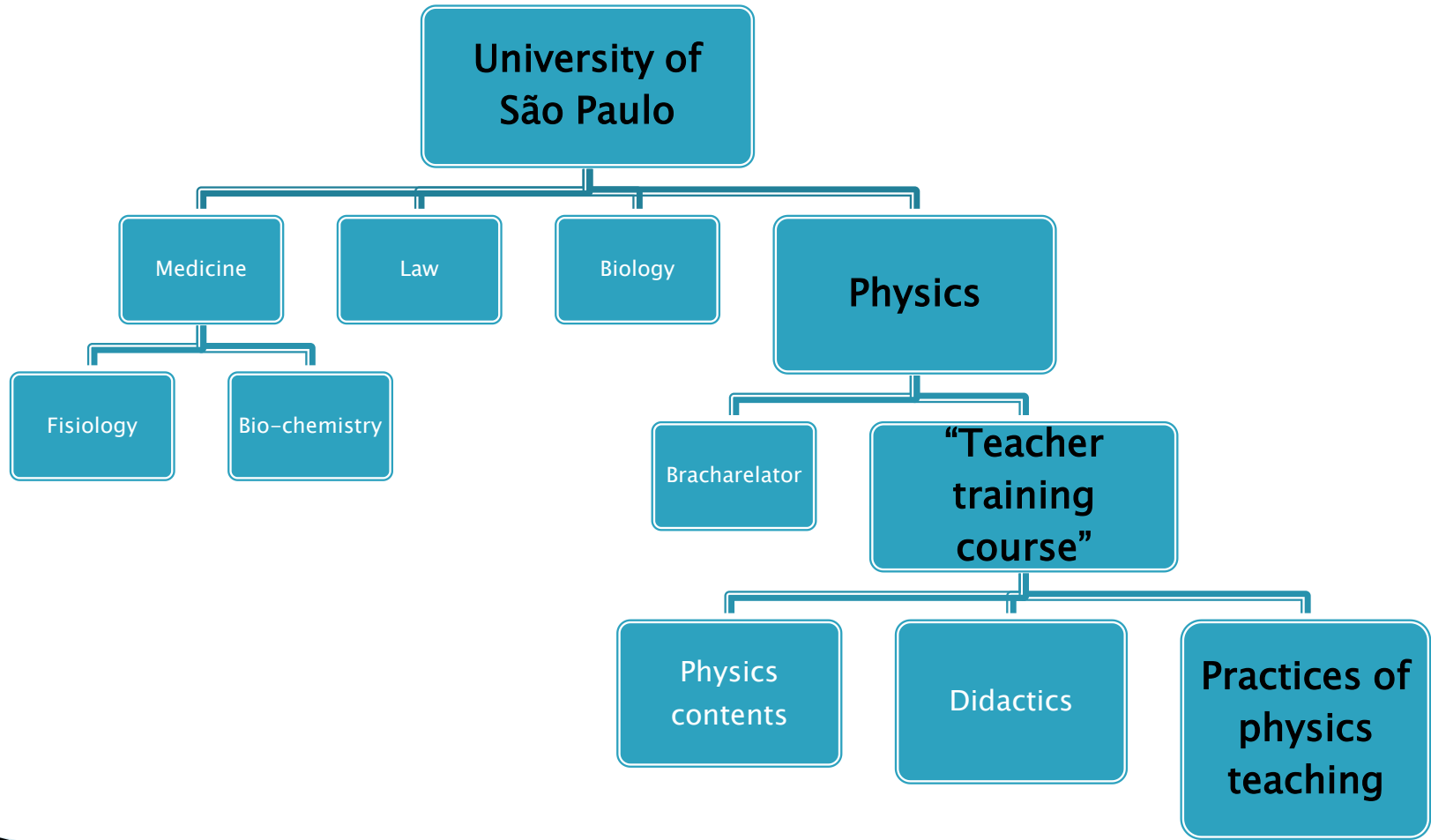


# The teacher training (pre-service)

University of São Paulo



# General context



# The discipline

## Classes (everybody)

Professor of university, educators, monitors and students

## Subclasses (small groups)

Educator and students

### Workshop

**Preparation the intervention in  
the High School**

### Internship

The students go to the High  
School to teach

# Agents and participants



**1 Teacher**

Professor of University



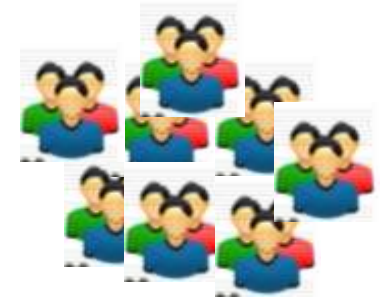
**2 Educators**

Post graduate students



**2 Monitors**

Undergraduate students



**65 Students**

Teacher training



Physics Institute

- Director
- Technical staff
- Administration staff
- Driver
- Etc.



Commissions

- Pots graduation
- Undergraduation
- Etc.



High School

- Principal
- Physics teachers
- Administration staff
- Students
- Etc.

# Methodological tools



**Videotape:** We have recorded 70 hours amid classes, monitoring and work meets.

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**Interview:** We will have interview of all manager group and some students.

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**Field notes:** throughout the research process were taken field notes and comments on researcher's observations .

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**Students' report:** The students had reported his records on experiences at high school using *moodle* system.


# PhD Project

- »» ISCAR – summer school 2010  
André Machado Rodrigues

# Master's Study


- ▶ We organize and coordinate several perspectives, under complex view and socio-cultural-historical approach.
  - ▶ We compose this framework with: Vygotsky; Leont'ev; Engeström; Bateson; Wittgenstein; Bakhtin; Bernstein and others.
- 

# Outline the PhD project

- ▶ Focus on activities' dynamic (systems of activities). The transformation of activity.
  - ▶ Research the physics teacher training course.
  - ▶ The keywords of research: **alienation; problematization; inner contradiction; transformation of activity.**
- 




# Inner contradictions

- ▶ **Education and Extension:** conflicts between goals, educational process at university or care action at public high school.
  - ▶ **Theory and Practice:** the pragmatic view and the coordination of actions at the discipline.
  - ▶ **Planner:** closed planning or no planning lessons, control of practice.
  - ▶ **Professional training:** on the one hand, a part of students want do not to be teacher and the other hand another part of students worked as teacher for a long time.
  - ▶ **Methodological/Epistemological:** the position of researcher front of the object, participatory research.
- 


# Becoming physics teacher: an analysis of Teacher Education at USP

»» ISCAR – summer school 2010  
Glauco Silva  
Dr Alberto Villani

# Objectives

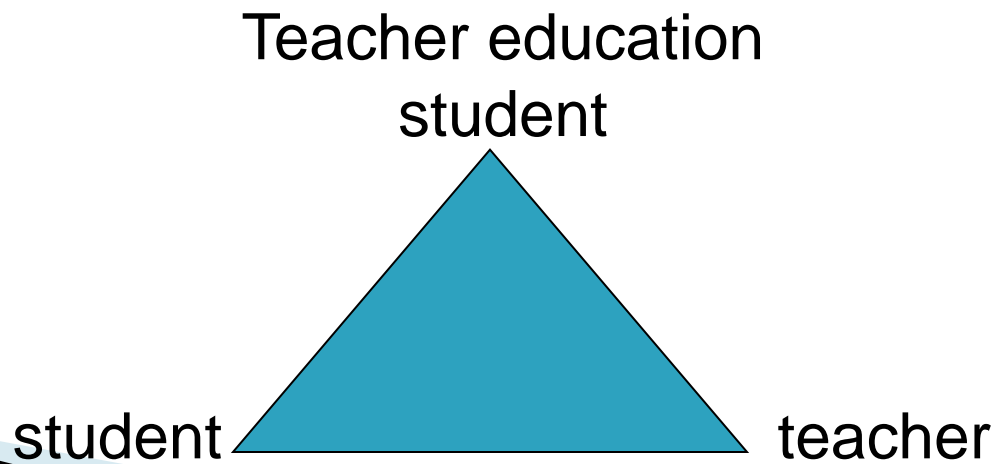
- ▶ Investigate the physics teacher training to understand the ways how students become teacher
  - ▶ Identify the mechanisms and contradictions in the Teacher Education process in our specific context
  - ▶ Realize which are the “marcs” done by the institution that might reflect in the future teaching practices of these students
- 

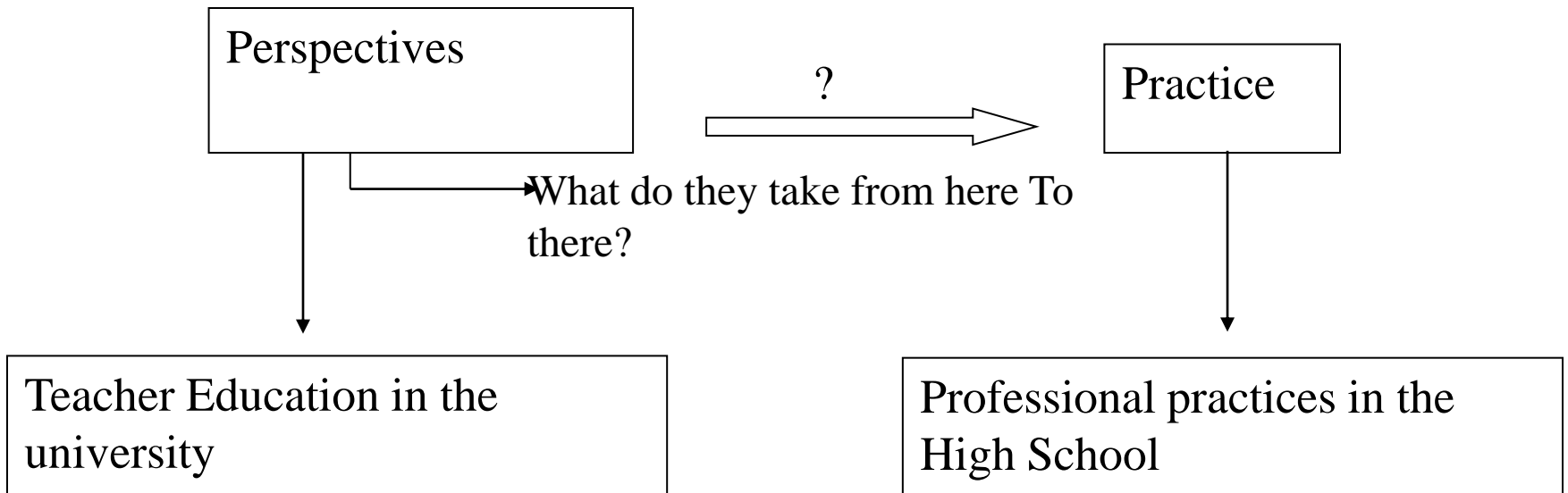
# Teacher Education

- ▶ We can find in the literature about teacher education research works that analyze:
    - Relationship between theory and practice
    - Relationship between University and High School
    - Teacher's beliefs
    - Professional development
    - Conflicts between the student perspective about the school and "reality"
- 

# Hypothesis

- ▶ The students in the teacher education “live” in two different contexts: the university and high school
- ▶ Therefore, they don’t realize it completely and we think to become a teacher they need realize that two contexts





- ▶ We think Activity Theory as framework can help us to model this process from pre service perspectives to practices