

**FORMAÇÃO CONTINUADA DE PROFESSORES E EDUCAÇÃO INCLUSIVA:
OS SABERES FAZERES DOCENTES EM DIÁLOGO COM A EXTENSÃO
UNIVERSITÁRIA**

**FORMACIÓN CONTINUADA DE PROFESOR Y EDUCACIÓN INCLUSIVA:
LOS SABERES FACERES DOCENTES EN DIÁLOGO CON LA EXTENSIÓN
UNIVERSITARIA**

**CONTINUED PROFESSOR TRAINING AND INCLUSIVE EDUCATION: THE
TEACHERS KNOW-HOW IN DIALOGUE WITH THE UNIVERSITY EXTENSION**

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RESUMO: Pensar a formação de professores tanto inicial quanto continuada constitui um desafio a ser enfrentado pelas instituições de formação docente. Este artigo apresenta o relato de experiência de uma parceria entre dois núcleos de pesquisa de uma Faculdade de Educação que se uniram e se mobilizaram a partir da inquietação causada pelo desconhecimento de alunos das licenciaturas e professores da educação básica frente a educação de pessoas com necessidades educativas especiais. Foi então proposto um projeto de extensão universitária teve como metodologia de trabalho a proposta da aprendizagem cooperativa, e, como prática de ensinar-aprendendo um movimento de encontros e estudo coletivos configurando rodas de conversa. Que as instituições de formação inicial se encontram diante de um grande desafio, a formação e professores para uma educação realmente inclusiva, é fato. Mas é fato também que, se considerarmos que a formação continuada é, também, compromisso destas instituições, os *espaços tempos* de extensão universitária podem e devem se constituir em um laboratório no qual aprendemos a aprender em cooperação, aprendemos a ser em cooperação, aprendemos a educação cooperativa, construindo um outro modo de ser e estar no mundo e com o mundo.

PALAVRAS-CHAVE: Extensão universitária. Educação inclusiva. Aprendizagem cooperativa. Rodas de conversa.

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RESUMEN: *Pensar la formación de profesores tanto inicial y continuada constituye un desafío a ser enfrentado por las instituciones de formación docente. Este artículo presenta la experiencia de una asociación entre dos núcleos de investigación de una Facultad de Educación que se unieron y se movilizaron a partir de la inquietud causada por el desconocimiento de alumnos de las licenciaturas y profesores de la educación básica frente a la educación de personas con necesidades educativas especiales. Fue entonces propuesto un proyecto de extensión universitaria tuvo como metodología de trabajo la propuesta del aprendizaje cooperativo, y, como práctica de enseñar-aprendiendo un movimiento de encuentros y estudio colectivos configurando ruedas de conversación. Que las instituciones de formación inicial se encuentran ante un gran desafío, la formación y los profesores para una educación realmente inclusiva, es un hecho. Pero es un hecho que, si consideramos que la formación continuada es también compromiso de estas instituciones, los espacios de extensión universitaria pueden y deben constituirse en un laboratorio en el que aprendemos a aprender en cooperación, aprendemos a ser en cooperación, aprendemos la educación cooperativa, construyendo otro modo de ser y estar en el mundo y con el mundo.*

PALABRAS CLAVE: *Extensión universitaria. Educación inclusiva. Aprendizaje cooperativo. Ruedas de conversación.*

ABSTRACT: *Thinking about teacher's formation processes is a real challenge to be faced by institutions. This article presents the experience of a partnership between two research groups of a Faculty of education that have joined efforts, after the professors realized the challenges faced by the lack of knowledge of both students and school teachers, concerning education of people with special needs. It was therefore proposed a university extension program, which consisted of a cooperative learning proposal and a collective learning-teaching study method, consisting of group talks. It is a given fact that institutions of basic education face a real challenge, concerning an inclusive education. But it is also a fact that, when we consider that continued education is also responsibility of these institutions, the space time frames of university extension could and should consist of a laboratory in which we should learn to cooperate, learn to be in cooperation and learn how cooperative education can teach us another way of being in the world.*

KEYWORDS: *University extension. Inclusive education. Cooperative learning. Group talks.*

Presentation

Thinking about teacher education has historically been the main objective of undergraduate teaching courses, especially the Faculties of Education. Such a situation is no different at our University. Which teacher do we want to train? The answer to this question, from a theoretical point of view, has already been given to us by those who preceded us in research on the subject. Terms such as “research teacher”, “reflective teacher”, “inclusive teacher” and many others populate texts and discourses related to teacher education in different parts of the world.

With Zeichner and Liston (1996), Nóvoa (1991; 1999; 2007), Alarcão (1996) and Freire (1996) we believe that, from the perspective of school inclusion, thinking about teacher education needs to go beyond the walls of universities, bringing ever more to the context of the formation the everyday lived and practiced in the school spaces. Training teachers nowadays demands from us, teacher educators, commitment to the social reality in which we are inserted.

The reflective teacher is the one who daily exercises his praxis, transforming his doing, his knowledge, his being in function of the challenges that are posed for education and school today. Speaking of challenges, one of those who has mobilized educators in their teaching concerns is the inclusion of students with disabilities and other special educational needs (SEN) in mainstream schools. Since the 1990s we have been following a growing movement both in the field of public policy and in the field of pedagogical practice by building inclusive schools. School inclusion or inclusive education has become a very relevant field of knowledge in the context of education research. In this field, research on teacher education from the perspective of inclusive education has gained emphasis (ANTUNES; GLAT, 2011; GLAT; PLETSCHE, 2010; MENDES, 2009).

Such research has shown that the precarious training/qualification of education professionals to deal with differences has been a barrier to the successful inclusion of students with disabilities and other special educational needs in mainstream schools (ANTUNES; GLAT, 2011). One question that arises in terms of teacher education in the context of inclusive school refers to the training model that is the most appropriate one.

It is with Bueno (1999; 2001) that we put ourselves in dialogue when he proposes the formation of two types of professionals: i) the so-called “generalist teachers”, who would have the responsibility of teaching in the regular classes and would have a minimum training to work with the students diversity ii) the so-called “specialist teachers”, trained to deal with different special educational needs and, in turn, responsible for providing support, guidance and training to regular teachers or acting directly with students in specialized educational care. Therefore, we understand that in the context of inclusive school these subjects need to work collaboratively (CAPELLINI; MENDES, 2007) so that students, regardless of their limitations, can benefit from the full right to education.

Considering the need to discuss the formation of teachers from the perspective of inclusive education, we proposed to reflect on the continuing education of teachers who work in the elementary school to face what the National Curriculum Guidelines (DCN, Portuguese initials) advocate for the courses of Teaching degrees and Pedagogy (BRASIL, 2015). The undergraduate curricula of higher education institutions in Brazil, despite the minimum

workload and the relationship with practice as a formative component, have little focus on the theme of school inclusion. With the exception of the LIBRAS (Brazilian Sign Language, Portuguese initials) subject, which is compulsory for all undergraduate courses, special education, inclusive education, education and differences and such subjects are either not present in the curriculum, or appear as elective or optional subjects. The result is that many teachers finish their graduation without having even heard about the education of students with disabilities and other special educational needs.

In a study by the Carlos Chagas Institute, Gatti and Nunes (2009) conducted a research on teacher training in teaching degrees in Pedagogy, Portuguese Language, Mathematics and Biological Sciences. Among the results found by the authors, we highlight the fragmentary characteristic of training, through curricula that present a large set of disciplines quite dispersed and the disarticulation between theory and practice. Such limits of the initial formation of teachers makes us think about the challenges and difficulties that some researches (MICHELS, 2004; DENARI, 2006) have revealed regarding the teaching practice of professionals who work directly or indirectly with students who have special educational needs.

Therefore, thinking about the continuing education of these professionals who are already working in schools is one of the commitments of the educational institutions.

Even with all attempts to improve teacher education in the country, our needs seem never to be met. Diagnostics of practices that do not meet the school and the needs of students and teachers, reports of "mistreatment" with education. Complaints based on the "discourse of absence" plague not only the daily life of basic education, but also in higher education, especially in undergraduate courses. What to do in the face of such a situation? Would there be an undiscovered solution? What knowledge-producing laboratory could tell us the formula for "treating" such malady?

We do not claim here to be the "scientists" to "solve the case", nor the "alchemists" to build the "formula". However, from our understanding that educational processes and knowledge do not exist by themselves, but only in the encounter between human beings, permeated by their needs and their willingness to *know-how*, and, as we see in the spaces times of extension to the possibility of this meeting is that we have dedicated ourselves to thinking, problematizing and doing university extension.

As a work methodology, we bet on the proposal of cooperative learning (SCHERER, 2006; CORBELLINE, 2015). And as a practice of teaching-learning a movement of encounters and collective study configuring the wheels of conversation (FIGUEIRÉDO; QUEIROZ, 2012; MELO; CRUZ, 2014; MELO *et al.*, 2016). This is how, in our view, this partnership, called

university extension, is being formed between teachers from two UFJF Research Centers and teachers of elementary schools in Juiz de Fora and the region.

Cooperative learning and teaching by learning: meeting between teachers and teachers

We find in the Law of Guidelines and Bases of National Education - LDB no. 9,394 of December 20, 1996 (BRASIL, 1996), Title VI, reference to a teacher education in which there is a solid basic education. In addition to initial training, the law signals the possibility of continuing education. In the field of public policies, the National Education Plan (2014-2024) (BRASIL, 2014) provides in its goal 16 provides all basic education professionals with continuing education in their area, considering the needs, demands and contextualization of education systems. Here is a first question: when we talk about continuing education of teachers in Brazil, we are talking about a possibility, which is configured as something more or a need, in order to supply what was not done?

According to Gatti (2008), the initial formation of teachers, that is, the undergraduate courses have been revealed with great weaknesses in fulfilling their formative role. This situation has led to a proposition and unbridled search for other courses, which are configured as continuing education.

In Freitas (2002) we find references to an idea of continuing education seen as a broad proposal that would provide new reflections on professional action and on the means to develop and improve pedagogical work. This training would take place as a permanent process of knowledge building and professional development, articulated with the initial formation, working conditions, professional career and salaries. And yet, perhaps what is of most interest here, this training would be a duty of the state to education and a right of the professionals who work in it. However, the author points out that, unlike this idea, what has happened is a reversal of the proposition, because public policies aimed at this end have created a scenario in which continuing education is an individual obligation of each teacher, who is responsible for improving their training. In this context, continuing formation is no longer part of a policy of valorization of the teaching profession and becomes a threat to those who do not adhere to it.

Coupled with the belief that the initial training course did not meet their professional needs, teachers have been pressured to continue investing in their training, as highlighted by Garcia and Anadon (2009):

Amid discourses that strongly disqualified teachers, blaming them for the failure and inadequacy of the public school, were also expanded the

requirements related to the qualification of teachers, such as the requirement for a teaching degree course and inclusion in programs of continuing education, impelling them to assume new roles, such as students in vocational courses (GARCIA; ANADON, 2009, p. 69).⁴

Santos (2004) draws attention to the “competence policy” that has set the tone for continuing education public policies, creating a scenario of individual teacher accountability in relation to its improvement, triggering the race for courses and more courses. Quantity here is now understood as a synonym for quality.

According to Gatti (2008), the emergence of so many types of training is based on the challenges and difficulties posed to education systems, announced and faced by managers, teachers, found and analyzed by different researches. Among these challenges is the reception, in regular schools, of children and adolescents with special educational needs.

The struggle to enforce the right of people with SEN to schooling in mainstream schools is not sustained by a substantial change in teacher training courses in response to the demand for the production of theoretical and practical knowledge in relation to it. Also, here, the continuing education courses that deal with the theme acquire the character of compensatory program, which Gatti (2008) tells us about.

This is a less encouraging scenario when we think of university extension. This is because, when it comes to teacher training, it has also been configured as a “compensatory program” for the gaps left in the curricula and programs of undergraduate courses. Are we bound to always do the same? Just make up, fill in gaps, or could we have a path that would lead us to other horizons?

When looking for another way to do, we find in Nóvoa (1992) the invitation to think of the teacher not only as a professional to be trained, but above all a person in formation. To think of the teacher not only as one who appropriates ready-made knowledge, but is also a producer of knowledge. In this sense, the author points to the possibility and necessity of creating networks of participatory (self)formation, because according to the author, “the exchange of experiences and the sharing of knowledge consolidate spaces of mutual formation, in which each teacher is called play at the same time the role of trainer and trainee” (NÓVOA, 1992, p. 14).

⁴ Em meio a discursos que desqualificavam e desautorizavam fortemente os professores, responsabilizando-os pelo fracasso e pela inadequação da escola pública, ampliaram-se também as exigências relativas à qualificação dos docentes, como a exigência de titulação em cursos de licenciatura e a inclusão em programas de formação continuada, impelindo-os a assumir novos papéis, como o de estudantes em cursos de habilitação profissional (GARCIA; ANADON, 2009, p. 69).

It is in the direction pointed by Nóvoa (1992), of participatory formation that this university extension project was developed in two movements, one in 2016 and the other in 2017. This project was based on the issue of the education of people with disabilities aimed at providing a space for the production of knowledge, the exchange of *know-how*.

We consider that an ideal would be for these meetings to be genuinely consolidated in the daily life of schools, which is not yet a reality. So we choose to work with the possible, which is within our reach. We chose to work to ensure that this extension project was not just another line in the teachers' lattes curriculum, but could actually constitute a *timespace* for exchanges of experience, development and learning.

It is with this ideal that we proposed as a working methodology the cooperative learning (SCHERER, 2006; CORBELLINE, 2015). And as a practice of teaching learning a movement of meetings and collective study configuring the wheels of conversation (FIGUEIRÉDO; QUEIROZ, 2012; MELO; CRUZ, 2014; MELO *et al.*, 2016).

To think of cooperation as a working methodology is to think that each and every one of the participants is important in building new knowledge. Cooperation as a form of work implies considering autonomy, freedom of thought, morality and politics, considering that it is in the interaction and coordination of different points of view that cooperative learning becomes possible. Here, the coordination of actions of the different participants provokes the exchange of thoughts, conceptions, knowledge and doings, allowing new constructions in a coherent whole. However, learning cooperatively is neither easy nor free from conflict of various kinds. Scherer (2006, p. 2) explains that:

Cooperative learning is generated by cooperative actions, which require coordination, sometimes easier, sometimes more difficult, originating from a cooperative action in a group, based on equal propositions, when one corresponds to the other; different propositions, which require agreement between those involved in the search for a common statement that justifies the difference between the points of view; and we can still have complementary propositions.⁵

It is the attention to the different propositions that will allow each one in time to review their conceptions, their knowledge and their doing. It is clear that cooperation is linked to the interaction between learners and requires bonds and affective reciprocity and mutual respect,

⁵ A aprendizagem cooperativa é gerada por ações de cooperação, que exigem coordenações, algumas vezes mais fáceis, outras vezes mais difíceis, se originando de uma ação de cooperação em um grupo, a partir de proposições iguais, quando uma corresponde à outra; proposições diferentes, que necessitam de um acordo entre os envolvidos na busca de uma afirmação comum, que justifique a diferença entre os pontos de vista; e ainda podemos ter proposições complementares.

for this, the need for interaction between them must be considered. Such movement enables the change of the subject and the group as a whole, forming, at each encounter, a new system of interactions. For Corbellini (2015, p. 66), it is the “interaction between peers, which culminates in the possibility of differentiating oneself from the other, decentralizing, also, in a sense of mutual respect”.

During the meetings we sought that, from the interaction between the participants, the different conceptions and concepts about school inclusion practices were made visible, so that the interaction between them could create other conceptions, concepts and practices. In other words, that the awareness (PIAGET, 1974) about their own conceptions and practices, could favor the participants to evaluate for themselves, the need of other knowledge and/or practices in their daily school life.

The ideal here is to overcome the discourses of lack, not knowing, not being “prepared”, and taking up the challenge of placing oneself, autonomously, in the education movement of people with disabilities and or other special educational needs. Understanding autonomy as being the ability to “coordinate the various factors of a process for the truest decision for all involved” (CORBELLINI, 2015, p. 65). The autonomous teacher considers, by his own decision, the needs and potentialities of the student beyond his own. It considers the well-being for the student's learning, besides the one that is necessary for teaching, because he understands that the teaching-learning relationship is part of the same process.

Regarding the choice of the conversation wheel as a teaching-learning practice, it was due to our understanding, as Melo and Cruz (2014) that more than a research technique, the conversation wheels can open “space for the school subjects to establish a space for dialogue and interaction, broadening their perceptions about themselves and about the other in daily school life” (p. 02).

This form of work allows participants not only to collectively express their impressions, concepts and opinions on the issue at hand, but also to reflectively think about the manifestations of other participants. Here, the possibility of cooperative learning is enhanced by exchanges not only information, but also *know-how*. The informal atmosphere of a conversation, without charge, without systematic evaluations, allows the creation of an interactional *timespace* for the construction of new concepts and values that can propel the participant to changes of attitudes deemed necessary.

This understanding is shared by Melo *et al.* (2016, p. 302) in saying that “Dialogue functioned as a didactic resource and also as a real instrument (tool) to bring out divergent opinions”. For the authors, the pedagogical arrangement of the wheel allows to problematize

reality, revise concepts, deconstruct false beliefs and also raise awareness about the situation itself.

The shared thinking favored in the conversation wheels contributes to the (re) meaning of the events, the attitudes adopted by the teachers until that moment and the creation of perspectives of new actions. Here, too, there are coordinators who can even choose a theme, visualize objectives, set the duration of the meeting, however, they do not assume the role of who dictates who, when and how to speak; nor give the final word between "right" and "wrong", between "best" and "worst". Your role is to be an attentive partner, bringing information, problematization and even helping other participants overcome their fears and obstacles in a situation and group. (FIGUEIRÉDO; QUEIROZ, 2012)

The conversation circle is constituted in a democratic way, favoring the participants' awareness of their concepts and beliefs in relation to people with disabilities, and in relation to their pedagogical performance in daily school life. It must be, above all, a *timespace* for exchanges between partners, in a cooperative learning process and no longer the hierarchy of those who teach for those who learn, or a course for teachers, but with teachers, in partnership, in collective construction and cooperative, with mutual recognition, trust and respect for the knowledge of each and every one.

University extension: invitation to the teachers meeting

The Federal Constitution provides in its article 207, the principle of inseparability between research, teaching and extension at the University, which then constitute pillars in the work developed.

As teachers of the Faculty of Education/UFJF we detected the need to organize a work proposal, taking into account daily observations in the classroom and dialogues with representatives of elementary schools, which revealed a demand for *timespaces* that would allow discussions about the school process of inclusion of students with disabilities.

United by this same concern, two Nuclei of the Faculty of Education have been engaged in cooperative actions: The Nucleus of Studies and Research in Education and Diversity (NEPED, Portuguese initials) and the Nucleus of Social Studies of Knowledge and Education (NESCE, Portuguese initials).

The birth of these Nuclei happens from the 1990s, as an effort to overcome a model of organization, which often represented fragmentation of teaching work. The Nuclei group different teachers, with their research groups, formed by undergraduate and graduate students,

as well as teachers of basic education. Among the objectives of the Núclei, we can highlight the integration of the Brazilian reality with schools and the community in general, through research, teaching and extension, consolidated in various actions, articulating spaces, times and social actors.

The uneasiness caused by the lack of knowledge of undergraduate students and teachers of basic education in the face of inclusive education, mobilized us and after much talking, thinking and reflecting, we chose to organize a project involving, at first, "Wheels of Conversations" that aimed to (re) signify the concept of school inclusion. There were four meetings held from September to December 2016, attended by undergraduate students of various degrees and teachers of basic education. Among all the issues raised by the issue, there was still much discomfort regarding the education of people with disabilities and other special educational needs.

These meetings, mediated by a teacher with more in-depth studies on the subject at hand, made room for participants to make contributions: teachers revealing much of what they have been experiencing in the elementary schools about the inclusion movement and what they have learned from this movement; Undergraduate students are surprised that this discussion is not present in their initial training courses.

It was an extremely rich experience, because it made it possible to know a little about the teaching daily life and its knowledge and doing, breaking with a normative and moralizing vision of teaching, which according to Tardif and Lessard (2007, p.36) is interested "above all for what teachers should or should not do, leaving aside what they really are and do". At the same time, it allowed undergraduate students to enter schools through teachers' narratives.

With the richness of this moment of exchange, and from the request for continuity of the meetings, we organized an extension course "**Knowings and Doings in School Inclusion: conversations with/of educators**", held from August to December 2017 and which had as objectives: 1) problematize the concepts of difference, diversity, inclusion and inclusive education; 2) contribute to the initial and continuing formation of teachers; 3) enrich the formation of students of UFJF undergraduate courses, putting the discussion on education and diversity on the agenda; 4) to equip participants for an inclusive approach to diversity, seeking to break with the attitudinal barriers that prevent a more solidary and human coexistence; 5) create a space for dialogue with the external community around issues pertaining to the field of education and differences.

The free extension course was broadcast via social networks, and its search surprised us. The 60 vacancies offered were filled by teachers of basic education and undergraduate

students, in less than 24 hours, highlighting that the first enrolled, made their registration at zero hour of the day scheduled for the start of enrollment.

To register, it was necessary to fill out a form, in which the candidate, besides presenting personal data, spoke about his motivations to participate in the course. A large number of basic education teachers highlighted the desire to acquire knowledge, to qualify to deal with inclusion in schools; and from undergraduates who did not want to be surprised at not knowing when they receive a student with a disability in their classrooms.

During the meetings, no distinction was made between primary school teachers and undergraduate students. Everyone had something to contribute, questions to ask, alternatives to present. Great interest has been shown in understanding biological issues linked to various disability frameworks. They requested clarifications on laws, regulations and public policies on school inclusion. Undoubtedly, however, the richest movements were exchanges: exchanges of theoretical knowledge, exchanges of knowledge and daily pedagogical practices that were being developed. Expressions such as “how I did it”, “how you do it”, “it can be otherwise”, “I haven't done it yet”, “I'm trying it” were unique mediators in our meetings, setting up a sharing environment, cooperative teaching and learning among participants.

In one of the meetings, the mediator professor responsible for the discussion was deaf. In our assessment there was evidence that this was a very important moment: a deaf teacher, interpreters, sign language, interpretation for listeners, inverted roles, listeners needed interpreters. This practice received several positive comments, one of the teachers of basic education even said “we seem to hear the teacher!”

Another remarkable point was the presence of a professor at the School of Medicine, a psychiatrist, who told us about the constitution of Attention Deficit Disorder and Hyperactivity Disorder. Many revealed their ignorance and claimed that they often thought it was the child's "ruse", "laziness" or "rebelliousness". Also, the presentation of materials, made by the teacher herself, for interaction and pedagogical mediation with her autistic student.

The desire to take the course and the strong presence of questions in the meetings reinforced Mantoan's (2003) statement about the fact that the inclusion process has caused the need for the school to create new models of organization that favor the learning of all. The teachers then search the course for clues to help them in this process.

The belief that education is an important instrument to qualify teachers for their new demands, seems to not be only from the teachers, but also reflected in legal documents such as the National Education Plan. This document in its goal 4, which deals with Special/Inclusive Education, presents among its strategies, the need to include theoretical references specific to

the theme, in undergraduate courses, and in other teacher training courses, as well as in postgraduation courses (Goal 4.16).

It is important to resume what has already been said before, as Gatti (2008), teachers often seek in specialization courses to overcome shortcomings of a fragile initial training process. However, it is necessary to recognize that in addition to overcoming possible failures, moments of continuing education can constitute rich opportunities for exchange, which recognize the teacher as a producer of knowledge, from his teaching practice.

In the development of such moments of formation, the University plays a relevant role, since, as stated by UNESCO (1998),

The recognition given by society to the intellectual authority of higher education institutions, according to the Declaration, is closely associated with their ability to express themselves on ethical, cultural and social issues completely independently and with full awareness of their responsibilities (UNESCO, 1998, n.p.).⁶

Among the University's responsibilities, we highlight two of those presented in the 21st Century World Declaration on Higher Education (1998):

c) promote, generate and disseminate knowledge through research and, as part of its outreach to the community, provide relevant advice to assist societies in their cultural, social and economic development, promoting and developing scientific and technological research, as well as academic studies in the social and human sciences, and creative activity in the arts;
f) Contribute to the development and improvement of education at all levels, in particular through the training of teaching staff (UNESCO, 1998, Art. 1, c and f, our highlights).⁷

In the excerpts from the document, the extension as a form of interconnection between the University and the community, for the dissemination of knowledge, at the same time, highlights the commitment of this institution to the improvement of education, emphasizing the teacher education.

We believe that the extension courses organized by the Faculty of Education, through its Centers, are a way of fulfilling the University's commitments to improve education and the

⁶ O reconhecimento dado pela sociedade à autoridade intelectual das instituições de educação superior, conforme a Declaração, está intimamente associado à sua capacidade de se expressar sobre os problemas éticos, culturais e sociais de forma completamente independente e com plena consciência das suas responsabilidades (UNESCO, 1998, n.p.)

⁷ c) promover, gerar e difundir conhecimentos por meio da pesquisa e, como parte de **sua atividade de extensão** à comunidade, oferecer assessorias relevantes para ajudar as sociedades em seu desenvolvimento cultural, social e econômico, promovendo e desenvolvendo a pesquisa científica e tecnológica, assim como os estudos acadêmicos nas ciências sociais e humanas, e a atividade criativa nas artes; [...] f) contribuir para o desenvolvimento e melhoria da educação em todos os níveis, **em particular por meio da capacitação de pessoal docente**. (UNESCO, 1998, art. 1º, alíneas c e f, grifos nossos)

dissemination of knowledge, from the moment it involves several basic education professionals to reflect on the implications of school inclusion.

However, considering Mantoan's (2003) warning that teachers do not learn in the “void”, we opted for the conversation wheel, in order to develop a proposal that would allow teachers to present materials, experiences, talk about their students, their yearnings, their fears, their achievements, since many studies (FONTANA, 2003; BRITO, 2009; MARTINS, 2014) have indicated the need for teachers to have these moments of exchange. Arroyo (2004) highlights the time, as one of the current teaching claims, for conducting study and collective management; and participation in the extension proposal meant for many an important moment of study.

The evaluation of the extension course meetings was very positive and motivated the Faculty of Education to create a *Lato sensu* Specialization course, offered in partnership with the Open University of Brazil (UAB). Here, the demand has also far exceeded the number of vacancies offered. This course began its activities in December 2017, with a proposal for interdisciplinary education, seeking to create *timespaces* for interconnection between different disciplines, exchange of experiences and collective reflections, involving students, tutors, teachers. Exchanges during the extension courses, and now in the Specialization course, have led to the need to (re) think about teaching, (re) think about different forms of organization of the virtual learning space, aiming to guarantee the exchange between knowledge produced by teachers, tutors and students from their *know-how*.

Training for teachers or with teachers?

The situation of initial teacher education courses, as pointed out by Gatti (2008) and resumed here, presents weaknesses, which resonate both in training and in professional practice. The question we ask ourselves in these final reflections is around the demand for the multiplicity of knowledge to be considered in teacher education, both initial and continuing. Although not the ideal situation, due to the often assumed compensatory nature, we believe that the continuing education courses, especially those that take the university extension modality, can be an important space for teacher education. This is because, as the experience described here, enables the meeting of researchers and teachers who are already working in the classroom, both basic education and higher education, with students who are still in the process of initial formation.

It is a fact that there is a fragmentation in the organization of curriculum proposals, as well as in the organization of practices and thematic discussions. These fragmentations reverberate into weaknesses, which lead us to question: whether what is in focus is the human being and his processes of becoming human, or fragmented content that, under the enthusiasm of his advocates, needs to be taught?

And if we were able to think, operationalize and live a process of formation with teachers, in which the main theme was not a theme, for example special education, inclusive education, but the meeting of the human being learning and unfinished with the knowledge (theoretical and practical) necessary to its coming and going, constituting itself as an interactive subject with the world and in the world?

What if we were able to move from the pedestal of the arrogance of knowledge as a form of power and put ourselves, all of us, university teachers, elementary school teachers, education technicians, as walkers on the same path, to build a better world to live in?

Among the many learnings that university extension courses have provided us, perhaps this is one that most sensitizes our know-how: knowledge does not pre-exist when being a learner, but is built on the meeting between the need to know and do. This understanding, in a way, helps us understand the weaknesses of initial teacher education courses. At that time, this knowledge was not a necessity for future teachers or even significant. However, now, in everyday school practice, they feel the need and seek for it.

That institutions of initial formation are facing a great challenge, the formation of teachers for a truly inclusive education, is a fact. But it is a fact that, if we consider that continuing education is also a commitment of these institutions, the university extension space can and should be a great laboratory in which we learn to learn in cooperation, we learn to be in cooperation, we learn the cooperative education, building another way of being in the world and with the world.

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