



# FEDERAL UNIVERSITY OF CEARÁ

## Provost Office of Research and Graduate Studies

### COURSE PROGRAM

<b>1. PROGRAM:</b>	
Program	GRADUATE PROGRAM IN CHEMISTRY
<b>2. COMPONENT TYPE:</b>	
Activity ( )	Course ( X )
Module ( )	
<b>3. LEVEL:</b>	
Master's Degree ( )	Doctorate ( X )
<b>4. COMPONENT IDENTIFICATION:</b>	
Name:	TEACHING PRACTICUM III
Code:	CEP0218
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
<b>5. PROFESSOR:</b>	
<b>6. ABSTRACT:</b>	
To provide students in the Graduate Program in Chemistry the opportunity to carry out didactic activities through effective participation in the teaching of undergraduate courses, in the process of training the doctoral candidate for admission to higher education through public competition.	
<b>7. COURSE PROGRAM:</b>	
<p>1. Didactics applied to the higher education (10h)</p> <ul style="list-style-type: none"> <li>• Retrieve the use of lectures and its theoretical assumptions;</li> <li>• Score technical guidelines for using the lecture;</li> <li>• Differentiate and choose between the different types of classes;</li> <li>• Understand the potentials and limitations of the expositive classes and expositive dialogued classes as didactic strategies of the teaching-learning process;</li> <li>• Discuss the methodological importance of the seminar and its efficiency to sowing ideas and enable the participation and exchange of experiences.</li> </ul> <p>2. Teaching practice (38h)</p> <ul style="list-style-type: none"> <li>• To provide a space for the graduate student to learn, allowing to improve its teaching practice and didactic techniques, in addition to experiencing interaction with students through acting and observing different ways of teaching;</li> <li>• To experience the master and apprentice relationship, in which the knowledge and practice of teaching are transferred in learning by looking, observing and performing.</li> </ul> <p>3. Performance in didactic test (12h)</p> <ul style="list-style-type: none"> <li>• Preparation of a theoretical lesson for a simulated public tender. The objective is to improve the performance of doctoral students in this important stage for the candidate's approval in the public</li> </ul>	

tender. General Chemistry contents, indicated by a public tender for the UFC's Department of Organic and Inorganic Chemistry, are used for this activity.

4. External seminars (4h)

- External seminars with guest professors on relevant topics to the formation of the graduate student as a future teacher.

**8. EVALUATION PROCESS:**

1. Didactic in higher education, with development of reviews and peer reviews (20%);
2. Classroom practice, with the performance evaluation applied by the tutor teacher (40%);
3. Performance in a didactic test, with the performance evaluation applied by the evaluation board (40%). Class frequency either greater or equal to 75%.

**9. BIBLIOGRAPHY:**

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CUNHA, M. I. Aprendizagem da docência em espaços institucionais: é possível fazer avançar o campo da formação de professores? *Avaliação*, v. 19, p. 789-802, **2014**.

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FLORES, M. A. Feeling like a student but thinking like a teacher: a study of the development of professional identity in initial teacher education. *Journal of Education for Teaching*, Published online: 03 Feb **2020**.

GOIS, P. K. M Formação para a Docência no Ensino Superior: Realidade e Desafios, in Formação de professores, contexto, sentido e práticas, *Educere*, 2037, **2017**.

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