

Teacher training: Teaching for diversity

Formação de professores: A didática para a diversidade

Formación docente: Enseñanza para la diversidad

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ABSTRACT

Based on the desire for and an epistemological curiosity regarding educational praxis, the article describes the teacher training process at the Seridó Higher Education Center of the Federal University of Rio Grande do Norte, Brazil (CERES/UFRN) through the action of a monitoring/tutoring project and the didactic-pedagogical teaching methodologies in the degree in history in 2023.2. We asked: How can didactics promote a pedagogical praxis in favor of diversity? To obtain answers, we aimed: to analyze the statement of diversity in the training of teachers of the degree in history at UFRN/CERES based on the monitoring and tutoring action conducted in 2023. Methodologically, narrative and action research are used under content analysis. A teaching trajectory was developed and is described with an emphasis on education for the criticality of those involved in the whole process, and the existing praxis is focused on the decolonial aspect. This is a differentiated teacher training based on Paulo Freire.

Keywords: Diversity. Educational Praxis. Teacher Training Process.

RESUMO

Perante o desejo e a curiosidade epistemológica referentes a práxis educativa, o artigo descreve o processo formativo docente no Centro de Ensino Superior do Seridó da Universidade Federal do Rio Grande do Norte (CERES/UFRN) mediante a ação de projeto de monitoria/tutoria e as metodologias de ensino didático-pedagógicas na licenciatura em história em 2023.2. Questionamos: como a didática pode promover uma práxis pedagógica em prol da diversidade? Para obter respostas objetivamos: analisar o enunciado da diversidade na formação de professores da licenciatura em história na UFRN/CERES com base na ação de monitoria e tutoria em 2023. Metodologicamente, são utilizadas a narrativa e a pesquisa-ação sob análise de conteúdo. Desenvolve-se uma trajetória de ensino que é descrita com ênfase na educação para a criticidade dos envolvidos em todo o processo, sendo a práxis existente voltada para o aspecto decolonial. Trata-se de uma formação de professores diferenciada com base em Paulo Freire.

Palavras-chave: Diversidade. Práxis Educativa. Processo Formativo Docente.

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RESUMEN

A partir del deseo y la curiosidad epistemológica sobre la praxis educativa, el artículo describe el proceso de formación docente en el CERES/UFRN a través de la acción de un proyecto de monitoreo/tutoría y las metodologías didáctico-pedagógicas de enseñanza en la licenciatura en historia en 2023.2. Nos preguntamos: ¿cómo puede la didáctica promover una praxis pedagógica a favor de la diversidad? Para obtener respuestas, nos proponemos: analizar la declaración de diversidad en la formación de profesores de la licenciatura en historia de la UFRN/CERES a partir de la acción de monitoreo y tutoría en 2023. Metodológicamente, la narrativa y la investigación-acción se utilizan en el análisis de contenido. Se desarrolla una trayectoria docente descrita con énfasis en la educación para la criticidad de los involucrados en todo el proceso, y la praxis existente se centra en el aspecto decolonial. Una formación docente diferenciada basada en Paulo Freire.

Palabras clave: Diversidad. Praxis Educativa. Proceso de Formación Docente.

INTRODUCTION

The article reflects on educational praxis, with didactics as an action model for transformation. This transformation requires another teacher training that stimulates students' critical thinking, questioning, problematization, all in favor of the active action of the living subject and respect for the dignity of life and cultural, religious, social and human diversity. Teacher training is the basis of a more popular education, so it is essential that it be continuously reinvented, reorganized, based on reflection and analysis of practical activities experienced in Brazilian school and non-school education.

We can work on the mottos of respect for the different and the diverse, including other actors, subjects and their knowledge throughout the training process of these future teachers. Also, we understand that everyone is an actor in the action, this being a differentiated and meaning which is contrary to valuing cultured language as the only instance of knowledge. In other words, it is important to decolonize the *modus operandi* of the formality of education and its nuances. As proposed by Lopes de Medeiros and Vieira de Melo (2023), "For a long time, or always, the child has been seen as a 'blank sheet' that needs to be taught, and this formulates with each passing day a more alienated society, without critical awareness, without a political notion, without a sense of subject."

We believe that educational spaces in general, face-to-face and hybrid, which carry out teacher training, favor a more effectively democratic teaching with a transformative bias towards all the realities found in the social environment. The writing presented here reflects on the approximation of the community with the university, a challenging bet on interdisciplinarity as a contribution to the construction of territorialized, diversified knowledge, for fundamental human rights and freedom.

The article "Teacher training: didactics for diversity" brings the following question as an epistemological concern: How can didactics promote a pedagogical praxis in favor of diversity? Thinking about didactics in Freirean terms (Freire, 2003), we work with the proposition, based on didactic-pedagogical practice, that if from the first classes taught:

We lived the contradictory relationship between practice and theory [...]. For this very reason, we would refuse a form of work in which the first moments of the

course were reserved for so-called theoretical expositions on the fundamental subject of the training of future educators. A time for speeches by some people, those considered more capable of speaking to others. (Freire, 2003, p. 32)

Thus, Freire's criticism of theory to the detriment of practice and of the eloquent discourse of those who know for those who do not know configure the contradictory relationship between teaching and learning, because in this way the dialogical relationship between those who teach and those who learn, between those who speak and those who listen, is elided, and, consequently, the knowledge put in place to consolidate the relationship between educator, learner and knowledge itself.

In general, we aim to analyze the statement of diversity in the training of teachers of the degree in history at the Federal University of Rio Grande do Norte/Seridó Higher Education Center (UFRN/CERES) from the monitoring and tutoring action undertaken in 2023. And, more specifically, we intend: to understand the formative perception of teachers based on diversity, to conceptualize education with an emphasis on content that addresses diversity and to identify the pedagogical didactic resources used in the formative process based on monitoring and tutoring at UFRN/CERES in 2023.2.

We have divided this paper into five parts, bringing a report of the actions carried out for monitoring, describing and narrating which curricular components were addressed, which teaching projects were involved, who the monitors were, what the initial idea of the methodology used in the semester was and how we organized ourselves during the semester in order to put it into practice. We will cite the study and planning meetings, the meetings to answer the enrolled students' queries, participation in other research and extension projects linked to the Study and Research Group on Education in Paulo Freire (GEPEPF/CNPQ/UFRN), under the coordination of the proponent of the teaching projects and actions described here, and the contribution to the training process of the monitors.

We will continue to explain the methodology used, based on the syllabi of the tutoring and monitoring projects in didactics group 1 and group 2 in the degree in history, by undergraduate students in pedagogy who are still learning the act of teaching, emphasizing the aspect of diversity.

We will highlight the contents used in the classes and which methodologies are present from the organization of the syllabus of the components of didactics in history, acting as promoters of the teaching-learning process. That is, we will offer a general overview of the involvement of the students enrolled in the components offered and analyzed here in narrative: participation in the entire process, in the course events, in the dialogical moment of the classroom, in the field activities (field classes) and in the evaluation process.

And we will end with the fifth topic about the analysis of the presentations proposed by students with a decolonizing bias, from the choice of themes to the *modus operandi* of their systematizations. In this topic, content analysis (Bardin, 2011) will be present, and we will point out the fragments that highlight a formative teaching in the teaching degree through the deconstruction of knowledge as a single piece. It is the moment when we will explain the importance of the monitoring and tutoring project in a differentiated, Freirean, dialogical and problematizing pedagogical didactic action. Decoloniality is present in the articulation of transformative knowledge.

The methodology is narrative. In the educational field, the narrative methodology includes biographies, life stories, autobiographies, oral accounts (which can be described), testimonies, and the disentangling of facts that occurred in written systematization. It has been widely used in the educational field over the last twenty years, based on Nóvoa (1993), Josso (2006) and Souza (2006). The narrative has presented significant works on the initial and continuing education of education professionals. According to Nóvoa:

[...] The contemporary use of (auto)biographical approaches is the result of the social sciences' dissatisfaction with the type of knowledge produced and the need for a renewal of the modes of scientific knowledge... The new attention given [to this kind of approach] in the scientific field is the expression of a broader social movement... We are faced with a cultural mutation that, little by little, makes the subjects reappear in relation to structures and systems, quality in relation to quantity, experience in relation to the instituted. (Nóvoa, 1993, p. 18)

What is said about a lived experience explains the choice of this type of approach to better understand the training processes of the participating teachers:

[...] because education and training are processes of transformation, multiple projects inhabit, weave, dynamize and program the accounts of life stories and also inform us about the desires of their authors to be and to become. (Josso, 2006, p. 27)

The subjects of this research are divided into narrators and participants, who constitute the process of being and coming to be unveiled during action research. Thus, some clues will emerge throughout the text regarding the formative process that characterizes teaching. The narrative method is an innovative factor in the human sciences. Individual subjectivity is considered as one of its research instruments, being in line with the details of collective subjectivity.

In summary, we understand narrative from the perspective of Souza (2006), who explains the function of the research method for studies in education:

[...] The growing use of the biographical approach in education seeks to highlight and deepen representations about the educative and educational experiences of subjects, as well as to enhance understanding of the different mechanisms and historical processes related to education in different times. This is also because educational biographies allow us to enter a subjective and concrete field through the narrative text, through the representations of teachers regarding the teaching-learning relationships, their professional identity, life cycles, and, finally, they [the biographies] seek to understand the subjects and the meanings and situations of/in the school context. (Souza, 2006, p. 136)

Furthermore, it is important to consider that the approach constituted by this type of research enables constructions of the meaning of the world with an analytical, reflective gaze. The action research present in the stipulated methodology is defined as: “[...] a term that applies to projects in which practitioners seek to effect transformations in their own practices...” (Brown and Dowling, 2001, p. 152), involving the “identification of strategies for planned action that are implemented and then systematically subjected to observation, reflection and change” (Grundy and Kemmis, 1982). A movement that is developed in this inscription, with the aim of doing justice to the triadic process of action-reflection-action (Freire, 2003).

Action research directs students to the use of a specific method in their form of action investigation, one that employs the most specific meaning linked to research in academia. This format of reflecting on action uses some system of analysis as a support. In this article, we focus on content analysis as per Bardin (2011), which, being a technique for analyzing qualitative data (Bogdan and Biklen, 1994), is influenced by the context of the research, its questions and the objectives of the study.

Data analysis based on Bardin (2011) goes through seven stages: definition of objectives, data preparation, categorization and coding, data analysis, interpretation and presentation of results, and conclusion of the results obtained by refining the analysis.

Throughout this narration, we will focus on the diversified training process, combating non-critical education, fostering the deconstruction of Eurocentric knowledge in favor of a decolonial perspective.

As final reflections on everything we do, we will emphasize the importance of the triad of teaching, research and extension; of the events held, with the presentation of works by the students of the components mentioned here and by the monitors; and of the results obtained, with a focus on the development of the teacher's identity, on the academic strengthening of the lattes of those involved and their academic writing, and on human rights as guaranteed by the affirmation of a unique, dignifying form of learning.

TEACHER TRAINING FOR DIVERSITY

Education needs to be articulated in an inclusive bias in the educational sphere, based on the principle of valuing and contributing to the individual. In this way, education is defined as a form of action that promotes teaching-learning in a cooperative-collaborative way that guarantees a valuable coexistence with human diversity. Education for diversity is essentially humanizing, guaranteeing human rights and fostering the dignity of subjects. This education is based not only on the differences, or the specificities of the students and those involved in the educational process; but a form of thought and action, by which human individuals are perceived as maximum potentialities of themselves, as being in search of protagonism, transformation and political action.

The Guidelines and Bases Law (LDB), Law No. 9,394/96 (Brasil, 1996), addresses diversity, citing among its educational principles the treatment of diversity as a promotion of tolerance that reaches the most diverse expressions and thoughts. In other words, life with its differences is supported by the LDB and is a human right guaranteed by law (1988 Federal Constitution — FC/88 [Brasil, 1988]). This support for the valorization of everyone in their essentiality of living is present in teacher training, whether in undergraduate courses, specializations, or in the processes of following teacher training (master's, doctorate, courses, teaching, research and extension actions, among others).

It is of paramount importance for the individual student, teacher, human subject in general, to be perceived for their maximum potential in the environment in which they live. This evaluative perception is in line with the tolerance that Law No. 9,394/96 (Brasil, 1996) aims to guarantee through educational processes in the country. Tolerance exists in respect for the unknown: classes that listen to students and instigate them to be builders of their knowledge, involving all members of the classroom on a daily basis, are part of the process of diversity in education through the inclusion of everyone with their different cultures, beliefs, realities, contexts, thoughts, reflections and opinions.

Teacher training should always involve texts focused on human rights, open dialogues, problematization of activities, contents and evaluations so that it becomes an emancipatory and transformative process. A process that is capable of promoting democracy in the classroom, the collective choice of evaluation instruments, and that always has the flexibility to have its entire methodology changed if necessary. To act based on the “systematic and multidimensional process, guiding the integral formation of the subjects of rights”, articulating the cognitive, evaluative and attitudinal dimensions of students, favoring a participatory and practical citizenship formation, individual and collective (article 4 of the National Education Council/ Professional and Technological Office — CNE/CP Resolution No. 01/2012 [Brasil, 2012]).

The attainment of rights is still under construction in our society, for example: the division of male and female bathrooms in school institutions ends up making it difficult to guarantee rights, exceptionally in a diverse, inclusive and libertarian bias. Based on article 5 of the FC/88, everyone is guaranteed (...) the inviolability of the right to life, liberty, equality, security and property (Brasil, 1988). The law is not complied with, given the exclusion of those subjects who do not fit into the male or female definitions still placed in an intransigent way throughout the Brazilian social environment.

It is the role of education to demystify the intransigence in the conservative idea and to incite a distinction between belief and cruel disrespect. The training of teachers to combat the fatal system of exclusion becomes more urgent every day. It is pertinent to have a school education that focuses on “training for life and coexistence, in the daily exercise of human rights as a way of life and of social, political, economic and cultural organization at the regional, national and planetary levels”, according to article 5 of the National Guidelines for Human Rights Education (Brasil, 2012, p. 2).

Educational training for diversity includes respect for all active subjects in the world. Therefore, teacher training should cover the categories of social groups with different cultures, ethnicities and pluralities in general, with methodologies to meet the issue of gender, sexual orientation, political ideology, religiosities and various cultural movements. It will thus put an emancipatory, liberating and peaceful education in practice that will really foster the needs and dreams of the Brazilian people. An education that, equalizing the existing favors in our social environment, will enable everyone to live peacefully and in freedom. According to Freire (1981, p. 36) in *Cultural Action for Freedom*:

Liberation, therefore, is childbirth. It is a painful birth. The man who is born of this birth is a new man who is only viable in and by overcoming the oppressor-oppressed contradiction, which is the liberation of all. The overcoming of contradiction is the birth that brings into the world this new man, no longer oppressive; no longer oppressed, but man freeing himself.

In other words, it is difficult to give birth and for the community to contribute to change, in an educational practice of elementary, secondary, undergraduate education and beyond, in which those who teach also learn and vice versa. It is in the collaborative construction of knowledge that education becomes liberating, reaches all the specificities of those involved, guarantees the right to life without exceptions, as well as the right to life for well-being, a teaching that is close to daily actions and learning, with immediate meaning and enjoyment of eternalized learning. Liberation arises with the local protagonism of the subjects of law.

The protagonism is in the act of transformative political action, a provocative, creative and shared education, in which students, teachers, parents (caregivers in general), school staff, family and community have in education a process of joint action in the resolution of territorial, local and social conflicts, in the search for solutions at the personal and collective, local and global levels. For teachers, it means the development of assertive educational practices regarding the proposed objectives, but also the completeness of being a teacher, the fullness of professional and human appreciation, an attentive look, the happiness of the educator to obtain the happiness of the student.

We then envision diversity as the integration of all those involved in the educational movement, teaching, knowledge elaboration and development and mediation methods. It is essential to organize a curriculum for a diverse, inclusive and peaceful education, which aims at constant doing and redoing, with the continuous revisiting of themes and situations, always rethinking them, undoing them to rebuild them and continuing to fight for changes specifically favorable to the working class, the oppressed and tattered of the world.

Being a humanized and humanizing teacher requires humility to review one's conceptions, and to perceive oneself in the changeable and transitory complexity of living, being, doing, allowing

oneself to make mistakes and get it right, to learn and teach, to listen and speak, reinventing oneself from other perspectives, but believing in the transformative potential, in the capacity that exists in each one of us. It is complex, diverse, integral and fair; this is about an education that creates global citizens committed to a contributive, prosperous and happy life.

The idea of this dialogue is, through monitoring, to analyze teacher training with diversified contents, flexible, propositional, punctual methodologies and free evaluations, experienced in the training process under analysis.

We reiterate that it is possible to train teachers for respect and a culture of peace, as long as we are active in the process and political in the active work to promote the changes we want in our place and around the world. Creativity, vigorousness and protagonism carry out the formative ideas of a systematic school teaching for the biases of diversity — non-sexist, anti-racist, inclusive and sustainable ideas. Many are the possibilities to play a leading role in education in/with and for fundamental human rights.

FORM/ACTIVE PROCESSES IN MONITORING/TUTORING AT THE FEDERAL UNIVERSITY OF RIO GRANDE DO NORTE/SERIDÓ HIGHER EDUCATION CENTER IN 2023.2

The practice of monitoring and tutoring in the educational environment is characterized as a mechanism to help students during the teaching-learning process. It has a fundamental role in promoting learning, and contributing to the improvement and enrichment of the teaching environment. This enrichment is done in initial and continuing education through the student monitors, the students enrolled in the curricular components and the teacher and proponent of the projects and teaching action.

In this sense, monitoring is understood as work that “intends to contribute to the development of pedagogical competence and assist academics in the apprehension and production of knowledge” (Schneider, 2006, p. 65). Like monitoring, the tutoring activity refers to an action that seeks to alleviate the difficulties of students in the classroom, with meaningful practices. As a result, the monitor and the tutor play a role of great relevance, presenting themselves as a bridge between the students and teachers, assisting in the teaching-learning process, collaborating with the organization and planning of pedagogical practices with the teachers.

The teaching projects entitled “Monitoring in the pedagogy course at CERES/UFRN: what knowledge to activate?” and “Tutoring at CERES: teacher training in fullness”, coordinated by the teacher Maria Aparecida Vieira de Melo, are dedicated to inserting students in the teaching environment for the exercise of the inseparability between theory and practice. It should also be added that, during the second semester of 2023, the respective projects had as scholarship holders Dayane Lopes de Medeiros and Mônica Letícia de Medeiros. In these projects, teaching knowledge was experienced in its breadth with regard to the disciplinary aspects of the didactics component, referring to the degree course in history.

In this regard, as an incentive to the teaching career, activities were developed with an emphasis on the aspects of planning, development of contents, methodologies, evaluation, and the use of mechanisms to support pedagogical actions. Regarding the development of the teaching career, Dantas (2014, p. 569) states that:

The various activities that occur through the relationship between theory and practice need to be configured in academic works that stimulate multiple knowledge inherent to the curricular components, contributing to critical training in undergraduate and graduate courses, and awaken, in the trainee, an interest in teaching in higher education.

When taking this perspective into account, it is important to situate these theoretical-methodological activities. There was an effective follow-up and performance of activities with the teacher of each discipline in the classroom, assisting in pedagogical actions, experiencing the inseparability between theory and practice. Concomitantly, moments were held to ask questions, in which the students talked and clarified any subject related to the curricular component. These moments took place in person and through the WhatsApp tool. In addition, there was the creation of support materials, such as slides and summaries to consolidate the assimilation of the content.

Questions sessions were also carried out, which consisted of moments that were scheduled with students to settle doubts. These sessions took place once a week — Monday — to provide support and guidance to those who needed extra help, through the Google Meet tool. It is also important to mention the constant collaboration that took place with the coordinating teacher, from dialogues to suggestions of activities and methodologies to be using during classes, for the construction of collaborative learning. Among these activities carried out in the classroom was the creation of mind maps and word clouds, in order to organize the content and facilitate associations with the subjects under study.

The projects in question also had the participation of the Study and Research Group on Education in Paulo Freire (GEPEPF/CNPQ/UFRN). Participation in these areas, especially in the GEPEPF, was of paramount importance for the training process and for the promotion of diversity. This key process allowed the exchange of knowledge between individuals, emphasizing the looks at singularity, experiences and collective learning. Interaction with these mottos promoted critical thinking and the many experiences lived broadened individual perspectives, contributing to personal and professional training in favor of diversity.

METHODOLOGIES AND WORK PLANS

The curricular component of didactics is part of the mandatory curriculum of the history degree in the fourth semester. The curricular components offered were didactic group 1 (in the morning) and group 2 (in the evening), both with the aforementioned syllabus: analysis of the elements necessary for the organization of teaching, considering the historical perspective of its development, in view of pedagogical trends and the Brazilian social structure; theoretical-methodological foundation for the systematization of teaching practice, aimed at the practical appropriation of knowledge. The differences between the groups appeared from the didactic contract established on the first day of class. In this contract, we defined the evaluations to be carried out throughout the semester by voting, so that the will and choice of the students would prevail for the effectiveness of democracy. The contents covered are described in Table 1.

In view of this scenario, different methods were used to consolidate the students' learning field: expository-dialogued classes, practical classes and the execution of diversified tasks. Throughout the curricular component, we were concerned with contributing to a holistic training, from the elaboration of materials to encourage expanded thinking about the subjects covered in the classroom. Also worthy of note was the elaboration of the methodologies for the classes, which were based on the expansion of the coordination between theory and practice, on the exercise of autonomy.

The work was developed through teaching for autonomy, because : “Educating for autonomy also means, consequently, a political act and for the field of professional training and/or teacher training, a pedagogical political act” (Berbel, 2011, p. 30). In this way, we reiterate freedom in the choice of themes by students at specific moments of evaluation, the reflection on these evaluation activities that was carried out in the classroom with the participation of all those involved and the didactic contracts established and followed to guarantee respect and commitment to the

Table 1 – Contents worked on in the curricular components of didactics (G01 and G02).

Date	Theme (content)
08/23/2023	Discussion on the historical constitution of didactics and curriculum in modernity (Rabelo, 2019).
08/30/2023	Examination of curricular policies and pedagogical practices in schools in contemporary times (Andrade Moreira Cardoso, Andrade Silva and Dos Santos, 2021).
09/06/2023	Analysis of culture, identity and cultural difference in the theoretical approaches of didactics and curriculum (De Lima Neto, 2016).
09/20/2023	Exploration of the organization of pedagogical work and didactic processes in high school and basic education, including youth and adult education (Souza, 2016).
10/11/2023	Investigation of pedagogical practice and digital information and communication technologies in the teaching-learning process (Silva, 2019).
10/18/2023 and 10/25/2023	Evaluation of learning in basic education: foundations, principles and practices (Kraemer, 2005).
11/08/2023	Discussion on didactics and curriculum from the perspective of inclusive education for people with disabilities (Rego, Barreto and Benício, 2016).
11/22/2023	Reflection on the participation of the pedagogue in school and non-school spaces, and the didactics and organization of pedagogical work today (Da Silva Viana, Dos Santos and Basso, 2017).
11/29/2023	Didactics and organization of pedagogical work today (Borssoi, 2008).

Source: prepared by the authors (2024).

educational practice of students, taking into account “the particularities and needs of students in an individualized way. The practice of meritocracy must be rethought in school development that aims at inclusive and decolonial education” (Pain, 2019, p. 116).

An example of the development of student autonomy could be observed in the evaluations carried out throughout the semester, which were chosen by the students themselves and consisted of: seminars, classes, rehearsals, Instagram posts and the elaboration of didactic resources. Freedom is a practice that promotes all action, being characterized by dialogicity. It is an action constructed in the union of theory and practice, so it is praxis. Educational situations are prevailed by respect and freedom, far beyond relativization, making room for innovative ideas, with limitations to the thinking and acting of the other in their significance and relevance.

During the classes, freedom was accompanied by rules, didactic agreements, and responsibility for collective compliance with these agreements. We did not exempt ourselves from being flexible in specific cases that were beyond individual control and invited us to take a turn, but we always returned to the established path with a focus on student learning and the construction of knowledge. By freeing ourselves in a situational way, in the articulation of praxis, we effectively carried out an authentic pronunciation in the exercise of problematization and its dialogical reflection.

We will address the didactic agreements democratically established by the G01 and G02 didactic groups in our class of August 16, 2023, in which we voted and the course plan was presented by the proposing teacher. These agreements are commitments we make as a learning community to ensure that everyone has the opportunity to learn and grow in a respectful and productive way. They are also the foundation for creating a safe and welcoming learning environment for all students.

It is important to mention that the evaluation system relied on a subdivision of groups organized by the students themselves. However, submission of the activity to receive a grade was mandatorily individual and done through the Integrated System for the Management of Academic Activities (Sigaa). The division of assessments throughout the semester is presented in Table 2.

Table 2 – Didactic contract of evaluations and class schedules.

	Group 01 (morning)	Group 02 (evening)
Evaluation of the 1st Unit	Seminar.	Rehearsal class.
2nd Unit Evaluation	Rehearsal class.	Instagram post.
3rd Unit Evaluation	Didactic resource.	Seminar.
Class start time	07:15: It is important to be on time for better use of the class.	07:00 p.m.: It is important to be on time for better use of the class.
Break time	08:45 to 09:00: Time to rest, recharge and prepare for the second half of the class.	8:45 to 9:00 p.m.: Time to rest, recharge and prepare for the second half of the class.
Closing time	10:30: Respect for the schedule is equivalent to respect for the temporal, spatial and territorial availability of all.	9:50 p.m.: Respect for the time is equivalent to respect for the temporal, spatial and territorial availability of all.

Source: prepared by the authors (2024).

During the moments experienced, the students became more motivated with the discipline, since the use of diversified activities favored academic training, enhancing the integral training of students in the didactic groups G01 and G02. The students’ trust was gained by building relationships through open dialogue, acquiring and preserving something or “some people”, facing and fighting the devaluation of subjects excluded by the educational political economic system.

Freire (1996, p. 13) points out: “Those who teach learn by teaching and those who learn teach by learning”. The speech of this important Brazilian educator shows how much these monitoring and tutoring programs provide successful learning based on the exchange of knowledge between the teacher, student and monitor. The purpose is for those involved in the university’s teaching actions to reach the strongest and highest level of their abilities. Within the possibilities, let us combat the educational action that operates with the absence of dialogue, strengthening and evidencing the vigorousness of social, educational, and human enterprises aimed at the full enjoyment of happiness, tranquility, prosperity and peace.

The challenge proposed in analyzing the formative action of an education for diversity is to foster teaching focused on human rights at all times, in all places, in all contents and dialogues, in all itinerant actions, in all educational relationships experienced in interdisciplinarity, transdisciplinarity and in the integrality of the subjects, of their environment and equivalent and changing contexts.

And it is not a matter of doing this sporadically, from time to time, as a “new methodology”, a “different project”. The continuous action to be built with the students, their model of school education, is based on the assumption of doing more and better for the flourishing of the “being more” of each and every one. The monitoring and tutoring aimed to act in the academy in a decolonizing way, breaking with the Eurocentrism proposed by the current educational system, enabling education/other educations in a systematic, permanent practice, a praxis directed by social justice in all educational instances. In addition, we materialized, in the educational practice of the

curricular components of the degree in history at UFRN/CERES, transversal actions which go beyond simple signification and enter the field of progression.

BREAKING WITH A “BANKING” EDUCATION

Nothing escapes (or at least should not escape) human rights: mathematical calculations, physical exercises, the study of crusades and the “great navigations”, knowledge of maps and locations, reading literary works, the study of the arts, knowledge of genes and phenotypes, mastery of the laws of speed and gravity, gregarious and societal behaviors, violent and loving relationships, ways of being and living, the wisdom of different peoples, spiritualities and divinities, diagnoses and therapies, medicines, buildings, financial transactions and budget forecasts, credit contracts and savings, organic and conventional crops, energies, policies and ethics... In short, all the possibilities of knowledge, knowledge and wisdom are human rights issues and can deal with human rights.

Paulo Freire stresses the relevance of developing, in the educational process, participation, dialogue, awareness, action-reflection-action, and change, “a collective liberation, in order to combat school alienation and propose the rediscovery of a creative autonomy” (Gadotti, 1991, p. 109). We experienced this freedom and autonomy when presenting our action reports on monitoring and tutoring activities at the Integrated Event on Educational Practices (EIPE 2023) in the second half of 2023. The protagonism in exposing the actions carried out, the methodologies used, the lived experience, the fears and the overcoming provided a strengthening of the teacher identity in our training process.

When listening to other reports of teaching actions carried out in various courses at the UFRN/CERES/Caicó, and also reports of extension and research actions, we added a conglomerate of unique learning processes to our repertoire of study and academic, human and professional training. We can better understand our own processes by listening to the those of others. This is an important and indispensable exchange of knowledge that was an active part of the teaching projects narrated here, and the presentations at EIPE are part of the work plan of the teaching, tutoring and monitoring actions coordinated by the teacher Maria Aparecida Vieira de Melo.

The practice of monitoring and tutoring, when exercised as a tool for an education based on diversity, emerges as an important link for the development of this education that breaks with the traditional logic of teaching and promotes significant changes in an individual’s life. By recognizing this importance, there will be an education that is more participatory, critical and sensitive to the diversity present in the classroom.

“Each one of us is a being in the world, with the world and with others. To live or embody this evident observation, as an educator, means to recognize in others (...) the right to say their word” (Freire, 1994, p. 26). This right is held by the students and corresponds to our duty to endorse the development of participatory actions and protagonism based on freedom, thus materializing a dialogical relationship between the monitor-student, educator-student and monitor-educator in this mutual learning process.

The activities developed throughout the semester are in line with the assumptions described. Monitoring and tutoring prioritized the construction of learning together, in order to promote collaborative didactics between the nuances of teaching, since this process must be experienced from a mutual exchange of knowledge. This mutual exchange also happened through the joint movement of the actions of the teaching projects together with the GEPEPF/CNPQ/UFRN and its triadic kinesiology with teaching, research and extension, as well as weekly face-to-face and biweekly online studies. Participation in events with the presentation of works and a voluntary monitoring action can also be added here.

Therefore, throughout our experiences, diversity was consolidated in the act of building relationships in the classroom, through the promotion of didactics in collaboration with the monitors, the teacher and the students enrolled, through the dialogues that emerged in the classroom, the films watched and events held with perpendicular themes, the reflections put forward by the students during their presentations, the well-prepared works they developed, always freely, by their own choice, only with the purpose of thinking about the existing didactics or that which is being proposed. Diversity also appears in the good results obtained and in the learning that we all had, the exchanges that took place; fundamentally, in the empathetic relationship with students, the ability to listen, reflect and create bridges between different pieces of knowledge. Furthermore, it appeared in an education based on changes, autonomy and aimed at freedom and more meaningful, purposeful and progressive learning for all involved.

THE DECONSTRUCTION OF EUROCENTRIC KNOWLEDGE IN FAVOR OF THE DECOLONIAL

Monitoring and tutoring are explained as a narrative in this article and report their *modus operandi* in a specific locus (UFRN/CERES/Caicó) with the analysis of teacher training in the act of developing the monitoring project, this training being articulated in biases of diversity, decoloniality and human rights that are fundamental to learners. We address higher education as being linked to globalization, proposing the use of new technologies, professionalization and a humanistic character, characteristics acquired when one begins a university course.

Integration into higher education nowadays has become increasingly accessible through the existence of public universities in our country and the numerous private colleges associated with government programs, facilitating the inclusion of low-income people in higher education with different formats. Professionalization arising from a university education clearly favors opportunities for obtaining a higher income. In this way, we come to the discussion of the training process of university students.

The formative process is highlighted in this text in a specific line: training for teaching and/or actions equivalent to undergraduate courses that enable subsequent work in the educational field. In this way, we move on to the monitoring and tutoring projects explained in the previous topics and the potentiation that these teaching programs cause in the training of scholarship holders, the students involved and the full professor and proponent of the projects in progress.

Severino (2017) reveals that higher education, historically originating from the Western tradition, is based on three central objectives: the formative basis of professionalization in various areas, resulting from the concrete action of teaching/learning, the training of scientists who produce episteme and its methodological nuances in different specificities, and the formative base of critical subjects aware of their culture and history. From this perspective, we present activities carried out with the aim of mediating knowledge with the local community and providing service to society, transforming it and transforming us.

These activities, based on the projects cited throughout the text of this article, aimed at legitimizing a progressive education, materialized by means of an involvement with activities that value meeting the desires of the society in which it operates (Durham, 1989). Talking about monitoring and tutoring projects includes the elaboration of research and extension projects in academic institutional spheres. The triad of teaching, research and extension forms an indispensable tripod in university academic action and has its present inseparability guaranteed in article 207 of the 1988 Constitution (Brasil, 1988). The triad, in an interventional and collaborative way, contributes to university production, and its results foster solidarity, the appreciation of culture and the implementation of the means for a more humanized social life (Moita and Andrade, 2005).

We highlight the for holding of seminars within the curricular components worked in a narrated way throughout the written text, in various aspects, with contents related to the deconstruction of power arising from the capitalist system and its scheme of racial and religious domination. In other words, we intensified our educational work based on the freedom given to students to choose the themes of the seminars worked on in evaluative moments, guiding only the pedagogical didactic aspects to be organized based on their choices of themes, their studies and the methodologies chosen and used by them in oral, expository and practical demonstrations (with sample execution of the proposals in the classroom).

The decolonial nature was evident in the presentations and provided much dialogue, debates and reflections. The students surprised us by working with games such as the Role Playing Game (RPG), questions and answers in digital format with scoring and choice of characters (through the Kahoot platform: a digital platform based on teaching-learning games, providing the educational technology most used in educational institutions), board games in the direct perspective of teaching-learning actions (problematizing hopscotch, naval battle). The themes addressed by the students and the differentiated, playful and inclusive methodologies used in a problematizing trend are presented in Table 3.

Table 3 – Themes worked with an emphasis on diversity and decoloniality.

Didactics G01 (morning)	
Group	Theme.
Group 1	The use of <i>RPG</i> as a <i>didactic tool</i> in the <i>teaching</i> of medieval history in the West.
Group 2	Education for <i>ethnic-racial relations</i> .
Group 3	<i>Cultural heritage</i> and its educational methodologies.
Group 4	The use of <i>anime, manga and comics</i> in the teaching of history.
Group 5	<i>Teaching Africa</i> and its importance in Brazilian education.
Group 6	The importance of using <i>historical sources</i> in basic education.
Group 7	The teaching of contemporary history from the <i>monitoring at the university</i> .
Didactics G02 (evening)	
Group	Theme.
Group 1	Zumbi dos Palmares: <i>retelling the story</i> .
Group 2	Late Middle Ages: historical and social aspects.
Group 3	High Middle Ages: <i>historical and social aspects</i> .
Group 4	<i>Human rights</i> in education.
Group 5	<i>Abolition of slavery</i> and its marks.
Group 6	<i>Didactics or didactics?</i> A discussion about terminology.
Group 7	<i>Religiosity</i> in education.

Source: prepared by the authors (2024).

In the set of things said, written and presented by the students in the evaluation moments, we found an enunciative regularity with regard to the field of didactics, namely: didactic resources; ethnic-racial issues; the teaching of history; human rights and didactics itself. Such analytical categories

unfold the complexity of the field of didactics, permeating the understanding that the content, objectives, methodology, resources and evaluation also weave critical awareness in the approach to these themes, beyond the instrumentalization that didactics has historically occupied; contributing, therefore, to the political and human field of pedagogical work in favor of the training of teachers with criticality, politicization and, above all, attitudes that decolonizing the dominant discourses of traditional literatures, doing justice to examples with daily practices to combat racism, prejudice and discrimination of any kind.

Through the main themes worked on in classes during the 2023.1 semester under the choice of the students of the degree in history, we realized that variety was present, mixing didactics with different historical and social contexts. We interpreted the results obtained through inference: an interpretation in control modes based on their objectives. Bardin (2011, p. 133) points out that inference should “be based on the constituent elements of the classical mechanism of communication: on the one hand, the message (meaning and code) and its support or channel; on the other, the sender and the receiver”.

Focused on our objectives, we pointed out the keywords: *content that addresses diversity, formative perception of teachers and pedagogical didactic resources*. In the table we highlight *didactics, teaching, cultural heritage, anime, manga and comics, teaching from Africa, historical sources, monitoring at the university, Zumbi dos Palmares: retelling history, historical and social aspects, human rights in education, abolition of slavery, didactics or didactics? and religiosity in education*.

Through the “rule of pertinence” (Bardin, 2011) the analyzed material needs to be conniving with the objectives proposed in the work written in systematic, in this case, the objectives of this writing. The contents presented in the table above refer to a direct fight against the oppressive system through the analysis present in the critical reflections of the themes. Paulo Freire (2005 [1970]), dialoguing about the servile analogy in the master-slave relationship, explains how the oppressor class is integrated with the oppressed class in a mutual dependence: “by becoming the oppressor, reality implies the existence of those who oppress and those who are oppressed” (Freire, 2005 [1970], p. 41-42). Therefore, the internalization of the oppressor in the oppressed through contact and experience in an equivalent system makes it difficult to change and transform social reality as it is today.

Analytically, we bring a critical perception of the classes based on these contents/themes of choice of the students themselves. They arranged diversified and creative teaching formats and methodologies, favoring the happiness of those involved, a light learning focused on the problematization of the subject presented, which would hypothetically become a future class. Once again, we bring Freire (2005 [1970]) when he explains: “the critical analysis of a significant existential dimension allows individuals a new posture, also critical, in the face of extreme situations” (Freire, 2005 [1970], p. 112). In other words, we can visualize liberating education in order to overcome the fatalistic view of lived reality. This seemingly immutable view brings remnants of change by placing itself in the position of building oneself and the world. When students elaborate their educational work, they begin the transformation, always seeking to meet their needs, desires and deepest dreams.

Soon, we entered the decolonization of a “banking” education by leaving the traditional molds of imposing teaching materials in classrooms and betting on a libertarian methodology, by which we discovered our themes during the days of classes that ensued. We also creatively articulated the teacher’s monitoring as a mediator of learning, learning together with the students, mainly in relation to what is still new to the eyes of the education professional and is simple and basic to the eyes of the child, the young person, the student. For the monitors (members of the monitoring and tutoring

projects), the experience was one of exceptional learning ; however, being also apprentice trainers, in the exercise of their function under supervision, they were able to decolonize the perceptive look by acting in the classroom with tranquility, joy and involvement in the classes.

We also had some moments in which it was difficult to address some themes, more specifically, human rights and religiosity, as well as raciality. This is because their understanding is still colonizing. However, the intervention made through a dialogue promoted the decolonization of certain Eurocentric discourses in favor of the diversity of alternate knowledge throughout the semester, enabling many examples that deconstructed the erudite vision, guiding us along the paths of respect, tolerance, solidarity, protagonism and a culture of peace.

Higher education assigns a space to methodologies that contribute to an interactive balance between the subjects involved, in a way that articulates the absorption of the benefits of the triad of teaching, research and extension by the students ; after all, everything is integrated in reading, reflection, dialogue, writing of the results and implementation of the action through presentation, oralization and exemplification of the ideal.

Teacher training and its formative perception imbricated in diversity is in line with the studies of Cunha (1996), Pimenta (2002), Moita and Andrade (2005), Esteves (2008), Sônego (2015) and Severino (2017) when they state that the education professional (teacher) must be pedagogically supported in the preparation of their activity/stimulative functionality of the motivation of the students. The application of teaching methodologies that follow the curricular parameters and the inseparability existing in education and its formative/social and human active process is key. We might recall that the act of teaching in a systematic way does not escape the triad of teaching, research and extension in any way, because, while studying, one is also researching; consequently, developing extension actions with the social environment, promoting collective learning and educational complexity.

To conclude the analysis, knowledge deals with an objective and purposeful construction, which arises when we understand the possibility of learning. When we perceive ourselves as learners, we are able to look at ourselves in the mottos of the constructive process, always attenuating the systematization that exists today for a quality of preparatory teaching for the social systematization of collective living. Formative perception is also an act of research, that is, every idea based on empiricism or life experience configures a primary approach. Gradually, we build a new decentralized knowledge of coloniality when we allow ourselves to elaborate the teaching system, of which we are all capable, and the monitoring and tutoring emphatically mention training for citizenship.

FINAL CONSIDERATIONS

The article narrates the activities developed in the second semester of 2023, through the execution of teaching projects (monitoring and tutoring) under the coordination of the professor Maria Aparecida Vieira de Melo, at the UFRN/CERES/Caicó.

The activities described and analyzed intended that the students, as monitors, could experience teaching knowledge in its full breadth with regard to the disciplinary knowledge of the didactic curricular components (G01 and G02). This proved to be accomplished, having been materialized in the development of skills and competencies in the field of pedagogical action that were explained in the description of the actions carried out.

Emphasizing the aspects of planning, content development, methodologies, evaluation, and the use of digital information and communication technologies to support pedagogical actions, we were able to define the concreteness of the objectives established in the action plan proposed for each monitor in the exercise of their function. In addition, the monitoring project proved to corroborate the diffusion of the students/monitors' teaching identity as future teachers/researchers.

Teaching knowledge was experienced in its complexity, such as disciplinary, curricular, experiential, practical knowledge and other forms. This is because, based on the theoretical/methodological foundations of the curricular components in question, we carried out more assertive pedagogical actions for students, with the active and collaborative performance of the monitors.

In short, we have shown how much the experience in monitoring and tutoring projects becomes a valuable tool for the construction of learning, presenting itself as a fundamental factor in the training path of students, being a favorable space for academic and personal development; above all, with regard to the contribution to the students, making teaching a facilitator, helping them to overcome academic obstacles. In favor of the proponent professor, we might add that there was full commitment and the strengthening of her utopias through the realization of these successfully completed projects.

It is relevant to note that the achievements acquired throughout the projects go beyond the improvement of content, the development of important skills and the mutual process of knowledge exchange, reverberating beyond the classrooms through interaction with students from different ways of being/living and by expanding perspectives in the training process.

The itinerant participation in the GEPEPF/CNPQ/UFRN provided transversality in triadic action (together with the extension and research movement), and with the collaborative reading of texts that covered the group's lines of research (education and diversities; education of youth, adults and seniors; decolonial pedagogical practice and integral education) expanding the epistemological repertoire of scholarship students.

At the same time, learning was real and meaningful, and could be perceived throughout the text in an innovative action based on the authenticity of the students and active listening to their knowledge and doing. We showed how much these teaching programs, tutoring and monitoring, provided successful learning, based on the exchange of knowledge between teacher, students and monitors.

It is also important to highlight some difficulties that permeated the actions in the projects described, among them the difficulty encountered to master the contents related to the field of didactics and the difficulty in the discussions in the classroom that required deeper knowledge about various themes that arose in a survey of the students enrolled in the curricular components. A process that alludes to the complexity of knowledge through the enunciative unfolding of the limit situations placed in the dialogical moments.

We emphasize that the performance described here on the basis of teacher training encompasses perspectives of emancipation and liberation of the oppressed, an eminently decolonial movement. We emphasize the methodologies applied with freedom of choice by the students and the projects that enhanced the training and execution of classes with a higher quality through collaborative action, these attributions being intertwined in the promotion of education for diversity and human rights with the promotion of citizenship.

The effective participation of the monitors in the elaboration of teaching and evaluation methodologies, proposing the execution of these methodologies and evaluation activities, was fundamental for the project, in fact, to be characterized as transformative action.

The reality experienced, narrated and analyzed in the molds of concrete action research by the subjects, makes us pay attention to the emphatic academic educational complexity and its possibilities of decentralization. The dialogues held in the classroom, their equivalent debates, enabled the critical awareness and probable political participation of the members in their daily lives, based on that teaching experience with a focus on dialogicity and problematization of contents and contexts, always in search of plausible solutions.

As our report establishes a very strong dialogue with Freire's pedagogy, it is eminently important that empowerment takes place in emergence and continuity, with the protagonism of interventions in realities as a stage for analysis, recognition and elaboration of solutions to social problems arising from the local, activated through reflective and critical dialogical awareness. Thus, the role of the proponent teacher was to mediate the process of execution of the projects in favor of real transformations, given the contexts that appeared during the period of execution of the action plans. Above all, listening as crucial for the valorization of subjects and their professional, social and human formative process, intuiting intervention in concrete limit situations, such as misery (lack of employment), lack of public health and quality, lack of quality public education that serves everyone and lack of housing that guarantees basic rights and dignity in life.

This time, we reiterate the significance placed on the narration of research action, a process of training and sensitization that is key for the understanding of the essence of the human rights that are fundamental to each individual. Education is the greatest source of hope in the midst of intense changes, and with this statement, we list the perception of Paulo Freire's liberating praxis present in the essence of social, inclusive and educational doing.

We answered the question initially proposed, with the participation of students in their formative articulation, directly leading to the set of playful and diverse activities involving controversial, current themes which are fundamental to action that is modifying of our social reality.

How can didactics promote a pedagogical praxis in favor of diversity and perpetuate it through the constant change of teacher trainers in certain curricular components and/or their permanence for long-term durability? With this question, we invite you, the reader of this article, to reflect, write and continue the analytical writing started here. We can state that we have developed a teaching trajectory described with an emphasis on education for active action and the protagonist of those involved in the entire training process, with the praxis reported focused on the decolonial and humanizing aspect.

We point out the possibility of a differentiated teacher training supported by the construction of a culture of peace in fundamentally and indispensably Freirean instances. Therefore, we emphasize that this active, proud and itinerant educational movement was key in enabling the understanding of efficient dialogicity, of pressing participation, of the effective right to one's own choices and the social justice present in the proposed and consummated democracy, corroborating the need for politicization in the feasibility of the right to a dignified life by subjects. We have debated the latent role of education in the creation of human values in our human society.

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