



Des the Construction of the Epistemological Field of University Pedagogy in Brazil*

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ABSTRACT

The purpose of this essay is to discuss the construction of the epistemological field of University Pedagogy in Brazil from the 1960s to today. In view of the current events that have changed the structural form of university classes, from on-site to remote, due to a global health crisis, we point out the ways in which it is going and how to act in the face of new challenges and contemporary conflicts imposed on its trajectory over the years. Of a descriptive and documentary nature, it presents theoretical references specific to the area that thematize and support the reflections assumed here. In times of resistance, its peculiar character points to the ethical and philosophical need for a connected, shared and direct teaching between teachers, students and higher education institution and not recorded and disconnected classes, breaking with the logic of the capitalist and neoliberal mercantile system. It is necessary to understand pedagogy as a science of education in order to account for the impasses that universities are going through in the beginning of this century and with these, University Pedagogy, as an object of study, constitutes the basis of an architecture along with is determining characteristics that underlie the education in higher education, didactics and teacher training and professional development.

KEYWORDS

University pedagogy. Epistemology. Ethics and philosophy of education. Teacher training and professional development. University education.

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A Construção do Campo Epistemológico da Pedagogia Universitária no Brasil

RESUMO

O objetivo desse ensaio é dialogar sobre a construção do campo epistemológico da Pedagogia Universitária no Brasil desde a década de 1960 até hoje. Diante dos atuais acontecimentos que modificaram a forma estrutural das aulas universitárias, de presenciais para remotas, por conta de uma crise sanitária mundial, apontamos caminhos pelos quais está passando e como atuar frente aos novos desafios e embates contemporâneos impostos à sua trajetória ao longo dos anos. De natureza descritiva e documental, apresenta referenciais teóricos específicos da área que tematizam e embasam as reflexões aqui assumidas. Em tempos de resistência, seu caráter peculiar aponta para a necessidade ética e filosófica de uma docência conectada, compartilhada e direta entre professores, alunos e instituição de educação superior e não aulas gravadas e desconectadas, rompendo com a lógica do sistema mercantil capitalista e neoliberal. É preciso compreender a pedagogia como ciência da educação para dar conta dos impasses que as universidades estão passando nesse início de século e com esses, a Pedagogia Universitária, como objeto de estudo, constitui a base de uma arquitetura junto as suas características determinantes que fundamenta o ensino na educação superior, a didática e a formação e desenvolvimento profissional docente.

PALAVRAS-CHAVE

Pedagogia universitária. Epistemologia. Ética e filosofia da educação. Formação e desenvolvimento profissional docente. Educação superior.

La Construcción del Campo Epistemológico de la Pedagogía Universitaria en Brasil

RESUMEN

El propósito de este ensayo es discutir la construcción del campo epistemológico de la Pedagogía Universitaria en Brasil desde la década de 1960 hasta la actualidad. Ante los hechos actuales que han cambiado la forma estructural de las clases universitarias, de presenciales a remotas, debido a una crisis de salud global, señalamos las formas en las que va y cómo actuar frente a los nuevos desafíos y conflictos contemporáneos impuestos en su trayectoria a lo largo de los años. De carácter descriptivo y documental, presenta referencias teóricas propias del área que tematizan y sustentan las reflexiones aquí asumidas. En tiempos de resistencia, su peculiar carácter apunta a la necesidad ética y filosófica de una enseñanza conectada, compartida y directa entre profesores, estudiantes e institución de educación superior y clases no grabadas y desconectadas, rompiendo con la lógica del sistema mercantil capitalista y neoliberal. Es necesario entender la pedagogía como ciencia de la educación para dar cuenta de los impases por los que atraviesan las universidades a principios de este siglo y con estos, la Pedagogía Universitaria, como objeto de estudio, constituye la base de una arquitectura junto con sus características determinantes que subyacen a la educación en educación superior, didáctica y formación docente y desarrollo profesional.

PALABRAS CLAVE

Pedagogía universitaria. Epistemología. Ética y filosofía de la educación. Formación docente y desarrollo profesional. Educación superior.

Introduction

This essay dialogues with the studies and researches that investigate the field under construction of University Pedagogy in Brazil, searching in its core the epistemological framework that constitutes it. Historically, the content composition of the first theoretical references on University Pedagogy, arise from the 1960s, where research concerns were still being gestated in some Brazilian public universities¹, contemplating themes that highlighted the universe of higher education as the training of the university teacher (central axis) including teaching, didactics and evaluation of institutions and their undergraduate and graduate courses in this teaching space (MASETTO; GAETA, 2019; MELO, 2018). We also highlight, the initial reflections that began to be raised within universities, when they began to think about plans, projects and programs that would be drawn up and implemented as policies for valuing the teaching work emanating from the national legislation in force at the time and over the years (PIMENTA, 2009).

From a literature review on the studies of University Pedagogy (MELO; CAMPOS, 2019; MELO, 2018; MASETTO; GAETA, 2019; CÁRIA; SILVA, 2018; CUNHA, 2007, 1998; FÁVERO; PAZINATO, 2016; TORRES, 2014, 2013; TORRES; ALMEIDA, 2013; COUTO, 2013; ALMEIDA, 2012; VEIGA, 2012; PIMENTA; ALMEIDA, 2011; MASETTO, 2012, 1998; ANASTASIOU; ALVES, 2010; SOARES, 2009; CUNHA; BROILO, 2008; FRANCO; KRAHE, 2007; MOROSINI, 2003; LEITE, 1999; ANASTASIOU, 1998; SCHEIBE, 1987), we verified its growth in Brazilian academic productions by some education researchers, drawing attention not only to the educational area but to all other academic areas about the need and importance attributed to its nature and characteristics in recent years.

The aforementioned studies demonstrate that University Pedagogy has been constituting itself as a new field of research that brings together possibilities and strategies for work that involve political-institutional actions in development in academic-university management. This also demonstrates that it is not only linked to the didactic-pedagogical teacher training field, although this is the central issue and many types of research constitute it in this space, due to the great need that the area requires, considering the lack of specific legislation that determines the "training" instead of just "preparation" as pointed out by article 66 of the Law of Directives and Bases of National Education (BRASIL, 1996), but broadens horizons in favor of a re-reading of the valorization of the teaching work, the effectiveness of the triad teaching, research, and extension, conditions of access to the university (inclusion and permanence), new forms and models of institutional and course evaluation, internationalization of higher education, among other aspects.

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Using a bibliographical survey, we describe some notes regarding the field of University Pedagogy in the light of the theoretical references assumed in this essay, to reflect on how it can account for the contemporary clashes that universities are facing in these times of social isolation, suspension and loss of scholarships in graduate programs, mass layoffs of teachers in some private universities, attempts to dismantle higher education in public universities, processes of commercialization of education and insertion and expansion of distance and/or remote education in adverse times like the present.

The Beginnings of University Pedagogy in Brazil

Taking as a basis the chronological, selective and analytical investigation of Masetto and Gaeta (2019) in their article entitled "Trajectory of university pedagogy and teacher training for higher education in Brazil", where they analyzed authors who dedicated themselves to discussing the theme University Pedagogy and pedagogical training of teachers, as well as the identification of movements of significant changes in it and that caused changes in the process of teacher training, the authors arrived at the composition of certain historical periods, as they present: (a) expository lessons, visual resources and other dynamics (decades 1960-1990). From 1960 on, there were the first aspirations in Brazil about what a university-oriented Pedagogy would be. The concern was established about the formation and the pedagogical practices of the university teacher; b) teaching and learning in higher education (decades 1990-2010). In this period, reflections about what was learning in higher education? And the teaching protagonism; c) pedagogical mediation and student protagonism (1990-2015 decades). The student as the center of the teaching and learning process; d) relationship between teacher and student (1970-2015 decades). The partnership between teacher and learner; e) active methodologies (decades 2000-2018). University Pedagogy focuses the discussion on active methodologies, presented as a mark of educational innovation, which include promotion of student protagonism and teacher mediation (MASETTO; GAETA, 2019).

The history of University Pedagogy in Brazil has also been consolidating with its history in Latin America and in this highlight, the first debates about it, dating back to the 1980s when the Interuniversity Development Center (CINDA) implemented the Pedagogical Training of University Professors of Latin America, with the support and collaboration of the Educational Development Program (PREDE) of the Organization of American States (OAS). The objective of this project was to promote, disseminate and coordinate a series of local projects that were being carried out in many universities in Latin America in the area of University Pedagogy (CINDA, 1984).

During 1982 and 1983, the participating centers carried out a series of activities of various types, within the general objectives of the pedagogical improvement of university professors, whose development and results were jointly analyzed in two technical seminars organized by PREDE/OAS - CINDA, in 1982 (Guayaquil) and 1983 (Bogotá). In 1984, the book "Pedagogia Universitaria en America Latina - antecedentes y perspectivas" was

published, fruit of the reports generated in the seminars (CINDA, 1984). Brazil had an academic production published in this book by professors from the Federal University of Rio de Janeiro (UFRJ), participated in the integration seminars and is a member of the organization, currently represented by the State University of Campinas, SP.

In 1987, three years after the meeting, at the Pontifical Catholic University of São Paulo, we have the first Thesis defended in Brazil on University Pedagogy. Thirty-three years have passed since this defense and many other academic works have been produced since then.

Analyzing this path, we highlight that the field of University Pedagogy has been built and constituted using studies and research that, for now, focus on issues of teacher training, didactics in higher education, teaching and learning processes, teacher and student protagonism, interactive methodologies and pedagogical mediation, institutional policies, marketing processes, ethics and philosophy of education, and by the questioning that focuses on its epistemology. We are instigated to reflect on whether the academic research produced so far and the new challenges universities are facing, converge or not towards its structuring while searching for its theoretical-conceptual framework in Brazilian higher education.

University Pedagogy: Institutional Policies and Actions for Higher Education

We systematized some studies of Brazilian authors regarding the concepts of University Pedagogy and its field of action in the space of higher education. However, for clarification, we highlight that studies on University Pedagogy in other countries are also growing and are loaded with intentionalities on academic management policies, inserted in institutional actions and practices developed through their projects and policies for higher education teacher training, especially in countries like Chile, Argentina, Mexico, Colombia and Uruguay in Latin America; Spain, Portugal, France, England and Germany in the European continent and Ethiopia in Africa (program sponsored by a German fund). In this context, Professor Antônio Nóvoa when delivering a lecture at the Opening Conference of the VII Iberoamerican Congress of University Teaching, held at the University of Porto, Portugal, in the year 2012, stated during his speech that, "because without a new Pedagogy, the University will not be able to fulfill what is expected of it in the 21st century" (NÓVOA, 2012, p 18). In this direction, what pedagogy is the professor referring to? What is the role of universities in this 21st century? How does the philosophy of education contribute to the conceptual architecture of University Pedagogy? Bernheim and Chauí (2008) answer that, if the 20th century was the century of the search for scientific certainty and the accelerated development of the various disciplines of human knowledge, the present century is marked to be the century of uncertainty and the interdisciplinary approach. The authors cite the UNESCO Report (1998) to support their reflections,

This century of uncertainty is ahead of its time, and we are barely beginning to feel the effects of the new rationality. The contemporary university needs to recognize this new rationality, which is becoming evident in the diversification of societies around the world, their increasingly multicultural composition, the characteristics of

massification, the structures of informative communication, the incorporation of technologies into daily life, the reduction of the distance between the public and the private, the access of citizens to ways of searching for knowledge other than the usual ones, the new dimensions of work based on the capacity for personal and collective initiative and joint responsibility for decisions, the interdisciplinary nature of jobs and the permanent mobility of professional profiles, geographic and cultural mobility, and the reduction of the national state through regional, economic and social superstructures and act accordingly (UNESCO, 1998 apud BERNHEIM; CHAUI, 2008, p. 12).

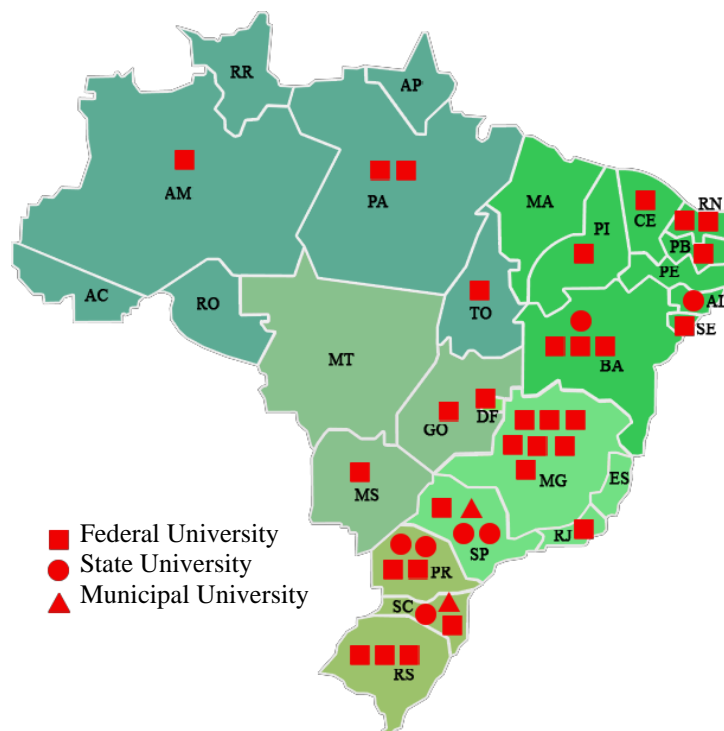
Faced with these issues pointed out in the above-mentioned report, consolidated by the authors, and understanding the role of the university inserted in the knowledge society, we are led to reflect with Melo and Campos (2019) the role that University Pedagogy has been developing in its recent trajectory, especially when considering the issue of university teacher training, when mediating knowledge and information. According to the authors,

Given the scenario of expansion of teaching vacancies in higher education and, considering that, if on the one hand the teacher training presents weaknesses regarding the systematization of professional knowledge of teaching, on the other hand, it will be important that universities, colleges and university centers systematize institutional policies of training and professional development of their teachers, understood here by the way teachers identify and recognize themselves and their peers. These policies can contribute to the perspective of University Pedagogy (MELO; CAMPOS, 2019, p.44).

And what is the perspective of University Pedagogy, from its origin until today? Would it be the search for overcoming the university crisis present in the teaching spaces? Would it be the necessary search for systematization of institutional policies of training and professional development for its teachers, or is there a larger field to be explored, including this one? Couto (2013) states that he does not believe that University Pedagogy is the only area of knowledge responsible for overcoming the university crisis that is currently posed by several authors. However, he states that pedagogy can contribute significantly to teacher training so that many changes, indicated as necessary at this level of education, are implemented. As Melo and Campos (2019) situate us, it is essential to make institutional efforts to consolidate a University Pedagogy as a permanent field of training and faculty development and other academic demands. And this field is certainly interdisciplinary.

For Lopes, Silva, and Rivas (2017, p. 2) "[...] University Pedagogy in Brazil is a recent field and it is very important given the expansion of higher education in recent years". The field of University Pedagogy is essential to the formation of the higher education teacher. However, studies related to this subject are not numerous and the field of investigation and research is recent. To have an idea about the scenario of University Pedagogy in Brazil, we resort to Lopes, Silva and Rivas (2017) in an article published in the 10th International Meeting of Teacher Training - ENFOPE, held at the Tiradentes University in Aracajú - SE in the year 2017, under the title "Institutional Programs of University Pedagogy in Brazilian Public Institutions: some notes" that mapped in the country, public institutions that have University Pedagogy Programs by Brazilian states, as presented in Figure 1.

Figure 1. Distribution of institutions that have university pedagogy programs by Brazilian states



Source: [prepared by Lopes, Silva, and Rivas from HEI websites (2017, p. 9)]

Analyzing the figure, we highlight that eight Brazilian states are still not contemplated with University Pedagogy Programs (PPU) in their public institutions until the year 2017². That said, the analysis also indicates that among the Higher Education Institutions (HEIs) that present PPU, 77.5% are federal, 17.5% state, and 5% municipal. Furthermore, 12 of these HEIs (32.5%) are concentrated in the Southeast region, 11 are in the Northeast region (27.5%), 9 in the South region (22.5%), 4 in the North region (10%), and only 3, are in the Midwest region (7.5%). Comparing the regions, in the South and Southeast, 43% of the public institutions present the PPU. The Northeast and Midwest regions present together 33% and the North presents only 26% of public institutions with this program (LOPES; SILVA; RIVAS, 2017). For Torres and Almeida (2013) the University Pedagogy when assumed by the institution as a way to promote the professional development of teachers, may reveal new practices in the classroom, overcoming traditional models of education based on training and isolated experiences.

And it is precisely to overcome traditional models of training that Pimenta and Almeida (2011), when organizing the book "University Pedagogy: paths for teacher training", called attention to the formative nature of teaching and how it has been increasingly recognized in today's society, pointing out the need to overcome the discourses that consider it the fruit of a mere vocation or transposition of successful performances in the field of professional performance. In this sense, teaching is a complex action that requires a deep understanding of the specific area to be taught and its social meaning; the organization of the

² This number still prevails in the year 2021 until October, after consultations carried out on the institutional websites of these public universities.

curriculum as a formative path; the broader planning in which the subject is inserted; the research method of an area that supports the method of its teaching, the pedagogical actions; the appropriate resources to reach the objectives; the ways of relating with the students and with the knowledge; the evaluation.

From the studies of Pedagogy as a science of education³ that seeks the human form in its totality, University Pedagogy presents in its core, the discussion of pedagogical knowledge inseparable from the universe of higher education (in the public and private spheres), in an innovative perspective to the field of studies about its nature and the relations established with other sciences, in a systemic (theoretical, critical, reflective and practical) and transdisciplinary approach, at the same time that it seeks in the political-institutional actions, support for its effective propagation, while it paces the constituent processes of continuous training (lifelong professional development) for the teaching staff.

In this context, Pimenta and Almeida (2011) state that forming competent professionals in undergraduate courses, attuned to the demands of today's world, who have a sense of social justice and a deep identity with democratic citizenship is a task that requires university teachers to do much more than just pass on the content of their specific area. In this sense, given the relevance of the activity of teachers in undergraduate courses, in the current context in which universities, educational institutions, suffer countless pressures to become "market universities", University Pedagogy emerges as a field of research for university teachers to analyze, discuss and understand the determinants that interfere in their activities to form the students who now have access to this level of education. And thus, value themselves and the teaching that identifies them as teachers (PIMENTA; ALMEIDA, 2011; SGUISSARDI, 2019, 2017), since,

Studies on a pedagogy for Higher Education have been the subject of research and political concerns in the field of education. Issues that used to be restricted to Basic Education are increasingly taking place in Higher Education, considering the peculiarities of this level of education. There is a movement around Higher Education in order to better think about teaching, the profile of its students, the teaching work, their professionalization, and many other aspects that trigger important discussions in this field. (TORRES, 2013, p. 100).

At this juncture, according to the studies of Torres (2014), University Pedagogy is a convergent zone to the notion of an interdisciplinary field that dialogues with higher education teacher training, being a concrete possibility of enrichment of educational practices at this level of education and feeding the teaching from the rigorous analysis of the relations between teaching and learning without, however, losing sight of the interlocution between the local and the global.

³ For an understanding of "Pedagogy as a science of education", see the work of Maria Amélia Santoro Franco (2008).

In the same direction, Melo's (2018) research affirms the need to deepen the understanding of University Pedagogy and its role in teacher education. In this proposal, as presented by the author in the production "University Pedagogy: learning the profession, professionalizing teaching", we take as a model, the construction of her conceptual framework on University Pedagogy, in which we present the main concepts discussed by the relevant literature on the subject.

Table 1. Conceptions of university pedagogy in academic productions

AUTHOR	CONCEPTION
SCHEIBE (1987, p. 4)	University pedagogy is related to the idea that, "if pedagogical activity takes place under determined historical conditions, if it is not separated from the interests and social forces present in a given situation, if it is organically linked to the social totality where it takes place, it is necessary to look there for the sources of its conditioning factors; therefore, the pedagogical act is linked to the context of its broader conditioning factors.
LUCARELLI (2000, p. 36)	"A polysemic field of production and application of pedagogical knowledge in higher education. It is recognized in the plural, as multiple pedagogies, because it interacts with different scientific fields, from which it takes epistemological references to define its bases and characteristics. It is a space of connection of knowledge, subjectivity and culture, which requires a scientific, technological or artistic content, highly specialized and oriented to the formation of a profession".
CUNHA (2004)	[...] Space for connecting knowledge, subjectivities and cultures, which requires a highly specialized scientific, technological or artistic content and oriented to the training of a profession in the explanation of Lucarelli (2000, p. 36). It presupposes, especially, knowledge in the scope of the curriculum and pedagogical practice that includes the ways of teaching and learning. It focuses on the theories and practices of teacher and student education in higher education. It articulates the dimensions of teaching and research in the places and spaces of formation. It can involve an institutional condition, considering as pedagogical the set of processes experienced in the academic field.
PIMENTA; ANASTASIOU (2005, p. 68)	"It is configured in the relationship between the elements of educational practice: the subject that is educated, the educator, the knowledge, and the contexts in which it occurs. It values teaching as an intellectual, critical, and reflective activity.
MOROSINI (2006, p. 58)	"Integrative university pedagogy - a perspective of university pedagogy that has as its main focus the search for the imbrication of university functions under the aegis of teaching. It differs from positions that privilege one of the university functions to the detriment of the others, in that it does not aim to fortify an extension culture. It seeks the creation, implementation and encouragement for the consolidation of a university culture that integrates university functions".
ARAÚJO (2008, p. 34)	"..." there are many ways to go through this ocean in which university pedagogy is constituted. Epistemologically, one can assume that such a locution is situated at the border of several areas, whose bordering spaces are particularly linked to the area of Education, which includes Philosophy, Sociology, Politics, History, and Economics, among others. Paradigmatically, the search for the definition of the meaning of university pedagogy implies multiple knowledge, from the philosophical-educational to the scientific-educational, but also to the technical knowledge expressed by the constitution of pedagogy and didactics itself".
SOARES (2009, p. 105)	"[...] university pedagogy is a complex field of educational practice, therefore, social and political, of formation of the teacher who works in higher education and of research in its various aspects. Under these three aspects, this field is in a process of affirmation, a process that involves facing obstacles of different orders: political, institutional, epistemological, ideological, cultural and psychological, signaled throughout the explanation [... It also requires the expansion of reflection and criticism of positivist epistemology, predominant in universities, which defends the neutrality of the scientist expressed in the distinction between subject and object, It is based on technical rationality and denies common sense knowledge, characteristics

	that, in educational practice, translate into teacher-student distancing, emphasis on objective content and resistance to engage concrete subjects and reflect on the subjective issues involved in the teaching and learning processes.
SAVIANI (2009, p. 14)	"[...] if we consider the proper meaning of pedagogy as 'theory of education', that is, as 'science of and for educational practice', the expression 'university pedagogy' should be interpreted as the theory of university education or theory of higher education. Thus understood, it involves the study of the university as an educational institution that trains researchers and professionals for intellectual careers. Its object of analysis would then be the specificity of higher education studies in its relationship with society and with the other aspects that make up the educational phenomenon in its totality".
ISAIA; MACIEL; BOLZAN (2011, p. 14)	"Field under construction, in which we can analyze and understand the phenomena of learning and teaching professions and, above all, a place in which university teaching in action can be revisited and reconstructed. In this sense, by analyzing the university context, we seek to find genuine forms of knowledge construction capable of stimulating innovations and the diffusion of experiences, considering the global and local context in which the pedagogical process is established. Finally, we believe that this space constitutes a place of formation in which the pedagogical protagonism is recognized as a path towards the emancipation of the formative processes, of learning to be a teacher and of the construction of teacher hood".
ALMEIDA (2012, p.96)	"Set of conceptions of pedagogical, psychological, philosophical, political, ethical and epistemological nature that articulate the educational practice and sustain the connections between university and society. It (University Pedagogy) offers the theoretical reference capable of subsidizing the consistent provocations that the educational work requires as a means for its permanent transformation and feeds the exercise of a committed, intentional, and ethical teaching".
NÓVOA; AMANTE (2015, p. 23)	"[...] it is in the search for freedom that the meaning of a university pedagogy is defined, which is not mere technique, but a place where 'humans are educated by humans for the sake of humanity' (Epstein, 2012, p. 291). In this sense, it is necessary to conduct an in-depth reflection on teaching epistemologies, deepening a process of self-knowledge and sharing about the university condition."

Source: [MELO (2018, p. 27-28)]

According to Melo (2018), the elaboration of this framework sought to systematize conceptions about University Pedagogy, elaborated by authors who have been a reference in the field of academic production about it in recent years. In the same direction, they refer to a Pedagogy focused on higher education. But what kind of Pedagogy is this? To answer this question, we dialogued with Franco (2010). The author argues that "if pedagogy is conceived as a science of and for the educational praxis, it can produce knowledge that underlies such practice, outlined from the pedagogical knowledge built by teachers" (FRANCO, 2010, p. 88).

It is exactly this character that allows reaffirming the importance of University Pedagogy as a constituent element of higher education teacher training and its advances, either in open spaces in master's and doctorate courses, which can then be considered as the first training for academic life, either in spaces organized in programs or continuing education actions. It constitutes a fundamental contribution to the quality of the training carried out at this level of education (ALMEIDA, 2012). In this direction, Stano and Fernandes (2015) highlight an aspect that highlights the specificity of University Pedagogy that should be considered, that is:

It is about the singularities of the practices, arising from pluralities and continuities of the pedagogical processes by the history and professional path of each teacher, by previous experiences and by their own motivations. It is this aspect that can hold a differentiating element between institutions that are under a standardizing policy, building a pedagogy that ensures the identity of each university, in a growing search for autonomy through teaching praxis (action-reflection), instead of adopting a Pedagogy of a technical nature, uncritical and rooted in operational models elsewhere to local realities (STANO; FERNANDES, 2015, p. 98).

Understanding higher education as an essential element and space for and in the academic training of students is to understand peculiar aspects that only this level is able to answer when its Pedagogy is questioned and analyzed, and one of the intrinsic issues is related to the training of teachers inserted in universities, university centers and isolated colleges. In the statements of Almeida and Pimenta (2011), it can be understood that the university teacher does not have a training focused on the teaching and learning processes, for which he/she is responsible when he/she starts his/her academic life. The authors assert that the constitutive elements of their teaching performance, such as the relationship of the subject with the course project, planning, class organization, teaching methodologies and strategies, assessment, peculiarities of the teacher-student interaction, are unknown to them.

Thus, among Brazilian university professors there is a predominance of unpreparedness and even scientific ignorance of what the teaching and learning process is, for which they will be responsible from the moment they enter the department and the classroom. The international panorama is no different, as pointed out in the literature. Considering the problems that this lack of knowledge entails in the training of undergraduate students, it is observed in both cases a growing concern with the training and professional development of university teachers and with innovations in the field of teaching (ALMEIDA; PIMENTA, 2011, p. 26).

In this direction, University Pedagogy contributes to the systematization of teaching actions in higher education in a dynamic context of action, in which it is necessary to integrate the academic wishes of teachers, students and institutions. Under these aspects, Almeida and Pimenta (2011) also call attention to the need for the constitution of a new paradigm of university teaching. And to this new paradigm, the studies of University Pedagogy have been collaborating in order to establish concepts and propositions in favor of a pedagogy focused on political-institutional actions, whether they are of a qualitative nature for the professional development of teachers; of affirmation of political guidelines that guide the exercise of the teaching function and the role of the university in this environment; The implementation of policies for teacher training and evaluation as well as the analysis of the critical conditions for the success of the teaching staff through strategic diagnosis of actions and the implementation of quality indicators that allow for the evaluation of professional teaching performance, the academic performance of students, and the infrastructure conditions of higher education institutions. We reflect further on the new paradigm of University Pedagogy today.

University Pedagogy: Resistance in Times of Crisis

Perhaps, if we were in normal times and conditions of social coming and going, known and determined times, as we were used to living, our approach would continue to give flow to the studies and researches about University Pedagogy in its trajectory in these 60 years of the constitution. However, in adverse times like these, University Pedagogy is also abruptly taken to absorb all the impacts of the latest events that devastate not only Brazil, but the world, due to a pandemic caused by a transmissible and lethal virus as the World Health Organization (WHO) characterized it. Consequently, social isolation, as a unique possibility of survival, has forced us to establish new models and routines for work, such as remote work, home office, which is configured in new ways of developing and doing work activities, including academic and other kinds.

In the same direction, due to this crisis, some private universities have dismissed their teaching staff en masse, because with the suspension of face-to-face classes, many students have dropped out of their undergraduate programs, and the fall in revenues has succumbed the private educational sector. Many private universities have also taken advantage of the pandemic effect to invest and strongly consolidate distance learning, where the figure of the professor leaves and the figure of the tutor enters: education for them is just a marginal product inserted in a neoliberal capitalist system composed of their lucrative aspirations. Devices, processes and subjects are now characterized as commodities, the end of the student body is decreed as Agamben (2020) states,

As we had predicted, university classes will be held online next year. What was obvious to an attentive observer, that is, that the so-called pandemic would be used as a pretext for the ever more pervasive diffusion of digital technology, has come to pass.

We are not interested here in the consequent transformation of didactics, where the element of physical presence, always so important in the relationship between students and teachers, disappears for good, just as the collective discussions in seminars, which were the liveliest part of teaching, disappear. Part of the technological barbarism we are living is the cancellation of the life of every experience of the senses and the loss of the gaze, durably imprisoned in a spectral screen (AGAMBEN, 2020, p. 1-2).

Nevertheless, in a "blatant" way, we witnessed the governmental attempts to dismantle the Brazilian public higher education, especially in 2019 with the appearance of the "Projeto Future-se", idealizing the privatization and commercialization of federal universities as already pointed out by Sguissardi's studies (2017). In parallel, the cut and redistribution of research scholarships for *stricto sensu* graduate programs was and still is a major dilemma for all Brazilian universities and their student-researchers who need them. In the same way, the funding agencies use new strategies of distributive analysis in the research value chain, prioritizing some scientific areas over others. The humanities area has been the most prejudiced and they forget that the exercise of thinking, reflecting and acting, comes mainly from this area, in courses focused on its philosophical, ethical, political, economic, social and cultural dimensions, etc. More recently, the substitutions of State Ministers of Education during the first two years of the Bolsonaro administration already confirm the impression that

the Ministry of Education has not yet found its direction in this new "administration" if we can call it that. We also highlight the university's non-democracy in the choice of representatives by the will and direct vote of the students and university professors in the elections for rector ship, when the government is determining which professional will occupy the highest office in the federal universities. We are living the maxim of bio politics and state of exception as Agamben (2020) discusses and advances in his studies, currently presented in his most recent work "Reflections on the Plague: Essays in times of pandemic".

In the same direction, Santos (2020) also portrays that the current moment for the epistemologies of the South and the world are stuck in the saga of a crisis, and argues in his current work "The cruel pedagogy of the virus", the developments that the coronavirus pandemic is didactically doing in education, economy, politics, culture and ethics of countries around the world. In this context, we wonder if it was necessary for a virus to strike humanity again for philosophical, ethical, and bioethical issues to be reflected upon and discussed again. Is the debate between ethics and education⁴, for example, that is taking place in this scenario new? For universities, how are philosophy of education and ethics positioned in the new teaching models and the relationships between students and teachers? These questions also contribute to the others reported in this essay, for which University Pedagogy must account.

Having said that, answering the initial questions of this manuscript, we will now reflect and synthesize: how can University Pedagogy deal with these conflicts in the current Brazilian scenario, seeking to consolidate its epistemology?

First, the fact is that University Pedagogy is reinventing itself in its recent and under construction field, transforming the known habits of teaching and learning into new paradigms: technological, interactive, remote. The training of the university teacher and his or her didactics in this teaching space, as they used to be practiced, is no longer the same now. It is necessary to learn to apprehend anew the new forms of teaching that have been configuring and constituting themselves in the online modality and, by "symbiosis", try to adapt "naturally" to this new format. Even because, in the post-pandemic period, the teaching and learning processes will tend to be the ones we are working on now, technological and hybrid (face-to-face alternated with virtuality), and social relations will have a new meaning and significance when we return to face-to-face. The challenge has been launched and is present so that University Pedagogy may engender and congregate collective efforts in the transformations that institutional projects and policies are facing and will have to face ahead. Second, the traditional ruptures in teaching have already pointed out, even before the pandemic, that technology is an ally in the teaching and learning process. The young student of this new century, connected to communication and information technologies, "surfs" the social networks with ease and naturalness. The same situation has been occurring with most

⁴ On ethics and education see article by Professor Dr. Alípio Casali entitled "Ethics and Education: critical references". In: Revista de Educação PUC-Campinas, [S.l.], n. 22, May 2012. ISSN 2318-0870. Available at: <http://periodicos.puc-campinas.edu.br/seer/index.php/reveducacao/article/view/195/2964>. Accessed on: 30 mai. 2020.

students of advanced age. However, two situations that we see as a "danger" are highlighted here. The first one is related to the fake news because they are showing the "rotten" side of the information. The second is linked to the way distance learning is done and practiced, often with recorded and outdated content and, consequently, without the necessary and unique dialogue between teacher and student, live, direct, connected, remote, and interdisciplinary, as distance learning should be, a priori. There is an ideology behind the "educational entrepreneurs" that does not converge with the ethical practices of education guided by the legitimacy and integrity of the pedagogical teaching action. It is necessary to be vigilant!

We know the importance and the need for the student's protagonism and the whole movement created around his emancipation. However, without a pedagogy that liberates the student and dialogues with knowledge, without an effective, ethical, and competent teaching mediation, the student may become one more product of the market, stocked in some space or even determined, and perhaps, what kind of use will be made of it when it becomes necessary. The quality of the product is not only based on the finished goods. They talk so much about it that they forget the sources necessary for its production: the right raw material is essential for the best quality product, just as teachers are for and in the formation of the student. University Pedagogy in turn has a great challenge ahead of it: to strengthen the new transactional relationships between teachers, students and educational institutions on a remote basis. We understand that technology has made its way into the new format of higher education now. However, this must be practiced in a live connection, not a recorded one.

Final Considerations

We present our final impressions in considerations, and not by way of conclusion because as the very title of this essay says, the field of University Pedagogy is recent. In this direction, we systematize our reflections in some points.

First, the search for the consolidation of the field of University Pedagogy in Brazil has historically been constituted from the 1960s until today. From this year on, with the advent of the pandemic generated by the coronavirus, University Pedagogy has a new challenge, which is to overcome traditional teaching as we know it and to intensify joint relations and pedagogical practices remotely, in face of the conscious use of information and communication technologies.

Second, the university teacher is learning to learn a new way of doing teaching through his pedagogical practices employed interactively with his students and the higher education institution to which he is linked. In the same direction, the professional development of teachers in times of pandemic, such as their psychological, physical, technological and know-how-specific conditions, are now being incorporated in the new policies that support their continuing education. These are some elements that are being composed of the political-institutional actions in universities.

Third, the role of the student has been strongly highlighted in these times of social isolation, in a facet that has made him/her amplify his/her protagonism in history, as long as there are legal, structural, technical, ethical, psychological, and equal conditions for his/her full development from this new model of remote study. The care with the fake news so absolute, true and present in this 21st century, must be taken and dammed by all practitioners and participants in this new knowledge society. The rotten side of information must be perused to its elimination.

Fourth, public universities are still debating the impacts that the pandemic has generated and continues to produce in their environment and, in this way, study proposals with the academic community about the return of activities remotely or waiting for a vaccine that combats the disease and can reestablish physical and social contact. In this context, some public universities have adopted a special regime of emergency remote teaching. For universities of a private nature, the university centers and isolated colleges that are authorized to offer distance learning, the adaptation and advance of this model has become even more accentuated with the onset of this global public health crisis. In particular, for the confessional universities and other colleges that are authorized by legislation to function only in a face-to-face setting, the university classes are taking place connected and live, with professors and students mediated by technology in remote classrooms, which is determined in their teaching standards, which excel in a human, dialogic and quality education. We highlight the massive investments in technology and infrastructure that higher education institutions have implemented to account for these new working practices.

Fifth, in difficult times like these, we must be careful with the precariousness of teaching and education being treated as merchandise by conglomerate economic groups and even by political ideologies, where profit is elevated to the category of power and responsibilities to society are of little importance. Ethics here is utopia. Philosophy, then, never existed. Products without quality are characteristic of the bad use of resources in their manufacture and one day they cease to be essential, disappear from the shelves. Education and teaching, on the other hand, are philosophical, cultural, ethical, justice and equality primitives built and conquered for centuries by mankind and to this exquisite character, it does not judge to submit and underestimate them to one and any kind of inferior label.

Sixth, as Nóvoa (2012) pointed out, a new Pedagogy is needed to account for the impasses that universities are going through at this beginning of the century and with these, University Pedagogy can yes, and should constitute itself even more as a deep foundation with its object of study, determining characteristics and fruits already harvested in its institutional policies, to indicate the new directions that universities should follow in the coming years. Let us not lose hope about the paths!

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