

INITIAL TEACHER TRAINING IN THE PIBID CONTEXT AND THE WORK WITH PORTFOLIOS

Abstract

Teacher training can and must go beyond the academy, the reflection on the university education, to understand and articulate what is considered the new profile of basic education teachers. For this purpose, the main objective of this research is to analyze the use of the portfolio as a formative strategy for the PIBID scholarship holders of the Unespar/Campus of União da Vitória Pedagogy course. The methodology is bibliographical and of field research. The theoretical framework addressed the use of portfolio as a teaching and learning resource. The field research included a questionnaire contemplated by open and closed questions, which were answered by ten students from the Faculty of Education of Unespar/Campus of União da Vitória, students who received a scholarship to develop the subproject called "Projeto Mão Amiga" (Helping Hand Project) - Capes/PIBID. Only students with scholarship who were involved in the project for over a year in this subproject were selected to be subjects of this study. Survey respondents said that the portfolio is an important resource in the hands of teachers, a methodology that offers the possibility of planning, executing and assessing the teaching process as well as looking critically and reflectively to the subjects who are involved, so to observe difficulties and / or potentialities.

Keywords: *Initial teacher training. PIBID. Portfolio.*