

## **SYMP - (18624) - EXPLORING PEDAGOGICAL PRACTICES IN HIGHER EDUCATION IN PORTUGAL: A REVIEW OF TEACHER'S PEDAGOGICAL TRAINING OFFER AND AN ANALYSIS OF A PARTICULAR EXPERIENCE**

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### **Short Abstract**

The curricular reform imposed by the Bologna Process points out to the reconfiguration of teaching practices in higher education. Centered on the affirmation of the so-called paradigm shift from the knowledge transmission model to the student-centered learning model, this reform entails the need to promote training initiatives directed towards the transformation of teaching. Within this scenario, in a first moment we present a review of the existing offer in Portugal, in both universities (Xavier & Leite, 2019) and polytechnic institutes (...), considering formal and informal dynamics of professional development (Richter et al., 2011) of higher education teachers. In a second moment, we will present and discuss, a post-graduate degree on Pedagogy in Higher Education, offered by the Institute of Education of the University of Lisbon since 2019; highlighting the collective sharing dynamics (Ingold, 2018; Masschelein & Simons, 2018) generated within this particular initiative and its contributions for the professional development of teachers. On the one hand, by mapping the existing offer in Portugal, we offer a general overview about the way in which institutional structures are dealing with this pedagogical dimension of the Bologna Process, the way they are allocated in the universities and polytechnics organization, the level of institutional commitment with their teacher's education. On the other hand, the focus on a specific post-graduate degree will allow us to present and discuss the way in which this particular experience addresses these questions and its possible contributions for thinking training practices and dynamics for teachers' pedagogical practices in higher education.

### **References**

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