

## Scientific productions on teacher training in the pedagogy course at UNEB, Campus XII (2012-2022)

### ARTICLE

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### Abstract

The aim of this study was to present the scientific output on teacher training produced by teachers on the pedagogy course at Campus XII, UNEB Guanambi, which resulted in publication in scientific journals between 2012 and 2022. This was a documentary study using a bibliographic survey that followed four procedures: a) a survey of the number of teachers working on the Pedagogy course and their respective qualifications; b) consultation of the teachers' Lattes CVs to identify complete articles published in journals within a time frame of 2012 to 2022; c) classification of the productions into six categories and d) analysis of the content of the articles on teacher training. Eighteen articles were identified, which are presented and analyzed in six categories, grouped as follows: a) teacher training in rural education; b) continuing training; c) teacher training in the field of mathematics; d) shared training; e) playful training and f) teacher training in the field of Letters.

**Keywords:** teacher training; teacher education; pedagogy; UNEB.

### Produções científicas sobre a formação de professores no curso de pedagogia da UNEB, campus XII

### Resumo

O objetivo deste estudo foi mapear e apresentar a produção científica sobre formação de professores produzida pelos docentes do curso de Pedagogia do Campus XII da UNEB em Guanambi, que resultou em publicação em periódicos científicos entre 2012 e 2022. Tratou-se de um trabalho documental, através de uma pesquisa bibliográfica, e seguiu quatro procedimentos: a) levantamento do número de professores que atuam no curso de Pedagogia e suas respectivas titulações; b) consulta ao Currículo Lattes dos professores para identificar artigos completos publicados em periódicos num intervalo de tempo de 2012 a 2022; c) classificação das produções em seis categorias; d) análise de conteúdo dos artigos sobre formação de professores. Foram identificados 18 artigos, os quais são apresentados e analisados em seis categorias, agrupadas da seguinte forma: a) formação de professores para a educação do campo; b) formação continuada;

c) formação de professores na área de matemática; d) formação compartilhada; e) formação lúdica; e f) formação de professores na área de Letras.

**Palavras-chave:** preparação de professores; formação de professores; pedagogia; UNEB.

## 1 Introduction

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This work was born out of a university requirement to complete the first stage of undergraduate academic training. It is the result of a survey of scientific production on teacher training within the Pedagogy course itself. Thus, research as an educational principle (FREIRE, 1992) has permeated the training process of the authors of this study since they entered the Pedagogy course through opportunities to participate in scientific events at the State University of Bahia - UNEB.<sup>1</sup>, especially at Campus XII, and at other Higher Education Institutions (HEIs). The contact with research and extension projects, the understanding of teacher training as a broad and extremely important activity for the qualification of the teacher, as it provides the professional with immersion in knowledge intrinsic to the professional field.

In this period of more than three decades of Campus XII's existence, the Pedagogy course, as the first and oldest in the Guanambi region, has built a history marked by the strength of many "hands", in its different fields that cover the area of Education. Pedagogy, as a science of education, has a range of research in the field of teacher training that seeks to understand, reflect on and resize its actions in the face of rapid transformations in society.

In this sense, the focus of this study was based on the following question: What studies are there, within the broad field of teacher training, among those developed by teachers of the Pedagogy course at UNEB Campus XII, linked to the Paulo Freire Center

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<sup>1</sup> Created by Law No. 66 of June 1, 1983, it is a multi-campus university, made up of 26 campuses and 30 departments in the capital and 25 municipalities in the interior of Bahia. It offers more than 170 undergraduate and postgraduate face-to-face and distance learning courses. Source: <https://portal.uneb.br/a-uneb/>. Accessed on: 02 Apr. 2023.

for Studies, Research and Educational Extension - NEPE? What are the results of publications in scientific journals between 2012-2022?

Thus, this article aimed to map the scientific production on teacher training produced by teachers on the Pedagogy course at UNEB Guanambi, which resulted in publication in scientific journals. As part of this mapping, an analysis of the articles was carried out, taking into account the themes prioritized in the texts, within the broad field of teacher training.

This article is organized into three sections. In addition to this brief introduction, section two presents the methodological approach; section three includes all six subcategories, which are presented and discussed separately and, finally, the final considerations section and the bibliographical references.

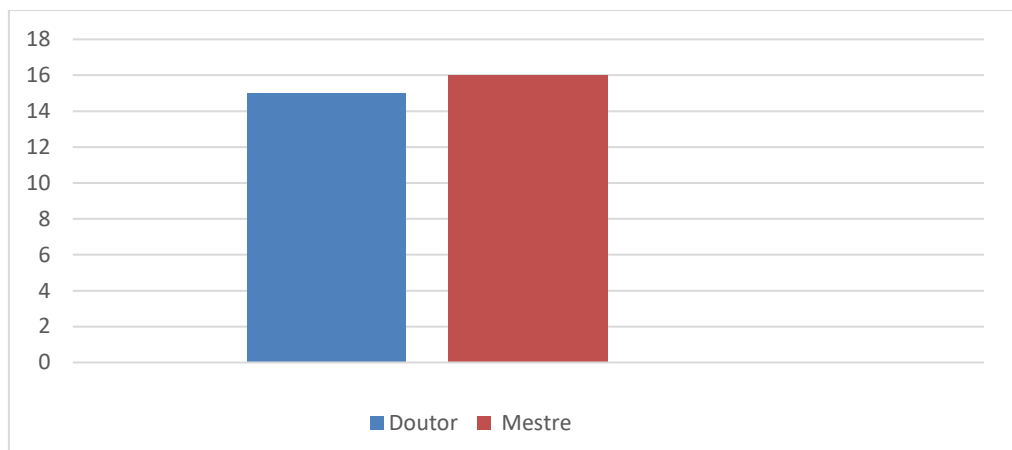
## 2 Methodological path

This study was a monographic bibliographical survey carried out in the second half of 2022 to find out about scientific production on teacher training or teacher training for teachers on the Pedagogy course at UNEB Campus XII, located in the municipality of Guanambi, in the interior of the state of Bahia. The time frame of the study, between 2012 and 2022, was chosen because it was a period in which the campus began to organize itself for advances in the qualification of its teaching staff at doctoral level, particularly in the area of Education, with a view to planning the institution and subsequently applying to CAPES for approval of a postgraduate programme in Education, with a concentration on teacher training.

The first step in the research was to gather information by providing a list of the teaching staff of the Pedagogy Department, which is made up of 31 teachers. This was followed by a classification in terms of position and qualification. As a result, the teaching staff is made up of 21 full professors and 10 substitute professors hired under the Administrative Law Regime (REDA) for a fixed period, 15 of whom have a doctorate and 16 a master's degree, as shown in Graph 1. Of the permanent teachers, 14 have a

doctorate and 7 a master's degree. The substitute teachers are 1 with a doctorate and 10 with a master's degree.

**Graph 1-** Teaching staff of the Pedagogy course and qualifications, Campus XII, UNEB (2022).



**Source:** Pedagogy Department, UNEB, 2022.

From the survey of teachers' names, positions and qualifications, we downloaded the Lattes Curriculum as a public document, which allowed a pre-analysis, as guided by Bardin (2016) based on two descriptors: "teacher training" or "teacher training", and the selection of 18 articles. The choice of using the terms teacher education and teacher training sought to achieve the central focus of the theme, since the Pedagogy course at UNEB Campus XII has a tradition in training as a degree focused on teaching, according to the National Guidelines for the Pedagogy Course, Resolution CNE/CP No. 1, of May 15, 2006, also described in the study by Silva (2022).

Once the material had been explored (Bardin, 2016) through readings and notes typical of a systematic study, the texts were organized for content analysis and divided into six categories: a) Teacher training in rural education; b) Continuing training; c) Teacher training in the field of mathematics; d) Shared training; e) Playful training and f) Teacher training in the field of literature. These categories were listed in thematic axes based on the themes of the articles.

<sup>2</sup> It has not been possible to translate the image in order to preserve the excerpt from the original work.

**Chart 1-** Publications by teachers from the Pedagogy Department, Campus XII, UNEB (2012-2022).

Thematic Axes	Articles
<b>a) Teacher Training in Rural Education</b>	<p>Teacher training in the field education degree program at the University of Brasilia Planaltina Campus.</p> <p>Alternation as an articulating link in the training of rural educators.</p> <p>Degree courses and training for teaching in rural schools.</p>
<b>b) Continuing education</b>	<p>Teacher training policies in Brazil since the 1990s.</p>
<b>c) Teacher Training in the Field of Mathematics</b>	<p>Online collaborative learning in teacher training and practice: experiences of programming and computational thinking to learn mathematics using Scratch.</p> <p>Early years teachers' experiences of working with problem solving in continuing education.</p> <p>Narratives of the pedagogue's training and work in the process of teaching and learning mathematics in the early years of elementary school.</p> <p>Narratives of early years teachers about mathematics in their formative and professional career. Revista de Educação Matemática.</p> <p>Games and problem-solving in continuing education and in math classes in the first year of elementary school.</p> <p>Problem solving in continuing education and math classes in the early years: teaching knowledge and learning.</p>
<b>d) Shared training</b>	<p>Formative processes of supervising teachers within the scope of PIBID: meanings attributed to the activities experienced at university and at school.</p> <p>Teacher Training in PIBID: Inferences between Teaching Initiation Scholars and Teacher Trainers.</p> <p>Collaborative work and the professional development of a group of early years teachers: looking at problem solving.</p> <p>In the light of experiences at Pibid: reflections on teacher training.</p> <p>Intervention Project Proposed in PIBID/UNEB/Campus XII: Report on Experiences in Initiation to Teaching.</p>

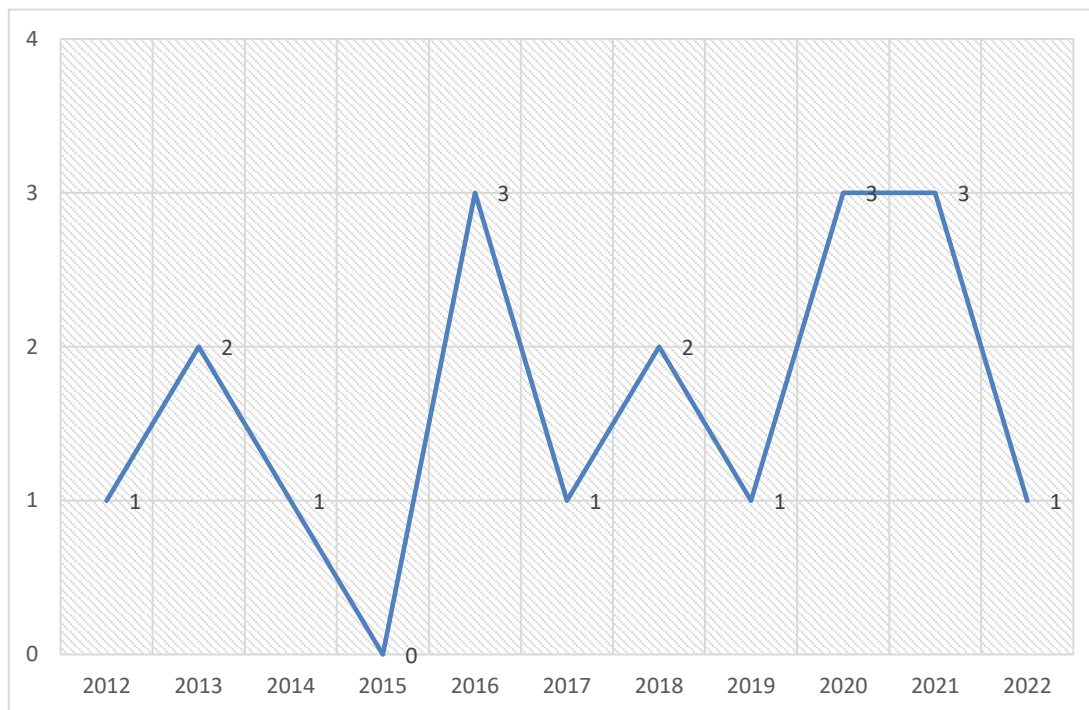
<p><b>e) Recreational training</b></p>	<p>Playful activities in early childhood education: re-signifying pedagogical practice.</p> <p>Games and Problem Solving in Continuing Education and in Mathematics Classes in the Early Years.</p>
<p><b>f) Teacher Training in the Field of Languages</b></p>	<p>Textual genres parade on the reading catwalk: an account of the practices of teachers in training on the Freire Platform's Languages course.</p>

**Source:** Prepared by the authors with data from the Lattes Curriculum. Dec. 2022.

The survey of productions on "teacher training" or "teacher training" allowed us to make inferences (Bardin, 2016) and identify eight teachers from the course with publications, four of them with the participation of students from the Pedagogy course. The largest number of publications is by Professor Oliveira (2013, 2014, 2017, 2019, 2020, 2021, 2022), with 11 articles with authorship and co-authorship; Reis (2016, 2020, 2021) with three publications in partnership with students; Trindade (2012, 2018) with two publications and with one publication, the authors Marques (2016), Prado (2019), Carvalho (2014), Farias (2016) and Oliveira (2016). Two articles are single-authored, the rest (16) are co-authored with professors from other institutions, professors and students from Campus XII.

A positive factor was the number of publications in the following lines of research: Curriculum, diversity and teacher training and Field Education, Youth and Adult Education and social movements. And, to a lesser extent, the Languages and pedagogical practices line. In relation to Qualis and year of publication, according to Graph 2, the years with the highest number of publications were 2016, 2020 and 2021. This majority of publications after 2015 is associated with the stricto sensu qualification period of most of NEPE/UNEB's research professors.

**Graph 2.** Number of articles published per year (2012-2022)



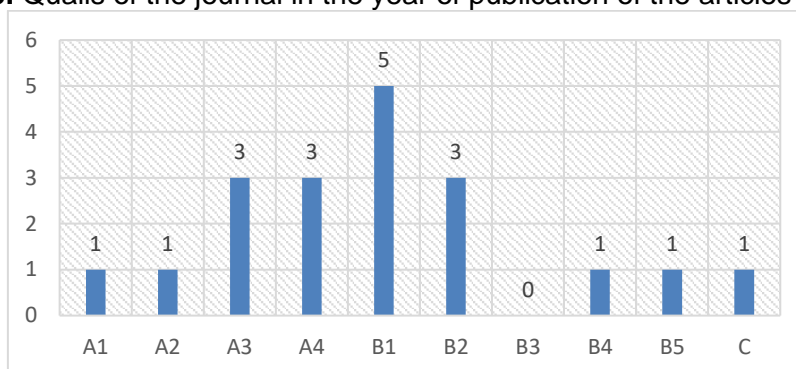
Source: Authors' survey (2023).

Qualis, developed by the Coordination for the Improvement of Higher Education Personnel (CAPES), has the function of evaluating the journal classification system for the assessment of stricto sensu postgraduate programs, as master's and doctoral degrees are known. In this case, the articles by Campus XII teachers that were published were given an indicative code, as shown in Graph 3. In the 2017-2020 Qualis Periódicos classification, journals were organized into eight strata: "A1, A2, A3, A4, B1, B2, B3, B4 and C". The A1 classification is the highest for a journal and "C" the lowest, corresponding to a score of zero.

Based on these strata, the published articles were classified by the journal's Qualis, as shown in Graph 3. The Qualis classification of each journal was taken into account when the search was carried out and not the classification obtained by the journal when the article was published.



**Graph 3.** Qualis of the journal in the year of publication of the articles analyzed.



Source: Authors' survey based on Qualis Capes.

A survey of the journal's Qualis shows that most of the publications are in the intermediate range between A3 and B2. Therefore, the challenge is to improve the level of publications in postgraduate program journals that have better Qualis CAPES ratings.

## 2 Classification of scientific production based on analysis of Lattes CVs

After a thorough study of the scientific productions of teachers at the State University of Bahia, campus XII, on the subject of teacher training, it was possible to group the articles for analysis into six categories, namely: a) Teacher training in rural education; b) Continuing training; c) Teacher training in the field of mathematics; d) Shared training; e) Playful training; f) Teacher training in the field of Literature. The following are some of the analyses based on these six categories.

### 2.1 TEACHER TRAINING IN RURAL EDUCATION

With regard to the general theme of "teacher training in the context of rural education", referred to here as a category of analysis, the studies carried out by teachers at UNEB/Campus XII include three articles. The first is entitled: "Degree courses and training for teaching in schools in/of the countryside" by Marques (2016, p. 76), published in the online journal Cocar; the second, "Alternation as an articulating link in the training of educators in the countryside", written by Trindade (2011, p. 25) and published in the journal



Cadastre Cadastre. 257) and published in the journal *Cadernos Ceru* and the third article entitled "Teacher training in the undergraduate degree in rural education at the University of Brasilia Planaltina Campus", written by Santos and Trindade (2018, p. 57), made available to the public for reading and study in the journal *ComCiência*.

The data analysis was based on the categories of curricular organization, pedagogical organization and social movements in the countryside. It concludes that the curricular organization of the Degree in Field Education - LEdoC is consistent with the course proposal; the relationship between social movements and the degree, in the Pedagogical Political Project, provides few elements of how this relationship should be mediated and does not make an in-depth discussion of the theoretical conception of training by area (Santos; Trindade, 2018).

Both the works by Santos and Trindade (2018) and Trindade (2011) take the perspective of the Pedagogy of Alternation as a principle of pedagogical organization, in a curriculum built on the first experiences of the *Maisons Familiales Rurales* in the French context in 1935.

In her first published work, Trindade (2011) discusses the Degree Course in Rural Education at the University of Brasilia - LEdoC/UnB, around the Pedagogy of Alternation as a way of defining the training of rural educators and the organization of the course's pedagogical work. The sample of students and teachers on the course understand the alternation process under construction throughout the degree in rural education as a principle, because it enables the dialog between theory and practice in the real time of training. It also allows students to understand the school as part of the community by intervening in reality. Dialogue between theory and practice in the process of training rural teachers is one of the tools for breaking away from traditional training (TRINDADE, 2011).

The Countryside Education Movement's training is, in a broader vision, necessary for educators to be able to take on the role of protagonists of educational and training processes of different dimensions, who can effectively act beyond the school (Trindade, 2011, p. 03).

In this sense, alternation is divided into university time and community time, which provides an exchange of school and human experience. The student spends time at the

university and in the community, building connections between theory and practice. "This proposal is not static, it indicates movement, this coming and going allows for creation and, with it, the development of knowledge" (Trindade, 2011, p. 260).

The study showed that the Political Pedagogical Project (PPP) is well-structured and coherent with the course's proposal; however, it does not include a very in-depth discussion of the theoretical conception of training by area, although the course teachers have published in-depth articles on this issue. Another gap is the few elements that highlight the relationship between the degree course, social movements and the PPP. With regard to basic education schools, the PPP raises concerns about the need for degree courses to be organized based on the needs of rural schools (Santos; Trindade, 2018).

Degree courses and training for teaching in rural schools, written by Marques (2016), points out that degree courses do not prepare teachers to work in rural schools. Specifically, the article points out that, of the 50 degree courses offered by UNEB campuses, only the Pedagogy course has the subject Field Education, even so, with a reduced workload of only 60 hours. In addition, the study shows that the subject that studies teacher training for rural education does not include practical classes, visits to communities or internships in rural schools. As a result, trainee teachers do not experience the relationship between theory and practice. It is necessary for teachers to have training in rural education so that they are prepared and don't arrive in the classroom without a praxis.

## 2.2 CONTINUING EDUCATION

When looking at the category "continuing education", only one article was found in the set of studies carried out by UNEB/Campus XII teachers. This is the text entitled "Teacher training policies in Brazil since the 1990s", by Brito, Rodrigues and Nunes (2019, p. 2), published in the journal *Tempos e Espaços em Educação*. The text points out that there have been many reforms in education worldwide since 1990 under the influence of various international organizations, mainly linked to the economy and trade. The reforms

pointed out that teachers' practices were outdated and ineffective. From this point on, teacher training gained visibility in Brazilian legislation, especially continuing training.

Continuing education is relevant to all fields, but for education, teacher preparation is related to the quality of teaching. Thus, the work of Brito, Rodrigues and Nunes (2019), brings laws that favor continuing education. Among these, the Education Guidelines and Bases Law, Law No. 9.394/1996 in article 62, paragraphs 1 and 2 point out the need for continuing education, and in the sole paragraph it says:

Continuing training will be guaranteed for the professionals referred to in the heading, at the workplace or in basic and higher education institutions, including professional education courses, full undergraduate or technological higher education courses and postgraduate courses. (Included by Law No. 12.796, of 2013) (BRASIL, 1996, p. 25, emphasis added).

The research reveals that it is necessary to invest in teacher training, as it is often grants that guarantee teachers' access to training, but this is not what has been happening with the change in the federal government in 2016. The changes proposed by the MEC have had an impact on the educational scenario, causing losses and setbacks.

### 2.3 Teacher training in the field of mathematics

In the category "teacher training in the field of mathematics", the research reveals the presence of five articles written by teachers from the Pedagogy Department of Campus XII at UNEB. The first article entitled: "Online collaborative learning in teacher training and practice: experiences of programming and computational thinking to learn mathematics using Scratch", written by Barbosa, Oliveira, Pelli, Alves and Mendonça (2022, p. 41), published in the journal *Ensino da matemática em debate*.

The text reports on the experience of four students, teachers and researchers from the Postgraduate Program in Mathematics Education at Paulista State University in a workshop that used Scratch programming. The study found that the program can be a tool to be used in mathematics classes in a dialogical and problematizing way. The tool is combined with computational thinking to teach and learn mathematics in teacher training and practice.

The second article, "Experiences of early years teachers in working with problem solving in continuing education", by the authors Oliveira, Rezende, Garcia-Reis and Carneiro (2021, p. 1), published in the journal *Educação Matemática Debate*. It was drawn up according to the experiences that the Early Years teachers had in a workshop that was part of their continuing education, taking into account that they were working on problem-solving based on the thematic unit numbers from the National Common Core Curriculum-BNCC. The teachers report in the results that the training meetings are relevant to pedagogical practice since the training made it possible to see that it is possible to work with mathematics in a contextualized way and to carry out interdisciplinary work with mathematical games and other possibilities through problems.

The third paper, "Narratives of the pedagogue's training and work in the process of teaching and learning mathematics in the early years of elementary school", by Vieira Júnior and Oliveira (2020, p. 704), published in the *Paranaense Journal of Mathematical Education*. It aimed to analyze what mathematics teachers in the early years of elementary school, graduates of the Pedagogy course, Campus XII of UNEB reveal about their training and the 60 hours of classes that address this issue. The research showed that many students experienced difficulties in their training process, and that investment is needed in continuing teacher training.

The fourth and fifth articles, "Games and problem solving in continuing education and in math classes in the 1st year of elementary school", by the authors Oliveira, Almeida, Colus and Passos (2017, p. 44), published in the *NUPEM journal*. And, "Problem solving in continuing education and math classes in the early years: teaching knowledge and learning", by Olivera and Passos (2013, p. 873), published in the journal *Educação Matemática Pesquisa*.

The text describes the experiences of 16 teachers who took part in a training process through an Integrated Curricular Activity for Teaching, Research and Extension - ACIEPE (UFSCar) and, from these meetings, took mathematical games to work on in their classes. The teachers mediated the games so that the students were influenced to participate

without caring about the results. Thus, regardless of who wins the game, the important thing is the knowledge acquired through it. It was also extremely important for the teachers' training, as it enabled them to reflect on their lessons.

## 2.4 Shared training

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Five articles were published in the "shared training" category. The first, "Formative processes of supervising teachers within the scope of the Institutional Teaching Initiation Scholarship Program - PIBID: meanings attributed to the activities experienced at university and school", by the authors Oliveira, Rezende, Carneiro (2021, p. 982), published in the *Revista Ibero-Americana de Estudos em Educação*. The article aimed to understand the meanings attributed by PIBID supervisors to the experiences of the partnership between university and school. PIBID provided teachers with a reflective look at their practices and, through the training meetings, made it possible to experience theory and practice, something that should be inseparable.

"Teacher Training in Pibid: Inferences between Teaching Initiation Scholars and Teacher Trainers", by Silva, Santos, Oliveira and Reis (2020, p. 245), published in the *Revista de Educação da Universidade Federal do Vale do São Francisco - UNIVASF*, was the second article in this category. The results show that the Institutional Teaching Initiation Scholarship Program - PIBID, meets the expectations of initial teacher training that strengthens ties between the university and the school. It also analyzes the inferences drawn from the relationships between the coordinating teachers and the PIBID students. It shows that through the exchange of experiences, both have experiences to share.

"Collaborative work and the professional development of a group of early years teachers: looking at problem solving", written by Oliveira and Passos (2018, p. 192), published in the journal *Cadernos de Pesquisa*. The work was part of a descriptive and interpretive study that investigated the challenges, dilemmas, knowledge and learning that emerged in the continuing education process of 16 primary school teachers when they studied and used the problem-solving methodology in math classes. The results showed

how the research participants re-signified knowledge and conceptions in their classroom practices in the early years after carrying out the Teaching, Research and Extension Integration Curricular Activity (ACIEPE) in a shared and collaborative dimension.

"À luz das experiências no Pibid: reflexões sobre a formação docente", by the authors Santos and Reis (2021, p. 187), published in *Educação Básica Revista*. The experience report of a Pibid student from the Pedagogy course at UNEB's Campus XII states that she has gained various experiences through Pibid. The student sees the program as an opportunity for undergraduate students to enter school spaces and for supervising teachers who are already working in the school to return to the university through publications and dissemination at events.

The last paper, "Intervention project proposed in PIBID/UNEB/Campus XII: report of experiences in the initiation to teaching", by the authors Vasconcelos and Reis (2016, p. 184), published in the journal *Educação em Debate*. The student from the Pedagogy course at UNEB, Campus XII says that through PIBID, students are able to understand the social function of a teacher and its importance. She also points out that PIBID doesn't fill in all the gaps in a teacher's training, but it does allow undergraduates to observe the classroom in such a way that they reflect on which professional they would like to be and decide whether they should continue practicing what they have been observing or change their educational practices.

## 2.5 Playful training

There were two articles published in the playful education category. The first: "Playful activities in early childhood education: re-signifying pedagogical practice", by the authors Oliveira, Carvalho and Prado (2014, p. 39), published in the *Revista Eletrônica de Educação e Psicologia*. The experience report was developed to disseminate some play activities of the 6th semester of the Pedagogy course, Campus XII, UNEB, in six (6) schools in the municipality of Guanambi. The authors state that teachers should always question how they conduct the knowledge process. Playfulness must be taken into account, as it



permeates childhood. Therefore, teachers need to understand that playfulness is the pleasure and joy that activities bring to children while they play and learn.

When teachers work with playfulness, students feel joy and motivation to pay attention. Children learn without playfulness, but they learn much more with it. Although the same activity may be playful for one student and not for another, each child is unique and the environment in which they live can influence them.

The second article: "Games and Problem Solving in Continuing Education and in Mathematics Classes in the Early Years", by the authors Oliveira and Passos (2013, p. 76), was published in the journal *Acta Scientiae*. The text presents an experience in continuing education with a group of teachers who teach mathematics. After the training meetings, the teachers found that the games enabled students to better understand the content, as well as encouraging students to participate actively in the construction of knowledge and fostering creativity, pleasure in learning, interaction, among other experiences.

## 2.6 Teacher training in the field of literature

In the last category, an article was published: "Textual genres parade on the reading catwalk: a report of the practices of teachers in training on the Freire Platform Language course", by the authors Oliveira and Farias (2016, p. 934), published in the journal *Linha Mestra*. It was a report of study experiences in the Freire Platform's Languages course, in which the students/teachers demonstrated difficulties in working with language teaching from the perspective of textual genres. However, based on their experiences and reflections during the course, changes have taken place, especially with regard to reading and writing.

## 3 Final considerations

Based on the objective of the work, a search was carried out for productions that discuss teacher training in the period 2012-2022 in the Pedagogy course at Campus XII,



UNEB within its staff of 30 professionals. Within the group, six teachers have published articles that discuss teacher training or teacher education. Thus, 18 articles were analyzed, divided into categories: three, Teacher training in rural education; one, Continuing training; six, Teacher training in the field of mathematics; six, Shared training; two, Playful training and one, Teacher training in the field of literature.

The influence of international capitalist organizations on Brazilian education since the 1990s has given visibility to the problem of training and valuing education professionals. However, blaming the school for social ills served as a backdrop for the approval of educational reforms under the influence of international organizations such as: United Nations - UN, World Trade Organization - WTO, International Monetary Fund - IMF, World Bank - WB, World Trade Organization - WTO, Latin American and Caribbean Educational Reforms Program - PREAL, among others (Brito, Prado, Nunes, 2019; Silva, 2015; Maués, 2003). Thus, in the field of teacher training, the discourse of the need to overcome traditional and ineffective practices allowed for the insertion of communication and information technologies as teacher training tools through the Distance Education modality and new pedagogical practices (Maués, 2003). Nearly 30 years on from the start of these reforms, there have been advances and setbacks, but in the case of UNEB Campus XII, which has been in operation for 30 years, there have been advances in terms of teacher qualifications and publications on the subject of teacher training.

Three categories in the field of teacher training in the Pedagogy course stand out: rural education, mathematics and shared education. Due to the limits of these articles and this study, it was not possible to understand the impact of these categories on student training. However, the number of publications shows that there is a relationship between the practice of the teacher trainer and the students in relation to ongoing research. PIBID stands out as a record of the shared construction of knowledge with basic education. It is a relevant space for pedagogical work and initial and continuing academic training in university spaces and basic education through access to disciplinary, curricular, professional, pedagogical and experiential knowledge and reality. It highlights the need to

expand PIBID as a public policy with positive effects on the construction of professional teaching learning.

Mathematical education and rural education are becoming more important in the training of professionals, but the workload is limited and does not provide a theoretical and practical in-depth study. It is therefore necessary to go beyond what is proposed in the curriculum as a way of broadening generalist knowledge in undergraduate courses, given the limited workload for building the knowledge needed to practice the profession.

When looking at the Qualis of the journals and the year of publication in which the articles were published, there is a greater presence of A3 and B2 indicators, and a greater number of publications in the last five years. Thus, *stricto sensu* qualifications, especially at doctoral level, have a positive impact on increasing scientific production and, consequently, improving the Qualis rating. Improving these aspects provides political, scientific and pedagogical training for students and better evaluation of the campus and the university in large-scale assessments.

The prevalence of these three categories - field education, mathematics and shared education - indicates a lack of knowledge production in the didactic and pedagogical fields, since topics linked to planning, evaluation, management and other specific methodological areas were not detected. It is therefore suggested that these topics should be given space in the production of knowledge, given their importance in teacher training.

We recognize the importance of this study as an insight into the field of knowledge production on teacher training by researchers at UNEB Campus XII. We also recognize the limitations of not having expanded the study to include other areas of research by professionals in the Pedagogy course. In view of this, we suggest that other studies be carried out to find out more about the qualifications of teachers on the course and the production of knowledge as an instrument for institutional evaluation.

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**Responsible publisher:** Cristine Brandenburg

**Ad hoc expert:** Francisco Ricardo Miranda Pinto e Wiliane Rolim

### How to cite this article (ABNT):

MOURA, Áurea Silva; NUNES, Claudio Pinto; PEREIRA, José Aparecido Alves. Produções científicas sobre formação de professores no curso de pedagogia da UNEB, campus XII (2012-2022). **Rev. Pemo**, Fortaleza, v. 5, e10565, 2023. Available at: <https://doi.org/10.47149/pemo.v5.e10565>

Received on May 22, 2023.

Accepted on August 7, 2023.

Published on September 22, 2023.