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TEACHING CASES AS AN INVESTIGATIVE-FORMATIVE STRATEGY IN THE PARFOR SUPERVISED PRACTICE

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Abstract

This article presents results of the reorganization of the Supervised Practice course in the Plano Nacional de Formação dos Professores da Educação Básica [National Plan of Professional Training of Teachers of Basic Education] (Parfor). The article sought to investigate whether: the use of teaching cases suits the context of a second licensure program, promotes discussions and reflection, contributes to teachers' professional development. The cases were methodologically adopted as an investigation strategy to be used in teacher training, with narratives and talk circles being its the main instruments. The results revealed that the teaching cases helped the investigation and training processes, thus contributing to the professional development of the licensure teacher students.

TEACHER TRAINING • SUPERVISED INTERNSHIP • CURRICULUM • PARFOR

CASOS DE ENSINO COMO ESTRATÉGIA INVESTIGATIVA-FORMATIVA NO ESTÁGIO DO PARFOR

Resumo

O artigo apresenta resultados da reorganização da disciplina de Estágio Curricular Supervisionado do curso de Pedagogia do Plano Nacional de Formação dos Professores da Educação Básica (Parfor). O objetivo foi investigar se a proposta com casos de ensino atende ao contexto de um curso de segunda licenciatura, promove discussões, reflexões e contribui para o desenvolvimento profissional dos professores. Metodologicamente, os casos foram adotados como estratégia investigativa-formativa, sendo as narrativas e as rodas de discussões os principais instrumentos. Os resultados evidenciaram que os casos de ensino favoreceram processos de investigação e formação, contribuindo para o desenvolvimento profissional das alunas, professoras em exercício.

FORMAÇÃO DE PROFESSORES • ESTÁGIO SUPERVISIONADO • CURRÍCULO • PARFOR

CAS D'ENSEIGNEMENT COMME STRATEGIE INVESTIGATRICE AU STAGE DU PARFOR

Résumé

Cet article présente les résultats de la réorganisation du cours de Stage Curriculaire Supervisé de la formation en Pédagogie du Plano Nacional de Formação dos Professores da Educação Básica [Plan Nationale de Formation de Professionnels Enseignants du Système Scolaire] (Parfor). L'objectif a été examiner si la proposition des cas d'enseignement est satisfaisante dans le contexte d'un cours de deuxième licence en formation enseignante (Licenciatura),¹ si elle favorise les discussions, les réflexions, et contribue au développement professionnel des enseignants. Méthodologiquement, les cas ont été adoptés comme stratégie de recherche formative, et les narratives et les cercles de discussions les principaux outils. Les résultats ont mis en évidence que les cas d'enseignement favorisent les processus de recherche et formation, contribuant au développement professionnel des étudiantes, professeures en activité.

FORMATION DES ENSEIGNANTS • STAGE SUPERVISE • CURRICULUM • PARFOR

CASOS DE ENSEÑANZA COMO ESTRATEGIA DE INVESTIGACIÓN-FORMACIÓN EN LA PRÁCTICA DEL PARFOR

Resumen

El artículo presenta los resultados de la reorganización referente a la asignatura de Práctica Supervisada según el Plan de Estudios del Curso de Pedagogía de lo Plano Nacional de Formação dos Professores da Educação Básica [Plan Nacional de Formación de Profesionales de la Educación Básica] (Parfor). El objetivo fue investigar si la propuesta, con casos de enseñanza, atiende al contexto de un curso de segunda licenciatura, si promueve debates, reflexiones y si contribuye para el desarrollo profesional de los profesores. Metodológicamente, los casos fueron adoptados como estrategia investigativa formativa, siendo las narraciones y las ruedas de debates los principales instrumentos. Los resultados evidenciaron que los casos de enseñanza favorecieron a procesos de investigación y formación, contribuyendo para el desarrollo profesional de las alumnas, profesoras en ejercicio.

FORMACIÓN DE PROFESORES • PASANTÍA SUPERVISADA • PLAN DE ESTUDIOS • PARFOR

¹ Au Brésil, la licence en formation enseignante comprend des disciplines pédagogiques et permet à son titulaire d'exercer le métier d'enseignant secondaire.

THIS RESEARCH REINFORCES THE IMPORTANCE OF THE SUPERVISED PRACTICE COURSE AS ONE OF the main spaces for initial teacher education. In this setting, there is the possibility to establish the relations between theory and practice, the offering of proper contexts for the reflexive processes involving school, pedagogical practices, teaching and learning processes, and private interaction events between teacher-student, and student-student. Also, to establish the first incursions in the understanding of teaching as a profession learned and built during the life course through diverse formative experiences. During these supervised practices, the future teacher starts the process to learn how to observe and establish relations among the several present variables in the school daily life. It is, moreover, a privileged period for the comprehension of the school trajectories of each one of the future teachers, once many beliefs and personal theories may be put into evidence and consolidated or refuted. This space is important to build the teaching knowledge, especially, the relations among the diverse kinds of knowledge based on what Shulman (1986, 1987) defines as general pedagogical knowledge and specific-content knowledge of the several areas of the school curriculum, thus, favoring a gradual construction of the ground knowledge base into teaching.

The teaching cases are integrated in these spaces as a formative component. Cases of different nature have been shown to be a powerful tool for the construction and widening of knowledge about teaching, and for the comprehension of the reflective practice as the studies Loughran, Keast e Cooper (2016), Ross e Chan (2016) e Rodgers e LaBoskey (2016) present. These cases have been considered a tool for the teacher's research, for the constitution and amplification of the knowledge base for teaching, and for the dynamic processes of pedagogical reasoning which are central for the promotion of learning processes and professional development.

Reflecting over one's practice is a fundamental exercise for the experienced teacher and his/her ongoing education process. This is the case of the teachers who are undergoing the second licensure degree by taking part in the National Plan of Professional Training of Basic Education Teachers (Parfor). To think about inservice teachers education, that is, the education of teachers who already have experience and are inside the classroom means to think about a proposal which amplifies the horizons of these professionals. The starting point is to have their experiences, practices, teaching-learning processes, ways of thinking and being a teacher - the feeling of belonging. In this sense, Andre (2010, p. 278, own translation) refers that knowing the work more deeply implies to discover the most effective ways to reach qualified education, which may be reverted as meaningful learning for the students.² Teacher education must also involve research situations focusing on the established connections with their professional development. This way, they can rethink and reflect over the conceptions they work with, and how these conceptions influence their daily practices (ZEICHNER, 1995).

Hence, the proposal for a second licensure degree which promotes research of one's own practice may lead to good results. This is because it favors the reflection of the action in action, with possibilities of redefining the action after it is narrated in the collective reflections/discussions. Educating inservice teachers requires them to discuss their pedagogical practicum to create methodologies together with them, or to adopt ones which amplify the reflections that are not distant from their pedagogical action (ROCHA, 2008). To do so, it is necessary to be aware of some

² In the original: "conhecer mais profundamente os trabalhos dos professores implica descobrir os caminhos mais efetivos para se alcançar um ensino de qualidade que se reverta numa aprendizagem significativa para os alunos."

precautions with the inservice teachers when proposing traineeship which involves situations, practice dilemmas and challenges. These concerns are themes can be objects of reflection about the teacher's practices in the discipline of Supervised Curriculum Traineeship (SCT). These themes emerge from the teachers and their realities. Also, that the topics which are brought into discussion are the conflicts experienced during their teaching. As a result, it promotes dialogue, reflections, belonging, and a collective search to understand the narrated phenomena, once they are teachers already. The presented episode must promote the sharing of the self-education process providing collective learning heteroformation.

The SCT in teacher college courses usually has three phases. The first one is to know the physical environment where the proposal will be developed. Among other activities, there is research about the school structure, pedagogical projects, management, and administrative staff. The second one, a participative classroom observation, in order to observe the methodologies applied, the classroom management, as well as the curriculum and its purposes, associating them with the level of children's attention while they are performing the activities. The third phase is teaching itself, that is, regency. It is when the trainee develops the teaching attitude by taking control over the classroom. At this last phase, the trainee is followed-up by the classroom teacher and has periodical visits from the supervisor. The three phases are the way the traineeship has been being developed for decades.

Hence, we wanted to change this scenario in Parfor. We wanted to bring fresh air to the objective of the discipline, once the teacher of the second licensure degree already has background experience. For this reason, something different is required, like this traineeship proposal. So, the professors of this internship discipline have thought of something innovative: that the internship should work with teachers' own practice through the narratives of their experiences. When these experiences are discussed they can highlight the processes of self-education and heteroformation which are discussed from these cases. This can be considered as a process of inservice using the teachers' narratives about facts and episodes where they happen: at school.

Based on such reflections, the supervised curricular traineeship discipline for Parfor at Mato Grosso Federal University (UFMT) at the Rondonópolis University Campus (CUR) presented the following proposition: to use the narratives with the teaching cases in a trainee program which considers the context where it takes place, that is, teachers who already have experience and search for a second licensure degree as a field for discussion and self-education.

According to Pereira (2019),

[...] a teaching case is the documentation or memorization of teaching experiences based on class observations, the thematization of teaching practice, research, and narratives. Moreover, it is the documental or bibliographical data which help the development of knowledge, abilities and attitudes in the classroom during pre and inservice.³ (PEREIRA, 2019, p. 5, own translation)

Because the teaching cases trigger discussion and reflections based on dilemmas of the teachers' practices, the management group (coordinator and internship teachers⁴), considered them to be important dispositives to compose the internship proposal.

³ In the original: "um caso de ensino é a documentação ou a memorização das experiências docentes baseadas em observações de aula, tematizações da prática, pesquisa e narrativas docentes ou, ainda, em dados documentais e/ou bibliográficos, que auxiliem no desenvolvimento de conhecimentos, habilidades e atitudes em sala de aula, na formação inicial e continuada".

⁴ For the UFMT proposal, there was one coordinator and two teachers/advisees in each group of the Supervised Curricular Practice of the Pedagogy course at Parfor/UFMT. One group took place in Barra do Garça, and another one in Rondonópolis. This paper refers to the internship held in Rondonópolis/2016.

According to Merseeth (2018, p. 13, own translation)

[...] discussions of the cases offer the participants a safe investigation environment to “experiment” new ideas and approaches without the concern that the application of their ideas will not work, and the opportunity to build understanding by hearing others’ interpretation and suggestions.⁵

The SCT at CUR/UFMT lasts 300 hours along the graduation course. The internship we proposed, to which the teaching cases were associated with, lasted 120 hours during the senior year of Pedagogy course during two terms in 2016.

The objective of working with teaching cases as a formative and investigative strategy at SCT was to verify whether this proposal corresponds to the context of a Pedagogy course for Parfor/second licensure degree. The goal was to potentialize collective reflections about the teaching practice which were problematized in dilemmatic situations and to search solutions by studying again the graduation theoretical references, revisiting the concepts of education, discussing teaching methodologies and learning processes during childhood, thus revitalizing the belonging spaces.

Considering this, the research questions were: Do the inservice teachers experience the reframing of their practices based on the collective discussions of the dilemma presented when they analyze the teaching cases confronting them with the reading outcomes of the second licensure degree? May the cause brought up by the teacher about the practice at SCT contribute to teacher’s reflections serving as probable understanding of other experienced contexts? Which perceptions have the teachers from the second licensure graduation/Parfor/UFMT presented about their experience of this narrative practice at SCT?

For Freire (1981) the thematization of the reality is the basis for critical and dialogical education. It proposes collective actions as the developer of social, economic and political changes of the objective reality. Cachapuz (1997, p. 230, own translation) affirms that a proposal must contribute to illustrate this reasoning when he mentions that “certain knowledge can only be built by the teachers”⁶. This is the importance of associating discussions about “in which circumstances the teachers became aware of the knowledge and the way it influences their teaching” as this same author points out, during the second graduation at Parfor.

SITUATING PARFOR WITHIN THE PROPOSAL OF SUPERVISED CURRICULAR TRAINEESHIP

The National Plan of Professional Training of Basic Education Teachers (Parfor) was established by the Decree n. 6.755/2009 (BRASIL, 2009a) during the government of Luís Inácio Lula da Silva. It aims at organizing the initial and continuous education of the teachers for all basic education public networks. Its purpose is to comprise its levels and modalities, in collaboration with the federated entities. This Plan (Parfor) was instituted by the Ministry of Education through the Normative Ordinance n° 09/2009 (BRASIL, 2009b). It integrates the referred politics and its actions are defined in the Technical Cooperation Agreements signed by the Ministry of Education (MEC) through Capes and the Education Department of the States, of the Federal District and the Municipalities in order to organize and promote the training of teachers in public basic education networks. It aims at attending the demand of teachers without specific education for the disciplines they teach so that

5 In the original: “as discussões de casos oferecem aos participantes um ambiente de investigação seguro para ‘experimentar’ novas ideias e abordagens, sem a preocupação de que a aplicação de suas ideias não funcione, e a oportunidade de construir uma compreensão ao ouvir as interpretações e sugestões dos outros.”

6 In the original: “há saberes que só podem ser construídos pelos professores.”

they can adhere to National Education Guidelines and Framework Law (LDBEN) n. 9.394 (BRASIL, 1996). To do so, the Parfor program offers through the Public Higher Education Institutions (IPES) first and second licensure degree courses, and pedagogical formation for graduates who are not licensed. The offer of the initial training observers the following situations: teachers who do not have higher education degrees (1st degree); graduated teachers who teach a different subject from their major (2nd degree), and bachelors without licensure degree who need complementary studies to qualify for the exercise of teaching. In order to implement this policy, State Permanent Forums to Support Teacher Education were created. Their function is to formulate, follow-up and promote the periodical revision of the strategic plans which are elaborated based on the diagnosis and the identification of the needs of the pre and inservice of the teaching professionals. Also, it is based on the capacity to attend the public institutions of education with course offerings.

The Coordination of Improvement of Higher Education Personnel (Capes) displays the requisites, conditions to participate and the selection criteria of the institutions and pedagogical processes as well as the payment of scholarships to the coordinators and the teachers who will teach the program. The resources for such scholarships come from the National Fund for Education Development (FNDE) (BRASIL, 2018). The Resolution FNDE / CD n. 44/2009 (BRASIL, 2009c) provides the guidelines for the participation in Parfor, and the criteria for the financial support to the IPES. In addition, it defines the competencies of each participant, namely, the State Secretariats of Education/ Capes / MEC, FNDE / MEC and IPES.

We highlight the following functions for each participant institution: it is the competence of the State Secretariats of Education to organize the demands of offers for teachers who are working, to carry out their selective process, and to support the IPES in the preparation and offering of special courses. Capes is responsible for approving the Strategic Training Plans of IPES, providing guidance, following up and monitoring the implementation and execution of Parfor. FNDE is responsible for enabling the IPES, inspecting them, and monitoring the application of the financial resources transferred to the IPES. The duties of the IPES are to formalize their participation through the Terms of Adhesion to the Technical Cooperation Agreements of the respective States, to structure the courses for pre and inservice training to be offered to the teacher trainers, to educate teachers for teaching in the areas of the subjects enabled by the course aiming at the production of teaching materials for the various media, and to collaborate with the work of monitoring and evaluating Parfor.

According to Capes: the access of teachers to the training required at LDBEN will be achieved through the increase of the offers in the regular undergraduate courses of Higher Education Institutions (IES)⁷ (BRASIL, 2011, p. 3, own translation).

In the state of Mato Grosso, Parfor had the support of the State Department of Education, of the Federal University of Mato Grosso (UFMT), of the State University of Mato Grosso (Unemat), and of the Federal Institute of Mato Grosso (IFMT). These higher education institutions have the role to provide courses for teachers selected by partner municipalities. UFMT has courses for first and second licentiate teacher degrees. It should be noted that, from 2012 to 2014, there were 635 offers for second licensure degree courses in Pedagogy, History, Letters (English Language), Letters (Spanish Language), Mathematics, Physics, Chemistry and Biological Sciences. These offers were distributed in Cuiabá, Pontal do Araguaia, Barra do Garças and Rondonópolis campuses. These courses, regulated by the Teaching and Research Council/UFMT, were offered on a modular, face-to-face basis, with a full-time schedule. They happened during the vacation periods of the basic education teachers, lasting two years. At UFMT, Parfor/second licentiate degree in Pedagogy had 170 offers distributed as such: 100 offers divided into two classes in 2012 operating at Cuiabá

7 In the original: "o acesso dos docentes à formação requerida na LDBEN será realizado por intermédio da ampliação da oferta de vagas nos cursos regulares de licenciatura das Instituições de Educação Superior (IES)."

and Rondonópolis campuses, and 170 offers were distributed into two classes starting in 2014 in Rondonópolis and Barra do Garças. 100 teachers were enrolled in this last one, 72 of whom completed the course. In order to enter these courses, the teachers must be enrolled on Freire Platform, and undergo a selective process. This process has an eliminatory and classificatory feature which observes the following criteria: to have access to the second licentiate degree, the candidate must be a public school teacher of basic education without specific degree in the area; he or she must have been teaching for at least three years, and must hold a bachelor or licentiate degree.

SUPERVISED CURRICULAR TRAINEESHIP USING TEACHING CASES: POTENTIALITIES

The National Curriculum Guidelines (DCN) for the Pedagogy presupposes pedagogical activities taken at the institutional environment. This traineeship

[...] must provide the trainee a contextualized reflection, giving him/her conditions to become the author of his/her practice through systematic and intentional institutional experience. This experience must be guided by the pedagogical project of the undergraduate institution and by the field internship setting.⁸ (BRASIL, 2005, p.15, own translation)

The current Resolution of the National Council of Education CNE n. 02/2015 from July the 2nd, defines the DCN/2015 for the initial and continuous formation. 400 hours are established for traineeship, and this training must be an activity articulated with classroom practice, and with the guidelines of the disciplines of the licentiate undergraduate courses:

§4th: The supervised curricular internship is a mandatory component of the curricular organization of undergraduate licentiate courses, being a specific activity intrinsically articulated with the classroom practice, and with other activities of the academic work.⁹ (BRASIL, 2015, p. 13, own translation).

The Political Pedagogical Project (PPP) of the Pedagogy course at UFMT/CUR determines that:

Article 4 - The traineeship program will have as its objective to give opportunities to the student to perform theoretical and practical activities in real work situations as components of the professional education, which involves the development of the technical-scientific competency as well as the social-political commitment. I To give the student the opportunity to experience real work and life situations which allow him or her the integration of the theoretical-practical knowledge with the personal experience through a continuous process of action-reflection-action. VIII To provide the student with an interdisciplinary relationship of the theoretical knowledge with the lived practice.¹⁰ (UNIVERSIDADE FEDERAL DE MATO GROSSO - UFMT, 2009b, own translation)

8 In the original: "deve proporcionar ao estagiário uma reflexão contextualizada, conferindo-lhe condições para que se forme como autor de sua prática, por meio da vivência institucional sistemática, intencional, norteada pelo projeto pedagógico da instituição formadora e da unidade campo de estágio."

9 In the original: "§4º O estágio curricular supervisionado é componente obrigatório da organização curricular das licenciaturas, sendo uma atividade específica intrinsecamente articulada com a prática e com as demais atividades de trabalho acadêmico."

10 In the original: "Art. 4º - O estágio terá como objetivo oportunizar ao aluno a realização de atividades práticas e teóricas em situações reais de trabalho, enquanto componente da formação profissional que envolve o desenvolvimento tanto da competência técnico-científica quanto do compromisso político-social. I - Oportunizar ao aluno a vivência de situações reais de vida e de trabalho que lhe viabilizem a integração dos conhecimentos teórico-práticos à experiência pessoal, através de contínuo processo de ação-reflexão-ação. VIII - Proporcionar ao aluno uma relação interdisciplinar do conhecimento teórico com a prática vivenciada."

Endorsing the provision in the course project, the Teaching, Research and Extension Council (Consepe) n. 117/2009, Article 2 states that the objective of SCT consists of:

[...] giving the student the opportunity to perform practical activities in classroom working situations as a component of the professional education which involves the development of the scientific-technical competence as well as the social-political commitment.¹¹ (UFMT, 2009a, own translation)

Moreover, the items of Article 2 of this act states that SCT must:

I Give the student the opportunity to live real work and life situations which allow the integration of the theoretical-practical knowledge with personal experience through a continuous process of action-reflection-action. II Make viable for the student his/her self-affirmation through the possibility to identify him/herself professionally, and to pre-validate his/her professional education. III Provide the student with the opportunity to revisit theoretical positions about the professional practice in its relations with society; for the University, the possibility of revisiting and renewing the course curricula; and, to companies, to provide eventual contributions to improve their organization and functioning. IV Contribute with the field of traineeship by searching for alternatives to solve the problems that emerge during the teaching practices.¹² (UFMT, 2009a, own translation)

In the view of this legal provision, the SCT proposal should contemplate these requirements, as highlighted by Ghedin and Almeida (2008) when they stressed that it is fundamental that the traineeship program promotes indeed the approximation between the education spaces of the training institutions, and the real situations of the basic education field without narrowing itself due to bureaucratic and specific actions at the end of the course.

The current literature highlights that the licentiate undergraduate traineeship must guarantee, according with Pimenta and Lima (2004, p. 43) that the future teachers understand the complexity of the institutional practices and the actions taken there by its professionals as an alternative to their preparation for their professional insertion in the field.¹³

However, despite there being a consensus that the traineeship program must be configured as a strong core of the practice of teacher education, studies have pointed out the fragility of the proposals. Gatti (2015) points out that the initial education of teachers in Brazil did not promote substantial changes in the last decades despite the implementation of several legal regulations and action programs, such as Parfor, the Pro-Licentiate program at the Universidade Aberta do Brasil, and the Institutional Scholarship Program for Initiation to Teaching (2010).

Thus, still far from complying with the current legislation regarding the initial training of teachers in undergraduate licentiate courses, specifically Pedagogy, it is imperative to reinvent new ways with new methodologies to develop the SCT. This must be done in the sense to reduce

11 In the original: "oportunizar ao aluno a realização de atividades práticas em situações de trabalho, enquanto componente da formação profissional que envolve o desenvolvimento tanto da competência técnico-científica quanto do compromisso político-social."

12 In the original: "I - Oportunizar ao aluno a vivência de situações de vida e de trabalho que lhe viabilize a integração dos conhecimentos teórico-práticos à experiência pessoal, através de contínuo processo de ação-reflexão-ação. II - Viabilizar ao aluno autoafirmação pela possibilidade de identificar-se profissionalmente e de pré-validar a sua capacitação profissional. III - Proporcionar ao aluno oportunidade de rever posições teóricas quanto à prática profissional em suas relações com a sociedade; à Universidade, possibilidade de revisão e renovação dos respectivos currículos de curso; e, às Empresas, eventuais contribuições para a melhoria de sua organização e funcionamento. IV - Contribuir com o campo de estágio na busca de alternativas de solução aos problemas que se configuram na prática."

13 In the original: "que os futuros professores compreendam a complexidade das práticas institucionais e das ações aí praticadas por seus profissionais, como alternativa no preparo para sua inserção profissional."

the weaknesses with which those practices have been conducted in many pedagogical projects of the Pedagogy course in Brazil, and this alert is for the first licentiate degree traineeship programs. Having this situation in mind, we call the attention for how different should the proposals be for the traineeship in a second licentiate degree in programs considered still in its infancy in Brazil like Parfor, which has students as teachers in exercise and, therefore, already know the contents and apply them in their daily practice. Based on the results of research about the traineeship at Parfor, Abdalla (2012, p. 281, own translation) emphasizes the need to sew the education context with that of practice. This would happen if the lived practice of these subjects, and the presented experiences searching to consolidate formative strategies that were programmed and monitored could be brought into the teachers' reflections.¹⁴ Based on these results, and on the way how we treat data about the teachers of the second licentiate degree at Parfor, we understand that: to valorize the practices they bring, and having them confronting these practices with the knowledge built from the course theoretical references, it seems to us this is an activity that prioritizes the strengthening of the experience of practice, and the living of practice, as dimensions of the education that contribute significantly to the professional development of teachers.

The knowledge that the teacher produces in daily classroom practice is built with the teaching practice, ethos of the dialogue, and shared experiences by the second licentiate degree teacher. Mizukami (2002) emphasizes that the specific knowledge as a component of teacher education such as how to teach something to someone, namely, mediation, involves teaching and learning relationships which make sense where they take place, that is, at school. This knowledge happens by involving teachers, students, the environment, the management, the university with collaborative projects, among others. Discussing these spaces with professional peers in projects, programs, and proposals with the objective to reframe and reflect about the re-extension of practice in belonging spaces show significant reinterpretations of the lived and shared experiences. These reinterpretations mobilize the senses and meanings of the teaching act. Such proposal of traineeship becomes effective by including the dimensions of formation, self-formation and hetero formation. Self-formation happens when the person is educated through personal initiatives through the search of readings, courses, discussions, updates, among other activities. Hetero formation is being built based on the dialogue with others, in different contexts, through the confrontation of the ideas during the process of educating oneself (PINEAU, 1988). In this sense, Nóvoa (2004) highlights that even being self-formation an individual appropriation process, it should not put the participation and interaction with other groups and other communities aside. In this case, it is the evidence of the process of retrieving one's own practices, reflecting upon them based on the studied theories during the course, and from it, making decisions about how to walk through the development of an internship proposal. It is a type of informal education, with no closed program, in which experience serves as an argument for learning, and reflection plays an important role. During the Parfor education program, hetero formation, which takes place as a social, collective and in education networks education usually through programs, projects, policies, among other proposals happened. Heteroformation is the involvement, it is the teacher educator's relationship with other people, in joint and collective relations, in which feelings and emotions are involved for the improvement and expansion/sharing of knowledge. The processes of self-formation and heteroformation compose the curricular proposal of the traineeship discipline offered for the teachers at Parfor/UFMT, based on revisiting, in a reflexive way, one's own practice by bringing out elements for the collective discussion in which new configurations, and the ways of seeing the reality contribute to the construction of the teaching cases.

14 In the original: "alinhar o contexto de formação com o da prática"; "a vivência destes sujeitos e das experiências apresentadas e buscando consolidar estratégias formativas que fossem programadas e acompanhadas".

Nevertheless, theoretical studies were necessary, and there is a fundamental study among them based on knowledge to work with the teaching cases. According to the studies from Shulman (1986, 1987), the basis for knowledge to teach is founded by different types of knowledge which are related and integrated. These can be grouped in: Content-specific Knowledge, General Pedagogical Knowledge, and Pedagogical Content Knowledge. Content-specific Knowledge refers to the basic knowledge of a field, for example, Math, History, Portuguese, among others. General Pedagogical Knowledge is related to the knowledge about the teaching and learning process, which transcends the proper domain of the specific area of knowledge, like in different conceptions that involve teaching, for example. Pedagogical Content Knowledge results from an intersection between Specific-content and Pedagogical Knowledge - the transformation of the knowledge in the field into pedagogical actions. The formative and investigative process with teaching cases in Brazil, influenced by American authors, especially Judith Shulman (2002), were initially developed by a group of professors and researchers at UFSCar. A case is a document, many times elaborated as a narrative, based on a real-life situation or an elaborated event used as a pedagogical tool for teachers (MERSETH, 1994). Its possibilities of use basically combine two moments: the case itself, and its discussion based on inquiring questions.

Although teaching cases constitute a reflective potential for teacher training, the work on the topic is still scarce in Brazil. We have Nono (2001, 2005), Mizukami (2002, 2004), Domingues (2007, 2013), Rodrigues (2009), Rocha (2012), Rodrigues et al. (2017), Domingues et al. (2020), among others. However, compared to the United States, the scientific production is not very significant. Currently, the American researcher Katherine Merseith (2018) is starting some studies on the Brazilian educational reality, with teaching cases from the book *Desafios reais do cotidiano escolar brasileiro: 22 dilemas vividos por diretores, coordenadores e professores em escolas de todo o Brasil* [Real challenges of the Brazilian school daily life: 22 dilemmas experienced by principals, coordinators and teachers in schools all over Brazil].

In view of the diminished Brazilian production on teaching cases, it is important to provide opportunities in which these professionals can narrate their experiences and, based on them, trigger training processes in the light of the studied theorists, fluidized by discussions, involvement and participation of peers in reflections, raising the feeling of belonging. Such activities that stimulate reflections on the teaching practice, proposed in a discipline of the teacher training course, seem to us to be a pertinent alternative of internship to the second degree.

INVESTIGATION-TRAINING PROCESSES: THE TEACHING CASE OF AN INTERN/PARFOR/UFMT

Some specificities were observed for the organization of teaching cases in the supervised curricular internship with students/teachers of the second licensure degree. They were: the participating subjects (their history, teaching experience, functional situation, school level in which they work, and context of their practices); organization/periodicity of meetings, theoretical approaches/methodologies, workload of the discipline/internship; the procedures adopted between one module and another (readings, actions, research in/of one's own practice and another teacher as an internship activity); attitude of attention to the practice situations experienced and/or observed in the internship which could lead to the elaboration of a teaching case.

We reinforce that the time with the use of teaching cases in the Supervised Curricular Internship/Parfor/CUR/UFMT was 120 hours, and it took place in two academic semesters in 2016. The modules of the disciplines in the case of ECS were 60 hours each and they were developed during the vacation period of the teaching staff. The insertion of the proposal for the use of teaching cases in Parfor second licensure degree at the University Campus of Rondonópolis/CUR/UFMT had

four procedures, coordinated by professor Dr. Simone Albuquerque da Rocha, Ph.D, having João Graeff, M.A., from UFMT as the professor of the discipline. For the theoretical studies on teaching cases with the groups of undergraduate students, the coordinator invited professors Ádria Ribeiro Rodrigues, M.A., who already had productions with teaching cases, Isa Mara Scarlati Domingues, Ph.D., who had conducted research on teaching cases for her Masters and Doctorate degrees under the guidance of Professor Maria da Graça Mizukami, Ph.D. These last two professors belong to the research group InvestigaçãO/CNPq, and its leader is the coordinator of this internship proposal.

As the first procedure for working with teaching cases, in the module semester prior to their elaboration the supervisors provided the interns with literature and theoretical foundation on and with teaching cases. The study of the papers was permeated with comments on the presented structure, followed by the reflections of the subgroups through collective discussions, in order to enable learning and solve doubts about its use and construction. Thus, teachers had contact with different narratives related with theoretical themes/approaches, writing structure (textual genre) and period (longevity) of the described experience (a specific classroom situation, a project, an experience or other type of event). After this module was concluded, the undergraduates returned to their municipalities and their schools.

The second procedure was the undergraduate students' classroom participant observation. This is understood as the period in which they should proceed with the observation with participation in some activities requested by the class teacher, and in this process the interns should be attentive to observe practices that would enable them the writing of a teaching case based on the theoretical foundation and the discussions held in class in the previous module.

The third procedure was the writing of a case which should meet the framework studied. This case would be shared during the collective discussion, to be presented in the following module of the discipline, after the end of the school semester. Throughout the semester during the individual writing of the cases, the licensors could make contact with the professors/supervisors of the internship to answer questions and request guidance through the WhatsApp group. They asked how to proceed in some cases, since some undergraduate students did not find a situation during the observation period that would provide the writing of a teaching case according to the requirements for its structuring. It was then advised that they could search for an episode based on their own practice, provided that it met the requirements for the construction of cases. In this process, the undergraduates became from readers to writers of their own practices and this became the first essay writing of teaching cases as autobiographical narratives for training/investigation.

The fourth and last procedure took place in the following academic semester, when the licenciates shared their cases, exposed the criteria for choosing that particular theme, the observation procedures, the steps of their construction, the analysis about them, and the contributions of this process for their formation. After this presentation, the collective contribution followed, by questioning, reflecting, raising questions, hypotheses and possibilities of positive results for the presented episode, once the cases ended in situations of deadlock and conflict. These characteristics in the structuring of teaching cases constituted an important investigative training strategy in the action/intervention/training processes.

These narratives, due to their characteristics and questions (asking questions posed at the end of the narrative/dilemmatic episode) defined as teaching cases, open many dialogues about the complexity of the pedagogical practice every day and illustrate many possibilities for reflection on the professional learning of teaching and the construction of the knowledge base for teaching (SHULMAN, 1986, 1987). As previously explained, when teachers reflect on what they teach, how they teach and who they teach for, they expose their knowledge bases, which involve, according to Shulman (1986, 1987), Content-specific Knowledge, General Pedagogical Knowledge and Pedagogical Content Knowledge. This is constructed by the interaction of other knowledge in the context of practice and, in this case,

the practical experiences with the SCT. This way, it becomes the only one in which the student/teacher can assume the role of protagonist. Teaching cases as reflective processes about teaching according to Rocha (2012, p. 159, own translation), are both for practicing teachers and future professionals, as they illustrate and detail situations in the profession, allowing the establishment of relationships between theory and the teaching practice.¹⁵ Teaching cases have relevant value in the formative processes when they are constructed based on real episodes, aligned with Merseeth (2018, p. 14). He emphasizes in his studies that “good cases bring a sample of reality to be examined, explored, and used as a teaching practice by participants and facilitators. The cases exposed here do not present a criticism or analysis of the situation, that is up to the reader”.¹⁶

The teaching case now presented is a real one and belongs to Beatriz Lindomar Oliveira, a Parfor second licensure degree student in 2016. She has allowed us to reveal her identity in this narrative that will be exposed below. Beatriz has been working as a teacher for 20 years, six of them in child education in the municipal school system in Rondonópolis/MT. She has a degree in Mathematics, but she had a desire to work with early childhood education. So, she entered Parfor second licensure degree, when, as an intern, she was invited to work at this level of education, and she accepted. Her teaching takes place in a school that was previously considered rural. Later, with the creation of a nearby neighborhood, the area was considered urban. The case that follows was structured during the SCT during the observation phase when the intern Beatriz fulfilled her workload in a classroom of early childhood education. She did not go to class routinely as an internship phase, but her observations were associated with an investigative look at that experience in the classroom in order to capture a conflict situation that could generate a discussion/training through a teaching case. The episode which was narrated by Beatriz continued on the following day, after she had talked with the classroom teacher right after the end of the class. They reflected on her practice, which led the teacher to resume it in a different way in the following day, taking the observations discussed with Beatriz into consideration.

Because the teaching case must present a situation of tension and/or conflict to be solved, causing reflections and discussions, Beatriz had ended it at a dilemmatic point. Here follows Beatriz’s case.

TO BE OR NOT TO BE?

That afternoon, the teacher prepared her class following the theme related to the poem Noah’s Arch, by Vinicius de Moraes. Her objective was to work with living and non-living beings. There were 20 five-to-four-year-old children in that 2nd group of early childhood education classrooms.

The teacher distributed magazines and books to each of them, handed them scissors, and then placed a manila paper poster on the blackboard with a column drawn in the middle. On one side there were the words: living beings, and on the other side: non-living beings. She explained to the children that they should search for pictures that represent these two types of beings.

The children started to cut them out, with the typical euphoria observed in these ages. Each picture found and cut was kept under the table’s compartment so as not to disappear. I then took the opportunity to move from table to table, watching their interactions.

*As an observer in this room, and attentive to situations that might suggest the writing of a teaching case, I realized that student A. was perusing *Veja**

15 In the original: “tanto servem para professores em exercício quanto aos futuros profissionais, na medida em que ilustram e detalham situações da profissão, permitindo estabelecer relações entre a teoria e a prática docente.”

16 In the original: “os bons casos trazem um ‘pedaço da realidade’ para ser examinado, explorado e usado como prática por participantes e facilitadores. Os casos aqui expostos não apresentam uma crítica ou análise da situação – isso cabe ao leitor.”

magazine which had another one of those stories about the horrors of a terrorist attack. A. stopped in front of a picture and took the scissors to cut it out, carefully trimmed it, and kept it under the table.

A. continued to look for other prints until the teacher asked everyone to collect their materials. There was some noise, but after collecting the books and scissors, everyone helped to collect the trash from the cutouts on the floor and the work continued.

The teacher asked each child to present what was cut out to her and then to the classroom, to classify it and to post it in the correspondent column.

The enthusiastic children took their pictures one by one to the teacher who saw one each of them, and then she allowed the child to present them to the room and answer which column the pictures would be pasted on.

Then it was student A.'s turn. She went to the teacher and showed her two pictures. The first one was a dog, and A. said it was a living being. The teacher then put some glue on it and A. pasted it where indicated. When A. showed the teacher the second picture, before she even said something... The teacher cried out loud and clear:

“Good grief! A dead person! That one won't do, you can throw it away! A., you didn't hear what I said, you were supposed to find pictures of living and non-living beings”.

[...]

“I am sorry!” said student A who threw her picture in the trash bin and returned in silence to her chair.

And the lesson ... Well, the lesson continued...¹⁷

(Source: Licensee Beatriz Lindomar Parfor ECS report / 2016)

17 In the original: SER OU NÃO SER?

Naquela tarde, a professora preparou sua aula dando sequência ao tema relacionado ao poema trabalhado Arca de Noé, de Vinicius de Moraes. No desenvolvimento da aula, seu objetivo era trabalhar seres vivos e seres não vivos.

Na sala do 2º agrupamento da educação infantil, estavam presentes 20 crianças, de 4 a 5 anos; ela distribuiu entre eles revistas e livros para cada um, entregou-lhes uma tesoura e depois colocou na lousa um cartaz de papel manilha com uma coluna no meio, de um lado havia os dizeres: seres vivos, e do outro lado: seres não vivos. Explicou para as crianças que elas deveriam pesquisar nos livros e revistas gravuras que representassem esses dois tipos de seres.

Numa euforia própria de crianças de 4 e 5 anos, elas começaram a recortar. Cada gravura encontrada era guardada embaixo do repartimento da mesinha para não sumir. Aproveitei então para passar de mesa em mesa, observando suas interações.

Como observadora nesta sala, e atenta a situações que pudessem sugerir a escrita de um caso de ensino, percebi que a aluna A. folheava animadamente uma revista Veja que trazia mais uma daquelas matérias sobre os horrores de um ataque terrorista. A. parou diante de uma gravura e pegou a tesoura para recortá-la, caprichou no recorte e guardou debaixo da mesa.

A. continuou a procurar por outras gravuras, até que a professora pediu para que todos recolhessem seus materiais, houve certa algazarra, mas após recolher os livros e as tesourinhas, todos ajudaram a recolher o lixo dos recortes do chão e o trabalho continuou.

A professora foi pedindo para que cada criança apresentasse para ela e depois para a sala o que havia recortado e classificasse em qual coluna deveria ser colada a gravura encontrada.

As crianças entusiasmadas foram levando uma a uma as suas gravuras para a professora, que olhava a mesma, depois permitia que a criança apresentasse para a sala e respondesse em que coluna a gravura seria colada.

Foi então que chegou a vez da aluna A., e ela apresentou duas gravuras, a primeira era um cachorro e disse que era um ser vivo, a professora, então passou cola e A. colou onde lhe foi indicado. Quando mostrou para a professora a segunda gravura, antes que A. lhe dissesse alguma coisa... A professora bradou em alto e bom som:

- Onde já se viu uma pessoa morta! Essa não serve, pode jogar fora! A., você não ouviu o que eu disse, era para encontrar gravuras de seres vivos e seres não vivos.

[...]

- Desculpa. - disse a aluna A., que jogou sua gravura no lixo e voltou em silêncio para sua cadeira.

E a aula... Bem, a aula continuou...

In this narrative, the Parfor intern describes one of her experiences at STC with children aged 3 to 4 years in early childhood education. The text reveals an apparently simple situation; however, it allows one to discuss, both individually and collectively, a specific situation and the relationship between theory and teaching practice.

The questions proposed from the case written by Beatriz that triggered the teachers' discussion/reflection were:

- What do you believe the child relied on to select that picture?
- In your opinion, why did the teacher have that attitude/reaction to A. picture?
- If you were on the teacher's shoes, how would you handle this situation? What would you do, how would you act?
- How do you interpret/evaluate student A knowledge?
- What knowledge does the teacher need to have/to build in order to teach Science?
- What was your preparation like in the initial training course to teach Science?
- How can science education be related to other contents of early childhood education and/or the early years of elementary school?

At each moment of the discussions about the case, the teachers/supervisors of the internship discipline (two in each class) observed the knowledge expressed by the interns in the construction of their analyzes. The potential of the case to trigger reflections, analyzes, admirations, perplexities, criticisms and notes of possible practices for the narrated episode was perceptible. There was a collective feeling of belonging and of reparation for the practice presented in this narrated episode, and many questions about the outcome. During this moment, the teachers were trained in collective processes experiencing heteroformation, and the debates took more than two hours with great effervescence around the episode.

The case made them uneasy, provoked reflections. They pointed out successful accomplishments and analyzed the classroom teacher's practice. Moreover, they indicated some proposals for redeeming this practice presented by the interns. While reflecting, the teachers mentioned scholars, recalled speeches during the course, and sought scientific papers to situate their observations. It was an expressive movement of construction/reconstruction of knowledge and the concepts in/for/for practice.

The analysis of the case also made it possible to understand and expand the knowledge base for teaching: Pedagogical Content Knowledge (teaching, learning, teacher, student, planning, curriculum, etc.), Specific-content Knowledge (in this case: Sciences) and about a moment, for the teacher in question, that can constitute a possibility of construction of pedagogical learning of the content, the Pedagogical Content Knowledge (SHULMAN, 2002).

This reaffirms that, even with "possession" of specific and pedagogical knowledge, teachers can reveal some conflicts by transforming them into effective practices when building pedagogical content learning.

Regarding the use of procedures or devices that provide reflection on teacher training, the research recently published in the *Cadernos de Pesquisa* of the Carlos Chagas Foundation (ALMEIDA et al., 2019, p. 147, own translation) pointed out that:

Some studies have reported situations of intervention in practices of pre and inservice education, which have contributed to teachers expanding their knowledge base for teaching and mobilizing the process of action and pedagogical reasoning. The reflection processes in collaborative environments showed great potential in the development of the PCK, both in pre and inservice education and/or in situations of collaborative work at

school. The studies that addressed this issue converged to the same point: the importance of teacher participation in collaborative groups, which promote activities of discussion, reflection and exchange of experience.¹⁸

In this sense, the study we presented with the use of teaching cases at SCT acted in this direction, which is to stimulate reflective processes in the formation of teachers during collective discussions. Nono and Mizukami (2004) emphasize the importance of making teaching situations public, allowing not only the teacher to reflect on the knowledge lived in a contextualized reflection, as suggested by the National Curricular Guidelines for the Pedagogy Course (BRASIL, 2005, 2015), but also that other future teachers in the training process learn through their experience the complexity and conflicts of teaching. We learn not only from experience, but also by thinking about our experience. A case is a recollected/recalled version, and the process of retelling it and reflecting about it is also a process of learning from experience.

TEACHING CASES IN THE CURRICULAR INTERNSHIP OF PARFOR / UFMT LICENSE NARRATIVES

SCT worked with teaching cases of 13 teachers (all female). In order to register the perceptions of the undergraduate students in Parfor internship 2016 reports, we sought some final considerations from three teachers about the internship using teaching cases, from which we extract some excerpts and show below. For that, we adopted fictitious names.

Val expresses: “the analysis and writing of the narrative episode for the teaching case made me better understand the theories to review the experienced practices”. This teacher explains the process of writing the case, which did not happen without a theoretical basis of practice. She also points out that “we can affirm that we learned and taught at the same time, and the experience was extremely valid”, and she justifies her assertion that the internship with teaching cases was interesting by saying that “it provided us with learning about the teaching practice by instigating reflection about our own actions, aiming at reframing them if necessary, in order to meet the diversity of students that compose the classroom scenario”. Val expressed the process developed for the writing of the case, which goes far beyond the writing of a report commonly adopted as the final work of the internship.

This process of writing the narrative involved reviewing practices and analyzing observed practices and/or the practice itself narrated. This review was based on the narratives with theoretical references. This process consisted of reflecting on the action, involving the construction of meanings that permeate the experiences that will reconstruct the teachers’ practice, maintaining a close link with the activity they develop.

In this way, knowledge contributes decisively to the reflection of the action. However, they will be even more enlightening if they provide inservice teachers with the necessary conditions to understand how knowledge was historically constructed, how it is used by professionals, and what the relationships between the different forms of knowledge and its implications in pedagogical practice are (ROCHA, 2008).

While rereading the reports to proceed with this paper, we also found Rose’s, who emphasizes that “this type of investigation, analysis, and possible problem solving happens in a more natural way and makes us put into practice the effective reflection of our actions”. The intern confirms the stimulating power of the cases for reflection and points out that this proposal “leads us to

¹⁸ In the original: “Alguns estudos relataram situações de intervenção em práticas de formação inicial e continuada, que contribuíram para que professores ampliassem sua base de conhecimento para o ensino e mobilizassem o processo de ação e raciocínio pedagógico. Os processos de reflexão em ambientes colaborativos demonstraram grande potencial no desenvolvimento do PCK, tanto na formação inicial como na continuada e/ou em situações de trabalho colaborativo na escola. Os estudos que abordaram essa questão convergiram para o mesmo ponto: a importância da participação do professor em grupos colaborativos, que promovem atividades de discussão, reflexão e trocas de experiência.”

investigate certain topics and to build hypotheses, leading to new discoveries”. Rose concludes that the cases provoke reflections when instigating the participants of the discussions to the abundance and the variety of extensions of a problem, besides allowing deep diagnosis of the procedures and the relationships between them.

As can be seen, the interns are describing the teaching cases as possibilities to encourage processes of analysis, discussions and reflections on the practice and the construction of possible solutions. Teaching cases allow “to capture how teachers think, plan and teach [...] in order to report their constructions from their theorizations and the reflexes in the pedagogical practice resulting from their interpretations”¹⁹ (MIZUKAMI, 2000, p. 153, own translation).

Cris, another intern, points out that the construction and discussion of teaching cases consisted of a process of “reviewing, seeing, recognizing and improving my pedagogical practice with a theoretical foundation that leads me to break paradigms and see the student without my conceptions, but to understand my student in his/her world” and concludes pointing out that “the study with a teaching case consists of education for sensitivity”.

The type of internship proposed in this study meets what Pimenta and Lima (2004) point out, that is, one must mobilize necessary knowledge for teaching and develop the ability to investigate one’s own reality and, based on it, teachers can reconstruct their teaching know-how.

We conclude this discussion with the reflections of Shulman (2002, p. 17, own translation), by pointing out that, after his 15-year studies with teaching cases written by teachers and research studies that analyze their impact, “I am convinced that they can play one central role in any serious teacher education project”.²⁰

For the structure of the teaching case built by the interns, this period of two training semesters was important because of the need to consolidate some learning, as readers/writers go through many moments of reflection, circulating between the past and the present of the personal and professional education, between personal and scientific theories, between theory and pedagogical practice, etc. (DOMINGUES, 2013).

In the case of this proposal presented to work using teaching cases at Parfor/UFMT/CUR, the study proves that they were evidenced as an investigative-formative strategy that stimulated the licentiates to collective discussions and reflections, contributing to the construction of teaching and learning processes, with based on the real daily practices of the profession.

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¹⁹ In the original: “capturar como os professores pensam, planejam e ensinam [...] no sentido de relatar suas construções a partir de suas teorizações e os reflexos na prática pedagógica resultantes de suas interpretações.”

²⁰ In the original: “estou convencido de que eles podem desempenhar um papel central em qualquer projeto sério de instrução para formação de professores.”

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Simone Albuquerque da Rocha: actively worked with data collection, discussed results, wrote the paper and proofread it. Isa Mara Colombo Scarlati Domingues: discussed the results, actively co-wrote the paper, and proofread it. Maria da Graça Nicoletti Mizukami: actively co-wrote the paper and proofread it. Ivanete Rodrigues dos Santos: co-wrote the paper.

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