

# Teaching is developed on the go: the three pedagogical moments as a practice of teacher education<sup>1</sup>

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## ABSTRACT

Far from a linear or conclusive process, teacher education is understood as a social and historical practice, marked by contradictions and by the need to transform educational reality. The Three Pedagogical Moments methodology (Delizoicov, 1980) serves as a theoretical–methodological foundation for proposing, within the context of the supervised practicum in pedagogy degree programs, new ways of organizing the pedagogical work of teachers in initial training. Anchored in Freirean critical pedagogy and the historical-cultural perspective, this approach conceives praxis as the unity of reflection and action, mobilizing undergraduate teachers to investigate, problematize, and intervene in school contexts. This qualitative, descriptive–analytical study draws on teaching experiences developed during supervised practicums as its empirical corpus. The findings indicate that pedagogical work organized around the Three Pedagogical Moments strengthens reflective processes, fosters teaching authorship, and consolidates teaching as an investigative, ethical, and emancipatory practice.

**KEYWORDS:** Teacher Education. Three Pedagogical Moments. supervised practicum.

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*A docência se faz no caminho:*

*os três momentos pedagógicos como prática da formação docente*

### **RESUMO**

Longe de um processo linear ou concluso, a formação docente é compreendida como prática social e histórica, marcada por contradições e pela necessidade de transformação da realidade educativa. A metodologia dos Três Momentos Pedagógicos (Delizoicov, 1980) configura-se como fundamento teórico-metodológico para propor durante o estágio curricular supervisionado nos cursos de Pedagogia, novas formas de organização do trabalho pedagógico do professor em formação. Ancorada na pedagogia crítica freireana e na perspectiva histórico-cultural, essa abordagem sustenta a práxis como unidade entre reflexão e ação, mobilizando o licenciando a investigar, problematizar e intervir no contexto escolar. A pesquisa, de natureza qualitativa e descritivo-analítica, toma como *corpus*, experiências de docência desenvolvidas em estágios supervisionados. Os resultados indicam que o trabalho pedagógico organizado a partir dos Três Momentos Pedagógicos potencializa processos reflexivos, favorece a autoria docente e consolida a docência como prática investigativa, ética e emancipadora.

**PALAVRAS-CHAVE:** Formação docente. Três Momentos Pedagógicos. Estágio Supervisionado.

*La docencia se hace en el camino:*

*los tres momentos pedagógicos como práctica de formación del docente*

### **RESUMEN**

Lejos de ser un proceso lineal o concluido, la formación del docente se comprende como una práctica social e histórica, marcada por contradicciones y por la necesidad de transformar la realidad educativa. La metodología de los Tres momentos pedagógicos (Delizoicov, 1980) se configura como un fundamento teórico-metodológico para proponer, durante la pasantía curricular supervisada en los cursos de Pedagogía, nuevas formas de organización del trabajo pedagógico del profesor en formación. Basada en la pedagogía crítica de Paulo Freire y en la perspectiva histórico-cultural, este enfoque sustenta la praxis como unidad entre la reflexión y la acción, movilizando al futuro licenciado a

investigar, problematizar e intervenir en el contexto escolar. La investigación, de naturaleza cualitativa y descriptivo-analítica, analiza experiencias de la docencia desarrolladas en pasantías supervisadas. Los resultados indican que el trabajo pedagógico organizado a partir de los Tres momentos pedagógicos potencia procesos reflexivos, favorece a la creación pedagógica y consolida la docencia como práctica investigativa, ética y emancipadora.

**PALABRAS CLAVE:** Formación del docente. Tres momentos pedagógicos. Pasantía supervisada.

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## Introduction

Professional education, in its classical conception, is often understood as a cycle of studies culminating in entry into a specific field of professional practice, after which innovation and professional development become subsequent demands. Teaching, however, disrupts this linear logic, as it is constituted as a permanently unfinished process in which continuing education is an intrinsic dimension of the profession. Being a teacher goes beyond the mere acquisition of initial knowledge, taking shape as a trajectory of continuous development sustained by systematic study, critical reflection, and pedagogical practices that are renewed throughout one's professional life.

Within this context, particular attention must be given to initial teacher education, a stage in which the supervised practicum is a central component of the formative process. Far from being limited to a practical activity, the practicum constitutes a privileged space for articulating theory and practice, enabling future teachers to critically reflect on pedagogical praxis and to reinterpret their own learning trajectories.

The supervised curricular practicum functions as a nexus between theoretical education and pedagogical praxis within pedagogy programs, constituting a significant moment of synthesis between academic knowledge

and teaching experience. Rather than a merely practical activity, the practicum should be conceived as a formative field of both theoretical and practical nature, whose pedagogical intentionality is grounded in critical reflection, systematic observation, and intentional intervention. Pimenta and Lima (2005, p. 14) emphasize that practicum experience must be grounded in a conception of praxis understood as the overcoming of the theory–practice dichotomy and, therefore, as a theoretical activity that informs and transforms pedagogical action.

From this perspective, the practicum cannot be reduced to a rite of passage or the mere fulfillment of workload requirements. Instead, it must be redefined as an epistemological domain for the production of knowledge, the investigation of educational reality, and the reconstruction of teaching practices. It represents an opportunity for situated teaching action, in which an investigative stance is articulated with formative intentionality, fostering the professional and political maturation of pre-service teachers.

Inspired by the well-known statement of the Spanish poet Antonio Machado (1910/2011, n.p.) — “Caminante, no hay camino, se hace camino al andar” (“Traveler, there is no path; the path is made by walking”) — teaching is understood here as a trajectory in constant construction. Our interest lies in reflecting on how this “path” of teaching is concretely forged in supervised practicum settings, particularly in pedagogy programs. Far from being reduced to a stage dedicated solely to the practical application of previously learned theories, the practicum is a space where future teachers begin to construct their professional identities, transforming abstractions into pedagogical action and theory into praxis.

From this standpoint, the guiding question of this study is: to what extent can the Three Pedagogical Moments methodology, proposed by Delizoicov (1980), contribute to a more meaningful teacher education within the context of the supervised curricular practicum? We seek to understand how the Three Pedagogical Moments — Study of Reality, Organization of Knowledge, and Application of Knowledge — can be mobilized as a didactic-

pedagogical strategy in the planning and implementation of guided teaching, thereby enhancing the formative character of the practicum. Originally conceived by Delizoicov (1980) and grounded in a dialogical conception of education, this methodology was further developed in the studies of Delizoicov, Angotti, and Pernambuco (2007), Muenchen (2010), and Muenchen and Delizoicov (2012). These works demonstrate the relevance of the Three Pedagogical Moments framework for organizing pedagogical work, particularly in formative contexts that seek to critically and problematically articulate theory and practice.

This article also proposes a reflection on the role of the supervised practicum in initial teacher education, in light of the Three Pedagogical Moments, understood as a didactic-methodological structure that fosters critical understanding of reality and the construction of meaningful educational practices. For organizational purposes, the article is structured into three sections: the first discusses the supervised curricular practicum in initial teacher education; the second presents the foundations of the methodology; and the third analyzes its potential within the context of guided teaching experiences developed during the practicum.

## **1. The Practicum as an Epistemological Experience: Between Praxis, Inquiry, and Teacher Education Understood**

As a constitutive dimension of formative praxis, the supervised curricular practicum serves as a privileged locus for the articulation of theory and practice, enabling pre-service teachers not only to observe but also to intervene critically, ethically, and intentionally in schools. As a human activity oriented toward educational purposes, the practicum fits within the domain of praxis, as defined by Vásquez (1968), by integrating planning, reflective action, and the transformation of reality.

In the context of initial teacher education, the practicum is not a mere appendix to training, but rather its most potent expression. It allows future

educators to engage directly with vital aspects of educational practice: subjects, knowledge, relationships, policies, and daily school life. According to Ghedin, Oliveira, and Almeida (2015), building a teaching identity depends on valuing experiential knowledge and engaging critically with educational systems. Thus, teacher education moves beyond technical training to become an ethical, political, and epistemological process.

The practicum is the primary site for these transformative experiences. Learning to teach, therefore, does not amount to imitating established models or replicating prescribed methodologies. Instead, it requires a commitment to critical reading of the world, to confronting theory with lived practice, and to developing an investigative, situated, and original stance. As Ostetto (2008) indicates, every pre-service teacher carries a history, a system of values, subjective experiences, and emotional dimensions that shape the constitution of teaching identity. In this context, the practicum emerges as a space of tension, reinvention, and re-signification.

Reflecting on the practicum means seeing it as a rich epistemological field. The pre-service teacher becomes a researcher of practice—someone who analyzes, questions, and acts in the school. Pimenta and Lima (2012) say research during the practicum gives a broader view of what is experienced and observed. This opens space to produce pedagogical knowledge rooted in daily school life.

It is not just about making new lesson plans. It is also about listening carefully to details often missed, and building a teaching practice with a unique voice, as Ostetto (2008) notes. The aim is to create meaning, listen to others, and examine educational practices deeply.

By promoting immersion in school culture, the supervised practicum brings pre-service teachers closer to the multiple dimensions of teaching: didactic planning, classroom management, interpersonal relationships, assessment, knowledge mediation, and understanding the curriculum in action. Borssoi (2008) highlights that this experience brings the academic

closer to the real challenges of the profession and prompts reflection on career choice and the meanings of teaching work.

In this respect, Pimenta (1997) emphasizes that the professional identity of teachers is constructed through the intertwining of the profession's social meaning, pedagogical traditions, established practices, and knowledge built from daily experience. In this process, the practicum serves as a catalyst for dialogical, critical, and contextually grounded training. Embracing the practicum as a formative territory requires an investigative posture on the part of the academic. No longer merely a student at the school, but a subject who observes questions, gathers data, listens, systematizes, and intervenes with responsibility. Research thus becomes the structuring axis of teacher education, as argued by Demo (2003), who advocates the formation of the teacher-researcher one who approaches research not as a mere technique but as an everyday epistemological attitude.

This conception is shared by Zeichner (1993), who argues that every teaching practice involves some form of theorization, even if only tacit. The separation between theory and practice is, therefore, more about a mismatch between the observer's view and the implicit theory within the practice itself. Thus, it is important to prepare teachers to reflect critically on their actions, question assumptions, and transform their practices with new frameworks.

To make this happen, practicum coursework must give space for analysis, questioning, and rethinking teaching practices. Pimenta and Lima (2006) argue that research should begin during the practicum by comparing observations with theory. Dialogue among people with different knowledge and experiences should aim at educational goals that serve human development.

In this context, the practicum field becomes a territory for listening, pedagogical sensitivity, and the development of an authentic formative project. Guided observation allows the academic to identify the demands and potential of the school environment, understanding it as a complex, plural space, rich in formative possibilities. As Freire (1987; 1996) argues, curiosity

is a founding element of the educational act. The practicum, therefore, is expected to foster the transition from naïve curiosity to epistemological curiosity—a movement of problematizing lived reality and producing knowledge from the generative themes that emerge from everyday school life. Formative praxis, from this perspective, is anchored in listening to experiences, critical analysis of contexts, and transformative intervention.

It is precisely from this intertwining of experience, problematization, and action that the Three Pedagogical Moments emerge methodology to be discussed in the next section, as a concrete expression of a dialogical, critical, and emancipatory pedagogy. This approach recognizes the centrality of experience and listening to subjects and proposes the collective construction of knowledge as a path toward meaningful and socially committed teaching.

## **2. Teaching in Motion: The Three Pedagogical Moments Methodology in the Supervised Practicum**

The Three Pedagogical Moments (3PM) methodology, developed by Demétrio Delizoicov in the 1980s, is an educational approach grounded in Freirean critical pedagogy. It is a theoretical-methodological systematization that transitions from the field of popular education, deeply influenced by Paulo Freire, to the realm of formal education, aiming to establish dialogical, investigative, and emancipatory pedagogical practices. This approach understands teaching as a process that must begin with learners' concrete reality, promoting critical reflection and the advancement of consciousness (Bonfim, Costa, & Nascimento, 2018; Giacomini, 2014).

The Three Pedagogical Moments are structured in three sequential and interdependent stages: Study of Reality (SR), Organization of Knowledge (OK), and Application of Knowledge (AK). In the first stage - Study of Reality - the teacher presents problem-posing situations drawn from students' daily lives, mobilizing their prior knowledge and provoking questions that encourage them to recognize the contradictions present in their immediate

reality. This stage is not limited to raising topics but serves as a catalyst to spark interest and a sense of need to learn, reaching its peak when the student feels the absence of knowledge not yet mastered.

The second stage, called Organization of Knowledge, seeks to systematize information and based on teacher interventions and diverse didactic strategies, construct the scientific knowledge necessary to understand the issues initially proposed. Here, the teacher's role stands out as an epistemological mediator, guiding the process without disconnecting school content from students lived world. This mediation must be attentive to the uniqueness of each learner, respecting individual learning rhythms and styles, thereby ensuring responsive and equitable teaching.

Finally, the Application of Knowledge is the stage in which students revisit the initial problem, now equipped with new theoretical and conceptual frameworks, reinterpreting reality considering the knowledge produced. As Delizoicov (1980) emphasizes, this stage aims to consolidate learning through practices that integrate theory and transformative action, ensuring that newly constructed knowledge is meaningful and relevant to students' everyday lives.

During teaching practices in the Supervised Curricular Practicum, the Three Pedagogical Moments can serve as the structuring axis for planning and guided teaching. This perspective enables the development of interdisciplinary proposals aligned with the reality of the chosen class, facilitating the construction of teaching practices that recognize students as active subjects in the learning process and reinforce the commitment to comprehensive and critical education.

Within this context, planning takes on an ethical-political character. More than a technical tool, it should be conceived as an instrument for listening, analysis, and intervention. As Alves and Araújo (2009) state, planning means infusing educational action with intentionality, transforming it into a dialogical and flexible path that considers students' knowledge and experiences as the starting point for building new knowledge. Incorporating

the Three Pedagogical Moments into this process allows teachers to transcend fragmented, transmissive practices, thereby enhancing teaching as a form of critical and creative mediation. Guided teaching, when grounded in this methodology, becomes a space for embracing students' realities and mobilizing meaning, promoting students' active engagement, and strengthening their cognitive and social autonomy.

Muenchen and Delizoicov (2012) reaffirm this perspective by arguing that pedagogical practice, grounded in problematization and dialogue, should be anchored in meaningful situations arising from students' concrete contexts. In this regard, the problem-posing teacher does not merely transmit content, but stimulates epistemological curiosity, revealing knowledge and creating conditions for students to appropriate it critically and transformatively (Muenchen, 2010). Problematization, therefore, is not an isolated step, but a transversal axis of the entire pedagogical process, permeating didactic decisions, the content addressed, and the relationships established in the classroom. Interdisciplinarity emerges as a powerful strategy to broaden horizons of meaning, foster connections between bodies of knowledge, and encourage collective engagement with real issues.

In summary, the Three Pedagogical Moments operate as a formative architecture that weaves together sensitive listening to learners, critical mediation of content, and pedagogical action committed to transforming reality. By incorporating them into guided teaching, the practicum experience is expanded as a space for experimentation, inquiry, and re-signification of educational practice, fostering a teacher education that is, above all, emancipatory.

### **3. The Three Pedagogical Moments and Their Multiple Meanings: Pedagogical Experiences in the Supervised Practicum**

Understood as a methodological architecture grounded in the principles of critical pedagogy, the Three Pedagogical Moments (3PM),

systematized by Demétrio Delizoicov in the 1980s, are configured as a proposal for lesson planning, especially in the early years of elementary education. In this section, from the perspective of researchers in teacher education during the period of supervising practicum placements in Pedagogy for the early years of elementary education, we present a formative proposition aimed at equipping future teachers with the conscious, situated, and critical use of this methodology.

### **3.1 Pedagogical Listening as a Starting Point for Planning**

The first movement toward integrating 3PM into guided teaching is the development of a sensitive perspective on the school context and the individuals who comprise it. Careful listening to reality—its noises, silences, and contradictions—is the initial condition for any pedagogical practice committed to emancipation.

In this sense, the curricular practicum should be understood as a space for immersion in daily school life, where pre-service teachers learn to exercise attentive and sensitive listening to reality and to recognize generative themes, latent demands, and formative potentials. One could begin by observing unrest and/or disinterest in the classroom, which may signal the need for more playful and dialogical approaches, or for more organized and systematized approaches, to address the reality as it presents itself.

### **3.2 The Generative Theme as the Epistemological Axis of Intervention/Teaching**

The choice of the generative theme, understood as the element that articulates experience and knowledge, is a decisive step in constructing a didactic sequence guided by the Three Pedagogical Moments. The intention is to encourage pre-service teachers to identify, together with the classes they work with, significant themes that emerge from students' daily lives. For example,

“games, play, and toys” is a theme that allows for the articulation of affectivity, cultural memory, language, and science, enabling interdisciplinary work that is sensitive to the realities of children and youth. This choice may arise from conversation circles in which children share their favorite games and family memories, revealing both collective and individual interests.

To give concrete form to the discussion of the choice of generative themes and to show how this perspective materializes in formative practices, we have chosen to share teaching project experiences developed by students in the Pedagogy Course during the Supervised Curricular Practicum in the Early Years of Elementary Education. These projects demonstrate the power of the practicum as a space for articulation between theory and practice, in which pre-service teachers, guided by Freirean references and by the didactic-methodological organization proposed in the course, identified, together with the classes in which they worked during participatory observation, significant themes that emerge from daily school and community life.

The systematization of these experiences, presented here in the form of summary tables, enables understanding of how the selected themes fulfill criteria of relevance, interdisciplinarity, problematization, and dialogue with local culture, reaffirming the centrality of the generative theme as the epistemological axis of pedagogical intervention.

**Table 1: The Subject, Time, and Space**  
(integrates notions of temporality, lived space, family, and social relations)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention:</b>
Relevance for Students	Addresses identity, family, culture, time, and space—dimensions directly connected to students’ lived experiences.
Potential for interdisciplinary work	Integrates Portuguese Language (oral communication and writing), History (identity and sense of belonging), and Geography (concepts of space and place).
Possibility for problematization	Allows discussion of diversity, similarities and differences, and social and cultural changes over time.
Dialogue with everyday life and local culture	Values family histories, photographs, music, and traditional games, connecting school activities with children’s real-life experiences.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

**Table 2: Rural School and Daily Life**  
(reflection on the context of the rural school, peasant culture, and daily challenges of the community)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention</b>
Relevance for Students	Reflects the realities of students from rural and urban backgrounds in a multigrade school context.
Potential for interdisciplinary work	Addresses content from Science, History, and Portuguese Language grounded in agricultural and community-based realities.
Possibility for problematization	Critically examines rural–urban inequalities and sustainability practices.
Dialogue with everyday life and local culture	Establishes direct connections with rural life, family farming, and local cultural practices.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

**Table 3. Diversity and School Inclusion**

(Explores the appreciation of differences, local culture, and practices that promote respect for diversity)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention:</b>
Relevance for Students:	Contributes to understanding different cultures and diverse educational trajectories.
Potential for interdisciplinary work	Involves content from Human Sciences, Portuguese Language, and Environmental Education.
Possibility for problematization:	Questions about traditional teaching practices and the need for inclusive methodologies.
Dialogue with everyday life and local culture	Relates the diversity of the school community to the appreciation of local and family-based knowledge.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

**Table 4. Urban School, Identity, and Participation**

(Focus on the role of the school as a space for formation, socialization, and belonging)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention:</b>
Relevance for Students	Explores identity, belonging, and the role of the school.
Potential for interdisciplinary work	Integrates Portuguese Language, Human Sciences, and inquiry-based practices.
Possibility for problematization	Enables discussion of dilemmas related to inclusion, cultural differences, and the social role of the school.
Dialogue with everyday life and local culture	Connects the experiences of urban students and their families with school practices.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

**Table 5. Sustainability**

(Explores environmental care, the role of the school in fostering sustainable attitudes, and overcoming learning difficulties connected to everyday life)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention:</b>
Relevance for Students:	Focuses on real learning problems and challenges faced in the classroom.
Potential for interdisciplinary work	Connects Portuguese Language, Mathematics, and Science to pedagogical practices.
Possibility for problematization:	Critically examines learning challenges, concentration difficulties, and the role of family support.
Dialogue with everyday life and local culture	Connects school, family, and community in addressing everyday challenges.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

**Table 6. Identity and Belonging**

(Works with elements that help children recognize themselves in their history, family, and local culture)

<b>Selection Criteria</b>	<b>Possibilities for Didactic Intervention:</b>
Relevance for Students	Can be directed toward valuing students' individuality and their social and cultural environment.
Potential for interdisciplinary work	Has strong potential to integrate Portuguese Language, History, and Arts.
Possibility for problematization	Allows for the critical examination of cultural and family differences.
Dialogue with everyday life and local culture	Connects directly to students' personal identity and their family-related identity.

**Source:** Created by the researchers based on teaching projects developed within the Pedagogy Degree Program, as part of the Supervised Curricular Practicum in the Early Years of Elementary Education, between 2023 and 2024.

An examination of the tables reveals that the teaching projects developed not only meet the criteria for the selection of generative themes but also highlight the richness and diversity of possibilities that emerge from the dialogue between school, community, and university. By taking children's concrete experiences as their point of departure - their histories, identities, senses of belonging, experiences in rural or urban contexts, as well as challenges related to sustainability and inclusion - the proposals give material form to the Freirean principle that school knowledge should arise from lived reality and subsequently return to it in a critical and transformative manner.

In most schools, the initial guidance provided by cooperating teachers at the conclusion of the participatory observation phase consisted of presenting a list of contents to be addressed by undergraduate students during their teaching practice, revealing a logic that remains strongly content centered. However, upon returning to the university-based supervision meetings within the Supervised Curricular Practicum, it became possible to problematize this practice and to systematize a formative pathway that shifted students' focus beyond the mere execution of prescribed content. Within this process, theoretical mediation proved decisive. By revisiting Freire's conception of the generative theme as an articulating axis between concrete experience and systematized knowledge (Freire, 1987), undergraduate students were encouraged to organize their teaching proposals around meaningful problematics emerging from learners' everyday lives. Likewise, drawing on Leontiev's Activity Theory (1978), discussions emphasized that teaching must articulate content and form, that is, not only what to teach, but also how to organize pedagogical work in ways that produce meaning for subjects engaged in activity. In the same vein, a Vygotskian perspective was mobilized to reaffirm that learning becomes effective only when mediated by cultural tools that enable children to advance within their zone of proximal development.

Thus, the supervision of undergraduate students assumed a clear formative character, transforming lists of contents into didactic pathways organized around generative themes capable of establishing meaningful, interdisciplinary, and culturally situated contexts of study. The systematized projects reveal that teacher education, when guided by a historical-cultural perspective and by critical pedagogy, enables future teachers to design meaningful didactic interventions that articulate content and form in processes that expand learning and strengthen the civic dimension of education.

### **3.3 Didactic Planning Based on the Three Pedagogical Moments**

The organization of educational practice based on the Three Pedagogical Moments (TPM) comprises three interconnected stages. The first stage, known as the Study of Reality (SR), involves the teacher presenting problem-situations that challenge students' prior knowledge, prompting questioning and stimulating epistemological curiosity. At this stage, activities such as a conversation circle may be proposed, encouraging children to discuss their favorite games and to reflect on whether they are familiar with those played by their parents or grandparents, thereby fostering comparisons and the formulation of hypotheses.

In this initial moment, it is essential for the teacher to create conditions that enable students to express their prior knowledge and life experiences related to the theme under study. Beyond conversation circles, the use of images and cultural artifacts can support comparisons between practices from different generations. Collective activities such as the construction of panels or timelines may visually organize shared games and memories, while interviews with family members can expand children's repertoires and strengthen the relationship between school and community. Children's literature may also be incorporated as a mediating object to provoke questioning and stimulate epistemological curiosity. Through these experiences, students are encouraged to establish connections between past

and present, lived reality and school knowledge, thus characterizing the Study of Reality as an investigative and problematizing stage, aligned with the assumptions of the Three Pedagogical Moments.

The information, hypotheses, and records produced during the Study of Reality constitute the starting point for the second stage, the Organization of Knowledge (OK). At this moment, the teacher is responsible for systematizing students' statements, observations, and experiences, expanding them through theoretical mediation and the introduction of new scientific knowledge. Games initially reported and analyzed may be revisited to explore historical, cultural, and scientific aspects, such as the evolution of toys over time, the materials used in their production, and the social values they convey. This transition from everyday knowledge to school-based knowledge ensures the articulation between experience and systematized knowledge, in line with the historical-critical perspective that underpins the Three Pedagogical Moments.

It is important to recognize that, at this stage, students require access to systematized knowledge that enables them to deepen their understanding of the initial problematizations. Videos, texts, and images related to traditional games may be presented, family members may be invited to share their experiences, and the cultural diversity of play may be explored.

In this way, the Organization of Knowledge becomes a privileged space in which teacher mediation facilitates the transition from common sense to scientific knowledge, ensuring that students advance toward new ways of thinking and understanding reality. By articulating diverse didactic resources and promoting dialogue between lived experience and systematized knowledge, the teacher broadens students' cultural horizons, enabling them to recognize play not merely as a recreational activity, but as a historical, social, and cultural phenomenon. This process reinforces the formative intentionality of the Three Pedagogical Moments, ensuring that the school fulfills its role of socializing historically produced knowledge and of educating critical subjects capable of intervening in their social context. In the third

stage, the Application of Knowledge (AK), students are challenged to use what they have learned in new situations, re-elaborating concepts and producing their own syntheses. At this point, games and activities initially problematized and later systematized may be recreated, adapted, or re-signified by the children through dramatizations, written productions, graphic records, or the construction of new toys. The aim is for learning to move beyond mere recall or transmission of information, to become conscious action capable of transforming students' understanding of reality and generating new practices within the school and community contexts. In this sense, the Application of Knowledge ensures the unity between theory and practice, scientific knowledge and everyday life, confirming the strength of the Three Pedagogical Moments as a structuring axis of didactic planning.

During the Application of Knowledge, students return to reality equipped with new theoretical references. They reinterpret lived situations, produce artifacts, express knowledge, and intervene in their context with greater autonomy. Activities may include constructing toys from recyclable materials, organizing exhibitions, orally or in writing reporting on the construction process and the meanings attributed to the games. In the previously described teaching projects, the Application of Knowledge was mobilized through different forms of intervention. In the project entitled "The Subject, Time, and Space," students were encouraged to produce narratives and graphic records comparing their current games with those of their grandparents, retrieving family memories and re-elaborating the notion of temporality. This production materialized a synthesis between school knowledge and lived experience, enabling students to understand cultural and social changes through the category of time.

In the project "Rural School and Everyday Life," the Application of Knowledge materialized through the construction of models and short written accounts of agricultural practices. This activity allowed students to relate school learning to their community experiences, strengthening the link between scientific knowledge and rural knowledge. In this context, the

Application of Knowledge assumed an interdisciplinary character, articulating Science, History, and Portuguese Language in a practice that reinforced rural identity and the value of family farming.

Regarding the theme of diversity and school inclusion, after discussions on cultural and social differences, students were encouraged to produce posters and collective dramatizations representing different identities and modes of coexistence. Through the creation of visual materials and performances, children re-elaborated concepts addressed during the Organization of Knowledge, projecting more inclusive and respectful forms of social relations.

In the project addressing “Urban School, Identity, and Participation,” the Application of Knowledge was expressed through the production of collective panels and collaborative texts reflecting on the role of the school in students’ lives. This activity not only consolidated learning but also fostered critical reflection on the school as a space of belonging and civic formation. Similarly, the project focused on sustainability problematized the construction of toys using recyclable materials and the organization of an exhibition open to the school community. This action extended beyond the school walls, transforming learning into a shared social practice.

These examples demonstrate that, in the Application of Knowledge, the teaching projects did not merely reproduce content but encouraged students to transform knowledge into creative and socially meaningful practices. This stage, while consolidating learning, also aims to expand students’ autonomy and strengthen the articulation between school, community, and culture. In this way, the critical intentionality underlying the Three Pedagogical Moments guides teaching practice, ensuring that didactic planning becomes a pathway toward the integral education of students.

### **3.4 Supervised Teaching as an Investigative Experience**

The incorporation of the Three Pedagogical Moments (TPM) as the foundation for supervised teaching proposes a model of teacher education that

departs from instructional and transmissive approaches. In this framework, an investigative practice emerges in which undergraduate students do not merely teach, but also inquire, document, problematize, and intervene. The school is thus conceived as a space for professional formation and knowledge production, while the practicum is understood as a time-space for the construction of teaching authorship.

Re-signifying supervised teaching through the Three Pedagogical Moments is particularly relevant during initial teacher education. This process requires intentional pedagogical guidance so that such an approach can be effectively materialized in practice.

Within the context of supervised teaching, assessment should be understood as a formative and dialogical process that accompanies and sustains the professional development of undergraduate students. When grounded in the methodology of the Three Pedagogical Moments, assessment acquires heightened relevance, as it becomes intrinsically linked to a critical and investigative pedagogical practice. From this perspective, assessment should not be limited to the products generated after instructional interventions, but should encompass the entire process of planning, pedagogical mediation, and reflective teaching practice.

One important assessment strategy involves the development of evaluative rubrics for didactic sequences planned according to the Three Pedagogical Moments. These rubrics should include clear and objective criteria addressing the coherence between the generative theme and the learning objectives, the quality of the initial problematization, the adequacy of mediation strategies, the articulation among the pedagogical moments, and the capacity to promote student protagonism. Additionally, the rubrics may incorporate criteria related to the undergraduate students' sensitivity to the school context, their active listening to learners, and the pedagogical intentionality guiding instructional actions.

Another key instrument is the critical self-assessment of the undergraduate students. By systematically recording their perceptions of

their own performance, including challenges encountered, decisions made, and learning achieved, future teachers strengthen their teaching authorship. This reflective practice may be organized through field journals, reflective portfolios, or practicum reports, in which undergraduate students analyze their pedagogical choices considering the theoretical frameworks studied.

Formative assessment should also include qualitative observations and feedback provided by those responsible for supervising the teaching process. Attentive engagement with practice, combined with constructive and dialogical feedback, allows for the identification of progress, limitations, and possibilities for re-signifying teaching work in formation. Such feedback should extend beyond technical considerations to address the ethical–political foundations of teacher education, the investigative stance adopted by undergraduate students, and their commitment to a critical and emancipatory educational project.

It is important to emphasize that, under these premises, assessment does not culminate in a grade or a final evaluative judgment. Rather, it is constituted as an ongoing dialogical process among subjects who teach and learn collectively. Through the integration of evaluative rubrics, critical self-assessment, and formative observations, this approach advances a conception of assessment that educates, transforms, and humanizes, in alignment with the principles of the Three Pedagogical Moments and with the horizon of socially committed teaching.

When adopted as a pedagogical framework by teachers in formation, the Three Pedagogical Moments significantly expand the meaning of teaching. Beyond the planning and implementation of activities, teacher education must cultivate professionals capable of reading reality critically, listening attentively to subjects, mediating knowledge, and intervening ethically and transformatively within school contexts.

## Conclusion

The Three Pedagogical Moments (TPM), grounded in Freirean critical pedagogy and the socio-historical-cultural perspective, consolidate themselves as an important theoretical–methodological framework for teacher education, particularly within the context of the supervised practicum. By proposing the integration of the study of reality, the organization of knowledge, and the application of knowledge, this methodology offers a pathway for articulating theory and practice, overcoming the fragmentation still present in many teacher education processes. In this sense, teaching is understood as praxis—that is, as intentional, reflective, and transformative action within educational reality.

The analysis of formative experiences developed during the supervised practicum demonstrates that the Three Pedagogical Moments foster more conscious, dialogical, and meaningful teaching practices. Beginning from school reality, combined with theoretical mediation and the application of knowledge in concrete contexts, enables a productive articulation between scientific knowledge and the diverse experiences inherent to the pedagogical work of teachers in formation. Consequently, the practicum ceases to be a merely technical space and is reconfigured as an epistemological field in which knowledge about teaching and learning is actively produced.

Furthermore, the TPM framework proves capable of promoting a model of teacher education that values listening, dialogue, and teaching authorship. By investigating, planning, and intervening based on real and meaningful problematics, teachers in formation are challenged to adopt an investigative and creative stance, transforming the practicum into a space for reflection and the re-signification of pedagogical practice. This formative experience contributes to a politically engaged professional education, fostering ethical commitment to schooling and sensitivity to the contradictions that permeate everyday school life.

Pedagogical practice guided by the Three Pedagogical Moments within the Pedagogy program examined in this study also expands the understanding of planning and assessment as dynamic processes intrinsically linked to formative intentionality. Planning, in this context, is not limited to the organization of content, but involves listening to subjects, identifying generative themes, and constructing didactic pathways aligned with the concrete needs of learners. Likewise, assessment acquires a formative dimension by accompanying the developmental trajectory of teachers in formation and encouraging critical self-assessment through the analysis of pedagogical decisions and mediations. Beyond specific instruments, assessment is conceived in its broader scope, encompassing the criteria and principles that structure formative processes.

The findings presented in this study indicate that the adoption of the Three Pedagogical Moments in supervised practicum experiences, particularly in Pedagogy programs, supports the construction of professional teaching identity and consolidates the understanding of teaching as an investigative activity. By articulating experience, reflection, and transformative action, teachers in formation come to grasp the complexity of educational work and position themselves as active subjects of their own professional development. This perspective challenges instrumental views of teaching and reaffirms the university as a space for critical and socially committed teacher education.

Finally, the discussions developed in this article seek to broaden the meaning of an integral, critical, and culturally situated education. The incorporation of the Three Pedagogical Moments into the supervised practicum not only strengthens the articulation between theory and practice but also contributes to the education of teachers capable of acting with historical awareness, ethical responsibility, and emancipatory intent. By framing teaching as an investigative and reflective experience, this methodology reaffirms teaching as a constantly evolving process—a path of humanization renewed through dialogue among subjects, knowledge, and realities.

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