

HIGHER LEVEL DIDACTIC
YOUR DIFFERENT NOTES
(LIKE A FRAME REFERENTIAL
OF THE SUBJECT)

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The interest in this work is to present the notes that identify and characterize Higher Level Didactics as a specific discipline within the Field of systematic reflections on the teaching process, while presenting the referential framework, substantiating and guiding the development of the subject.

Without appearing as an area of interest within this disciplinary problem until late in this century, Higher Level Didactics, from the perspective of this chair, is faced with the attempt to produce instances that surpass technical proposals, which, in turn, it is confined by institutions (the university, tertiary institutes that traditionally perceived it outside the field of scientific production).

Some considerations around a specific practice at the level, pedagogical advice at the university, help us identify certain features that underlie the presentation that these institutions have about the didactic field in action.

In the analysis of the responses to a questionnaire applied to pedagogical advisors who were attending a postgraduate course ¹, which inquires about what the participants believe is expected of this professional at the University, a large number of responses alluded to various images referring to "a magician", to the subject who at the same time must "validate an existing model and promote change"; "be a link between the disciplinary substantive and the pedagogical-didactic".

Despite the omnipotent and, at the same time, ambivalent and contradictory nature of the demand and the image of the role itself, in almost all of the situations in which these representations of the work of a pedagogical advisor in the university take place, their practice is present, related to the processes that occur in the university classroom between teachers and students, in teaching and learning.

This path is little explored from research and pedagogical reflection, which in turn leads to questions about this disciplinary cutback of Didactics. What is Higher Level Didactics, or more specifically University Didactics? What is your object of action and systematic reflection?

How does it differ in its disciplinary formation from other specific didactics? What do they still have in common? To what extent do theoretical perspectives shape various images of the actions of a pedagogical advisor at the university? Alluding to these topics, trying to address these questions is the privileged purpose of these pages.

A descriptive conceptualization of its field of action will help in this reduction that is made of

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Terry C. Jones



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