

Teacher Formation Limits of Institutional Assessment According to New Settings of Teaching Work in Higher Education

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Abstract: The article exposes part of a larger research geared towards the training of the teacher and the specificity of teaching work in higher education in contemporary society, considered the coexistence of new and old paradigms, tensions, contradictions and demands which focus on the professional whose specificity resides in the mediations that develops towards the humanization of subject and society. Discusses qualitatively the quantitative results of an institutional assessment of teachers of undergraduate course of an IES of northeastern Brazil, held by a sample of students in 2012, showing its limits to achieve only formal aspects of teaching, to the detriment of a broader conception of teaching and teaching methodology and effective continuing training needs of teachers. In this respect points to new research that observe teachers in their daily life in the classroom and the interview outside of that environment.

Key words: higher education, educational institutional self-assessment, work continuing education

1. Introduction

In this article we continue the discussion exposed in Baloch and Milk (2013), published in the annals of the 21st EPENN (2013), opportunity in which we presented elements of a theoretical and empirical investigation developed around the working hypothesis that the teachers of the courses which are bachelors and unlicensed, have greater difficulties in conducting the processes of teaching/research/extension, towards those who have pedagogical training.

We conclude that study noting that teachers of baccalaureate courses, which do not have pedagogical training, indeed resent of not preparing for higher education, with implications for students which entails learning during the initial stages of vocational training. It is true that large are also challenges for teachers who have initial training for the exercise of the Magisterium, though more numerous are for those who do not have this pedagogical training.

Our assumption is that knowledge of the experience are not sufficient for the formation of any professional, notably of the teacher, and the investigation ensured that it was a construction along the academic training and professional career interspersed with knowledge of various social practices.

The specificity of teaching work lies in their interactions, especially between the mediator subject nature and the knowledge accumulated historically. The teaching role, under the aegis of alterity, is determining the own

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student leadership. Teacher and student are subjects of history. The teacher exercises an activity typically human, so social, with, about and for the construction of the human individual and of society itself, which is confirmed by Tardif (2009) when defining the teacher as the profession of human interaction.

The scenario of the past decades requires the review of methodologies and institutional assessments teachers magnification, depending on the configuration of this recognition of the work of the teacher in higher education as intellectual, social productive agent in the perspective of transformation and organization culture.

In this context we examine data from one institutional research of teaching evaluation by students for two school periods of a baccalaureate course offered by a University in northeastern Brazil, in order to elucidate their limits and possibilities.

2. Institutional Research of Teaching Evaluation by Students: The Instrument and the Sample

According to Gil (2010), the analysis and interpretation of data constitute a proceeding in the case studies are held simultaneously to the collection. “The analysis begins with the first interview, the first note and the first reading of a document” (p. 122). In this perspective, we analyze the data of Nominal Assessment and management Academic Teacher — Students Evaluating Teachers 2011/1/2011 and 2, conducted by IES searched.

It is a data collection instrument used by higher education institution (HEI) of which 12 are objective issues, being applied twice a year although with optional to the student. There’s a staggering answers posing the “Insufficient” as an end to the “Excellent” at the other extreme, mediated by intermediate options. Presents a set of variables submitted to sieve the evaluation of students, contemplating since awareness to the student culture itself. The survey questionnaire is available in the academic system, on the website of the IES, at the end of each semester, with broad dissemination and encouraging participation.

This institutional evaluation process on which we are discussing with the participation of students with regular frequency in the Bachelor course chosen randomly, totaling 197 students enrolled in the morning shift 2011/1 and 573 students enrolled in night shift (2011/1), with representation from 1st to 8th periods, of one of the campuses of the IES, in the capital of the northeastern State selected. Of the 197 students enrolled in the morning shift, only 96 students participated voluntarily assessing teaching and Academic Management Nominal, featuring a sample of 43.73% of the total number of students enrolled in 1/2011 (morning). As for the night shift 2011/1, 573 students enrolled only 273 students participated, sample which corresponded to 47.64% stake in evaluating teaching and Academic Management Nominal 2011/1. Already in the period of 2011/2, the representativeness of the participating students of the teaching evaluation corresponded to 74 students from a total of 187 students enrolled in the morning shift, corresponding to 39.57% of this. On the night of the same period, 2011/2, 548 students enrolled, 225 students participated in obtaining a sample of 41.05%, of the total. Registers, thus, a drop in student participation in evaluation in the year considered the basis of this research. Of the students enrolled in the morning, 39.57%, and, by night, 41.05% were volunteers. In absolute figures, 74 student volunteers participated in the day shift and 225 student volunteers in night shift.

We present an analysis from three categories: (1) formal aspects of Teaching; (2) conception of teaching and teaching methodology; (3) training needs. In reading the instrument used by the institution, here not exposed by ethical questions, and on the proposed categorization, showed that the teachers and the issue of teacher’s work, with its specificities, are not considered in this institutional evaluation.

3. Student Evaluation of the Formal Aspects of Teaching

We understand that the issues of 01 to 04 contemplate formal aspects of teaching in higher education, which does not allow the inference about quality of teaching. These issues are: issue 01: “most of the time, the lesson plans submitted by teachers contain the following aspects: objectives, teaching methodologies and evaluation criteria, contents and bibliography of the subject?”; issue 02: “evaluate the teacher regarding compliance with timetables for beginning and end of classes. (Punctuality)”; issue 03: “How do you evaluate the frequency of the teacher at school? (Attendance)”; issue 04: “evaluate the teacher in meeting the planning of lessons and programmatic content through the integrated Work Plan (PIT), available on the website of the IES Services via the web”. It turns out that refer exclusively to formal and bureaucratic aspect of teaching before the planning model adopted (PIT), allowing the knowledge of indicators of efficiency, but not efficacy or effectiveness of the course.

The LDBEN controversy — guidelines and Bases for national education, no. 9,394/1996, which today is the subject of extensive restructuring aimed at replacing and updating, presents the formal requirements of the teaching work, as we can see in the Art. 13 that indicates the following tasks teachers:

participate in the drafting of the pedagogic project (what the evaluation referred to does not contemplate), to draw up and carry out the work plan, to ensure the students' learning, establishing recovery strategies for lower-income students, administer the school days and class schedule established, participate fully of periods devoted to planning, evaluation and professional development (BRAZIL, 1996, p. 9).

The understanding of teaching, observing what's common between the thought of national and foreign authors in the area of teacher training, encompasses aspects such as those highlighted by pepper and Anastasiou (2008, p. 78), for which the teaching covers a set of knowledges that are intrinsic in the contents of the different areas of knowledge and which are mobilized by teachers in teaching practice and construction of professional identity. Communing with these authors, Nóvoa (1997) States that the teaching work has specificity a set of practices that are acquired throughout the process of professionalization, enabling teachers to deal with the diversity of everyday life at school, with professionalism.

Professionalization is an accumulation of knowledge that are acquired throughout the professional career and the life story of each subject, notably, in close relationship with the work. A similar understanding about this know is explained by Tardif (2010), while talking to the professional uses of “function of your work and of the situations, constraints and resources linked to this work”. In other words, “the relations of teachers with knowledge are never strictly cognitive relations: are relations mediated by the work they provide principles to tackle and solve everyday situations” (Tardif, 2010, p. 17).

Tardif (2010) highlights that the affinity of teachers with knowledge not restricted to simple condition transmitters of knowledge already constituted. He explains that the know teaching is “[...] as a plural, formed by the amalgamation, more or less coherent, knowledge from vocational training and disciplinary knowledge and experiential curriculum” (p. 36). Veiga (2010), as well as Tardif (2010), also highlights that the teaching, is a professional activity that requires diverse knowledge of vocational training, in a theoretical and practical perspective.

In the first issue, as can be verified in the Figures 1 and 2, regarding the education plan, the Group of students who voluntarily assessed their teachers in 2011/1, on the day shift (48.78% of enrolled), considered “Good” for the most part, i.e., referring to the range of the score of 3.5 to 4.0 points (attributed the average 3.88). The Group of night shift showed that aspect of the practice of higher education in the same range as above, showing a drop in average (3.72), calling attention to the fact that the representativeness of the Nocturne was slightly lower:

47.64% of enrolled, although in absolute numbers is larger (273 student volunteers of the teaching evaluation).

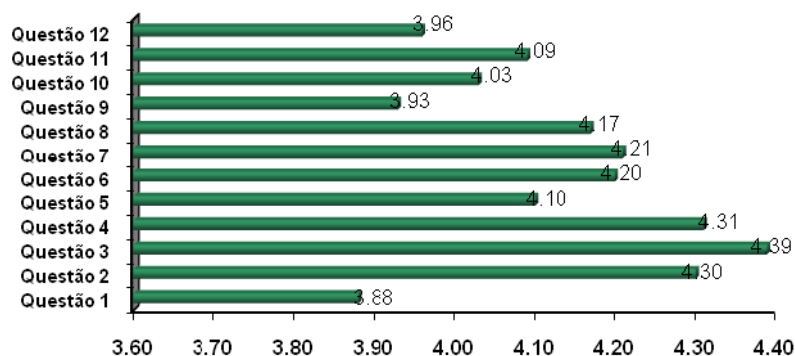


Figure 1 Evaluation of Lecturers of the Baccalaureate Course X-Morning 2011/1

Source: IES searched (2012)

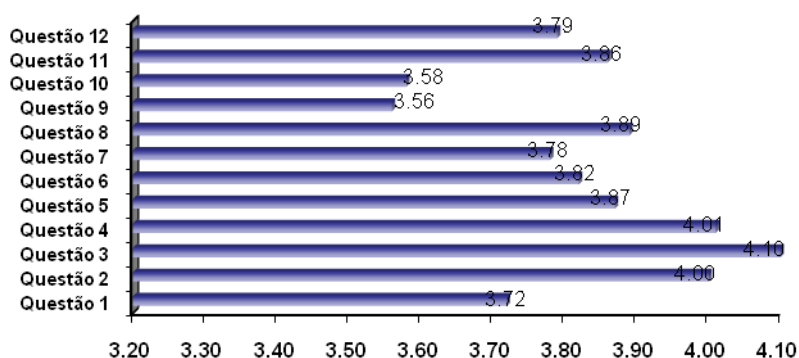


Figure 2 Evaluation of Lecturers of the Course of Bachelor-Night 2011/1

Source: IES searched (2012)

Already the 2011 assessment/2 points to the fall of the concept (range) and the number of evaluators. Thus, the daytime classifies as “Regular” the Organization of the educational Plan, assigning the average rating (3.42) and Nocturne as “good” considering the average (3.62), although with the lowest average, which may indicate a tendency to student dissatisfaction with this aspect evaluated.

Thus, it was evidenced that the representations students in 2011: goals, teaching methodologies and evaluation criteria, contents and bibliographies of disciplines, teaching plans were contemplated not sufficiently to meet the specifics of the proposed Education Plan, as shown in the Figures 3 and 4.

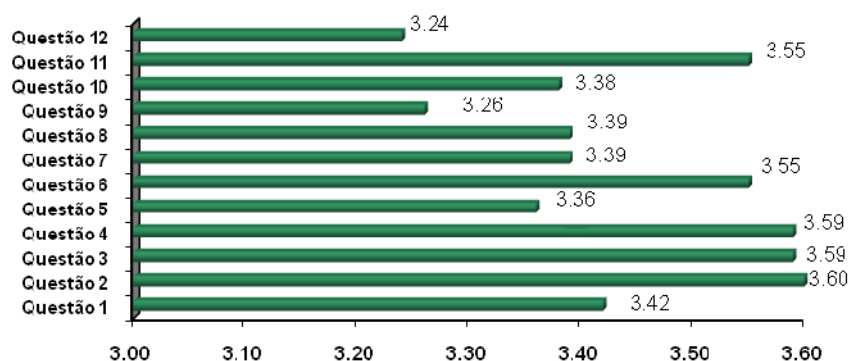


Figure 3 Evaluation of Lecturers of the Baccalaureate Course Morning 2011/2

Source: IES searched (2012)

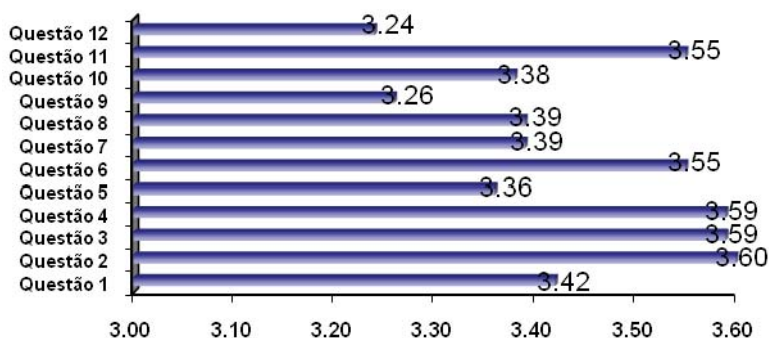


Figure 4 Evaluation of Lecturers of the Course Bachelor Night 2011/2

Source: IES searched (2012)

Analyzing the issue two (graphics 1 and 2), the students who voluntarily, his teachers were evaluated with respect to the fulfilment of the schedule in the morning shifts (48.73% of the enrolled) and nocturnal (47.64% of enrolled) considered that aspect of “Very Good”, corresponding to the range of score of 4.0 to 4.5 points (newspaper attributed the average rating of 4.30 and the average nightly 4.0). Already in the semester 2011/2, on the day shift, the question was considered by the students participating in the evaluation (39.57% of enrolled) “good”, attributing the average rating (3.60), and on the night shift, the question also was rated as “good”, corresponding to the note (3.76). It turns out that the assessment punctuated the period 2011/2 introduces change of student’s vision in relation to the frequency of the teacher, from a “very good” range is evaluated in the period 2011/1, for “good” in the period 2011/2 (light fall on the scale adopted).

The third issue, which deals with the attendance, obtained evaluation in 2011/1 in the morning song, “pretty good”, corresponding to the range of the score of 4.0 to 4.5 points by assigning the grade average (4.39). Night shift students who participated in the evaluation also assessed the frequency of teachers as “very good”, i.e., concerning the range of 4.0 to 4.5 points. Characterizing the average score (4.10) (see Figures 1 and 2).

In the second semester 2011/2 (charts 3 and 4 resume), students of the day shift that evaluated voluntarily teachers assigned to this question the concept of “Good”, corresponding to the range of score (3.5 to 4.0 points), checking a note of (3.59), differentiating itself for less in relation to the first half. As for the night shift, the students evaluated the issue too “good”, corresponding to the range of (3.5 to 4.0 points), with the average rating of (3.76). It was observed that, as well as in the evaluation of teachers’ frequency in question two, within the respective periods 1/2011 and 2011/2, also on the evaluation of attendance, the concept of students changed from “very good” to “good”, reflecting a reduction in the range of concept.

In question 4 (in meeting planning and programmatic content), the students researched the period 2011/1 (morning and night) scored the interval corresponding to “Very Good”, referring to the range of 4.0 to 4.5 score points. In respect to the evaluation of the period 2011/2 (daytime and nighttime), the students participating in the assessment on the day shift (39.57% of enrolled students) and night shift (41.05% of enrolled) considered “Good”. Figures 1, 2, 3 and 4 already exposed visualize that analysis.

Notes, with regard to the formal requirements of the teaching, which, in the assessment of students, just in terms of presentation of plans for teaching, the concept remained “very good” for both periods investigated and, in the remaining categories (punctuality, attendance and completion of educational planning), it was the change of the concept in two shifts, for the periods 1/2011 and 2011/2, in which the scale of the concept was “very good” to “good”, suggesting higher level of student satisfaction in day shift.

From the considerations already woven, we point out that this degree of satisfaction says very little in relation to the substantive quality of education and teaching practice because limited to formal aspects.

4. Student Evaluation of Teaching Pedagogical Aspects

This category — Pedagogical Aspects of Teaching — we analyze the data provided by the SBI, taking into account the students' perception about what it's like to be a teacher, assuming the student is knowledgeable of the importance of compliance with the educational activities proposed for the reconstruction of the academic knowledge by the student. When he asks about what it's like to be a teacher, pepper and Anastasiou (2008, p. 36) recognize that this professional "is one who teaches, i.e., has the knowledge to students".

Here were included eight issues of the proposed instrument by IES particular searched: 05, 06, 07, 08, 09, 10, 11 and 12 which are worked below: issue 05—"what you do evaluation of teaching methodology and resources used by the teacher in the process of favoring learning of contents provided for in the discipline?"; issue 06—"What you do evaluation of the communication process/relationship between teacher and students to the favoring of the learning process?"; issue 07—"evaluate the professor regarding the relevance of the activities that articulate the theory and professional practice"; issue 08—"evaluate the relevance of the proposed activities to the extent of efficiency and his contributions to the construction of new knowledge/skills in the teaching and learning process"; issue 09—"How do you evaluate the activities proposed by the teacher to use of books, articles, journals and other items from the collection of the library?"; issue 10—"what's your assessment as to the relevance of the indicated bibliography by professor?"; issue 11—"Assign a concept adopted by professor assessments as to the quality, consistency with the given contents and teaching methods used"; issue 12—"How do you evaluate the orientation of work and the development of practical activities carried out in the classroom and/or those developed outside of the classroom?".

Methodological transformations occurred in the educational processes, which have been highlighted since the threshold of existence at the University in Brazil with the methods of the Jesuit education until memorizativas methodologies currently used in the classroom. These changes were caused by movements occurred in several instances of society (economic, social, political and educational). In a capitalist society, these changes are necessary because the needs of the labour market determine new ways in teaching and learning. For Vampire (2010), the old teaching methods are still used "teaching is conceived as a mechanical process, repetitive and fragmented. The teaching activity is seen, commonly, as knowledge transmission and neutral goals." The author explains:

When a detailed analysis of pedagogical practices that occur in classrooms, one realizes that the teaching is mechanical, devoid of meaning, and the contents are transmitted and stored in the manner of stimulus and response, easily disposed of after the evidence. [...] Learning, in turn, is automatic and mechanical, too. This is a mechanistic and uncritical pedagogical practice, since the teachers adhere to employment of methodologies without worrying about the assumptions, with the study of the context in which they were generated, without offence to the worldview, of man and education that they convey (Veiga, 2010, p. 151).

In this relationship of teaching and learning, pepper and Anastasiou (2008) see that learning determines the student's understanding of the content, i.e., understanding, means learning together. In this sense the authors explain that the understanding is one of the constituent elements of the process of building knowledge and its validity in interrelation with theoretical explanations and historically supported.

In this perspective, yet other authors stand with respect to teaching and learning. For Gil (2009), learning in higher education becomes effective, considering the three key sources: “the student, the teacher and the course”. In the student category, taking into consideration the variables related to “skills, their study habits and their motivation”. With regard to variables related to teachers, the “knowledge related to the matter, to their pedagogical skills, their motivation and their perception about education”. Another important variable is the related to the course, which refers to the proposed objectives and the methods used to achieve them.

In question five, we seek to identify the student evaluation of teaching methodology and resources used by the teacher in the process of favoring learning of contents provided for in the discipline. Those who participated in the evaluation, on the day shift 2011/1 (48.73% of the enrolled), evaluated their teachers, considering them “very good”, i.e., corresponding to the range of the score of 4.0 to 4.5 (attributed the average mark of 4.10). The Group of students on the night shift (47.64% of total enrollment) has collated this aspect of the method of higher education, to the range from 3.5 to 4.0 score points considering the item “Good”, showing a drop in average (3.87). See the fall of concept from the perspective of a student returning to do-if present, perhaps indicative of the differentiated needs of the students of this shift.

Concerning the same question five, students enrolled in the period 2011/2 (morning) evaluated their teachers as “regular”, with the participation of (39.57% of enrolled). In the period 2011/2 (Nocturne), the students assessed also as “regular” with the participation of (41.05% of the total number of students enrolled). The evaluations showed a significant change in the scale of concept in this regard, compared to students in the morning, moving from “very good” to “regular”. Pupils from the night shift also had the concept changed from “good” to “regular”. The difference between the concepts was significant because of the students participating in the period 2011/1 (morning and night) the assessment presented a satisfactory score, although it is recommended that you understand the cause of a significant change (negatively) on the scale of assessment to the teaching methodology of the teacher. In relation to the assessment made by the students of the period 2011/2 (morning and night), also was present the fall on the scale of assessment.

Therefore, the Act of teaching, has intrinsic relationship with the development of the student’s critical sense. As Damis (2010):

(...) the theory and practice of a form of teaching articulate individual purposes of education of man to a model of society, through the activity of those who teach, who learns of how you teach and of the means used, and contribute to the maintenance of broader social practice resilience (p. 10).

In the context explicitly stated by Damis (2010), theory and practice have been applied taking into account the training and methodologically the personality of the teacher and the student at the time, the teacher and the student are experiencing.

However, theory and practice is difficult to unbind, as demonstrated by pepper and Lima (2002), clarifying the role of theories is to offer tools to question institutionalized practices. Communing with these authors, Gil (2009) argues that the “Act of learning presupposes the relationship of person who learns from that teaches” (p. 61).

The question six search student assessment learn about the communication process/relationship between teacher and students to favor the learning process, which is touted as element that interferes with the learning in all levels of education. We observe that students of the period 2011/1, a.m., assessed as “very good” aspect. The assessment performed by the students of the Nocturne, the highest incidence was in “good” concept, an incipient

level for the same item. In the period 2011/2 (morning), the students assessed the question as “good” and students 2011/2 (Nocturne) scored “good” too.

The question seven searches check students’ understanding about the relevance of the activities that articulate the theory and the practice. We note that the participants in the evaluation of the period 2011/1 (morning), scored, on average, “very good”. In the same period 2011/1 (night), the students assessed as “good”.

With regard to students enrolled in the period 2011/2 (morning), to question seven was assigned the “regular” concept, which leads to believe that the teachers do not combine theory and practice. Already participating students of the period 2011/2 (night) classified it as “good”. There has been a slight improvement in the rating scale.

The question about the relevance of the proposed activities to the extent of efficiency and his contributions to the construction of new knowledge/skills in the teaching and learning process. It is observed that the participation of the student volunteers of the period 2011/1 (morning) indicated the concept “very good”. As the period 2011/1 (night), as being “good”. For the period 2011/2 (morning) students assessed the question as being “regular”. The period 2011/2 (night) assessed as “good”, thus obtaining a tiny improvement in the rating scale. As students’ assessment, there is a constant change of applicability in the process of teaching and learning on the part of teachers of INSTITUTIONS of HIGHER EDUCATION.

In relation to the ninth question: “How do you evaluate the activities proposed by the teacher to use of books, articles, journals and other items from the collection of the library?”. Students participating in the assessment for the period 2011/1 (morning), as demonstrated by graphs 1 and 2, evaluated as being “good”, totaling 48.73% of the 197 students enrolled. Notably, students participating in the evaluation of the same period on the night shift also assessed as being “good”, totaling the participation of pupils in 47.64%, of the total number of students enrolled. The students participating in the period 2011/2 (morning) evaluated as being “regular” totaling the participation of students in the assessment, 57.39%, of the total enrolled. On the night shift, the students also were evaluated as “regular”, totaling 41.05% of enrolled students. So it was that, in the context of the applicability of the activity of the use of books, articles, journals and other items from the collection of the library, there was a change of vision of the students of those periods. Note — If the evaluation of the period 2011/2011 and 2/1, that there is a dissatisfaction with regard to the proposed activities by professor in the use of books, articles, journals and other items from the collection of the library.

In relation to question 10: “what’s your assessment as to the relevance of the indicated bibliography by professor?”, these charts show that participating students of the evaluation in the period 2011/1 (morning) (48.73% of enrolled students) have rated “very good”. As for the students who participate in the shift (night), 47.64% participated, of the total number of students enrolled 573, evaluated the “good” category. There is a change of scale for the item in the same period.

As regards the period 2011/2 (morning), 3 and 4 graphs, students participating in the evaluation — 39.57%, of the total number of enrolled students, 187 evaluated the question “the relevance of the indicated bibliography by professor” as being “regular”. As for the evaluation of the students participating in the period 2011/2 (night) was a manifestation of 41.05%, of the total number of students enrolled, which assessed the question as “regular”. There was a significant change in the scale of assessment for the second period of 2011. Note that on the part of the students participating in the evaluation, the indicated bibliography by professor is not relevant.

The 11th question asks students: “assign a concept adopted by professor assessments as to the quality, consistency with the given contents and teaching methods used.” Graphics that are representing the basis of this

analysis (from 1 to 4) show that, in relation to assessment of the students in the period of 1/2011 (morning), the students assessed the “good” category, whereas the participation of the students was 48.73% of the total of 197 students enrolled. In the same period, the students of the night shift also evaluated as “good” category, totaling 47.64% participation, of the total of 573 students enrolled. As for the students participating in the assessment of the period 2011/2 (morning), the same question was rated as “good”, totaling a participation of 39.57% of total students enrolled 187. The same interval corresponding to “good” was rated by students participating in the period 2011/2 (night), 41.05% participated, of the total of 548 students enrolled.

Finally, the twelfth question asks: “How do you evaluate the orientation of work and the development of practical activities carried out in the classroom and/or those developed outside of the classroom?” Participants in the evaluation of the period 2011/1 (morning) responded based on score ranges table, the range of “good”, totaling 48.73% student participation, of the total of 197 students enrolled. In assessing the period 2011/1 (night), the students assessed as “good” aspect: the orientation of work and the development of practical activities carried out in the classroom and/or those developed outside of the classroom.

The assessment for the period 2011/2 (morning), noticed a change in the range of assessment, classifying as “regular” item. Significantly, the same question was evaluated also “regular” by students of the period 2011/2 (night). The participation of students of the period 2011/1 (morning) was 48%, of the total 73 of 197 students enrolled. The night shift was 47.64%, out of a total of 573 registered. For the period 2011/2 (morning), the participation of the students was 39.57% of 187 students enrolled. On the night shift, the participation was 41.05%, out of a total of 548 students enrolled.

From this analysis, we see that it is a course that, in institutional parameters can be found in the score 4 to a scale of 1 to 5, having already achieved in some aspect in 2011/1 up to 4.39, being visible tendency to fall the next semester, in 2011/2, when no longer reaches the plateau 4:0 pm any questions or shifts considered. In this context, it is necessary a qualitative monitoring by the pedagogic University sectors, because we understand that the role of institutional assessment: diagnose and provide educational interventions, notably continuing training.

5. Final Considerations

The theoretical-methodological path we saw developing in the research group has driven us to the continuous, comprehensive review of the literature, classical and contemporary, relevant to higher education, passing progressively to contemplate the reflection on the work and teaching practices, so that on subsequent studies will be reporting results of investigations focused on direct observation and interviews, narratives in order to grasp the relationship between the everyday academic stablishing, established in institutional documents (Institutional development plan-PDI, pedagogic project of the institution — PPI and pedagogic project of the course — PPS) and the evaluations made by students regarding their teachers, in the context of the institutional evaluation, generating continued training programs and bases for decision-making in the INSTITUTIONS of HIGHER EDUCATION.

The institutional evaluation here examined, despite its limits, brought up the formal aspects of teaching. In this sense, it was evidenced that the workload attached to the curriculum matrix is not sufficient to meet the education plans, including by involving the large number of parallel academic events promoted by the institution itself which charge the presence of teachers and students, in whose period is not permissible to transmit new content and assessments, to the detriment of an entire learning programming. How aggravating this situation

restrictive, was checked also the drop in scores on attendance and punctuality of the teachers, which clearly undermines learning and attitude of zeal, commitment and student participation.

Yet through the institutional assessment could note that pedagogical aspects of teaching, the methodological issue presented negative trend, whereas the communication process/teacher-student relationship, important for the facilitation of the learning process, was appointed as “good”. We understand that it is a fact that accentuates the educational needs for improving the performance of the work, since most of the teachers of this course consists of alumni, who have no training in educational sciences and, in particular, about teaching and learning methodology. Their knowledge reveal that want, especially as regards the articulation theory and practice, the use of teaching materials and to the domain class, we dig deeper issues birth Nóvoa (1995), Pérez-Gomez (1992) and other.

Our current research has revealed, including that between the licensed teachers, holders of pedagogical training, continuing training is needed, what breaks that dichotomy licensed and Bachelor. Regarding the training needs, the institutional assessment hasn't the reach of fact, so that only we can verify by interviews and cursive records who made themselves face to face, through explicit consent of the subject. In this way, teachers have expressed the need for continuing education in the area of expertise of its performance in teaching and pedagogical nature, as has been made today, in a generic way, which does not meet the specificities.

It was evidenced that the teachers assign their competence in the classroom, especially the application of experiential knowledge and teaching practices disciplinary complemented by curricular knowledge everyday, conditioning it to specific continuing education. Thus, pedagogical knowledge, built through the deepening of the educational sciences, organized by Tardif (2010), are not yet adequately valued by subject, because they are not aware.

Even so, the fact of continuing training is recognized and valued as a necessity, by all respondents, represents something to be potentiated in view also of production/socialization of pedagogical science. The criticism that emerged between the subject refers to the generality of the institutional program of continuing education, once her inherent activities are being developed in General, not considering the needs of specific areas, which would improve considerably the participation, interest and, consequently, the teaching and performance of students.

Thus, continuing training is recognized by teachers approached, the Administration course, as important and essential for the good performance in the classroom, including the prospect of greater security by the students, since conducted in a specific way, so that it can meet the current training needs of each teacher.

In this way, it forms the reflective teacher, of fundamental importance in the processes of teaching and learning at all levels of education. Also added the issue of exemplarity of professor who studies continuously, in the pursuit of its constant improvement, because it contributes to the formation of his students immediately, in the processes of teaching and learning, by the expansion of knowledge, not limited to curricular knowledge, disciplinary and experiential.

In research to be published later will demonstrate that these knowledges are important, needed, but are not sufficient for the full exercise of the teaching work, using in particular the Marx (1982), Baloch (2010) and Damis (2010), requiring its complementation by pedagogical knowledge, which stresses the importance of continuing training for the improvement and interlacing of these knowledges, with the purpose to establish a pedagogical practice that contains extensive formative values also in higher education.

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