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TEACHER TRAINING FOR ENVIRONMENTAL EDUCATION: A CASE STUDY IN UNDERGRADUATE COURSES

Abstract:

The objective of this work was to identify and analyze how Environmental Education has been inserted and developed in undergraduate courses at the Federal Institute of Education, Science and Technology of Brasília (IFB). This research had a qualitative-quantitative approach, using a basic exploratory descriptive study as an approach. This research had a qualitative-quantitative approach, using a basic exploratory descriptive study as an approach. It has a focus that privileges the aspects of perception and subjective awareness of the actors of the research. The results obtained for analyzing the syllabuses of IFB degree courses corresponded to 565 curricular components. Of these, 548 components do not interact with content related to Environmental Education. Only 14 mandatory subjects and 3 optional/elective subjects relate their contents to EA, that is, only 3.01% articulate topics related to environmental issues. When analyzing how Environmental Education has been articulated in undergraduate courses, it was found that the inclusion of Environmental Education in the syllabi progressed very slowly, demonstrating difficulty in consolidating this theme. Furthermore, education, environment and sustainability within an Environmental Education context for training critical citizens has been little explored in IFB degree courses. The results of this study allow us to observe that Environmental Education is not consolidated and institutionalized at the IFB, presenting gaps in both theory and practice. It is concluded that the “talk of professional education teachers” manifests itself in an ineffective, fragmented and superficial way, whether in a direct, transversal and/or interdisciplinary way.

Keywords:

Environmental education, Interdisciplinary, Learning

JEL Classification: I29, I23, Q01