

Área: EDU

## Campo de Formação Acadêmica e Atuação Profissional no ensino superior de egressos do Curso de Licenciatura em Química da UEPG.

Any Caroline R. da Silva (PQ)<sup>1\*</sup>, Leila I. F. Freire (PQ)<sup>1</sup>, Marilei C. M. Sandri (PQ)<sup>1</sup>.

anyysil8@gmail.com.

<sup>1</sup>Departamento de Química, UEPG – Universidade Estadual de Ponta Grossa.

Palavras Chave: Egressos, Trajetória docente, Licenciatura em Química.

### Highlights

Field of Academic Education and Professional Practice in Higher Education of Graduates from the Chemistry Teaching Degree Program at UEPG.

This research aims to understand the career paths of graduates from the Chemistry Teaching Degree Program at UEPG who work or have worked as professors in higher education, highlighting their academic background and professional practice.

### Resumo/Abstract

Considering the relevance of Teacher Education, this research aims to understand the trajectories followed by graduates of the Chemistry Teaching Degree Program at UEPG who work or have worked as professors in higher education. The study is exploratory and descriptive in nature, seeking to identify the predominant areas of academic training and professional placement, relating the educational path to teaching practice in higher education. To support the analysis, we draw on the theoretical contributions of Pierre Bourdieu, particularly regarding the notions of trajectory, choices, and insertion into academic and professional fields. The research corpus consists of 50 Lattes résumés of graduates from 1998 to 2018. The information analyzed and detailed in this study is presented in Figure 1.

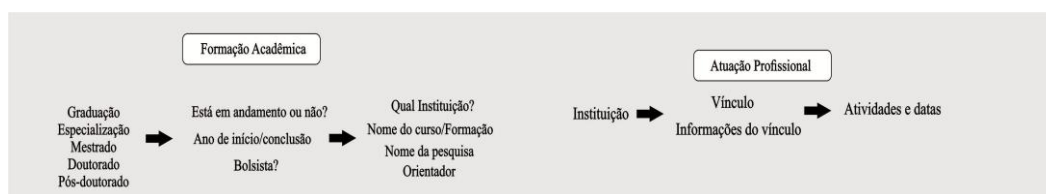


Figure 1: Elements observed in our research corpus (Source: the author).

The data analysis was based on Bardin's Content Analysis, with data collection carried out through the recording units present in the résumés, covering the period from 1994 (the start of the first class) to 2019 (the year the résumés were collected). The results revealed that the academic training of the graduates was mainly concentrated in the field of Chemistry, constituting an embodied and institutionalized cultural capital strongly linked to this area. We identified the institutions where the training took place, as well as the conditions under which it occurred (with or without scholarships). It was found that *lato sensu* programs are more frequent in private institutions, while *stricto sensu* programs are predominantly offered by public institutions, generally supported by scholarships. Professional placement in higher education occurred mainly in public institutions, through competitive examinations, involving work in different programs, levels, and research activities, mostly focused on Chemistry. We conclude that academic training and professional practice are concentrated in the field of Chemistry, but we also emphasize the need to reflect on the subjects offered in the program, considering that teacher education goes beyond mere content mastery.

### Agradecimentos/Acknowledgments

To the institution, to the professors of the Master's program, and especially to my professors Leila and Marilei.