

2.2. New training and professional development models

SP - (18778) - PERCEPTION OF UNDERGRADUATE STUDENTS ABOUT THEIR LEARNING DIFFICULTIES: CHALLENGES FOR TEACHER EDUCATION IN BRAZIL

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Short Abstract

Introduction: Learning problems appearing in courses of basic teacher training are usually neglected in researches and are silenced in the universities. Policies intended to democratize education have expanded the access to Brazilian universities. The number of university enrollments grew 43.7 percent between 2009 and 2019, however the drop-out rate was 59 percent of those who began the course in 2010 (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2019). Several factors make academic achievement difficult must be highlighted, including gaps resulting from precarious schooling. Higher-education life demands certain postures that, if they have not been developed, may cause psychic suffering, academic drop-out, and meager education (Coulon, 2017). Basic teacher training courses face the challenge of promoting access to primary knowledge oriented towards a critical and reflexive formation, as proposed by Nóvoa (1992), Freire (1996) and Pimenta (1997). In this regard, it is important to listen to students about their learning difficulties. **Research Questions:** What difficulties have students in basic teacher training had in their learning? What are the factors that most adversely affect their learning? **Methodology:** It is a research using mixed methods which combine quantitative and qualitative analyses (Creswell & Clark, 2011) with non-probabilistic convenience sampling. The study was conducted with 123 students from degree courses in Pedagogy and Language/Literature in remote/online mode in 2021. The choice was a thematic analysis stemming from two questions in a wider questionnaire: "What is difficult for you to learn?" (open question) and "What are the factors that have mostly disturbed your learning?" (multiple choice question). **Results:** The contents considered most difficult by students were: those related to calculations and mathematical reasoning, mentioned by 23.57 percent of participants; linguistic and grammar, 16.26 percent; abstract concepts and theories, 15.44 percent; disciplines of education fundamentals, - History, Sociology, Philosophy, and Psychology - 12.19 percent. In addition, difficulties were mentioned regarding texts with complex vocabular, with no visual clues, with no daily application, and those demanding some kind of memorization. Concerning the factors that disturb learning, the highlights were: feeling of anxiety (78 percent) and sadness (69.9 percent); difficulty of attention and concentration (65 percent); excessive time looking at screens (53.7 percent); difficulty to balance study and work (43.9 percent); concerns associated with the pandemic (43.1 percent); difficulty to organize oneself (42.3 percent); lack of perspectives for the future (42.3%); excessive time in social networks (35.8%), among other aspects. **Final Considerations:** Critical and reflexive teacher education requires attention mainly to (i) gaps students bring from their formative itineraries, (ii) their life conditions, and (iii) lack of academic habits. These three aspects may cause difficulties to learn contents that demand concentration, organization, and logical-abstract reasoning. It is likely that these difficulties, added to the absence of perspectives for the future, especially in this pandemic context, contribute to intensify feelings of anxiety and sadness. Such feelings may drive them even more towards short-sighted psychic and social satisfactions, predominantly in the digital media, as a way to escape which generates a cycle that tends to complicate academic achievement.

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