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Professor's Resilience and Pedagogical Alternation in the Beginner Professors' Learning: The Movements Within the Emerging Contexts¹

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ABSTRACT

In this article, we present discussions that result from the research “Beginner professor in undergraduate courses and the emerging contexts: learning for / in teaching”, whose focus is on the beginner professor’s learning in the undergraduate course from the perspective of emerging contexts. For this purpose, we intend to answer the following research problem: what are the movements produced by beginner professors in the processes of learning to teach in undergraduate teaching focused courses, in the midst of emerging contexts. As theoretical and methodological framework, in this article, we used Bolzan (2009, 2012, 2016), Isaia and Bolzan (2009), Isaia (2006), Morosini (2014), Tardif (2014), Imbernón (2009), among other authors. The research has a qualitative socio-cultural narrative nature. We conducted interviews, based on guiding topics, with beginner professors who work in undergraduate courses at a public University in the countryside of Rio Grande do Sul. Based on the narratives, we highlighted the categories of teaching and formative processes that, pervaded by emerging contexts, configure the beginner professors’ learning. These emerging contexts are characterized as challenges in the face of dynamization of academic knowledge, work demands and the specificity of teachers’ training courses. Thus, teaching becomes more complex as the transformations of society emerge in professors’ learning, in which the movements of pedagogical alternation and teaching resilience imply the process of learning the teaching of the beginner professor who works as a trainer of trainers.

KEYWORDS

Higher Education. Beginner professors. Teaching focused degree. Professors’ learning. Emerging contexts.

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Resiliência Docente e Alternância Pedagógica na Aprendizagem dos Professores Iniciais: Os Movimentos em Meio aos Contextos Emergentes

RESUMO

Neste artigo, apresentamos discussões resultantes da pesquisa “Professor iniciante nas licenciaturas e os contextos emergentes: aprendizagem para/na docência”, cujo foco é a aprendizagem docente do professor iniciante de licenciatura na perspectiva dos contextos emergentes. Para isso, buscamos responder ao seguinte problema de pesquisa: quais são os movimentos produzidos pelos professores iniciantes nos processos de aprender a docência nas licenciaturas, em meio aos contextos emergentes. Como aporte teórico-metodológico, utilizamos, neste artigo, Bolzan (2009, 2012, 2016), Isaia e Bolzan (2009), Isaia (2006), Morosini (2014), Tardif (2014), Imbernón (2009), entre outros autores. A pesquisa é qualitativa narrativa sociocultural. Realizamos entrevistas, a partir de tópicos guia, com professores iniciantes que atuam nos cursos de licenciatura de uma universidade pública do interior do Rio Grande do Sul. A partir das narrativas, evidenciamos as categorias docência e processos formativos que, perpassadas pelos contextos emergentes, configuram a aprendizagem docente dos professores iniciantes. Esses contextos emergentes se colocam como desafios frente à dinamização dos conhecimentos universitários, das exigências da profissão e da especificidade dos cursos de formação de professores. Assim, a docência se complexifica na medida em que as transformações da sociedade emergem na aprendizagem docente, na qual os movimentos de alternância pedagógica e resiliência docente implicam no processo de aprender a docência do professor iniciante que atua como formador de formadores.

PALAVRAS-CHAVE

Ensino superior. Professor iniciante. Cursos de licenciatura. Aprendizagem docente. Contextos emergentes.

Resiliencia Docente y Alternancia Pedagógica em el Aprendizaje de Docentes Principiantes: los Movimientos em Médio de Contextos Emergentes

RESUMEN

En este artículo presentamos discusiones resultantes de la investigación “Docente que se inicia en la carrera y los contextos emergentes: aprender para / en la docencia”, que se centró en el aprendizaje de la enseñanza del docente que inicia la carrera en la perspectiva de los contextos emergentes. Para ello, buscamos dar respuesta al siguiente problema de investigación: ¿Cuáles son los movimientos producidos por los docentes principiantes en los procesos de aprender a enseñar en las carreras de grado, en medio de contextos emergentes? Como aporte teórico y metodológico, en este artículo utilizamos a Bolzan (2009, 2012, 2016), Isaia y Bolzan (2009), Isaia (2006), Morosini (2014), Tardif (2014), Imbernón (2009), entre otros. autores. La investigación es narrativa sociocultural cualitativa. Realizamos entrevistas, en base a temas guía, con profesores principiantes que laboran en cursos de pregrado en una universidad pública del interior de Rio Grande do Sul. De las narrativas, destacamos las categorías de procesos de enseñanza y formación que, permeadas por contextos emergentes, configurar el aprendizaje de la enseñanza de los profesores principiantes. Estos contextos emergentes plantean desafíos para la dinamización del conocimiento universitario, los requerimientos de la profesión y la especificidad de los cursos de formación docente. Así, la enseñanza se vuelve más compleja a medida que emergen las transformaciones de la sociedad en la enseñanza aprendizaje, en las que los movimientos de alternancia pedagógica y resiliencia docente implican en el proceso de aprendizaje la enseñanza del docente principiante que actúa como formador de formadores.

PALABRAS CLAVE

Enseñanza superior. Maestra principiante. Cursos de pregrado. Aprendizaje de profesores. Contextos emergentes.

Starting Point: Contextualizing the Study

Get involved in a research problem is to assume the commitment of contributing to the construction and consolidation of a personal, but at the same time, collective formative process. It is to recognize the meaning of individual interest in relation to the relevance of collaborative and shared constitution assumed by subjects, research and studies.

In this article, we will present the discussions from the research entitled “Beginner professor in undergraduate courses and the emerging contexts: learning for/in teaching”, developed in the year of 2020, whose objective was *to understand the movements produced by beginner professors in the processes of learning to teach within emerging contexts*². This article focuses on deepening the discussions and reflections about the movements mobilized by beginner professors, that is, those with five years of experience, at most, in academic teaching, in the paths and processes of teaching future professors in undergraduate teaching focused courses.

However, by enhancing the collaborative and collective perspective of research, we highlight that the study, briefly presented here, derives from an umbrella project of the Research Group “Formação de Professores e Práticas Educativas: educação básica e superior – GPFOPE³”. This group develops studies that aim at bringing contributions to the academic pedagogy area, with focus on professors’ practice. Learning to be a professor has been in focus as an investigative theme in the studies of the group, wherewith the constructive movements of teaching are highlighted.

We emphasize that this text’s idea is to contribute to the theoretical reflections about the movements that constitute the learning for/in teaching process in the higher education scenario, since the focus of the research is on beginner professors that work in undergraduate teaching focused courses. Thus, we dedicated ourselves to the analysis in order to develop the research, focusing on movements assumed by the professors in formative processes and during the development and construction of the academic teaching experience.

To support the epistemological framework of the study, we used the studies of Bolzan (2009, 2012, 2016), Isaia and Bolzan (2009), Isaia (2006), Morosini (2014), Tardif (2014), Imbernón (2009), among other authors. As this is a qualitative narrative sociocultural study, we used interviews, based on guiding topics, in order to understand what the research subjects have to say about their personal and professional journeys, the emerging contexts and learning for/in teaching processes.

² The emerging contexts, according to the studies of GPFOPE, are understood as “school and/or academic contexts in which the expansion of higher education, the inclusion, the quotas and the technological innovations are present. In these contexts, the cultural diversities are markers of innovation, characterizing the challenges and the possibilities that emerge in the contemporary scenario requiring (trans)formations in the ways of thinking and doing the teaching process” (BOLZAN, 2016).

³ The group explores, through their studies, issues related to learning the teaching at basic and higher education levels and it is divided into two research lines: teaching education and educational practices in Basic Education (formação docente e práticas educativas no Ensino Básico, in Portuguese); and teaching education and professional development in Higher Education (formação docente e desenvolvimento profissional no Ensino Superior, in Portuguese).

Next, we will detail the methodological framework built from the categories and their developments, as well as the interpretation of these categories based on the narratives that evidence and clarify the movements assumed in the process of learning how to be a professor during the teaching practice.

Research Paths: The Investigative Outline

As well as to get involved in a research problem requires the assumption of responsibility, whether individual or collective, to choose a methodological approach is an important moment for the development of the study because it is a choice that will define the structure of the research. Choosing a certain methodological approach implies the recognition of which directions one wants for the research and to understand the possible investigative paths to reach a particular problem.

In the research we proposed to develop, we delimited the qualitative sociocultural narrative perspective⁴ in order to answer the following problem: what are the movements produced by beginner professors in the processes of learning to teach in undergraduate courses, in the midst of emerging contexts? The goal of this kind of research, corroborating the studies by Freitas and Ramos, “is the comprehension of the meanings constructed and shared by socially related individuals” (2010, p. 8).

In this way, it is possible to explore opinions, conceptions and ideas of different subjects, immersed in and constituted by different cultures that are intertwined by the web of relationships, utterances and voices that transit in these possible directions. Therefore, the sociocultural context becomes essential, since, based on it, it is possible to focus our attention on the meanings built and elaborated by the subjects (BOLZAN, 2009).

As it is essential to focus on the subjects’ realities, the word is an important instrument for this perspective to materialize since “it is the purest and most sensitive mode of social relation” (BAKHTIN, 2006, p. 34). In this way, the research which was developed is configured as narrative, based on the idea of understanding the other through the stated and externalized words, “weaved from a multitude of ideological threads and that serve as a plot to all social relations in all domains” (BAKHTIN, 2006, p. 40). All of this connected to a sociocultural context, from which meanings arise based on previous experiences.

Thus, we corroborate with Larrosa et. al. when they state that “the narrative is situated in a matrix of qualitative investigation, since it is based on the lived experience and on the qualities of life and education ⁵” (1995, p. 16), relating the researcher’s and the research subject’s statements, in a dialogic process of resignification and reflection. In this case,

⁴ Term coined in the studies of Bolzan (2001, 2002).

⁵ Tradução nossa: a narrativa está situada em uma matriz de pesquisa qualitativa, uma vez que se baseia na experiência vivida e nas qualidades de vida e de educação.

referring to learning the teaching in initial professor education courses, specifically, throughout the social and cultural emergencies in which the beginner professors articulate their personal and professional experiences.

The Context and the Research Subjects

The context of investigation of this research, conducted in a master's degree course and about which we elaborated a brief outline here, refers to a public University in the countryside of Rio Grande do Sul. It has three campi and its headquartered is in the city of Santa Maria, more specifically, in a neighborhood called Camobi. In order to list the participants, we carried out, initially, a mapping of the beginner professors in the institution, in relation to teaching as a career, observing those who work in undergraduate teaching focused courses. In the university, there are sixteen undergraduate courses focused on teaching⁶, divided into five units. Next, we present an explanatory chart.

Chart 1. Undergraduate teaching focused courses in the units

Unit	Undergraduate teaching focused courses
Education Center	Pedagogy and Especial Education
Arts and Languages Center	Visual Arts, Dance, Languages, Music and Theatre
Humanities and Social Science Center	Social Science, Philosophy e History
Natural and Hard Sciences Center	Biological Science, Physics, Geography, Mathematics and Chemistry
Physical Education Center	Physical Education

Source: Braun (2021).

In a second moment, we used the university's website, on the tab referring to the institution's numbers, available by the Pro-Rector of Human Resources (Pró-Reitoria de Gestão de Pessoas – PROGEP, in Portuguese), to obtain data on the latest admissions in public contests for professors. We found the number of public servants hired in the last five years, that is, since 2014.

Based on this data, we limit our analysis to: between the years 2015 to 2019, elaborating a new spreadsheet with focus only on professors from the units that have undergraduate teaching focused courses. We identified, in this way, a total of 148 professors who were hired in the observed period. On regard of these admissions, the peak was in the year of 2016, with 43 admissions.

In the next step of the mapping, we construct another chart of data with new information, with the purpose of listing the distributions of these 148 professors according to their units. Thus, our focus was on *the admission of Higher Education professors, in the*

⁶ Here, we do not consider the shift of the course. It is important to highlight that some of them have both day and night shifts.

aforementioned centers, that is, centers that include undergraduate teaching focused courses. Based on this sample, we highlighted that CCSH is the center with the highest quantity of admissions, totalizing 55 professors. This corresponds to almost 40% of the total number. Next, CAL hired 35 professors. At last, CEFD is the center that has the lowest number of admissions in the period, totalizing only 7.

However, among these 148 professors, it is possible that not all of them work in undergraduate teaching focused courses that focus on teaching education. Therefore, this fact leads us to the next step related to the research on the professors' Lattes curriculum in order to verify the activities in undergraduate teaching focused courses and the teaching experiences prior to their admission in Higher Education. This analysis was conducted to verify if they already worked as professors at any moment of their personal and formative journey.

After the research carried out on the Lattes curriculum of the 148 professors who entered in the institution in the researched period, we discovered that only 25 professors do not have teaching experiences in Higher Education and work in undergraduate teaching focused courses in the aforementioned centers. This means to approximately 16,89% of the total of professors. Therefore, the number of possible professors to participate of the research reduced.

After this analysis, we contacted, via email, the units' offices with the purpose of requiring the email address of the aforementioned professors. After the responses, we wrote an email to the professors, in which we explained our research problem, the objectives and the suggestion for data collection, through narrative interviews. Based on this, from 25 emails that were sent, we received the feedback from only five professors. Those are our research subjects. They work in CE and CAL. The criteria we used to select the research subjects were their availability to and personal interest in participating of the study. In the next chart, we present a summary of the aspects of the beginner professors' profiles previous interviewed.

Chart 2. Summary of the subjects' profiles

Síntese do perfil dos sujeitos					
Pseudonym	Age group	Year of admission	Education background	1. Undergraduation	Courses in which they teach
				2. Masters' degree	
				3. PhD	
				4. Specialization	
PI01	35	2016	1. Bachelor's degree in Portuguese 2. Language Studies 3. Language Studies		Languages
PI02	34	2016	1. Performing Arts 2. Scene Arts 3. Scene Arts		Dance
PI03	33	2016	1. Physical Education 2. Physical Education 3. Education 4. School Physical Education; Education with focus on Physical Education		Physical Education
PI04	30-35	2017	1. Bachelor's degree in Portuguese 2. Literature Studies 3. Literature Studies		Languages
PI05	32	2019	1. Music 2. Music 3. Music		Music

Source: Braun (2021).

Procedure of Analysis

The narratives allow reliving and retelling stories, reflecting, refracting and [re]signifying moments and senses. For this to happen,

[...] hay que entender el curso de la investigación narrativa como un proceso en el que continuamente estamos intentando dar cuenta de los múltiples niveles (temporalmente simultáneos y socialmente interactivos) [...] la gente está viviendo sus historias en un continuo contexto experiencial y, al mismo tiempo, está contando sus historias con palabras mientras reflexionan sobre sus vivencias y se explican a los demás⁷ (CONNELLY; CLANDININ, 1995, p. 22).

Thus, narrative instruments and procedures that instigate and favor this dialogic movement, of interaction between researcher and participants are necessary. In this way, we carried out this qualitative sociocultural narrative research with interviews elaborated from guiding topics that help us to think and reflect on the theme and on the objectives proposed throughout the study.

⁷ Tradução nossa: we must understand that the course of the narrative research is similar to a process in which we are continually seeking to explain the multiple levels (temporarily simultaneous and socially interactive [...]) people are living their stories in an experiential continuous context and, at the same time, they are telling their stories with words while reflecting about their experiences and explain them to the others.

Through the narratives, it was possible to establish a dialogue between meanings and interpretations from different points of view, because this is a powerful “way to characterize the phenomena of human experience” (LARROSA *et al.*, 1995, p. 12), to know the others and to understand their narratives from their enunciations.

The interviews were scheduled by email according to day, time and place’s availability regarding the 5 professors who consented to participate. Due to the COVID19 pandemic, the interviews were conducted via Skype. After the interviews were finished, the transcriptions were carried out and they were sent to the professors, via email, so that they could review them and make adjustments and/or changes, if necessary. After the final feedback by the subjects, we started the process of interpreting the findings

Guiding Topics of the Narrative Interviews

The construction of the guiding topics of the research interviews was thought according to the methodological and theoretical framework that supports this study in order to establish an interlocution between the subjects’ personal and professional journey, the emerging contexts in the teaching process and the learning to be a professor.

It is important to highlight that they are “a remainder for the researcher [...] a preliminary scheme for the analysis of the transcriptions” (GASKELL, 2002, p. 67).

For the research, we limit the guiding topics according to three blocks: personal and professional journey, in which we detail the topics related to the choice for teaching, the admission in the institution and the important experiences; emerging contexts, with topics about technology, the academic expansion the diversity, the university quadripod, among others; and learning for/in teaching, with specific topics about being a professor.

Construction of the Interpretative Process: Categories and Dimensions

The process of interpreting the findings was composed by the reading of the narratives for the identification of recurrences. Based on this, we elaborated the elements categories of study, that is, the conceptions, ideas and common senses in the professors’ speeches. Those are the base of category dimensions that involve the study theoretical content intertwined to/with the narratives recurrences. At last, the interpretative categories allow systematizing the findings. We will see the systematization in the next chart.

Chart 3. Categories e dimensions of the interpretative process

Categories e dimensions of the interpretative process			
Category	Category Dimensions	Category Elements	Axis
FORMATIVE PROCESSES	Personal and professional Journey	<ul style="list-style-type: none"> • Reason to choose the course/teaching • Enrollment in a public University • Teaching references • Professional experiences • Permanent education • Academic culture 	E M E R G I N G C O N T E X T S
ACADEMIC TEACHING	Being a professor	<ul style="list-style-type: none"> • Teaching challenges • Relation between Higher and Basic Education • Emerging Contexts in Basic and Higher Education • Technology and distance learning • Teaching, research, extension e management • Higher Education Expansion: quotas, social and cultural diversity. • Generativity 	
		<ul style="list-style-type: none"> • Regulatory and political milestones • Internationalization and academic mobility • Productivity • Teaching knowledge and practices • Teaching study activity 	

Source: Braun (2021).

In the study, we limit the analysis to two interpretative categories: *formative processes* and *academic teaching*. They involve dimensions that are organized from elements and recurrences that intertwine the narrative senses, allowing the comprehension regarding the interpretative process of study.

The category which is entitled “**formative processes**” is constituted by the dimension *personal and professional journey*, that involves the professor’s subjective perspective (ISAIA, 2006), as well as the “phase of choosing the profession, starting by initial education until the different institutional spaces in which the profession unfolds” (ISAIA, 2006a, p. 368). Hence, this category includes elements from the subjects’ academic and personal experiences in which narrative excerpts about the participants’ formative experience are listed: reason to choose the course/teaching, admission in the institution, professional experiences prior to teaching, permanent education, as well as the influences of academic

culture in learning how to be a professor. Thus, this category involves aspects that help us to reflect about the elements for the teaching constitution, highlighting the personal and professional journeys that permeate the professors' initial formative processes;

The other category, entitled “**academic teaching**”, focus on aspects that constitute the dimension of *being a professor*, having as focus the professors that work in undergraduate teaching focused courses, involving elements of the academic quadripod. In this category, we highlight the teaching challenges, as well as the public politics and regulatory milestones that interfere in teaching knowledge and practices, which are paramount to reflect on emerging contexts.

We observed in the interpretative chart, through the narrative recurrences and the definitions of the categories and their dimensions, a transversal axis that involves the formative processes and academic teaching: the emerging contexts. Hence, in the second category, the narratives about emerging contexts are included, understood as “configurations under construction in higher education observed in contemporary societies and that coexist in tension with pre-existing conceptions, reflecting historical trends” (MOROSINI, 2014, p. 386) are also included.

Thus, we also highlighted the teaching knowledge and practices that are mobilized amid the social and cultural diversity, the technologies, the internationalization and the elements that compose the university quadripod – teaching, research, extension and management. In this way, the demands and challenges that these contexts pose in education courses for teaching, through which beginner professors learn to be professors are articulated. Having said that, we recognize that learning how to be a professor is mobilized by the experiences of student and of professor throughout the teaching process.

With the purpose of highlighting the movements assumed by the beginner professors, we reaffirm that, in this article, we bring our interpretation of the findings focused on the narratives and ideas that help us to think and problematize the study theme: professor's resilience and pedagogical alternation (BOLZAN, 2012) as movements assumed by the beginner professors who work in undergraduate teaching focused courses, in learning for/in teaching.

Teaching Narratives

The formative processes lived by the professors, both as students and professors in training, are constituted in different ways, based on multiple experiences. There are many elements that are intertwined when we refer to the construction of necessary knowledge for teaching practice, as well as for being in the profession. Pedagogical, specific and experiential knowledge are interconnected, allowing teaching and learning possibilities to emerge from the field of experiences of the subjects in academic training.

There are professors who have previous teaching experiences in their own undergraduation courses, through teaching internships, extension groups and teaching initiation groups. There are others who only focused on research activities throughout their academic training, an important element of the academic quadripod⁸, constituted by, besides research, teaching, extension and management activities. There are also professors who, aligned with initial training, combined extracurricular activities, whose professional experiences, even those carried out before the admission in Higher Education, influence the choices which will be made along the formative journey.

All of this has implications for the way of thinking and developing the academic teaching practice, since experiences are an important and necessary baggage. Thus, the bare existence of pedagogical training imposes challenges to the experiences that are constituted in the formative processes assumed by the professors in training. This has visible implications for the role of the beginner professors.

The graduate courses, which have become the main source to prepare competent and qualified professionals to meet the demands of expansion of Higher Education, have a greater focus on research, preparing research professors. This results from the fact that the institutional culture is highly connected to research as means of valuing knowledge and practices.

In this way, the professors in training construct representations about teaching and learning processes in practice, from which they relate to other contexts, in dialogue with students, exploring intra and interpersonal dimensions and learning about professional practice. We will see what the PI01 narrative tells us about the teaching practice oriented by her and which was an important practical experience for the future teaching practice:

In the teaching internship, there were several interesting things. One of them was to have a great contact with materials to be transformed in classes, because I think that this is one thing that, until today, or at least until a year ago, it is still a challenge to prepare a class, how to write this script, because in the beginning I read a lot of things, compiled everything and tried to create a summary of those materials. This was a central question, that was how to prepare a class (PI01).

However, not all the professors in training have the possibility of engaging in activities of this kind. Thus, aligned to these formative spaces to think about the methodological and pedagogical aspects of the profession, the beginner professors are inspired by professors who were meaningful in their lives, who contributed for their personal and professional education.

Beginner academic professors, in their lives as students, lived with professors and learned something about “giving classes”, they know some pedagogical resources that were presented to them [...] they constructed representations about what teaching and learning is. These representations often guide their teaching process (CUNHA; ZANCHET, 2010, p. 193).

⁸ Term coined and problematized in the research entitled “Aprendizagem da docência: processos formativos de estudantes e formadores da Educação Superior” (BOLZAN, 2016), in which the management activities were highlighted as the fourth element of the academic quadripod – teaching, research and extension.

This represents an important axis in the professors' formative processes, since these experiences serve as an anchor for the development of future activities, as we see in the PI01 narrative:

I was just going to say that there was a professor of mine, in the undergraduation, who was offering this subject in two other classes and he ended up being my companion, my internship tutor. I attended a lot to his classes before giving my classes and it was a person I got inspired by. He was a reference for this moment that I was building (PI01).

In addition, the teaching references, through approximation and identification with epistemological fields, as well as with ways of work and personal feelings as driving force in learning, influence in the future professors' professional and academic choices. From this, we recognize that the academic journeys are diverse, in which the decisions and options are engendered not only by external agents, but also by other factors, as discussed by Bolzan, Isaia and Maciel based on the studies of Marcelo Garcia (1999).

[...] formative actions consciously developed or active by the professors themselves or future professors; formative actions oriented by professors responsible for the preparation of future education professionals, formative actions based on interaction with other professors or students (future masters); specific contexts in which the training is developed (2013, p. 55).

This shows us that the process of learning how to teach does not happen only in practice, in working in context, but through constructive movements that are produced throughout personal and professional journeys. Thus, teaching learning happens in different ways “that allow the formation and transformation of identities and subjectivities of each professor” (ISAIA; BOLZAN, 2009, p. 128).

With that, it is possible to recognize that “each professor has a baggage of knowledge which come from an individual process of construction, of formation and of professional formation, that baggage influences one's pedagogical activity” (CUNHA; BRITO; CICILLINI, 2006, p. 5), allowing the experience knowledge converge into daily work and into knowledge of one's environment. In other words, those are knowledge and experiences that result from experience and are validated by them (CANDAUI, 1997).

All of this has implications for learning how to be a professor, because personal stories, professional experiences and spaces and times through which the professor switches as student/professor reverberate in daily actions and practices in the university field and also in the choices the professor will make throughout his/her career. With that, we recognize the relevance of the personal dimension in the formative processes in the constitution of the professional dimension, since the professor's constructive processes are permeated by “different spaces, times and places that color and the unique flavor of the professor's profession” (ISAIA; BOLZAN, 2009, p. 122), in which both dimensions become a unison element, perceived in an idiosyncratic way by each professor (Ibidem).

In this way, we can recognize the importance of experience knowledge in the constitution of professional knowledge, the relevance of the formative journey in the consolidation of the teaching identity and the implication of experiences in the choices that relate to the didactic and pedagogical aspects of the profession, as well as elements that are concerned to the constitution of the professor's profile. The professional identity that is built intertwines individual and collective meanings and senses, constructed in different contexts. Hence, we agree with Tardif and Lessard when they state that professional knowledge, constructed throughout the teaching learning, are plural and heterogeneous, since:

[...] they come from several sources. In their work, professors use their personal culture, which come from their life story and from their previous school culture; they also rely on certain disciplinary knowledge acquired in the university, so, as in certain didactic and pedagogical knowledge which result from their professional background; they also rely on that we can call curricular knowledge conveyed by programs, guides and school manuals; they also are inspired by their own knowledge connected to work experience, by certain professors' experience and by peculiar traditions related to teaching (2014, p. 262).

The construction of the academic professor's identity, in a process of awareness regarding the transition from student to professor, requires a mobilization of personal, professional, student and professor formative processes to teach at university level. This happens because "the professor's life experiences are related to professional tasks, since teaching requires personal involvement" (IMBERNÓN, 2009, p. 75), in an intrinsic relation between journeys of formation and profession's practice.

Hence, the teaching learning demands a permanent process of becoming a professor, within a given working and formation context, in which the professors learn about work routine, operational ways, of being and doing the academic teaching. The initial training reverberates in this rite of passage and influences the professional insertion, besides lived experiences that highly impact on learning the profession and the teaching and learning organization, constructing foundations for the teaching development.

The admission of the beginner professor in practice is configured as a moment in which they assume and are responsible for activities that, until now, were unknown by them, transforming the career beginning into a very agitated practice.

The teaching initiation is configured by the transition from students' life to a more demanding work's life. The new responsibilities that the professor must assume may create a tension atmosphere for the professionals who begin teaching activities and, due to this fact, a "reality chock" is formed (FELDKERCHER, 2018, p. 175).

In addition to the transition from researcher's identity to professor's identity, from the transition from student to professor, the admission phase of a beginner professor is rough and, often dramatic, because it is when the professor faces teaching responsibilities and when he/she will have to recognize the local culture, the functions of work and the profession's sociopolitical peculiarities (CUNHA, 2010). Regarding that, we highlight a professor's narrative who mentions exactly this overload of demands in the first years of teaching

practice, what makes that the rite of passage articulates the challenges and demands which emerge in higher education context, through which the beginner professor constructs his/her own ways of working.

It is going to complete three years that I am already here, taking my way to the end of probative internship. We realize how many things have happened, how much I have done in these three years. We know that those are the worst because we are initiating and we need to show our service to the colleagues. So, everybody gives the activities to the newcomers. I think this is a rite of passage, so many things I have been through (sighs) (PI04).

In this way, it is possible to evidence the importance of this introduction period in the teaching career, in which the beginner professor gets to know the university's guidelines and attitudes, the ways of being in the profession, as well as the work possibilities with the students, through teaching, research, extension, besides management activities. It is in the initial moment that the professor is inserted in the university culture, trying to meet several requirements that come up with the teaching practice. The experiences, lived until now, are the ones that help in developing the perceptions about teaching and what to do in the profession and that help in facing the demands and activities that compose the Higher Education's quadripod.

In view of this, we can already highlight that the movement of pedagogical alternation, coined by Bolzan (2009), is manifested in learning of/in teaching, since we recognize that the process of becoming a professor is not linear. Personal and professional journeys are intertwined and marked by interruptions and alternations that allow the beginner professor to transit between his/her constitutive spaces with regard to experiences as students and as professors, in a process of reflection on teaching and the search for ways of thinking and becoming a professor of/in higher education.

The pedagogical alternation "is characterized by moments of resumption of oneself and of teaching itself in action, enabling the emergence of new ways of thinking and producing university teaching" (BOLZAN, 2012, p. 249). In other words, it is a movement that refers to the transactional spaces and times between teaching practice and formative action. That is, between doing, and then, producing knowledge about this doing, since beginner professors need to look for support bases in different types of knowledge for the practice of their own profession, in a process of analyzing their own action (PIVETTA *et al.*, 2010).

In this sense, by analyzing the teaching learning of beginner professors who work in undergraduate teaching focused courses, stressed by the teaching construction within formative processes, we recognize that different processes are being organized. For them, pedagogical alternation is characterized as a movement of reflection in which the search for elements associated with the practical experiences of the profession stands out.

In this context, we realize that it is in facing everyday situations in classroom that this professor is mobilized to reflect, in order to find alternatives for the success of his/her actions. The elements that drive the professor to construct new ways of teaching action are implied by his/her concern to respond to the demands of teaching in relation to the students (PIVETTA *et al.*, 2010, p. 36).

This becomes even more latent when we focus on university teaching, moment in which beginner professors activate formative experiences already built, looking for a foundation in their processes as students. However, we cannot ignore that the university has changed over the years, in which emerging contexts stand out and configure new ways of being in the profession, requiring other types of knowledge and delegating different responsibilities.

Thus, we dialogue with Cunha when she states that “external movements in society affect completely the academic institution” (2009, p. 354), since they pose challenges for Higher Education. The university expansion, in the last decades, has brought new possibilities for the universities, considering that it requires an institutional and pedagogical reorganization to meet the requirements and demands that arise from the teaching democratization process. With the possibilities of internationalization and academic mobility, with a higher number of student positions, courses and universities, a new student’s and professor’s profile was created, bringing administrative, physical and pedagogical challenges. This, to some extent, required some reformulations, such as:

[re]articulation of administrative-pedagogical spaces, times and methodologies for Higher Education Institutions, as well as means of access and permanence in undergraduate teaching focused courses due to the expansion of units, student positions and courses, as well as the diversification of distance education that has been highlighted with the purpose of promoting the democratization of education (idem, p. 365).

Thus, expansion as an emerging context has implications and demands for the development of pedagogical work, indicating a contingent of demands and challenges for universities and for beginner professors. The following narratives refer to that, which emphasizes the challenges faced by the professors:

I think the university expansion is very important, the issue of quotas, of having this audience of students with higher diversity in comparison to my student days, which I mentioned a little earlier. It is a challenge, but it is a good challenge! It is very interesting (PI01).

The demand in the university has also changed. We see many students who came from public schools, way more quota students and that, for me, is excellent, it is very good! I really like this new university scenario and these students are sometimes closer to public education because they studied there [...] the professor needs to be aware of these new demands (PI05).

This diversity, visible and latent in 21st century education, impacts directly in the understanding of teaching and learning, especially in the organization and development of teaching pedagogical work, since there are many particularities and singularities that constitute the classroom based on different experiences and obstacles related to these students. With that, the professor’s work becomes more complex, as she/he needs to seek the best alternatives to meet the needs of his/her students, visible and latent in the daily practice.

Therefore, disciplinary knowledge, corresponding to the several fields of knowledge in the form of discipline and that are incorporated into teaching practice (TARDIF, 2002) are fundamental, but not exclusive, since pedagogical knowledge needs to be mobilized in order to seek a successful practice. The different public that configures the university in the 21st century also brings diversity in the formative processes prior to the admission in higher education, which is translated into different rhythms and ways of learning, as professor PI01 reports:

[...] sometimes it is very difficult to be able to organize a class that includes students who have a more in-depth education when they arrive at university and students who have basic reading problems, of knowledge itself. This is a difficulty, but I try to contemplate both audiences. I don't underrate or overrate the class, so that everyone can take advantage of that moment (PI01).

Thus, the teaching process requires dedication, study and preparation on the part of the beginner professors, mainly because they still have little or no teaching experience. Another aggravating factor on this regard is the little experience in the position of professors throughout their formative processes, as aforementioned, taking into account that education at the graduate level is focused on the investigative bias, prioritizing research activities. Thus, the professor takes responsibility for teaching and learning; these activities “must meet the characteristics of the content, course, subject and, especially, of the students involved in the process” (Pimenta and Anastasiou, 2014, p. 212).

We highlight some narratives related to the focus on students, relating what is required by the university in terms of curriculum and subjects, with what the professor knows and needs to teach them, as they seek a preparation for future performance in classroom. We will see:

I think it has to do with adaptation, with being always open to be able to fit into the institutional dynamic, because the classes are different from each other. As much as the content is the same in the curriculum, in the program to follow, every semester is different, every class is different, so you have to be open to this adaptation, to really learn. I think it is about trying to be flexible, this is a challenge. To be flexible and to adapt yourself (PI01).

[...] I think the word is challenge, because I always need to give a little more. To give a little more to be able to stimulate this diversity that is present in the classroom, because there are not 10 copies of Jordana. It is Jordana, Joana, Maria and each one with their wishes and desires. So, I think it is challenging because of that, because it is restless, it is a movement (PI02).

Here, again, we recognize the implication of emerging contexts in learning how to be a professor, because the diversity drives him/her to adapt to different classes, in a constant movement of improvement. Although professors are supported by content and experience knowledge, they cannot be developed and thought in the same way for all classes, which makes the professor to look for and pay attention to the best ways to dialogue with students, as we evidence in the narrative that follows:

All the pedagogical work has the dimension of content, the knowledge to be taught, and here I could dialogue with basic education and with higher education. So there is the dimension of the content to be taught, there is the dimension of how these contents will be taught, the formative experiences that will be developed, but there is also the dimension of the target, of this student who accesses this content (PI03).

Therefore, scientific and theoretical knowledge are not enough. The contents and concepts need to be selected in view of the students' wishes and desires, connected to the school reality for which they will be trained and according to the curricular requirements. This can generate certain insecurity in the beginner professor's work, as the teaching process is not fixed in a method or content, through samples of static lesson plans. A great number of professors face this problem, including those with more experience. However, "beginner professors experience problems with greater doses of uncertainty and stress, due to the fact that they have fewer references and mechanisms to face these situations (VAILLANT; GARCIA, 2012, p. 123).

The following narrative glimpses precisely this idea of reflection around the work itself, focusing on the need to emphasize practice combined with theory as an attempt to connect students in training for the reality of public education in Brazil.

I constantly ask myself if the work I have been doing is enough, if I can handle it. I always try to rethink, review, from semester to semester, maybe even from week to week, this issue, understanding that we need to prepare a professor who is oriented or who is able to be oriented by the idea of praxis. This exacerbation of theory, which has no connection to the concrete reality, nor this emphasis on practice, which does not have, or which dim consistent theoretical basis, are not enough to truly face Brazilian public education, because the students, future professors, cannot explain, in a radical way, the contradictions they encounter in concrete reality (PI03).

Thus, it is possible to evidence that there are several elements that permeate the professor's pedagogical activity and that are related to emergencies in the social environment. Therefore, there are also many challenges of being a university professor facing the expansion of the university and the student diversity, considering that dealing with the different is not always an easy task. In the undergraduate teaching focused course, they are emphasized, given the specificity of the courses that prepare professors, in which the practice is intertwined.

Therefore, we have already highlighted the second movement of learning the teaching within the teaching practice: professor's resilience. Configured as a process of professor's reinvention in the face of the unknown and unexpected, this is a movement that stands out considering the moments of confrontation and overcoming of conflicts, as we have already identified in the few highlighted narratives. It is evident that the beginner professor has expectations, but based on social and institutional requirements, he/she reorganizes and works towards finding a way to constituting him/herself and his/her teachness. Thus, besides being a movement in the process of learning how to be a professor, professor's resilience is a process of facing conflicts inherent to the demands of the profession (ISAIA; MACIEL; BOLZAN, 2011).

This is even more emphasized when the beginner professors face challenges from other contexts, such as the internationalization, which “has become one of the main themes of the university in contemporary times” (MOROSINI, NASCIMENTO, 2017, p. 2). It is configured as a movement for knowledge dissemination and institutional development, “related to excellence, innovation, knowledge and other different themes” (idem), which has direct implications to university teaching. As an example, we can mention academic mobility, an exchange modality that offers the construction of formative experiences for students. We will see the PI04 narrative that talks about this:

I think that [academic mobility] might add. In my own experiences, when I am going to present works abroad, and not only abroad... I always say where I am going: “there will not be classes next week because I am going to present a work there in João Pessoa”. When I return, I usually take a few minutes from the class to talk about what happened, about the culture there, and that happens there too (PI04).

This exchange and interaction process with other institutions, cultures and people interferes in the ways of learning the teaching, as it has implications from other spheres beyond the pedagogical one, with different perspectives and ideas. This implies the development of pedagogical work, because students who carry out activities of this kind need to be integrated again into the institutional dynamics, which requires greater attention to the guidelines and curriculum requirements in order to incorporate these students again into the institution's activities. This is often not an easy task, considering that the teaching practice is intertwined in the institutional dynamic that is not always the exclusive competence of the professor.

In addition, another latent challenge refers to digital technologies, which are increasingly latent and visible in Higher Education scenario and generate tension in the pedagogical organization. Working with digital technologies implies a dynamic and requires ways of operating that are not always familiar to the professors. This prints other connections that are not usual, since the class dynamization needs to be based on technological devices that may not be of the professor's domain. Therefore, the emergence of the digital age and access to information through different forms of communication imply the need for (trans)formations of pedagogical dynamics.

We cannot make the mistake of believing that the mere knowledge of the existence of a technological tool “already qualifies the professor to use these tools in a pedagogically efficient way in educational activities” (KENSKI, 2003, p. 5), since learning to use this tool implies awareness of the importance and need of these instruments for the qualification of the pedagogical work, in a movement of recognizing teaching learning as essential for the improvement of activities.

Although it is believed that “probably, on this regard, new professors may have an advantage over veterans since they are younger and come from a generation in which there is a greater contact with technology from a very early age” (CUNHA; ZANCHET, 2010, p. 192). The following narratives show that the beginner professors also have difficulties in assimilating and using digital technologies objectively in classrooms:

Maybe, and here it is a hypothesis, we have advanced a lot, but we still have many technology potentials that are underused by us professors, who do not know how to deal or deal just a little [...] I think that there is a lot of things produced about it, but we have difficulty in incorporating it. I try to incorporate them, but I recognize that I have difficulty in the perspective of potentializing these instruments [...] I still cannot use the technologies in a more autonomous way (PI03).

Not only you may not receive the necessary training for this practical part, but the professor also often does not know how to insert this element [...] I can think of the access to technologies in public schools, which is precarious. Extremely precarious! So, in the end, everyone pretends that everything is ok and they do not talk about it much (PI01).

As aforementioned in the narratives of PI03 and PI01, the differentiated dynamic is a challenge to incorporate technologies into subjects, since working with digital technology requires the notion of collaborative teaching, in which everyone needs to develop an interdependence attitude, looking for a creative and innovative construction (KENSKI, 2003). However, this resource requires knowledge about technology, which often can be of restricted domain, taking into account several updates in this field. Thus, the low technological fluency is posed as a challenge for the development of the pedagogical work, since it demands learning about the tools, as well as their transposition to the subjects and to the content to be developed.

From this, it is possible to recognize how much beginner professors need to mobilize to learn, even more in the face of the new and the unknown, building their knowledge and practices on bases that were, so far, unknown, facing challenges and demands that were not part of their formative processes yet, but that enhance the teaching experiences.

In relation to the emerging contexts, professor PI05, as well as participant PI03, also mentions research and extension as challenges with the work with teaching, requiring multiple functions in the practice of the profession and for which, often, beginner professors are not prepared.

We have to make the tripod: teaching, research and extension. We have to publish in the research, so we send articles to journals, to conferences, expanded abstracts, we participate in scientific meetings, we orient scientific initiation, and extension as well, we always try to be doing it (PI05).

Although these demands favor the learning of being a professor in the university environment, as they explore other areas beyond the classroom and the specific field of interlocution of professors, they have a long and tiring workload in the work routine. Hence, management activities deserve to be highlighted, as it is evident in some narratives:

It takes up a lot of my time. In the teaching practice, I teach theory and perception, from I to IV, so that already takes twelve hours a week. I have research projects, scholarship students, I got FIPE and FIEX scholarships, one for research and the other for extension. In FIEX I have two students working with me, we created this Podcast. In research, I have a student working with me, so we already published, we are doing several activities. The professor has many different things to do, apart from teaching, research and extension, classes, in sum, he/she still has to worry about department meetings [...] if you do not take care of it, you go crazy! (PI05).

Management takes a lot of time from the professor, especially in terms of meetings. This takes up much of class' the time, on the professor's organization in view of the availability of class workload. It is an activity that inevitably ends up taking a lot of time! In my case, as I am a vice coordinator, the other professor and I share the tasks. For example, sometimes there are meetings that happen at the same time and then each one goes to one, according to our availability [...] this demands a lot of time from the professor, and responsibility too, because it is our name that is there. Extension we are starting now, exactly due to lack of time when I took over. I had a lot of ideas for extension projects, but we were not able to put them into practice (PI04).

With that, we observe the intensification of the professor's work, since the academic and institutional culture, marked by the requirement to fulfill the quadripod activities, influences the teaching activity, standing out as an important axis when we think about the teaching and the development of the professor's profession. These demands and challenges become more latent when we deal with beginner professors, as they are still in movement to mobilize knowledge in their daily activities, trying alternatives and looking for ways to meet the demands of teaching beyond the challenges and pedagogical needs.

Thus, "the initial stage of the teaching career presents peculiarities that stand out due to the dilemmas and difficulties experienced by the beginner professor" (ZANCHET; FELDKERCHER, 2016, p. 94), as they need to insert themselves in the work culture, to respond to bureaucratic questions and assume activities from different instances. Having said that, it is evident that beginner professors adapt and reorganize themselves in order to meet institutional requirements, based on the need to organize themselves amidst the social, cultural and economic transformations of the globalized society of the 21st century. Professor's resilience, in this sense, comes to be emphasized as:

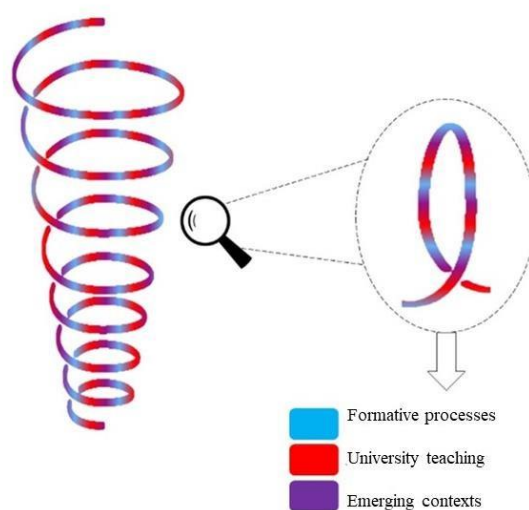
[...] the adaptive capacity facing the conditions offered by the university environment (exterior environment) and the way of coping with the difficulties faced by the incoming professor (interior environment), making their socialization process even more complex (ISAIA; MACIEL; BOLZAN, 2011, p. 427).

The situations they are facing, sometimes for the first time, provide the overcoming of limiting aspects in themselves and in the university environment, either through shared and collaborative learning with colleagues, or through the search for professional experiences prior to teaching, from examples of professors they had and even in the daily practice of the profession, when they seek to respond to the challenges through practical solutions of daily teaching.

With that, the beginner professor's pedagogical work and teaching practice are marked by efforts so that, as trainers of professors, they can direct and transpose a way of being, outlining ways of operating and being in the profession under construction. This learning is being expanded as, in a shared, collaborative and interactive way, beginner professors re-elaborate their capacities, their ideas about teaching, learning and being at the university in the face of emerging contexts.

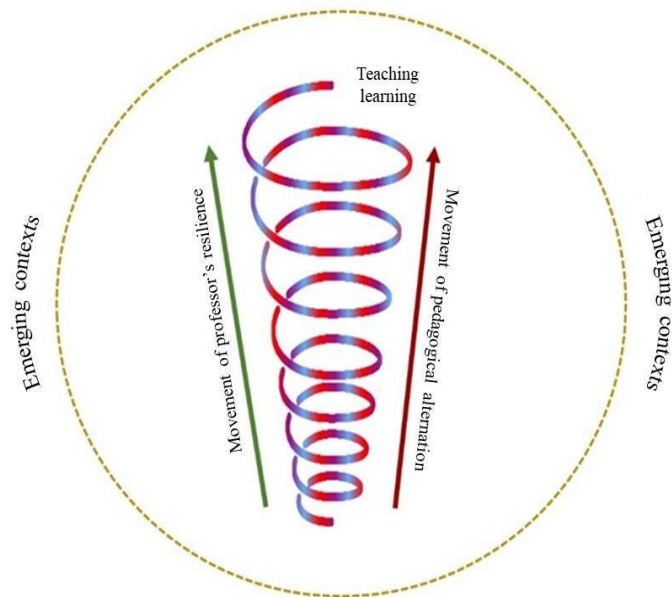
Thus, the professor's resilience movement is one of the movements in learning how to be a professor. It is a "space for confronting and overcoming conflicts evidenced in the organization of teaching, through the teaching activity of study favors the creation of the new, contributing to the teaching autonomy itself" (BOLZAN, 2012, p. 249). Next, we highlight the professor's resilience and pedagogical alternation movements assumed in learning the teaching, based on formative processes and university teaching, influenced by emerging contexts.

Figure 1. Elements that constitute the teaching learning



Source: Braun (2021).

Figure 2. Teaching learning of beginner professors in undergraduate teaching focused c



Source: Braun (2021).

Conclusive Dimensions

Through this research, we were able to find possible answers to the research problem. We understand that the beginner professors' process of teaching learning is a unique process, which is wired to social, political and cultural aspects of each context of studying and working. This process of learning has its foundation on the professors' ability to regain their power and capability to overcome challenges and rethink their actions as professors. Therefore, the pedagogical alternation and the professor's resilience are the factors that legitimate new knowledge in the process of teaching learning, in a constant process of learning and (re)signifying the professor's role as a professional.

In addition, we understand that the first steps for any professor are filled up with fear, insecurity and mental imbalance when they face their new contexts, when the beginner professors feel stressed due to fragile pedagogical knowledge, the need of being able to handle the internal demands and politics, their preoccupation regarding the quality of their work, especially when considering the whole juvenile diversity, which can be seen as a form of resistance. However, beginner professors build their knowledge amid emerging contexts and enhance their abilities throughout their development as professionals, since they are exposed to different contexts, subjects and perspectives.

Although the amount of participants in the narrative interviews was small, due to the low availability of participants, we were able to recognize and understand, based on the interviews, the specifications of teaching. We evidenced some gaps, possibilities, and forms of performing at higher education level, considering how specific academic courses and emerging contexts are. These, coming from the Brazilian reality itself, and which directly influence and interfere in the educational field, problematize and dynamize the relation between theory and practice in higher and basic education. We recognize that, as a transversal axis, the emerging contexts directly interfere in the training processes and in university teaching, being responsible, mostly, for the movements assumed by beginner professors, implying in teaching learning.

That being said, pedagogical alternation, as a movement of reflection, on which the search for elements connected to ordinary experiences stands out, taking into account the training processes experienced by the beginner professors. Nevertheless, the professor's resilience also emerges as another movement, since the beginner professors try to handle any conflict that they might face and grow through the process of learning from this negative experiences. Thus, the professors embody the elements that constitute their everyday teaching in their personal processes of teaching learning, which builds their teachness.

In this his way, we state that the professor's resilience along with pedagogical alternation are present during the beginner professors' learning process, since the emerging contexts have these professors facing other realities never experienced before. With that said,

we reaffirm that emerging contexts bring implications to the development of the pedagogical work, as well as to the crucial movements the build teaching as a profession, which influence their forms of performing, learning and teaching, since the possibilities of teaching and learning change and transform.

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