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## CHANGES IN THE IMAGINARY OF FUTURE PHYSICS TEACHERS DURING THEIR INITIAL TRAINING

*Monday, 1 October 2018 17:00 (20 minutes)*

The research presents a longitudinal study that sought to accompany a group of undergraduates students in Physics of a Brazilian Public University, from the beginning until the conclusion of this program, designed to physics teachers and called physics 'licenciatura' in Brazil. It aims to understand how the imaginary of these future physics teachers changed during their initial formation and how the program contributed to their formation. The research data was collected using questionnaires, applied at the beginning of each school year, in certain disciplines of the program. The theoretical foundation that supports the data analysis was the Discourse Analysis in its French approach.

Four data collections were carried out during the last years (2014-2018). All questions were retained, except in the first questionnaire, where we are concerned to understand, besides the questions that would serve as analysis, the personal and student profile of each of these undergraduates. Initially, forty-nine undergraduates participated in the first data collection; in the second year, this number decreased to eleven undergraduates; in the third data collection, just eight answered the survey; in the last questionnaire only three undergraduates from the initial sample participated. At the end of the program, only one of these students graduated within the expected time. Although it seems to us a very unusual data, it corresponds to the previous research carried out by Kussuda (2012) that in his research was showed the dropout of the course of Physics in the same University.

The results of the analysis of the profile of these undergraduates and how their imaginaries were modified in relation to the questions that involve assessment, the role of the teacher in the classroom and the skills that an exemplary teacher must own were presented at some important events in the area. The only student who completed the graduation within the expected time, studied his basic education in private school and the reflection of this environment, in the construction of his discourse, is evident. In the first two years of the program, the student makes various references and defense to the traditional education model in his speech, highlighting the ability to treat didactic material as something fundamental for an exemplary teacher, in addition to starting the undergraduate program defending the traditional model of learning assessment. During his graduation, after studying different disciplines that approach this subject, we perceive some changes in the imaginary of this student, where in the last year he comes to understand the assessment as a continuous process.

The conditions of production of the discourses were the elements that made possible the change in the future Physics teachers' imaginary. Just because the material conditions of discourse are directly linked to the institution, language and imaginary formations in which this student is inserted.

**Apply to be considered for a student award (Yes / No)?**

NO

**Level for award (Hons, MSc, PhD, N/A)?**

N/A

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