

DOSSIER*Teaching practices of undergraduate teacher trainers***Teaching practices of teacher trainer as markers of work in undergraduate courses*****Prácticas docentes de formadores de docentes como marcadores del trabajo en carreras de grado******Práticas de ensino de professores(as) formadores(as) como marcadores do trabalho nos cursos de licenciatura*****Márcia de Souza Hobold^a**
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isabel.sabino@uece.br**ABSTRACT**

Research into the teaching practices of teacher trainers is important as it provides insights into the processes and policies of initial and continuing teacher education for these teachers across different undergraduate programs, while also considering the diversity of institutional contexts and territory characteristics. Analyzing this research allows us to understand and update on the needs of teaching (teaching practice) and learning (students' learning processes), especially based on contemporary issues such as multiculturalism, inclusion, gender and race issues, the use of technology, cultural and religious manifestations, violence and social exclusion, among many other topics that impact educational practice at universities. Fostering this discussion is necessary and urgent in Brazil's current historical context. Recognizing that the teaching practices developed by teacher trainers are essential in preparing both future and current teachers is central to our interest and intention in organizing this dossier, which consists of 11 articles. Much more than articles, these are research and reflections that touch on and highlight the work carried out in educational settings by those willing and able, both objectively and subjectively, to contribute to the training of those who aspire to work in, or already work in, education. Being a trainer in this field in Brazil presents a significant challenge, given the institutional conditions, employment contracts, scarce financial resources, structural fragility, and the living conditions of students, most of whom are workers seeking training for teaching purposes.

Keywords: Teacher trainers. Teaching practice. Undergraduate programs. Initial and continuing teacher training. Teacher learning.

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RESUMO

As pesquisas sobre práticas de ensino dos(as) professores(as) formadores(as) são importantes, pois elas fornecem subsídios acerca dos processos e das políticas de formação inicial e continuada desses(as) docentes no âmbito dos diferentes cursos de licenciatura, bem como da diversidade de contextos e de territorialidades institucionais. A análise dessas pesquisas nos permite conhecer e nos atualizar sobre as necessidades dos processos de ensino (prática docente) e de aprendizagem (processo de aprender dos e das estudantes), sobretudo ante questões contemporâneas, entre tantas outras pautas que chegam ao fazer educativo na universidade. Fomentar esse debate, no atual momento histórico brasileiro, nos parece necessário e urgente. Reconhecer que as práticas de ensino desenvolvidas pelos(as) formadores(as) são essenciais na formação dos(as) futuros(as) ou atuais docentes está no cerne de nosso interesse e intencionalidade ao organizar este dossiê, que é constituído por 11 artigos. Muito mais do que artigos, são pesquisas e reflexões que tangenciam e evidenciam o trabalho realizado nos espaços formativos por aqueles (as) se dispõem e que têm condições objetivas e subjetivas para contribuir com a formação de quem almeja atuar, ou já atua, na educação. Ser formador(a) nesse campo, no Brasil, é um grande desafio, tendo em vista as condições institucionais, de contrato de trabalho, dos escassos recursos financeiros, da fragilidade estrutural e da condição de vida dos(as) estudantes, na maioria trabalhadores(as) que buscam a formação para o exercício do magistério.

Palavras-chave: Professores(as) Formadores(as). Prática de Ensino. Licenciatura. Formação Inicial e Continuada de Professores(as). Aprendizagem da Docência.

Contextualization

The research articles included in this dossier highlight the teacher trainers across different regions and undergraduate programs. From the initial design of this document, it aims to bring together a set of studies focused on the teaching practices of teacher trainers working in undergraduate programs, fostering debate on teaching in higher education. Research on the work of teacher trainers in this context remains limited in visibility within the field of education.

The interest in the “teaching practices of teacher trainers in undergraduate programs” arises from the academic and professional backgrounds of the organizers of this dossier, who focus in two critical areas: teaching practices and teacher education. For decades, they have been dedicated to teaching and producing knowledge in these fields, whether conducting research, advising undergraduate and advanced students (master’s and doctoral students), or supervising postdoctoral internships. This interest is reflected in their academic-professional performance of the two organizers, who are also professors in undergraduate courses. This is particularly evident through their participation in scientific organizations in the educational field, such as GT 8 – Teacher Training of the National Association of Postgraduate Studies and Research in Education (ANPEd-*Associação Nacional de Pós-Graduação e Pesquisa em Educação*), the National Association for the Training of Professionals in Education (ANFOPE-*Associação Nacional pela Formação dos Profissionais da Educação*), the National Association of Didactics and Teaching Practices (ANDIPE-*Associação Nacional de Didática e Práticas de Ensino*) and the Latin American Network for Studies on Teaching Work (REDESTRADO-*Associação Nacional de Didática e Práticas de Ensino*). This interest is not recent, but especially cemented by the inclusion of researchers, at different moments in their trajectories,

in the Center for Studies and Research on Professional Teacher Development linked to the *Pontifícia Universidade Católica de São Paulo* (PUC/SP), coordinated by the researcher and late Marli Eliza Dalmazo Afonso de André (*in memoriam*), marks that intersect, nourished by the collaboration between peers from different places and with unique experiences (André *et al.*, 2010; André *et al.*, 2012; André; Hobold, 2013; Passos; Almeida; Reis, 2024).

After all, what is meant by teacher trainer? The French researcher Beillerot (1996) emphasizes the importance of distinguishing between two types of educators: the basic trainer and the teacher trainer. For him, the *basic trainer* is the one who trains the teacher and the trainer of trainers “[...] is above all a training professional who intervenes to train new trainers or to improve, update, etc., the trainer in service” (Beillerot, 1996, p. 2).

Thus, the pre-service teacher trainer is the one who trains new teachers, that is, those who teach in undergraduate, higher education, and pedagogy programs. While the *trainer of trainers* works in the training of those who will be responsible for training future teacher trainers. Sometimes, we add, the pre-service teacher trainer is also and acts as a *trainer of trainers*, as the organizers of this dossier do.

This dossier focuses on pre-service teachers, aiming to highlight the teaching practices of teacher trainers - those who work in undergraduate programs. In this sense, and based on Beillerot’s (1996) theoretical discussion, we highlight three types of pre-service teachers, a characterization that, in our view, although formulated by a French researcher, contributes to our understanding of the Brazilian reality. They are: the occasional teacher trainer, the teacher responsible for training, and those who constitute the “mass” of teacher trainers.

The occasional trainer includes all salaried employees within companies who occasionally teach a colleague, or even a group of colleagues. For example, an engineer may demonstrate how a new machine works to their peers. “This training is occasional, since it is not their job, but in the production system it is of great importance” (Beillerot, 1996, p. 18). Training within companies is constant, allowing employee to share their tacit knowledge with colleagues in a natural and spontaneous manner. In many cases, there is no concern with the preparation of what will be taught leading the occasional trainer to traditionally transmit knowledge, sometimes based on their learning experiences or their preferences for grasping a particular concept/content.

The second type of basic trainer is characterized as those “responsible for training.” These are individuals who work in human resources departments and, therefore, are directly involved in training employees at their company. These individuals conduct studies on the development needs of workers and prepare training courses to meet the company’s own needs. The third type of basic trainer is made up of a “mass” of trainers who “[...] encourage, train, and do several things with adults,” which still “[...] we don’t know exactly what to call them.” This group has evolved rapidly, as the French researcher explains (Beillerot, 1996, p. 18).

The term “adult educator” is recent, emerging from the recognition of the teacher as an adult whose diverse experiences and knowledge must need to be considered. The field of research on

adult education generally encompasses four areas: literacy and basic education, local development, sociocultural development, and professional training (Gariglio; Cavaco, 2023). In Brazil, the first focus, providing educational opportunities for uneducated or poorly educated individuals, has become popular and prevails in the social imagination when adult education and training are mentioned. The focus on professional training, which has less significant influence, suggests the need to expand studies that highlight its connections with research on the personal and professional development of teachers from the perspective of adult development (Farias, 2023).

Graça Mizukami *et al.* (2010) and Vera Placco and Vera Souza (2015) are leading figures in disseminating the theorization of adult education as a theoretical reference for thinking about teacher training and development across the different professional life cycles. These Brazilian researchers argued for the need for teachers who train teachers to pay attention to adult learning processes, a discussion permeated by the debate about how adults learn.

For Mizukami (2005, p. 69), trainers are:

[...] all professionals involved in the training processes of learning to teach future teachers or those who are already developing teaching activities: teachers of the Teaching Practices and Supervised Internship disciplines, those of pedagogical disciplines in general, those of specific disciplines in different areas of knowledge, and professionals who welcome future teachers.

The teacher trainer is responsible for providing training that prepares future educators to continue their studies, analyze daily life, reflect ethically on relationships, and advocate for better working conditions (Hobold; Menslin, 2012; Buendgens; Hobold, 2015). Respect for the teaching profession and a commitment to the country's social and, consequently, cultural growth must be emphasized and fostered during the initial training course. As Imbernón (2002, p. 55) states, we understand that:

Initial training is crucial since the set of attitudes, values, and roles that initial training students bring to the profession will undergo a series of changes and transformations in line with the socialization process that occurs during this initial training. There, certain habits are developed that will impact the practice of the profession.

To improve the country's educational process, it is necessary to invest in teacher training, as, at this educational level, future teachers are prepared. This data is also corroborated by André *et al.* (2011) when they show the results of a survey on the work of teacher trainers and explain that these professionals

[...] they are distressed by the student's behavior toward themselves and the course. What seems to weigh heavily on most instructors is the meanings that undergraduate students attribute to being a teacher and to teacher training. The instructors express concern about awakening students' interest in professional

training, helping them not only understand what it means to be a teacher but also to become aware that teaching requires ethical and professional attitudes, which involves the undergraduate student's relationship with the subject matter they will be teaching (André *et al.*, 2011, p. 194).

These concerns and provocations permeated the formulation and implementation of this dossier, driven by the purpose of instigating, raising, and bringing to light issues affecting teaching practices in the context of undergraduate programs. In this way, visibility is given to different institutional settings and experiences.

Therefore, this dossier presents a collection of writings that, among other merits, illuminates teaching, work, and teacher educator practices in undergraduate programs across Brazil's five regions, alongside texts from two countries: Cuba and Bolivia. These intertwined dialogues invite a more contextualized reflection on the subject, particularly regarding the work of teacher trainers.

Regarding this topic, it is believed, as Vásquez (2007, p. 222), that all "[...] human activity is guided by ends, and these ends only exist through man, as products of his consciousness. Every truly human action requires a certain awareness of an end, which is subject to the course of the activity itself." This assertion leads us to consider that the conceptions developed by undergraduate students about teaching need to be acknowledged and revised during the training process. Their thoughts and actions result from their ways of thinking and engaging with the environment. Such actions are not isolated activities that 'arise' from life's lucubration, but instead, they are situations shaped by human experiences that modify both the subject and the environment in which they are inserted. As Paulo Freire (2009) reminds us, it is essential to start from the assumption that man is "[...] a being of relationships and not just of contacts, not just in the world, but with the world. Being with the world results from his openness to reality, which makes him the being of relationships that he is" (2009, p. 47, author's emphasis).

For Vásquez (2007, p. 229), "[...] man asserts himself by creating or humanizing what he touches. This means that, like a sculptor, human beings tend to give form to whatever they interact with, whether concretely, through the use of materials, or in the realm of ideas (the abstract world). Both resources are used by teacher trainers and undergraduate students. Teacher trainers work to give 'form' to the students around them, so that they can form or develop their own professional identity.

Awareness of the different teaching practices that engender the role of the teacher trainer, through mediation and human interaction, constitutes consciousness; that is, it shapes the materiality of work actions. According to Marx and Engels (2002, p. 34), "[...] the awareness of the need to connect with the individuals around one is the beginning of man's awareness that he truly lives in a society." In this sense, human beings cannot avoid social relationships with their peers because they are beings of interaction, a situation that characterizes teaching. In short, teaching is an interactive human activity that constitutes and builds subjectivities. This concept is also reinforced by Vásquez

(2007, p. 31) when he states that “[...] the common and everyday man is a social and historical being; that is, he is immersed in a network of social relations and rooted in a specific historical terrain”.

Rational beings plan and materialize their actions, as well as carry out their labor activities, and can record these experiences, which are refined and passed on from generation to generation. Through work, human beings constitute themselves historically and culturally and also modify the environment in which they live. This is because work has always been present at the heart of social relations as a necessary condition for survival. As Frigotto (2005, p. 12) warns:

Work, in its sense of producing useful material and symbolic goods or creating use values, is a constitutive condition of human life with others. Through this, work transforms the goods of nature or produces them to respond, first and foremost, to its multiple needs. Therefore, work has always been essential to humankind.

The role of the teacher trainer can be defined as the praxis that constitutes professional activity, influenced by pedagogical practices and interpersonal relationships. While developing their professional activity, the teacher contributes to the changes that occur around them and, consequently, reconstructs themselves through experiences. In this sense, both their identity is formed and the identity formation of the students around them is fostered.

The schooling and training process fosters significant changes in subjectivity through interpersonal experiences and relationships with knowledge. Therefore, studies on the training provided in undergraduate programs are important for understanding how the identity formation of future teachers is formed—an identity embodied and influenced by teaching practices.

We believe that research into the teaching practices of teacher educators is essential, as it provides insights into the processes and policies of initial teacher training within the scope of different undergraduate programs, as well as teaching practices in different institutional contexts. This analysis enables to understand and update on the needs of teaching (teaching practice) and learning (students’ learning processes), especially based on contemporary issues such as interculturality, diversity, the platformization of education, violence in schools, issues related to social class, especially regarding the disregard for income distribution, which leads to significant social exclusion. Also, the rise of the far-right and religious fundamentalism, as well as a perverse “theory or theology” of meritocracy, presents several challenges within educational domains. Addressing these debates in the current context is indispensable, necessary, and urgent.

The texts in this dossier focus on the central objective of bringing together a body of research aimed at teaching practices of teacher trainers working in undergraduate programs, fostering debate on teaching in higher education. The eleven approved articles, although overlapping, were organized into two thematic areas to facilitate reading: i) teaching practices of teacher trainers; and ii) the role and subjectivity of teacher trainers in the training of future teachers.

In the thematic axis of “Teaching Practices of Teacher Trainers,” we introduce the article titled “The practice of teaching in indigenous schools in the Lower Rio Negro/Manaus/AM: the transposition

of oral narratives in the revitalization of cultural knowledge in indigenous school education” (*O exercício da docência nas escolas indígenas do baixo Rio Negro/Manaus/AM: a transposição das narrativas orais na revitalização dos saberes culturais na Educação Escolar Indígena*). This article aims to discuss the development of pedagogical and methodological processes mediated by the Indigenous School Curriculum, particularly in relation to Traditional Cultural Knowledge as a teaching and learning approach in Indigenous School Education. The research was supported by a qualitative approach and a participatory research design, employing observation techniques, interviews, image capture, and written records, and involved the participation of 17 teachers who work directly in Indigenous schools. The study enabled the compilation of written resources based on oral narratives from the particular culture of each ethnic group, the development of activities that facilitate scientific education in line with traditional culture, and Science Education in Indigenous schools.

The article titled “The university as a locus for the construction of the professional practice of the beginning teacher educator” (*A Universidade como Lócus da construção da prática profissional do professor formador iniciante*) addresses the professional practices of beginning teacher trainers, guided by the question: How do beginning teacher trainers in undergraduate programs develop their professional teaching practice? The study aims to analyze the professional practice of beginning teacher trainers in the training processes of undergraduate programs. This qualitative and exploratory research involved data produced through questionnaires, training reports, and narrative interviews with 23 beginning teachers working in the Pedagogy and Languages programs at two public universities in Paraná. The data from this research were analyzed through Discursive Textual Analysis (Moraes; Galiazzi, 2007), revealing elements common to the construction of professional teaching practice. These elements include the responsibility related to being a teacher trainer, teaching as a complex activity and the influence of experienced teacher trainers and undergraduate students in the constitution of pedagogical practices.

The article titled “Practitioner research in internship and the practice of teacher educators” (*O estágio com pesquisa e a prática de formadores de professores*) presents a proposal for organizing research internships within two disciplines of an initial Physics teacher training program. This study aimed to better understand this proposal by analyzing the trainers’ practices in developing classes for the internship courses. The study was based on Sociohistorical-Cultural Activity Theory to characterize the training activities within the context of these disciplines, using data from class recordings and field notebooks. The results revealed that the activities required active participation from the undergraduate students through collective work, collective problematization of issues related to education, Physics teaching, and teaching, collective evaluations, and shared decision-making regarding rules, topics, and actions for the disciplines and internships. Based on these actions, the training activities within the context of these disciplines were characterized, aiming to promote initial teacher training from a reflective-critical perspective. The analysis of the trainers’ practice addressed the diversity of teaching problems, intertwining the thematic and methodological dimensions, to incorporate the experiences and knowledge of the undergraduates, as well as

to promote the study of themes aligned with the training needs of these subjects raised in class discussions and internship experiences.

“Educational praxis and body culture in teacher education programs in Physical Education and Pedagogy: emancipatory teaching practices from the Pará region of the Brazilian Amazon” (*Práxis educativa e Cultura corporal na formação de professores(as) em Educação Física e Pedagogia: práticas de ensino emancipatórias da Amazônia paraense*) addresses educational praxis and body culture in undergraduate Physical Education and Pedagogy programs in the Pará Amazon as structuring axes in teacher training, supported by PIBID/CAPES 2022/2024. Methodologically, the study is based on action-participatory research, situating itself within a dialectical and dialogic coexistence for a school and a public university in the Pará Amazon. The findings reveal educational praxis as a transformative formative pillar and constructor of a uniquely viable present in training. They highlight the importance of connecting education with the local territory as a founding element for the constitution of teaching practices that dialogue with the real-world of the territory and reaffirm belonging together with the historical subjects who coexist with the different territories. Educational praxis challenges us to reflect on the knowledge in teaching practices and the cultural movement that involves the bodies of students and teachers. Thus, it becomes essential to consider education — from the perspective of praxis — and body culture as central and foundational categories in the training of future teachers, as they enable the deconstructing of conservative, elitist, authoritarian, racist, and hierarchical practice.

The article “Art in Pedagogy: A Multimodal Approach” (*Arte na Pedagogia: uma abordagem multimodal*) presents methodological procedures implemented in the Art discipline and its methodologies in the Pedagogy program. It uses the conceptual metaphor “studying is a journey” to describe a roadmap indicating the route followed during the sessions. Based on an enactmentist theoretical framework, the article states that the experiences of creating and enjoying artistic forms are intertwined with embodied cognitive processes. From this perspective, three teaching activities developed through a multimodal approach are described: the search for correlations between sounds, gestures, and graphics in artistic creation; the search for continuities between song, illustration, and dramatization; and the production of visual, musical, and scenic reinterpretations based on the reading and contextualization of images.

“Narrative records in the teaching practicum: the other-oriented role of references and citations” (*Registros narrativos no estágio curricular: o caráter alteritário de referências e citações*) is an article within the context of discussions on curricular internship guidance practices in undergraduate programs. It seeks to interpret the discursive construction of Pedagogy students’ written records about their experiences in Basic Education schools, with an emphasis on the use of citations and references. Initially, the article presents the foundations and principles that justify the use of narratives from everyday school life as a training tool, and describes the work developed with classes in the Supervised Internship in the Early Years of Elementary School at a public university in São Paulo. Subsequently, from a dialogical perspective of language, the enunciative productions of two students who completed their internship during the COVID-19 pandemic are analyzed. This study

highlights the othering role of references and citations in the pre-service teachers' texts, highlighting how these resources foster deeper reflections on their experiences in schools. The conclusion is to highlight the importance of spaces for dialogue and production of meanings that broaden the perspective on the complexity of teaching.

"The internship with research in the formative proposal of the degree in mathematics at IFAC – Cruzeiro do Sul Campus: report of experience" (*O estágio com pesquisa na proposta formativa da licenciatura em Matemática do IFAC – campus Cruzeiro do Sul: relato de experiência*) is composed of an analysis resulting from the implementation of the research internship methodology in the mathematics undergraduate program. The objective of the study was to analyze the contributions of the research internship to the training of future Mathematics teachers within the undergraduate program at the Instituto Federal do Acre – Cruzeiro do Sul Campus. Methodologically, narrative research was adopted as the investigative strategy, in addition to a bibliographic and documentary survey, whose data were subjected to Discursive Textual Analysis (DTA). The results show that the research internship benefits the initial training of Mathematics teachers, as it brings together theory and practice, the training institution and the internship locus, in working with contextualized experiences and in developing responses to problem situations through research and intervention projects.

"Pedagogy as the Science of Education in teaching license degrees of IFFar: understandings in view of DTA" (*A Pedagogia como Ciência da Educação em licenciaturas do IFFar: compreensões à luz da ATD*) focuses on the context of expanding the right to Professional and Technological Education, in which Federal Institutes (IFs) challenge themselves to offer teacher training for Basic Education. The study aimed to identify the hallmarks of the teaching practice of pedagogues and Pedagogy in undergraduate programs at a Federal Institute. Thus, from a methodological perspective supported by the assumptions of Discursive Textual Analysis, categories emerged, identifying: (i) the presence of Pedagogy and Pedagogical Teachers in Initial Teacher Training; (ii) a process of continuing education based on Pedagogy as a Science of Education; (iii) the recognition of a group of teachers as subjects of knowledge; and (iv) the space-times of Pedagogy in undergraduate programs at IF, the empirical locus of the study. The understanding resulting from the study is that, in the different activities of professional performance, pedagogical teachers carry with them epistemological references from the area, willing to contribute to the world-life of undergraduate courses at a Federal Institute.

The thematic axis called "The Role and Subjectivity of Teacher Trainers in the Development of Future Teachers" encompasses texts that address the importance of both work and subjectivity in teacher training and the teacher trainer's subjectivity. The article "Teacher in formation: perceptions of teacher educators about their role in a Teacher Education Program in Ceará, Brazil" (*Docência em formação: percepções de professores/as formadores/as sobre seu papel em um curso de licenciatura em Letras no Ceará*) aims to understand the perspectives of teacher trainers in a Bachelor's Degree program in Literature regarding their role in the initial development of future teachers. This research highlights the fundamental importance of these individuals in the process of teacher professionalization. Using a qualitative approach with an exploratory-descriptive objective,

the study involved nine faculty members from a public university situated in the interior of Ceará. The results indicate that teachers are aware of their role in the critical development of students and their commitment to reflecting on and aligning their practices and work with the demands of Basic Education. It is also mentioned that it is impossible to determine whether there are concrete actions to bring university professors, school teachers, and pre-service teachers closer together and to increase integration. However, as identified in the discourses of the teachers surveyed, they are aware of and recognize this need.

The article titled “Co-teaching in initial teacher training: an experience in pedagogical practice courses” (*Co-enseñanza en la formación inicial docente: una experiencia en cursos de práctica pedagógica*) is based on the analysis of the co-teaching experience among teachers in a bachelor’s degree program, specifically in pedagogical disciplines. This qualitative study explored how teachers experienced this collaborative approach, assessing its personal and professional implications, as well as the lessons learned during this process. The results highlight that co-teaching generally promotes continuous dialogue among colleagues, enabling the collective construction of knowledge and pedagogical strategies. This opportunity for collaborative work and learning is subject to certain challenges, such as effective time management for joint planning, reconciling teaching styles, and personal affinities, which enable the establishment of a space for exchange and respect that facilitates not only exchange but also decision-making among peers. This analysis identified several types of co-teaching, including alternating and team-based approaches, with the latter being the most valued due to its potential to enrich the teaching-learning dynamic and facilitate the professional integration of new teacher trainers.

The study titled “Teaching excellence practices and barriers in the training of educators: A study at the University of Ciego de Ávila Máximo Gómez Báez” (*Prácticas docentes de excelencia y barreras en la formación de educadores: un estudio en la Universidad de Ciego de Ávila Máximo Gómez Báez*) is a qualitative research aimed at identifying excellent pedagogical practices and the challenges faced by teacher trainers in undergraduate programs at the School of Pedagogical Sciences (FCP-Faculdade de Ciências Pedagógicas) of the Universidade de Ciego de Ávila Máximo Gómez Báez (UNICA) in Cuba. Through semi-structured interviews with 20 teachers, the study explored the strategies implemented, the assessment methods used, the use of technological and didactic resources, along with the challenges in implementing these practices. The qualitative methodology included content analysis of the responses, allowing the identification of the main active pedagogical strategies, such as problem-based learning. However, a strong reliance on traditional assessment methods was observed. Faculty members also noted difficulties in addressing the diversity of learning styles and integrating educational technologies due to limited resource availability. They also emphasized the importance of supervised professional practice but noted a lack of coordination between universities and educational institutions. Therefore, it is recommended that technological infrastructure be improved, and continuing education programs be offered that address the diversity of teaching methodologies. Similarly, it is essential to reduce administrative burden so that faculty can implement more innovative and effective strategies in the training of future teachers.

As the summaries have attempted to make clear, the texts in this dossier are an invitation to dialogue, to a break with established practices, and, above all, to innovation in our teaching practices in the context of higher education. May they take us out of our comfort zone and contribute to theoretical and practical advancements in the daily practice of teacher training.

Last but not least, we would like to thank the researchers who authored the articles, the ad hoc reviewers who carefully evaluated the texts, and the editorial team, composed of people who guided and advised us in the organization of this dossier.

We hope you enjoy reading the research published here!

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