



PIBID as the “third space” in the initial formation of teachers

*O PIBID como “terceiro espaço” de formação inicial de
professores*

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Abstract

This work aims to analyze the perceptions of the undergraduates involved with the Institutional Scholarship Program for New Teachers (PIBID) of the Federal University of Alfnas (UNIFAL-MG) concerning the development of this program as a space-time to the professional formation of teachers. Zeichner (2010) studies the concept of “third space”, eliminating the polarities between theory and practice towards the creation of space(s)-time(s) that gather practical and academic knowledge or skills in less hierarchical settings, having as objective the creation of new learning opportunities for future teachers. From this concept, we qualitatively analyzed the experiences of the students that took part in the PIBID from 2010 to 2012, from the assumptions of methodological studies of narratives, establishing as categories the information concerning the theory-practice relationship, the

relationship between School and University, the school reality and the reality of education, and the initial and continuing training of teachers. According to the results, the PIBID, as a public policy to initiate the professional formation of teachers, should influence the teaching career policies and the policies that define the work conditions of teachers, since the PIBID is, to the undergraduate students, a fundamental space-time to consolidate a high-quality education for teachers; however, they intend to teach in higher education.

Keywords: Professional formation of teachers. Theory-practice relationship. Relationship between school and university.

Resumo

Este trabalho visa analisar a percepção dos licenciandos envolvidos no Programa Institucional de Bolsa de Iniciação à Docência (PIBID), na Universidade Federal de Alfenas (UNIFAL-MG), referente ao desenvolvimento de tal programa como um espaçotempo para a formação docente. Zeichner (2010) estrutura o conceito de terceiro espaço, rejeitando as polaridades entre teoria e prática na formação de professores em prol da elaboração de espaçotempos que reúnam o conhecimento prático ao acadêmico de modos menos hierárquicos, tendo em vista a criação de novas oportunidades de aprendizagem para professores em formação inicial. A partir desse conceito, realizamos a análise qualitativa dos significados do PIBID, construídos pelos licenciandos bolsistas no triênio 2010-2012, a partir dos pressupostos metodológicos dos estudos das narrativas. Para tanto, estabelecemos como categorias as informações sobre relação teoria-prática, relação Universidade-Escola, realidade educacional e escolar, formação inicial e continuada da docência. Os resultados apontam para a necessidade de o PIBID, como política pública de formação inicial de professores, provocar ações nas políticas de carreira docente e nas políticas definidoras de condições do trabalho docente, uma vez que, para os licenciandos, apesar de o PIBID se constituir como um espaçotempo fundamental para consolidação de uma formação docente de qualidade, o Ensino Superior se configura o nível almejado por eles para o exercício da docência.

Palavras-chave: Formação de professores. Relação teoria e prática. Relação universidade-escola.

Introduction

Our intention in thinking about the perception of college students who are going to become teachers and the different “*time-spaces*” in initial schooling concerns the need to discuss some matters related to the current teacher-training scenario in Brazil, especially after the promulgation of the National Curricular Guidelines for the Training of Teachers of the Primary and Secondary Schools (BRASIL, 2002). By making a distinction between university students who are going to graduate to become teachers and students who will not teach, these guidelines stress how important it is that teacher training is effectively put in place with the linking of the theoretical and practical fields, that is, there has to be a link between University and School.

In this educational context, agreeing with recent research by Gatti (2010) about the teacher training curricula in Brazil, we have noticed we must urgently overcome dualities such as theory/practice, training/working, university/school, knowing/doing, and others, in order to properly adequate the college courses that aim to train teachers to the new guidelines, so they actually meet the criteria and requirements demanded when training a student who will become a teacher.

The dualities we’ve mentioned, which are originated from the splitting that came with modern science, made the process of professionally training (forming) teachers delicate, mainly because such training is based on the total distinction between theory and practice, on the complete self-sufficiency of one in relation to the other (SANTOS, 2004).

In this sense, the *time-spaces* relations in the initial training of teachers are understood as scopes of the same context, which involves relations of challenges, findings, new meanings and constructions, experienced in many “places/spaces and moments/time”, organized in distinct situations. They may appear to be independent, however they are inextricably linked, which makes it impossible to consider one without the other.

Currently, the teacher training and their work is a complex process. Our society places more and more responsibility on the educational system and on teachers. This responsibility, resulting from the transformations in the workplace, in the media, and in the social relations, has forced changes in education, in the teachers' work. Consequently, the professional identity of the teacher has been reconfigured, thus weakening the initial and continuing training of teachers.

According to Garcia (1999), teacher training is a complex and diverse phenomenon for it involves both a subjective aspect — that has to do with a personal development process — and an objective aspect — that has to do with the development of a social responsibility. In other words, training is an action that requires specific knowledge and practices that define the working “space”, if you will, of any professional practice.

When it comes to the initial training of teachers, it is necessary to combine academic and pedagogical education in order to capacitate them to the exercise of an activity that is not exclusively limited to “teaching classes”. According to Garcia (1999, p. 26), experiences of learning could foster the acquisition and development of knowledge, competences, and dispositions, which will allow the student who will become a teacher to professionally get involved with the teaching process, the school curriculum and the school itself, aiming at improving the quality of the education available to the school students.

At the core of these emerging discussions about initial formation of teachers, we see the Institutional Scholarship Program for New Teachers (PIBID) as one of the *time-spaces* that has become in the last years, when it comes to the initial training of teachers, one of the most significant public policy implemented at national level.

Therefore, the PIBID, which was created by the Act number 7.219 (BRASIL, 2010) and is promoted and managed by CAPES¹, proposes a link

¹ CAPES [the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior or Brazilian Federal Agency for Support and Evaluation of Graduate Education] promotes and consolidates graduate and postgraduate education in Brazil and abroad and also works with primary and secondary teacher training.

between Higher Education Institutions (IES in Portuguese) and public primary and secondary schools as a way to contribute to the initial training of teachers. By offering scholarships to undergraduates who are studying to become teachers, it brings forward the association of future teachers with their future places of work, anticipating that their proximity to teaching activities in public schools, guided by an institutional project proposed by certain IES may lead the undergraduates to commitment and personal identification with teaching.

The PIBID acts as a bridge for communication between theory and practice throughout the initial teacher training process. However, it is different from the Curricular Internship Program, because the latter is mandatory, being regulated by the course’s guidelines, and the PIBID, due to the number of scholarships available, isn’t always capable of reaching all undergraduates and it focuses on the context of public schools, even though every program has its institutional project and subprojects.

The Federal University of Alfenas (UNIFAL-MG) is one the Higher Education Institutions that takes part in the program since 2010 with an institutional project called “Teaching Profession: A Partnership Between the University and the Public School” with subprojects in all its Teacher Training Bachelor degree programs, namely: Biological Sciences, Social Sciences, Physics, Geography, History, Modern Languages (Portuguese and Spanish), Mathematics, Pedagogy and Chemistry.

Currently, PIBID/UNIFAL-MG has partnerships with 12 public schools of primary and secondary education in Alfenas (MG), with 257 actively involved scholarship holders, 40 supervisor teachers², 18 area coordinators³, 02 management coordinators of educational projects and 01 institutional coordinator⁴.

² Supervisor Teachers are those who work at the partner public school and are selected for each subproject to follow and guide the activities of the undergraduates at the public schools. As they are also scholarship holders, they are jointly responsible for the training of these undergraduates.

³ Area Coordinators are professors of several undergraduate and graduate programs in the IES and are responsible for the development of the subprojects in the schools that are our partners.

⁴ Institutional Coordinators are professors of the IES responsible for the management and pedagogical development of the entire program in the IES.

One of the principles for the development of the institutional program PIBID/UNIFAL-MG is the practice of shared teaching. Introducing our undergraduate students to teaching is not to be seen as an opportunity for them to “take over the place” of the teachers in Public Schools. On the contrary: the undergraduates must make the most of the experience of teachers who have already built their solid professional careers and, at the same time, help however possible with the teaching-learning process in the public schools, based on the knowledge they have acquired at the University (GOMES; FELICIO, 2012).

Based on that, after these first three years of PIBID/UNIFAL-MG, an assessment plan has been developed aiming to consolidate the PIBID’s place at the University as a program that goes beyond its specific activities circumscribed by its own limits, contributing to critical reflections about the initial training of teachers and to the structuring of such training at UNIFAL-MG.

As a result, this paper is intended to give visibility to the meaning(s) the undergraduates that participate in the program give to this experience as a *time-space* in the teacher training. Such *time-space* is henceforth referred to as a “*third space*”, a term coined by Zeichner (2010).

PIBID as the “third space” in the initial training of teachers

In Brazil, since the beginning of the 20th century, initial teacher training has been characterized by a model that favors, on the one hand, the study of subjects from specific academic disciplines and on the other, the study of subjects related to didactic and pedagogical training. This design contributed for the initial teacher training to be constituted based on two models described by Saviani (2009) as the *model of cultural-cognitive subjects*, in which the educational curriculum is focused on the mastery of specific knowledge on the subject the future teacher will be teaching and the *pedagogical-didactic model*, in which the educational curriculum

focuses on pedagogical and didactic knowledge that are relevant to the teacher training process.

These models contribute to the creation of separate spaces in the initial teacher training process. We can see a predominance of a “*first space*”, characterized by the model of cultural-cognitive subjects, where the learning of theories, focused on the specific areas of knowledge, are a big part of Bachelor’s degrees with emphasis on the training of teachers [henceforth referred to as *licensure courses*, which is the terminology used in the Brazilian Educational System]. That space, therefore, exerts primacy over a “*second space*”, characterized by the pedagogical-didactic model, usually placed on the final semesters of the course. It is dedicated to knowledge concerning the act of teaching, put in the curriculum in the form of mandatory teaching internships, or teaching practices, which is when the undergraduates, after learning a whole group of theories, must go to schools to put into practice what they have learned at the University.

Historically, this model contributed to the consolidation of a dichotomized teacher training process, wherewith the polarities do not complement each other once they are seen as divergent. That is, knowing instead of doing, theory instead of action, scientific knowledge instead of technical.

This misconception of pedagogical-didactic knowledge allows it to be interpreted on the one hand as weak, easy and fragile and, on the other, as a simple tool, once this knowledge is sought out to teach how to pass along or use the cultural-cognitive knowledge. In other words, the pedagogical-didactic knowledge is drastically reduced to the technical dimension of teaching, practically depleting it of its real and deep meaning.

This tool-like format or conception of the initial teacher training, in which academic knowledge holds certain superiority over the context of actual teaching in the schools, has many weaknesses-specially because it turns out that the teachers who are inserted in the complexity of the classroom show little knowledge about the academic subjects

they were supposed to have mastered, even those related to teaching methodologies. We add to this situation the fact that professors who work with teacher training, in general, know little about what actually happens in the primary and secondary schools.

As an attempt to fix this problematic situation established in the initial teacher training process, mainly due to the discrepancy between the university and the schools, Zeichner (2010) proposes the creation of a “*third space*”, characterized by the development of hybrid *time-spaces* that are capable of gathering and uniting practical and theoretical knowledge in less hierarchical settings, with the goal of creating new opportunities of learning for the future teachers that are being trained.

The “*third space*” is defended by the author as a space in which a more equal status between university and school should be encouraged, differently from what happens in conventional partnerships between these institutions, particularly when it comes to the mandatory internship, a period in which undergrads go to schools with specific, fragmented, directed, predefined activities, disregarding the complexity of the school context and what happens in the teaching and learning relationship.

This practice is consolidated as a “from the outside to the inside” model, that is, the undergraduates that come to the school are the ones who hold the knowledge, not the teachers that work at the primary and secondary schools, teachers who often have acquired a lot of experience and knowledge, which are, in this traditional relationship, ignored.

Zaichner (2010) believes that this “*third space*” is an alternative that favors the idea of bringing forward the contact of the undergraduates with the school, legitimating this space as an institution that participates in the teacher training process, acknowledging that much can be learned about teaching by actually teaching.

The creation of this “*third space*” requires the understanding that the construction of knowledge about teaching practices shouldn't be seen as either “from the outside to the inside”, as previously mentioned, or “from the inside to the outside”, which would not demonstrate appreciation for

academic knowledge. Quite the contrary, based on the logic behind this “*third space*”, knowledge about teaching must be constructed through the dialectical and shared relationship between these two teaching spaces: The University and the School.

Therefore, a relationship among primary/secondary schoolteachers and higher education teachers is necessary, especially because it will set in motion a process of rejection of the polarities between professional and academic knowledge, instituted throughout the history of the initial training of teachers.

Such relationship is capable of creating transitional spaces between university and school, favoring the crossing of these borders in many ways to the benefit of the initial teacher training that aggregates both practical professional and academic (theoretical) knowledge in a more synergistic manner.

In this context, we understand that the PIBID can be considered this “*third space*” of teacher training for the following reasons:

- It distinguishes itself from the mandatory teaching internship in its consideration about the school scenario.
- Its design brings forward the contact of the undergraduates with the school, which plays the role of a partner in the initial teacher training process of the undergraduates by welcoming them, with the help of the supervisors;
- Its setting allows the participation of university professors (area coordinators), the ones directly responsible for the scholarship holders, and the school teachers (supervisors), the ones responsible for the undergraduates when they are in the school involved with teacher training activities;
- It requires constant exchange of information among the undergraduate, the area coordinator and the area supervisor;
- It gives the undergraduates opportunities to begin their teacher training process based on actual experiences, originated in the school context;

- It sees the reflection - action - reflection movement as a fundamental presupposition for the development of activities;
- It allows the continued presence of the undergraduates in the school context, for a period of at least two years.

When it comes to UNIFAL-MG, the fundamental element in order for the PIBID to be considered this “*third space*” in the teacher training is, as previously mentioned, the practice of shared teaching. It’s based on shared teaching that teachers and undergraduates are able to transform the teacher training into a collective action that favors the realigning of the teaching focus towards more emancipator practices, going against the portrayal of teachers as knowledge masters, but actually as managers and organizers of the learning process. (GOMES; FELÍCIO, 2012).

This collective action proposed by shared teaching, besides an action performed together by the involved subjects — in this case, the teacher and the undergraduate — implies a collaborative attitude in which they “support/help each other aiming to achieve common goals set by the group, establishing relationships that aren’t inclined to the formation of hierarchies, and that encourage joint leadership, mutual trust and shared responsibility for the conduction of the actions” (DAMIANI, 2008, p. 215).

That being the case, considering the PIBID as this “*third space*” in the initial teacher training, we have set out to investigate the meaning attributed to the program by the undergraduates that participate in it.

The meanings attributed to the PIBID by the undergraduates

Based on the concepts previously presented, we conducted a focus group⁵ with two representatives of each area, at the end of the first

⁵ A focus group is “a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (POWELL; SINGLE apud GATTI, 2005, p. 7).

semester of 2012. One of the coordinators of PIBID/UNIFAL-MG mediated the group, composed by 18 undergraduates and scholarship holders.

The choice for this methodology of work is explained because we understand that, as Gatti (2005, p. 9) states, a “focus groups aim to capture, from exchanges in the group, concepts, feelings, attitudes, beliefs, experiences and reactions” from the involved subjects, so it allows to have access to meanings that with other methods could be difficult to be expressed.

The session of the focus group had as central theme the experience of undergraduates with PIBID/UNIFAL-MG. In this session, the participants expressed their views about the program and articulated PIBID’s contribution to their own education.

Such session had its audio recorded with the consent of all participants, and afterwards it was completely transcribed and organized by the categories that emerged in the transcription, which were: the meanings given to PIBID by the undergraduates, and the impact of the program on their licensure course, on the partner school, and on their professional definition.

Afterwards, following the categories, we analyzed what the participants said about PIBID/UNIFAL-MG based on the methodological fundamentals of studies of narratives, which according to Clandinin and Connelly (1995, p. 11), “are studies of how subjects experience the world”. Then, we understand that the meanings the undergraduates attributed to PIBID represent a productive and appropriate way for them to communicate the knowledge(s) related to this experience.

The meaning of PIBID to undergraduates

Regarding the meanings attributed by the undergraduates to the experiences they had related to PIBID, we highlight, firstly, the recognition that PIBID is an experience that has contributed to the process of construction of identity of the teacher, once such experience

is being constructed in the school — a space of the teacher’s professional practice — in contact with teachers who live the professional practice and fundamentally contribute to the training of new (future) teachers.

This meaning reinforces the need for a “straightening” in the relationship between University and School in the process of the initial teacher training and in the construction of this “*third space*”, defended by Zeichner (2010), as a space that encourages a more equal status between these two institutions. Institutions that, due to the development of actions and PIBID’s premises, become responsible for joint projects for the benefit of such training.

Similarly, this relationship corroborates Nóvoa (2009) when it indicates the need for the initial teacher training to be also constructed inside the profession, once it is in the school and with other teachers that one learns the profession and the professional culture. According to the author, this dimension is paramount to the initial teacher training, and he argues that we must give “the more experienced teachers a central role in the training of the young ones” (NÓVOA, 2009, p. 36). Now we have a training process based upon a context of professional responsibility that also values the practical knowledge of the teachers.

Another aspect demonstrated in the analysis is the perception of the PIBID as a space for an effective relationship between theory and practice from the perspective of problematization, of reflection – action – reflection, because the insertion of the undergraduate is more perennial, contrasting with the mandatory teaching internship that presents itself as extremely specific and can only happen after a predetermined amount of semesters (credits) dedicated to studying.

This perception shows us, as Zeichner (2010) states, the importance of having, in the initial teacher training process, hybrid spaces in which theory and practice articulate in a real teaching context, from a horizontal perspective, with no imposition of one over the other.

According to Severino (2002, p. 46), “theory with no practice would be purely contemplative and, as should, ineffective in the real world; practice, with no theoretical meaning would be merely a mechanical

action, a blind activity”. The reflection - action - reflection movement in the pedagogical practice, in the real context of teaching, provided by the PIBID, inserts the undergraduates in the professional universe, allowing them to problematize the teaching practice, “considering alternatives for solutions, testing them, trying to clarify the meaning of the answers and questions they create.” (PIMENTA, 2002, p. 91).

The last meaning attributed by the undergraduates, presents the PIBID as a space in which new and multiple possibilities of action are considered based on several pedagogical strategies in the classroom. Here, the development of critical comprehension is emphasized, pointing towards the appreciation and reinstitution of the teacher as an agent that transforms and creates pedagogical alternatives for the educational success of the students.

The attribution of this last meaning by the undergraduates about the teaching experience shows us that, when they analyze the pedagogical strategies they used, they go beyond the technical dimension that are many times based on repetitions, reinforcing the idea that “being able to teach is not simply transferring knowledge, but creating possibilities for its own construction or production” (FREIRE, 1998, p. 52).

Therefore, it is possible to infer that the characteristic of the profession lies somewhere else, in a “third place, in which practices come from the theoretical and methodological point of view, giving origin to the construction of a professional teaching knowledge” (NÓVOA, 2009, p. 33).

Now we move to the analysis of the reflexes of PIBID as a “*third space*” in teacher training.

The impact of PIBID on the licensure courses

The first aspect presented by the scholarship holders concerns a greater appreciation of the licensure course in an institution in which excellence has traditionally been associated with degrees/courses related to health care. Despite the fact that the licensure courses are still regarded

as having low prestige in the Brazilian academic world, which has always privileged academic research as an excellence standard and indicator (DIAS DA SILVA, 2005), in the IES that participates in the PIBID, there is a process that has been happening over the last few years.

The PIBID, as a public policy for the initial teacher training, has provoked the universities into revising their posture regarding such courses, given that, until then, many would neglect this professional training, not only discrediting the expectations of the undergraduates, but also contributing to a feeling of incompetence and the consequent abandonment of the teaching profession (FERREIRA; REALI, 2005).

Thus, PIBID contributes to the consolidation of licensure courses and to the decrease in the dropout rates, especially by the grant of scholarships exclusively dedicated to undergraduates of such courses (licensure), once these students are able to dedicate themselves “full-time” to the degree they are pursuing.

The second aspect that was observed is related to the contextualization of the subjects studied in the course, given that a sooner exchange between university and school contributes to the undergraduates’ professional life because they are able to problematize in their classes in the university the teaching and learning situations they have experienced in the daily school life of schools. Such problematization allows productive moments of critical thinking, contributing to a better teacher training process once it values the articulation between specific subject knowledge and the pedagogical knowledge, which are both necessary to an efficient didactic transposition.

According to Libaneo (2004), the way we learn affect the way we teach. Therefore, what we hope to achieve with the learning process of the students must be based on the academic curriculum and the subjects of the teacher training courses. To do so, the subjects in the licensure courses must present themselves as an exclusive space of dialog between specific and pedagogical knowledge, triggering critical thinking in the future teachers.

The last aspect we observe refers to an increase in and a greater appreciation for the development of research about the education/

teaching area by the undergraduates, especially in the courses that offer Bachelor's degrees with and without emphasis on the training of teachers.

Previously, most undergraduates developed investigations, whether for scientific researches or for their final dissertation, about themes that didn't have to do with teacher training or the teaching practice. This change represents a greater appreciation of research related to teacher training.

Lüdke and Cruz (2005) state that research and critical thinking are important components in teacher training and that this shifting of the focus of academic research developed by the undergraduates shows progress in understanding the need to establish relations between pedagogical and scientific knowledge. This process allows educational research to be part of the experiment, of the critical thinking, in a continuous process of investigation-action based on the educational context (NÓVOA, 1997).

The impact of PIBID on the partner schools

Concerning the partner schools, a first impact presented by the undergraduates refers to an improvement in the preparation of the classes the teachers give. That is to say that the presence of a PIBID affiliated undergraduate in the classroom results in a bigger effort by the schools' teachers, creating bridges, if you will, between initial and continued teacher training.

One of the consequences of that is the employment of different methodological strategies, which helps the students' learning. In great measure, we see that PIBID is responsible for these practices when we consider that being a teacher, especially in public schools, with not very favorable work conditions and two or even three shifts, doesn't favor a class planning that differs from the traditional model. For the undergraduates under PIBID the situation is different, because that have more time.

This dialog between initial and continued teacher training, experienced by individuals on different moments of the professional

practice, instigates us to consider the idea of circularity of knowledge employed in the school routine by different actors. According to Lüdke and Cruz (2005, p. 14), “the idea of circularity well demonstrates these exchanges, this circulation between two sources that produce knowledge, each intensifying its own way of constructing knowledge”.

According to Neves (2012), the PIBID, from the perspective of the public schools involved with it, triggers improvement on the students performance. In that sense, a last impact on the partner schools refers to an upgrading of the academic perspective for the students of the schools, especially in the secondary schools. The students’ contact with the undergraduates enables them to contemplate the possibility of continuing their education after high school.

The impact of PIBID on the professional life

We were able to identify a change of conception regarding the teaching practice. That is to say that we have noticed that the undergraduates are moving away from the common and simplistic definition that reduces the teaching practice to a mere propagation of subjects, and are also closer to a more epistemological understanding of teaching and to viewing their role in society.

This way of understanding the teaching practice is part of the *professional* concept defined by Sacristán (1991, p. 65) as “stating what is specific to the teaching practice, that is, the set of behavioral patterns, the knowledge, the dexterities, the attitudes and the values that constitute the specific nature of being a teacher”, giving the leading role back to the teacher in the teaching practice.

The second impact is a bigger awareness of the school reality as a training experience. However, many undergraduates show us that the PIBID does help them make their choices to become teachers, but not in primary or secondary schools, because the work conditions and low salaries of such institutions do not attract them after they graduate.

This view of the continuous deterioration of working conditions for teachers, according to Oliveira’s studies (2004), contributes to the sense of deprofessionalization and loss of professional identity and, consequently, leads to the teaching practice to be regarded to as an unattractive professional choice.

The undergraduates see the PIBID as a fundamental program that contributes to the teacher training process. However, they emphasize that this contribution is not necessarily related to teaching in primary and secondary education. Many of the undergraduates that participate in the PIBID aim to be higher education teachers, indicating that a program that encourages teaching is not enough if primary and secondary education need to have more attractive professional careers.

Final remarks

From the meanings pointed by the undergraduates, we can make some reflections that circumscribe the PIBID as a “*third space*” in the teacher training process.

First, we must confirm PIBID’s place as a fundamental public policy in the initial teacher training. This statement is based on the fact that in the history of teacher training in Brazil there has never been a political policy that valued teacher training with the allocation of exclusive financial resources to such initiative.

Second, it is necessary that we acknowledge that the PIBID, by proposing an equal interaction between university and school, exposes some weaknesses in the licensure courses, especially when it comes to the inflexibility of some academic curriculums that still are based on a model marked by the theory-practice polarity.

Last, we demonstrated that the PIBID is considered a program that encourages teaching during licensure courses/degrees. However, it does not assure that the participants of the program will resume their activities on the level the program was designed for, after

they graduate, given that most former PIBID scholarship holders are already involved in master and doctoral degrees to be able to pursue teaching in higher education.

Therefore, as a public policy of initial teacher training, it is up to PIBID to develop changes in the policies regarding the appreciation of the teaching career and the working conditions, because even though PIBID is seen as a relevant “*third space*” in the consolidation of a quality teacher training process, the several variables historically formed in Brazil such as the poor working conditions, the depreciation of teaching and the role of teacher in the society make undergraduates decide to pursue teaching in higher education and not in primary or secondary education.

Acknowledgment

Thanks to CAPES for the financing of the PIBID/UNIFAL-MG program.

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Received: 02/03/2013

Recebido: 03/02/2013

Approved: 07/05/2013

Aprovado: 05/07/2013