

CONTINUING FORMATION AND THE USE OF COMPUTER RESOURCES¹

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The advent of a technology always ends up causing revolution and nowadays the computer has been causing this effect in different sectors of the society and in education, are the changes so significant? Is the school able to use this tool to the teaching and the learning process? Are teachers prepared to make use of this resource in their classes? We believe that the inclusion of computational resources in pedagogical practice will only happen when the teacher experiences the process and when the technology represents an important means to improve their classes.

Thus, the existence of spaces for teachers to exchange experiences, learning and teaching, is important in their formation. Concerning the use of media in the classroom, we emphasize that necessarily imply a review of practices developed so that they can propose real changes.

In this context, we investigate in continuing education courses to address the question of the use of computational resources in the teaching of mathematics and what its impact on activities developed in the classroom by teachers. To this end, we sent an online questionnaire to mathematics teachers. Another questionnaire was sent personally to the municipal secretaries of education, with the objective of investigate the existence of computer labs in schools and how they conceive the offer of continuing education courses contemplating the use of

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computational resources in mathematics education. We also held an interview with the Regional Education Coordinator, in which we sought to investigate about the incentive that they offer to their teachers regarding to continuing education and the reality of the computer labs of schools.

From the data collected we decided to offer continuing education that discusses the use of computational resources in mathematics classes. The continued formation will follow assumptions of Fiorenti (2003) and we will explore different mathematical content dealt in schools of Basic Education.

With the objective of having the active participation of teachers in the formation process, we chose to make this work based on the methodology of action research that seeks exactly to start from a concern or need in the classroom, and having identified a specific problem, to formulate possible solutions to be implemented and tested (THIOLLENT, 1999). Participants will have to develop in their pedagogical practice, activities involving the use of computational resources and, by means of written reports and conversations, to bring to the large group the results as well as their concerns and difficulties.

Keywords: continuing education, computing resources, Math.

Referências

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