



Análise Textual Discursiva em processo: investigando a percepção de professores e licenciandos de Química sobre aprendizagem [

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Análítica

This paper discusses the use of Discursive Textual Discursive Analysis (DTA) in teacher training processes. The text describes the activities in a course developed during a Congress of Chemistry Education, in which the teachers and Chemistry undergraduates analyzed sentences written by them, expressing situations where they perceive that the student is learning Chemistry. The paper presents theoretical considerations about DTA and about the analysis realized. The results show that the participants realize that the students are learning Chemistry when: they use the new knowledge in discussions; they relate the knowledge to the context; they express the knowledge in appropriate chemical language; they explain the contents to other colleagues; they resolve situations and answer appropriately to questions; and they show interest and enjoyment in learning. These findings were important to reflect about the teaching, the learning, the assessment and the teacher training

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