

PROPOSIONAL COURSES OF TEACHER EDUCATION: ISSUES AND CHALLENGES

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Abstract

The research focuses on the reformulation of undergraduate courses in universities in the state of Paraná, Brazil. The research problem arises in the context of reformulations in the courses of teacher formation, the undergraduate courses encouraged by the demands of current educational policies for these courses, with the following questions: What changes to current policies of teacher education were produced in the organization of undergraduate courses? The overall objective was to analyze the reformulations of the undergraduate courses in relation to established priorities and the implications to the professional development of teachers indicating the tensions caused in this process and to indicate alternatives that contribute to the improvement of basic teacher education. The methodology of the study considers the assumptions of the theory as practice of expression, performs the analysis of educational legislation, organization of curriculum matrices of undergraduate courses at universities in the State of Paraná and includes interviews with coordinators and teachers from the course. Results show that the courses differ in the composition of the curriculum matrices in each of the institutions examined, as for example: the organization of the curriculum regarding the disciplines that are part of it; sorting the disciplines; the number of hours of each discipline; the design of the training process; the apprenticeship supervision processes. This means that the tensions and priorities generated at each university in the constitution of the identity of the undergraduate courses are disparate from the proceedings in which these courses are instituted because of the institutional clashes priorities. The performed reformulations extend the amount of teaching time for teaching practice, starting from the first year of the course, in the form of professional practice and in the final years the completion of supervised practice. However, the university remains far removed from the elementary school, the academic disciplines do not articulate these practices. It is noteworthy that the undergraduate courses in Brazil have been the subject of debates and proposals, since the 1.980s.

Key words: teacher education, undergraduate courses, professional development.

Introduction

The research done focuses on the reformulation of teaching courses held in public and private universities located in southern Brazil. The purpose of this investigation was to analyze the reformulation of the undergraduate courses in relation to established priorities and the implications with the professional development of teachers indicating the tensions originated in this process as well as to indicate alternatives which contribute to the improvement of teacher education.

The article is the result of research which aims at examining teacher education in undergraduate courses. It focuses on teaching, professional practice and apprenticeship in the reformulation of the projects in the undergraduate courses upon the new guidelines proposed by Resolutions nº 1 and 2 of 2.002, from the National Council of Education, Ministry of Education, Brazil.

Indeed, the policies of education in Brazil, and the structure and curriculum of higher

education which train teachers are defined by federal agencies and are crucial for all universities. Since the creation of the first courses in high school called “normal” which formed the primary school teacher in 1.835 and later with the creation of courses for postsecondary teachers’ formation in 1.934, the organization and evaluation of these courses is defined by the Ministry of Education.

The organization of the curriculum when they were created, were based on the teacher formation model known as scheme 3+1, which consists in organizing a bachelor’s degree lasting three years and after that plus one year of teacher formation. This curriculum still keeps unarticulated the specific knowledge from the pedagogical knowledge; it also keeps unarticulated the relationship theory and practice, as well as it has a different statute, undergraduate and bachelor. It is included in this process of dismantling the separation between the universities (forming institutions) and the schools (teacher’s workplace).

Research on the undergraduate programs, conducted in the 1.990’s corroborated the earlier criticism, indicating the persistence of a departmentalized university structure preventing collective discussions to overcome the existing dichotomies. They also emphasize, that the curricula of the undergraduate programs are linear, the pragmatic and immediate formation is valued, giving priority to formation rather than to “training”.

Upon this, a comprehensive reform of the courses was done, from 2.002 to 2.008, which motivated research to examine and analyze the changes that were made, especially on teacher formation. It was a comprehensive investigation, since most of the courses were examined in the universities in the state of Parana, located in the southern region of Brazil. For the study, the discipline proposals were analyzed and course coordinators and teachers were interviewed. This paper includes the results of this investigation which allows us to understand the changes made in teacher formation courses in Brazil, since the Resolutions which led to the changes are applied nationally.

Not even the institutional restructuring has allowed an organic articulation of the degree courses, in some cases they have reduced and restricted the inclusion of teachers in the pedagogical area in the definition of the degree courses, augmented by an expansion with lower costs, as Taffarel (1993) points, by the power struggles within the institutions Diniz-Pereira (2000). The curricula are linear, giving value to the pragmatic and immediate training, prioritizing training for “training”. Summary of the issues prepared by Pimenta (1993, p. 129) points that:

- a) training in specific areas has not been considered as part of teacher training process. Consequently, the Institutes have, in their curricula, separate teacher preparation and professional preparation in the specific area, concerned more with the latter and delegating the first to other bodies, not assuming it as their responsibility;
- b) consequently, teacher training has been under the sole responsibility of the Colleges of Education. This view brings with it a split between pedagogical training and the specific training in the area, when the desirable would be the articulation between them: educational formation, specific formation and professional practice formation.
- c) the educational disciplines are not mutually interconnected, so the education fundamentals are worked without establishing relationships with the didactic-methodological fundamentals, and still there is little relationship between these disciplines with the disciplines of practice and internship;
- d) often, the undergraduate courses have ignored the reality of the professional practice, losing sight of the social demands for the same.

The consolidation of this structure has turned these hybrid and disintegrated courses (GATTI 1997), resulting from the division into two training areas (the specific content and pedagogical content), organized in two stages (theoretical foundation and professional initiation done during internship), two training areas, the education institutions and professional work. Historically, in Brazil, teachers do not have a thorough education during their teacher formation. Besides, upon graduating, usually their job contracts are temporary and their salaries are quite low for their intense work.

In many institutions the bachelor degree courses are the first created, that is, they are the ones which allow the origin of the institutions, ensuring their sustainability and institutionalization, however as they are expanded they are being bequeathed to the background, and other courses of higher social prestige become more valued, both in the distribution of resources in the institutional budget as well as in the demand of students.

In addition, the learning of specific content by students does not get satisfactory results. This situation occurs mainly in the exact sciences area handicapping future professional activities of the undergraduate. The mastery of the specific content by the students, does not happen during the education course, either by the approach directed to the education of the bachelor's degree (BA), or by the own learning condition. Research has shown discouragement, disbelief in the expanding profession evasion. Teacher education programs are among the least disputed as shown by the indexes candidate / vacancy for college entrance exam (vestibular¹), the ones with the least institutional prestige as pointed out by Pereira (2000). Adding up, there is also the socio-economic condition of the students who need to work during their studies, but which is not always related to education. Census data confirm that the expansion of enrollment in the new education courses for teachers is more pronounced in isolated institutions, of a private administration, offering courses at night (Romanowski, 2003).

In the 1.990s, a new Law of Directives and Bases of National Education – LDBEN was approved and promulgated, LAW 9.394/96. The changes defined by this law, related to teacher education, include the requirement for graduation in college courses, degree courses, for teacher practice in elementary and middle schools².

Once the new law was approved, a long debate was established involving the Ministry of Education - MEC and the National Education Council - CNE, associations of researchers and institutions to establish new guidelines for teacher education courses. These guidelines were defined in accordance with Resolutions 1 and 2 of the CNE in 2002, and higher education institutions were responsible to reshape their courses.

Among the major changes in undergraduate courses, Resolution CNE/CP No. 1 indicates in its article 3 as guiding principles of teacher's preparation for professional practice:

I – competence as fundamental conception in course orientation;

II – coherence between the offered training and the expected practice of the future teacher;

III – research, as a focus in the teaching and learning process, since teaching requires, both to have the knowledge and to mobilize it for action, like to understand the process of knowledge construction.

These principles refer to a training process in close relation with the context in which the professional practice becomes effective. This became evident with the approval of Resolution CNE/CP No. 2 which deals with the minimum credit hours of the undergraduate teaching courses, as well as their distribution in theoretical lectures, practices, internships, and complementary activities which were defined as follows: Courses credit hours will be effected

1 *Vestibular* refers to the generic name of the selection process exam for the access to higher education, to which students with high school education are submitted.

2 Pre-school includes childhood education from 0 to 5 years old, elementary and middle school lasts 9 years and high-school lasts three years.

by the completion of at least 2800 (two thousand and eight hundred) hours, as follows: 400 hours of practice as a curricular component, experienced along the course; 400 hours of supervised curricular internship starting at the beginning of the second half of the course; 1.800 hours of classes of the curriculum contents of a scientific and cultural nature and 200 hours for other forms of academic-scientific-cultural activities.

Considering this, there is the following question: Which changes were introduced by the universities in their teacher education courses to address what was determined in Resolutions 1 and 2 of the CNE in 2002, in the period from 2002 to 2008? Therefore, the text contains results of this research with the aim of contributing to the understanding of the changes made in teacher education courses in Brazil, considering the Resolutions issued by the Ministry of Education that regulate such courses nationally. Thus, it is a contribution to the area and researchers of teacher education

Methodology of Research

The methodology performs the analysis of the educational legislation, organization of curriculum matrices of the undergraduate courses, includes interviews with coordinators and teachers of undergraduate courses. For the analysis, it considers the theory premises as an expression of practice; theory is the expression of a specific practice and not of any practice (Martins, 1996, Santos, 2001). In this paradigm, the practice is not driven by theory, but theory is going to express the practical action of the subjects. They are the modes of acting which will determine the thinking ways of human beings. "The theory thinks and understands the practice about things, not the thing. Hence, its only function is to indicate possible ways, never to govern the practice". (Bruno, 1989, p. 18). The base of knowledge is the practical action that men carry through social relations, by the institutions. The basic assumption is that "man does not reflect about the world, but he reflects his practice about the world. (Bernardo, 1977, p. 86). Thus "... knowledge is always knowledge of a practice, never the natural or social reality." (Santos, 1992, p. 29). These principles refer to a formation process in close relation with the context in which effective professional practice. These principles refer to a formation process in close relation with the context in which effective professional practice. The data were collected during 2008 and 2009, and they were taken as reference to the instruments used in the research "Dilemmas and Perspective for the Educational Innovation in Basic Education and Teacher Education (DIPIED)", coordinated by Professor Eduardo A. Terrazan (2004).

Institutions and Investigated Courses

The research was conducted in three³ public universities (free for the students and maintained by the government): Universidade Federal do Paraná - UFPR; Universidade Estadual de Maringá - UEM; Universidade Estadual de Ponta Grossa – UEPG; a private university (students pay a tuition): Universidade Tuiuti do Paraná – UTP; and a confessional university (linked to the catholic church; students pay a tuition): Pontifícia Universidade Católica do Paraná - PUCPR.

3 Universidade Estadual de Londrina – UEL was also contacted, but at the time this university had not done any reformulation in the undergraduate courses.

Thirty seven undergraduate courses were investigated. The courses examined are indicated as follow: (i) Portuguese-English Languages and Literature; Portuguese-Spanish Languages and Literature; Pedagogy⁴; Biology; Philosophy; Physical Education and Mathematics from ALFA⁵ (ii) Biology; Physical Education; History; Portuguese-Spanish Languages and Literature; Portuguese-English Languages and Literature and Mathematics of BETA; DELTA Visual Arts, Pedagogy, History, Portuguese/Spanish Languages and Literature, Portuguese/French Languages and Literature, Portuguese/English Languages and Literature, Music, Physics, Geography, Mathematics, Chemistry, Biological Sciences, Physical Education, Long-Distance Geography, Long-Distance History, Long Distance Portuguese/Spanish Languages and Literature; in EPSILON the Pedagogy courses, History, Portuguese/French Languages and Literature, Portuguese/English Languages and Literature, Music, Physics, Geography, Mathematics, Chemistry, Physical Education, Philosophy. The interviews involved seventeen course coordinators and ten teachers.

Data Collection

In the analyses, it was considered the curriculum composition around subjects and their workload, as well as the testimony of coordinators and teachers from undergraduate courses through interviews. For the data survey which were taken as reference to the instruments used in the research “Dilemmas and Perspective for the Educational Innovation in Basic Education and Teacher Education”, coordinated by Professor Eduardo A. Terrazan (2004), which analyze the curriculum proposals regarding the course’s total workload, the specific knowledge disciplines workload, educational disciplines, practice disciplines, internship disciplines, complementary disciplines; the workload percentages; the disciplines’ distribution per period. In Brazil, the courses do not adopt the credit system, they are of a series system, where students must attend the disciplines arranged per period.

The interviews involved seventeen course coordinators and ten teachers. In the sequence, the text expresses the synthesis of the results and the analyses performed on an interim basis. The series of interviews for coordinators and teachers contained the following questions:

Participant’s characterization: Formation: Work experience in the course: Experience in coordinating / teaching: Disciplines taught: Experience in elementary education:

- 1- Which changes were introduced to the course to meet the requirements of the current education legislation which regulates 800 hours of internship?
- 2 - How does the course develop the educational formation?
- 3 - What are the proposed practices? How about the internship?

4 6 The Pedagogy course is aimed at teacher education for early childhood education and for the five initial years of the elementary education. The remaining undergraduate courses are for the last four years of the elementary education and for the three years of high school, but these teachers can also teach in early childhood education and in the first four years of the elementary school.

5 For this work the investigated institutions are shown by Greek letters, since the group opted in not identifying the institutions in order to preserve the anonymity and secrecy of the information. For this, Greek letters were used. Care was also taken not to present the information in the same order in that the research is contextualized.

- 4 - How is the relationship established between the university and the schools in the internship field? How does the internship process happen?
- 5 - Does the course include teacher formation to work with students with special needs?
- 6 - Does the course include research training?
- 7 - What are the major difficulties found in the course?
- 9 - Comments on the course teaching practice.
- 10 - Is there an ongoing concern in the course about diversity formation? How?

Results of Research

The aspects which were considered in the analysis were directed to indicate: the constitution of the identity of the undergraduate courses in the institutions researched; the priorities in teacher education introduced in the composition of the curriculum matrix; and the appointment of new areas of teacher education as training for the inclusion. The examination of proposals for undergraduate courses divulged in the researched universities disclosed the following: the distribution of the specific disciplines and of the pedagogical disciplines; the workload for each field of training; the distribution of practices and supervised internships; and the offer of academic and cultural activities.

For the analyses, tables contained data from the curriculum from each participating institution. The tables are: Table 1 – Distribution of the general workload of disciplines per undergraduate course from Alfa institution; Table 2 – Distribution of the general workload of disciplines per undergraduate course from Beta institution; Table 3 – Distribution of the general workload of disciplines per undergraduate course from Delta institution; Table 4 – Distribution of the workload of professional practice disciplines and educational disciplines from Epsilon institution. One of the public institutions did not provide the course proposals for this survey; the research in these institutions only considered the interview data. The Tables were done according to the data access availability from each of the investigated institutions. Other Tables were done which refer to the discipline curriculum, but as they were not analyzed in this paper, they were not included.

The preliminary results of the investigation undertaken up to now indicate that the courses differ in the composition of the curriculum matrices in each of the institutions examined. This means that the tensions and priorities generated at each university in the constitution of the identity of the undergraduate programs are mixed: three universities established a general coordination to monitor and promote the redesign of undergraduate courses and three left the redrafting in charge of the collegiate course.

Alfa Institution – With more than fifty years of existence, it is private and confessional, offering undergraduate courses during the day – Philosophy, Biology, Physical Education and Pedagogy, and night courses, in the evening, from 7 P.M to 11 P.M., Liberal Arts Portuguese English, Portuguese Spanish, Philosophy, Pedagogy and Mathematics.

Table 1. Distribution of the general workload of disciplines per undergraduate course from Alfa institution.

Course	Practice	Internship	Academic Cultural Activities	Specific Discipline	Education Discipline	Total
Liberal Arts English	392	424	200	1.600	360	3.224
Pedagogy	126	360	100		1.800	3.206
Biology	414	396	200	1.600	360	3.026
Liberal Arts Spanish	432	414	200	1.600	360	3.026
Philosophy	414	306	200	1.600	360	3.206
Physical Education	396	414	200	1.800	216	3.206
Mathematics	381	234	200	1.600	360	3.206
Pedagogy	126	360	200	840	1.680	3.206

Font: research data obtained from CONSUN/ALFA resolutions which regulate the courses.

The curriculum organization of the undergraduate courses from one of the universities Alfa - Table 1 - has a higher workload of about 3.200 hours, 400 hours more than in the workload defined in Resolution No. 2, CNE/CP, 2.002. In this resolution the workload is of 2.800 hours. This larger number of class hours is due to the inclusion of institutional disciplines which are compulsory in all courses of this university. These disciplines aim to provide a humanistic and social welfare education.

The emphasis of the curricular proposals in this institution has the same logic of distribution in the fields of training in specific disciplines, around 60% of the workload; the pedagogical disciplines revolve around 12%, covering the disciplines of Foundations of Education, Organization and Management of School, Learning Fundamentals, Curriculum and Teaching Building Action and specific Teaching Methodology. The disciplines of professional practice add up to 400 hours, around 14% of the total course load. The internship also sums 400 hours. Thus, the practical disciplines make up almost 30% of the course load. This accentuated practice load may emphasize a training directed to practical rationality, focusing on know-how, an economic perspective devoid of political, critical and analytic education (Moraes, 2003).

The Pedagogy course – at Alfa University - presents a different workload considered the nature of the training disciplines. There are 126 hours of professional practice disciplines, 360 of internship, 200 hours of cultural-academic activities and the institutional disciplines. The pedagogical disciplines total 1.680 hours emphasizing the teaching methodological disciplines which total 840 hours.

Beta Institution – A private university with several courses; day: Physical Education; night courses: History, Biology, Liberal Arts Portuguese and English, Liberal Arts Portuguese and Spanish, Mathematics.

Table 2. Distribution of the general workload of disciplines per undergraduate course from Beta institution.

Courses	Specific formation	Educational formation	Internship	Academic Cultural Activities	Research	Interdisciplinary	Total
History	1.836	270	414	108	108	180	2.934
Physical Education	1.332	630	414	108	106	180	2.788
Portuguese and English Languages	1.548	432	432	216	54	90	2.790
Portuguese and Spanish Language	1.512	432	432	216	54	90	2.790
Mathematics	1.206	486	432	216	72	180	2.610

Font: research data obtained from the course proposals.

Beta University, a private institution, in Table 4, has a distribution with the following discipline characterization: the ones for research training, the ones specific for research, the ones for teacher education for working with students' special needs, the pedagogical ones, the cultural-academic activities, the ones for internship and the ones for interdisciplinary studies. It is pointed out that the curricular organization is not the same for the set of courses, even though the majority presents a workload of 2.800 hours.

The Biology course at Beta University has a total of 2.934 hours which are divided in 108h of training for research, 270h of pedagogical disciplines, 108h for the academic-cultural activities, 1.386h of specific ones, 414h of supervised internships, 166h of specific ones for research, 18h of disciplines for special needs and 180h of interdisciplinary studies.

The Physical Education course has a total of 2.788h among them there are 630h of pedagogical disciplines, 108h for the academic-cultural activities, 1.332h of specific ones, 414h of supervised internships, 106h of specific ones for research, 18h of disciplines for special needs and 180h of interdisciplinary studies.

For History at Beta University there are 536h of pedagogical disciplines, 216h for the academic-cultural activities, 1.386h of specific ones, 414h of supervised internships, 72h of specific ones for research and 90h of interdisciplinary studies.

In the Liberal Arts courses Portuguese-English it was founded 2.790h, distributed in 1.548h for specific disciplines, 432h of educational disciplines, 216h for academic cultural activities, 432h of supervised internships, 54h specifically for research, 18h. for special education and 90h of interdisciplinary studies. In the Liberal Arts course Portuguese-Spanish the specific disciplines total 1.512h, and the others have the same workload, which gives a grand total of 2.754h.

And finally, the Mathematics Course has a total workload of 2.610h, of which 1.206h are for specific disciplines, 486h of pedagogical ones, 216 for the academic-cultural activities, 432h of internships, 72h of specific ones for research, 18h. for special education and 180h of interdisciplinary studies and for specific ones.

Beta institution complies with what is determined in the resolutions about the undergraduate courses and maintains around 2.800h, being that some courses have a smaller workload which does not meet the determination of the law. It is highlighted the offer of a discipline directed to inclusive education with a restricted workload, but it allows to the

undergraduates to have contact with the question. It is also highlighted that in this institution the curriculum contemplates the offer of interdisciplinary disciplines, which configures a curricular innovation.

Delta is a public University, the oldest one, has a composition of the curricula of the undergraduate courses indicating Visual Arts, Pedagogy, History, Languages and Literature, Music, Biology, Physical Education with a workload of approximately 3.300 hours, that is, it is superior to the indicated in the Resolutions of CNE/CP n° 1 e 2, 2002. For these courses the workload is of approximately 3.300 hours. Geography, Chemistry and Physics courses are the ones which have the lowest workload, of about 2.900h.

Table 3. Distribution of the general workload of disciplines per undergraduate course from Delta institution.

Course	Specific formation	Educational Formation	Practice	Internship	Academic cultural activities	Research	Total
Visual Arts	1.556	272	680	408	200	238	3.354
Pedagogy	374	2.040	102	408	200	306	3.260
History	2.040	204	0	408	200	272	3.276
Liberal Arts Portuguese/ Spanish	2.090	272	272	408	200	34	3.276
Liberal Arts Portuguese/ French	2.090	272	272	408	200	34	3.276
Liberal Arts Portuguese/ English	2.090	272	272	408	200	34	3.276
Music	1.156	272	1.020	408	200	238	3.311
Physics	1.564	612	0	408	200	136	2.920
Geography	1.460	476	272	408	200	136	2.952
Mathematics	1.840	612	0	408	200	68	3.128
Chemistry	1.640	680	0	408	200	0	2.928
Biological Sciences	1.640	272	748	408	200	0	3.268
Physical Education	1.868	272	408	408	200	102	3.258
Geography distance learning	1.868	612	204	408	200	68	3.360
History distance learning	2.278	204	0	408	200	170	3.360
Liberal Arts Portuguese/ Spanish Distance learning	2.244	204	408	408	200	68	3.532

Font: Research data obtained from the course proposals.

At Delta University the workload distribution in the disciplinary areas presents a significant variation. In the Visual Arts, Portuguese/Spanish, Portuguese/French, Portuguese/English, Music, Biological Sciences, Physical Education courses there are approximately 272 hours of disciplines destined to educational training and 1.156 hours of specific disciplines. In the History, History Distance Learning and Language and Literature courses the educational disciplines are about from 204h.

Other courses exceed the recommended amount, like, Visual Arts with 680 hours, Biology

with 748 hours, Physical Education with 408 hours, and Music with 1.020h. It is necessary to verify if these professional practices are specifically directed to teacher education. For example, in the case of Biology the laboratory practices expand the knowledge in the specific area. This knowledge does not oppose to teacher education, since they are necessary knowledge to the teacher, however, they reinforce the bachelor's performance where the practices are destined to the development of research and are not articulated to the necessary practices of teaching Biology.

In regard to the professional practice disciplines there is also a variation among the courses, since History, Mathematics, Physics and Chemistry do not have those; the Pedagogy one includes 102h, Languages and Geography have 272 hours of practice. In these courses the amount of hours is lower to the one determined in the resolution about undergraduate courses. Regarding the internship of all courses at Delta institution they are adequate within the number of hours, with a workload of 408 hours, the same occurring with the academic-cultural activities with 200 hours.

It is emphasized at Delta, that the majority of courses has training hours research, being that the Pedagogy course is the one which presents the highest number of hours for this activity: 306 hours. Still, it is worth noting that this institution offers undergraduate courses in the long-distance mode in the areas of Geography, History and Languages and Literature.

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This way, the majority of undergraduate courses at Delta meet with what is recommended by Resolution nº 2/2002 from CNE, even though some courses have not been adapted since hours have not been destined in the curriculum for the development of the professional practices activities.

Epsilon The exam of the curriculum composition of the undergraduate courses of the Epsilon institution, Table 6 presents the following configuration: all courses have a higher workload than 2.800 hours, being that the lowest number hours of 2.852 hours in the courses of Philosophy, Geography and Physics. The other courses add up over 3.200 hours and Pedagogy is highlighted by the sum of 3.702 hours.

Table 4. Distribution of the general workload of disciplines per undergraduate course from Epsilon institution.

Courses	Specific formation	Educational formation	Practice	Internship	Academic Cultural Activities	Research	Total
Pedagogy	380	2.000	408	408	200	306	3.702
History	2.386	238	68	400	200	68	3.360
Liberal Arts Portuguese / French	2.124	238	398	400	200	68	3.428
Liberal Arts Portuguese/ English	2.124	238	398	400	260	0	3.428
Music	1.834	614	272	544	240	68	3.572
Physics	1.710	408	160	476	200	34	2.988
Geography	1.540	408	369	272	200	96	2.888
Mathematics	2.046	238	340	510	240	34	3.408
Chemistry	2.312	238	136	408	240	68	3.402
Physical Education	1.806	498	136	480	200	136	3.257
Philosophy	1.768	204	136	408	200	136	2.852

Font: Research data obtained from the course proposals.

The distribution in the areas of training at the Epsilon Public University presents a variation in the courses. So, the hours destined to the specific knowledge disciplines add up to 1.540 hours in the Geography course and 2.312 hours in the Chemistry course. Due to this, the Chemistry course is one of the lowest one in the number of hours in the pedagogical disciplines with 238 hours, and the Geography and Chemistry one is of 408 hours. Among the courses with the lowest number of hours to the pedagogical disciplines there are History, and Philosophy, being that this last one offers a lower total workload in relation to the others.

Regarding the number of hours destined to the professional practices, the History course only has 68 hours, Music 272 hours, Physics has 160 hours and Chemistry, Physical Education and Philosophy have 136 hours. However, the courses of Pedagogy, Languages and Literature, comply with the resolution's recommendation. In regard to the number of hours destined to the internship, the only one lower than 400 hours are the Geography, Physics and Physical Education courses; Music with 614 hours, and the others with less around 200 hours, except Pedagogy which addresses preferential to educational formation.

In regard to training for research, only the Languages and Literature course do not contemplate a specific discipline; the other courses include some research discipline, being that Pedagogy has 306 hours. Still, about the academic-cultural activities all the courses include 200 hours or more for these activities.

This way, it is verified that at Epsilon the majority of courses in relation to the curricular organization is adequate to what is defined in Resolution n° 2/2002 of CNE. However, the area of professional practices is the one which presents the biggest deficiency in regard to the recommendation.

In the data collection for this research it was observed that two universities created a general coordination for the undergraduate courses whose role is to articulate discussions and propositions for these courses. In one of the universities, an undergraduate forum is maintained, a space in which the propositions from the various courses are analyzed, searching for a bigger articulation. Indeed, the creation of a general undergraduate coordination, a way found by the institution to reorganize the undergraduate courses considering the new CNE requirements, has favored some advances in the search of theoretical and practical articulation. The agents involved try to minimize the dichotomy between theory and practice existing in this development.

So, in the institutions group, it is highlighted the importance of the disciplines of specific training, with a high workload destined to them, which in some courses it reaches 75% of the workload. This way, even though there has been the inclusion of other training areas and the distribution of the pedagogical training happens along the course, this level of specific training predominance is close to the model 3 + 1.

Other research shows similar results, as Martins and Romanowski (2010) examined research on the offer of didactics in undergraduate courses in Brazilian universities. The research showed some institutions which do not offer the discipline of General Didactics; they offer, instead, disciplines on teaching methodologies of specific content, such as teaching mathematics methodology. With this, the educational formation is restricted to the field of the study method with little understanding of educational theory.

Diniz-Pereira and Amaral (2010) researched the undergraduate courses of the universities in the state of Minas Gerais. The results are similar to the ones found in our research, since they point to the risks of emphasizing teacher formation as a process of accelerating, improvised and afar from elementary education.

Dias da Silva (2005) conducted a study on the reformulation of undergraduate courses at the Universidade Estadual Paulista – UNESP, and it points out to the fragility of the formative role of the educational knowledge and to the deprofessionalization of teachers. It stresses that the implantation of the changes determined by Resolution n° 1 and 2, 2002, by the National Council of Education for the undergraduate courses “may have resulted in the denial

of the formative role which belongs to the Education area, due to the trivialization and/or denial of the educational knowledge.” In the words of the author “The new legislation impacted the universities” for being a process of imposing length and workload, the obligation to fulfill curricula credits for the performance of activities of a “practical” nature; a 1000 hours destined to: 400 hours of “practice as a curriculum component”, 400 hours of “teaching curricular supervised internship”, besides 200 hours of “other forms of academic-scientific-cultural activities”. Dias da Silva (2005, p. 6) stresses that the “central question became arithmetic: [...] the immediate result of these resolutions for our universities was reduced to the allotment of hours in the curriculum, with disastrous consequences for the construction of knowledge of future teachers”.

The national research by Gatti and Barreto (2009) on undergraduate courses emphasizes that the universities do not take as priority teacher’s formation, and as a result, the course proposals weaken the understanding of issues related to the organization of teaching, to the fundamentals of education and they maintain the educational disciplines disconnected from the specific and vice-versa. The authors call attention to the propositions relative to apprenticeship which are inconsistent without indicating the rapprochement policies and the exchange partnerships with schools.

In the interviews done during the research, it was possible to highlight some points which complement the undergraduate courses curricula analysis. They are the following:

The main change happened in the distribution of the workload of the undergraduate courses expanding the disciplines for professional practice and internship with an increase to 800 hours. This resulted in a small decrease in the disciplines of knowledge of the specific areas and the maintenance of the same amount of hours in the disciplines of pedagogical fundamentals.

- Another change happened in the organization of the distribution of the disciplines during the course. The disciplines of pedagogical training happen concomitant to the specific disciplines, during the course since the first semester. However, there is no intentional and programmatic articulation among the disciplines, when the articulation occurs it is isolated and circumstantial.
- The formulation of initiatives in working the relation between theory and practice during the course and inside of each discipline which composes the curriculum and integration of the disciplines of common fundamentals to all the undergraduate courses can be considered an innovation.
- Regarding the professional practices proposal, some institutions try to maintain an integration among the disciplines for professional education and the internship, strengthening the practice and theory articulation among the fundament disciplines and the action of the student in the school. Some practices are specifically destined to the teacher’s professional education, but some practices are destined to the graduate’s professional education.
- The internship done in the schools – maintains the previous form of these practices, which are: the observation, the participation in the classroom together with the classroom teacher and finally teaching in the classroom. These internships happen in public and private schools. None of the universities checked have their own school. The agreements are done between the education departments in the cities and state, however, the school may not accept teacher-trainees. This way, each internship supervisor teacher establishes a partnership with the schools so that their students may perform these activities. The students go to these schools only one day of the week.
- The articulation with the practice from the beginning of the course is done through the Professional Practices disciplines. Indeed, this solution found by the course coordinators

and teachers' groups discussed in collegiate and Undergraduate Forums, maintained by the institutions, constitutes an advance in the search of the articulation between theory and practice. However, it maintains the emphasis on the internship from the fifth period and the logic of the theory as a practice action guide. This logic, which is on the basis of the scheme 3+1 still prevails in the different institutions, being that the private ones manifest a movement of search to alter it.

- Within the researched public universities, one of them makes it explicit the maintenance of the scheme 3+ 1. The majority of the coordinators from this institution said that, in order to comply with the resolution, they created practice disciplines and expanded the internship workload in the last two years. The Languages and Literature coordinator points out that the disciplines workload was reduced because of the increase in the amount of hours for the internship. In the speech of one coordinator it is noticed the worry with the theoretical fundamentals in the initial years for the later pedagogical training implying in the student's option after two and half years of course.
- In regard to the teacher education for inclusion, in the Pedagogy courses the disciplines for LIBRAS (*Linguagem Brasileira de Sinais / Brazilian Sign Language*) for communication with hard of hearing students were included. In some institutions, LIBRAS discipline was included in undergraduate courses, besides some complementary lectures.
- Regarding the training for research, teachers have shown concern that in some institutions they offer disciplines for research methodology, although teaching with research is not done. They are initiatives of some professors. Besides this, in some courses the students do a final course paper (TCC).

Considerations

Upon completing this text, we reiterate that the analyses presented are interim, but denounce the urgency of a policy commitment to teacher education. Decisions at national level, although they recognize the need to develop a solid proposal for the undergraduate courses, provide a lightweight training and poor conditions.

In this perspective, a first aspect that we can perceive is that the private institutions try to meet the determinations of CNE while the public ones, using their autonomy, do not meet them totally. It is observed a movement in the private institutions in the sense of creating spaces for discussion for the agents involved in the courses.

Regarding to the basic education guidelines in Brazil, it is found that the guiding documents define for each one of the teaching modes a specific direction. This way, the guidelines for the various teaching modes besides the national curricula parameters set which include all the basic education. An interlocution between the propositions of these documents and the undergraduate course proposals demand a deeper study than this text covers. However, there is evidence of fragility in the undergraduate course proposals, since the relation to the basic education is more intense only during the internships.

The internships are understood more as a demonstration that the future teacher is able to teach "lessons", because in general the procedures which the students perform include observing teachers' classes in community schools, to plan classes and to be observed carrying out these classes. There are testimonies that students can only teach two or three classes during the internship. The organization of most courses, invariably, place the moment of the internship at the end of the course. The internship supervision is inconsistent, without effective supervision of students the modulation of classes is presented with an excessive number of students per supervisor.

The study of the elementary education curriculum is not emphasized enough as a specific discipline in courses, being only in the Pedagogy course that there is inclusion of studies specific discipline about curriculum. The other courses include this topic in the teaching methodology disciplines, but not with much depth.

Teacher preparation is focused on the disciplines of didactics and specific didactics, called teaching methodology; didactics addresses teaching organization, the elements of didactics and the teaching planning preparation while methodology focuses on how to teach contents. With that, undergraduate students do not have enough training in the knowledge of pedagogical fundamentals.

Preparation for teaching is focused on discipline and teaching in the disciplines of teaching specific calls teaching methodology, didactics addresses the organization of teaching, teaching the elements of planning and preparation while teaching methodology addresses how to teach the content. With that the undergraduate students have little training in fundamental pedagogical knowledge.

The conception of developed formation takes as reference the theory as an action guide, a strong theoretical formation as a guarantee of a consequent practice. The introduction of practice disciplines did not overcome this tendency, according to what was registered during the interviews. The formation proposals are rarely articulated with the demands of elementary education such as inclusion, diversity, violence, which maintain formation centered in the academic domain of the discipline content knowledge, directing formation to the bachelor degree. The undergraduate courses are still without an identity of teacher formation of the elementary education, since it keeps a proposal more directed to a bachelor⁶ degree. Currently, a research is being done to examine which discipline contents are being worked by the teachers.

Dissonances accentuate the devaluation of the teacher formation processes in contradiction to the growing expansion of the education value as a universal, continuous and permanent process, condition to social life and for the development of the social and economic life. The challenge goes much further than reformulating curricular proposals!

The dissonances accent the devaluation of the teacher education processes in contradiction to the crescent expansion of the education value as a permanent, continuous and universal process, condition to social life and for the development of social groups and of economic life. The challenge goes much beyond of the reformulation of curricular proposals!

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6 Currently, to further understanding of this relationship between the courses and elementary education, a research is being conducted to examine the contents which are worked by the teachers in the disciplines.

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