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## WHAT HISTORY TEACHER ARE WE TRAINING IN BRAZIL AND PORTUGAL? A COMPARATIVE STUDY BETWEEN THE FEDERAL UNIVERSITY OF THE SOUTHERN BORDER AND THE UNIVERSITY OF MINHO

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## INTRODUCTION

The purpose of this paper is to present the partial results of the ongoing postdoctoral project, which discusses in a comparative way the policy of teacher training, especially the fundamental aspects for the constitution of the teaching staff, the supervised internships, working with two specific projects for the training of History teachers, the Federal University of the Southern Border, Erechim Campus, Brazil, and the University of Minho, Braga, Portugal.

## THE STUDY- METHODOLOGY

### Qualitative Study

**Aims-** To compare the model of history teachers training in the Federal University of the Southern Border, Erechim Campus, Brazil, and the University of Minho, Braga, Portugal.

**Research questions-** What is the profile of the history teacher who is being trained in Portugal (at University of Minho) and Brazil (at Federal University of the Southern Border)?

**Data collection-** In order to achieve this specific aims, we are studying the **legislation**, the political pedagogical **projects of the courses**, the **observation of classes** in the professional practice and the **reports** of the students (dissertation) of the Masters in History teachers in both universities.

**Data analysis-** This material will be analyzed from the dialogue with the bibliography and with the theoretical reflections of Goodson and Popkewitz; content analysis (Bardin, 2001) and inductive analysis- *Grounded Theory* (Corbin & Strauss, 2008).

## HISTORY TEACHER TRAINING AT UNIVERSITY OF FEDERAL DA FRONTEIRA SUL – CAMPUS ERECHIM

- The Law of Directives and Bases of Education n. 9394/96 imposed a new curricular proposal for the initial formation of the history teacher that was in agreement with the changes instituted by the law and the reflections on the teaching.
- On April 3, 2001, the Board of Higher Education unanimously approved the **National Curricular Guidelines of the History Courses.**

## HISTORY TEACHER TRAINING AT UNIVERSITY OF FEDERAL DA FRONTEIRA SUL – CAMPUS ERECHIM

### **History Teacher Profile:**

- Training of a qualified professional for the exercise of research, in line with the new technologies, which dominates skills and abilities to pursue the historical profession and be able to act in a globalized world;
- Central concern is the formation of the historian;
- Absence of historian-teacher relationship;

## HISTORY TEACHER TRAINING AT UNIVERSITY of FEDERAL DA FRONTEIRA SUL – CAMPUS ERECHIM

Degree in History of the UFFS campus Erechim (Curricular Matrix approved in 2012) -  
9 semesters, 3000 hours

- Units curricular of the specific domain of History;
- Units curricular (Education)
- Units curricular common (General knowledge) (480 hours);
- Units complementary curricular activity (240 hours);
- Units practical as a curricular component (400 hours).

## HISTORY TEACHER TRAINING AT UNIVERSITY OF FEDERAL DA FRONTEIRA SUL – CAMPUS ERECHIM

Professional Practice	480 hours
Curricular pedagogical supervice I (8 ects)	30 hours of lectures; 10 hours of general school observation 30 hours of elementary school observation 20 hours for the elaboration of the research project and intervention in history teaching 30 hours for the preparation of the historical didactic research report
Curricular pedagogical supervice II (8 ects)	30 hours of lectures 15 hours of preparation of classes for elementary school 15 hours of regency 30 hours of research and intervention project development

# HISTORY TEACHER TRAINING AT UNIVERSITY OF FEDERAL DA FRONTEIRA SUL – CAMPUS ERECHIM

Professional Practice	480 hours
Curricular pedagogical supervice III (8 ects)	30 hours of lectures 10 hours of general school observation 30 hours of observation of high school classes 20 hours for the elaboration of the research project and intervention in history teaching 30 hours of preparation of the historical didactic research report
Curricular pedagogical supervice IV (ects)	30 hours of lectures 15 hours of preparation of classes for high school 15 hours of regency in High School 30 hours for the development of the research and intervention project 30 hours for the preparation of the historical didactic research report



## HISTORY TEACHER TRAINING AT UNIVERSITY OF MINHO

**Degree in History** - 3 years (6 semesters)

### **Scientific Units Curricular of History**

-Prehistory, Ancient Civilizations, Greek and Roman Civilization, Classical Art, Middle Ages (Europe and Portugal), Discoveries and Portuguese Expansion, Medieval Art, Modern Age (Europe and Portugal), Modern Art, Contemporary Age (World and Portugal) Contemporary Art and some optional subjects.

### **Master's Degree in History Teaching in the secondary school**

- It is an integrated vocational course of 2 years (4 semesters).

## HISTORY TEACHER TRAINING AT UNIVERSITY OF MINHO

### **Master in History Teaching in the secondary school**

- The new curriculum structure is the outcome of the implementation of the recent law for the qualification of new teachers (DL 79/2014, May 14);
- Changes brought about by the self evaluation process carried out ;
- Incorporation of new scientific knowledge;
- Training in the specialization area is reinforced (10 to 20 ECTS);
- The training in general education is reduced, introducing other CUs (see Cognitive and Learning Processes or Inclusion and Special Needs);
- The number of modules and submodules in Professional Practice are reduced (in the 1<sup>st</sup> semester);
- New teacher training components are inserted in initiation to professional practice ( see new names for the modules Classroom Management or Classroom Observation and Project Design in the CU Professional Practice).

## **Master in History Teaching in the secondary school**

### **History Teacher Profile:**

- Formation of reflexive and autonomous professionals capable of investigating its action and to promote an education of humanistic and democratic orientation, which promotes educational success.
- Professionals capable of promoting an articulation between theory-practice and research-teaching, for informed, deliberate, critical, innovative and contextual-adjusted action.

# HISTORY TEACHER TRAINING AT UNIVERSITY OF MINHO

## Master in teaching History

### Educations Curricular Units:

- Curriculum and evaluation- S1, 140 Wh, 5 ects
- Developmental Psychology- S1, 140 Wh, 5 ects
- History teaching I-S1, 280 Wh, 10 ects
- History theory and historical knowledge-S1, 140 Wh, 5 ects
- School as educational organization-S2, 140 Wh, 5 ects
- History teaching II-S2, 280 Wh, 10 ects
- Cognitive processes and learning-S3, 140 Wh, 5 ects
- Inclusion and special needs of cognitive and motor domain-S3, 140 Wh, 5 ects
- Evaluation and development of History educational materials-S3, 280 Wh, 10 ects
- Professional practice- S3/S4, 1260, 45**
  - Classroom Observation
  - Project Design
  - Pedagogical Intervention
  - Report of training (Dissertation)

### Scientific Curricular Units :

- City and historical centre-S1, 140 Wh, 5 ects
- History themes I-S1, 140 Wh, 5 ects
- History themes II-S2, 140 Wh, 5 ects

## STUDY CLASS CASE STUDIES

### **Case 1: Portugal: National Assembly (Parliamentary Session) of 1846**

-Classroom observed in the 11<sup>th</sup> grade, in a urban Class of Braga City (Portugal) under the theme "Liberalism, Ideology, and Revolution: Models and Practices in the 18th and 19th Centuries".

-Reconstruction of the National Assembly of 1846 (Parliamentary Session) - Role-playing (constructivist class- Fosnot, 1998)

#### **Specific objectives:**

- Empathize with specific historical roles
- Mobilize previous knowledge
- Advice democratic dialogue practices
- Use a sustained critical discourse

**Data Collections-** The trainee teacher built several tools for collecting data:

- Observation registration forms
- Paper and pencil tasks (work sheets) carried out by students

	Evaluation of discursive competences			Assessment of formal competences Interest and teamwork					
	Sense of intervention	Construction of argument	Language	Use of sources		Use of keywords		Respect for time of intervention	
<b>Moderators</b>									
Ana									
Inês									
Maria									
<b>Government</b>									
Alice									
Marta									
João									
Bárbara									
Rui									
Sónia									
Maria									
Tomás									
Diogo									
<b>Opposition</b>									
Miguel									
Jéssica									
Beatriz									
André									
Gabriel									
Rui									
Rita									
André									
Alexandre									

### Evaluation Grid for the Parliamentary Debate March 10, 2017

Evaluation of 1 to 5, with 5 being the equivalent of "very capable" and 1 being "not very capable".

## STUDY CLASS CASE STUDIES- DATA ANALYSIS

### Case 1: Portugal: National Parliament (1846)

Through role playing methodology the students:

- Represented the National Assembly (Parliament 1846), played different roles, supported by the study of historical documents (historical evidence);
- Acquired competences of positioning themselves, experiencing the way of thinking of the other, or of another epoch (historical empathy);
- Increased historical consciousness through study the past for understanding the present time, and positioning in view of the future.

## STUDY CLASS CASE STUDIES

### **Case 2: Brazil: Heritage and Memory: Exhibition of Family Objects**

-Classroom observed in 6th and 8<sup>th</sup> grade of Elementary School in Vista Alegre State School located in the city of São Valentin, in the state of Rio Grande do Sul, Brazil, in a rural school

#### **Specific objectives:**

- Interpret various historical sources (objects, music, documents, photographs, images)
- Mobilize previous knowledge
- Contextualize your ideas
- Awakening a critical view of analysis

**Data Collection-** The trainee teacher built several tools for collecting data:

- Observation registration forms
- Diary of student notes
- Students' works (research objects; interview with family; exposure of objects)



## STUDY CLASS CASE STUDIES- DATA ANALYSIS

### **Case 2: Brazil: Heritage and Memory: Exhibition of Family Objects**

**Through the methodology of Didactics of the object the students:**

- Use tools to analysis objects sources;
- Produce school's historical knowledge;
- Mobilize historian knowledge (critical to the sources, senses and meanings);
- Promote skills of historical criticism to better understand the world around them;

## REFLECTING ON RESULTS

In Brazil traditionally there is a separation between the formation of the historian and that of the teacher of history, with teaching being second to none, and the historian is positively valued at the expense of the history teacher.

In Portugal the question of the formation of the history teacher or historian was solved in another way, with the initial formation of historian, discussing the main themes of the reference science with a duration of 3 years, and teacher training, occurs through Master's degree course, with a duration of 2 years, based on research and teaching in post-graduate studies, conferring more social prestige to the teacher.

## REFLECTING ON RESULTS- IMPLICATIONS

As an implication of this comparative study on teacher's education in Brazil and Portugal, it is intended to contribute to the construction of important reflections for the enrichment of the main debate that the Brazilian education system currently faces, the curricular organization of Basic Education and the restructuring of undergraduate degrees.



THANK YOU!

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