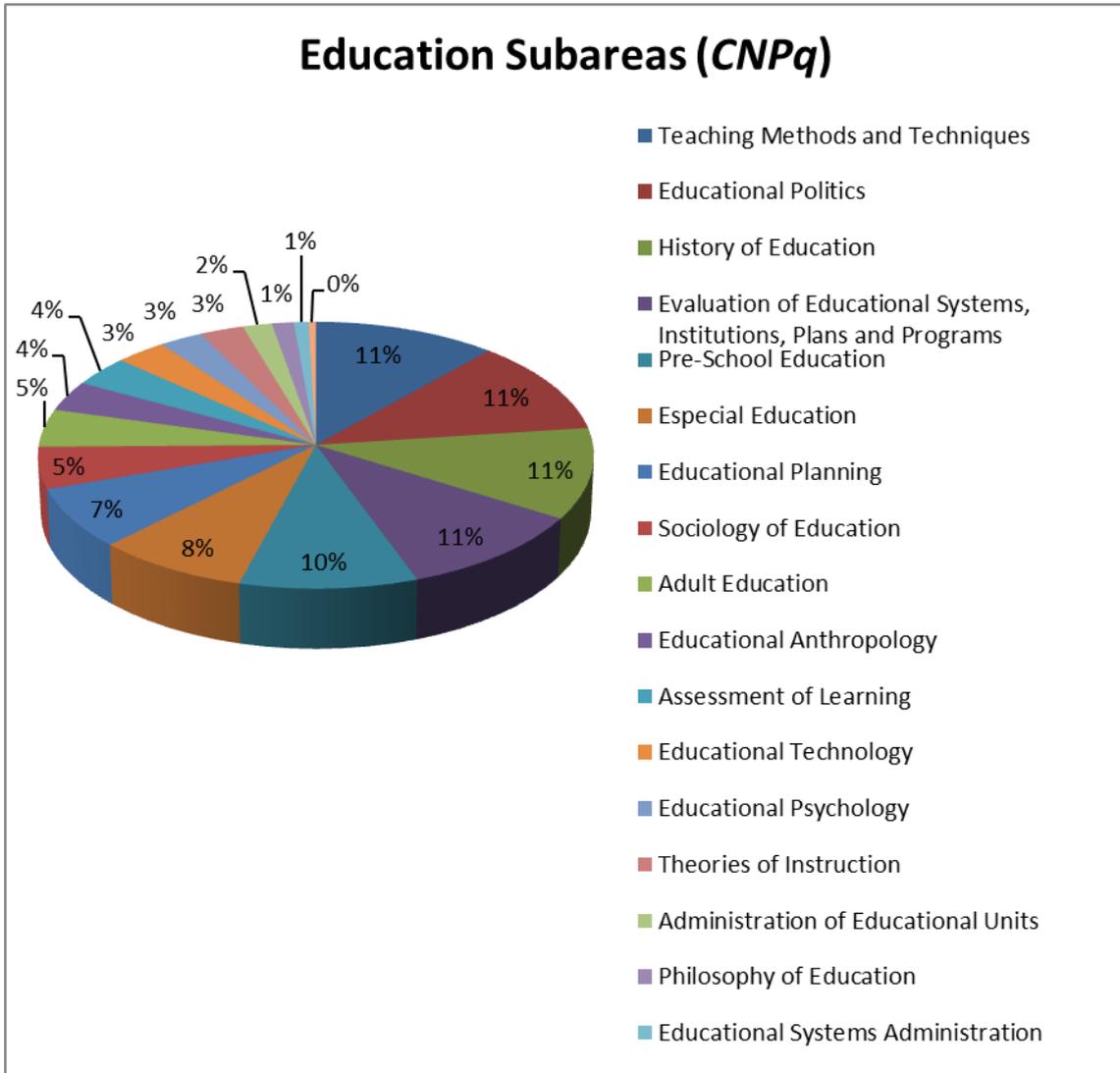**Graph 7.** Specialties in the Educational Administration / Curriculum Subareas

Source: Secretary of Pedagogy course, March/2017.

After viewing the subareas, we sought to analyze the main themes in the set of 218 FCPs developed in the first decade of existence of the Pedagogy course at the Pontal-UFU campus, and 5 themes (out of 17 indicated in the survey) of 4 subareas represent 56 % of the total of these works, let's see:

Graph 8. FCP Themes by CNPq Subareas (Pedagogy Course – Pontal-UFU)

Education Subareas (*CNPq*)

Legend:
- Teaching Methods and Techniques
- Educational Politics
- History of Education
- Evaluation of Educational Systems, Institutions, Plans and Programs
- Pre-School Education
- Especial Education
- Educational Planning
- Sociology of Education
- Adult Education
- Educational Anthropology
- Assessment of Learning
- Educational Technology
- Educational Psychology
- Theories of Instruction
- Administration of Educational Units
- Philosophy of Education
- Educational Systems Administration

Pie chart values: 11%, 11%, 11%, 11%, 10%, 8%, 7%, 5%, 5%, 4%, 4%, 3%, 3%, 3%, 2%, 1%, 1%, 1%, 0%

Source: Secretary of Pedagogy course, March/2017.

From this set of 17 themes pointed out by teachers that would cover the 218 FCP oriented, it was possible to observe the circulation of teachers by the themes, as we can see in the graph that follows, about 80% of teachers oriented between 1 and 4 themes in their domain (listed in graph 08), demonstrating a certain specialization in the orientation processes that is linked to the graduate education of teachers, as follows:

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Graph 9. Thematics oriented by teachers (Pedagogy Course-Pontal)
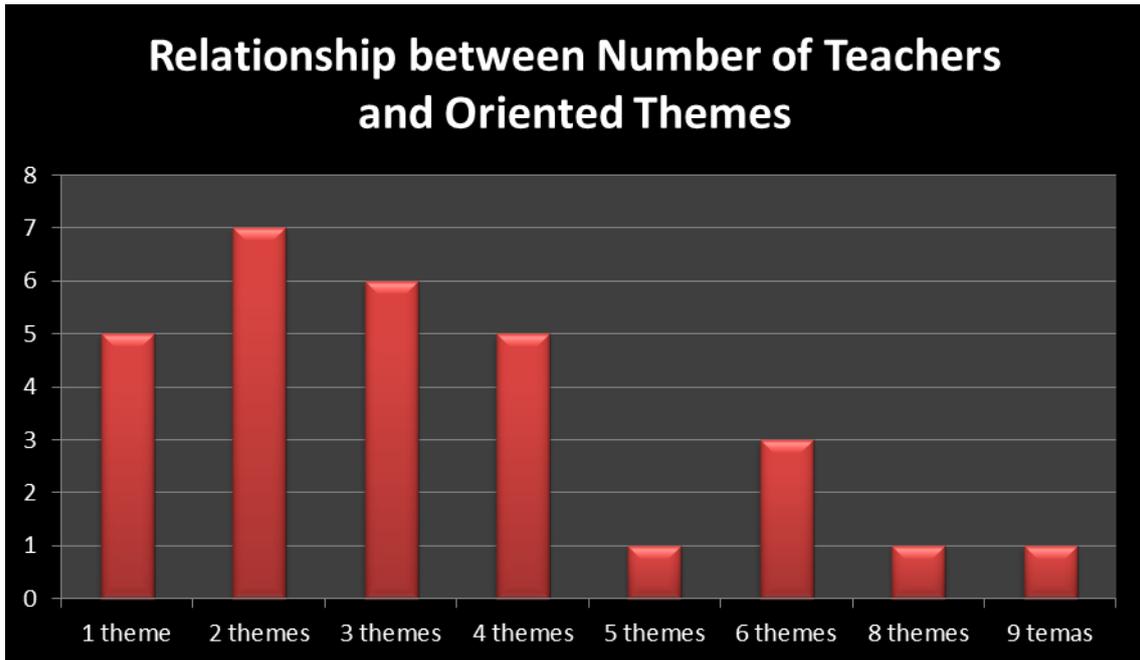
Source: Secretary of Pedagogy course, March/2017.

Finally, a revealing data is presented that demonstrates the paths that have inspired almost half of the FCPs (44% or 95 works) developed in the Pedagogy course of the campus of Pontal, numbers raised from the guidance of the advisors themselves about the nature of the developed activities that resulted in course completion works:

Table 4. Academic Activities that Originated the FCPsS (campus of Pontal-UFU)

	Academic Activity	**Number of FCPs**	**Percent**
01	Initial Scientific Research	30	14%
02	Curricular Stage	21	10%
03	Discipline (undergraduation education)	14	6%
04	Extension Project	13	6%
05	PIBID	12	6%
06	PET	04	1,5%
07	Non-curricular Stage	01	0,5%
08	No activity indication	123	56%
	TOTAL	**218**	**100%**

Source: Secretary of Pedagogy course, March/2017.

It is a fact that all FCPs result directly from the activities developed during the training of students. Even so, the data in table 04 reinforces the importance of developing projects and programs in the daily orientation and development of the FCP, either because institutional support via scholarship requires compensation from the beneficiary with results in the form of products, in general, publications, or still in function of linking the students integrated in these programs, in larger projects whose results interest the teachers.

4 Final Considerations

In this final space, it is reaffirmed that the adoption of FCP as a mandatory curricular component can strengthen educational research, as long as it is developed in compliance with some minimum acceptable parameters. As it turned out, the area of research in education is one of the largest in the Brazilian science scene today, considering its multiple specializations. This gigantism generated some problems pointed out by André (2001), in particular, the theoretical-methodological poverty of the works, the adoption of ill-defined objects, the lack of research structure, among others, which was also observed in the experience of supervising first classes that attended the course of FCP II at Campus of Pontal.

As noted, the lack of mandatory promotion of scientific initiation in undergraduate courses in Brazil, on the part of the omission legislation presented in the text, generated a great diversity of practices related to the curricular component FCP, which can cause damage to the promotion of critical mass qualified for continuing education. Even so, the Brazilian graduate system has consolidated itself as the most successful stage in the country's scientific and technological training, a consensus among researchers in the area. According to Faria Filho (2016, p.176):

> (...) in Brazil, contrary to what happened in almost all western countries with a long tradition of research, post-graduation did not simply mean the organization of the training of researchers in another institutional level, but the organization of scientific research itself in the country. This resulted in a scientific-academic system deeply dependent on this peculiar form of training researchers, which is postgraduate studies. And, no less important, it resulted in a peculiar way of organizing research, which is highly indebted to the models, requirements, rituals and modes of consecration proper to the academic-scientific field.

It is understood that the FCP, at least in the experience pointed out here, stems much more from the practices developed inside the classroom than from the linking of undergraduate students to research, teaching and extension projects, a model that is not limited to experience of the Pedagogy course at Campus of Pontal (UFU). In this experience, the adoption of the mandatory FCP forced the faculty and also the students to seek themes that minimally addressed the issue of originality, promoting a volume of educational knowledge, even if incipient, significant for the municipality and the region. During this period, it is believed that the mandatory FCP consolidated a public that started to demand continuing education, taking many students to graduate courses *latu sensu* or *stricto sensu*.

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Throughout the supervision process of the discipline FCP II, it was found that the most successful cases of construction and completion of the FCP followed most of the script that follows, reaching a satisfactory degree of what could be classified as a good text of Conclusion Work of Course, which we now suggest as guiding principles below:

1- THE CHOICE OF THE THEME. The theme must please the student, a bad choice can create other problems, therefore, planning is necessary, and the theme must be reflected before the beginning of the process. Avoiding the option for very complex issues, in addition to proposals that are difficult to execute, seeking to move away from the need to change the topic. Therefore, the theme should be of interest to the group (teachers and students) and with adequate time for its feasibility of execution.

2- TRADITION OF COURSE RESEARCH. Since the beginning of the graduation, students must know the research groups, teaching, extension and research projects developed by the course teachers. Assisting trainees' public stalls can help to understand the FCP format and the level of assessment requirement, in addition to seeking information with alumni who have already gone through the process.

3- SCHEDULE AND DIVISION OF TASKS. Right at the beginning of the process, it is necessary to make the planning together with the supervising teacher, defining the tasks and dates to be fulfilled, which contributes to a more peaceful journey, avoiding the tension of the last weeks before the delivery of the FCP.

4- GOOD RELATIONSHIP AND INTERACTION WITH THE SUPERVISOR. It is extremely important to choose an advisor who has an affinity and who has minimal knowledge of the chosen theme. Attend orientation meetings, seeking to understand what is expected of the job. Showing interest in research and asking questions to the supervising professor is important, since the advisor is a guide for students on the path whose final objective is the successful presentation of the FCP.

5- CLARITY OF OBJECTIVE. Having the objective of the FCP clear is a process that requires reflection and reading, thinking about the starting point and the ending point of the work, even if in the middle of the journey there are necessary deviations. This helps to decide which paths to follow during the research and prevents the work from losing focus, the object must be polished throughout the process.

6- BIBLIOGRAPHIC RESEARCH. Bibliographic research will provide support and credibility for the subjects covered in the FCP. At this point, it is important to rescue subjects and authors studied during the course. It is always important to build the "state of the art" before venturing to collect data in field research, that is, to read what is most expressive in the debate around the chosen theme, a good start is to search the digital platforms of most cited articles on the topic.

7- FIELD RESEARCH. If the FCP is not just a bibliographic review, then there is a need to conduct data collection research for the analyzes based on the theory studied. This theoretical review is based on discussions with the advisor, in these meetings that choose the methodologies for approaching the object. Thus, the work tool will vary according to the objective of the FCP, and action research (notebooks, recorders,

drawings, results records), oral history (interviews with semi-structured questionnaires or recorded free testimonies) can be chosen. , etc.

8- FORMATTING RULES. One of the great obstacles of the FCP concerns the rules of *ABNT* (Brazilian Association of Technical Standards), considered difficult to understand since they change constantly. The standards cover a multitude of standards that are characteristic of academic writing, such as author citation standards, paper size, margins, page numbering, mandatory content and standards for bibliography and annexes. In the final writing, these rules must be respected minimally, and if necessary, students should seek technical help.

9- PRESENTATION OF RESULTS. The FCP presentation should be clear and objective, explaining the theme, the reasons for the choice, the proposed objectives, the research methodology and the conclusions reached. During the presentation, it is necessary to pay attention to the time foreseen for the exposure of the results, with the aim of attending to evaluators and the public participating in the academic event.

10- ARGUIÇÃO. When the FCP format requires public banking, the student must prepare for the argument, waiting for the examiners to conclude their statements avoiding interruptions. It must seek to expose the relevant points of the work at a leisurely pace and when opposed to any positioning of the board that is always done intelligently, demonstrating seriousness and mastery of the work performed. There is no problem in consulting the printed or digital copy to answer the bank's questions as long as the student knows exactly what and where to look.

The supervisory experience of the subject of FCP II during that initial decade (March / 2007 to March / 2017) in the Pedagogy course at Campus of Pontal was very important to understand the importance of this curricular component as a process of initiation to research, since it is possible to read all the initial versions of the FCP before the final presentation, a process classified by the professor of the discipline as "qualification" for the defense.

It became evident that this process of writing a text supported by academic language, despite all its limitations, forced students to reflect on the role of graduation in their lives, so that the themes chosen were largely revealing interests of students, who expressed a very rich diversity of problems, justifying the adoption of the mandatory FCP in the Pedagogy of Pontal course, but also the need to establish a national debate on the regulation of this curricular component in undergraduate courses.

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