

**REVIEW: EDUCATION, HISTORY AND MEMORY: TEACHER TRAINING IN  
DIFFERENT CULTURAL SPACES**

**RESENHA: EDUCAÇÃO, HISTÓRIA E MEMÓRIA: FORMAÇÃO DE PROFESSORES  
EM DIFERENTES ESPAÇOS CULTURAIS**

**REVISIÓN: EDUCACIÓN, HISTORIA Y MEMORIA: FORMACIÓN DOCENTE EN  
DIFERENTES ESPACIOS CULTURALES**



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**How to refer to this article:**

BRESSANIN, C. E. F. Review: Education, history and memory: Teacher training in different cultural spaces. **Rev. Educação e Fronteiras**, Dourados, v. 12, n. esp. 1, e023019, 2022. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v12in.esp.1.17133>



| **Submitted:** 20/12/2021  
| **Revision required:** 15/01/2022  
| **Approved:** 18/02/2022  
| **Published:** 22/04/2022

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**Editor:** Profa. Dra. Alessandra Cristina Furtado  
**Deputy Executive Editor:** Prof. Dr. José Anderson Santos Cruz

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**ABSTRACT:** The collection reviewed here emerges from a universe of diverse investigations based on the perspective of Education, History, and Memory, highlighting teacher training. With the contribution of several authors, the word “Education, History and Memory: teacher training in different cultural spaces”, brings in each of its thirteen chapters a significant contribution to reflection and to the continuity of research on such an important, thought-provoking and always urgent topic of contemporary education that is teacher training.

**KEYWORDS:** History. Memory. Teacher training.

**RESUMO:** A coletânea aqui resenhada desponta um universo de investigações diversas pautadas na perspectiva da Educação, da História e da Memória evidenciando a formação de professores. Com a contribuição de vários autores, a obra “Educação, História e Memória: formação de professores em diferentes espaços culturais”, traz em cada um de seus treze capítulos um significativo aporte para a reflexão e para a continuidade de pesquisas tão importantes, instigante e sempre urgente tema da educação contemporânea que é a formação docente.

**PALAVRAS-CHAVE:** História. Memória. Formação de professores.

**RESUMEN:** El acervo aquí reseñado surge de un universo de investigaciones diversas desde la perspectiva de la Educación, la Historia y la Memoria, con destaque para la formación docente. Con el aporte de varios autores, la obra “Educación, Historia y Memoria: formación docente en diferentes espacios culturales”, trae en cada uno de sus trece capítulos un aporte significativo a la reflexión y a la continuidad de la investigación sobre tan importante y sugerente tema. y siempre urgente tema de la educación contemporánea que es la formación docente.

**PALABRAS CLAVE:** Historia. Memoria. Formación del profesorado.

The second publication of the Research Group Directory - CNPq/PUC Goiás - Education, History, and Memory in Different Social Spaces - EHMCES/HISTEDBR, linked to the research line Education, Society, and Culture of the Graduate Program in Education at the Pontifical Catholic University of Goiás, dated 2016, the work was organized by professors Maria Zeneide Carneiro Magalhães de Almeida and José Maria Baldini, and by the doctoral students at the time, Moisés Gregório da Silva and Denilda Caetanos de Faria.

The anthology reveals a universe of diverse investigations based on the perspective of Education, History, and Memory, highlighting teacher training. With the contribution of several authors, the word "Education, history and memory: Teacher training in different cultural spaces" brings in each of its thirteen chapters a significant contribution to the reflection and continuity of research on such an important, intriguing, and ever-urgent theme in contemporary education, which is teacher education.

Thus, the first text in this work, authored by Faria, Silva, and Almeida, addresses "A Educação a Distância e a formação de professores no ensino superior do Brasil: das primeiras iniciativas à criação da UAB". It seeks to emphasize, historically, the trajectory of distance education as a possibility for teacher training, from correspondence courses to the establishment of the Open University of Brazil in 2006. The UAB, using Information and Communication Technologies (ICTs), aims to "systematize actions, programs, projects, and activities aimed at the expansion and internalization of higher education" (p. 14, our translation), especially in teacher education. However, the authors consider this task complex and contradictory, as the UAB needs to overcome the technological substitution model to expand access and ensure quality in the teacher training process.

The second chapter of the anthology deals with "Fundamentos teóricos para a compreensão do mal-estar, mal-estar docente e mal-estar docente universitário: configurações e sentidos" and is authored by Oliveira Dias and Baldino. Intending to present the references regarding the three highlighted themes, the authors discuss the need to reflect on them in a way that understands their urgency in the educational scenario, as teacher discomfort has serious consequences, both for university teachers and for the teaching and learning process and society as a whole. Reflective in nature, the text points to paths for prolonged debates and substantial research on university teacher discomfort.

In the third chapter, Lima and Baldino present the discussion titled "Sobre o habitus professoral da educação profissional e tecnológica: processos cotidianos formadores da docência universitária no Brasil como expressões de uma tradição" Based on consolidated

research and Brazilian legislation, they problematize the university teacher training, particularly for teachers working in Federal Technical Institutes.

The fourth chapter of the work, authored by Resende and Baldino, addresses "Formação de professores de Educação Física na modalidade LPP-UEG, de 1999 a 2010: aproximações e contradições nas vozes dos coordenadores dos cursos" The research is based on bibliographical references on the topic, observation, documentary analysis, and the application of targeted questionnaires. Using the approach proposed by content analysis, the research reveals important data about the challenges, inconsistencies, strengths, weaknesses, and results provided by this modality of physical education teacher training throughout the state of Goiás during the period it was in effect.

The approach taken by Lula, Rincon Afonso, and Dutra Mesquita in the fifth chapter of the anthology emphasizes "A formação dos formadores de professores de matemática: um estudo na licenciatura em matemática do IFG-campus Goiânia". The authors highlight the lack of significant elements for training future teachers for basic education that exists in the pedagogical practice of bachelor's degree holders who work as university teachers in teacher education programs. Through quantitative and qualitative research, they point out how this lack of elements is reflected explicitly in the Mathematics Teaching Program at IFG and propose a reflection on these teachers' urgent need for continuous training.

"Como ensinar? Os impasses do método Lancaster na formação do professor da província de Goiás" is the sixth article in the work, authored by Albuquerque and Motta. Situated in the field of research in the History of Education, the text analyzes the positive and negative aspects of the implementation of the Lancaster method in the province of Goiás during the 19th century, based on the Reports of the presidents of the Province of Goiás and the editions of the Matutina Meyapontense journal. It discusses the lack of teacher training for implementing the method and primary instruction in the province of Goiás in the 19th century.

In the seventh chapter, Paiva and Tiballi propose the work titled "Educação integral, PNE/2014 e a docência: os limites de um projeto educacional", in which they address the paradoxes of a comprehensive education proposed by the new National Education Plan about the existing reality in the Brazilian educational system and the role of the teacher in the face of the complexity of the new demands that a full-time education proposes.

The eighth unit of the anthology, authored by Furquim Camargo and Alves Silva, presents the text "De moças prendadas a boas professoras: o curso normal do Colégio Sant'Anna". The authors highlight this Catholic confessional educational institution as a

reference center for training normal school teachers in the city and state of Goiás from 1915 to 1942. They elucidate the particularities of the education of girls who became teachers in a broad, diversified curriculum filled with disciplines, rules, and, most importantly, religious and moral education.

The ninth chapter of this work, titled "Formação de professores: uma leitura crítica dos documentos oficiais", authored by Siqueira and Almeida, analyzes the national curriculum guidelines for training teachers in basic education and the undergraduate pedagogy program. The chapter proposes a discussion of what is explicit and implicit in each of these guidelines and questions the established norms and those establishing them through legislation.

In the tenth chapter of the anthology, Farias and Almeida present a synthesis of public educational policies aimed at teacher education in the early years, titled "Formação Docente para os anos iniciais: algumas reflexões sobre a educação básica de Arraias(TO) e região". The authors discuss how these policies, implemented in the regional context where one of the campuses of the Federal University of Tocantins is located in Arraias, contributed to improving the qualifications of teachers in the state and municipal education systems. This was achieved through undergraduate courses, specialization programs, and continuing education offered by the university.

The theme of the eleventh article, titled "Educação antirracista e direitos humanos: estudo de caso em uma escola estadual de ensino fundamental no município de João Pinheiro", is addressed by Silva, Gonçalves, and Zaganelli. The authors present the research results conducted with teachers, using the methodology of Oral History, on the ethnic-racial relations in everyday school life and the educational practices that address this subject in the project and pedagogical work of the school in question.

The twelfth chapter of the anthology is titled "Relato de experiência no programa Turma da Paz em Rio Verde-GO" and shares teachers' experiences through a complementary action program in a different social and educational context aimed at children and adolescents in situations of social vulnerability. This perspective aims to promote comprehensive education, as the authors Couto de Jesus and Moreira indicate.

Understanding the representations of teachers from a higher education institution regarding the training of teachers in basic education, in the courses of Pedagogy, History, and Geography, in terms of ethnic-racial relations as stipulated by legislation, is what Silva, Brigola, and Almeida discuss in the final chapter of the work with the article titled "Relações da

educação étnico-racial: representações construídas por professores e coordenadores na formação de docentes da educação básica no contexto educacional da IES”.

This comprehensive collection discusses teacher education from different perspectives, whether from Cultural History, Sociology of Education, or teaching practices, providing essential reflections in the context of basic and higher education.

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

