

INITIAL TRAINING OF MATHEMATICS TEACHERS: A CHALLENGING EXPERIENCE THROUGH PIBID/UNIMONTES

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One of the main conclusions drawn from the results of the National Assessment of Educational (DALLADRIDA, 2012) was that the performance of Brazilian elementary students in Mathematics was below an acceptable level. Modifications presented by the evolution of teaching / learning and by technological developments meant it was necessary to revise concepts of education, especially in Mathematics, requiring a postural review of patterns in the educational process and the breaking of old paradigms. The Federal Government of Brazil created the Programa Institucional de Bolsas de Iniciação à Docência/PIBID (Institutional Scholarship Program for New Teachers). PIBID is a programme designed by the Brazilian Ministry of Education and aims to motivate graduates to work in the teaching of ELEMENTARY education. The programme offers grants for undergraduate students to begin teacher training, working in schools using innovative methodologies. LOPES, et al (2011), points out the necessity of higher education students being involved with the training of professionals who will work on elementary education by establishing a constant interrelation between them. The Sub Project GEOMETRIA DINAMICA UNIMONTES (Dynamic Geometry UNIMONTES) is part of the PIBID and aims to awaken an interest in teaching and learning in Mathematics students. With this statement, we intend to disclose a history of the activities developed by GD in a school in Montes Claros, Brazil, also a PIBID contributor. In 20 months, GD enabled undergraduates to become familiar with the school and the teachers' pedagogy, to administer workshops and to intervene to improve the quality of teaching discipline.

References

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