



Corresponding to Author

¹ Janete Francisca Dias

E-mail: janadiaz1976@hotmail.com

Universidade do Estado de Minas Gerais

Belo Horizonte, MG, Brasil

CV Lattes

<http://lattes.cnpq.br/4356528320982133>

Submitted: 01 Apr 2021

Accepted: 23 Oct 2021

Published: 16 Jun 2022

 [10.20396/riesup.v9i0.8665155](https://doi.org/10.20396/riesup.v9i0.8665155)

e-location: e023001

ISSN 2446-9424

Antiplagiarism Check



Distributed under



Pedagogical Training of University Professors: Contributions and Gaps Identified in the Process of Review of Intellectual Production¹

Janete Francisca Dias¹  <https://orcid.org/0000-0003-0485-7506>

Juliana Cordeiro Soares Branco²  <https://orcid.org/0000-0003-2337-2918>

^{1,2} Universidade do Estado de Minas Gerais

ABSTRACT

This article is a clipping of a master's research entitled: Formative processes of teachers active in bachelor's degree courses and the implications in their pedagogical practice. The research seeks to investigate the formative processes experienced by professors of bachelor's degree courses in the professional trajectory and the implications in their pedagogical practice. It is expected with the research to expand the knowledge about the role of university professors and the importance of fostering, within higher education institutions, strategies aimed at the training of these professionals. In this study, of a quantitative-qualitative nature, we will investigate the academic productions published in the decade 2007-2017 on the theme: pedagogical training of university professors, aiming to know the contributions of these researches in the construction of knowledge produced in the area. The complete works published in the Annual Meeting of the National Association of Graduate Studies and Research in Education - ANPED were used as a source of information; In the database of theses and dissertations of the Library of the Federal University of Minas Gerais - UFMG and on sites that disseminate productions related to the area of education. Based on the information, we found that discussions on this topic are still incipient. The results revealed that the pedagogical training of teachers is still little valued in the university environment, without the necessary legitimization by higher education institutions.

KEYWORDS

Pedagogical training. Higher education. Bachelor degree.

¹ Translated by: Silvia Iacovacci. Graduated in: Bilingual Secretariat and Translation/Business English –

Roberto Schumann Institute - Rome, Italy. Contact email: siacovacci@gmail.com Orcid: <https://orcid.org/0000-0003-4499-0766>

Formação Pedagógica de Professores Universitários: Contribuições e Lacunas Identificadas no Processo de Revisão da Produção Intelectual

RESUMO

Este artigo é um recorte de uma pesquisa de mestrado intitulada: Processos Formativos de docentes atuantes em cursos de bacharelado e as implicações em sua prática pedagógica. A pesquisa busca investigar os processos formativos vivenciados por docentes de cursos de bacharelado na trajetória profissional e as implicações em sua prática pedagógica. Espera-se com a pesquisa ampliar o conhecimento sobre o papel dos professores universitários e a importância de se fomentar, no âmbito das Instituições de Educação Superior, estratégias voltadas à formação destes profissionais. Neste estudo, de natureza quanti-qualitativa, investigaremos as produções acadêmicas publicadas no decênio 2007-2017 sobre a temática: formação pedagógica de professores universitários, tendo como objetivo conhecer as contribuições dessas pesquisas na construção do conhecimento produzido na área. Foram utilizados como fonte de informação os trabalhos completos publicados nos Anais da Reunião Anual da Associação Nacional de Pós-graduação e Pesquisa em Educação – ANPED; No banco de teses e dissertações da Biblioteca da Universidade Federal de Minas Gerais – UFMG e em sites que divulgam produções relacionadas à área de educação. Com base nas informações dos quadros 1 a 10, constatamos que as discussões acerca desta temática ainda são incipientes. Os resultados revelaram que a formação pedagógica de professores ainda é pouco valorizada no ambiente universitário, sem a legitimação necessária por parte das instituições de educação superior.

PALAVRAS-CHAVE

Formação pedagógica. Ensino superior. Bacharelado.

Formación Pedagógica de Profesores Universitarios: Contribuciones y Lagunas Identificadas en el Proceso de Revisión de la Producción Intelectual

RESUMEN

Este artículo es una parte de una pesquisa de pos graduación, titulada Procesos Formativos de profesores atuantes en cursos de grado y las implicaciones en su práctica pedagógica. La pesquisa procura investigar los procesos formativos vivenciados por docentes de cursos de bachillerato en la trayectoria profesional y las implicaciones de su práctica pedagógica. Con la pesquisa se espera ampliar el conocimiento sobre el papel de los profesores universitarios y la importancia de fomentar, en el ámbito de las Instituciones de Educación Superior, estrategias orientadas a la formación de estos profesionales. En este estudio, de naturaleza cuanti-cualitativa investigaremos las producciones académicas publicadas en el decenio 2007-2017 sobre la temática de Formación Pedagógica de profesores universitarios, que tienen como objetivo conocer las contribuciones de estas pesquisas en la construcción del conocimiento producido en el área. Fueron utilizados como fuentes de información, los trabajos completos publicados en los Anales de la Reunión de la Asociación Nacional de Pós-graduação y Pesquisa en Educación – ANPED; en el banco de tesis y disertaciones de la Biblioteca de la Universidade Federal de Minas Gerais – UFMG y en sitios que divulgan producciones relacionadas al área de educación. Con base en informaciones de los cuadros 1 a 10, constatamos que las discusiones acerca de esta temática, todavía son incipientes. Los resultados revelaron que la formación pedagógica de profesores aún es poco valorizada en el ambiente universitario, sin la legitimación necesaria por parte de las instituciones de educación superior.

PALABRAS CLAVE

Formación pedagógica. Enseñanza superior. Licenciatura.

Introduction

This article is an excerpt from a master's research entitled: Formative processes of professors working in bachelor's degree courses and the implications on their pedagogical practice. The Research, which is in progress, seeks to investigate the formative processes experienced by teachers of bachelor's degree courses in the professional trajectory and the implications on their pedagogical practice. The research has as target audience teachers of the bachelor's degree courses of a private university located in the Municipality of Contagem/MG. It is expected, with the research, to expand the knowledge about the role of university professors and the importance of promoting, within the Higher Education Institutions, strategies aimed at the training of these professionals.

According to Masetto (2009), even though it has been discussed for some decades in journals and specialized bibliographic publications, the subject of teacher education continues to be the subject of theoretical reflections and analysis of innovative pedagogical practices in higher education. In the author's understanding, perhaps this is due to the new curricular paradigms established for undergraduate courses, to the strengthening of the so-called active methodologies and to the current requirements of a new teacher profile, with other attitudes, postures and competencies (MASETTO, 2009, p. 4).

According to the Law of Guidelines and Bases of National Education - LDBEN nº 9.394/96, in its art. 66, "The preparation for the exercise of the higher magisterium will take place at the postgraduate level, primarily in master's and doctoral programs" (BRASIL, 1996). It is observed that the LDB assigned to the *stricto sensu* postgraduate courses, the responsibility for the formation of teachers for acting in the higher magisterium, however, the legislation is silent in relation to the mandatory pedagogical training for acting in this level of education. On this issue, Vasconcelos (1998) states that there is little concern with the theme of pedagogical training in the Country's Graduate Courses and that graduation has been "nurtured" by professors with degrees, however, without any pedagogical competence for the function they perform. (VASCONCELOS, 1998, p. 86).

Masetto (2009) says it is necessary to review teaching practices to work with knowledge in our society. For the author, "the professional character of teaching in higher education is more and more explicit and requires personal commitments and the teaching category" (MASETTO, 2009, p. 24). New professional demands emerged from these transformations, such as new skills and competencies, which have an impact on the teacher's performance, who ceases to be only a transmitter of knowledge and becomes a mentor to his students in their intellectual progress.

In this sense, we propose to analyze the knowledge produced by researchers in the field of education in relation to the Thematic: Pedagogical Training of University Professors, aiming to know the contributions of these researches in the construction of the knowledge produced in the area. We use as source of information the complete works published in the

Annals of the Annual Meeting of the National Association of Graduate Studies and Research in Education – ANPED. In the database of theses and dissertations of the Library of the Federal University of Minas Gerais - UFMG and on websites that publicize academic productions related to the area of education.

Taking as reference the consultations carried out in this article, we ask: What are the contributions and gaps presented by the researches, analyzed on the theme: Pedagogical Formation of University Teachers?

Method

This research is classified as a theoretical-methodological study of mixed, quantitative and qualitative nature.

According to Galvão, Pluye e Ricarte (2018)

Qualitative research provides detailed descriptions of complex phenomena, including their contextual aspects, or focuses on in-depth analysis involving a few individuals. Thus, their results are not generalizable. Researches with quantitative methods tend to examine the association between variables that can be generalized to a population by means of statistical inferences. They focus on the analysis of large samples, but their findings do not lead to the understanding of individual processes (p.8).

It will be developed from the survey of texts published by the National Association of Graduate Studies and Research in Education - ANPED; in the repository of the Library of the Federal University of Minas Gerais - UFMG. An additional consultation was also carried out with websites that publicize works in the area of education. In the words of Minayo (2008, p. 57):

The qualitative method is suited for studies of history, representations and beliefs, relationships, perceptions and opinions, that is, the products of the interpretations humans make during their lives, the way they construct their material artifacts and themselves, feel and think.

To facilitate the reading and analysis of the papers, the information and data obtained in the consultations were organized into five distinct tables. In Table 1 we present the number of papers identified in each of the editions of the GT 8 - Teacher Education of ANPED, considering the period from 2007 to 2017. This cutout was defined in view of the understanding of the authors, given the limits of research, that the period of a decade is sufficient to meet the objectives of this work. Thus, as 2017 was the year of the last Annual Meeting of Anped, the cut-off was set for the period mentioned. Still within the scope of ANPED's WG 8, Chart 2 presents the number of papers related to the theme university teacher education (2007-2017). Chart 3 presents a consolidation of the selected works in all the researched bases, in relation to the theme university teacher education. In charts 4 to 10, the selected works were classified by study area (Teacher identity; teaching professionalism; teaching knowledge; initial training; continued training, pedagogical training, and without classification).

Results

Initially, we surveyed the papers published within the scope of WG 8: Teacher Education, considering the decade 2007-2017 and the respective editions of ANPED. In the analyzed period, a total of 233 productions were identified, as shown in Table 1.

Table 1. Productions of GT - 08 of ANPED in the decade 2007-2017

Working Group	Year	Productions/ General	ANPED Edition
GT - 08: Teacher Education	2017	23 Jobs	38ª Edition
	2015	36 Jobs	37ª Edition
	2013	18 Jobs	36ª Edition
	2012	22 Jobs	35ª Edition
	2011	22 Jobs	34ª Edition
	2010	21 Jobs	33ª Edition
	2009	21 Jobs	32ª Edition
	2008	18 Jobs	31ª Edition
	2007	31 Jobs	30ª Edition
			233 Jobs

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

In a second moment, still in the scope of the GT 8 of ANPED, it was selected the works that pointed in the title some indication in relation to the keywords: "teacher training", "pedagogical training" and "higher education". From the analysis of the compatibility between the title and the abstract of the work, we identified the works that effectively discussed the theme university teacher education. In this analysis, a total of twenty-eight productions were selected, as shown in Chart 2.

Table 2. Productions on Teacher Education in Higher Education within ANPED's GT 8 - Teacher Education.

Working Group	Year	Productions	Edition ANPED
GT - 08: Teacher Education	2017	01	38ª Edition
	2015	04	37ª Edition
	2013	01	36ª Edition
	2012	05	35ª Edition
	2011	04	34ª Edition
	2010	06	33ª Edition
	2009	04	32ª Edition
	2008	02	31ª Edition
	2007	01	30ª Edition
			28 Jobs

Source: Prepared by the authors (2020) based on the research conducted

The consultation held in the institutional repository of UFMG considered in all the available repository, the terms: "teacher training" and "pedagogical training". For the term "pedagogical training", considering the filter "title", the search returned 16 papers, being 6 dissertations and 10 theses. When expanding the consultation for "teacher training" the search

returned 51 results, being 24 master’s dissertations and 27 doctoral theses. It is important to mention that because they are not related to the subject under study, the productions were not considered for analysis purposes. In addition, free consultations were carried out with websites that publicize academic productions related to the area of education, such as research at the public domain repository, Portal Sapili², and electronic journals linked to Educational Institutions. Among the magazines we highlight: *Perspectiva Magazine*, linked to the Center of Education Sciences of the Federal University of Santa Catarina - UFSC; *Magazine: Written Education*, linked to the Graduate Program in Education of PUC Rio Grande do Sul; *Journal Caderno de Letras*, linked to the Center of Letters and Communication of the Federal University of Pelotas do Rio Grande do Sul, *Journal of Evaluation of Higher Education*, available on the Portal of Scientific Electronic Journals of the University of Sorocaba - UNISO. A total of seven works were selected in the consultation of free websites.

In this preliminary survey, we considered the twenty-eight selected works in the scope of the GT 8 of the ANPED and the seven selected works in the consultation to websites that disclose information on education area, totaling thirty-five works. Subsequently, these studies were organized with the following information: Researcher/Year; Thematic; Objective and Source, according to Chart 3.

Chart 3. Total demonstrative of the selected articles

<i>Researcher</i>	<i>Title of the Article</i>	<i>Objective</i>	<i>Source</i>
Scartezini (2017)	Higher Education and Professional Identity Teacher Training.	To present approaches on the theoretical construct "teaching professional identity" (IPD) and to point out its professionalism in the professional development programs of higher education teachers.	ANPED
David (2017)	Teacher training for higher education: Teaching in contemporary times.	Discuss the training process and the work in university teaching at the present time.	Revista Caderno de Letras
Lourenço; Lima; Narciso (2016)	Pedagogical training in higher education: what does the legislation and literature in Education and Administration say?	Highlight the importance of pedagogical training for the university professor.	Avaliação: Revista da Avaliação da Educação Superior
Assunção (2015)	Pedagogical Training of the University Professor: Possibilities and limits of the Education Improvement Program (PAE).	Investigate the contributions of PAE to the training process of future university professors.	ANPED
Almeida (2015)	Distance Teacher Education: evaluation and perspectives	To analyze the current model of distance teacher education adopted by institutions in Brazil.	ANPED
Junges; Behrens (2015)	Teaching Practice in Higher Education: the pedagogical formation as a mobilizer of change.	To analyze pedagogical training as a driver of change in teaching practice in higher education.	Revista Perspectiva
Duarte; Maknamara (2015)	Teacher training and distance education: Connections from ANPED’s annual meetings.	To know the connections between teacher training and distance education in Brazilian academic production at the Stricto Sensu Graduate level.	ANPED

² Available at: <http://sapili.org>. Accessed on 11 Jul. 2020

Flach; Foster (2015)	Teacher training in Federal Institutes: An identity to be built.	Understand the implementation process of undergraduate courses in the Federal Institutes of Education, Science and Technology (Ifes).	ANPED
Lima (2013)	Analysis of training needs of professors entering a public university.	To investigate the training needs of university professors of a public institution of higher education.	ANPED
Filho (2013)	Pedagogical training of higher education educators in Brazil: Some implications.	Reflect on the importance of pedagogical formation for the university professor in Brazil.	Revistas Educação por Escrito da PUC/RS
Campos (2012)	Train or prepare for teaching in higher education? That is the question.	Discuss teaching in higher education and its consequent need for pedagogical training.	ANPED
Rocha; Aguiar (2012)	Learn to teach, build identity and teaching professionalism in the context of the university: a possible reality.	To present the understanding about the formative processes adopted in the institution under analysis and its contributions to the teaching process.	ANPED
Lira; Sponchiado (2012)	The pedagogical training of teachers in higher education: challenges and possibilities.	Reflect on the career and professional practice of university professors.	Revista Perspectiva
Ferraz; Melo (2012)	University Teaching in Graduate Studies: Situating the effects of CAPES evaluation on Professionalism.	Understand this teaching professionalism, mapping aspects inherent to the knowledge and skills needed by university teachers in their professional activity.	ANPED
Nunes (2012)	The Constitution of Teaching in Higher Technology Courses: Implications of Official Pedagogical Discourse.	To present the results of a research carried out with professors of a university, about the teaching of higher technology courses.	ANPED
Sales (2012)	Social representations of teaching in higher education: the look of undergraduates.	Identify the central core of social representations of teaching in higher education built by undergraduate students	ANPED
Powaczuk; Bolzan (2011)	Teaching production activities: University professorship.	Analyze the process of building university teaching.	ANPED
Oliveira (2011)	University Teaching and Higher Education: Analysis of a training experience.	To investigate the teaching role and training process of university professors of the institution under analysis.	ANPED
Lopes; Pereira (2011)	Distance teacher training: Guiding principles.	Contribute to the debate on the education of teachers by distance education (Ead) and the formulation of public policies.	ANPED
Diniz (2011)	The challenges of teacher training to deal with diversity and inclusion.	To investigate what type of training requires the teacher(a) to deal with situations arising from diversity and inclusion policies in Brazil.	ANPED
Aguiar (2010)	Trends and implications of continuing education for university teaching professional identity.	To investigate the processes of re(construction) of university teaching identity, in the context of continuing education.	ANPED
Cruz; Schnetzler; Martins (2010)	Brands and tensions in the professional development of higher education teachers.	Identify brands and tensions of the professional development of teachers linked to a Graduate Program in Education.	ANPED
Mussi; Almeida (2010)	Professionalism in teaching: an analysis based on the relations between teachers and the work context in higher education.	Investigate the construction of the professionalism of higher education teachers in a public institution.	ANPED
Isaia; Maciel;	Higher Education: Entry into university teaching.	Investigate the constructive process of entry into higher education.	ANPED

Bolzan (2010)			
Paschoalino (2010)	Teacher Education: Break the silence and build new enthinemmas.	Understand the profile of teachers and the dichotomies between training and professional practice.	ANPED
Gentil (2010)	Teacher education from the perspective of course faculty.	To understand the training conceptions of the teachers of the Pedagogy course of the Mato Grosso State University.	ANPED
Alvarado Prada; Vieira; Longarezi (2009)	Conceptions of Teacher Education in ANPED's works: 2003-2007.	Assess what kind of production is being done on teacher education within the scope of ANPED's GT 8.	ANPED
Pivetta (2009)	Pedagogical meetings as a space for reflection and construction of higher education: Discussing conceptions of training and teaching.	To investigate the conceptions of training/doctrination of physical therapy course professors of the institution under analysis.	ANPED
Maciel; Isaia, Bolzan (2009)	Formative trajectories of university professors: repercussions of the ambience in the professional development of professors.	To investigate from the narratives of the professional life of university professors, the conditions under which they practiced teaching.	ANPED
Masetto (2009)	Pedagogical training for higher education teachers.	To present reflections on the pedagogical training of the university teacher in the so-called knowledge society.	Revista Brasileira de Docência, Ensino e Pesquisa em Administração.
Santos (2009)	The training of teachers for the use of digital technologies in the WG's: Teacher training and education and communication of ANPED - 2008-2008.	To reflect on how teacher training for the use of digital technologies is being contemplated in ANPED meetings.	ANPED
Silva (2008)	Constitutive processes of teacher training in higher education: A study of different dimensions of teacher training.	To analyze the constitutive processes of teacher training for higher education teachers.	ANPED
Rivas; Conte (2008)	The pedagogical formation of teachers for higher education: Outlining paths and approaches.	To reflect on the pedagogical training of teachers for higher education, in the Stricto Sensu post-graduation courses.	ANPED
Isaia; Bolzan Giordani (2007)	Constructive movements of higher education teaching: Delineating possible cycles of teaching professional life.	Investigate the professional life cycles of higher education teachers.	ANPED
Alves (2005)	Pedagogical Training and its meaning for higher education teachers: A study with professors from the School of Arts at UFMG.	To analyze teacher education over the period from 1930 to 1996, from the time of the chair to the present day.	Portal Sapili
ANPED Jobs : 28 + Free Consultations: 07 - TOTAL WORKS: 35			

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

From the elaboration of Chart 4, we observed a plurality of themes addressed in the papers published in the scope of the GT 8 - Teacher Education. To facilitate our understanding and analysis, we chose to map these themes. In this process, six distinct themes were identified: Teacher Identity (ID); Teacher Professionalism (PD); Teacher Knowledge (SD); Initial Training (FI); Continuing Education (FC); Pedagogical Training (FP). The category "No classification - SC" was created to identify the works that did not fit into any of the themes mentioned. Then, after full rereading the works, the works were classified by study area, according to Charts 4 to 10.

Chart 4. Field of Study - Pedagogical Training

<i>Researcher</i>	<i>Article Title</i>	<i>Field of Study</i>
Lourenço; Lima; Narciso (2016)	Pedagogical training in higher education: what does the legislation and the literature in Education and Administration say?	Pedagogical Training
Assunção (2015)	Pedagogical Training of the University Professor: Possibilities and limits of the Education Improvement Program (PAE).	Pedagogical Training
Junges; Behrens (2015)	Teaching Practice in Higher Education: the pedagogical formation as a mobilizer of change.	Pedagogical Training
Filho (2013)	Pedagogical training of higher education educators in Brazil: Some implications.	Pedagogical Training
Campos (2012)	Train or prepare for teaching in higher education? That is the question.	Pedagogical Training
Lira; Sponchiado (2012)	The pedagogical training of teachers in higher education: challenges and possibilities.	Pedagogical Training
Masetto (2009)	Pedagogical training of higher education teachers.	Pedagogical Training
Rivas; Conte (2008)	Teacher's pedagogical training for higher education: Outlining paths and approaches.	Pedagogical Training
Alves (2005)	The Pedagogical Formation and its meaning for higher education teachers: A study with professors from the Faculty of Letters of UFMG.	Pedagogical Training
Total number of works		09

Source: Elaboration of the authors (2020), based on the data of the researches carried out.

Chart 5. Area of Study - Teaching Professionalism

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
Ferraz; Melo (2012)	University Teaching in Graduate Studies: Situating the effects of CAPES evaluation on Professionalism.	Teaching professionalism
Powaczuk; Bolzan (2011)	Teaching production activities: University professorship.	Teaching professionalism
Cruz; Schnetzler; Martins (2010)	Brands and tensions in the professional development of higher education teachers.	Teaching professionalism
Mussi; Almeida (2010)	Professionalism in teaching: an analysis based on the relations between teachers and the work context in higher education.	Teaching professionalism
Maciel; Isaia, Bolzan (2009)	Formative trajectories of university professors: repercussions of the ambience in the teacher's professional development.	Teaching professionalism
Isaia; Bolzan Giordani (2007)	Constructive movements of higher teaching: Outlining possible cycles of teaching professional life.	Teaching professionalism
Total number of works		06

Source: Elaboration of the authors (2020), based on the data of the researches carried out.

Chart 6. Area of Study - Continuing Training

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
David (2017)	Teacher training for higher education: Teaching in contemporary times.	Continuing Education
Almeida (2015)	Distance Teacher Education: evaluation and perspectives	Continuing Education
Duarte; Maknamara (2015)	Teacher training and distance education: Connections from ANPED's annual meetings.	Continuing Education
Flach; Foster (2015)	Teacher training in Federal Institutes: An identity to be built.	Continuing Education
Oliveira (2011)	University Teaching and Higher Education: Analysis of a training experience.	Continuing Education
Lopes; Pereira (2011)	Distance teacher training: Guiding principles.	Continuing Education
Paschoalino (2010)	Teacher Education: Break the silence and build new enthineas	Continuing Education
Pivetta (2009)	Pedagogical meetings as a space for reflection and construction of higher teaching: Discussing conceptions of formation and teaching.	Continuing Education
Santos (2009)	Teacher training for the use of digital technologies in Wgs: Teacher training and education and communication at ANPED - 2008-2008.	Continuing Education
Silva (2008)	Constitutive processes of teacher training in higher education: A study of different dimensions of teacher education.	Continuing Education
Total number of works		10

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

Chart 7. Study Area - No Classification

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
Sales (2012)	Social representations of teaching in higher education: the look of undergraduates.	No Ratings
Gentil (2010)	Formation of teachers in the perspective of teachers of the Pedagogy courses of Unemat/Cáceres and Sinop.	No Ratings
Alvarado Prada; Vieira; Longarezi (2009)	Conceptions of Teacher Training in the work of ANPED: 2003-2007.	No Ratings
Total number of works		03

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

Chart 8. Area of Study - Teacher Identity

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
Scartezini (2017)	Higher Education Teacher Education and Teaching Professional Identity.	Teacher Identity
Rocha; Aguiar (2012)	Learning to teach, building identity and teaching professionalism in the university context: a possible reality.	Teacher Identity
Aguiar (2010)	Trends and implications of continuing education for university faculty professional identity.	Teacher Identity
Total number of works		03

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

Chart 9. Field of Study - Initial Training

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
Lima (2013)	Analysis of formative needs of faculty members entering a public university.	Initial Training
Nunes (2012)	The constitution of teaching in higher education technology courses: Implications of the official pedagogical discourse.	Initial Training
Isaia; Maciel; Bolzan (2010)	Higher Education: Entering University Teaching.	Initial Training
Total number of works		03

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

Chart 10. Field of Study - Teacher Knowledge

<i>Researcher</i>	<i>Title of Article</i>	<i>Field of Study</i>
Diniz (2011)	The challenges of teacher training to deal with diversity and inclusion.	Teaching Knowledge
Total number of works		01

Source: Prepared by the authors (2020), based on the data from the surveys conducted.

Considering the focus of this study and seeking to identify the contributions and gaps presented, we used for analysis purposes the works classified in the study area: pedagogical training, according to Chart 4. In this sense, we carried out a full reading of the nine papers, whose results will be presented below.

Contributions Presented by Research on the Theme: Pedagogical Training of University Professors.

The research conducted by Filho (2013) in Pedagogical Training of Higher Education Educators in Brazil: Some implications is a bibliographic study of the pedagogical training of university teachers in Brazil and the devaluation of this training before the academic universe. The research revealed that the pedagogical formation in the current molds does not contribute to the intellectual growth of the country and that teaching requires from the university professor pedagogical knowledge to organize the class, to do the didactic transposition, to transform scientific knowledge into knowledge that can be transmitted and assimilated by the students, among other aspects. The research points out the need for investments by the Universities, in the effective formation of the teaching staff, so that they become "loci" for the production of teaching and research.

In the research: Teaching practice in Higher Education: Pedagogical training as a mobilizer of change, Junges and Behrens (2015) present a discussion present in a doctoral thesis that proposed to analyze pedagogical training as a mobilizer of change in teaching practice in higher education. The research was conducted with thirty-two university professors of a teacher training program of a municipal public higher education institution in União da Vitória, Paraná State, called *Grupo Docência em Reflexão* (GDR). According to the authors, several instruments were used for data collection, however, it was decided to present in the article only the data obtained through a semi-structured interview carried out with ten

teachers who effectively participated in the entire formative process offered by the program. The study revealed that the GDR activities implied changes in the practices of the interviewed professors, especially in the perception of what it is to be a university professor, in the relationship with the students, in the didactic organization of the classes, in the evaluation of the teaching and learning process, in the reflection on the practice and in the difficulties encountered by them when implementing a change in their pedagogical practice. In this way and taking the research data as a reference, the authors state that the adoption of a guided training proposal shared with university professors, based on concrete actions and inserted in a reflective perspective, mobilizes changes in pedagogical practice and favors the adoption of an innovative practice by the professors.

In his dissertation, *Pedagogical Training and its meaning for higher education teachers: A study with professors from the Faculty of Letters at UFMG*, Alves (2005) tried to analyze the formation of university teachers in Brazil, having as a historical landmark the period between 1931 and 1996. The research was carried out with professors working at the Faculty of Letters at the *Universidade Federal de Minas Gerais - UFMG*. The result of this work revealed that the professional trajectory of the teachers surveyed is built on a daily basis, in the classroom, based on their experiences as students, on their experiences as teachers at other levels of education, and also on the references obtained through their work with research at the University. The data also showed that if for some the training of higher education teachers is necessary, in the analyzed context this training was not a major concern. According to the author, for us to have a change in the profile of the training offered at Brazilian Universities, this issue needs to be better problematized. In this sense, Maria Alves (2005) considers it indispensable to carry out other researches that bring contributions to a more precise view of the role of the teacher and to the recognition of the importance of thinking about the pedagogical formation of these professionals.

Pedagogical Training for University Teaching: Study of the Conditions of Bachelor Courses of a public IES. Oro and Bastos (2012), seek to know the "pedagogical conditions" experienced by professors who graduated from Brazilian courses at the *Universidade Estadual do Oeste do Paraná - UNIOESTE* (Campus Cascavel). For knowledge of the object of study, the researchers used the content analysis technique, which enabled the interpretation of the data from the statements of the subjects involved. As a parameter of analysis, the research was carried out with a number of effective teachers of twelve bachelor's degree courses who taught in such courses. As a result, the research indicates that the University should allow, in different spaces, reflections on the importance of pedagogical aspects, as well as the valorization of pedagogical meaning in the actions of the faculty. The research also showed the need to rethink the action of teachers in the institution, since the practices presented were considered insufficient. In this context, the authors emphasize that the objective is not to separate the specific knowledge from the area of activity, but to add to them the pedagogical training, thus articulating what is proper to the teaching function with the reality of the work of the specific area.

Train or prepare for teaching in higher education? That is the question. Campos (2012) sought to discuss the teaching in higher education and, consequently, the need for pedagogical training of these professionals. The author's reflections revolved, fundamentally, around the axes preparation and training in *Stricto Sensu* postgraduate courses, having as reference research carried out from 2006 to 2010 with students.

Three instruments were used to collect the data: questionnaire, interviews and observations of teaching activities (in two higher education institutions in the Southeast region). The research showed that the pedagogical training in *Stricto Sensu* Postgraduate courses is something incipient, possessing little importance. From the collected data it can be inferred that such training was replaced, both in the legal and in the historical and cultural dimension, by preparation for teaching at this level of education (CAMPOS, 2012). A curious fact is that, according to the author, neither the "preparation" occurs in an adequate way, given that the specific knowledge to the training for teaching in higher education is not included in the programs of the postgraduate courses. Finally, it was observed that such preparation is based on the gift, vocation and experiences experienced as a student.

The analysis of the data delimited by the theoretical reference evidenced the existence of a gap between the idealized and the lived by the post-graduate in relation to teaching, considering those who had and those who had no experience with teaching (CAMPOS, 2012). Both considered the pedagogical knowledge important to the teaching practice, however, they recognized not to possess it. The data also showed that the teaching practice occurs from the experiences experienced as a student, having as reference the former teachers (CAMPOS, 2012). From the research it was also possible to infer the impossibility of reflecting on the idealized teaching and the lived without considering the pedagogical formation, since this is an essential dimension to the performance of the university professor.

Pedagogical Training of the University Professor: Possibilities and limits of the Education Improvement Program - PAE. Assunção (2015) sought to identify PAE's contributions to the training of future university professors. To this end, the Researcher investigated the strategies adopted by the Program to improve the pedagogical training of Post-graduate students, so that the scientific competence was aligned with the pedagogical competence. The field research considered graduates of the program who had been working as professors in Higher Education Institutions and who agreed to report their trajectories in a semi-structured interview. The researcher concludes her work by noting that, even in the face of limitations, the Program makes it possible for Post-graduate students to improve their pedagogical training, configuring itself as an important space for the formation of future university professors. Emphasis given to the need for adjustments, in particular, regarding the structuring of the activities programmed for the stage of pedagogical training and supervised internship.

Teacher's pedagogical training for higher education: Outlining paths and approaches. Rivas and Conte (2012) present reflections on the pedagogical formation of teachers for higher education in the *stricto sensu* postgraduate courses. For this work, we considered the

disciplines included in the Pedagogical Training Program - PAE, from 2000 to 2006, especially those related to the 1st stage of the program: called pedagogical preparation. To collect the data, we used the documentary analysis technique and to analyze the content analysis technique.

The research revealed a great variation in the number of disciplines related to PAE in the scope of the courses analyzed and that the degree of importance attributed or not to the pedagogical training of teachers can be verified by the observance of the following data: The postgraduate programs in the Biological areas present the largest number of disciplines of pedagogical training: Medicine (16), Nursing (4), Pharmacy (2) and Dentistry (2). Postgraduate programs in the area of Human and Exact Sciences offer only two disciplines: Administration, Economics and Accounting (1) and Psychology, Chemistry, Biology and Physics (1). According to the authors, the reports of the conclusion of the disciplines that make up the Pedagogical Preparation, in the period mentioned above, are in the analysis phase and the conclusion of this study. This action will make it possible to evaluate the effectiveness of this program for the training of future professionals.

Pedagogical training in higher education: what does the legislation and literature in Education and Administration say? Lourenço, Lima e Narciso (2016) seek to highlight the importance of the Pedagogical Formation of the University Professor. Having as reference the approaches present in the legislation and in the literature related to the area of education, the authors sought subsidies that would enable the development of the presented argument. The literature reviews privileged authors who investigate the pedagogical training of teachers in the field of education and administration, in particular. With regard to the legislation, the researchers mention authors such as Pachane and Pereira (2004, apud LOURENÇO, LIMA and NARCISO, 2016), who state that the pedagogical training of university teachers is in charge of the internal rules of each educational institution, since the legislation is silent on this obligation. They also cite Bastos (2007), who states that the criterion for admission to teaching considers only the specific knowledge of the area and the academic qualification of teachers (BASTOS, 2007, apud LOURENÇO, LIMA and NARCISO, 2016). Understanding ratified by Cunha (2009, apud LOURENÇO, LIMA and NARCISO, 2016) that attributes to the lack of relevant legislation as one of the reasons for not legitimizing by the Educational Institutions the pedagogical knowledge needed by the university professor. According to the researchers, authors such as Isaias (2006); Pimenta (2008); Anastasiou (2011); Cunha (2009); Masetto (2009); Soares and Corrêa (2013) and Ribeiro (2013) apud Lourenço, Lima e Narciso (2016) highlight the importance of the *Stricto Sensu* Training Programs as an important phase for the pedagogical formation of the university professor, making it clear that the discussion of this theme also permeates the discussion about the graduation, regardless of the area of knowledge to which you are referring. Highlight given to Bastos (2007 apud LOURENÇO, LIMA and NARCISO, 2016), who says there is no concern in these courses with the training of teachers to work in higher education.

The researchers also mention Tardif (2000, p.14) who states: "even today, most teachers learn to work in practice, groping, by trial and error". However, according to Masetto (2009), new curricular paradigms are presented for undergraduate courses and the so-called active methodologies acquire greater strength, requiring from higher education teachers, other attitudes, other postures and other competencies. The researchers say that the main finding of this work is the fact that in relation to the training of teachers for higher education, the questions overlap with the answers and that even so, the pedagogical training of teachers is a theme that continues to deserve careful attention from the *Stricto Sensu* Graduate Programs. The researchers conclude their work highlighting that in recent years there has been an increase in the number of research related to Education in the area of Administration, highlighting the relevance of the Pro-Administration Program.

Pedagogical training of higher education teachers. In the words of Masetto (2009), even though it has been discussed for some decades in journals and specialized bibliographic publications, the subject of teacher education continues to be the subject of theoretical reflections and analysis of innovative pedagogical practices in higher education. According to the author, perhaps this is due to the new curricular paradigms established for undergraduate courses, to the strengthening of the so-called active methodologies and to the requirements, in the present times, of a new teacher profile, with other attitudes, other postures and other skills. Masetto (2009) says that thinking about the pedagogical formation of university professors means thinking about the training of professionals who work in a knowledge society. It also states that, in order for these changes in training and pedagogical practice to take place, permanent education of these professionals will be required; in order to develop different attitudes and appropriate to the new training requirements for teaching higher education.

The author believes that for the development of this training process it is necessary to observe the following points: 1) Understand and assume that teacher and student are subject to a learning process; 2) Encourage the change of attitudes of students that lead them to their role as subjects in the learning process; 3) Assume a new role of the teacher (he also an apprentice) in the learning process; 4) In a proposal to work with major interdisciplinary themes in the reorganization of content, and in the emphasis on collaborative learning in small groups, a new role of the teacher is set: that of mentoring small groups; 5) Review the teaching and student work methodology; 6) Review the evaluation process; 7) Review the meaning, importance and dynamics of the class. The author's expectation is that this work can clarify the need for pedagogical training for higher education teachers today, as well as identify the aspects that need to be worked on in this training. According to Masetto (2009), the professional character of university teaching is increasingly evident, requiring personal commitments and the entire category of professionals who work in this teaching segment.

Final Considerations

Based on information from Tables 1 to 10, we found that the discussions on the theme: "pedagogical training" of university professors are still incipient, specifically in the GT 8 - Teacher Training of ANPED. It was evidenced, in this WG, that of the 233 productions identified in the period from 2007 to 2017, thirty discussed the training of teachers in higher education, however, only two discussed, specifically, the Pedagogical Training at this level of education. In general, considering all the databases consulted, according to Tables 4 and 6, it was observed that most of the productions analyzed focused on the themes "pedagogical training" and "continuing training", and nine and ten works were identified, respectively, in these areas of study. However, it is important to consider that the quantity of works related to the category: Pedagogical Training is due to the seven workers identified in the free consultations to sites that disclose information about the area of education (free consultations).

After analyzing the data obtained, we resumed the question that we asked ourselves: What are the contributions and gaps presented by the researches analyzed on the theme: Pedagogical Training of University Professors?

The results show that the theme: pedagogical training of university teachers is still undervalued in the university environment, not obtaining the necessary legitimization from higher education institutions.

They point out that the researched teachers recognize the importance of pedagogical training and their contributions in the teaching and learning process.

They point out that the teaching performance in this level of teaching is built day by day in the classroom, having as reference the experiences as student/student, the experiences in other levels of teaching and, also, the references obtained by acting with university research.

They suggest the realization of other researches that bring contributions to a more precise vision about the role of the teacher and to the recognition of the importance of thinking the pedagogical formation of these professionals.

They point out that the Teacher Training Programs implemented in the researched Institutions were considered effective and provoked effective changes in teachers' pedagogical practices.

They show that the training obtained in *Stricto Sensu* Graduate Programs was considered deficient, not contributing to the intellectual development of the country.

They point out the need to add pedagogical training in the process of teacher training, thus articulating what is proper to the teaching function with the reality of the work of the specific area,

They recognize the challenges inherent in university teaching and the gap between the specific formation of the area and the pedagogical formation, the second being neglected in relation to the first.

Given this scenario and considering the challenges inherent in teaching at the present time, the approach to possible impacts of the absence of pedagogical training to work with active learning methods is presented as a suggestion for future research, as well as possible difficulties found by teachers in this regard.

References

ALVARADO PRADO, Luis Eduardo; VIERA, Vânia Maria de Oliveira; LONGAREZI, Andréa Maturano. Concepções de Formação de Professores nos trabalhos da ANPED: 2003-2007. *In: ANAIS DA 32ª REUNIÃO ANUAL DA ANPED*, 32., 2009, Caxambu, MG, 2009. **Anais do...** Caxambu, MG: ANPED, 2009.

ANASTASIOU, L. das G. C. **Processos formativos de docentes universitários: aspectos teóricos e práticos**. *In: ALMEIDA, M. I. de; PIMENTA, S. G. (Org.). Pedagogia universitária: caminhos para a formação de professores*. São Paulo: Cortez, 2011.

AGUIAR, Maria Conceição Carrilho de. Tendências e Implicações da Formação Continuada para a Identidade Profissional Docente Universitária. *In: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED*, 33., 2010, Caxambu, MG. **Anais do...** Caxambu: MG, 2010.

ALMEIDA, Maria Elizabeth Bianconcini de. Formação de Professores a Distância: avaliação e perspectivas. *In: ANAIS DA 37ª REUNIÃO ANUAL DA ANPED*, 37., 2015, Florianópolis, SC. **Anais do...** Florianópolis: ANPED, 2015.

ALVES, Maria Socorro. **A Formação Pedagógica e seu Significado para os Docentes do Ensino Superior**: Um Estudo com Professores da Faculdade de Letras da UFMG. Sapili Cognitio Germinantis. 2020. Disponível em: <https://www.sapili.org/portugues/a-formacao-pedagogica-e-seu-significado-para-os-docentes-do-ensino-superior-um-estudo-com-professores-da-faculdade-de-letras-da-ufmg-maria-socorro-alves>. Acesso em: 26/10/2020.

ASSUNÇÃO, Cinthia Gonçalves de. Formação Pedagógica do Professor Universitário: Possibilidades e limites do Programa de Aperfeiçoamento do Ensino – PAE. *In: ANAIS DA 37ª REUNIÃO ANUAL DA ANPED*, 37., 2015, Florianópolis, SC. **Anais do...** Florianópolis: ANPED, 2015.

BRASIL. Ministério de Educação e Cultura. **Lei nº 9394/96, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da Educação Nacional. Brasília: MEC, 1996.

CAMPOS, Vanessa Therezinha B. Formar ou preparar para a docência no ensino superior? Eis a questão. *In: ANAIS DA 35ª REUNIÃO ANUAL DA ANPED*, 35., 2012, Porto de Galinhas, PE. **Anais do...** Porto de Galinhas, PE: ANPED, 2012.

CRUZ, Maria Nazaré da; SCHNETZLER Roseli Pacheco. Marcas e Tensões no Desenvolvimento Profissional de Professores do Ensino Superior. *In: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED*, 33., 2010, Caxambu, MG. **Anais do...** Caxambu: MG, 2010.

DAVID, Ricardo Santos. Formação de Professores para o Ensino Superior. Docência na Contemporaneidade. Saberes: **Revista interdisciplinar de Filosofia e Educação**, v. 18, n. 1, 18 jan. 2018.

DINIZ, Margareth. Os desafios da formação docente para lidar com a diversidade e a inclusão. *In: ANAIS DA 34ª REUNIÃO ANUAL DA ANPED*, 34., 2011, Natal, RN, 2011. **Anais do...** Natal, RN: ANPED, 2011.

FERRAZ, Bruna Tarcília; MELO, Marcia Maria de Oliveira. Docência universitária na Pós-graduação: Situando efeitos da avaliação da CAPES na Profissionalidade. *In: ANAIS DA 35ª REUNIÃO ANUAL DA ANPED*, 35., 2012, Porto de Galinhas, PE. **Anais do...** Porto de Galinhas, PE: ANPED, 2012.

FILHO, Raimundo Barbosa Silva. Formação Pedagógica de Educadores da Educação Superior no Brasil: Algumas Implicações. **Revista Educação por Escrito – PUC/RS**, v. 4, n. 1, jun. 2013.

FOSTER, Mari Margarete dos Santos; FLACH, Ângela. Formação de professores nos Institutos Federais: Uma identidade por construir. *In: ANAIS DA 37ª REUNIÃO ANUAL DA ANPED*, 37., 2015, Florianópolis, SC. **Anais do...** Florianópolis: ANPED, 2015.

GALVAO, M. C. B.; PLUYE, P.; RICARTE, I. L. M. Métodos de pesquisa mistos e revisões de literatura mistas: conceitos, construção e critérios de avaliação. **InCID: Revista de Ciência da Informação e Documentação**, [S. l.], v. 8, n. 2, p. 4-24, 2017. DOI: 10.11606/issn.2178-2075.v8i2p4-24. Disponível em: <https://www.revistas.usp.br/incid/article/view/121879>. Acesso em: 31 out. 2021.

GENTIL, Heloisa Salles. Formação de professores na perspectiva de docentes dos cursos de Pedagogia da UNEMAT/CÁCERES E SINOP. *In: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED*, 33., 2010, Caxambu, MG, 2010. **Anais do...** Caxambu, MG: ANPED, 2010.

ISAIA, Silvia Maria de Aguiar; MACIEL, Adriana Moreira da Rocha; BOLZAN, Doris Pires Vargas. Educação Superior: A Entrada na Docência Universitária. *In: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED*, 33., 2010, Caxambu, MG. **Anais do...** Caxambu: MG, 2010.

ISAIA, Silvia Maria de Aguiar; BOLZAN, Dóris Pires Vargas e GIORDANI, Estela Maris. Movimentos construtivos da docência superior: delineando possíveis ciclos de vida profissional docente. *In: ANAIS DA 30ª REUNIÃO ANUAL DA ANPED*, 30., 2007, Caxambu, MG. **Anais do...** Caxambu: MG, 2007.

- JUNGES, Kelen dos Santos; BEHRENS, Marilda Aparecida. Prática Docente no Ensino Superior: A Formação Pedagógica como Mobilizadora de Mudança. **Revista Perspectiva**, Florianópolis, v. 33, n. 1, 285-317, jan./abr. 2015.
- LIMA, Emília Freitas de. Análise de necessidades formativas de docentes ingressantes numa universidade pública. *In*: ANAIS DA 37ª REUNIÃO ANUAL DA ANPED, 37., 2015, Florianópolis, SC. **Anais do...** Florianópolis: ANPED, 2015.
- LIRA, Daiane; SPONCHIADO, Denise A. Martins. A Formação Pedagógica do Profissional Docente no Ensino Superior: Desafios e Possibilidades. **Revista Perspectiva**. Erechin, v. 36, nº: 136, p. 7-15, dezembro, 2012.
- LOPES, Luis Fernando; PEREIRA, Maria de Fátima Rodrigues. Formação de professores a distância: Princípios orientadores. *In*: ANAIS DA 34ª REUNIÃO ANUAL DA ANPED, 34., 2011, Natal, RN, 2011. **Anais do...** Natal, RN: ANPED, 2011.
- LOURENÇO, Cléria Donizete da Silva. LIMA, Manolita Correia. NARCISO, Eliza Rezende Pinto. Formação pedagógica no ensino superior: o que diz a legislação e a literatura em Educação e Administração? **Revista da Avaliação da Educação Superior**. v. 21, n. 3, p. 691-717, nov. 2016.
- MACIEL, Adriana Moreira da Rocha; ISAIA, Silvia Maria de Aguiar; BOLZAN, Doris Pires Vargas Trajetórias formativas de professores universitários: repercussões da ambiência no desenvolvimento profissional docente. *In*: ANAIS DA 32ª REUNIÃO ANUAL DA ANPED, 32., 2009, Caxambu, MG, 2009. **Anais do...** Caxambu, MG: ANPED, 2009.
- MAKNAMARA, Marlécio; DUARTE, Felipe de Medeiros Dantas. Formação de professores e educação a distância: Conexões a partir das reuniões anuais da ANPED. *In*: ANAIS DA 37ª REUNIÃO ANUAL DA ANPED, 37., 2015, Florianópolis, SC. **Anais do...** Florianópolis: ANPED, 2015.
- MASETTO, Marcos Tarcísio. Formação Pedagógica dos Docentes do Ensino Superior. **Revista Brasileira de Docência, Ensino e Pesquisa em Administração**. Edição Especial. v. 1, n. 2, p. 04-25, Julho/2009.
- MINAYO, Maria Cecília de Souza. **O desafio do conhecimento**. 11 ed. São Paulo: Hucitec, 2008.
- MUSSI, Amali de Angelis; ALMEIDA, Elisa Carneiro Santos de. Profissionalidade docente: Uma análise a partir das relações entre os professores e o contexto de trabalho no ensino superior. *In*: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED, 33., 2010, Caxambu, MG. **Anais do...** Caxambu: MG, 2010.
- NUNES, Terezinha de Souza Ferraz. A constituição da docência nos cursos superiores de tecnologia: Implicações do discurso pedagógico oficial *In*: ANAIS DA 35ª REUNIÃO ANUAL DA ANPED, 35., 2012, Porto de Galinhas, PE. **Anais do...** Porto de Galinhas, PE: ANPED, 2012.

OLIVEIRA, Valeska Maria Fortes de. Docência Universitária e o Ensino Superior: Análise de uma experiência formadora. *In: ANAIS DA 34ª REUNIÃO ANUAL DA ANPED*, 34., 2011, Natal, RN, 2011. **Anais do...** Natal, RN: ANPED, 2011.

ORO, Maria Consoladora Parisotto; BASTOS, Carmen Célia Barradas Correia. Formação pedagógica para docência universitária: estudo das condições de cursos bacharelados de uma ies pública. *In: IX Seminário ANPED Sul*, 9., 2012, Caxias do Sul, RS, 2012. **Anais do...** Caxias do Sul, RS: ANPED Sul, 2012.

PASCHOALINO, Jussara Bueno de Queiroz. Formação de Professores: Romper com o silenciamento e construir novos entinemas. *In: ANAIS DA 33ª REUNIÃO ANUAL DA ANPED*, 33., 2010, Caxambu, MG. **Anais do...** Caxambu: MG, 2010.

PIVETTA, Hedioneia Maria Foletto. Reuniões pedagógicas como espaço de reflexão e construção da docência superior: Discutindo concepções de formação e docência. *In: ANAIS DA 32ª REUNIÃO ANUAL DA ANPED*, 32., 2009, Caxambu, MG, 2009. **Anais do...** Caxambu, MG: ANPED, 2009.

POWAZUK, Ana Carla Hollweg; BOLZAN, Doris Pires Vargas. Atividades de Produção da Docência: A Professoralidade Universitária. *In: ANAIS DA 34ª REUNIÃO ANUAL DA ANPED*, 34., 2011, Natal, RN, 2011. **Anais do...** Natal, RN: ANPED, 2011.

RIVAS, Noeli Prestes Padilha; CONTE, Karina de Melo. A Formação Pedagógica do Docente para a Educação Superior: Delineando Caminhos e Aproximações. *In: ANAIS DA 31ª REUNIÃO ANUAL DA ANPED*, 31., 2008, Caxambu, MG. **Anais do...** Caxambu, MG: ANPED, 2008.

ROCHA, Áurea Maria Costa; AGUIAR, Maria da Conceição Carrilho. Aprender a Ensinar, Construir Identidade e Profissionalidade Docente no Contexto da Universidade: Uma realidade. *In: ANAIS DA 35ª REUNIÃO ANUAL DA ANPED*, 35., 2012, Porto de Galinhas, PE. **Anais do...** Porto de Galinhas, PE: ANPED, 2012.

SALES, Mônia Patricia da Silva. Representações sociais de docência no ensino superior: o olhar dos licenciandos. *In: ANAIS DA 35ª REUNIÃO ANUAL DA ANPED*, 35., 2012, Porto de Galinhas, PE. **Anais do...** Porto de Galinhas, PE: ANPED, 2012.

SANTOS, Ezicléia Tavares. A formação dos professores para o uso das tecnologias digitais nos GT's: Formação de professores e educação e comunicação da ANPED – 2008-2008. *In: ANAIS DA 32ª REUNIÃO ANUAL DA ANPED*, 32., 2009, Caxambu, MG, 2009. **Anais do...** Caxambu, MG: ANPED, 2009.

SCARTEZINI, Raquel Antunes. Formação de Professores do Ensino Superior e Identidade Profissional Docente. *In: ANAIS DA 38ª REUNIÃO ANUAL DA ANPED*, 38., 2017, São Luiz, MA, 2017. **Anais do...** São Luiz, MA: ANPED, 2017.

SILVA, Maria Aparecida de Souza. Processos Constitutivos da Formação Docente no Ensino Superior: Um Estudo de Diferentes Dimensões da Formação do Professor. *In: ANAIS DA 31ª REUNIÃO ANUAL DA ANPED*, 31., 2008, Caxambu, MG, 2008. **Anais do...** Caxambu, MG: ANPED, 2008.

TARDIF, M. Saberes profissionais dos professores e conhecimentos universitários. Elementos para uma epistemologia da prática profissional dos professores e suas conseqüências em relação à formação para o magistério. **Revista Brasileira de Educação**, n. 13, p. 5-24, jan./fev./mar./abr., 2000.

VASCONCELOS, Maria Lúcia M. Carvalho. Contribuindo para a formação de professores universitários: relatos de experiências. *In*: MASETTO, Marcos (Org.). **Docência na Universidade**. Campinas, SP: Papyrus, 1998. p. 77-94.