

**FROM THE ESTABLISHED CURRICULUM TO THE EXPERIENCED
CURRICULUM: REFLECTIONS ON TEACHER TRAINING BY KNOWLEDGE
AREAS IN LEDOC/UFERSA**

***DO CURRÍCULO INSTITUÍDO AO CURRÍCULO EXPERIENCIADO: REFLEXÕES
SOBRE A FORMAÇÃO DE PROFESSORES POR ÁREAS DE CONHECIMENTO NA
LEDOC/UFERSA***

***DEL CURRÍCULO ESTABLECIDO AL CURRÍCULO EXPERIMENTADO:
REFLEXIONES SOBRE LA FORMACIÓN DEL PROFESORADO POR ÁREAS DE
CONOCIMIENTO EN LEDOC/UFERSA***



Ramon Roseno ALVES
e-mail: ramonroseno16@gmail.com



Emerson Augusto de MEDEIROS
e-mail: emerson.medeiros@ufersa.edu.br

How to reference this paper:

ALVES, R. R.; MEDEIROS, E. A. From the established curriculum to the experienced curriculum: Reflections on teacher training by knowledge areas in LEDOC/UFERSA. **Rev. Educação e Fronteiras**, Dourados, v. 13, n. 00, e023007, 2023. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v13i00.16943>



| Submitted: 28/11/2022
| Revisions required: 22/12/2022
| Approved: 25/01/2023
| Published: 31/03/2023

Editor: Profa. Dra. Alessandra Cristina Furtado

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

ABSTRACT: This study focuses on the Interdisciplinary Degree in Education of the Field (LEDOC) and Human and Social Sciences qualification of the Federal Rural University of the Semi-Arid (UFERSA). It refers to research about the curriculum, more specifically, it focuses on the curriculum established in the Pedagogical Project of the Course (PPC) and the curriculum experienced by students' egresses. The main objective is to reflect, from the perspective of the egresses, on the curricular contents of the qualification in Human and Social Sciences of LEDOC/UFERSA. The study used a qualitative approach, using a questionnaire composed of six open questions to produce data. They participated in investigating ten egresses of LEDOC/UFERSA, who experienced the formative processes in the degree above between 2013 and 2019. As considerations, the graduates pointed out that the curricular contents experienced in the qualification in Human and Social Sciences are insufficient for the professional performance in Basic Education in the disciplines that constitute the qualification area: History, Geography, and Sociology. However, they pointed out the excellent quality of the initial training in the course, especially regarding pedagogical training.

KEYWORDS: Training of Rural Teachers. Graduation in Rural Education. Curriculum.

RESUMO: Este estudo centra-se na Licenciatura Interdisciplinar em Educação do Campo (LEDOC), habilitação em Ciências Humanas e Sociais, da Universidade Federal Rural do Semi-Árido (UFERSA). Refere-se a uma pesquisa acerca do currículo, mais especificamente debruça-se para o currículo instituído no Projeto Pedagógico de Curso (PPC) e o currículo experienciado pelos egressos da licenciatura. Como objetivo central, salienta-se refletir, na perspectiva de egressos, sobre os conteúdos curriculares da habilitação em Ciências Humanas e Sociais da LEDOC/UFERSA. O estudo fez uso da abordagem qualitativa, utilizando do questionário composto por seis questões abertas como técnica para a produção dos dados. Participaram da investigação, 10 egressos da LEDOC/UFERSA, os quais vivenciaram os processos formativos na referida licenciatura entre os anos de 2013 e 2019. Como considerações, os egressos sinalizaram que os conteúdos curriculares vividos na habilitação em Ciências Humanas e Sociais são insuficientes em relação à atuação profissional na Educação Básica, nas disciplinas que constituem a área da habilitação, quais sejam: História, Geografia e Sociologia. De toda forma, assinalaram a boa qualidade da formação inicial no curso, especialmente no que toca à formação pedagógica.

PALAVRAS-CHAVE: Formação de Professores do Campo. Licenciatura em Educação do Campo. Currículo.

RESUMEN: Este estudio se centra en la Licenciatura Interdisciplinaria en Educación Rural (LEDOC), habilitación en Ciencias Humanas y Sociales, de la Universidad Federal Rural del Semiárido (UFERSA). Se refiere a una investigación sobre el currículo, más específicamente, se centra en el currículo establecido en el Proyecto Pedagógico del Curso (PPC) y el currículo experimentado por los graduados de la licenciatura. El objetivo principal es reflexionar, desde la perspectiva de los egresados, sobre los contenidos curriculares de la titulación en Ciencias Humanas y Sociales de LEDOC/UFERSA. O estudo utilizou o abordagem qualitativa, utilizando o questionário composto por seis perguntas abertas como técnica para a produção dos dados. Participaron en la investigación, 10 egresados de LEDOC/UFERSA, que experimentaron los procesos formativos en la citada titulación entre los años 2013 y 2019. Como consideraciones, los egresados señalaron que los contenidos curriculares experimentados en la titulación en Ciencias Humanas y Sociales son insuficientes en relación al desempeño profesional en Educación Básica, en las disciplinas que constituyen el área de la titulación, a saber: Historia, Geografía y Sociología. Sin embargo, destacaron la buena calidad de la formación inicial del curso, especialmente en lo que se refiere a la formación pedagógica.

PALABRAS CLAVE: Formación del Profesorado Rural. Graduación en Educación Rural. Plan de Estudios.

Introduction

The Degree in Field Education (Graduates in Field Education) (LEDOC) are courses aimed at the training of teachers to work in the field (rural spaces) regularly offered in 45 Higher Education Institutions (IES) in Brazil (MEDEIROS, 2019). According to Medeiros (2019), these courses are objects of study in several types of research in rural education and, especially, in rural teacher training.

It is worth remembering that the perspective of teacher education in courses all over Brazil is to form teachers by areas of knowledge. The courses are constituted by qualifications, which are: a) Human and Social Sciences; b) Natural Sciences; c) Agricultural Sciences; d) Mathematics; and e) Languages and Codes. At the Federal Rural University of the Semi-arid Region (UFERSA), Mossoró *campus*, in the state of Rio Grande do Norte, Brazil, the locus of our study, the same course offers qualifications in Human and Social Sciences and Nature Sciences. Thus, two significant areas of knowledge are prioritized as the goal to be achieved by the undergraduate degree in teacher training.

With this research, we propose to investigate the LEDOC/UFERSA concerning its Pedagogical Course Project (PPC) (the established curriculum¹) of the year 2013², as well as to study the lived (experienced) curriculum from the perspective of graduates of the qualification in Human and Social Sciences. Thus, we defined the main objective of the research as "to reflect, from the perspective of egresses, about the curricular contents of the qualification in Human and Social Sciences of LEDOC/UFERSA". We declare that the study is linked to more extensive research funded using an internal edict from the Pro-Rector of Graduate Studies and Research (PROPPG) of UFERSA, edict n° 42, of 2019. Moreover, it is a constituent part of the authors' scientific initiation project between 2020 and 2021.

In methodological terms, we emphasize that this study materialized using the qualitative approach. We used an online questionnaire composed of six open-ended questions for data production. The questionnaire was organized, contemplating the following aspects: curricular

¹ The terms "established curriculum" and "experienced curriculum" were coined by Silva (1990). By establishing a curriculum, we conceive the official curriculum designed in a curricular text guiding educational action. This study's established curriculum corresponds to the Pedagogical Course Project of LEDOC/UFERSA. Regarding the experienced curriculum, we understand it as being the curriculum that students from a given context interpret to have lived. The egresses of the LEDOC/UFERSA course recorded their views on the curriculum experienced in the formative processes in the mentioned degree.

² At the time of the research, there is another pedagogical project of a course in LEDOC/UFERSA in the process of implementation, however, there are no classes formed by it since its performance began with a lesson in the second semester of 2019. In this sense, this research is based on the curricular text also in force that dates back to 2013

contents and subjects of the qualification in Human and Social Sciences, pedagogical formation in LEDOC/UFERSA, continued formation after the conclusion of the course, and teaching performance in Basic Education. The research was conducted with ten egresses from LEDOC/UFERSA who experienced their formative processes between 2013 and 2019 and graduated with a Human and Social Sciences qualification. The study was developed in the year 2021.

The text is structured in four parts, besides this brief introduction. First, we make some theoretical notes on rural education and teacher training by areas of knowledge in LEDOC in Brazil. In the second moment, we delimit our look to the Pedagogical Course Project (PPC) of LEDOC/UFERSA. In the third moment, we raise reflections based on the records built using the questionnaires developed with the egresses of LEDOC/UFERSA, paying attention to the main objective of the research. At the end of the paper, we present our final considerations.

Field education and teacher training by areas of knowledge in LEDOC

In 2022, the (Interdisciplinary) Undergraduate Degrees in Rural Education³ – LEDOC completed 15 years of implementation in Brazil, contributing in a unique way to the training of rural teachers. According to Molina (2017), *apud* Medeiros (2019), the entry of this type of degree in Brazilian higher education institutions began in 2007, even so, this course is considered relatively new.

In parallel, we see that this type of degree came to be seen as unnecessary for many decades by society in general, and thus, there was a social reduction of rural people who historically came to be seen as people who did not need to build knowledge in formal spaces of higher education. Rural education also suffered in other aspects, from the political to the pedagogical dimension, including infrastructure issues and lack of training for teachers. With this, it became relevant to (re)think about what was happening with field education, which was more seen (when it existed) with urbanized characteristics, denoting rural education (ARROYO; CALDART; MOLINA, 2008).

We highlight the National Program of Education in Agrarian Reform - PRONERA as a great contributor to the struggles for rural education once it claimed the importance of specific formation of teachers and the insertion of professionals in the field with formation oriented to

³ The term interdisciplinary emerges in parentheses because in some realities, as is the case at UFERSA, the degree is regulated as an interdisciplinary course. This does not occur in all systems in Brazil. Instead, we suggest reading Medeiros, Dias, and Therrien (2021) to deepen the understanding.

act in rural educational spaces (MEDEIROS, 2019). This educational policy was the first, at the national level, to effectuate the rights of rural peoples regarding rural education. In this context, the current model of education in the field began to be rethought (MEDEIROS, 2013). The modalities and levels of education were rethought. According to Molina (2006), despite the neglect of the federal government, in the history of the country, with the countryside and its populations, there was an increase in social struggles, experiences, and discussions produced by the countryside subjects who, among other agendas, advocated, above all, agrarian reform.

In July 1998, the 1st *National Conference For a Basic Countryside Education* was held in Luziânia - GO, with national and international entities that came to discuss the importance of promoting a better countryside education. For Garcia (2009), the moment came to show the need and desire of the countryside subjects to have a closer relationship with their place, demarcating, above all, the environment and work.

For Caldart (2004, p. 10, our translation), "[...] it was the moment of collective baptism of a new way of fighting and thinking about education for the Brazilian people who work and live in and from the countryside". Still, in this conference, some aspects were re-dimensioned, for example, the term "Field Education" in place of the terminology "Rural Education".

In August 2004, almost six years after the 1st National Conference mentioned above, the 2nd *National Conference For a Countryside Education* was held in Luziânia, in the state of Goiás. The event brought together more than 1000 teachers, researchers, representatives of the most varied social movements, and others interested in contributing to the discussion. According to Caldart (2002, p. 26, our translation), "[...] a rural educator is the one who contributes to the process of organization of the people who live in the countryside".

According to Garcia (2009), of the many agendas presented, the most emphasized reinforced the need for new educational policies for rural education and its schools, promoting the permanence and access to education as a right foreseen in the Federal Constitution, as well as the improvement and expansion of training courses for rural teachers.

As Caldart (2004) points out, with rural education, it is possible to defend and overcome the thought that the urban environment is more advanced than the rural environment and that educational progress or regression is measured only by the rural population. Thus, we understand that the countryside cannot be seen as a place of backwardness. In this context, the LEDOCs are born and attest to their importance for rural education.

Since 2007, these degrees have been present in several Brazilian HEIs (SÁ; MOLINA, 2012). In the doctoral work of Medeiros (2019), we can appreciate 45 regularized courses in

federal universities and institutes in the country. "One of its main characteristics, as a training policy for rural educators, centers on the strategy of qualifying teachers by area of knowledge [...]" (SÁ; MOLINA, 2012, p. 470, our translation).

Therefore, one of the innovations of the curriculum matrix is the organization of curricular components into four areas of knowledge: Languages (oral and written expression in Portuguese Language, Arts, and Literature); Human and Social Sciences; Natural Sciences and Mathematics; and Agricultural Sciences. This is the organization of new curricular spaces that articulate traditionally disciplinary components through an expanded approach to scientific knowledge that dialogues with each other from complementary clippings of reality (SÁ; MOLINA, 2012, p. 471, our translation).

As mentioned above, according to the study by Medeiros (2019), by the year 2019, there were 45 LEDOC courses in the country. In territorial terms, "[...] the distribution of these degrees is not equally distributed only in the Southeast Region, which has 08 courses, and in the Midwest Region, which holds 05 courses" (MEDEIROS, 2019, p. 222, our translation). The other regions, North, Northeast, and South, have 10, 11, and 11 courses. We also note that federal universities have 41 courses, while federal institutes offer four undergraduate degrees (MEDEIROS, 2019).

In this sense, in the curricular organization of undergraduate degrees, curricular cores form and guide the paths to be experienced in the formative processes with students. For example, Medeiros, Amorim, and Carvalho (2020, p. 6) point out that three curricular cores constitute the curricular and formative proposal of the LEDOCs in Brazil: "Core of Basic Training, Core of Integrative Training, and Core of Specific Training".

Santos (2014) also adds to the discussion by referencing which aspects of each curriculum are above the core. Let's see:

In the basic formation, the goal is to make the students appropriate the socio-historical and political-philosophical foundations of education and the reality of the Brazilian countryside. The question guides the integrative formation: 'what are the necessary forms for the field educator to work in secondary and elementary education, in school and non-school educational practices, formal and non-formal spaces, and in the management of educational processes'. [...] The specific training aims to address the set of curricular components related to professional performance, focusing on training by area of knowledge through preparation in different areas [...] (SANTOS, 2014, p. 286, our translation).

As was highlighted, the Northeast Region has 11 courses, four of which offer the qualification in Human and Social Sciences, one of them - the course offered by UFERSA, the

investigative object of this research. About the institutions that offer the LEDOC with the qualification in Social and Human Sciences in the Northeast Region, we point out the Federal University of the Semi-Arid Region (UFERSA), Federal University of Campina Grande (UFCG), Federal University of Piauí (UFPI) and Federal Institute of Education, Science, and Technology of Rio Grande do Norte (IFRN). When we score the total workload of the four courses, we see that the universities have 3,210h (UFERSA), 3,555h (UFCG), and 3,200h (UFPI), respectively. In the federal institute, the course has a total workload of 3,254h (MEDEIROS; AMORIM; CARVALHO, 2020).

Finally, we point out the workload allocated to the Core of Specific Studies of the courses, which refers to the curricular content of the Humanities and Social Sciences qualification. For example, the LEDOC at UFERSA allocates 630 hours, the UFPI course 885 hours, the UFCG degree course 960 hours, and the IFRN course 915 hours.

We must clarify that this research focuses on teacher training by areas of knowledge in LEDOC/UFERSA, emphasizing the qualification in Human and Social Sciences. That is, the study refers to the formation of rural teachers for teaching human and social sciences. Based on the research, we reflect on the curricular contents of this qualification based on the perspective of 10-course graduates. In the next section, we will discuss the curriculum established for LEDOC/UFERSA based on the curricular text (the PPC).

The pedagogical project of the course of LEDOC/UFERSA

This section will discuss the Pedagogical Project of the Interdisciplinary Degree in Field Education at the Federal University of the Semi-Arid Region. The curricular text (curriculum established) dates back to 2013, the same period when the educational activities in the LEDOC/UFERSA course began. Before entering the discussion, we consider it pertinent to briefly characterize the institution, namely: UFERSA.

The institution was born from the merger of the Mossoró College of Agriculture - ESAM, through Decree-Law n°. 11155/2005, published in the Official Gazette of the Union in August of the above year (BRASIL, 2005). Before becoming a university, the college was founded by the Municipality of Mossoró in April 1967, offering only the Agronomic Engineering (Agronomy) course. After 28 years, in 1995, a new course was implemented, namely: Veterinary Medicine, contributing to the opening of new undergraduate courses in the institution (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013). At present, in

2023, the university has about 10,000 students, who are subdivided into 44 undergraduate courses and 15 graduate courses⁴.

According to its statute, the commitment of the institution is to "produce and disseminate knowledge in the field of higher education, with emphasis on the Brazilian semiarid region", as well as to contribute to the solution of possible social problems of this region, triggering the greatest possible human development (BRASIL, 2005, art. 4, our translation).

In this sense, there is a need to spread more and more knowledge in the semi-arid region. Therefore, the Interdisciplinary Degree in Education of the Field presents itself as an opportunity to intervene in this space, especially for the different populations of the field, among them, we highlight the peasant populations, the remnants of quilombos, and the prairie populations. Thus, training teachers for the countryside in the semi-arid region and developing the promotion of practices contextualized with the local culture became an essential aspect of boosting the implementation of LEDOC at UFERSA. This aspect presents itself as an element that justified the creation of the course, according to its PPC (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013).

We emphasize that the LEDOC/UFERSA course is located on the central campus of the institution (Mossoró campus), being the only in-class undergraduate degree. Before its creation, UFERSA already offered two degrees in Mathematics, one in distance learning modality and another in face-to-face modality (which later did not continue since it was a special course with a fixed time for completion). Given this, the need arose to implement LEDOC, validating the qualifications in Human and Social Sciences and Nature Sciences. According to the PPC,

The field educators trained by UFERSA will be prepared to understand the specific social and cultural reality of the populations living in and from the field and incorporate pedagogical practices promoting social development. In this sense, the course intends to confer the diploma in the modality of a Degree in Field Education with qualification for multidisciplinary teaching in the final years of Elementary and Secondary Education, more specifically, with the following qualifications (at the student's choice): Humanities and Social Sciences; [or] Nature Sciences (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 18, our translation).

The LEDOC/UFERSA, according to its PPC, presents a set of training objectives for students, from which we highlight "train and qualify professionals working in primary and secondary education who do not yet have the title [...]"; "train educators for the exercise of multidisciplinary teaching in rural schools [...]"; "train educators for the implementation of

⁴ Information is based on UFERSA's institutional website.

public schools of Basic Education of medium level and professional education [...]"; "prepare the students in field education for a pedagogical performance of [inter and] transdisciplinary perspective" (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 17-18, our translation). From what we see in the curricular text, LEDOC/UFERSA proposes to train teachers and education professionals to act in different contexts related to the field.

The curricular text also points out:

The area of professional performance of the Graduates in Field Education is defined by the set of legal milestones that it has [...]. Thus, the professional who graduated in the course of Degree in Field Education will receive the title of Graduate/a (Graduated) and will be able to work in Basic Education, preferably in the Schools of the Field, in the areas of Human and Social Sciences and Nature Sciences, according to the option chosen by the student (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 27-28, our translation).

In regards to the form of entry to the course, the workload, and the length of training, these aspects were thought of as follows: the form of entry, at the moment, is carried out annually, with 60 vacancies and using a specific Vocational Selective Process (PSV). Regarding its workload and duration, the course was designed to be lived by students in eight formative periods (or four years), with a workload of 3,210 hours, distributed through disciplines and curricular activities among the three curricular nuclei of study: the core of common studies, the core of integrative activities and core of specific studies (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013).

As our research focuses on the curricular study of the curricular contents of the Core of Specific Studies, a dimension that refers to the qualification in Human and Social Sciences in LEDOC/UFERSA, we synthesized in a table the specific disciplines of the referred curricular core, being also part of the qualification in Human and Social Sciences. Let us observe:

Table 1 – Subjects of the Qualification in Human and Social Sciences at LEDOC/UFERSA

Core of Specific Studies - Habilitation in Human and Social Sciences	Hourly load
Introduction to the Study of History	60h
Introduction to the Study of Geography	60h
Education, Body and Art	30h
Methodology of History Teaching	60h
Methodology of Geography Teaching	60h
Sociology for High School	60h
Afro-Brazilian History and Culture	60h
Philosophy for High School	60h
Brazilian Literature	60h
Social Relations in the Sphere of Production and Centrality of Labor	60h
Social Movements in Brazil	60h
Total course load of the Humanities and Social Sciences qualification:	630h

Source: Prepared from the PPC, year 2013, of LEDOC/UFERSA

As shown in Table 1, the qualification in Human and Social Sciences is composed of subjects from different areas, with emphasis on curricular components of history, geography, sociology, and philosophy, as well as subjects of an interdisciplinary nature that include the location of language.

In methodological terms, the course works following the Pedagogy of Alternation methodology, with activities concentrated at the university, a moment named school/university time, and with activities developed in the communities in the countryside in different spaces of professional activity of the graduate, such as schools, unions, associations, among others, a moment conceived as community time (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013).

Having presented some considerations about the curricular text that guides the teacher education in LEDOC/UFERSA by areas of knowledge, we will proceed to the analysis, raising reflections from the records of the course graduates.

The curriculum experienced in LEDOC/UFERSA: The perspective of egresses

After attesting, at a last moment, some considerations about the curriculum instituted in LEDOC/UFERSA through its PPC, we emphasize again that this work has as its main objective "reflect, from the perspective of graduates, about the curricular contents of the qualification in Human and Social Sciences". Thus, from now on, we will present considerations apprehended in the records of 10 egresses of the LEDOC/UFERSA course which contributed to the investigation.

We remind you that the questionnaire, composed of six open questions, was the technique used to produce data for the research. It considered, in its composition, the following aspects: curricular contents and subjects of the qualification in Human and Social Sciences, pedagogical formation in LEDOC/UFERSA, continued formation after the conclusion of the course, and teaching performance in Basic Education.

Regarding the first question, we found out how the graduates evaluate the curricular contents of the specific Human and Social Sciences qualification disciplines. We synthesized the records of three participants in the study, which represent the other testimonies built in the investigation:

In my view, the subjects are consistent with the dynamics and demands of the course, however, in my opinion, it could be placed as specific also the teaching of rural education, but as we have an interdisciplinary degree, they are well thought out and elaborated, tend to meet the demands that students need in this training. As we know, the methodologies of the teaching staff guide us towards an empirical reality in spaces where we can act, whether in the human or social area (Former student "B", March 2021).

The specific contents of the disciplines were very satisfactory and consistent with the context of rural education, especially if we consider that one of the course's objectives is interdisciplinarity ((Former student "F", March 2021).

The contents dealt with are well related to the subjects offered, I point this out because they cover the main topics of the human sciences. In Geography, we studied the five main basic concepts. From these concepts, we had a broad vision of most subjects involving Geography. For this reason and others, I rate it as excellent (Former student "I", March 2021).

We noticed that the graduates see the importance of the disciplines that compose the Human and Social Sciences qualification in LEDOC/UFERSA. In general, we understand that their records focus on interdisciplinarity and some disciplines of Geography and History interconnected to teaching. However, it is worth saying that these curricular components of the qualification (Geography and History) are the ones that receive the largest workload, as well as

being the disciplines that dialogue, centrally, with the specific teaching (teaching of history and geography, for example), which will be the professional field of action of the graduates.

Caldart (2012) contributes to the discussion when he argues that teaching in rural spaces needs to have an interdisciplinary character. The LEDOC, in the condition of degree directed to the formation of rural teachers, brings this characteristic. In LEDOC/UFERSA, the graduates of the course in Human and Social Sciences will be able to work in three areas of knowledge in Basic Education, according to its PPC: History, Geography, and Sociology. Therefore, interdisciplinary training, interconnecting curricular content from different disciplines in a dialogical perspective, is necessary for the educational process.

Regarding the second question, we asked which disciplines the graduates should consider fundamental in the Humanities and Social Sciences qualification. They testified:

The three disciplines are fundamental because [...] must be worked on, each contributing to training. However, if I had to say which one, I identified with, it would be Sociology, I liked the methodology and [...] the subject (Egress "G", March 2021).

History and Geography, because they give us a world view, make us see all the contexts. The discipline of Sociology is also necessary, however, it lacks a greater interaction and a methodology that addresses more contexts, that is, reality. For example, when I paid [studied], Sociology was a subject whose method was very 'bankable' and very 'traditional' (Exit "D", March 2021).

For the formation, in general, all of them are fundamental. Therefore, it is necessary to improve the credits of the subjects of curriculum and inclusion, I believe that we need to advance in the debate on inclusion because it becomes very fragmented by being little time directed and much content to be studied (Exit "A", March 2021).

In this question, we noticed the importance of the disciplines of Geography and History, in the context of the Humanities and Social Sciences qualification, from the graduates' perspective. However, the fields of Sociology and inclusion are also mentioned a few times (the discussion about inclusion is part of another curricular core of the course, yet it was highlighted in the qualification). We particularly noticed that the teacher's teaching methodology contributed to the graduates' perception of which curricular components deserve emphasis in the qualification. When associated with the educational and social reality of the field, the subjects taught emerged as highlights in the research participants' records.

Going into the curricular contents of the main subjects that are part of the Human and Social Sciences qualification, we found some demarcations in the curriculum established for

the course through its PPC. The listed disciplines present a set of curricular contents to be experienced by the students:

Methodology of History Teaching: History of History Teaching. Didactic phenomena in the teaching of History. The use of different languages in history teaching. Historiographical matrixes in teaching practice. Didactic materials and textbooks in school History. The specificities of History teaching in rural education. Didactic projects in History teaching (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 61, emphasis added in the curricular text).

Methodology of Geography Teaching: History of Brazilian School Geography. School planning. Research and evaluation. Methodological foundations of teaching Geography in Basic Education. Basic concepts of Geography teaching. Learning and didactics in geography (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 62, emphasis in curriculum text).

Sociology for High School: History of Sociology Teaching in Brazilian education. The new guidelines for Basic Education and the role of Sociology. Teaching methods of Sociology. Sociology curricula for high school. Analysis of didactic material of Sociology for High School. Investigation of current social issues and their approaches (FEDERAL UNIVERSITY OF THE SEMI-ARID REGION, 2013, p. 63, emphasis in curriculum text).

The disciplines that make up the Humanities and Social Sciences qualification, despite concentrating curricular content of the specific areas where the graduate will work in Basic Education, also include pedagogical content. This aspect contributes to the contents taught in Basic Education to gain more meaning in the training process. Like Caldart (2004), we understand that developing a teacher education based on a banking education model will not politicize the field educator. Only by associating the pedagogical dimension to the specific curricular content taught in the rural schools will we achieve a formation in LEDOC of a political and critical nature, considering that such formation will have more conditions to be contextualized to the reality of the students.

The third question paid attention to the workload of the qualification in Human and Social Sciences. In this sense, we asked if it is enough, in terms of specific curricular contents that will be taught in History, Geography, and Sociology in Basic Education in the final years of Elementary School and in High School by the graduates of LEDOC/UFERSA. The main entries emphasized:

No. The workload was insufficient, and the Pedagogical Project of the Course should have as its main focus the disciplines of Geography, History, and Sociology, which would enable us to qualify and improve more in these disciplines (Egress "C", March 2021).

The course workload is intense, and all the subjects are relevant, but I would have liked to focus more on the specific ones, both to expand my knowledge and for a pleasurable way of learning since I identify myself with the content. If there was insufficient content, I believe this can be remedied through access to information available through technology, as long as we are willing to take on new roles (Egress "E", March 2021).

The workload leaves little to be desired in terms of the content that we see, and it would be essential to have more time to study and go deeper, especially the content directly from the Humanities and Social Sciences area. Unfortunately, the explanations often become vague because they do not have much time to discuss more (Egress "J", March 2021).

We noticed that almost all graduates (eight) pointed out that the workload was insufficient to discuss the specific curricular contents of the area of the qualification, thus leaving the Specific Training Core with gaps. We agree with the reflections of the graduates since the qualification in Human and Social Sciences of LEDOC/UFERSA is the one that has the least amount of hours for the study of the specific curricular contents of the qualification as the other three courses with the same qualification in the Northeast Region, which are: of UFCG, UFPI, and IFRN. Only 630 hours of teacher training are destined for the specific curricular contents the graduates in Basic Education will teach.

Nationally, this reality is justified, according to Medeiros (2019), because one of the educational objectives of the LEDOC is to break with the historical model of content-based training based on technical and instrumental rationality in undergraduate degrees, which does not prioritize either pedagogical or political training of the educator. In these terms, this characteristic generally extends to LEDOCs in Brazil. Therefore, they do not hegemonize the specific curricular contents, superimposing them over the others.

The initial intention when the LEDOC was created was that the graduate of the course would need to continue their studies through continuing education, aiming, for example, to fill in the gaps left in the initial training process and, at the same time, enhance other dimensions of training experience in the course (MEDEIROS; AMORIM; CARVALHO, 2020). It is on this aspect that we focus on the fourth question. Through it, we sought the view of graduates regarding continuing education after completing the course. They registered:

I am delighted with the training, even though I see flaws in the curriculum [matrix]. I see the need to seek continued education, not because I was dissatisfied with the course, but because every teacher must improve daily (Egress "H", March 2021).

Yes, without a doubt. As much as the contents are exciting and the subjects cover several interdisciplinary spheres that are very rich, they still need to be deepened. Therefore, I see a need to seek more training to fill some gaps concerning the area chosen [habilitation] (Egress "J", March 2021).

For Imbernón (2004), teachers must seek continuing education because it will be through it that they will develop new looks and learning that will meet their needs and help students construct knowledge in schools. Similarly, Gatti et al. (2019, p. 180, our translation) say that "in discussions about conceptions and practices in teacher training, the interdependence between the need to improve teacher training and professionalize the teaching profession is an ever-present flag".

Through this fourth question, it was possible to understand that initial training alone is not enough at LEDOC/UFERSA to provide students with the specific curricular contents of the Human and Social Sciences area. When they finish the course, they must seek new ways to specialize and deepen their knowledge in a specific discipline (History, Geography, and Sociology) that is part of the qualification. Most graduates said they already developed continued education, whether in further education and specialization or at the master's level, since they understand its relevance.

Regarding the penultimate question of the questionnaire used for data production, we asked the graduates to answer whether their pedagogical training experience in LEDOC/UFERSA allows them to articulate the pedagogical and educational knowledge about teaching with the specific knowledge of their qualification area. They pontificated:

Absolutely. I don't work as a teacher in a school setting, but I enjoy my profession and try to develop it in every possible space, especially in my family, where my children and grandchildren ask me for guidance in their pedagogical activities. From these experiences, the quality of teaching is directly linked to the way one thinks and sees the strategies used to solve possible problems and to the mastery of content. Our performance is not directly related to the course guidelines or to broadening the training, but to interdisciplinary practices, with transposition of content and availability to meet the students' knowledge levels, because specific knowledge alone is not enough (Egress "E", March 2021).

I think so. Because although we did not have many specific disciplines in the areas of performance, we had intense and efficient training about the articulation of pedagogical knowledge with the knowledge of the areas of qualification, preparing us for the dynamism and constant search for knowledge that teaching demands (Egress "F", March 2021).

The LEDOC is an interdisciplinary course, that is, it is a course that prepares us very well to work in any area of education, [...] it prepares us. The LEDOC

has this differential that is very positive for us educators (Egress "I", March 2021).

According to the records of the study participants, LEDOC is an interdisciplinary course. Moreover, most of the subjects in the system are concentrated in the first curricular core that corresponds to the Common Core of Studies, the part of the curriculum that includes most of the pedagogical subjects. This aspect is fundamental for articulating the pedagogical knowledge and the other knowledge that is part of the teacher education by knowledge areas in the course. In the meantime, we also have the Core of Integrative Activities disciplines that pay attention to the dimension of the Pedagogy of Alternating Cycle in the course; these disciplines enable the perennial contact of the students with multiple realities and educational experiences in school and non-school spaces.

Molina and Pereira (2021, p. 149-150), add:

Former teachers of LEdoCs live multiple experiences of collective work during their initial training, given that this is a *sine qua* noncondition of working by area of knowledge. These experiences have positively influenced the practice of graduates, especially when they are inserted in school spaces where several teachers came from initial training in Field Education.

The course graduates also highlighted that they could learn new pedagogical practices and more interactive methodologies due to the training by areas of knowledge, making their classes more participatory (the teachers who exercise the teaching profession) in Basic Education. This aspect was possible because, according to them, they have experienced the school reality through the Alternating Cycle Pedagogy since the beginning of the course.

Regarding the last question, we tried to find out if, at the moment of the research (the year 2021), the graduates are teaching Basic Education in their area of qualification (Elementary School, final years, or High School, in the subjects of History, Geography or Sociology). If yes, we asked them to tell us about what this experience has been like and the challenges encountered in the context of professional practice. So, let's look at some of the records:

Yes, being an exception. The acting experience was surreal because I could dialogue with a look toward the subjects, although the action was in an urban area, the proposal of integration and knowledge of the subjects' reality was developed. Today, I am in my master's program, and I had to give up my work because the master's program is in another city, and I couldn't reconcile the time, but it is necessary to remember that there are few opportunities for graduates to work. Unfortunately, in current public notices and selection processes of municipalities and states all over Brazil, there is resistance to attending the specific areas in the qualifications within the Field Education course. It is a challenge, but we resist and fight (Egress "A", March 2021).

Unfortunately, no. For lack of opportunity in our professional environment. [...] they should review the configuration and structure of our diploma because it has in-field education but does not specify if it is licensed in History and Geography. This is something we are facing in the selection that bars us from gaining the opportunity to work in the area (Egress "G", March 2021).

Besides the records of the two graduates, others also spoke about this aspect, alerting that they also do not develop teaching in the area in which they graduated but have other professional functions in the context of education, such as the function of "pedagogical assistant in the classroom" (Graduate "C"), of "tutoring" (Graduate "D"), among others.

We consider this question as one of the most worrisome since it shows a little of the reality of the graduates of LEDOC/UFERSA in which we verify that the exercise of teaching in the area of the qualification is still not being developed, as pointed out in the Pedagogical Project of the Course.

Sousa *et al.* (2021, p. 148) highlight some difficulties in the professional insertion of graduates of the Degree in Field Education in Brazil in their qualification areas. Among the challenges, the absence of professional recognition of the graduates of the course in the municipal and State education systems is highlighted, being necessary, constantly, "articulations so that the profile of the graduates is considered in public competitions in all spheres of public power", and also the disciplinary character with which the selection processes take place, not allowing the training by areas of knowledge to be validated. Moreover, even with the qualification in Human and Social Sciences, the calls for applications score the teacher training in a specific discipline, such as History or Geography, not allowing the participation of graduates in the contests.

We understand that the lack of knowledge about the course generally adds up to the fact that this reality is always in evidence in the social sphere of the graduates. In any case, they articulate themselves locally with municipal and State representatives aiming to change this scenario.

Finally, the LEDOC, in the broad sense, even after more than 15 years of implementation, still faces challenges regarding the insertion of graduates in the labor market. The State must seek means for the social recognition of the courses, allowing teachers qualified in LEDOC to work in public schools, especially in rural schools, which is the main context for the professional performance of graduates of the BSc in Rural Education.

Final considerations

We finished this work that had as its main objective "to reflect, in the perspective of graduates, about the curricular contents of the qualification in Human and Social Sciences of LEDOC/UFERSA". We understand that the LEDOC present at UFERSA, even though it has almost ten years of implementation, is close to the national reality, is still considered a very new degree, especially if we look at other existing courses in the institution; however, it has contributed to the formation of teachers of rural education in the state of Rio Grande do Norte and in the semi-arid region.

Through the records of the graduates, we were able to visualize a series of aspects, which, sometimes, have already been demarcated in the educational literature, considering the researched context. According to the course graduates, the specific curricular contents of the Humanities and Social Sciences qualification are insufficient for them to teach in the final years of Elementary School and High School in Basic Education. There are few subjects related to the areas that make up the qualification. An example of this aspect is the area of Geography. In the Core of Specific Studies, only two curricular components are centrally directed to this discussion. Unfortunately, this reality is not far from the History area.

Another aspect registered by the graduates relates to the quality of the teaching training, especially pedagogical training. In this regard, the graduates feel satisfied, given that they had good formative experiences that allowed them to build up different pedagogical and educational knowledge.

As far as continuing education is concerned, the graduates emphasize that it is essential and that it should happen. Some are already doing so through specialization and improvement courses or master's degrees.

The last highlighted aspect is the graduates' insertion into the job market. They highlighted, almost in their entirety, the difficulty of entering the job market with a degree in Rural Education. As a result, they have to develop other activities and even move on to other professional areas. Thus, we emphasize the importance of practical governmental actions, aiming to contribute to inserting graduates into rural schools.

We conclude this study by pointing out the need for further research, especially in other realities in the country. We are alert to the demand for investigations about monitoring LEDOC graduates nationally in the labor market. We hope this research will mobilize the academic and social community in general.

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About the Authors

Ramon Roseno ALVES

Federal University of the Semi-Arid Region (UFERSA), Mossoró – RN – Brazil. Master's Program by the Graduate Program in Teaching (POSENSINO). Lincensed in Education of the Field, Human and Social Sciences habilitation by UFERSA.

Emerson Augusto de MEDEIROS

The Ceará State University (UECE), Fortaleza – CE – Brazil. Assistant professor at the Department of Human Sciences at Federal University of the Semi-Arid Region (DCH/UFERSA) and the Graduate Program in Teaching (POSENSINO/UFERSA). Ph.D. in Education.

CRediT Author Statement

Acknowledgements: Federal University of the Semi-Arid Region.

Funding: The study was funded through Edital N° 42/2019, First Research Projects, of the Pró-Reitoria de Pós-Graduação e Pesquisa (PROPPG) of UFERSA.

Conflicts of interest: There are no conflicts of interest.

Ethical approval: The research did not need approval, according to UFERSA's orientation, since it is a documental study.

Data and material availability: The data are available for access in the text.

Author's contributions: **Ramon Roseno Alves** - Produced the data and contributed with the writing of the text; **Emerson Augusto de Medeiros** - Guided the research, analyzed the data and contributed with the writing of the text.

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.

