Curriculum movements in higher education: (The Iranian experience) .............................................................. 183
Vajargah, Kourosh Fathi (kouroshfathi2@gmail.com); Shahid Beheshti University, Tehran, Iran ........................................... 183

Debate as a practices in Higher Education curricula ................................................................. 191
Choque, Karelia (kareliaqueen@hotmail.com); FPCEUP, Portugal ................................................................. 191
Mouraz, Ana (anamouraz@fpce.up.pt); FPCEUP, Portugal ................................................................. 191

Crossing the gap between high school and Higher Education: The gap year experience ......................... 200
Araújo, Lígia (ligiaalexandrarauro@gmail.com); Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal ................................................................. 200

“Flipped classroom” as new challenge in higher education: a multi case study .................................................. 207
Rodrigues, D. (deborasvrodrigues@gmail.com); Faculdade de Psicologia e Ciências da Educação da Universidade do Porto, Portugal 207
Mouraz, A. (anamouraz@fpce.up.pt); Faculdade de Psicologia e Ciências da Educação da Universidade do Porto, Portugal ................................................................. 207

Integrating the prevention of gender-based violence in the curriculum design and development with high school teachers ........................................................................................................... 221
Magalhães, Maria José; FPCEUP, CIEG, UMAR, Portugal ........................................................................ 221
Ponholdeira, Cátia; ISMAI, UMAR, Portugal ........................................................................ 221
Guerreiro, Ana; ISMAI, UMAR, Portugal ........................................................................ 221
Ribeiro, Patrícia; UMAR, Portugal ........................................................................ 221

Policies of higher education qualifications: the pedagogy curriculum in discussion ................................................. 233
Sarturi, Rosane C. (rcsarturi@gmail.com); Universidade Federal de Santa Maria, Brazil ................................................. 233
Possebon, Camila M. (camisa.mp@gmail.com); Universidade Federal de Santa Maria, Brazil ................................................. 233
Veleda, Nicole Z. (nicoleveleda@gmail.com); Universidade Federal de Santa Maria, Brazil ................................................. 233

Change: routes and challenges in higher education and training in Design .................................................. 245
Guerreiro, Maria Caeiro M. (mcguerreiro@ualg.pt); Universidade do Algarve, Portugal ................................................................. 245

The practicum in the acquisition of professional competencies ........................................................................ 248
Rosselló, Maria Rosa (mrosa.rossello@uib.es); Universitat de les Illes Balears, Spain ................................................................. 248
Ferrer, Maria (maria.ferrer-ribot@uib.es); Universitat de les Illes Balears, Spain ................................................................. 248
Pinya, Carme (carme.pinya@uib.es); Universitat de les Illes Balears, Spain ................................................................. 248

PRACTICES AND DISCOURSES ......................................................................................................................... 251

Developing University teaching in health - Knowledge and practice: Experience as a postgraduate student 252
Gatto Júnior, José Renato (jrggatto@gmail.com); EERP-USP, Brazil ................................................................. 252
Gonçalves, Marlene Fagundes Carvalho (mgoncalves@eerp.usp.br); EERP-USP, Brazil ................................................................. 252
Fortuna, Cinira Magali (fortuna@eerp.usp.br); EERP-USP, Brazil ................................................................. 252
Clapis, Maria José (maclapis@eerp.usp.br); EERP-USP, Brazil ................................................................. 252
Bueno, Sonia Maria Villela (smvillela@eerp.usp.br); EERP-USP, Brazil ................................................................. 252

The curriculum of Brazilian public schools: The relevant knowledge in the teachers’ perspective......................... 260
Galian, Cláudia V. A. (claudiavalentina@usp.br); School of Education, University of São Paulo, Brazil ................................................................. 260

Pedagogical approaches to oral history in schools: The case of two high school classrooms ..................................... 273
Christodoulou, Nikoletta (nchristodoulou@gru.edu), Georgia Regents University, United States of America ................................................................. 273

Educational terminology misusage by professors in nursing undergraduation: Review ........................................... 290
Gatto Júnior, José Renato (jrggatto@gmail.com); EERP-USP, Brazil ................................................................. 290
Almeida, Edmar Jaime de; EERP-USP, Brazil ................................................................. 290
Bueno, Sonia Maria Villela (smvillela@eerp.usp.br); EERP-USP, Brazil ................................................................. 290

Introduction .................................................................................................................................................................. 291
The professional teaching practices transformation with reference to Telessala™ Methodology: "A case study of autonomy program from their educators biographies and narrative of life" ............................................................... 299

Mendonça, Ana Teresa Pollo (tecamendonca@yahoo.com); Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal ........................................................................................................... 299

Initial formation of teachers through distance education in Sergipe: Curriculum and unfoldments .......... 311

Souto, Paulo Heinar (heinarpbh@gmail.com); Universidade Federal de Sergipe, Brazil ........................................ 311

School subject community in times of death of the Subject ................................................................. 333

Melo, Maria Júlia C. (melo.mariajulia@gmail.com); Universidade Federal de Pernambuco, Brazil ......................... 322

Almeida, Lucinalva A. A. de (nina.ataide@gmail.com); Universidade Federal de Pernambuco, Brazil ......................... 322

Curriculum and curriculum contextualisation: Theory and practice of student teachers .................. 340

Martins, Felisbela (felisbela.martins@gmail.com); Faculty of Arts and Humanities of the University of Porto, CEGOT - Centre of Studies on Geography and Spatial Planning, Portugal ............................................................. 340

The curricular demands of the Penguin Revolution in Brazil fighting for quality education .................. 351

Leal, Luis (luishistorico@gmail.com); Universidade do Estado do Rio de Janeiro, Brazil .............................. 351

Brazilian superior education: The new curriculum structure of Federal Universities ......................... 357

Silveira, Ana Paula (a.silveirapaula@yahoo.com.br); Universidade Estadual de Campinas – UNICAMP, Brazil .................................................. 357

Group work as a factor enhancing curriculum integration in primary education ........................................ 361

Pereira, Cândida (candidafilipaperere@hotmail.com); Instituto Politécnico de Viseu, C&DETS, Escola Superior de Educação, Portugal .......................................................... 361

Schools’ External Evaluation in the perspective of the Department Coordinators ................................. 394

Costa, Natália; University of Minho, Portugal ........................................................................................................ 394

Sousa, Joana; University of Minho, Portugal ........................................................................................................ 394

The curricular practices of the trainee-teachers: An analysis of the movement between the graduation curriculum and teaching practices in the portuguese language area ...................................................................................................... 401

Almeida, Lucinalva Andrade Ataide de (nina.ataide@gmail.com); UFPE, Brazil ............................................................... 401

Silva, Alessandro da (alexa-silva@gmail.com); UFPE, Brazil ........................................................................................................ 401

The communicative effect of lectures and communications in High School ........................................ 410

Santos, André F. (andrefreitassantos@outlook.com); Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal ........................................................................................................... 410

Mouraz, Ana (anamouraz@fpc.e.up.pt); Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto, Portugal .............................................................. 410

Analysis of a teaching sequence according to the theoretical and methodological foundations of dialectical mediation .................................................................................................................. 419

Nalle, Juliana G. S. (julianagiselle.s@gmail.com); UNESP Universidade Estadual Paulista – FCLAr, Brazil .............................................................. 419

Dall’Acqua, Maria J. C. (juliacandal@gmail.com); UNESP Universidade Estadual Paulista - FCLAr, Brazil ................................. 419
THEORETICAL AND METHODOLOGICAL CURRICULUM PERSPECTIVES .................................................................442

From focus group to Djumbai, from researcher to messenger – Reflections from cross-cultural curriculum studies research in Guinea-Bissau ........................................................................................................................................443

Curriculum and Didactics: A matter of power. The case of the University of Madeira ................................................................................................................................................450

SOCIAL AND PERSONAL CURRICULUM IMPACT ..........................................................................................466

Mapping the city – opportunities for curriculum in urban educational contexts ..........................................................................................................................................................467

Prevention of gender violence in kindergarten: A look from curriculum studies ........................................................................................................................................................................477

Immigrants’ families in United States with school-age children returned to Portugal ..................................................................................................................................................483

TECHNOLOGIES .................................................................................................................................................497

Reasserting curriculum design through virtual learning environments: The case of MAPE .........................................................498

The NMC Horizon Report Europe 2014 schools edition as a supranational curricular act ..................................................................................................................................................508

The implications in the curriculum of the school full time related to the ongoing formation of teachers: The use of new technologies of information and communication - NTIC theory practice .................................................................................................................................514

‘Digital immigrants’ versus ‘digital natives’: Problematizing the speech of digital technologies in curriculum policies in Brazil ........................................................................................................................................527
Curriculum practices in the formation of history teachers in Sergipe in distance education: Permanences and changes ................................................................. 539
Souto, Paulo H. (heinmarphs@hotmail.com); Universidade Federal de Sergipe, Brazil ................................................................. 539
Neto, José B. (josebn@uol.com.br); Universidade Federal de Pernambuco, Brazil ................................................................. 539
Curricular reflections in the USA: Teaching teachers the edTPA ................................................................. 553
Todd Alan Price, National Louis University ................................................................. 553
Lesson study and curriculum development ............................................................................. 564
Ponte, João Pedro (jponte@ie.ulisboa.pt); Instituto de Educação, Universidade de Lisboa, Portugal ................................................................. 564
Quresma, Marisa (mq@campus.ul.pt); Instituto de Educação, Universidade de Lisboa, Portugal ................................................................. 564
Mata-Pereira, Joana (joanamatapereira@campus.ul.pt); Instituto de Educação, Universidade de Lisboa, Portugal ................................................................. 564
Baptista, Mónica (mbaptista@ie.ulisboa.pt); Instituto de Educação, Universidade de Lisboa, Portugal ................................................................. 564
Accompanying primary education teachers in their improvement. Results of a research project on the student voice in Cantabria (Spain) ............................................................................. 575
Calvo Salvador, Adelina (calvoa@unican.es); Universidad de Cantabria, Spain ................................................................. 575
Rodríguez-Hoyos, Carlos (rodriguezho@unican.es); Universidad de Cantabria, Spain ................................................................. 575
Curricula comparison of health and social management programs in Czech Republic, Finland, Portugal and Scotland ............................................................................. 586
Resende da Silva, Paulo (pfs@uevora.pt); Management Department - Social Science School, University of Évora, Portugal ................................................................. 586
Guerreiro, António (ahmp@uevora.pt); Management Department - Social Science School, University of Évora, Portugal ................................................................. 586
Mäntyneva, Mikko (mikko.mantyneva@hamk.fi); School of Entrepreneurship and Business. Häm University of Applied Sciences (HAMK), Finland ................................................................. 586
Huotari, Päivi (paivi.huotari@lamk.fi); Lahti University of Applied Sciences, Faculty of Social and Health Care, Finland ................................................................. 586
Cooperation in Science Teaching: The students’ contributions, speeches and arguments ............................................................................. 600
Barros, Marina (marina.barros@sapo.pt); Master Student at Faculty of Psychology and Education Sciences of the University of Porto, Portugal ................................................................. 600
Fonseca, Miguel (mjrf123@gmail.com); Physics Student at University of Minho, Portugal ................................................................. 600
Ferreira, Elisabete (elisabete@fuce.up.pt), Assistant Professor at Faculty of Psychology and Education Sciences of the University of Porto, Portugal ................................................................. 600
Furtado, Joaquim (jfurtado8@yahoo.com.br), Geography Training Teacher at Cape Verde Education University Institute, Cape Verde ................................................................. 600
The curriculum and teacher education fields in Brazil ............................................................................. 607
Santos, Luciola (luciolaufmg@yahoo.com.br); Universidade Federal de Minas Gerais, Brazil ................................................................. 607
The curriculum in edupesquisa: When teachers idealize their own formation ............................................................................. 619
Cunha, Claudia M. (cmadragacunha@gmail.com); UP/UFR, Brazil ................................................................. 619
Teacher authority in the modern era: Questioned pedagogical act ............................................................................. 630
Cortizo, Telma Lima (telmalcortizo@uol.com.br); Fundação Visconde de Cairu (Salvador-BA-Brasil), Pedagogical Coordinator at Secretaria Municipal de Ensino (Salvador-BA-Brasil), Universidade do Estado da Bahia (PPGEduC/UNEB), Universidade do Porto (FCPEUP), Brazil ................................................................. 630
Ferreira, Elisabete (elisabete@fuce.up.pt); Faculty of Psychology and Education Sciences of the University of Porto / Member of CIIE – Centre for Research and Intervention in Education, Portugal ................................................................. 630
Orellas, Lourdes (orrellas1@terra.com.br); Universidade do Estado da Bahia (PPGEduC/UNEB), Brazil ................................................................. 630
Towards a gender violence prevention curriculum: Contributions from teacher education ............................................................................. 639
Cordeiro, João; UMAR, UBarelona, Spain ................................................................. 639
Magalhães, Maria José; FCPEUP; CIEG; UMAR, Portugal ................................................................. 639
Costa, Diana; UMAR, FCPEUP, Portugal ................................................................. 639
Mendes, Tatiana; UMAR, FCPEUP, Portugal ................................................................. 639
Reflective practice, skills and assessment in initial teacher training ............................................................................. 648
Professionalisation of teacher education in Mauritius: Analysing teacher education curriculum development process at the MIE

School management: theoretical training in confrontation with practice

The organization of the curriculum through projects approach in Early Childhood Education: Challenges to teacher training

Teacher training and the interface with the achievement of the curriculum in Early Childhood Education

Functional knowledge of University of Murcia (Spain) Pedagogy students

Almeida, Sílvia de (silvia.almeida.mc@gmail.com); Faculdade de Ciências Sociais e Humanas - CICS.NOVA, Portugal

Sandhaya, Gian (g.sandhaya@mieonline.org); Mauritius Institution of Education, Mauritania

Udhin Waizaa (w.udhin@mieonline.org); Mauritius Institution of Education, Mauritania

Mello, Lucrécia Stringhetta (lucrecia.mello@uol.com.br); UFMS/CPTL, Brazil

Luz, Anízia Aparecida Nunes (aniziaaluz@gmail.com); PPGedu/UFMS, Brazil

Oshiro, Katyuscia (katyoshiro@gmail.com); PPGedu/UFMS, Brazil

Agranito Rodrigues, Laís de Castro (laisufu@yahoo.com.br); PPGedu/UFMS, Brazil

Mello, Lucrécia Stringhetta (lucrecia.mello@uol.com.br); UFMS/CPTL, Brazil

Luz, Anízia Aparecida Nunes (aniziaaluz@gmail.com); PPGedu/UFMS, Brazil

Oshiro, Katyuscia (katyoshiro@gmail.com); PPGedu/UFMS, Brazil

Torres Soto, Ana; Departamento de Didáctica y Organización Escolar. Facultad de Educación. Universidad de Murcia, Spain

Vallejo Ruiz, Mónica; Departamento de Didáctica y Organización Escolar. Facultad de Educación. Universidad de Murcia, Spain

García Hernández, Mª Luisa; Departamento de Didáctica y Organización Escolar. Facultad de Educación. Universidad de Murcia, Spain
The text presents a reflection on the curriculum decisions taken by professors of administration course of a Brazilian public university, located in the city of Palmas / Tocantins, as part of a research carried out at the Institute of Education, University of Minho / Portugal. We aimed to characterize the knowledge, skills and teaching skills in the processes and curricular decision to practice in this course. Adopted the mixed methodology, making a combination between qualitative and quantitative approaches with application of surveys (questionnaires and interviews) and document analysis. The sample consisted of 20 teachers in a universe of 24 teachers and 180 students in 345 universe. We used the SPSS software, version 20 for measurement, organization, presentation, analysis and interpretation of data from the questionnaires. The results showed the problem of curricular articulation in plan of organizational decisions and curriculum practices in the classroom when the pedagogical and methodological policies do not fall in line with the knowledge and scientific skills and didactic and pedagogical teachers. Thus, the knowledge, skills and teaching skills were noted as difficult tract in the course of Administration. Teachers indicated the difficulty in articulating knowledge related to teaching ability and as a strategy identified the need for educational improvement concerning to develop the ability to interdisciplinary projects; to share with colleagues the knowledge taught in the classroom; to mobilize the knowledge of the contents to promote and enhance students' skills and technique; to know how to articulate the human and conceptual skills, relating the knowledge of educational theories to teaching resources and to learn to relate to the students. In this process, the perception of experienced teachers and students, beginning teachers occupy a place of apprentice of the experts experience. Students and teachers of Course differentiate their perceptions related to the articulation of the basic and specific content and its integration with different knowledge, for example, is more relevant to students than for teachers issues related such as the knowledge of Administration course concerning to the administrator's career; the theories of field focused on their training to motivate and help them reflect on the reality and take ownership of new knowledge and critical skills. The domain of theories focused on their training to motivate and help them reflect on the reality and take ownership of new knowledge and critical skills. We concluded that the Administration course curriculum must undergo profound transformation with regard to curriculum practice, linked to the knowledge, skills and abilities necessary for decision-making in the context of classroom curriculum.

**Keywords:** Administration Curriculum. Teachers. Curricular decision. Knowledge. Skills. Ability

### 1. Introduction

The text deals with the knowledge, competencies, skills and attitudes that are used by the professors of Administration course to take their curriculum decisions. Therefore, it started with the presupposition that the formation of administration professor cannot be reduced to scientific area of Science Administration and or knowledge/ or knowledge of related fields. In this sense, it was verified the necessity to expand a professional instructor training and the critical skills that category.
Relations between the knowledge, skills and initial training and continuing of professors are established considering the movement of instructor professionalization. Thus, administrators and other graduates who became teachers in the course of Administration have initial training with knowledge, skills and abilities to perform their activity in the profession for which they were trained and aggregating a particular course to teach, their professionalism no with regard to teaching. This situation point out the institutional necessity, individually and collectively for the didactic and pedagogical training for teaching in higher education.

2 Theoretical foundations

2.1 Training and professionalization

In last few decades, the initial and continuing education, according to Ramalho, Nuñez & Gauthier (2004), has been inserted into the trend of instructor professionalization movement, oriented research in national and international context, in order to include the issue of training and teaching. This movement, from the point of view of Morgado (2005) has contributed to teachers of higher education and basic education to occupy a central place in the curriculum development process and take responsibility for vocational training in the context of changes. In Brazil in education area, from the 1990s, this movement pegged the slogan "professionalize the teacher" to professional development (Evangelista & Shiroma, 2003, p. 27).

For Zabalza (2007), the formative experiences is based on two perspectives, those based on theories of education or pedagogical theory of instructor training; and one that is based on the theory of work. Yet it is observed that the formation has shown many ways, the criticism highlight the risk of mechanization, thus reducing the significance for personal and professional development. However, the author shows that training can include the following formative contents: New opportunities for personal development; new knowledge; new skills; attitudes and values; and enriching experiences. In the perspective of Flores, Ferreira and Fernandes (2014), the professional development for teachers is related to their personal lives, professionals, political and academic context.

Historically, teacher training, in the context of educational reforms, has assumed a prominent place in this process. According Morgado (2005), this situation relates to the role of teachers in curriculum development and its responsibility to the educational changes. However, it is observed that the dominant pedagogical discourse has assigned an exaggerated accountability for teachers on teaching practice and the quality of education (ibid, 2005).

Morgado (2005, p. 26) reflects the new discourses of professionalism and understand that "a set of behaviors, knowledge, skills, attitudes and values" are specific to the teaching action. This movement imposes the need for new attitudes of teachers, aiming to changes as expected. For this, they have been assumed to be protagonists of their own knowledge.

From 2005 to 2010 the work verified in the area of training, which are found in CAPES seat on the professionalization, mostly dealing with the training of primary and secondary school teachers. There are few studies focused on the training of teachers in higher education, especially of Administration undergraduate course faculty. Taking up the teaching profession within the professionalization, it is observed that Ramalho, Nuñez and Gauthier (2004) take into account two dimensions: professionalism and professional level.
2.2 The skills, abilities, knowledge and attitudes

The skills, abilities, knowledge and attitudes formed in the course of administration are not the same training to teacher professionalization. This course follows the objectives proposed for the administrator's knowledge work. It is a know how to perform the specific activity it deserves, a knowledge organize the work flow, to have technical expertise, develop attitudes needed to establish the relationship with other people at work, such as having autonomy, take responsibility, whether communicate, possess business knowledge that is involved to learn to interact with people and make negotiations (Leme Fleury & Fleury, 2007).

Thus, skills, abilities, knowledge and attitudes administrator profession and the teaching profession differ. The latter implies a type of interaction that requires of the teacher the ability to articulate the teaching content with the level of development and learning of their students. However, it is assumed that the ability to interact with students to create arguments and strategies allow the process of teaching and learning, for that teachers mobilize their communication skills and methods of their knowledge (disciplinary, curricular and pedagogical) favoring the development of thought in record time and help in curricular changes, causing actions and reactions in students significantly.

The knowledge for teaching the Administration course teacher respect to knowledge from the teaching experience, the exact sciences, applied, human and incorporated education vocational training of teachers, is the practice of management and / or their practice pedagogical. The knowledge base for teaching, according to Tardif (2011, p. 61) "include a variety of objects, issues and problems related to teaching." In this context, the skills and abilities of teachers in higher education are built and mobilized.

Dealing with skills and higher education teachers skills to articulate the curriculum in the university context is to consider the theoretical aspects and practical the underlying sociocultural, political and economic context. The deep and constant changes in the contemporary world (Morgado & Ferreira, 2006), place new demands, instead of a content approach, emphasis is the development of skills in order to promote a flexible and continuing education, in front of a market in constant motion (Kuenzer, 2008). One can still observe the changes in the relations between teachers, between students, between students and teachers, and between teachers and leaders, reflecting on a new conduction of public and private policies that deal with different grades and education systems (Veiga-Neto, 2005 ).

In this scenario, the government proposes reformulation of the curriculum of higher education, the universities seek to dynamize their curriculum proposals and teachers mobilize their strategies, their cognitive processes, their professional knowledge, their skills and abilities. In this perspective, it is evident the need for the teacher to develop the competence to manage their own training to strengthen the pedagogical dimension and curricular practice. That impose a change in skills and teaching skills to recognize and respect the conditions of the students, strategize with new methodologies, review materials and didactic resources made available to students as well as have opportunities for diversified work options, which do option by deepening levels of discipline, considering the motivation and interest.
3 Methodology

3.1 The survey sample

The research was comprised of 20 teachers of the course Administration of a public brazilian university in population of 24, corresponding to 83.33% of all teachers.

With regard to sex and age of the teachers thus they are distributed: 5% are male and 5% female, correspondent the age range of 26-30 years; 15% are male and 5% female with age range between 31 and 35 years; between 36 to 40 years have only female teachers (15%); in the range 41-50 years, 15% are respectively male and female; and with over 51 years are founded 20% of male teachers and 5% female. Respondents have mature age, representing a significant sample of about 70% in the following age range: 36-40 years; 41-50 years; and more than 51 years.

At the university investigated the initial formation of the Boards of teachers of the course is not restricted to graduation in the Administration area, there are other formations on the faculty. As noted, the majority of teachers are degree in Business Administration with a total of 65% of the sample and 35% have training in other courses. However, initial training to teach in the course Administration is diversified as seen in the Figure below.

In this universe, 10% of teachers are trained in education, the other has a background in the area of Administration and related areas.

3.2 Collection of data

The data that were part of the text composition were collected through a questionnaire answered by professors of course investigated, consisting of two parts: the first relates to personal data and the second part organized into
five dimensions with regard to curriculum decisions. Among the dimensions mentioned became a cutout dimension of knowledge and scientific and didactic-pedagogical skills to teach the course of Administration. Initial results were compared with the results of the interviews on knowledge and skills of professors to teach.

From this perspective, the scale dimension of knowledge and skills was the ordering of the questions included in the questionnaire, found a way to preserve the focus of curriculum decisions in the context of priorities and characterize the knowledge and teaching skills.

4 Results

The results of the questionnaire on scientific knowledge and necessary skills to teach the course of Administration were nominated by teachers by level of importance for decision making in the context of curricular practice, as seen in Table 15.

<table>
<thead>
<tr>
<th>DSCC</th>
<th>curriculum decisions</th>
<th>n.</th>
<th>M</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Use of scientific knowledge of the area.</td>
<td>20</td>
<td>3,65</td>
<td>1,22</td>
</tr>
<tr>
<td>3</td>
<td>Domain content who teaches.</td>
<td>20</td>
<td>3,60</td>
<td>1,53</td>
</tr>
<tr>
<td>5</td>
<td>Domain of teaching strategies of technical and methodological character.</td>
<td>20</td>
<td>2,70</td>
<td>1,26</td>
</tr>
<tr>
<td>4</td>
<td>Relationship between concepts that explores together with students.</td>
<td>20</td>
<td>2,55</td>
<td>1,23</td>
</tr>
<tr>
<td>1</td>
<td>Domain updated a wide bibliographic reference.</td>
<td>20</td>
<td>2,50</td>
<td>1,47</td>
</tr>
</tbody>
</table>

Overall average 3,00

Table 15: Mean and standard deviation of the sub-dimension scientific knowledge and skills necessary for professors to teach the course of Administration (DSCC)

In this field of scientific knowledge to teach in the course administration the knowledge of scientific area and the domain contents of the area were considered by professors as the most important. The knowledge and skills related to technical and methodological character, with the interaction process in teaching and an updated bibliography had less relevance to the development of curricular practice in the classroom.

This previous result faced with the interview and document analysis have shown how much teachers value the area of disciplinary knowledge, as is said by Professor PA: "Knowledge is the most relevant domain content, specific discipline, the teacher should be an expert in teaching area to broadcast content "; Professor "PB" is of the same opinion that the "most important thing is to know the specific content of the field of discipline and related concepts." Other teachers say that the teaching knowledge should be deepened in theories of administration.
The characterization of knowledge and teaching skills in the processes and practices of curriculum decision, in the opinion of the professors of Administration Course, within the knowledge and didactic-pedagogic competence, verified that the range of important knowledge had a greater extent, as shown in table 16.

<table>
<thead>
<tr>
<th>DSCDP</th>
<th>curriculum decisions</th>
<th>M</th>
<th>DP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Manage the content linked to the formulation of objectives, strategies, activities</td>
<td>20</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>and educational evaluation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Articulate the contents of the subject, considering the knowledge of students</td>
<td>20</td>
<td>3.20</td>
</tr>
<tr>
<td>1</td>
<td>Planning of lessons taking as reference to the Administration course curriculum.</td>
<td>20</td>
<td>3.10</td>
</tr>
<tr>
<td>4</td>
<td>Manage the classroom with appropriate methodologies for administrator training.</td>
<td>20</td>
<td>3.05</td>
</tr>
<tr>
<td>5</td>
<td>Evaluate considering a framework for evaluation.</td>
<td>20</td>
<td>2.10</td>
</tr>
<tr>
<td></td>
<td>Overall average</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Table 16: Mean and standard deviation of sub-dimension knowledge and didactic-pedagogic competence

The teachers’ priority on the didactic and pedagogical knowledge and competences has been hierarchized as follows, the main priorities were: DSCDP3: manage the content linked to the formulation of objectives, strategies, activities and teaching evaluation with $M = 3.55$ (SD = 1.23); DSCDP2: articulate the discipline content, considering the knowledge of students, with $M = 3.20$ (SD = 1.24); DSCDP1: planning of lessons taking as reference to the Administration course curriculum, with $M = 3.10$ (SD = 1.55); DSCDP4: managing the classroom with appropriate methodologies for administrator training, with $M = 3.05$ (SD = 1.43). With less priority, DSCDP5 follows: to evaluate considering a framework for evaluation, with $M = 2.10$ (SD = 1.33).

According to the overall average $M = 3$, it was observed that the priority decisions for teachers had the following hierarchicahal order: DSCDP4 - manage the content related to the formulation of objectives, strategies, activities and educational evaluation; DSCDP2- articulate the contents of the subject, considering the knowledge of students; DSCDP1- planning classes taking as reference to the Administration course curriculum; DSCDP3- Manage the classroom with appropriate methodologies for administrator training. Which are above average, considering that teachers focused their opinion on the valuation of pedagogical knowledge of teachers, as shown in the table in question, however attributed less value the question DSCDP5- evaluate considering a framework for evaluation.

It was considered this work to teach in one way or another, it makes use of didactic and pedagogical knowledge and competences. According to the PA teacher "teachers have no pedagogical improvement does not come together to discuss their interdisciplinary project, what they do, what they are teaching and what approach in the classroom." Also emphasizes the opinion of PF, which says, "teachers in teaching activity should articulate the technical skills of the discipline with the humanistic and conceptual question," and must "know the theories, didactic resources and know how to relate with students. " Thus evidenced the degree of importance of didactic and pedagogical knowledge as part of the decisions shared among teachers.
It was understood that teachers mobilize their knowledge about teaching. Linked them their formative needs. In the opinion of respondents, the didactic and pedagogical knowledge is "difficult to treat", before the need to improve and update the pedagogical area. They considered that the teaching activity relates to the field of innovative methodologies, along with tools that enable the transmission of knowledge.

The teachers conceptions, which were highlighted in the references on the methodologies used in the classroom are different, when teachers make their considerations about the knowledge and didactic and pedagogical competences explain their experiences and the level of professional knowledge, which gives it different arguments. According to Tardif (2011, p. 195) to learn how discursive activity is validated through arguments, discursive and linguistic operations, a position or action.

Confirm the knowledge and scientific and didactic-pedagogical competencies without relate to the formative process of teachers is to put aside the primary aspect related to instructor professionalization. In this respect, the results showed that teachers in their interviews made some suggestions to improve the formative quality, as providing "small term course for the teaching learning" courses that allow reflection on the "relationship between teaching and learning in higher education "on the" didactic qualification for beginning teachers"; "Extension courses for exam preparation, didactic resources and pedagogical orientation".

These suggestions related to the results demonstrate the necessity of professor of Administration course build new knowledge and competences to teach in the Administration course. Even been suggested the courses of "postgraduate: master's and doctorate", as individual efforts and proposals of the university to qualify as teachers of higher education professionals. The face of such attitudes, it is observed a concern not only with the didactic and pedagogical aspects, but with the training including such knowledge, competences and attitudes related.

5. Conclusion

The results show that teachers attribute the importance of scientific and didactic-pedagogical knowledge and identify some knowledge and competences that can hamper joint of practice with the objectives of the proposed course. Among these knowledge and competences, enhance interaction between teachers and students, but there were differed in the design of what is most important to teach in the course and some competences that need to be reflected, such as the management of the subjects, the relationship with students and the predominant method of transmission of knowledge.

The results pointed to the need for professional training in the pedagogical area, directed towards the construction of teaching knowledge, in order to define a teaching methodology to improve the postures and attitudes of professors. These aspects are perceived by teachers as a indicators of behavior change, resulting in relationships with students in the teaching-learning process.

Among the teachers 30% believe that disciplinary knowledge is the most important in teaching activity. In this field of knowledge, the depth of field of discipline (scientific knowledge of the area) was considered essential for transmission to students. In this regard, it appears the design of teacher as a specialist instead of universalist, teachers and students (respondents) believe that it is from the in-depth knowledge in educational themes, can be achieved the status of knowledge teaching. The planning ability was referred to only by the students, which
envisaged them that the course teachers present their plans for better orientation of the teaching and learning process.

The didactic and pedagogical knowledge devoted to the teaching and learning were related to the process of improving and upgrading the educational area. The teaching activity is linked to the domain of innovative methodologies. Know to interact with students, using tools properly, know how to convey content to students in didactic manner and comply with the methods according to the orientation of the pedagogical project were the most evidenced arguments by the professors.

In this respect, the management of the classroom; teaching experience; the interaction of teachers to evaluate students; the relationship between teachers for the construction of educational activity related with the teaching posture in the conduct of the educational process and its influence on quality of education.

The teaching professional attitude was characterized as an element of articulation between education and quality, supported by the values, attitudes, knowledge, skills and competencies of teachers. Teaching skills and other professional skills and attitudes taken by professors in teaching were directly interrelated.

It was verified that the development of teaching in the disciplines of instructor responsibility was recognized as a result of the relationship between knowledge and competencies to mobilize knowledge. Thus, it was evidenced the necessity of different teaching skills and attitudes (personal, social, communication, intellectual, etc.).

References

Book (print version)


Book chapter

Curriculum movements in higher education: (The Iranian experience)

Vajargah, Kourosh Fathi (kouroshfathi2@gmail.com); Shahid Beheshti University, Tehran, Iran

The curriculum research and practice in higher education in comparison with general education has passed different trend. We have a lot of research on conceptualization and theorizing of school curriculum and many scholars have generated a large body of expository literature about curriculum making, Curriculum theory and curriculum understanding. There is a very different story in curriculum debates in further and higher education. As a fundamental component of higher education, curricula have always received a fair amount of attention in practice and a few scholars have attempted to study the history of curriculum movements and models at university level. In other words, there have been a few studies on conceptualizing different aspects of curriculum, especially the evolution of curriculum field in higher education.

One way of looking at curriculum movements in higher education is to categorize the assumptions underlying the curriculum reforms and revisions during the time. This paper, using a historical research method, tries to classify and conceptualize the history of higher education in Iran within one of curriculum discourses as follows:

- Cultural/Religious Discourse,
- Formalized/systematic Discourse,
- Decentralizing Discourse,
- Decolonizing Discourse
- Blaming Discourse

This paper aims to discuss and share ideas on the latest findings regarding higher education curriculum as a new area of research in Iran. Based on research findings, there are some lessons to be learned from the past and move forward in Iran. Although transformation is an inevitable part of every curriculum system in higher education, undoubtedly contemplation and researches in this area of study shows that a collection of following items have had a prominent role in the failure of curriculum movements in higher education of Iran:

- Higher education curriculum is a new area of study:
- Lack of theoretical knowledge and models based on scientific researches.