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CURRICULAR PRACTICE IN THE ADMINISTRATION COURSE: TEACHING PLAN AS AN OPERATIONALIZATION INSTRUMENT

João Manuel de Sousa Will

Degree in administration; Master in Administration; doctor in curriculum development; Associate Professor of Administration at: ``Universidade Federal do Tocantins``.

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Abstract: The General Theory of Administration discipline plan is expressed as an element of operationalization of teaching and learning in Brazilian universities, linked to the curricular decisions taken by each teaching program developed in the Administration course. The objective of the research was to reflect on the categories of the Administration course teaching plan. The methodology addressed consists of descriptive, quantitative research and analysis of documents from the various universities in the country, with a sample of public universities from different regions (North, Northeast, South, Southeast and Central West). The sample of two universities per region totaled 10 institutions. The results showed the analysis of the objectives of the disciplines, the types of content, the methodology, the evaluation proposal and the bibliographic collection and the discussions of theoretical conceptions, foundations of administration, the pedagogical work of teachers and organizational processes were understood as influencing from the students. It was concluded that the teaching plan model for the Administration course published on the websites of the universities researched indicated the need for a new configuration to express the new curricular requirements and advances in the area of training. The programs and plans, even those that expressed some essential elements for teaching-learning, did not make it clear what innovations were involved in new learning for the administrator to work in the world of organizations with their new demands. And they did not clearly express how their categories are articulated to support a new practice in the process of teaching, learning and evaluating management graduates.

Keywords: Curricular practice. Teaching planning. Classroom management. Operationalization instrument. Learning.

INTRODUCTION

This article addresses the operationalization of the curriculum in teaching the Undergraduate Administration course through planning, expressed in the teaching plan for the subject General Theory of Administration or Fundamentals of Administration. It was assumed that the official curriculum (DCN) for the undergraduate degree in Administration is a necessary reference for planning the curriculum at each university, which allows the preparation of the plan for each subject. Under these conditions, the teaching plan represents the concrete situation of each institution with regard to decision-making to propose what needs to be achieved, what to teach, how to teach and how to evaluate. This initial stage of teaching activity becomes an instrument for implementing the curriculum in teaching practice.

According to Gimeno Sacristán (2008), the teaching plan shapes the curriculum and the action itself. This instrument becomes a bridge between intention and action, between theory and practice. Teachers' decisions to plan their teaching activities follow the purposes of the subjects they teach. When they are connected to national administrator training policies and the objectives defined by the course curriculum, they are linked to the curricular practice defined in the pedagogical project.

In the perception of Zabalza (2002), planning is related to the following questions: how to plan? For what? What types of resources can be indicated? Planning, as Gimeno Sacristán (2008) says, in addition to preceding teaching action in curricular practice, occurs in different stages and instances. This allows successive approximations based on accumulated decisions, which shape the practice before becoming actions or interactive teaching.

The planning of undergraduate teaching units is based on available information linked to the elements of the teaching plan (subject title, course load, syllabus, general and specific objectives, justification, programmatic content, methodology, evaluation criteria, class planning and bibliography).

When analyzing the plan, it is important to ask: a) what was planned based on the intentions of the teaching plans for the General Theory of Administration or Fundamentals of Administration in different Brazilian universities? b) what are the contents for administrator training? c) how is the methodology proposed to direct actions in curricular practice in the classroom? d) what are the positions expressed in the evaluation proposal? Are the references current and appropriate for the training of administrators?

In an attempt to contribute to the clarification of the teaching plan, according to the proposal of curricular practice, the following objectives were defined: to analyze whether the teaching and learning proposal of the plans was linked to the function of structuring the essential skills of the area of knowledge and/or discipline; identify the proposed contents to analyze the relationship with official and local guidance; verify the methodology to highlight the types of teaching proposals for the administration course; interpret the assessment proposed in the plans to understand whether the approach encompassed the criteria, learning assessment parameters, modalities, instruments and teachers' practices; check the type of bibliography and the time of reference.

METHODOLOGICAL PROCEDURES

The research had the teaching plans (discipline General Theory of Administration, or Fundamentals and Theories of Administration) analyzed taking into

account the curricular organization of public universities in each region, linked to the Pedagogical Projects of the Administration Course.

In the first stage, in the second semester of 2021, the subject plans and course pedagogical project (PPC) were selected from public universities in the north, northeast, center, southeast and south regions. Two plans and the PPC for each region were randomly chosen (documents published on the institutions' websites), resulting in 10 plans and 10 projects. For Bell (2004), one of the approaches to documentary research is oriented towards the sources, which determine the project and the questions that will be answered by the research. This option allows sources to conduct the investigation.

The teaching plans as a source of data collection had other complementary sources as parameters, such as Resolution n.4 of July 13, 2005 and the pedagogical projects of the Administration course at the universities selected for the research.

To categorize the collected data, analysis grids were constructed. The teaching plans were the sources for classifying and analyzing information and interpreting data, based on theoretical categories previously defined based on the National Curricular Guidelines (DCN) and Course Pedagogical Project (PPC), which became analysis parameters. In this case, five conceptual categories were defined: the intention (syllabus and objectives), the contents, the methodology, the evaluation of the teaching-learning process and the bibliographical references.

RESULTS AND DISCUSSIONS

Planning is the first activity that makes the teaching plan (guiding teaching activity) and learning viable. Teaching planning is related to curricular practices that can be considered "curriculum as a practice of producing

meaning and as value” (Will, 2015, p. 66). From this perspective, Gimeno Sacristán (2008) says that this conception can be interpreted as praxis in the activities carried out by teachers in the teaching and learning process.

THE INTENTIONS OF THE TEACHING PLAN TO OPERATIONALIZE CURRICULAR PRACTICE

The syllabuses have presented in language a meaning of texts composed of keywords that express the essential. They have been agreed by universities as fundamental topics in the plans. This way, the teaching plans for the General Theory of Administration discipline at Brazilian universities were analyzed to verify the syllabi.

We start from the assumption that the menus and objectives define the essence of planning. The syllabi describe what must be taught. According to Cimadon (2008), they guide the intentions of what is intended to be achieved in the teaching and learning process. As seen in Table 1.

In the referenced Table, the syllabi when summarizing the teaching topics expressed three types of stances, 70% of the analyzed

plans reduced the essentials to conceptual contents (concepts, principles, theories); 20% to contextualized conceptual content (contextualization in a market economy); and 10% were related to conceptual contents to the training of students (training needs and skills inherent to the construction of the administrator’s professional knowledge) and the acquisition of conceptual contents in an interdisciplinary and transversal approach (the establishment of relationships with other areas of knowledge and linking themes that permeated the entire teaching-learning content). However, it is possible to state that among the plans, a small percentage guide their syllabi in the 2005 DCN and in the PPC prepared in the universities in which they are included.

In Table 1, most of the plans analyzed still prescribed disciplinary contents isolated from other teaching contents, thus, they did not express the advances in the pedagogical projects of the Administration course. Disregarding the projects that were based on the new curricular guidelines, not only with scientific knowledge, but pointing out the skills and abilities that must be trained by administrators.

	Topics	N.	%
1	Conceptual content	7	70
1.1	Administration theories		
1.2	Concepts		
2	Contextualized conceptual content	2	20
2.1	Management theories		
2.2	Concepts of the discipline linked to the manager's context		
3	Conceptual content visualizing student training and in an interdisciplinary and transversal approach	1	10
3.1	Administration theories and concepts inter-related with theory and practice		
3.2	Centextualized and transversal themes (social responsibility, social concern, well-being, ethics)		
Total		10	100

Table 1. Syllabuses to guide the teaching-learning of the subject

Goal	N.	%
General: Understanding skills/acquisition of business knowledge Specific: domain of. Concepts and theories. 1: Understanding concepts and theories. 2: Recognition of the importance of theoretical-empirical knowledge in the area of administration	4	40
General: Understanding skills/acquisition of business knowledge Specific: (1, differentiation of characteristics of different theories. 2. Construction of a personal knowledge base, related to ethical training (appropriation of principles of values and norms), 3: specific skills, reading, writing, recording	2	20
General: skill formation, acquisition of contextualized, interdisciplinary and transversal organizational knowledge (in the theoretical-practical relationship, reflect on practical situations based on concepts and theories. Specific: 1: communication, ability to understand and interpret, argumentation and dialogic relationship. 2: general: comparison, identification, classification, analysis and synthesis.	4	40
Total	10	100

Table 2. Types of objectives defined to be achieved in the teaching-learning process.

The objectives analyzed in Table 2 appear in different ways: 40% of the plans referenced the understanding, acquisition and recognition of the importance of theories and business practice, presenting the intention of acquiring specific knowledge. The second group of objectives, 20% of the plans had a very broad focus, highlighting the ability to differentiate, build a knowledge base, differentiate assumptions, acquire knowledge of administrative theories, linked to ethical issues and other knowledge. area, as a possibility to assist the administration area. The formulation increased the scope, including theoretical, practical and personal training, as well as interdisciplinarity. The third group, 40% of the plans were aimed at specific objectives, making clear the activities that students will develop to learn the content, through the development of communication skills, organization and expression of argumentative and logical thinking, analysis; of logical procedures: comparison, identification and classification; emphasizing contextualization and transdisciplinarity. This definition included issues of communication, logical thinking, contextualized, transversal themes and practice.

Reflecting on objectives as an essential category for the teaching plan, in the words of Cimadon (2008), their elaboration must be precise, clear, logical, practical and coherent. Therefore, when planning subjects, it is important to have general and specific objectives, based on the course's pedagogical project. The general objectives according to Cimadon (2008) are aimed at the comprehensive training of students and the formation of behaviors related to the course profile. The specific objectives must reflect the orientation of the activities that students develop during the course of the discipline, that is, the skills that are desired to be formed and developed in students to carry out their actions. Such guidelines are not clear in 60% of the plans, making it difficult to know which skills and abilities students can really add to their training with the teaching content.

CONTENT SELECTION AND MEDIATION PROPOSAL

As Cimadon (2008) says, when selecting content, teachers must prioritize those most significant in the field of knowledge, as they are not in a position to teach everything in the subject.

Content	n.	%
Administration knowledge (theories, principles, characteristics, functions, concepts)	8	80
Knowledge of administration (theories, principles, characteristics, functions, concepts), general procedures and strategies and those specific to the area of administration	2	20
Total	10	100

Table 3. Content of the teaching plans for the Administration Theories subjects.

In Table 3, the teaching plans were structured into two groups, the first group, 80%, organized the content only with specific Administration knowledge. The second group of 20% plans was organized taking into consideration, Administration knowledge, procedures, general and specific strategies in the Administration area.

There are some guidelines for organizing and structuring the content, among which the discussions by Cimadon (2008, p. 130) stand out, with the following criteria: usefulness, validity, significance, flexibility and possibility. It must also take into consideration, the “vertical (level of complexity) and horizontal (relationship with other disciplines) ordering; logicity (logical sequence), graduality (step

related to practice, exercise, review) continuity (chain and sequence), prerequisites (theory-practice relationship)”. In the plans analyzed, these parameters were incomplete, as most of them were not included.

THE METHODOLOGY OF TEACHING PLANS

At the university, unlike other levels of education, there is a teaching, research and extension function. Given this condition, it is assumed that the methodology adopted in the teaching plans of the subjects includes didactic guidelines related to the mediation of the course’s training area and the activities developed at this level of education. This can be seen below:

Methodology	N.	%
Techniques Dialogued lectures, seminars, group discussion, case studies	5	50
Techniques Lectures, group and individual work, case studies	3	30
Strategies Reading and writing, carrying out exercises, relationships between theory and practice	2	20
Techniques Expository classes Group and individual work		
Strategies Reading and writing Carrying out exercises Case Study Cross-cutting relationships Relationship between theory and practice		
Total	10	100

Table 4. The teaching methodology for mediating learning.

As it was seen in Table 4, in the teaching plans, the methodology was organized based on techniques and strategies, in the three structured groups with different percentages, formal and punctual transcriptions were made, without revealing the path taken by the teachers or the relationships established between teachers and students in the act of teaching and learning.

However, the methodology can be considered as the mediation of contents and objectives (Pacheco, 2008). For Mendes (2005), higher education can have a diverse, problematizing methodological proposal and dialogue as a principle. There is a possibility that there is a connection between the way of teaching and learning, as the strategies make it flexible for students to learn. One of the methodologies recommended by Mendes is participatory, that is, with the most significant content. Mendes (2005) and Pacheco (2008) turn their attention to rhythm; the necessities; and student learning.

On the other hand, university teaching is focused on a problematizing and dialogic methodology. In this type of teaching, the

organization of content collaborates with professional training in a flexible, updated and interdisciplinary way, enabling different ways of “integrating theory and practice with professional situations, through basic and professional disciplines” (Masseto, 2005, p. 84)

THE ASSESSMENT PROPOSED IN THE TEACHING PLAN LINKED TO CURRICULAR PRACTICE

Villas Boas (2005), comments that pedagogical work in the university context is “conceived, executed and evaluated” by both teachers and students. This author’s teaching experiences are recorded based on reports from his undergraduate and postgraduate students. Thus, not only what students learn is evaluated, but also the pedagogical work, which is not reduced to a process centered on what the teacher teaches for the student to learn, but in a broader work that involves engagement and partnerships. The assessment addresses criteria, learning parameters, modalities, instruments and teacher practices

Evaluation	n.	%
Summative assessment with criteria such as standars and rules to be followed. And instruments such as: tests, tests and exercises	7	70
Formative and summative assessment with standards-based criteria.		
Formative assessment with criteria established by teachers such as observation and analysis of whether students are committed to participating in the activities developed and critical reflection (training to read and analyze the data, sources, facts and concepts that will be presented).	2	20
Summative assessment and formative assessment, criteria such as standards and rules to be followed. Formative assessment with the following criteria created by teachers: language analysis (clarity, precision, communication skills, verbal fluency and richness of vocabulary). 2. Organization, expression and communication of thought. 3. Logical reasoning, analysis and issuing of substantiated critical judgments. 4. Assimilation, articulation and systematization of theoretical and methodological knowledge.	1	10
Subtotal	10	100

Table 5. The proposed evaluation and criteria

In Table 5, the practical condition for carrying out the assessment to be implemented is demonstrated by the first group of plans, which presents an assessment predominantly of 70% with criteria based on standards and rules. This type of assessment has the function of mainly evaluating cognitive aspects, the position occupied by the student in relation to the group. Standard-based criteria present quantitative requirements, emphasizing a classificatory assessment (Depresbiteris, 2008). The proposed assessment instruments were: exams, tests and exercises.

The second group with 20% of the plans in addition to the summative assessment, they recorded the formative assessment. In relation to the criteria, they demonstrate compliance with pre-established standards by teachers.

The third, with 10% of the plans presented two types of evaluations, formative and summative. Formative assessment with the function of guiding students' learning and development. The criteria consisted of verifying performance in relation to the objectives and the process. The proposed assessment instruments were: Papers, tests, seminars, case resolution, in-class and extra-class exercises and seminars. Assessment is a category studied by Pacheco (2008) and Will (2015), being perceived as a mechanism for regulating the teaching and learning process.

THE THEORETICAL FRAMEWORK OF TEACHING PLANS

The academic work of both teachers and students is organized based on a framework that guarantees the basis and reflections related to the scientific development of the area studied. It allows discussion on curricular practice based on theoretical and practical foundations of the training area, based on the authors adopted in the planning. This collection may include articles, books, periodicals and other reliable materials. Observe Table 6.

References	n.	%
Basics: Classics and current	5	50
Updated supplementary		
Basics: Classics and current	5	50
Outdated supplement		

Table 6. The types of bibliographies indicated

The bibliographic collection with references related to Administration studies was divided into basic and complementary bibliographies. Of the basic bibliographies, the classics predominated for both groups of teaching plans. Among the complementary bibliographies, 50% indicate updated references and 50% the references are outdated.

It is believed that teachers responsible for higher education develop a practice, as Masseto (2005) says, aimed at the development of learning. In this aspect, literature favors the foundations of teaching and learning. Therefore, Administration studies presuppose foundations related to origin, evolution and current affairs, therefore, classics and updated texts are essential.

CONCLUSION

The teaching plans were organized by intentions (syllabus and objectives), content, methodology, evaluation and bibliography. The type of organization of the syllabi and formulation of objectives were coherent and well designed; however, they were closer to traditional Administration teaching than that proposed by the 2005 DCN and the proposals contained in the Administration PPC in force at the time in each institution.

The contents of the plans were configured into two groups, those that were reduced to specific knowledge, following the formal logic of the academic discipline, the articulation of contents, demonstrating the structure of the subject, the vertical relationship of knowledge. Thus, the propaedeutic function of teaching

in administrator training predominated. In the second group of plans, specific and procedural contents appeared, with a greater scope in organization and structuring, with a concern to articulate the conceptual contents with the logical and specific procedures of related areas and Administration, as well as the strategies used by students in the learning process. However, no group was concerned with the content that involves the formation of professionals' attitudes.

The methodology of the plans to guide curricular practice in the classroom was presented with the indication of teaching and learning techniques and strategies, with the path taken by teachers to teach and students to learn being unclear.

In the evaluation, a higher percentage of plans was based on summative evaluation with criteria based on norms and rules. The second and third group of plans were supported by formative and summative assessment. The second is based on normative criteria prescribed by the institution and the third is based on criteria based on quantitative standards and criteria formulated by teachers based on their teaching experiences. No group of plans referenced the initial assessment.

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In summary, the analyzed plans expressed routine teaching knowledge about assessment in the teaching and learning process.

The choice of references differed in the complementary bibliography, half of the plans presented updated references and half out of date. Therefore, part of the plans did not include the necessary references to a selection of books, magazines and other materials updated in the context of new economic, political, social and organizational relations to significantly facilitate the set of learning situations, activities provided and dynamized in the teaching and learning process.

It was concluded that the teaching plans for the subject General Theory of Administration or Fundamentals of Administration from different Brazilian universities that were published on institutional websites in 2021 needed to present a new configuration that expresses advances in teaching practice in the classroom curricular context of class. Considering that the plans presented after the curricular reformulation with the 2005 DCN for the Administration Course, did not express the reformulations of their respective Pedagogical Projects of the Course.

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