

Bibliographical Review on the theme Educational Innovation in continuing education programs of science teachers

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Abstract. This communication is a cut of a doctoral research in progress on the theme of Educational Innovation, Teaching Physics in the initial years and continuing education. In a first stage of the research there was a need to define what we mean by educational innovation and how this theme is present in recent work involving teacher training. The survey allowed the listing of criteria that could be used in the characterization of possible indicators of pedagogical innovation that the participating teachers presented during the course development and application..

1 The Bibliographical Review

The literary production selected for this work consists of national theses and dissertations published in the Portal of Periodicals CAPES / MEC: in the databases: SUCUPIRA¹ and BDTD². We found 29 references, which include the word innovation. After initial consultation with abstracts of these productions, we decided to select those that presented theoretical references on innovation and teacher training simultaneously. We used the job analysis form, as shown in Table 1 (Fig.1).

RESEARCH	ASPECTS RELATED TO INNOVATION
EDUCATIONAL PRACTICES MEASURED BY DIGITAL NETWORK TECHNOLOGIES: NEWS OR INNOVATIONS? [1] Quadros (2013)	It is investigated the way in which female students who are graduates of Distance Education at the Federal University of Rio Grande do Sul are using the digital network technologies.
THE CONSTITUTION OF TEACHING PROFESSIONALS AND PEDAGOGICAL INNOVATION IN BASIC EDUCATION [2] Salami (2013)	It is analyzed how the personal, academic and professional trajectories potentiate to identify indicators of pedagogical innovation based on reports of teachers of the Basic Education of the College La Salle Esteio.
DISTANCE EDUCATION AND ITS IMPACT ON PUBLIC TEACHER TRAINING POLICIES [3] Pietri (2013)	It is highlighted in the research three programs that integrate the public policy of teacher training that has been implemented in Brazil. They are the Open University of Brazil (UAB), Proforma and Pro-Licenciatura.

¹Disponível: http://www-periodicos-capes.gov.br.ez34.periodicos.capes.gov.br/index.php?option=com_phome&Itemid=68&

² Biblioteca Digital Brasileira de Teses e Dissertações (BDTD)

PIBID CONTRIBUTIONS TO INITIAL TEACHER TRAINING: THE THIRD MARGIN OF THE RIO [4] Gonzatti (2015)	The author has developed two approaches to analysis. The first one aims to reflect on the contributions of the Pibid with regard to models of teacher training.
PEDAGOGICAL TEACHERS AND INNOVATION: DIOLES OF SCHOOL PRACTICES. [5] Mello (2001)	The relationship between the demands for pedagogical innovation in the context of a curricular movement in the state of Santa Catarina is discussed.
CONTINUED TRAINING IN THE SERVICE AND PEDAGOGICAL INNOVATIONS: FIELD OF THE POSSIBLE [6] Albuquerque (2016)	Survey and analysis of indicators that lead some literacy teachers to implement or not innovations in their pedagogical practice and to examine whether continuing education in the service would contribute to this.

Fig. 1: Academic research that deals with innovation and teacher training simultaneously in the area of Education

2 Analysis And Implications For Our Research Of Doctoral In Science Teaching

It should be noted that the volume of research on the theme of Educational Innovation remains scarce, as already indicated by [7] Matos (2010); Only ONE study: Gonzatti (2015) seems to meet all the criteria considered by [8] Blanco and Messina (2000). The author points out that the results indicate that the initiation to teaching through the PIBID have been constituted as a space of confluence and contrast of perspectives of beliefs and conceptions about the teaching and therefore fulfilled its purposes in what concerns in the innovation in the formation of teachers.

3 References

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- [5] MELLO, J.G., . **Professoras E Inovação Pedagógica. Florianópolis, SC,** Dissertação (Mestrado) Universidade Federal de Santa Catarina 2001
- [6] ALBUQUERQUE, E. A. S. Universidade Federal de Santa Catarina. **Formação Continuada No Serviço E Inovações Pedagógicas.** Florianópolis, SC, 2006.
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- [8] BLANCO, G. R.; MESSINA. G. R. **Estado del arte sobre las innovaciones educativas en América Latina.** Santafé de Bogotá, Colômbia: Convênio Andrés Bello, 2000. 180p