MACRO PROJECT II

Professional teaching development in initial and continuing formation: teaching knowledge, pedagogical practices and social, legal and theoretical-conceptual demands.

Area of research II

Teacher formation in Teaching Sciences, Mathematics and Technologies

Macro project II description

Macro project II approaches a collection of investigation views that are present in institutional research projects, internally approved by UDESC and/or agencies that support research in the state or nationally. All the projects keep close relation WITH THE area of research “Teacher formation in Teaching Sciences, Mathematics and Technologies” and are coordinated by researchers registered at PPGECMT. These projects favor researches whose team includes Master’s students, scientific initiation and fellow teachers of the program. Aiming at the unification and systematization of the common research fronts, this macro project is presented as a means to support investigations, studies and the development of Educational Products that include:

- Analysis of the relations between initial and continuing formation and the development profile of professional teachers of science, mathematics and technology.
- Analysis and incentives for teacher formation, professional development and teaching in educational contexts.
- Reflections and propositions that support professional activity, aiming at promoting pedagogical support, besides practices, dynamics and evaluation processes that are inherent to teacher formation (initial or continuing).
- Studies related to the construction of knowledge in the school context, focusing on the role and the performance of teachers.
- Reflections on the role of the teacher within the processes of development, implementation and evaluation of didactic-pedagogical resources, which are based in different theoretical perspectives and that seek to rethink and transform pedagogical practices.
- Analysis and reflections focused in theoretical-conceptual, practical methodological, didactic-pedagogical and cognitive-affective relations within the educational context, always keeping focus on relations and influences that are inherent to the teacher’s role and activity.

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