



RESEARCH ARTICLE

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## CONTINUING EDUCATION IN HIGHER EDUCATION: TEACHING PERSPECTIVE OF A PRIVATE IN CENTRAL IES SERTÃO CEARENSE

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### ABSTRACT

As we know education professionals have not received the amount due and attention they deserve. Mostly lacking investment and dignified manner so that they can perform their function and continue their education. With academics that reality is no different, as many are technicians who are in the classroom, but do not have the educational training necessary to develop such a role. This study aimed to present the perspective of teachers on continuing education in Teaching in Higher Education. The study was conducted with teachers enrolled in the specialization in Teaching in Higher Education offered by the direction of the Catholic University Center of Quixadá (UniCatólica). The research was qualitative and descriptive, targeting public teachers who were on course completion phase. Teachers answered a questionnaire with objective questions and other subjective in order to facilitate the understanding and analysis of the training process to which they were submitted. In general it was possible to realize that the specialization in Teaching in offered Higher Education for directing the UniCatólica contributed more positively than negatively to improve the performance of teachers in it were registered, given that all respondents said that in their answers, making clear that the course contributed to the improvement of their teaching practice and the definition of the teacher's role in higher education. Teachers answered a questionnaire with objective questions and other subjective in order to facilitate the understanding and analysis of the training process to which they were submitted. In general it was possible to realize that the specialization in Teaching in offered Higher Education for directing the UniCatólica contributed more positively than negatively to improve the performance of teachers in it were registered, given that all respondents said that in their answers, making clear that the course contributed to the improvement of their teaching practice and the definition of the teacher's role in higher education. Teachers answered a questionnaire with objective questions and other subjective in order to facilitate the understanding and analysis of the training process to which they were submitted. In general it was possible to realize that the specialization in Teaching in offered Higher Education for directing the UniCatólica contributed more positively than negatively to improve the performance of teachers in it were registered, given that all respondents said that in their answers, making clear that the course contributed to the improvement of their teaching practice and the definition of the teacher's role in higher education.

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### INTRODUCTION

As access to education and admission of students in higher education have been increasing over time, academics were increasingly required and the day-to-day classroom. Not that he, the teacher should know all the answers ready and give students, but you must be increasingly prepared.

It is said to be prepared in order to always seeking improvement and training to not be in deficit and for it to play its role satisfactorily. To keep up to date it is necessary that the teacher is open to dialogue and willing to reflect on their ideas, not clinging to absolute truths, but excelling the constant questioning of their knowledge in order to improve their teaching practice. After all:

Remember that the teacher is not the only protagonist of this process teach learning teaching, the bilateral relationship, teacher-student is the cinequanon condition of the process, after all one does not exist without the other, who teaches learns and vice-versa. The more students require the teacher, the more it will feel challenged to improve. The more the teacher raise doubts in their students, the more they will feel encouraged to seek new knowledge. The education of the bank type (described by Paulo Freire) predominated for many centuries in education, knowledge were "transferred" from teacher to students who "received" everything without question. However, with the advent of the internet and the speed with which knowledge is shared today, the teacher's role has also undergone changes today; "the good teacher" is one that motivates the student, Regarding the formation of the university professor is common to speak about the lack of preparation for teachers since many teachers that teach in higher education are professionals who are in the classroom. That is, they are technical and, therefore, they lack mostly to the pedagogical dimension that often can only be experienced through continuing education initiatives. But as we know education professionals have not received the amount due and attention they deserve. Lacking investment and dignified conditions so they can continue their education, because as society changes, so does the way the teaching and learning happen, change the values, relationships and responsibilities they acquire. The role of the teacher cannot be the only one who "form" an expert, but one that provides a productive learning environment that takes into account the context and helps in training and citizen of the subject. However, these questions and reflections about the teacher's role, their training and the best way to act is possible only when it is able to reflect on their practices, "to allow to examine their implicit theories, their operating schemes, their attitudes etc., performing a constant process of self-assessment to guide their work" (Imbernon, 2004). Only by analyzing your practice, that the teacher may seek new ways of working, keeping what works and changing what needs to be improved. Hence, the continuing teacher education is fundamental in the construction process of the identity of a university professor.

Taking into account the reality of the formation of the university professor in Brazil, namely the lack of such training, was that I chose to treat this theme that is becoming more present day, taking into account the increase of higher education institutions that are emerging in our parents. "According to the Census data, currently the country has 2 400 higher education institutions that offer more than 32,000 undergraduate" (Santana, 2014).

In my day-to-day in the University Center<sup>1</sup>I could go realizing how much the lack of pedagogical and methodological preparation can hinder the performance of teachers in the development of their daily tasks, such as planning, for example, as many were not prepared to be in the classroom, but due to numerous circumstances today they are part of that context, however, do not know how to be it or do it. So we have the justification of the importance of investment in continuing teacher training initiatives so that these teachers can build up as such and make your practice more and more close to what is expected of a teacher in higher education.

Understanding the difficulties described in the previous paragraphs, the Dean by the Pro-Dean of Graduate Studies and Extension Center of the Catholic University of Quixadá (UniCatólica) decided to offer free to their teachers a course of specialization in Teaching in Higher Education aiming somehow try to remedy the gaps left by a lack of pedagogical training that many graduates do not hold. The course began in April 2014 and is expected to close in August 2016. When the course began had sixty (60) students from different titrations (graduates, specialists, masters and doctors), these same students were divided between the institution's teachers, course coordinators and some staff who had the interest to enter teaching or already teaching at other institutions. Now, Therefore, the main objective of this study was to present the perspective of teachers on continuing education in Teaching in Higher Education offered by the Catholic University Center of Quixadá (UniCatólica), or investigate together with the teachers who are completing the course, as specialization came to contribute positively to their teaching practice.

### **Teaching in higher education**

When you hear in Teaching Higher Education some questions arise which ultimately demonstrate that how the development of the teaching profession in higher education takes place not in accordance to the demands that the world of education, higher need. One of the basic and primary requisites for the exercise of teaching, to be his own training to practice as a TEACHER, does not. What we find in most universities are bachelors who have the university as a second source of income and / or hobby.

[...] the teacher is one who teaches, that is, have the knowledge to the students. If they learn or not, is not the teacher's problem, especially the university, which is often there as a concession, as a favor, as a way to supplement the salary as a selfless that considers education a way to help others as a nozzle, etc. (pepper; ANASTASIOU, 2010).

The lack of specific training to engage in university teaching makes many of these professionals, said teachers, will eventually develop their teaching role "by force", ie will acting without any preparation with regard to the exercise of the teaching profession (didactic, teaching-learning, research, etc.).

Most of the higher education institutions, including universities, although their teachers have significant experience and even years of study in their specific areas, the predominant lack of preparation and up to a scientific knowledge of what is the process of teaching and learning, through which pass to be responsible from the moment they enter the classroom (PEPPER; ANASTASIOU, 2010).

How many step into the world of teaching often as an extension of his role as a liberal professional, not having the time or, in many cases, interest for the construction of a teaching identity, end up not realizing that this new mode of operation requires preparation and adequate training for it to be exercised. The great mission of the university professor is to awaken in their students anxiety in question in thinking critically about the society in which they live and how as future professionals can make a difference in day-to-day of

<sup>1</sup>The UniCatólica was founded on December 8, 1999 and is located in the Central Hinterland Cearense region, in the municipality of Quixadá and has eighteen (18) undergraduate courses in operation and currently has about two hundred (200) teachers.

their performance. This ability to see beyond is called by many authors of autonomy.

This capability is built through new courses and professional experiences, throughout his career. However, in the case of university professor who acts in specific areas and has another career, the teaching profession also becomes your career, though often higher education institutions and professional teacher himself does not pay attention to it. This disregard about the teaching profession can lead to not build this capacity to design and implement new alternatives on the education reality that challenges us with its movement, its crises and its problems (PEPPER; ANASTASIOU, 2010).

The ways in which higher education institutions are structured to tie the actions of teachers, make the educational environment something of the reality in which the subjects are inserted, thus hindering the development of autonomy and new ways of thinking about the profession, leaving completely decontextualized teaching practice. The teacher must be a dynamic subject, able to reflect on their practice and develop creative ways to remedy the difficulties that arise in the development of teaching practice. Not only within the taught content in the classroom, but also with regard to the community in which it is inserted, for "teaching knowledge is characterized by being a web of extreme complexity that is not limited to simple calling or application certain techniques learned in training courses "(Oliveira et al., 2017). The teacher must fulfill their social role, contributing not only to the construction of a student who dominate the "matter", but to be able to reflect and act in order to transform reality. Therefore, it is first necessary that these professionals be prepared and be aware of the importance of their role in society.

### **Continuing Education in the Education Superior**

The accelerated technological growth experienced in recent years has brought with it a growing need for qualified professionals to perform certain functions that require a high degree of readiness and scientific knowledge. By consequence, there was a significant increase in the number of universities and students who, in turn, raised the increasing urgency of professionals (teachers) specific knowledge holders who could "teach" and "pass on" to others that knowledge. These professionals:

[...] bring with them immense body of knowledge in their respective fields of research and professional practice, most often they never questioned about what it means to be a teacher. Similarly, the institutions that receive already give by all means that are sparing themselves, therefore, contribute to make them. So its passage for teaching occurs naturally, sleep professionals and researchers and teachers agree! Not without trauma or without, often cause damage to the educational process and its results (PEPPER; ANASTASIOU, 2010).

However, as seen above, many of these professionals enter higher teaching without any preparation to do it, at best, end up studying in any discipline at any course of postgraduate content that can be used in day-to-day classroom. Many institutions do not offer their teachers the opportunity to discuss and better understand the issues surrounding the world of university teaching. Sometimes proffer short courses and /

or lectures that address and discuss any topic of superficial and timely and it is expected that, by a miracle perhaps, the end of these activities all the problems and issues disappear. But you can not forget that:

To be procedural, one can not ignore the question of time. A pedagogical preparation process must establish objective, steps, referrals, over a predetermined time, in relation to diagnosed and transformed into goals problems. This is not an informative result, to be solved in a speech a few hours. Just as it is impossible to train a professional in any field in a lecture, so does the preparation for teaching, although it can get, meetings or lectures, features, analysis and meaningful information to the formation of the subject in the direction of the necessary changes. It is necessary to study and propose necessary referrals to the involvement, the construction and systematization of the team that wishes to attend (PEPPER; ANASTASIOU, 2010).

It is essential to understand that this process of continuing teacher education is a PRO-CCESS and for being so requires time and thought. You have to work the construction of teacher identity that, according to what it says in Nóvoa (1992 cited PEPPER; ANASTASIOU, 2010), should be based on three main elements:

[...] personal development, which refers to the production processes of the teacher's life; professional development, which refers to aspects of teacher professionalization; institutional development, which refers to the investments of the institution for achieving their educational goals.

However, the process of continuing teacher education should not happen in solitary focusing only on the teacher and educational-methodological contents that this must learn and assimilate in their day-to-day. This is a collective construction and one of the key elements to the process of continuing teacher education happens is availability of the subjects involved: The availability of the institution as locus where everything happens, as a place of mediation, construction and transformation of thought. Starting with the construction of a political-pedagogical project proper to the social context allowing subjects to see possibilities for change of reality that act; The availability of the teacher as the main interested in constantly improving as a subject and as a professional. It is necessary for teachers to have an awareness of their role of transforming agent of reality and how important is to be prepared methodologically and pedagogically to meet the demands arising from these "new times" that require professionals increasingly dynamic and creative face of adversity the world of work; The availability of students as key stakeholders and main subjects to be covered with this whole process. Students must be heard and their wishes and needs must be taken into account but, after all, they are the "products" arising from this training.

### **Structure of the curriculum specialization course in teaching in the center of higher education university catholic**

**Quixadá:** The Specialization Course in Teaching in UniCatólica of Higher Education aimed to work content and practices that could help build new knowledge and reflections on the context, the processes of educational management, the

challenges of higher education in Brazil and teaching experiences. As well as the development of skills related to cognitive and pedagogical dimensions required for teaching in higher education.

In the table below we can see how it was thought the curricular structure of the course, their discipline and their cargo-Time:

**Table 1. Disciplines and hour load of courses offered in the course of specialization in Teaching in Higher Education**

SUBJECTS	C / H
Seminar: Teacher Professional Development	24
Higher Education Policy and Guidelines	24
New Teaching Technologies and Training	24
Strategic Planning and Management of IES	32h
Educational Research I	24
Teaching of Higher Education	56h
Higher Education Methodology	32h
Pedagogical Text Production	24
Educational and Institutional Assessment	32h
Social Psychology and Collective (24)	24
Principles and Methods of Teaching Management	24
Educational Research II	24
Training Seminar	24
Job orientation Monographic	88h

Source: Specialization Course Project in Teaching in Higher Education.

The course was structured in blended learning mode, combining moments of actual classes and classes taught through the Virtual Learning Environment (VLE) of FCRS with the use of different environmental tools such as: Content explanation videos, base texts for directed studies and virtual activities through Chat, Forum and others. However, their teachers for each subject accompanied all the activities carried out in the virtual environment. The evaluations were the formative and summative kind, whose approval should be given in each of the disciplines of the members proposed curriculum, with a minimum grade of 7.0 (seven) and presence of at least 75% of classes. As well as the presentation of Work Course Conclusion (TCC) developed starting from the experience and contribution to teaching in FCRS, duly approved by bank examiner, composed of three teachers / evaluators, as follows: President guiding member (a); outer member; and inner member.

## METHODOLOGY

### Search Type

The research was qualitative type, ie, the focus was not the quantification of data, but rather your understanding and exploitation with no value judgment issue, seeking to understand and know the way of thinking of a particular social group. However, Boente and Braga (2004 cited Dalfovo *et al.*, 2008), "put it no matter the research there will always be some context before we have the quantitative part." The research was also the descriptive as had the main objective to record and analyze the answers given by the participants, without, however, to issue judgment on the content. The study happened with teachers who were enrolled and completing the specialization course in Teaching in Higher Education Catholic University Center of Quixadá (UniCatólica). To conduct the survey was sent via email to participants an electronic form with some character items objective (training area, time has taught in higher education etc.) followed by two (2) subjective character items. After answering the form

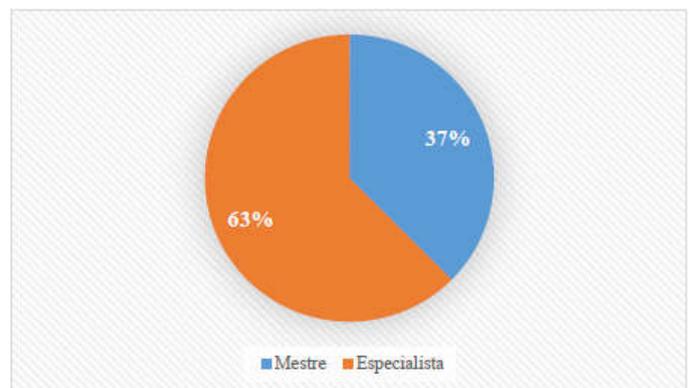
participantsreenviaram the completed file and signed the Informed Consent - TCL.

### Participants were given a period of fifteen (15) days to return the reply form

Content analysis took place in three stages: 1) pre-analysis, which saw the organization of the material in the form of data collection; 2) by analytical description of the detailed study of the material, applying the procedure of encoding, sorting and categorizing data; and 3) referential interpretation, reflection and reasoning in empirical material, trying to establish relations (Bardin, 1977). According to the theory of Bardin (1977), one of the techniques for interpretation relates to analysis by category, comprising division of the text into units or categories, analog groupings. The answers will be transcribed and analyzed. Where it has been previously and analytical reading of responses that then were categorized in thematic units of meaning, then grouped subcategories and most central categories.

## PRESENTATION, DISCUSSION AND ANALYSIS OF DATA

**Presentation of Data Obtained in Research:** Of the fifteen (15) students of specialization in Teaching in Higher Education who are completing the course, only eight (8) answered the questionnaire. Among these eight (8) ages ranged between one and thirty (31) years and forty-nine (49 years). The training area of the respondents were the most diverse as: Psychology, Management and Administration, Physiotherapy, Nursing, Law, Chemistry, Business Administration and Theology. Titrations of respondents were mainly specialists and teachers.

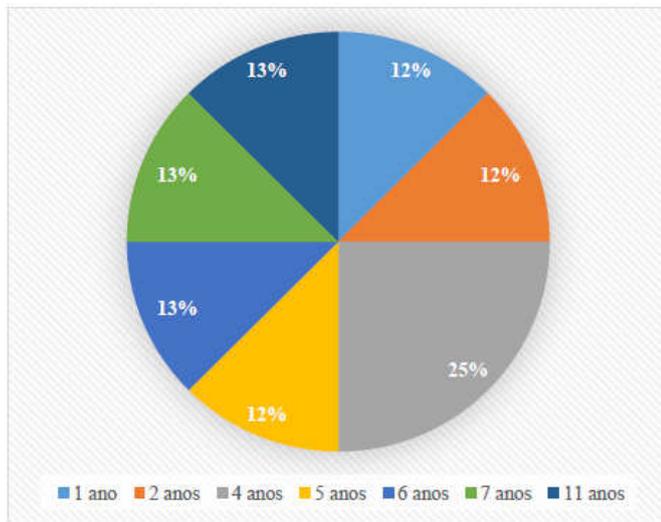


Source: Research data.

**Graphic 1. Titration of respondents**

Since the time of experience in teaching in higher education varied from one (1) year to eleven (11) years.

Organized the objective data of the form, the responses were analyzed given two (2) subjective nature of questions. The first was intended to verify that the specialization in teaching in higher education has contributed effectively to the improvement of the teaching practice of the teacher. The eight (8) respondents were unanimous and said yes, specialization had contributed to the improvement of their teaching practice. Here are some excerpts that respondents used to justify their answers:



Source: Research data.

**Chart 2. Time of experience in higher education**

"If training is needed specific to our area, higher education."

"The expertise helped to review the concepts and vision in the classroom, especially for having bachelor's degree."

"The expertise helped me to understand my role of teacher, helped to rethink my practice was very important as to encourage reading and reflection on the teaching profession and helped open doors for other studies and research in education."

"I showed the real importance of education in any field, as each has their teaching practice, but we need tools grounds for so better and better in the classroom and beyond."

"In the full knowledge of active methods in innovative process as well as how to work their applicability respecting the reality of students."

"It allowed me greater range as concerns a teacher must have to take the responsibility of being the head of a discipline, as well as assisted in the decision to accept the proposal to be a teacher because, as I have the bachelor's degree, my experience is market. As the disciplines that are assumed techniques, this practice of 20 years of market helps me in discussions to confront the theory. In this case, the course was essential to mark this relationship, ie the practical experience with theoretical need to employ a metric in the dissemination of subjects. "

The last question of the form was too subjective and respondents should point out the positives (which most contributed to its formation) and negative (what lacked what should be improved) for the process experienced during the specialization in Teaching in Higher Education.

#### **The positive points:**

"The methodologies developed. Relevant content to higher education. The dynamism of some teachers. The knowledge that every teacher have demonstrated regarding the content offered by him or her. Access to each teacher and the secretariat. Involvement with colleagues "

"Discussions between us teachers made me learn from other teacher training so necessary especially for bachelors structure of the modules democratic school environment"

"The integration of faculty"

"Living with colleagues from other courses and theoretical discussion"

"Greater knowledge of the academic process and the experience of other teachers"

"Active methodologies, Paulo Freire method, and teaching methodology in the classroom"

"Technical Basement as academic need (lesson plan, higher notions of teaching, assessment, planning)"

#### **Negative points:**

"Repeat content and the delay in completion of the course"

"The methodologies adopted and lacked usage tips of new technologies"

"The methodologies used by some teachers lack of linkage between some disciplines lot of activity requested (in some subjects)"

"We assess that specialization left a little to be desired, because I thought otherwise, with news to surprise us. But what we experienced was repetitive topics that did not add much in our learning "

"We lacked trial and see how other institutions do. We had a discussion symposium or Integration to exchange successful experiences. "

"The lack of dynamism of some teachers who taught our discipline"

"There has been a more consistent use in workshops to help in planning"

"I think the selection of teachers to teach the classes could be more balanced. We had a few different subjects with the same teacher. Another point that I understand to be interesting rethinking is how to align the menu with what the teacher will teach. We had a situation that, in my opinion, the subject taught was completely different from the set menu. Even having added something, do not hit my expectation that menu proposal. "

## **DISCUSSION AND ANALYSIS OF DATA OBTAINED IN RESEARCH**

As can be seen in the above responses, most teachers who sought to attend the specialization in Teaching in Higher Education by the end were bachelors and had the most titration specialists. This may signal that those who feel most need to improve their teaching practice are those that have a lower degree of titration (as specialization, for example). What justifies the speech Veiga (2010 apud LIRA; Sponchiado, 2012):

To exercise the teaching profession in higher education, not enough to have just training in the specific area; We need to constantly pursue learning and knowledge necessary for educational practice, with ethical and moral values, thus forming citizens able to produce and build their own identity, that is, teaching and learning with pedagogical competence (LIRA; Sponchiado, 2012).

Another point that we can also realize is that the majority of respondents had little time teaching experience in higher education which may have been a good point regarding the need to seek knowledge in order to improve their teaching practice and try to calm some form their expectations with regard to the teacher. After all:

[...] the teacher sees an emergency construction of new knowledge. The main issues facing the daily practice involves cases that generate questions such as: To what extent can meet the expectations of my students? How to match them with the institutional requirements? How to motivate my students for learning that go beyond the pragmatic utilitarianism that is in their imaginary? Working with heterogeneous classes and respect the differences? What alternatives are there to match new technologies with ethical reflection? How to combine teaching and research? I need to have skills to interpret the daily events and link them with my content? How to face the challenge of interdisciplinarity? I remain concerned about the implementation of the teaching program even if students do not show interest / readiness for the same? How, in turn, guarantee knowledge to go the path envisaged by the curriculum? [...]. (CUNHA, 2004)

When asked if the expertise had contributed to the effective improvement of the teaching practice of teachers all were unanimous in saying yes and one of the points most served as the justification for this analysis was the fact that specialization could help them to better understand the teacher's role and responsibilities in the classroom and learning new methodologies. Let us see what tells us Medeiros (2007) on the subject:

The teaching in higher education is full of features, which should be considered and debated widely. Therefore be teaching at a university is an occupation different from being a teacher in a school in the early grades, for example, where, generally, the teacher was prepared for it. In higher education, the basic educational function is to train professionals providing them with a strong academic background, cultural and scientific, in order to contribute to the development of Brazilian society. Depending on the institution in exercising their profession, teachers of higher education need to interact with the teaching, research and extension. And make such interaction does not constitute simple task. It is the construction of teacher professionalization in higher education, particularly within the universities,

Already when it comes to the points identified as positive for specialization can be highlighted as the main element the moments of interaction and exchange of experiences that teachers may have throughout the course, where the time of specialization served as a space for discussion and knowledge of various existing contexts. The interaction between teachers was also set as a highlight. Already when it comes to the points identified as negative for the expertise we have to

highlight the lack of use of appropriate methodologies by teachers who taught subjects, methodologies that could best contribute to the understanding of those skills that should be built from each discipline. The teachers repeat in different subjects was also identified as negative.

### Final Considerations

In general it was possible to realize that the specialization in Teaching in Higher Education offered by the direction of UniCatólica contributed more positively than negatively to improve the performance of teachers who were enrolled in it.

I think it is important to note that at the beginning of specialization had about sixty (60) registered teachers, these only fifteen (15) are effectively completing the course. A large proportion of teachers who have given up along the course had the Doctorate degree and / or master's degree. Now, analyzing all the specialization course of the route as well as the speeches of the participants, I believe that the greatest contribution to those who have come to the end were the moments of discussion and exchange of experiences that the course could provide, or meet in the same space different professionals with different areas of training contributed to the creation of an odd knowledge of building space in which each contributed to what was, but took with him much of what the others had to offer. During the course of the course could also hear of many participants who dropped out that "what (the Specialization Course in Teaching) did not bring anything new", they wanted were "practical things to apply in the classroom" ... I think fact that happen disciplines much as moments for discussion and construction of new knowledge has contributed much to the success of the course, leaving its participants the feeling that there is not and there will never be something done and finished, if we talk about education as something dynamic, so how can we want casts and pre-established content meet the demands of something that is not sealed? Is the question there.

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