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Study of socio-ecological sustainability in the continuing education of Pedagogy teachers from the perspective of gamification

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INTRODUCTION

Higher education is the ideal space for disseminating the approach to socio-ecological sustainability in this century's threshold. However, it has been limited in the curricula of courses at higher institutions, but it can be an action to be taken by professors in the teaching-learning process, aiming to face up to ecosocial challenges. The process of teacher training must take place through training subsidies that take into account the new curricular guidelines, seeking to meet, in a critical and creative way, the changes introduced in the national way of teaching by Law no. 9394, December 20, 1996, Law of Guidelines and Bases of National Education. This law operates in the field of education, with the principles and purposes of national education, the right to education and the duty to educate, becoming a reference in the structuring of the educational system.

OBJECTIVE

❖ Investigate the continuing education of Pedagogy teachers at Faculdade Uninassau de Natal-RN regarding the approach to socio-ecological sustainability in teaching practice towards the promotion of sustainability through gamification.

METHODOLOGY

❖ The methodology follows the principles of a qualitative, applied and theoretically based research; documentary and curricular analysis procedures, as well as survey of primary data from the application of an online questionnaire with 15 teachers.



Image from Faculdade Uninassau Natal in Rio Grande do Norte, Brazil.

RESULTS

❖ The results of the study point to significant contributions to the improvement of teaching-learning, showing the particular interest of teachers in adequate training, towards an innovative socio-ecological professional profile, made possible by new active methodologies, such as gamification. This will allow for intellectual independence, the improvement of higher education, especially in terms of overcoming a hidden curriculum of unsustainability in force. In short, due to the impossibility of the socio-ecological approach in the context of the Pedagogy course for several reasons, it was possible to build a continuing education course for teachers using gamification, aiming to support the training of teachers in a dynamic and active way for a teach-learn about current ecosocial crises in the educational context.

FINAL CONSIDERATIONS

❖ It is concluded that education is an ecosocial transformation strategy, as it is associated with technical-scientific and political changes, but above all with the resolution of the socio-ecological challenges of humanity. This will allow for the reformulation or renewal of learning spaces, making them more active and dynamic; as well as centered on the role of the teacher as a mediating agent in the teaching-learning process of higher education.

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