

SECTION: ARTICLES

University pedagogical advisory and the Brazilian Congress of University Pedagogy: an experience of building training space¹

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ABSTRACT

This article aims to provide elements that make it possible to reflect on training spaces and practices developed by and for university pedagogical advisors, who are responsible for pedagogy within the university. Considering the theoretical framework of university pedagogy, a training space was included in a Brazilian congress on Education, called the Brazilian Congress of University Pedagogy, which was held in 2020. Guided by a dialogical and active methodology, a workshop on university pedagogical advisory was offered in the congress, bringing together 22 professionals from 11 higher education institutions who work on the subject. This aimed to define the professional limits of advisors. The effects of this experience indicate that to build training spaces beyond those formally available can enhance learning in a given field, becoming an opportunity for self-training, which is not always possible in some functions under development.

Keywords: University Pedagogical Advisory. University Pedagogy. Pedagogical Training.

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Assessoria pedagógica universitária e o Congresso Brasileiro de Pedagogia Universitária: uma experiência de construção de espaço de formação

RESUMO

Este artigo tem como objetivo trazer elementos que possibilitem refletir sobre espaços e práticas formativas desenvolvidas por e para assessores pedagógicos universitários, que se responsabilizam pela pedagogia no interior da universidade. À luz do referencial teórico da pedagogia universitária, um espaço de formação foi inserido em um congresso brasileiro na área da educação, denominado Congresso Brasileiro de Pedagogia Universitária, que foi realizado no ano de 2020. Orientada por uma metodologia dialógica e ativa, nesse congresso foi oferecida uma oficina sobre as assessorias pedagógicas universitárias, congregando 22 profissionais de 11 instituições de ensino superior que se debruçam sobre o tema. Na oficina, buscou-se definir os limites de atuação profissional destes assessores. Os efeitos dessa experiência sinalizam que construir espaços de formação para além daqueles formalmente constituídos pode potencializar a aprendizagem em determinado campo, o que se concretiza como oportunidade de autoformação, nem sempre possível em algumas funções em construção.

Palavras-chave: Assessoria pedagógica universitária. Pedagogia universitária. Formação pedagógica.

Asesoramiento pedagógico universitario y Congreso Brasileño de Pedagogía Universitaria: una experiencia de construcción de espacio de formación

RESUMEN

Este artículo tiene como objetivo traer elementos que permitan reflexionar sobre los espacios y prácticas formativas desarrolladas por y para los asesores pedagógicos universitarios, responsables de la pedagogía dentro de la universidad. A la luz del marco teórico de la pedagogía universitaria, se incluyó un espacio de formación en un congreso brasileño en el área de la educación, denominado Congreso Brasileño de Pedagogía Universitaria, que se realizó en 2020. Guiado por una metodología dialógica y activa, en este congreso se ofreció un taller sobre asesoramiento pedagógico universitario, que reunió 22 profesionales de 11 instituciones del educación superior, que se enfocan en el tema y que apuntó como objetivo definir los límites del desempeño profesional de estos asesores. Los efectos de esta experiencia indican que construir espacios de formación más allá de los formalmente constituidos puede potenciar el aprendizaje en un campo determinado, lo que se convierte en una oportunidad de autoformación, no siempre disponible en algunas funciones en construcción.

Palabras clave: Asesoramiento pedagógico universitario. Pedagogía universitaria. Formación pedagógica.

INTRODUCTION

The discussions presented in this article have university pedagogy as theoretical support, understood as an epistemological field of production and application of pedagogical knowledge in higher education. Given the possible investigative approaches in the field, this article aims to bring elements that make it possible to reflect on training spaces and practices developed by and for university pedagogical advisors, who are responsible for pedagogy within the university.

In recent years, university pedagogy has occupied an increasingly significant space in the field of Educational Sciences, as there are noticeably countless needs expressed by universities, including a better understanding of the teaching and learning processes of adults during the period of professional training. In this sense, in a work carried out by Morosini (2001), university pedagogy is structured in three main sets of pedagogical practices, which allow the generation of new knowledge about the teaching and learning processes in higher education. They are: the practices that teachers develop in their daily activities in the classroom, in other words, the programming, teaching, and assessment of learning; the inquiry practices carried out by researchers when their object of study is University Pedagogy; and the intervention, animation, guidance, and support practices developed by university pedagogical advisors.

As per Carrasco (2020), the university pedagogical advisor is one of the subjects who is concerned with the issues of university pedagogy within the scope of higher education institutions and may be professors who have been institutionally appointed to promote the continuing education of their peers, as well as pedagogues and technicians in educational matters from federal universities, hired to monitor and develop pedagogical aspects involving teaching, research, and extension.

Based on the reflections made by Cunha (2007) regarding the issue of teacher professionalism, the author points out that this concept has been used to indicate a profession in action, in process, in motion. Gimeno-Sacristán (1999) refers to professionalism as “an expression of the specificity of the role of teachers in practice, that is, the set of actions, skills, knowledge, attitudes, and values related to it that constitute the specificity of being a teacher” (GIMENO-SACRISTÁN, 1999, p. 65). Thus, the teaching profession involves a great diversity of functions that are learned through processes of initial and continuing education, research, extension, and other sociocultural activities that involve the relationship between education and society. In this sense, as it is well put by Cunha (2007), professional practice has been increasingly valued as a space for building knowledge, and it is under this premise that we also understand the professionalism of university pedagogical advisors.

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We start, then, from the understanding that pedagogical advisory is a profession under construction and that professional development for the function occurs from carrying out their professional activities, that is, it is about in-service training. With this, we highlight the importance of creating spaces for collective professional learning, where interaction between peers plays a fundamental role in favoring the construction of a reflective and systematic professionalism, in a shared and solidary way.

In this direction, the Grupo de Estudos e Pesquisas em Pedagogia Universitária (GEPPU) [University Pedagogy Studies and Research Group], created in 2014, has established itself as a relevant place for studies and research on issues involving university pedagogy, also promoting the training of professionals and researchers involved with the activities of university pedagogical advisory. The contributions of the GEPPU advance towards the creation of training spaces, emphasizing its role in the planning and implementation of the Congresso Brasileiro de Pedagogia Universitária (CBPU) [Brazilian Congress of University Pedagogy]. Entirely conceived by the GEPPU, the CBPU has already had two editions, being that the second, which took place in January 2020, offered a workshop on *University Pedagogical Advisory*. The activity was marked by exchanges and interaction between Pedagogical Advisors and researchers from different higher education institutions. In it, it was sought to understand the discourse and development of the actions of these professionals, from a critical-reflexive activity on the profession, a context brought in this article to present the experience of the GEPPU in carrying out a training activity by and for university pedagogical advisors, as a potential opportunity for professional self-training.

THE CBPU AS A TRAINING SPACE

The second edition of CBPU took place between January 21 and 24, 2020, at the Rio Claro campus of Universidade Estadual Paulista Júlio de Mesquita Filho – UNESP [São Paulo State University]. The congress had a total of 127 participants from four regions of the country, namely: South, Southeast, Midwest, and Northeast, in addition to the Federal District, with most participants belonging to the Southeast region.

Under the theme *Politics, Teaching, and Diversity: spaces (in/from/for) the University*, the event promoted conferences with invited professors, workshops, and communication sessions, in which a total of 44 works were presented and approved. These communication sessions were organized based on the axes that make up the GEPPU, which are:

- AXIS 1 – University, language, and diversity.
- AXIS 2 – University, teaching, and the organization of pedagogical work.

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- AXIS 3 – University, governance, and public policies.
- AXIS 4 – University and training spaces.

The workshops were organized and carried out by members of the GEPPU, as shown in the chart below.



II CONGRESSO BRASILEIRO DE PEDAGOGIA UNIVERSITÁRIA

POLÍTICA, DOCÊNCIA E DIVERSIDADE:

ESPAÇOS *NA DA* PARA A UNIVERSIDADE



Agenda de Oficinas

Eixo	Oficina	Ministrante
1	Desafios da criação dos artigos científicos	Doutora Stella de Mello Silva
2	Didática do Ensino Superior	Doutor Fernando Stanzione Galizia
3	Inovação pedagógica e curricular nos projetos pedagógicos de curso	Mestra Pâmela Christina G. de Moraes
4	Metodologia Ativa e Avaliação Processual	Mestre Anderson Lima
5	Instrumentalização e Ensino de Música	Doutor Ricardo Abdalla Barros
6	Campo epistemológico da Pedagogia Universitária	Doutora Maria Antonia Ramos de Azevedo
7	Assessoria Pedagógica Universitária	Doutora Ester Almeida Helmer Mestra Amanda Rezende Costa Xavier Mestra Elaine Cristina Maldonado Mestra Lígia Bueno Zangali Carrasco
8	Encontro de Assessores Pedagógicos	Doutora Maria Antonia Ramos de Azevedo Doutora Ester Almeida Helmer Mestra Amanda Rezende Costa Xavier Mestra Elaine Cristina Maldonado Mestra Lígia Bueno Zangali Carrasco



Chart 01 – II CBPU Workshops
Source: Event Publicity.

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Translated Workshop Schedule (CHART 1):

Axis	Workshop	Speaker
1	Challenges in the creation of scientific articles	Dr Stella de Mello Silva
2	Higher Education Didactics	Dr Fernando Stanzione Galizia
3	Pedagogical and Curricular Innovation in the Pedagogical Projects of the Courses	Master Pamela Christina G. de Moraes
4	Active Methodology and Procedural Evaluation	Master Anderson Lima
5	Instrumentalization and Music Teaching	Dr Ricardo Abdalla Barros
6	Epistemological Field of University Pedagogy	Dr Maria Antonia Ramos de Azevedo
7	University Pedagogical Advisory	Dr Ester Almeida Helmer Master Amanda Rezende Costa Xavier Master Elaine Cristina Maldonado Master Lígia Bueno Zangali Carrasco
8	Meeting of Pedagogical Advisors	Dr Maria Antonia Ramos de Azevedo Dr Ester Almeida Helmer Master Amanda Rezende Costa Xavier Master Elaine Cristina Maldonado Master Lígia Bueno Zangali Carrasco

The workshop *Challenges in the creation of scientific articles* had as its main objective to help the participants to optimize time in the writing of this academic genre, working with them on the self-regulation of writing, self-observation as a critical reader and, at a second moment, the collective production of short texts according to participants' research area.

In *Higher education didactics*, the proposal was to work on the teaching and learning processes that occur in a pedagogical practice in higher education, guiding how the training of university professors should be to act in this path and what teaching conceptions guide the teacher's pedagogy practice.

The workshop *Epistemological field of university pedagogy* sought to highlight the complexity of a field of knowledge still under construction, with a view to the excellence of pedagogical processes in the university context that are subject to intervention from this field.

Pedagogical and curricular innovation in the pedagogical projects of the courses was a workshop whose main objective was to discuss and reflect on the role of the curriculum and the pedagogical political project in universities, as well as curricular policies and the way that this impacts classroom practice.

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Active methodology and procedural evaluation, in turn, focused on highlighting the relationships between the adoption of active teaching-learning methodologies and the organization of a procedural evaluation, both as sides of the same pedagogical practice.

Finally, the workshop *University pedagogical advisory* aimed to promote the recognition of the field of knowledge and performance of the University Pedagogical Advisory (UPA), through the debate of the multiplicity of functions performed by pedagogical advisors in universities.

In this set of actions, the CBPU signaled the possibility of constituting itself as a rich space for exchanging experiences and reflection, allowing us to characterize it as a training space. It is also characterized as a training strategy by articulating the theoretical-conceptual contributions to the experiences and reflections produced in the collective, from the experienced practices. In this logic, the CBPU allows us to configure it as a training space because, as stated by Nóvoa (1992), “the exchange of experiences and the sharing of knowledge consolidate spaces for mutual training, in which each teacher is called to act out, simultaneously, the role of trainer and graduate” (NÓVOA, 1992, p. 26).

UNIVERSITY PEDAGOGICAL ADVISORY WORKSHOP

As previously mentioned, the work developed by the GEPPU seeks to expand the epistemological field of university pedagogy, by organizing itself in axes that contemplate the complexity of the university context beyond the limits of university didactics and the classroom. One of the axes, specifically, Axis 4 – *University and training spaces*, has its focus on the training spaces that value the qualification of teaching work, as well as the educational and transversal processes that are located within higher education. In this axis, the discussions around university pedagogical advisory, understood as a place of Pedagogy at the university, are affiliated.

The workshop on the axis of training spaces was proposed with the aim of promoting the legitimation of the UPA's field of knowledge and performance, welcoming advisors from several Brazilian institutions, as well as researchers and university students who were working on the topic, in the quest to learn and expand the knowledge produced about these spaces and these professionals. In the context of higher education, pedagogical training consists of many and complex aspects and, here, the focus of the training action referred to in the workshop falls on pedagogical practices, whether they be practices of teachers or of advising on teaching and learning. In this direction, it is possible to affirm that this training needs expansion, as well as be given its due credit and legitimation. Graduation is a permanent requirement in the educational field, and the pedagogical advisor cannot avoid this (XAVIER, 2019).

The theory-practice articulation is a fundamental point in a training activity, as proposed in the referenced workshop. Thinking once again about higher education and university pedagogy as the theme of the training space constituted by the CBPU, this articulation is placed as insurmountable, since it is a sine qua non condition that professional training be contemplated by this articulation. A training focused on this, however, cannot evade the responsibility of providing a reflective dialogue. In this conception, Perrenoud (2001) affirms the importance of reflective practice and change not only in representations, but also in practices based on their experiences, the same direction taken by Schön (1990) when spreading the idea that training, in any area, in order to be complete, must unite theoretical questions with experience and reflection on experience. Based on these conceptual-methodological guidelines, Pimenta and Ghedin (2002) propose “professional training based on an epistemology of practice, that is, on valuing professional practice as a moment of knowledge construction, through reflection, analysis, and problematization” (PIMENTA; GHEDIN, 2002, p. 19).

This knowledge in action is the tacit, implicit, internalized knowledge that is in the action and therefore does not precede it. It is mobilized by professionals in their daily lives, configuring a habit. However, this knowledge is not enough. Faced with new situations that go beyond the routine, professionals create, build new solutions, new paths, which takes place through a process of reflection in action (PIMENTA; GHEDIN, 2002, p. 20).

The authors also show that the mastered theoretical constructs are not enough for the acquisition of knowledge for the domain of the profession and that experience by itself will not suffice, but it is in the dialogue between these aspects, permeated by reflection, that completes this process. The authors warn, however, that if we solely focus on the reflection on practice, we risk transforming it into a process – which on the one hand could be very fruitful – guided by pure instrumentality, that is, by taking solely and exclusively a practice-oriented stance. This was the direction that the *University pedagogical advisory* workshop was proposed at the II CBPU, aimed at professionals who work in universities with pedagogical advisory, as well as those who focus on the scientific study of the subject.

Thus, regarding the *University pedagogical advisory* workshop, the specific objectives were to present the concept of UPA, identify activities developed by different UPAs, distinguish pedagogical from technical-administrative functions at the university, recognize the multiplicity of UPA functions, and value the role of university pedagogical advisors. To achieve these goals and meet the desired formative and reflective assumptions, the workshop was developed in two days, reaching a total of four hours of activities.

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A total of 22 delegates participated in the two days of the *University pedagogical advisory* workshop, representing 11 higher education institutions; four of them from the South region (UFRGS, UNICENTRO, UNIPAMPA, and UFFS); one from the Midwest region (UFMS); five from the Southeast (UNESP, UFSCar, UMESp, USP, and FACCAT); and one from the Federal District (UNB).

On the first day, after the reception, the presentations began, with the request for the participants to identify themselves by name, function, and university to which they belonged. While they presented themselves, the location from where they spoke and their field of work were noted on the board. Then, the concept of UPA and its relationship with university pedagogy in the development of pedagogical actions at the university was briefly presented. After this brief explanation, the aim was to encourage participants to define the activities carried out at their universities of origin and, for that purpose, participants were invited to report the most common activities they performed within the function they occupied, while these functions were noted on paper sheets. As the participant presented their functions, they were asked to put a keyword on the form that defined the activities performed and then paste it on the board. At first, the files were disorganized on the board, without any distinction in relation to the role of the university pedagogical advisor.

Then, an activity was carried out with the participants. They were asked to form a circle. Each one received a white balloon with TRAINING written on it, because training was identified as one of the main functions of the advisor, whose prerogative is to develop and articulate teacher training within the university, in all the pedagogical dimensions that this function can achieve. This was followed by the command for the participants to “keep the training balloon afloat”, that is, to keep the balloon in the air, smacking it without allowing it to drop. Then, other balloons of different colors were thrown, representing the other activities that the participants themselves had informed in the previous sheets. As other balloons entered the game, it was explained that each color represented a function of the advisor, for example, blue balloons represented the bureaucratic procedures that they must deal with in their daily lives and the yellow ones were the urgent demands. So, several other colors of balloons were thrown at them with the request that they keep them all “afloat”, after all, none of their functions could be left without performance. The situation became chaotic during the course of the activity: but that was the objective.

From this experiential activity, it was possible to draw a reflection about the multiplicity of functions of an advisor and the need to filter what is a pedagogical role and what is a technical-administrative role. Since the advisor must be the one who takes responsibility for university pedagogy, he is not accountable for all institutional demands, even if management understands otherwise (CARRASCO, 2016). In order to keep all the

responsibilities of the UPA “in demand”, that is, well executed, this filter is essential, and this is an improvement to be built institutionally (XAVIER, 2014; 2019; CARRASCO, 2016; 2020). Otherwise, their primary responsibilities and their legitimacy for the function, as well as the function itself, go “down in value”, that is, such elements are called into question.

Thus, based on the initial survey carried out, the workshop moved on to reflect on the roles performed by the participants. In a dialogic movement between theories in the field of university pedagogy and advisory practices carried out, it was proposed to reflect on the relationship of the actions developed, represented in the forms through keywords, with pedagogical and technical-administrative functions. After these reflections, a (re)organization of the panel was proposed, which was initially disorganized, systematizing it into two groups: functions in the pedagogical scope and functions in the administrative technical scope. The participants themselves helped in the distribution of the forms in these two groups, in a manner that the result of the forms is shown in Tables 1 and 2.

Table 1 – Functions performed by university pedagogical advisors in a pedagogical scope.

FUNCTION	Frequency
Organization, planning, and implementation of teacher training in different topics: early career, pedagogical practice, academic management, and freshmen teachers	9
Teacher guidance/Coordination of the course in different topics: lesson planning, application of methodologies, inter-relational issues	3
Analysis of discipline characterization sheets	2
Student guidance: pedagogical, academic, study-related, indigenous students, student reception	2
Mediation of student-teacher conflicts	2
Support for on-campus student tutoring programs	1
Meetings with other departments (student reception) to discuss pedagogical support for students	1
Collegiate meetings to discuss training and curriculum	1
Advisory on technical-scientific plans	1
Advisory for authorized actions	1
Preparation, organization, and development of academic and scientific events	1

Source: produced by the authors based on the workshop activities.

Table 2 – Functions performed by university pedagogical advisors in the technical-administrative scope.

Function	Frequency
Organization of Freshmen Enrollments	2
Meeting minutes	1
Sector timesheets	1
Reception of visiting schools	1
Room allocation for disciplines	1
Resources for disciplines	1
Home exercises (when on leave)	1
Telephone/counter/email support/service	1
Budgeting, facilities, and purchasing meetings	1
Other bureaucratic processes	1

Source: produced by the authors based on the workshop activities.

It was possible, from this reorganization, to foster discussion around the recognition of the pedagogical function that characterizes the UPA, endorsing the experiential activities and its relationship with the theoretical construct of the UPA field. The rescuing of the activity, whose result was an infinity of colored balloons on the floor, representing functions that were not well performed, converged to the understanding that the consequence of "tossing" functions for the advisor to perform is the commitment of his effective performance of the pedagogical functions, which are the ones that truly fit them. It was also quite consensual that this is an institutional decision, which needs to recognize its pedagogical role in the UPA, so that its boundaries and institutional policy contribute to giving it value and legitimacy.

After careful observation of the (re)organized board and after all the reflection dialogued between the participants, the task of selecting the functions currently developed by the UPA in its university was suggested, focusing on the pedagogical principle of the function, and how the participants could improve the development of the UPA within the scope of their work, so that, at their university, they would have their pedagogical roles recognized. This was the direction that would be rescued on the second day of the workshop.

On the second day, the participants arrived with these topics for the discussions. They were invited to share the answers to the previous day's problematizing question. As the participants presented their reflections, a panel with keywords was set up and, based on this construction, a conceptual map was collectively prepared, because, in this way, the reflections on the development of the university pedagogical advisory concept would be

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broader. Many discussions emerged during this construction and many reports of experiences of professionals who participated in the workshop were related to the theoretical constructs worked on previously. They exposed the great difficulty of being able to dedicate themselves to training issues, inherent to their role, and recognized that the technical-administrative demands occupied practically all their work time within their institutions. They pointed out that issues related to the development of pedagogical training, both for teachers and students, as well as their self-training, were marginalized in the background. In this direction, according to the participants, the action focused on training ended up being punctual and incipient, often falling back on mere technical rationality, which confirms the field studies that signal the need for this type of training to be based on continuity and intentionality principles, in spaces that are specific for pedagogical learning, which reveals that the needs that arise among the actors in the educational process are met (SEGOVIA, 2005; CUNHA, 2010; XAVIER, 2019; CARRASCO, 2016).

The closing of the workshop prioritized a report on how other Latin American countries, especially Argentina and Uruguay, have promoted international meetings of university pedagogical advisors. The mediators narrated experiences of strengthening the UPAs in these countries, which could shed light on the work in pedagogical advisory in Brazil. Based on the experience reported, the proposal to create an UPA network in Brazil was presented, to be formally constituted, registered with the CNPq under the coordination of the members of the GEPPU who study the UPAs, with the main objectives of promoting knowledge and recognition of advisors at Brazilian universities, carry out studies on what already exists in the area, and produce publications that may help disseminate the role, its importance, and its value to Brazilian education. The reflection of this movement was the creation, still in 2020, of the Study Group on University Pedagogical Advisory, registered at a federal university under the coordination of a member of the GEPPU, whose results have signaled that this group represents a space for self-training of pedagogical advisors, an initiative admittedly lacking for this role within the constitution.

FINAL CONSIDERATIONS

The university pedagogy field has focused on studies that point to a relevant role to be played by UPAs within the different higher education pedagogical dimensions that they are responsible for. Among its primordial pedagogical functions, being more present in the advisory experiences that have been constituting themselves within the institutions, is the responsibility for the organization of spaces for pedagogical training, which provide opportunities for the higher education teachers, with whom they work towards having collective, systematized, and permanent teaching knowledge construction spaces.

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In this sense, we have seen UPAs expand their presence in Brazilian higher education, but they still lack a lot of progress to achieve the legitimacy they're due. For that, the UPAs need spaces for self-training that support the advisors in their permanent process of acquiring professionalism and professional development, a path we understand as necessary to achieve institutional legitimacy and success in the performance of their duties.

The CBPU, by taking on formative characteristics beyond an event that brings together and disseminates academic productions and discussions, is echoed in the demand for the construction of a space for the development of functions related to the field of university pedagogy, specifically by pedagogical advisors who need to act multiple roles, often without prior preparation for them, but which need to be covered by conceptual principles that guide their actions beyond a technical dimension.

The most recent experiences (UPA Network of Argentina and Uruguay, GEPPU, and GEUPA) have signaled that these spaces for self-training collaborate in raising professional awareness, in outlining the advisory role, as well as in the qualification of advisors, who in daily life deal with a multiplicity of demands that can divert them from their functions. Delimiting the field has been a quest to consolidate this role. Constituting spaces for self-training can be the step beyond, in which we need further investment.

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University pedagogical advisory and the Brazilian Congress of University Pedagogy: an experience of building training space

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