

SECTION: PAPERS

THE CURRICULUM OF ACADEMIC MASTER'S DEGREE ON BUSINESS ADMINISTRATION IN SOUTHERN BRAZIL: A CRITIQUE ON THE TRAINING OF ADMINISTRATION PROFESSORS¹

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ABSTRACT

The objective of this work was to analyze the curricular aspects of teachers' training in academic masters' degree programs in the south of Brazil. For this purpose, a descriptive and qualitative case study was carried out, with the objective of identifying, in academic master's degrees located in said region, which teacher training subjects exist and how they are developed in political-pedagogical projects. The results point to a disconnection of the postgraduate programs with the development of teaching knowledge and the didactic-pedagogical competences, important for undergraduate teaching in the Administration degree. There is still a strong link between the master's degrees and a trend of academic "productivism", revealing a Fordist perspective in the higher education system.

Keywords: Teaching Knowledge. Educational Process. Business Administration.

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EL CURRÍCULO DE LOS MÁSTERES ACADÉMICOS DE ADMINISTRACIÓN EN LA REGIÓN SUR DE BRASIL: CRÍTICAS A LA FORMACIÓN DEL PROFESOR DE ADMINISTRACIÓN

RESUMEN

El objetivo era analizar los aspectos curriculares de la formación docente en los programas de Posgrado en Administración en la región Sur de Brasil, a nivel de Maestría Académica. Para ello se realizó un estudio de caso, descriptivo, de carácter cualitativo para identificar en los programas qué cursos de formación docente existen y cómo se desarrollan en los proyectos político-pedagógicos de las carreras. Los resultados apuntan a una disociación de los programas de posgrado con el desarrollo del futuro docente en lo que respecta a las aptitudes didácticas-pedagógicas que son importantes para la función docente, especialmente vinculadas a los conocimientos de enseñanza. Que todavía existe un fuerte vínculo entre estos programas y una tendencia hacia el productivismo académico, revelando que todavía estamos bajo el punto de vista fordista en el sistema de educación superior en el Sur de Brasil.

Palabras clave: Saberes docentes. Formación del profesorado. Administración.

O CURRÍCULO NOS MESTRADOS ACADÊMICOS DE ADMINISTRAÇÃO NA REGIÃO SUL DO BRASIL: CRÍTICA À FORMAÇÃO DO DOCENTE DE ADMINISTRAÇÃO

RESUMO

O objetivo foi analisar os aspectos curriculares da formação de professores nos programas de mestrado acadêmico da região Sul do Brasil. Para tanto, foi realizado um estudo de caso descritivo e de natureza qualitativa, com o objetivo de identificar, nos mestrados acadêmicos situados na região Sul do país, quais disciplinas de formação docente existem e como elas são desenvolvidas nos projetos políticos pedagógicos. Os resultados apontam para uma desvinculação dos programas de pós-graduação com o desenvolvimento dos saberes docentes e as competências didático-pedagógicas importantes para o ensino na graduação em Administração. Ainda existe forte vinculação dos mestrados a uma tendência de produtivismo acadêmico, revelando ótica fordista no sistema educacional superior.

Palavras-chave: Saberes docentes. Formação de professores. Administração.

INTRODUCTION

The idea that the training of university professors is based on research activities is part of the recently prevalent perspective in the last decades. The model of higher education in Brazil, however, was historically built with more focus on professional training rather than the generation of new knowledge, as shown by Pimenta and Anastasiou (2002).

By observing the different approaches to this topic, it is possible to notice the need for further investigations on issues of teacher training and the unraveling of the teaching profession, not solely from the point of view of its subjectivity, but rather to understand its constitution as an interaction between subjects and their personal trajectory, both professional and social, fleeing the Anglo-American approach to fractional knowledge.

Tardif (2002; 2014) criticizes Anglo-American approaches that reduce teachers' knowledge to psychological processes, as well as certain technicist European views, that currently feed competence-based approaches and also critically positions them in relation to traditional sociological conceptions that associate teachers with reproduction agents of the dominant social structures. This author, who is the base to the theme of teacher training in this article, grounds his research on the idea that teaching knowledge "is a plural knowledge, formed by diverse knowledge from training institutions, professional training, curricula, and everyday practice" (TARDIF, 2014, p. 54).

We understand the professional teacher seeks to get closer to his school routine, to his place of work and it is precisely there that he has the possibility of appropriating teaching knowledge. For Tardif and Lessard,

the more knowledge is developed, formalized, systematized, as with contemporary sciences and knowledge, the longer and more complex the learning process becomes; further requiring formalization and adequate systematization (TARDIF; LESSARD, 2014, p. 219).

Thus, as we studied the training of teachers working in the area of Business Administration in Brazil (a topic that was discussed in this researcher's doctoral dissertation) (SOBRAL, 2019), this article became a type of "research graft", aimed at bringing some themes to the field of Business Administration (within the Applied Social Sciences), such as aspects of teacher training contained in the political-pedagogical projects of graduate programs in Southern Brazil. Twenty years ago, when this theme emerged in academia, researchers such as Morosini (2001) and Nicolini (2003) warned of a problem that had been little explored until then. Currently, there are relevant studies on the training of Business Administration teachers, as in

the work of Soares and Martins (2014); Cunha; Soares; Ribeiro (2009); Isaia; Bolzan (2009), Patrus and Lima (2014), Souza-Silva and Davel (2005).

Business Administration is part of the Applied Social Sciences area and it should be noted that, in the bachelor's degree courses, the scholar does not have contact with didactic subjects or related to teacher education. The Law of National Education Guidelines and Bases (LDB) No. 9,394/96 states the "preparation of the teacher for higher education will be done at the postgraduate level, primarily in master's and doctoral programs" (BRASIL, 1996). Even though it seems to be something imperative, this preparation does not have the legal force of a training device and is not configured as a condition for entering or remaining in higher education; this is because the legal reference, article 52, item II of the said law, which is taken into account in the regulation and institutional assessment processes, allows for a minimum percentage (about 33%) of masters and doctors in the staff of Higher Education Institutions (HEIs). It also does not address which conception of teaching should be supported by this level of education, which causes a discrepancy regarding which type of knowledge should be invested into this purpose.

Tardif (1993) points to the need for studying the training of university professors. The author focuses on the problem posed by the professionalization of teaching at the university and proposes to reflect on the distinctions and relationships between professional knowledge, knowledge of university professors, and knowledge from academic research. At the heart of the professionalization of teaching in university courses is the epistemology of professional practice. In this sense, university professors need to rely on technical, scientific and theoretical knowledge of the area they teach. The knowledge of graduated professionals comes from higher education in a certain area, conferring a diploma that qualifies for the exercise of a certain profession.

Higher education grants such qualification, aiming at acquiring pragmatic and theoretical knowledge and developing technical skills for problem-solving and professional activity that is both autonomous and ethical. However, the professional practices of an educator also require a certain qualification and the acquisition of a specific body of knowledge, which leads to the epistemological problem of the training of university professors. This problem opens up a field of research, which Tardif (1993, p. 255) defines as follows: "we call it epistemology of professional practice, the study of knowledge actually used by professionals in their daily work routine when performing all of their tasks." From the perspective of Tardif (1993), the task of the epistemology of professional practice is, for the university professor of Business Administration, to understand where his knowledge comes from. In this work, the focus is on

training at the master's level in Business Administration and the curricular knowledge on education and teaching.

In this context, the proposed objective is to investigate the curricula in graduate-level programs in Business Administration, authorized by the Coordination for the Improvement of Higher Education Personnel (CAPES) in the Southern region of Brazil, at the level of an academic master's degree. Therefore, the guiding question of the research is: what curricular aspects of teacher education are presented in the political-pedagogical projects of the *stricto sensu* graduate programs in Business Administration in Southern Brazil?

The specific objectives of this investigation were: a) to analyze the political-pedagogical projects of graduate programs in Business Administration in Southern Brazil, with the purpose of discussing the role of *stricto sensu* graduate education in the training of teachers for higher education; the Southern region was chosen due to the focus of the doctoral dissertation that analyzed all the master's degree programs in Brazil, as well as the fact that the researchers belonged to it; b) to identify, in the curricula of the master's programs, the specific subjects on teacher training or related activities. These curricula are present on the pages of the academic master's degree programs in Business Administration, including the curriculum and the political-pedagogical project, and this article intends to explore this information.

THEORETICAL-METHODOLOGICAL ROUTE

This research was produced within the scope of a Business Administration course at a public university, as Certeau (2000) argues that these spaces are standpoints for this work. The chosen spaces for the investigation would be "a practiced place, in which men act daily" (CERTEAU, 2000, p. 202). Talking about teacher education in Business Administration brings a relationship of coexistence, which makes it possible to discuss professional environments as spaces, professional practice as a space and teacher training as a space.

Considering that this article was part of a doctoral research, delimitation plays an important role. The dissertation dealt with the analysis of graduate programs at the academic master's degree level in Business Administration in Brazil and discussed teacher training in these programs and in the area. In this article, however, we decided to analyze the academic master's degree programs in Business Administration offered at universities in the southern region of Brazil, which is the scope of the research. When it comes to place, it is also important to highlight where we speak from and what theories support the study. In this case, the research is based on the concept of teacher training by Tardif (2002; 2014) and his research

on teacher knowledge and professional training, together with Lessard (2014), on the epistemology of professional practice.

The epistemology of professional practice is supported here by the concept of Tardif (2002, p. 10-11), when he affirms that, in the area of teaching, the concept "corresponds to the understanding of the knowledge effectively used by education professionals in their daily workspace, essential for the performance of all of their tasks". It aims to reveal this knowledge, understand how they are integrated into the tasks of professionals and how they incorporate, produce, use, apply and transform them, depending on the limits and resources inherent to work activities. In addition, it aims to understand the nature of this knowledge, as well as the role they play, both in teaching work and in relation to the teachers' professional identity (TARDIF; LESSARD, 2014).

The construction of this teaching praxis occurs continuously and, according to Tardif (2004), with work phases that comprise the initial school and university training in undergraduate courses, the entry into the teaching career and the development throughout professional life. Plural knowledge encompasses all knowledge acquired during the career, classified by Tardif (2004) as: knowledge of professional or pedagogical training, coming from the educational sciences; subject knowledge, defined and cultivated by the university; curricular knowledge, derived from the curricula developed by educational institutions in which they operate; and experiential knowledge, developed by the teacher in the exercise of the profession and in the constructed practice. The knowledge analyzed in this article is therefore the subject knowledge about education.

According to Lüdke and André (2013, p. 1), there is a need to "promote the confrontation between the data, the evidence, the information collected on a given subject and the accumulated theoretical knowledge". Thus, one starts from a problem and, subsequently, there is the choice of an appropriate methodology so that, throughout the development, one can reach the objectives and, consequently, the answers to the problem.

Thus, the methodology corroborates with the researcher offering the "possibility to map its study through the method, instruments, and techniques of operation, without forgetting experience and subjectivities" (MINAYO, 2010, p. 87). Thus, the production of knowledge occurs from the researcher's concerns, based on what has already been produced by those who work in the area of concentration of the chosen theme. Therefore, he assumes the role of mediator between the accumulated knowledge and the findings of the research.

In this perspective, this research is a case study, descriptive and of qualitative character, as it presents in its development the characteristics suggested by Richardson (1999) and

corroborated by Lüdke and André (2013, p. 23), when they state that "the data of qualitative research aims at a deep understanding of certain social phenomena, supported by the assumption of the greatest relevance of the subjective aspect of social action".

For data collection, documentary research on the Sucupira platform was used to obtain information regarding *stricto sensu* graduate programs in Business Administration in Brazil. As this research was carried out in the Southern region, the article dealt with 21 academic master's degree programs. This already provides a parameter for curriculum analysis of teacher training, considering that all academic master's courses in Brazil sum up to 72 programs. Qualitatively analyzing 21 programs may show us how the courses of teacher training are presented in the curricula. With this information related to the programs, we sought, on the page of each academic master's degree, data related to the curricular structure, in order to analyze the subjects related to teacher training.

First, the program website was searched and checked for information on the political-pedagogical project of the course. We also tried to find out if the curriculum with the subjects was available and whether there was any information about the teaching internship. Everything was annotated and transcribed to be presented in the form of tables, separated by state, listing the HEIs and their master's programs with the necessary information about the teacher training and related subjects. From this collection, we started the data analysis, according to the following section.

DISCUSSION OF THE RESULTS

Firstly, a survey was carried out on the number of programs at the academic master's degree level in Business Administration in the country. A total of 72 programs were found on the Sucupira platform (available at www.sucupira.capes.gov.br), that had information on the evaluated courses and were recognized by CAPES. With this information, we funneled the research to universities in the states of Paraná, Santa Catarina and Rio Grande do Sul.

In Table 1, we present the universities of the state of Paraná and the teacher training subjects offered by these programs.

	HEI	SUBJECT OFFERED	RESEARCH LINES OF THE PROGRAM
PR	PONTIFÍCIA UNIVERSIDADE CATÓLICA - PUC-PR	Pedagogical processes in higher education	Strategy in Organizations Marketing Finance
PR	UNIVERSIDADE ESTADUAL DE LONDRINA - UEL	Undergraduate Teaching Internship	Management of organizations Socio-environmental policies and management
PR	UNIVERSIDADE ESTADUAL DE MARINGÁ- UEM	Absent	Organizations and society Marketing and production chains
PR	UNIVERSIDADE FEDERAL DO PARANÁ - UFPR	Teaching practice	Strategy and organizational analysis Marketing Studies Customer Behavior
PR	UNIVERSIDADE POSITIVO - UP	Teaching Internship	Strategy, innovation and entrepreneurship Organization and change
PR	UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ - UTFPR	Absent	Management technology, work and organizations Organizational technology

Table 1 – Subjects offered in master's degree courses on Business Administration in Paraná
Source: prepared by the authors, 2019.

At PUC-PR, the Graduate Program in Business Administration (PPAD) at the School of Business offers master's and doctoral courses, promoting the training of teachers and researchers. Analyzing the offered subjects, we perceive a well-focused orientation in the business area, with tendencies to meet the market-required needs in the fields of management, finance and human training.

The subject of Pedagogical Processes in Higher Education, as well as the others, did not explicit the workload offered by the course; however, it has detailed information on the objectives, the topics studied and an extensive bibliography for research.

At UEL, the master's course in Business Administration offers the subject Undergraduate Teaching Internship, based on the objectives of the political-pedagogical project of the course. The structure of the course is designed to study and research the different organizational and management phenomena that are either cause or effect of sustainability, from a point of view that is at the same time multiparadigmatic and well-oriented.

The Undergraduate Teaching Internship is offered as an optional subject for all students, with a workload of 30 hours, which add up to two credits for the Program. For CAPES/MEC Social Demand Program scholarships, these credits in the subject are mandatory. On the website, no additional information about the subject is presented; not even a menu or other bibliographic guidelines, as is often the case with other subjects.

The Master's Degree in Business Administration of the Graduate Program in Administration (PPA-UEM) has two lines of research that guide the structure of the program. It does not present any teacher training subject in its curriculum and does not inform on the website whether there is a teaching internship for scholarship students or for any student who wants to have it, which signals strictly technical training.

The Graduate Program in Business Administration at the Federal University of Paraná (PPGADM/UFPR) has master's and doctoral courses, both of academic nature, that began in 1992 and 2005, respectively.

It offers the Teaching Practice subject, aiming to help in the training of the graduate student with regard to planning, application and evaluation of teaching practices, as well as promoting greater integration with undergraduate students. Offering a teaching practice subject is important because, as pointed out by Patrus and Lima (2014, p. 6), "graduate programs are primarily aimed at training researchers and are visibly distant from pedagogical training, especially regarding reflective awareness and critical ability". Therefore, it demonstrates a concern with the role of the future Business Administration professor.

The internship consists of subjects from the curriculum of the master's (one subject of Teaching Practice, 30 hours) and a doctorate (two subjects of Teaching Practice, 60h) courses, which are mandatory for PPGADM students. It should be noted that, by UFPR rules, Resolution No. 65-09 CEPE, Art. 29, professors who demonstrate experience in such activities and do not have a scholarship may be excused from the teaching internship (UFPR, 2009).

Still in Paraná, we have a master's degree in Business Administration from Universidade Positivo in Curitiba, whose area of concentration is in Organizations, Entrepreneurship and Internationalization. It offers the Teaching Internship with a workload of 45 hours, which, in the curriculum, aims to enable the acquisition of knowledge and techniques necessary for the student to enter the teaching activity in higher education.

The UTFPR Graduate Program in Business Administration, in Curitiba, aims to train professors, researchers and market professionals who know how to conduct scientific research and know the theoretical and practical aspects of technology in the organizational environment.

The curricular structure of the course does not offer any teacher training subject, which seems to differ from the objective proposed by the program. Analyzing the entire website, there is no information on the teaching internship, which is normally mandatory for scholarship recipients within the programs.

In Table 2, one can see that the state of Santa Catarina has six universities that offer academic master's degree programs in Business Administration, and all offer subjects related to teacher training.

	HEI	OFFERED SUBJECT ON TEACHING	RESEARCH LINES OF THE PROGRAM
sc	UNIVERSIDADE COMUNITÁRIA DA REGIÃO DE CHAPECÓ UNOCHAPECÓ	Methodology of Higher Education	Accounting and management control Management, innovation and the production chain
sc	UNIVERSIDADE DO ESTADO DE SANTA CATARINA - UDESC	Teaching internship Administration teacher training	Public administration, society and organizations Management and sustainability
sc	UNIVERSIDADE DO SUL DE SANTA CATARINA - UNISUL	Training, research and higher education	Organizational performance Innovation and society
sc	UNIVERSIDADE DO VALE DO ITAJAÍ – UNIVALI	Teaching Internship	Strategy in Organizations Management technology Sustainability, organization and society
sc	UNIVERSIDADE FEDERAL DE SANTA CATARINA - UFSC	Teaching Internship	Finance and development University management Marketing and strategy in organizations Organization and society Production and development
sc	UNIVERSIDADE REGIONAL DE BLUMENAU - FURB	Administration teaching methodology	Management of innovation in organizations Strategic management of organizations

Table 2 — Subjects offered in master's degree courses on Business Administration in Santa Catarina
Source: prepared by the authors, 2019.

The proposal for the master's course in Accounting and Administration in Santa Catarina originates from the synergy that accompanies the history of undergraduate courses in these areas since its creation at Unochapecó, in 1974. The program offers the subject of Higher Education Methodology as an optional component to students, with a workload of 45 hours.

The UDESC Academic master's degree in Business Administration has the central objective of developing and disseminating scientific and technological knowledge and preparing professionals and researchers, at the master's level, in the field of Administration.

The lines of research are centered on two axes, namely Public Administration and Society and Organizations, Management and Sustainability, offering the Teaching Internship subject as a mandatory component in its curriculum. In addition, it also optionally offers the subject of Teacher Training for Business Administration.

One can see, in the analysis of the course proposal, the commitment to the training of teachers in Business Administration, in the sense of being concerned with the teaching practice, bringing elements and themes specific to the field of didactics. It demonstrates the concern with the curricular and professional knowledge that Tardif (2014) points out as important for teacher training. In the conception of the political-pedagogical project of the master's program, there was a concern to bring the didactic element to the student.

Didactics are fundamental in teacher training, as this subject will guide the transformation of educational objectives into content. Additionally, it will provide the appropriate methods for the student to learn effectively (PIMENTA, 2008).

The Master's in Business Administration (*stricto sensu*) is part of Unisul's Graduate Program in Business Administration (PPGA). It offers the subject of Research and Higher Education Training, with a workload of 45 hours, which presents the epistemological issues of the teaching-learning process in Business Administration, teaching work and pedagogical practice: planning, teaching, learning, researching and evaluating.

The Academic Master's Course in Business Administration of Univali maintains its area of concentration in Strategy, Management and Society. Nonetheless, it offers teaching internship in its curriculum.

The Graduate Program in Business Administration (PPGA) of the Federal University of Santa Catarina (UFSC) has, as general objective, the education of masters and doctors committed to the advancement of knowledge for the exercise of research, teaching, and extension activities in Business Administration. The student of the program who has a scholarship at any time must take the Teaching Internship course, with the guidance of a supervising professor.

The Graduate Program in Business Administration (PPGAD) of FURB aims to educate and qualify professionals to carry out research, teaching and leadership activities in organizations. It includes the subject on Methodology of Business Administration Teaching, with a workload

of 45 hours, offered as an elective in the curriculum. Delimiting the teaching methodology specifically in Administration shows the importance of the professional knowledge proposed by Tardif (2002; 2014), who states that, from the relations mediated by work, the teacher constructs his guiding principles to face the daily situations of the teaching activity.

In Table 3, we notice that the state of Rio Grande do Sul has nine universities that offer an academic master's degree in Business Administration and subjects related to teacher education.

	HEI	OFFERED SUBJECT	RESEARCH LINES OF THE PROGRAM
RS	FACULDADE MERIDIONAL IMED	Teaching seminar Teaching internship	Contemporary organizational studies Strategic management and market relations
RS	FUNDAÇÃO UNIVERSIDADE DE PASSO FUNDO - FUPF	Teaching Internship I Teaching Internship II	Behavior, learning and management of personnel Competitiveness and marketing
RS	FUNDAÇÃO UNIVERSIDADE FEDERAL DO PAMPA UNIPAMPA	Teaching internship Methodology of Higher Education	Organization and development Strategy and systems
RS	PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO GRANDE DO SUL - PUC-RS	Absent	Strategy, organization and society Marketing
RS	UNIVERSIDADE DE CAXIAS DO SUL - UCS	Absent	Strategy and operations Innovation and competitiveness
RS	UNIVERSIDADE DO VALE DO RIO DOS SINOS - UNISINOS	Methodology of Higher Education Teaching Internship	Organizational strategies Competitiveness and interorganizational relations
RS	UNIVERSIDADE FEDERAL DE SANTA MARIA – UFSM	Methodology of Higher Education Teaching Internship	Economics, control and finance Strategy in organizations
RS	UNIVERSIDADE FEDERAL DO RIO GRANDE - FURG	Higher education theory and practice Teaching Internship	Organizations, market and work Management technologies
RS	UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL - UFRGS	Teaching Internship	Organizational studies Finance People management and labor relations IT and systems management

Table 3 — Subjects offered in master's degree Courses on Business Administration in Rio Grande do Sul

Source: prepared by the authors, 2019.

In the IMED master's program in Administration, two subjects oriented to teacher training are offered, one being the Teaching Seminar, included in the Complementary Training Center, while the other is the Teaching Internship. Both are mandatory for all students.

The Graduate Program in Business Administration (PPGAdm) focuses on the Strategic Management of Organizations, including studies that emphasize on generating knowledge about organizations and their relationship with the development of society. It offers Teaching Internship I and II as subjects.

The Graduate Program in Business Administration at the Federal University of Pampa - UNIPAMPA focuses on Administration and has two lines of research: Organization and Development; and Strategies and Systems.

In addition to a Teaching Internship subject, a Higher Education Methodology subject was created, both with a workload of 60 hours, in order to give more subsidies to future masters in Administration and contribute to the demand for teacher training. This concern with offering a subject with a 60-hour workload is relevant if we consider that the charge in the programs falls on their productivity, and this assessment is associated with the production and publication of academic texts and not with participation in teaching activities (SOUZA- SILVA AND DAVEL, 2005).

For the Pontifical Catholic University of Rio Grande do Sul - PUCRS, the master's degree in Administration and Business (MAN) of the Graduate Program in Administration (PPGAd) integrates theoretical knowledge and scientific research but does not offer a teaching-related subject.

At the University of Caxias do Sul, in the Graduate Program in Administration (PPGAUCS), information on teaching internship was also not found on the Program's page.

The Unisinos Graduate Program in Business Administration offers the subject of Higher Education Methodology as an optional component for students, in addition to offering the Teaching Internship. This internship has as its goals the preparation for teaching and the quality of undergraduate education; it is mandatory activity for those with scholarships and optional for other students.

The academic master's degree in Business Administration at the Federal University of Santa Maria focuses on Organizational Management. It presents, in its curriculum, the subject of Didactics of Higher Education, with 60 hours of workload and offered as an optional

component for the student. The curriculum also includes the Teaching Internship with a workload of 30 hours.

The FURG Graduate Program in Business Administration (PPGA) offers the Theory and Practice of Higher Education, with a workload of 30 hours, presenting topics such as: higher education, work and teaching knowledge, among others. It is important to highlight the subject of work and teaching knowledge in the subject's proposal. This is the only course that mentions this theme as part of the program. Emphasizing teaching knowledge demonstrates the concern with the teacher's plural knowledge, as recommended by Tardif (2014). In addition to this subject, the course also offers the Teaching Internship to those with scholarships.

In the Academic Master's Degree course on Business Administration at UFRGS (PPGA-UFRGS), the objective is to develop, according to information contained in the Program website, in-depth studies in the field of Business Administration, aiming at training for teaching and research, as well as for the development of competencies for the exercise of management activities in organizations.

On the Program page, there is no possibility to access the entire curriculum structure of the master's Course in Administration. Only the subjects offered for the academic year (or semester) are available.

The Program encourages students to undertake, as a form of experience, a teaching internship in undergraduate courses, offered by professors in the department. Master's students may carry out a teaching internship of at least 30 hours. This is mandatory for students with scholarships.

After data collection on the Sucupira Platform and on the pages of academic master's programs in Business Administration in the Southern region, we realized that, of the 21 courses offered, 13 had a subject that dealt with higher education teaching. Students are not always encouraged to take the course unless enrolled in the program, which shows that, even though these subjects are part of the curricular proposal, this does not guarantee that there is any teacher training consistent with the need for pedagogical practice. Teacher training in the Master's in Business Administration should be an even greater concern than in undergraduate courses, as stated by Souza-Silva and Davel (2005), as facing a classroom is a necessary challenge for those with master's degrees.

At the end of this stage, we reiterate that document analysis and surveys were used to identify which teacher training subjects exist in academic master's programs in Business

Administration in Southern Brazil. There was a predominance of the Teaching Internship as an activity in the curricular structure of these programs.

The concern is with programs that do not have in their structure any subject related to teacher training, which occurred in four programs. However, this does not mean that the program did not have a Teaching Internship, since the analysis concerns the information contained on the program's website. It may be that in reality there is such an offer, but it is indeed worrying that they do not present clear information in the curricular structure.

Teacher training subjects are presented in four programs, while Higher Education Methodology is presented in seven. This commitment to teacher training in graduate programs shows the importance of the theme and the concern with training masters, not only with content about Business Administration, but also with pedagogical knowledge of such content (LIBÂNEO, 2015). However, teacher training does not happen in a linear way, because the movements that direct the teacher also influence the ways of acting. It is worth mentioning that not all master's students are teachers and that many have their first contact with teaching while taking their master's degree. Thus, the concern with a training with depth, quality, and aimed at professional training is essential for the field of Business Administration, considering that the bachelor's degree does not offer didactic-pedagogical experiences.

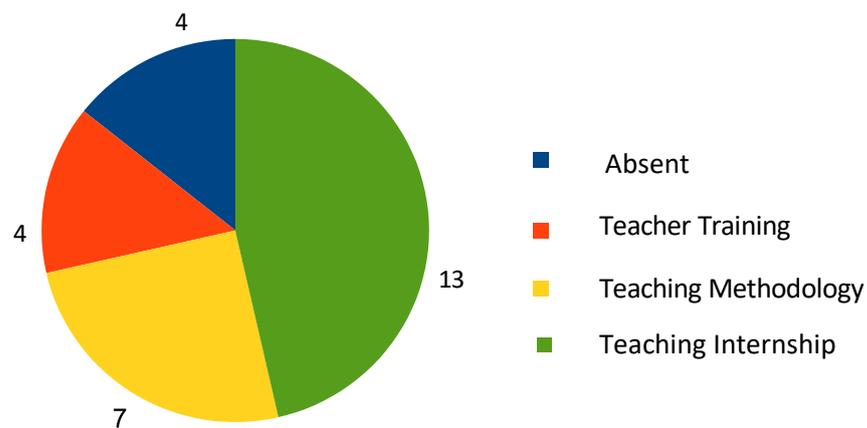
Unfortunately, this model of higher education and graduate education is not exclusive to Business Administration. Education and vocational training are adjusted to productive restructuring, arising from the new technical base and globalization processes. This perspective of development of science and technology does not include social relations, impacting the world of production and work, which contributes to the precariousness of work and structural unemployment (FRIGOTTO, 1998).

Graduate programs must propose specific values for obtaining a true critical-reflexive education that actually reflects critical and reflective actions, that underlie both the training and teaching practice, bringing to the discussion the complexity that surrounds the teacher's performance in higher education, as noted by Joaquim (2011).

In Graph 1, we show how teacher training is distributed in academic master's programs in Business Administration in Brazil, according to the survey. We classify the subjects found in three major groups: Teacher Training, Higher Education Methodology, Teacher Internship, with the addition of "Absent" to those programs in which there are no subjects related to teacher training.

We emphasize that this categorization was performed for a better understanding. All programs that offer internships were combined into Teaching Internships. Subjects that mention pedagogical practice, training or didactics were grouped as Teacher Training. Finally, programs that mention methodology remained as Higher Education Methodology.

The insertions exceed the number of programs because some courses have more than one subject on teacher training. For example, in the analysis of the 21 programs, we have 24 training courses and four programs that do not offer these courses.



Graph 1 — Distribution of subjects in the curricular structure
Source: prepared by the authors, 2019.

Through Graph 1, we can notice that 19% of graduate courses do not present Teacher Training in their curriculum, which is equal to the percentage of specific subjects on this topic. The Higher Education Methodology subject occurs in 33% of the programs, while the Teaching Internship is present in 61% of the courses. This demonstrates that, to some extent, these programs are effectively concerned with teaching training for the professional enrolled in the master's degree; however, they limit themselves to offering training courses and teaching internships in an optional way.

Evidently, a teacher is not only trained by university education and a subject on teaching training within Graduate courses. One must analyze the knowledge involved in this process. It is important to know to which extent the master's programs in Business Administration have collaborated to the training of professors and whether there has been a development of content related to didactics in these programs. However, it is also relevant to analyze what other knowledge makes up the professor's pedagogical practice and how they are articulated with the effective performance in the classroom.

CONSIDERATIONS

The training of teachers in Business Administration in Brazil has different characteristics from the professionals of more theoretical fields. These professionals go through an undergraduate course in which the focus of the bachelor's degree is in business practice, with specific subjects in the field of Business Administration being taught in isolation, often without an interdisciplinary connection between them. In rare exceptions, they are able to experience pedagogical practice in the classroom. Still, to be a professor of Business Administration, it is necessary to be graduated in the field, which leads the professional to seek expertise in courses, training and, to meet legal requirements, in academic master's degrees in the area.

Although LDB 9394/1996 predicts that teacher education takes place through master's programs, we have noticed that, in the curricula of academic master's programs in Business Administration in Brazil, this is a secondary activity. From the perspective of Tardif (2014), it can be said that technical and professional knowledge does not constitute the totality of the knowledge of higher education teachers. In this sense, *stricto sensu* graduate programs may not be effectively contributing to the training of university professors, as they do not require teaching internship, and may leave teaching and learning subjects in the background.

In compliance with the specific objective a), which was to analyze the political-pedagogical projects of graduate programs in Business Administration in Southern Brazil in order to discuss the role of *stricto sensu* graduate programs in the training of professors in higher education, we realize that the curricula, in both undergraduate and master's degrees, are not prepared to meet the need for professors in Business Administration courses. Training problems for higher education are known and discussed on a recurring basis, but we are still far from offering adequate training for future higher education professors in the field, as argued by Pimenta and Anastasiou (2002), Joaquim (2011), Cunha (2018; 2019).

We still have, in graduate programs, a marked tendency towards academic productivism, which may justify the emphasis on subjects related to the lines of research and Business Administration itself, to the detriment of the teacher training subjects. According to Patrus and Lima (2014), academic productivism, which is the requirement for the production of knowledge in serial fashion, may contribute to administrative activities and solidary attitudes to remain in the background at the university. We still need to move towards giving more importance to teaching internships, encouraging students to be future professors concerned with didactic-pedagogical issues and teaching methodologies.

Through the analyses in the Sucupira Platform and in the master's programs in Business Administration in the Southern Brazil, in compliance with the specific objective b), that is, to

identify in such programs the specific subjects of teaching or related activities, we can see that many of them offer subjects of teacher training in their curriculum; however, some of them are optional, which means that the master's student does not always choose to do them.

Tardif and Lessard (2014) point out that the construction of any professor's knowledge can come from their families, their alma mater or their personal culture; other forms of knowledge might stem from universities, higher institutions or other educational establishments (information such as programs, rules, pedagogical principles, objectives, purposes, etc.); still others might come from peers, from aptitude training, and many other options.

In this sense, professional knowledge resides in the perception of these different sources of knowledge, that might come from personal life, society, the university, other educational spaces, and places of formation, which include graduate programs.

Therefore, we see that teaching knowledge develops throughout one's career. As such, it is possible to consider it a temporal form of knowledge. As this career is part of a process in which identity dimensions intervene, the dimensions of professional socialization also translate into many phases and changes. However, in Business Administration, the vision of training for the job market often does not include training in education, even though Business Administration professionals may become professors. Many still believe that good professionals in the job market can exercise the teaching profession without specific training to do so.

Thus, the problem we raised was to understand the curricular aspects of teacher education that are presented in the political-pedagogical projects of the *stricto sensu* graduate programs in the field of Administration, in the southern region of Brazil. We found that teacher training is handled in a precarious and disciplinary manner in academic master's programs, limiting itself, in some cases, to the requirement of teaching internship as a mandatory component for scholarship students.

We show that there is a disconnect between graduate programs and the development of the future teacher with regard to didactic and pedagogical skills that are important for the teaching function. In addition, we clarify that there is still a strong link between such programs and a trend of academic productivism, revealing that the Fordist perspective is still present in the higher education system in Southern Brazil.

Finally, it is necessary to critically reflect on this technical view. We must reflect on our role as university professors and on the missions of the university as an institution. We need our conceptions about university pedagogy to be tied to a broader social view of the university's

role. As Freire (2005) argued, pedagogy is a political act. This remains true for university pedagogy.

Freire (1979) states that teaching knowledge is not only characterized as scientific and pedagogical knowledge; it is also essential that the teacher recognizes himself as a thinking being, moved by questions that impel his speech, as a way to establish listening-based teaching. It is important to question the current curricula, as well as the practices related to the Administration curricula, after understanding what this content brings and how it relates to the pedagogical practice. For that reason, it would be a propositional question to articulate the subjects of the research lines of the programs with those of training, in an interdisciplinary way, as well as to establish mandatory teaching internship for all students enrolled in the academic master's degree in Business Administration.

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