

## **Building the reflexive teacher in distance learning: a study about indicators of "inverted symmetry and didactic transposition"**

Nilda Stecanela

[nstecane@ucs.br](mailto:nstecane@ucs.br) – Universidade de Caxias do Sul

Eliana Maria do Sacramento Soares

[emsoares@ucs.br](mailto:emsoares@ucs.br) – Universidade de Caxias do Sul

Rita Tatiana Cardoso Erbs

[rtcerbs@ucs.br](mailto:rtcerbs@ucs.br) - Universidade de Caxias do Sul

### **Abstract:**

This paper presents part of the path followed through on the research project: Building the reflexive teacher: a study about indicators of "inverted symmetry and didactic transposition" and its investigation scenario is the education process of the students majoring in Pedagogical Studies in Teacher Education, offered in a distance learning mode by the University of Caxias do Sul.

The question guiding the research intends to identify which indicators of inverted symmetry and didactic transposition are present in the analysis corpus, which on its turn comprises on the texts of the students' self-evaluations, interlaced with the observations of supervised class practices. It also asks about in what measure the development of those abilities contributes to build the reflexive teacher.

Qualitative text analysis was the method adopted and starting point was the impregnation of the material analyzed, by reading and re-reading it, followed by the process of fragmenting the whole in units of meaning which are classified in thematic units by proximity – emerging categories – which arise according to the voice of the other. The study contemplates a sample made up with the texts written by 24 students from the Academic Pole in Caxias do Sul and focuses on important aspects that need to be investigated, regarding teachers' education and according to the perspective of building a reflexive teacher.

**Keywords:** reflexive teacher, inverted symmetry, didactic transposition, teacher education.