Teacher Training In Teaching Biochemistry: Potentializing the Teaching Practice in the Graduate

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In Brazil, perceives that the post-graduation lato sensu and strictu sensu have formed professionals to carry out the teaching in higher education. The Master course in Biochemistry, Federal University of Pampa search through the curricular component "Theory and Practice in Higher Education", provide spaces for reflection and proposition about teaching practice to prepare their learners for teaching in higher education, discussing topics about the history of higher education in Brazil and preparation to teaching in post-graduate courses. In this work, we seek to report the importance of these discussions in graduate programs and as professionals in various areas of knowledge can discuss and identify the current situation of higher education in Brazil in search of improving their practice through the participants perceptions of curricular component. In this sense, the discussions highlight the importance of this formative space for understanding about teaching in higher education, demystifying the professional's performance and its relationship with the teaching, research and extension. In conclusion, we highlight the relevance this model of pedagogical training the within the framework the post-graduation, stressing that these are spaces that contribute to the teacher training developing critical and reflective perceptions, making learning meaningful and potentiating the teaching practice.

Word Keys: Educational Practice, Pedagogical Training, Education of Biochemistry

Supported by: CAPES