
Teacher Education Conceptions in the Pedagogical Projects of Teacher Preparation Programs at a Public University: An Analysis

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ABSTRACT: This article presents an analysis of conceptions of teacher education in the Pedagogical Projects of undergraduate teaching degree programs at a public university in the state of Bahia, following the curricular reforms established by Resolution CNE/MEC No. 02/2015. The article aims to understand the meanings attributed to this process in institutional documents, particularly in the Pedagogical Projects of these programs. It is a qualitative, interpretive investigation designed as a case study and employs documentary analysis as the data collection technique. The preliminary results presented here, since the research is still ongoing, indicate the coexistence of different formative perspectives, alternating between technical-instrumental conceptions and approaches centered on critical reflection and professional practice. However, weaknesses are identified in the explicit articulation of formative conceptions and in the integration of curriculum, teaching, and experience. Thus, the Pedagogical Projects constitute important discursive spaces in which professional preparation projects, disputes over meanings, and political choices regarding both preparation processes and the role of the university in the development of future educators are materialized.

TEACHER EDUCATION. UNDERGRADUATE TEACHING DEGREE PROGRAMS. PEDAGOGICAL PROJECT.

Introduction

The purpose of this article is to present reflections on conceptions of teacher education expressed in the Pedagogical Projects of undergraduate teacher education programs at a public university in the state of Bahia, considering the curricular changes implemented by the program committees in order to meet the requirements of the National Curriculum Guidelines for Teacher Education (Resolution CNE/MEC No. 02/2015). The research project entitled

“Teacher Education at the State University of Feira de Santana: Conceptions, Policies, and Practices,” approved by the Higher Council for Teaching, Research, and Extension (CONSEPE) under No. 150/2024 and funded by the Bahia State Research Support Foundation (FAPESB), is currently in progress and is expected to be completed in 2028. This investigative initiative is being developed within the Study and Research Group on Curriculum and the Formation of the Self in Learning Processes (FORMARSER), which is affiliated with the

Department of Education at the State University of Feira de Santana.

My participation in this research group dates back to 2014, an experience that has significantly contributed to the consolidation of reflections and studies in the field of teacher preparation, articulated with discussions on curriculum. As noted by Macedo (2007, 2010) and Pineau (1988), curriculum is not limited to the organization of subjects or content.

In this sense, curriculum and professional preparation are intrinsically interconnected, forming a binomial that guides pedagogical intentions, institutional choices, and teaching practices, and is central to understanding how pre-service teachers develop their professional and academic identities. Examining this binomial makes it possible to grasp not only what is taught, but also how and for what purposes professional preparation is structured and experienced in undergraduate teaching degree programs.

The research methodology is grounded in a qualitative approach of an interpretive nature, configured as a case study based on documentary examination. This strategy makes it possible to apprehend the phenomenon within its institutional context and to identify the conceptions of teacher preparation expressed in these documents.

Given the specificity of the object and the nature of the problem under investigation, the investigation focuses on the conceptions of teacher preparation at the State University of Feira de Santana (UEFS). A qualitative perspective allows for in-depth exploration of diverse phenomena, as well as values and worldviews across different fields of knowledge (André, 1995).

Furthermore, the qualitative approach presents five characteristics that make it possible to:

Study the meaning of people's lives under real-life conditions; represent the views and perspectives of individuals (referred to in this book as participants) involved in an inquiry; encompass the contextual conditions in which people live; contribute insights into existing or emerging concepts that may help explain social behavior; and seek to use multiple sources of evidence rather than relying on a single source (Yin, 2016, p. 7).

The primary strength of this approach lies in its central focus on capturing the meaning of phenomena and events in people's lives. It considers real-life conditions, individuals' perspectives, and, above all, the recognition of political, economic, and cultural dimensions. As highlighted by Minayo (2001, p. 22):

Qualitative research addresses highly specific questions. In the social sciences, it is concerned with a level of reality that cannot be quantified. In other words, it works with the universe of meanings, motivations, aspirations, beliefs, values, and attitudes, corresponding to a deeper sphere of relationships, processes, and phenomena that cannot be reduced to the operationalization of variables.

It is essential to consider the aspects of singularity and specificity in qualitative research. Alves-Mazzotti (2006) emphasizes that qualitative case studies may lead to generalizations, not of a statistical nature but of an analytical one. Such generalizations emerge from the readers' vicarious experience, as they relate what was observed in a given case to events they have experienced in other contexts, thereby enabling them to identify similarities or differences with other known cases.

The reflections on the Pedagogical Projects of the Programs (PPCs) and the Institutional Development Plan (PDI-UEFS, 2023-2027) are grounded in the recognition of these documents as institutional guiding frameworks, since they establish principles, guidelines, and formative intentions.

The interest in this investigation emerges from concerns surrounding initial teacher preparation and the production of meanings related to teacher education expressed in the Pedagogical Projects, understood as instruments that guide and shape formative processes.

The discussion is grounded in authors who examine the relationship between initial preparation, curriculum, teaching, and experience, such as Macedo (2010, 2020), Gatti (2014), Diniz-Pereira (2014), and Josso (2004), among others.

The research question guiding this investigation is: How are the conceptions of teacher preparation expressed in the Pedagogical Projects of undergraduate programs at a public university configured, and what meanings do they produce?

Reflecting on conceptions of teacher preparation within the context of the Pedagogical Projects of undergraduate teaching degree programs requires recognizing that the formative experience, as an event that generates knowledge and professional practices in initial preparation, does not develop in a linear or homogeneous manner. Rather, it unfolds as a dynamic movement marked by tensions, complexities, and a plurality of meanings, within which different perspectives, discursive disputes, and formative intentions intersect.

Discussions proposed by Macedo (2007, 2010) and Pineau (1988) suggest that the issue of teacher preparation begins with the very understanding of curricular organization. These authors also point to a certain weakening of discussions that connect preparation and curricular thinking, largely resulting from a mistaken and reductionist interpretation of curriculum. Such an interpretation tends to treat it merely as a guiding document for the curricular structure responsible for organizing course subjects, thereby overlooking its breadth, complexity, and formative potential in relation to the processes through which individuals in preparation develop.

The concerns that motivated this investigation emerged from my entry into higher education teaching, particularly in undergraduate teaching degree programs, through my work with the Didactics course component. This experience began after my approval in a public examination for a university position and has become a privileged space for reflection on formative processes, curricular organization, and pedagogical practices within the context of initial teacher preparation.

In Brazil, initial teacher preparation takes place predominantly in undergraduate teaching degree programs offered by Higher Education Institutions. Nevertheless, this model has been widely questioned by scholars who point to problems such as curricular fragmentation, the gap between universities and basic education schools, the disconnection between theory and practice, and the predominance of technical-instrumental conceptions of teaching (Gatti, 2014; Diniz-Pereira, 2011).

Pimenta (1999) and Gatti (2021) emphasize that teaching and preparation are inseparable dimensions. Reflecting on pedagogical practices in undergraduate teaching degree programs indicates that these practices concretely express the formative perspectives that underpin curricular structures. Pedagogical practice is not limited to the application of methods; rather, it constitutes a field of mediation between theory and practice, as well as among scientific, school-based, and experiential knowledge.

Results and Discussion

Teacher Preparation, Curriculum, Teaching, and Experience: Theoretical Foundations

Historically, teacher preparation has been the subject of theoretical, political, and epistemological disputes, reflecting different conceptions of education, knowledge, and society. In this complex context, public universities have historically played a

central role in preparing teaching professionals.

According to Gatti (2013), teacher preparation in undergraduate teaching degrees represents a major challenge for educational policies. While acknowledging the importance of public policies in this field, the author also highlights another challenge: the responsibility of training institutions to innovate the practices developed throughout the course.

Guerra and Madeira (2018) observe that the dilemmas of education are often attributed to teachers' preparation, reinforcing a rationalist logic that privileges modern science, technical knowledge, and the application of methods as the exclusive foundations of pedagogical practice. This perspective is grounded in a conception of preparation that views the teacher as an executor of previously defined techniques, thereby reducing the complexity of the profession and disregarding the ethical, political, cultural, and experiential dimensions that permeate educational practice.

In accordance with Paim, Carmo, and Jesus (2022, p. 381), teaching constitutes a universal, relational, multifaceted, and pluriversal phenomenon:

Discussions and scholarly work on teaching have long been part of the history of education, particularly in the field of Didactics. In the context of undergraduate teaching degrees, there still appears to be a divide between the conceptual understanding of teaching and the enactment of pedagogical action, as well as a lack of deeper reflection on this important function of the teaching profession.

The reflection presented by the authors is situated in the historical trajectory of debates on teaching, acknowledging the central role of Didactics in the development of educational thought. They emphasize that, despite the consolidation of studies and debates on this theme over time, a significant distance remains in undergraduate teaching degrees between

the conceptual understanding of teaching and the realization of pedagogical action. This observation highlights a recurring issue in initial teacher preparation, characterized by the fragmentation between theoretical knowledge and pedagogical practice.

By pointing to the existence of this “divide,” the authors problematize not only the curricular organization of teacher education degrees, but also the way teaching has been conceived in the formative trajectory, often detached from the concrete conditions of professional practice. From this perspective, the act of teaching requires educators to be actively engaged in students' development, participating in departmental decisions, program committees, curricular discussions, and in promoting formative experiences that positively shape those undergoing professional preparation.

When reflecting on technical rationality and training models, it becomes evident that this perspective persists as one of the most influential historical matrices in teacher preparation.

As noted by Schön (1983), this model is grounded in a positivist conception of scientific knowledge, in which practical knowledge is reduced to technical knowledge. According to Diniz-Pereira and Soares (2019), within this framework the educator is conceived as a specialized technician responsible for applying scientific and pedagogical rules formulated outside the educational context.

Diniz-Pereira (2014) identifies three formative approaches associated with technical rationality: the behavioral skills training approach, the transmission approach, and the traditional academic approach. According to Gatti, Barretto, André, and Almeida (2019, p. 180):

Changes in society, accompanied by epistemological shifts, have, since the 1980s, rendered the traditionally valued model of school and teaching irreconcilable, calling into question the existence of a training paradigm known as the model of technical rationality.

According to Contreras (2012, p. 100), the perspective of technical rationality is grounded in the basic idea that “professional practice consists of the instrumental solution of problems through the application of theoretical and specialized knowledge.” In addition, studies and research in the field of teacher education indicate that, despite the criticisms directed at this perspective—that is, technical rationality—it remains strongly present in the political-pedagogical proposals of undergraduate teacher education programs (Falcão, 2024, p. 5).

These structures prioritize measurable content and skills, organized into fragmented curricula and supported by standardized assessment systems. As a consequence, they reinforce an instrumental view of teaching, centered on the execution of tasks and the reproduction of established understandings, to the detriment of critical reflection, teacher autonomy, and the collective construction of pedagogical expertise.

This perspective has been widely criticized for failing to account for the complexity of teachers’ work, particularly in contexts marked by social inequalities, cultural diversity, and ongoing transformations in ways of teaching and learning. In response to these limitations, conceptions of teacher education grounded in practical rationality have emerged, recognizing the singularity of educational contexts and the complexity of teaching and learning dynamics.

Diniz-Pereira (2014) identifies, within the scope of practical rationality, several formative orientations, such as the humanistic perspective, the notion of “teaching as a craft,” and research-oriented preparation. Across these perspectives, teaching

experience occupies a central place in professional preparation, being recognized as a legitimate source of professional expertise.

By embracing critical rationality, teacher education directs its political dimension and expands the scope of practical rationality by recognizing that education is a social activity situated within historical and political contexts. According to Diniz-Pereira and Soares (2019), teacher education, from this perspective, is not limited to individual development; rather, it involves ethical and collective choices that affect people’s lives and the organization of society.

Freire (1996) makes a significant contribution to this understanding by arguing that preparing teachers is not a matter of training skills, but of enabling the development of critical awareness regarding educational practice. Teacher education, therefore, is grounded in the critical examination of practice, dialogue, the problematization of reality, and a commitment to social transformation.

This perspective resonates with the conceptions proposed by Macedo (2007, 2010, 2020), who understands education as an existential, relational, and experiential undertaking. For the author, formation is not a method, technique, or mere transmission of information, but something that takes place in the existence of a social being in continuous construction. From this standpoint, curriculum constitutes a space for the production of meanings.

Macedo (2016) understands it as a space for the production of meanings, symbolic disputes, and the construction of professional identities. Curriculum is neither neutral nor merely technical; it expresses conceptions of education, understanding, and society, revealing values, ideologies, and political projects.

Silva (2010) reinforces this idea by arguing that curriculum is centrally involved in who we are, what we become, and what we may come to be. In this sense, analyzing teacher education curricula implies

understanding how teaching subjectivities are produced and which rationalities guide initial teacher preparation.

According to Charlot (2024, p. 10):

To become human and, at the same time, to be socialized and structured as a singular subject, one must learn, understand, assume, and sometimes transgress the forms of regulation of desire by norms that prevail in a given society and historical moment, and that constitute the basic conditions for sharing a common world.

According to Charlot (2024), the act of learning transcends the mere acquisition of information, constituting an entry into the human world and, simultaneously, the formation of oneself as a subject. Therefore, this anthropological principle should underpin any theory of education, a perspective confirmed by field research on the relationship to knowledge.

In light of the contributions of Macedo (2006, 2013), curriculum is understood as a historical, political, and cultural construct that goes beyond the narrow conception of content organization or mere normative prescription. From this standpoint, it becomes both necessary and urgent to conceive curriculum as a singular act that is, at the same time, collective and democratic.

Experience as a formative category emerges as a central element in contemporary conceptions of teacher education, being recognized as a structuring axis for the development of professional expertise. Josso (2004) and Dominicé (2010) emphasize that education unfolds throughout life through lived, narrated, and reflected experiences, articulating memory, practice, and critical reflection. Within this perspective, the teacher is conceived as an active subject of professional understandings, produced at the intersection of personal life, academic preparation, and professional practice, highlighting the inseparability between experience and the development of teaching expertise.

Macedo (2020) further argues that valuing experience implies recognizing the teacher not merely as an executor of curricular prescriptions, but as the author of their own practice, capable of investigating and systematizing their pedagogical work. Moreover, understanding experience as a formative category broadens the scope of both initial and continuing teacher education by integrating formal and informal, individual and collective forms of learning. In this perspective, experience is not simply lived experience, but a device for the (re)signification of pedagogical practices, enabling teachers to articulate theory and practice, reflect on their methodological choices, and develop alternative strategies in response to the needs of students and the school community.

Teacher Education Programs at UEFS and the Movement of Curriculum Reforms

At the Universidade Estadual de Feira de Santana (UEFS), the process of aligning Course Pedagogical Projects (PPCs) with the National Curriculum Guidelines for Teacher Education revealed a heterogeneous movement, marked by uneven timelines and conceptual complexity. The guidelines that informed the most recent decade of revisions—formalized through Resolução CNE/CP nº 02/2015—established parameters and organizing principles for the curricula of teacher education programs, requiring, among other aspects, the definition of workload requirements, competencies, and articulations between theory and practice.

The variation in the timing of these revisions—beginning with the Spanish Language and Literature program in 2017, followed by a significant group of programs in 2018 and subsequent updates in 2019, 2023, and 2024—indicates that the incorporation of these principles occurred differently across programs. This uneven trajectory may have produced distinct rhythms in the implementation of the formative conceptions proposed by the national

guidelines. Such temporal misalignment directly affects curricular experiences aligned with nationally established principles for teacher preparation, revealing potential implications for the quality and consistency of the education offered to future teachers across different fields.

The range observed in total workload—varying from 3,285 hours in the Music program to 4,040 hours in the Spanish and French Language and Literature programs—although in accordance with the minimum parameters established by Resolução CNE/CP nº 02/2015, highlights institutional autonomy in curricular organization. Such autonomy may facilitate adjustments to the specificities of each disciplinary field; however, if not accompanied by critical and rigorous monitoring, it may also generate formative gaps in dimensions such as the integration of theory, practice, and supervised internship experiences.

This variation illustrates how institutional autonomy in curriculum revision can result in educational conceptions with different epistemological, methodological, and political emphases, which do not always translate into equally articulated formative trajectories.

Furthermore, the implementation of reforms in programs such as History and Chemistry only in 2024—following the publication of new National Curriculum Guidelines in 2024 through Resolução CNE/CP nº 4/2024, which officially replaced the 2015 resolution and redefined organizational and formative parameters—reveals a tension between the institutional timing of curricular revisions and the national regulatory framework. This situation highlights the need for reflection not only on the formal compliance with regulatory norms, but also on the depth with which such guidelines are incorporated into teacher preparation, the conceptual robustness of the proposed changes, and the articulation between curriculum, professional preparation, and the contemporary demands of basic

education.

Thus, the trajectory of curriculum reforms in UEFS teacher education programs reflects a normative adaptation that is simultaneously institutional and political, marked by different rhythms of implementation, variations in curricular design, and theoretical challenges in articulating national guidelines with local educational practices. This complexity, in turn, provides important insights for understanding how conceptions of teacher education are materialized—or contested—within the curricular dynamics of a public higher education institution, contributing to broader debates on initial teacher preparation in the contemporary Brazilian context.

Results: Conceptions of Teacher Education in the PPCs — Convergences and Tensions

The findings indicate the coexistence of distinct formative perspectives in the Course Pedagogical Projects (PPCs) of teacher education programs, revealing tensions between technical-instrumental conceptions and orientations centered on critical reflection and teaching practice. As Macedo (2010, 2020) argues, this diversity reflects the complexity of curriculum as a formative device that articulates understandings, experiences, and pedagogical intentions. While some dimensions emphasize prescriptive competencies and organize understanding in fragmented ways, others highlight the integration of theory and practice.

Weaknesses can be observed in the explicit articulation of conceptions of teacher education and in the connection between curriculum, teaching, and experience, revealing challenges in operationalizing a critical and integrated curriculum, as highlighted by Diniz-Pereira (2014). PPCs can be understood as institutional spaces in which different conceptions of teacher education intersect, allowing for the negotiation of meanings and formative priorities. At

the same time, PPCs function as institutional arenas where pedagogical decisions and conceptions of teacher preparation are expressed, revealing the articulation between policy, curriculum, and teaching practice.

From this perspective, Josso (2004) emphasizes that teacher education is shaped by institutional, political, and social dimensions, with PPCs constituting arenas in which formative intentions are negotiated and legitimized. Education is thus understood as something that unfolds in the existence of a social being, in continuous relation with the world and with other subjects. This understanding is reinforced by the contributions of Josso (2004), who argues that “all education is experiential, or it is not education,” as well as by the ideas of Freire (1996), who conceive education as a political, dialogical, and emancipatory practice.

In the Pedagogy PPC (2018), teacher education is conceived as an undertaking intrinsically linked to the social construction of understandings and to critical engagement with educational reality. This conception articulates teacher preparation and curriculum not merely as the organization of disciplines, but as a set of reflective, ethical-political, and sociocultural experiences aligned with the guidelines of the UEFS Institutional Development Plan (PDI-UEFS) and with the perspective of comprehensive education advocated by Silva (2010). This orientation understands teacher education as a political-pedagogical project committed to social transformation, in which curriculum and teaching constitute practices intentionally oriented toward the active participation of future teachers in real educational contexts.

By understanding teacher education as a social, historical, and continuous undertaking, the Pedagogy PPC broadens the conception of teaching beyond technical competencies, emphasizing critical dimensions of educational practice, the development of contextual understandings, and the social

responsibility of teachers. This perspective brings the formative project closer to approaches that recognize teacher education as an ongoing mediation between theory and practice, whose development is not confined to the classroom but extends to relationships with the community, with other professionals, and with the ethical demands of contemporary education.

In the Physics teacher education PPC, teacher preparation is presented under the notion of a “broad and flexible” profile; however, this statement lacks operational clarity and explicit theoretical grounding. The absence of a clear description of the competencies that should guide professional development, together with the lack of reference to robust epistemological foundations, reveals a conception of teacher education that tends to remain in a rhetorical sphere rather than a genuinely formative one. From the perspective of education as mediation between theoretical understandings and situated practices (Diniz-Pereira, 2014), this theoretical gap limits the PPC’s capacity to guide the construction of formative trajectories capable of addressing the challenges of science teaching in specific sociocultural contexts.

The reference to “modern conceptions of learning,” without deeper epistemological elaboration, weakens the articulation between theory and practice, reducing teacher preparation to a collection of intentions without a guiding theoretical thread capable of problematizing scientific understanding and its teaching practices. This helps explain why the preparation of Physics teachers may remain disconnected from debates on how physical knowledge is historically constructed, validated, and taught—an aspect that is crucial for the critical preparation of future educators, as highlighted in studies on epistemologies of science and curriculum.

In the Music PPC, the conception of teacher education values the protagonism of students and faculty members, recognizing them as active agents in the production of understandings and in the construction of formative meanings. This perspective

aligns with contemporary views of teacher education that regard individuals as builders of their own professional trajectories rather than mere recipients of content. However, the use of broad and generic expressions such as “diverse forms of knowledge construction,” without the support of an explicit epistemological reference, compromises the clarity of the formative intentions.

The lack of articulation between these statements and a theoretical body capable of explaining, for instance, how aesthetic practices, musical performance, culture, and pedagogy intertwine in teacher preparation makes it difficult to determine whether the project is guided by a critical rationality (focused on problematizing practice), a practical rationality (oriented toward reflective action), or a technical-instrumental rationality (directed toward task execution). This type of conceptual indeterminacy limits the PPC’s ability to guide the preparation of Music teachers in a consistent, coherent, and reflective manner in response to the sociocultural and pedagogical demands surrounding music education.

In the Language and Literature programs, teacher education is conceived in a way that emphasizes teaching as a continuous undertaking, inherent to the human condition and permeated by experiences that go beyond the technical sphere. This perspective resonates with approaches to lifelong education and professional development highlighted by António Nóvoa (2007) and Maurice Tardif (2002), who emphasize the complexity of professional trajectories and the importance of recognizing multiple forms of professional expertise (tacit, experiential, and academic).

This plurality—marked by advances in some areas and theoretical-formative limitations in others—indicates that the implementation of national guidelines unfolds in historically situated and multifaceted ways, shaped by tensions between institutional autonomy and regulatory commitments,

as well as between emancipatory proposals and less articulated formulations. By revealing the multiple formative rationalities present in the PPCs and the ways in which they are expressed through timelines, workload structures, and curricular choices, the findings contribute to understanding not only the “what” and the “how” of curricular reforms, but also the foundations upon which teacher education has been conceived and institutionally negotiated. These insights point to the importance of continued problematization, monitoring, and critical reflection on teacher preparation projects within undergraduate teacher education programs.

This normative and institutional tension becomes visible in the variations identified at the Universidade Estadual de Feira de Santana (UEFS), both in the timelines of curricular revisions and in workload distribution and underlying conceptions of teacher education. These differences suggest that the programs remain engaged in an ongoing negotiation over what it means to prepare teachers in alignment with national guidelines and with the contemporary demands of basic education. When situated within broader debates on curriculum and teacher education, the findings reaffirm that PPCs operate as mediating spaces between public policies, institutional autonomy, and formative projects, all of which require continuous articulation to promote teacher preparation that is more integrated, critical, and socially meaningful.

Beyond the variations identified in timelines, workload structures, and the conceptions underlying the PPCs, the findings point to a broader structural and epistemological issue: teacher preparation as articulated in these documents does not merely correspond to the normative implementation of national guidelines but is embedded in different curricular orientations that shape educational practices and professional development.

In the perspective of the literature on curriculum theory, traditional perspectives tend to focus on the

organization of content and isolated competencies, whereas critical and post-critical approaches broaden the understanding of curriculum as a space of social disputes, identities, and formative mediations that extend beyond the simple transmission of understandings. From this perspective, PPCs that explicitly articulate teacher education as a social, historical, and collective undertaking—as observed in the Pedagogy program—approximate an orientation that recognizes teacher preparation as engagement with situated and contextual understandings, fostering critical reflection and integrated learning.

Conversely, programs whose conceptions remain expressed in broad terms and lack explicit epistemological grounding—as observed in some of the PPCs analyzed—reflect less articulated curricular orientations, with the risk of reproducing fragmented preparation disconnected from the multifaceted demands of contemporary professional practice. This diversity suggests that teacher education within the UEFS PPCs is shaped by tensions between traditional curricular orientations and perspectives that prioritize the integration of theory, practice, and sociocultural context. Such tensions indicate the need for a reflective perspective capable of articulating curriculum as practice, professional understandings, and formative actions that support the construction of meaning and professional agency among future teachers.

Conclusion

This study is grounded in an understanding of teacher education as a continuous and historically situated undertaking, shaped by lived experiences and intrinsically connected to the singularities of individual life trajectories. Understanding this dynamic therefore requires careful attention to the subjectivities that emerge within spaces of professional practice, recognizing them as sites of ongoing learning.

The PPCs reveal heterogeneous conceptions of teacher preparation, indicating the coexistence of different rationalities—technical, practical, and critical—within the university. In the Pedagogy undergraduate teacher education program, the conception of teacher preparation brings together critical and experiential perspectives. Within this framework, the teacher is understood as a historical and political subject as well as a producer of professional knowledge, in dialogue with authors such as Paulo Freire (1996), Roberto Sidnei Macedo (2016), Marie-Christine Josso (2004), and Pierre Dominicé (2010). From this perspective, the curriculum is conceived as a social and collective construction—a space for the production of meaning and a formative device oriented toward the development of reflective autonomy.

Conversely, in the Physics and Music undergraduate teacher education programs, the conceptions of teacher preparation appear in more generic terms and are only weakly grounded theoretically. Key notions are mobilized without sufficient conceptual development, which weakens the clarity of the formative project and makes it difficult to identify the rationalities underlying the curricular proposals.

In the Language and Literature programs, teacher preparation is understood as inherent to the human condition and as professional development throughout life, aligning with contemporary perspectives on continuing teacher education. However, these conceptions appear largely at the level of declaration and do not fully engage with the concrete challenges that shape the teaching profession, such as working conditions, the precarization of the career, and the absence of structured institutional policies aimed at professional recognition and support.

The findings also reveal a significant temporal mismatch among the teacher education programs, indicating that each disciplinary area has progressed

at different paces in adapting to the provisions of the National Curriculum Guidelines for Teacher Education (Brazil, Resolution No. 2/2015). Although most programs present workload structures compatible with normative parameters, the variation observed points to institutional autonomy in curricular design, which may lead to formative inequalities if not accompanied by systematic processes of evaluation and monitoring.

Therefore, despite their formal alignment with the national guidelines, significant differences remain in the ways each program has incorporated the principles established by the National Curriculum Guidelines for Teacher Education (Brazil, Resolution No. 2/2015). Variation in the timing of curricular reforms and in workload structures reflects distinct rhythms of adaptation, revealing both opportunities and challenges for teacher preparation. Programs that implemented earlier reforms incorporated pedagogical practices and supervised teaching internships more rapidly, whereas programs with later reforms—such as History and Chemistry—were directly affected by the transition to the CNE/MEC Resolution No. 4/2024 (Brazil), which reduced the workload allocated to educational practice and created gaps in the recognition and valorization of the teaching profession.

These differences reinforce the complexity of initial teacher education and highlight that normative implementation alone does not guarantee consistent formative experiences. The documentary analysis of the seven undergraduate teacher education programs revealed that the Pedagogical Course Projects (PPCs) incorporate heterogeneous conceptions of teacher preparation, reflecting distinct epistemological orientations and pedagogical practices. Some of these conceptions are grounded in technical rationality, centered on the execution of content and the prescriptive transmission of knowledge. Others are associated with practical rationality, emphasizing critical reflection on teaching practice and pedagogical decision-making in everyday school

contexts. Finally, conceptions oriented by critical rationality value ethical, collective, and political dimensions, recognizing teaching as a complex social practice that is historically situated.

The CNE/MEC Resolution No. 4/2024 (Brazil) has introduced new challenges to this scenario. The suppression of Practices as Curricular Components and the restriction of practical experiences to supervised teaching internships represent a setback in terms of the articulation between theory and practice—an element that was central to the principles defended by the National Curriculum Guidelines for Teacher Education (Brazil, Resolution No. 2/2015). In addition, the absence of clear and operational guidelines for the professional recognition and valorization of teachers weakens the conception of comprehensive teacher preparation and compromises the articulation between initial preparation and ongoing professional learning. The preliminary results already allow us to affirm that PPCs constitute discursive spaces in which formative projects take shape, as well as arenas of dispute over meanings and political choices concerning the role of the teacher and the university in the preparation of educators for basic education—and, more broadly, concerning the institution's own educational project. These findings reinforce the need for conceptions of teacher education to be clearly articulated and theoretically grounded, in order to strengthen the connections among curriculum, teaching, practice, and experience. Such articulation contributes to the consolidation of formative projects committed to a critical and democratic public education, thereby fostering teacher preparation that is critical, reflective, and responsive to its sociocultural context.

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