



FEDERAL UNIVERSITY OF CEARÁ

Provost Office of Research and Graduate Studies

COURSE PROGRAM

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| 1. PROGRAM: | |
| Program | GRADUATE PROGRAM IN CHEMISTRY |
| 2. COMPONENT TYPE: | |
| Activity () | Course (X) |
| Module () | |
| 3. LEVEL: | |
| Master's Degree (X) | Doctorate () |
| 4. COMPONENT IDENTIFICATION: | |
| Name: | TEACHING PRACTICUM I |
| Code: | CEP0130 |
| Hours: | 64h |
| Credits: | 04 |
| Optional course: | Yes () No (X) |
| Compulsory course: | Yes (X) No () |
| Area: | CHEMISTRY, ANALYTICAL CHEMISTRY, INORGANIC CHEMISTRY, ORGANIC CHEMISTRY AND PHYSICAL-CHEMISTRY |
| 5. PROFESSOR: | |
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| 6. ABSTRACT: | |
| <p>To start the construction of the teaching identity of future university professor, to prepare them for better professional performance:</p> <ul style="list-style-type: none"> • Hiring/familiarization: The system of higher education; the nature of institutions of higher learning and their professional dimensions (didactic autonomy, teaching, extension and research); career plans; institutional groups (boards, departments, research groups, committees); research support agencies; Ministry of Education-National Institute of Studies and Research (INEP-MEC); course pedagogic project (PPC); institutional development plan (PDI). • Teaching and teacher training that contributes to development of professional identity: the profession of college professor (alteration, criticality, flexibility, unpredictability); the meaning of teaching; initial and ongoing training, the pedagogical practice; the professor as a person and the person of the professor as a professional; teaching competency; the students as subjects of the cognitive process; the critical-reflective formative perspective; the production of knowledge based on learning to do. | |

- The adoption of integrative methods, promoting teaching through research; ethics-citizenship-education; information technologies; neurosciences and education.
- The teacher-student interpersonal relationship and the construction of teaching identity through observation of the practices of other teachers before starting the teaching career.

7. COURSE PROGRAM:

UNIT 1 (6 hours):

- Higher education in Brazil: concepts, definitions and classifications;
- Nature of institutions of higher learning: didactic autonomy and the teaching/research/extension triplet;
- Administrative organization and its groups: boards, departments, functions, academic organization;
- Educational policies of the federal government and the economic and social development of the country; Ministry of Education-National Institute of Studies and Research (INEP-MEC);
- Course pedagogic project (PPC); institutional development plan (PDI).

UNIT 2 (6 hours):

- The identity of the teacher and the training of professors;
- The formative route and understanding of how knowledge is constructed in the exercise of university teaching;
- The construction of knowledge, concepts, theories and skills, to support the teaching-learning process and development of attitudes and values in professional training and exercise of good citizenship;
- Production, diffusion of educational practice involving didactic-methodological concepts, expanding scientific knowledge in the search for actions to build insight.

UNIT 3 (12 hours):

- The training of professor and their professional identity;
- The pedagogic practice in the classroom, the intellectual development of students and the application of methodology in the construction of learning;
- Support for the teaching and learning process: pedagogical projects, lesson plans, curriculums, evaluation processes;
- The quality and efficacy of the teaching and learning processes in the construction and production of knowledge;
- Educational standards focused on the development of skills and competencies, so that students can learn and reflect on reality, becoming agents of a society committed to the future;
- The critical-reflective professor, the development of citizenship and the cognitive process of students.

UNIT 4 (12 hours):

- New reflection on the educational process prioritizing the promotion of the teaching-learning process of students;
- The critical-reflective professor and the ethical and moral consequences on social practice;
- Advances in neuroscience as a constituent of disciplinary knowledge; cognitive neuroscience, cerebral activities of the processes of cognition;
- The active methods of teaching at the college level and the strategies for producing knowledge (multi/inter/pluri/transdisciplinary);
- Technology associated with education, technologies in the teaching of chemistry, the digital age, dissemination of information and the development of technological skills.

UNIT 5 (16 hours):

- Construction of the teaching identity by observation: in pairs, the students must monitor theoretical and laboratory classes (4 and 12 classes respectively, under the supervision of the professor in charge of the discipline of general chemistry, in any undergraduate program of UFC.

8. EVALUATION PROCESS:

The discipline consists of 12 hours dedicated to activities focused on formative evaluation (teacher reflection), indispensable to and inseparable from the pedagogic practice, corresponding to the following percentages:

- Activities involving units 1, 2, 3 and 4 (50%); and
- Activities involving unit 5 (50%)

9. BIBLIOGRAPHY:

- Pimenta, S. G.; Anastasiou, L. G. C.; *Docência no Ensino Superior*, Cortez Editora, São Paulo, ISBN: 978-8524922145, 5a Edição, 2019.
- Leal, A. L.; Miranda, G. J.; Nova, S. P. C. C.; *Revolucionando a Sala de Aula: Como envolver o estudante aplicando as técnicas de metodologias ativas de aprendizagem*, Editora Atlas Ltda., São Paulo, ISBN: 978-8597011906, 2019.
- Bacich, L.; Moran, J. (orgs.); *Metodologias Ativas para uma Educação Inovadora - Uma abordagem teórico-prática*, Penso Editora Ltda., Porto Alegre, ISBN: 978-8584291151, 2018.
- Cosenza, R. M.; Guerra, L. B.; *Neurociência e Educação: Como o cérebro aprende*, Artmed Editora S. A.; Porto Alegre, ISBN: 978-8536325484, 2011.
- Masetto, M. T.; *O Professor na Hora da Verdade: A prática docente no ensino superior*, Editora Senac; São Paulo; ISBN: 978-8539604111, 2013.
- Masetto, M. T.; *Trilhas Abertas na Universidade: Inovação curricular, práticas pedagógicas e formação de professores*, Summus Editora, São Paulo; ISBN: 978-85-323-1108-5, 2018.
- Alarcão, I.; *Professores Reflexivos em uma Escola Reflexiva*, Editora Cortez, São Paulo, ISBN: 978-8524915987, 2013.

- Syinicki, M.; Mckeachie, W.; Dicas de Ensino: Estratégias, pesquisa e teoria para professores universitários, Editora Cengage Learning, ISBN: 978-8522111350.