



# TEPE

# 2018

Teacher Education Policy in Europe

TEPE Network

## PROGRAMME AND BOOK OF ABSTRACTS

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UNIVERSITY OF MINHO

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## **ID 079 - For a Reflection in Neuroeducation – Brain-based learning method Principles and its application in Higher Education level**

**Maria Augusta R. Veiga-Branco  
I.Ribeiro**

Recent neuroscience literature has been progressively presenting studies with promising results concerning the Brain-based learning method and educational neuroscience (MB-BL/EN), (Tokuhamas-Espinosa, 2008, Willis, 2010, Liu & Chiang, 2014, Ramos, 2014, Edelenbosch et al., 2015) as pedagogical practice hypothesis in Neuroscience, as way of promoting learning and facilitating memories. To know the method Brain-based learning and educational neuroscience Principles, Tenets and Guidelines, and, recognize it as standard structures in Neuroeducation to a theoretical conceptual model at higher education level. A qualitative study was carried out through a systematic review of the literature, in Neuroeducation, from three databases, RCAAP, SCielo and Scopus, in articles and theses, published between 2008 and 2018, in English, Spanish language and Portuguese expression. The resulting analysis revealed: 1) the more recent the literature on neuroscience, the more frequent is the emergence of the principles of education based on neuroscience (brain-based learning); 2) The MB-BL/EN model presents 12 Standard Principles (PP), (Tenets) and 22 Neuro-Structural Principles (NAPs), that underlie 10 Neuro-Didactic Guidelines (ONDs); 3) These principles include respect for memories and their respective neurocognitive functions, basic human needs (food, hydration, socialization), humor and affective relationship; 4) Neuroplasticity is fundamental to learning and occurs in all stages of human life; 5) Emotion, motivation, moderate stress and multisensory stimuli are scientifically related to the promotion of learning, 6) The binomial time of attention / resting time, the multisensoriality in pedagogical techniques, insert the Neuro-didactic Orientations of this method. The concepts inherent to the 22 Neuro-Structural Principles (PNE), as well as the 12 Standard Principles (PP), (Tenets), and the 10 Neuro-Didactic Guidelines (OND) (Guidelines), presented in the paradigm of brain-based learning (MB-BL/EN), reveals that this model can be conceptually developed and applied in.

## **ID 080 - Comparative Analysis between Good Teacher idealized Profile, and Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN)**

**Maria Augusta R. Veiga-Branco  
I.Ribeiro**

Neuroscience literature presents contributions to pedagogical field, in emotion and motivation (Everaert et al, 2017), attention, learning and memory (Ma et al., 2018), with pedagogical practices proposals and teaching-learning strategies, arguing teachers should recognize brain functions to new methodologies, as knowledge promoters. The practical expression of these contributions, related to teachers practice training emerged in method of Brain-based learning and educational neuroscience (MB-BL/EN), (Edelenbosch et al., 2015), through 10 Neuro-Didactic Guidelines (NDG) present in this paradigm. This study compared the Profile of the "Good Teacher", idealized by the students, with the Neuro-Didactic Guidelines (OND) of the Brain-based learning and educational neuroscience method (MB-BL/EN). Descriptive, cross-sectional and observational quantitative study, through the Form application: "Learning Strategies and Memories: Neuroeducation Perspective" on a snowball sample of higher education students between March and November 2017, built for this purpose, available on Google Form with electronic sending. Sample consisted of 119 students who attended a course at the graduate and masters levels in scientific health areas (Nursing, Gerontology and Dietetics and Nutrition), in the academic year 2017/2018, in a public institution in the North, with 16% male and 84% female elements, ranged in age from 19 to 36 years. From descriptive analysis of results, it was verified that sample created a teacher profile, corroborating the Neuro-Didactic Guidelines (NDG) of Neuroeducation, perceiving as determinants of "competent teacher": knowledge, respect for neurodiversity with application of active and multi-sensory methodologies, ability to stimulate and self-motivate students. The profile selected by the students, in a personal and intuitive way,

corroborated 9 of the 10 Neuro-Didactic Guidelines (DND) (Guidelines), presented in the MB-BL/EN paradigm. This reflection shows that this model makes perfect sense, so, teachers training should be conceptually developed in this perspective.

## **ID 081 - National Teacher Education Policies and their alignment with International Guidelines**

**Marilde Queiroz Guedes**  
**Luís Alexandre da Fonseca Tinoca**

When discussing public policy, teacher education is often considered a key issue for debate, reflection and scientific analysis. It is recognized as a central topic for the promotion of quality in the educational system. However, it often lacks the development of a shared knowledge base concerning the factors influencing it, capable of successfully influencing national policies. Therefore, our main goal is to theoretically discuss how international documents and counsels (e.g. OECD, World Bank, European Commission) framed by international public policy frameworks (Barroso & Carvalho, 2007; Sguissardi, 2009) as well as teacher education recommendations (Hokka et al., 2010, Almeida, 2006; Alarcão, 1998; Cochran-Smith et al., 2008; Nóvoa, 1999; Korthagen et al., 2006) have been transposed into national policies. In a worldwide context of economic crisis over the last two decades, most countries have suffered tremendous budgetary cuts, with education often being one of the most targeted sectors (Canan, 2016). In the context of educational reform, teacher education is often the focus of a political discourse intending the improvement of quality of education. However, and in a contradictory manner, the implemented educational policies often disregard international guidelines, favoring lighter, massified and often of dubious quality, eminently economic, teacher education policies leading us to infer that it is subordinated to economic market interests. In this study, we focus on two countries: Brazil and Portugal; aiming to analyze recent teacher education reform efforts, over the last 15 years, and their alignment with international guidelines and teacher education experts' recommendations.

## **ID 082 - Critical incident analysis and the route to change**

**Susana Caetano Domingos**  
**Ana Margarida Veiga Simão**

The study presented is drawn upon the problematic of the relationship between personal and professional development, teacher training needs, professional identity and educational change, focusing in research and practice in teacher education. The current research about the feasibility on the use of the Critical Incidents technique as a methodology for pedagogical training was developed in a polytechnic institution in Portugal. We followed a qualitative approach, in which two teachers and two classes of undergraduate students were involved, and in which we have triangulated different instruments at different moments during the investigation. The main objective was to contribute to the creation of professional development programs, focusing on pedagogical activity. The intention to encourage the deepening of critical reflection, as well as to promote changes in teaching practices in higher education were also amongst our main goals. Through the study, teachers and students expressed themselves about the most likely issues to cause critical incidents, from the educational factors that participant teachers take into account when planning their teaching activities, to the perception of their own role and also the teaching approach they practice. We were also able to identify the emotions concerning their teaching. From a more analytical and interpretative perspective, the results show that the knowledge of students and teachers' perceptions by each other could be a valuable methodology, once it enhances the change in teaching practice, through a reflexive, analytical and critical process of those involved. In conclusion, the overall results point that the use of the Critical Incidents technique has potential for future application as a methodological tool of pedagogical training and therefore open way to a new look in teacher's high education practice.