



FEDERAL UNIVERSITY OF CEARÁ

Provost Office of Research and Graduate Studies

COURSE PROGRAM

1. PROGRAM:	
Program	GRADUATE PROGRAM IN CHEMISTRY
2. COMPONENT TYPE:	
Activity ()	Course (X) Module ()
3. LEVEL:	
Master's Degree ()	Doctorate (X)
4. COMPONENT IDENTIFICATION:	
Name:	TEACHING PRACTICUM II
Code:	CEP0201
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:	
6. ABSTRACT:	
<p>The discipline aims to prepare students to act as tutors in Chemistry disciplines, especially General Chemistry taught to first-year students at the undergraduate level. It also allows interaction between the two levels of study, in order to contribute to the reduction of large dropout in chemistry courses.</p> <p>Teaching and Lesson Plans.</p>	
7. COURSE PROGRAM:	
<p>Active methodologies. Teaching and Lesson Plans. Preparation of teaching materials, such as study guides. Correction of the study guide by the teacher. Oral presentation of corrected material to the graduate class with participation of all colleagues in the discussion. Preparation of list of questions about the subject of guide. Choose of a class/graduate student to act as a tutor. The tutor will be responsible for the improvement in undergraduate student performance. Resolution of question list, giving indirect extra-class support to the subject's teacher. As a basis for classroom teaching practice, students will also teach Basic Chemistry topics in order to practice teaching and didactics.</p>	
8. EVALUATION PROCESS:	
<p>Evaluation of the study guide considering the pertinence and level of the concepts covered, the quality and recognition of authorship of the figures, logic in the presentation of topics, correct registration of bibliographic citations. Evaluation of the oral presentation of the guide. Level of questions and degree of correctness of answers on the list.</p>	

**Classroom practice, with the performance evaluation applied by the tutor teacher.
Class frequency greater or equal to 75%.**

9. BIBLIOGRAPHY:

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TOWSEND, T. Searching high and searching low, searching east and searching west: looking for trust in teacher education. Journal of Education for Teaching, v. 37, n. 4, p. 483-499, 2011.

TAKAHASHI, R. T.; FERNANDES, M. F. Lecture plan: concepts and methodology. Acta Paul. Enferm. v. 17, n. 1, p. 114-118, 2004.

MOREIRA, M. A. Mapas Conceituais e Aprendizagem Significativa, 1ª ed. Centauro Ed., 2011.

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VEIGA, I. P. A. Formação de professores para a Educação Superior e a diversidade da docência. Rev. Diálogo Educ., v. 14, n. 42, p. 327-342, 2014.