



Teaching Stage in Question: Experiences and Implications

Elaine Conte¹  <http://orcid.org/0000-0002-0204-0757>

Liliane dos Santos Gutierre²  <http://orcid.org/0000-0001-6124-7769>

¹ Universidade La Salle, ² Universidade Federal do Rio Grande do Norte

ABSTRACT

The teaching work and the educational practice itself in higher education then involves dualities between training and performance, between the one who teaches (supervisor) and the other who learns (intern). The study, based on experiences of teacher education at the Federal University of Rio Grande do Norte, discusses the question of internship in higher education as a condition of possibility to think about education in a shared way, whose guiding principles involve a sensitivity towards the other, for the scientific-professional evidence related to the field of academic and communicational management in higher education. The research is made possible through theoretical contributions of this field and experiences recorded in strictu sensu documented internship reports, which reveals the need to learn teaching through cooperative experiences for contemporary teacher education and to cope with current challenges. Such concern requires a formative turnaround to overcome the Manichean positions, promoting the formation of university teachers articulated to the postgraduate, as well as the exchange of studies, cooperative experiences and practices when learning to be a teacher, developing the reflective thinking of the postgraduate with the teacher in a variety of interdisciplinary situations, revealed in the circularity of planning, evaluating and understanding the very joint constitution of the didactic organization that involves the teaching stage.

KEYWORDS

Teaching internship. Higher education. Cooperative experiences.

Correspondência ao Autor

¹ Elaine Conte

E-mail: elaineconte@yahoo.com.br

Universidade La Salle

Canoas, RS, Brasil

CV Lattes

<http://lattes.cnpq.br/8885390885955168>

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Estágio Docente em Questão: Experiências e Implicações

RESUMO

O trabalho docente e a própria prática educativa no ensino superior, seguidamente envolve dualidades entre formação e atuação, entre aquele que ensina (supervisor) e o outro que aprende (estagiário). O estudo, com base em experiências de formação à docência da Universidade Federal do Rio Grande do Norte, discute a questão do estágio no ensino superior como uma condição de possibilidade para pensar a educação de uma forma compartilhada, cujos princípios orientadores envolvem uma sensibilidade para com o outro, pelas evidências científico-profissionais relacionadas ao campo da gestão acadêmica e comunicacional no ensino superior. A investigação é viabilizada por meio de aportes teóricos desse campo e de experiências registradas em relatórios documentados de estágios *strictu sensu*, o que revela a necessidade de aprender a docência por meio de experiências cooperativas para a formação contemporânea de professores e para dar conta dos desafios atuais. Tal preocupação exige uma reviravolta formativa para superar as posições maniqueístas, promovendo a formação de professores universitários articulada à pós-graduação, assim como o intercâmbio de estudos, experiências cooperativas e práticas ao aprender a ser professor, desenvolvendo o pensar reflexivo do pós-graduando com o docente em uma variedade de situações interdisciplinares, reveladas na circularidade do planejar, avaliar e compreender a própria constituição conjunta da organização didática que envolve o estágio de docência.

PALAVRAS-CHAVE

Estágio docente. Ensino superior. Experiências cooperativas.

Etapa de Enseñanza en Pregunta: Experiencias y Implicaciones

RESUMEN

El trabajo docente y la práctica educativa en sí misma en la educación superior implican dualidades entre capacitación y desempeño, entre el que enseña (supervisor) y el otro que aprende (pasante). El estudio, basado en experiencias de formación docente en la Universidad Federal de Río Grande del Norte, analiza la cuestión de la pasantía en educación superior como una condición de posibilidad de pensar en la educación de manera compartida, cuyos principios rectores implican una sensibilidad hacia el otro, por la evidencia científico-profesional relacionada con el campo de la gestión académica y comunicacional en la educación superior. La investigación es posible gracias a las contribuciones teóricas de este campo y las experiencias registradas en los informes de prácticas documentados estrictamente sensuales, lo que revela la necesidad de aprender a enseñar a través de experiencias cooperativas para la formación docente contemporánea y para hacer frente a los desafíos actuales. Dicha preocupación requiere un cambio formativo para superar las posiciones maniqueas, promoviendo la formación de docentes universitarios articulados al postgrado, así como el intercambio de estudios, experiencias y prácticas cooperativas al aprender a ser docente, desarrollando el pensamiento reflexivo del postgrado con El maestro en una variedad de situaciones interdisciplinarias, revelado en la circularidad de la planificación, evaluación y comprensión de la constitución conjunta de la organización didáctica que involucra la etapa de enseñanza.

PALABRAS CLAVE

Pasantía docente. Enseñanza superior. Experiencias cooperativa.

Introduction

This article presents some experiences of teaching internship, based on the observation and interpretation of reports developed in higher education, coming from the Graduate Teaching Assistance Program (PADG) of the Federal University of Rio Grande do Norte (UFRN), which is organized by the Coordination of Teaching Training of the Dean of Graduate Dean (CFPD) of said university, whose objectives are:

I - Contribute to the training for the teaching of graduate students at the master and doctorate level through academic activities in the undergraduate program; II - Contribute to the improvement of teaching quality in undergraduate courses; III - Contribute to the articulation between Undergraduate and Postgraduate. (UFRN, 2019, p. 02).

In general terms, “teacher education for higher education in Brazil is part of the objectives of the postgraduate programs, expressed in Opinion 977/65 of the Federal Council of Education of December 3, 1965, still in force (CFE 2005), whose rapporteur was Newton Sucupira” (RODRIGUES *et al.*, 2018, p. 592). In addition to this opinion, which makes postgraduate courses responsible for the education of higher education teachers, the ordinances of the Coordination for the Improvement of Higher Education Personnel (CAPES), n. 52 of 2002, no. 34 of 2006 and no. 76 of 2010, which regulates the Social Demand Program and establishes the obligation of the Teaching Internship for all CAPES postgraduate students (RODRIGUES *et al.*, 2018). This initiative about the Teaching Internship (DE) aims at the participation of the graduate student in teaching activities, qualifying professional performance and adding teaching experiences to social research activities.

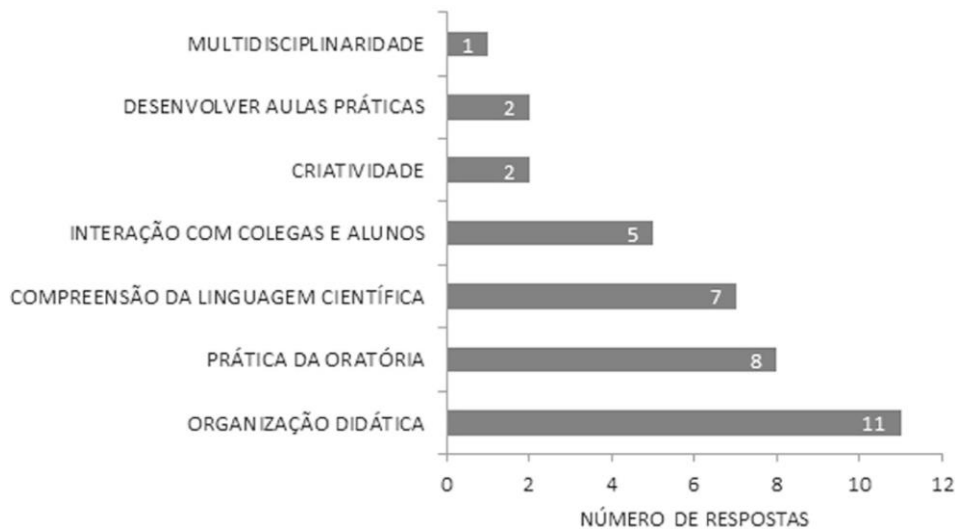
Thus, the motivation for writing came from a meeting¹ of the authors in one of the actions promoted by the referred Program (PADG/CFPD/PPG/UFRN), whose investigations about the teaching stages in the postgraduate course showed the relevance of an in-depth dialogue about students' perceptions of this contribution to the teaching exercise in higher education (ALVES *et al.*, 2019; RODRIGUES *et al.*, 2018) and also in the undergraduate stage (Brazilian Program for Teaching Initiation), as a key moment from formative, cooperative and socializing insertion to professional practice (PANIAGO; SARMENTO; ALBUQUERQUE, 2017; NÖRMBERG; OURIQUE, 2018; ZUTIÃO; COSTA; LESSA, 2018; CONTE *et al.*, 2019). In this context, “Teaching Internship (DE) is understood as a curricular component that promotes the interrelationship between theory and pedagogical practice, capable of bringing graduate students closer to teaching activities” (RODRIGUES *et al.*, 2018, p. 591).

¹This action took place through the holding of a round table entitled “Reflections on the continuing formation of university professors and constitution of the teaching profession”, which took place on February 11 and 12, 2019, in the auditorium of the Rectory of UFRN. The objectives are: (1) to emphasize the formative dimension for postgraduate teaching; (2) clarify the roles of each of those involved in a teaching stage and (3) provide opportunities for those present to reflect on their own and other pedagogical practices.

This is a reflective study, aiming to answer the following guiding question: What experiences and implications underpin the pedagogical practice in higher education teaching? To carry out the study, we sought, in theoretical frameworks and documentation of DE reports in two Graduate Programs (trainees in Dental Sciences; Electrical and Computer Engineering), clues that reveal the rationalities and understandings present in these records. The choice of data collected in the sample was elaborated for convenience, bearing in mind the higher frequency of these interns in the training courses offered by UFRN, as well as the discussion observed in the thematic tables in which there was a greater participation and involvement of these interns in a joint work. of assisted teaching. Therefore, it is about thinking about the rationalities of this sample of the practice of teaching internship in the processes of academic-professional formation, systematizing common characteristics of these pedagogical experiences. This work unfolds and opens to the interpretative, cultural and social issues of DE experiences, incorporating the (inter) subjective dimension of teaching action. The reflections are divided as follows: a) brief review of the literature on the subject; b) study of the internship reports documentation, available in the UFRN database and collection of teaching materials, resulting from the participation in *strictu sensu* training processes; c) reflections made from the processes and analysis focused on professional development. It appears that in the context of internship experiences, processes are articulated in the teaching exercise itself, which involves the scientific, cultural, theoretical and practical training of professional knowledge.

About Teaching Action

In Brazil, there are still few studies that attempt to discuss the issue of the Teaching Internship of Graduate Programs aimed at training, updating and improving higher education professionals. It is noted in the research for entry into the university teaching career a favorable position of students in relation to DE, as reinforced by the results presented by Rodrigues et al. (2018) and Alves et al. (2019). In general, the perceptions of the teaching interns reiterate the need to perform the internship regardless of the condition of being a CAPES scholarship student, because, in the students' understanding, the DE develops the following skills, mentioned in the figure below (figure 1):



Source: Rodrigues et al. (2018, p. 596).

The ED brings many concerns and curiosities to (re) know higher education and university pedagogical practices, respecting the construction of knowledge, planning and joint re-elaboration, as well as the participation that involves the formative meeting in all teaching stages (AZAMBUJA; CONTE; HABOWSKI, 2017). The thinker who put practice and experience into focus, John Dewey (1971), argues for sharing experiences, respecting each other, as the true way to learn in a democratic environment where there are no barriers to exchange and different forms of learning. think. The great news that the thinker brings is that the reconstruction of pedagogical experiences adds new meanings to their own experience, enabling subjects in subsequent experiences.

The literature helps us to understand that in assisted teaching there must be the right to freedom and the free interaction between the teacher and the intern to build knowledge in a world full of questions and pedagogical questions. After all, the teaching internship can imply a stimulus for cooperation, solidarity and anti-authoritarian action, in relation to the knowledge of pedagogical formation and life. The teacher, supervisor of the internship, needs to present the subject, but, if he allows himself to think together with the intern the questions around the contents and proposed activities, in the form of opening to new texts, suggestions or problems expressed in the vitality of daily life and multiple differences without giving in advance all the programmed dynamics or ready responses to the intern. That is, provoking in the other possibilities of openness to reason together, which supposes to empower the trainee, in an attempt to show the acceptance of cooperative work, which brings the social dimension between the lines of different knowledge and experiences. Which means to allow,

[...] the other who thinks differently and who presents himself differently has a right to human dignity equal to everyone and under all circumstances. In this sense, recognition is not only right of the one who has risen to prominence. It is also the right of one who is excluded or included only as a subordinate. To recognize is to eliminate discriminatory inequality and give way to the acceptance of the different by building with it a communicative, respectful, welcoming coexistence, a source of possibilities for the guarantee of human achievement. (CENCI; DALBOSCO; MÜHL, 2013, p. 08).

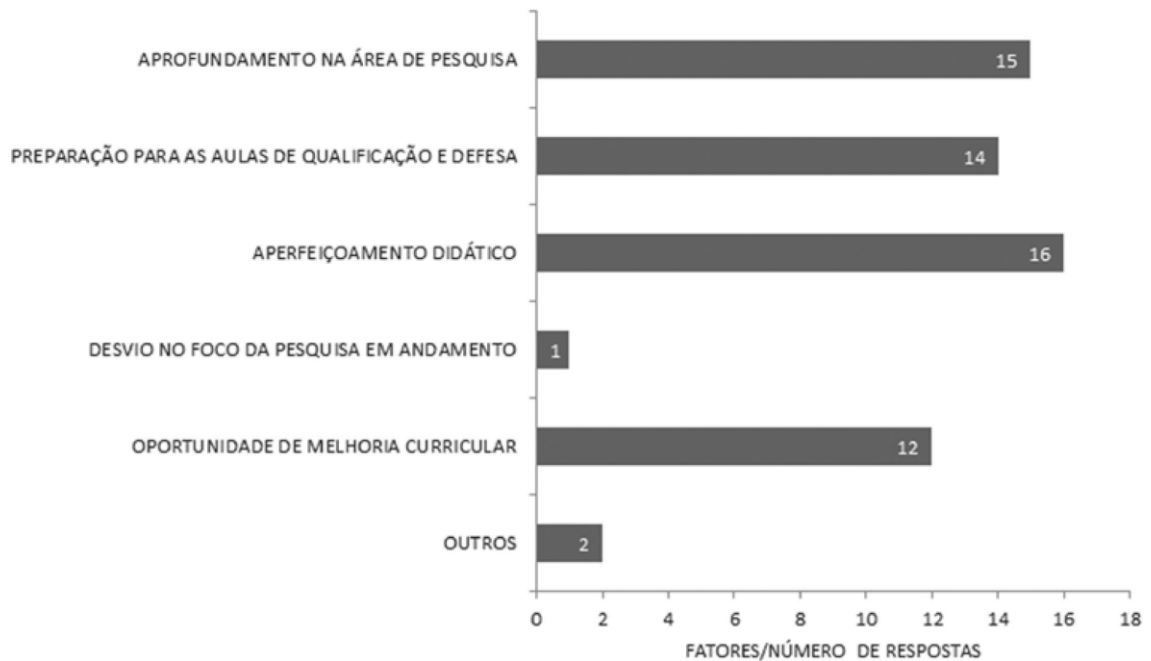
Talking about postgraduate teacher education and training, is complex because it implies self-training, educating and educating oneself, forming and graduating as Gadamer (2000) said in the text *La Educación es Educarse*. This fact refers to Freire (1996, p. 25) when he says: “[...] who graduates is graduated and reformed when graduating and who is graduated is formed and formed when being graduated”. The formative expectations generated by the tension of the internship, initially produced between the supervisor (teacher) and intern (student), are constituted together with the strangeness regarding the spoken culture, the written texts, the classes and the (re) elaboration of their own. concerns and interpretations about the academic world.

Paz (1999), the Mexican poet, thus updates the act of writing, in analogy with the act of teaching: “To write (as well as assisted teaching) is to reach out, to open it, to seek in the wind a friend who can squeeze it. there. It is an attempt to create a community. And nothing else”. (PEACE, 1999, p. 351; translation of the authors). The act of reading the world, of (re) writing it (act of reconciliation) and meaning it makes sense in the game (challenging and disruptive of language) with the other, in the struggle for recognition and for bringing out the unknown, since it originates new experiences of social, cultural, pedagogical and political significance (HONNETH, 2003).

In assisted teaching, love and friendship are seen as the roots of an ethic of recognition (Honneth, 2003). According to this representative of critical theory, only through dialogue, love and friendship is it possible to build empathy and personal and professional self-realization, based on the struggle for recognition and questioning of ideas. Humanity depends on pedagogical work in the forms of (re) creation of worlds, solidarity and mutual help in games with otherness, in order to make each other aware of knowledge, overcoming the logical conformity to life in society and the simple ordering and regulation. of contents.

About the Professionalization of Teaching

Approaching teacher education from a perspective of teacher professionalization calls for stories and reflections on the challenges of the art of educating (the necessary theoretical and practical engagement in the dimensions of teaching, research and extension) and the art of living. The Japanese word *Ikigai* translates as the “raison d'être” or purpose of life, those life goals that make us get up every morning and ask questions. Hence the dimension of art implies doing well, working with passion and emotion in everything that is done, a kind of motivation that leads to the art of educating, a fact that does not mean that to be a teacher it is necessary to have a gift or an illumination of a certain innate characteristic. It is necessary that in academic formation happens research, training and performance in teaching, as something that is about to begin, to ask, in the form of intellectual and sensitive prognosis to think about current changes. According to research by Rodrigues et al. (2018) about the perceptions about DE, the students reported that the teaching activity was fundamental to the didactic improvement, but also contributed to the security and preparation to speak in public, to present and deepen the research during the classes and to support the professional formation in terms of improving the curriculum itself (figure 2).



Source: Rodrigues et al. (2018, p. 598).

In the teaching professionalization, several dialectical knowledges are mixed between the epistemological dimension (the question of knowledge and its limits), the pedagogical dimension (the question of educating) and the political dimension (the question of choosing the society and university project that intended to develop). Therefore, the experiences of the beginnings of university pedagogical practice, when accompanied, as in a teaching stage, discussed and experienced in partnership, open up rich possibilities of (re) creation of oneself in relation to the other (Pontalis, 1988). With the formative movement of the performance, one can keep alive the recognition of the other, that excites and inspires, that discomforts and uneasy for the knowledge, for the perception of the differences and the complexity of subjects of the researches in the education.

It is also necessary to keep the art of conversation alive, to know what to say in the world of pedagogical relationships. It is essential in order to be close to someone, the joy of the unknown in the dialogue between new and experienced teachers, keeping alive (self) confidence, commitment, caring for each other in the affective vibration of a pedagogy of autonomy driven by practice educational life. About this, Calderano (2017, p. 33) says that: “the 'human tract' is an important condition [...]. Interpersonal relationships take on strength and centrality in criticism of formation, as they are often absent in a process that is fundamentally social.” Hence the need to include the other in this process of teacher education, in view of the cultural origin of each subject (distinct and strange) to establish relationships of mutual respect between participants in the processes of education, whose responsibility lies in the dialogue with differences. and for reconciliation with each other (Habermas, 2002).

From this perspective, the teacher has the arduous and rewarding task of training new teachers and students, those with whom the world begins again at each university meeting, to make think from engaging didactic provocations, the pleasure of learning from their own experience. and with the others, in a civilizing and humanization project. What can be seen in the processes of monitoring the reports of teaching internship of UFRN students, for example, is that sometimes it is not the knowledge defined by the curriculum that underpins the pedagogical actions, but the subjective and social reasons for the teaching action, revealing education as a renewing of worlds, whose action depends on personal effort, commitment to the autonomy of others (which feeds mutual curiosity), considering the subjects in their sociocultural complexity and their knowledge of life (FREIRE, 1996).

Is the Teaching Internship Necessary?

This topic begins with a question - is the teaching stage necessary? This question is necessary because the experience in supervising the internship at the higher level presents two myths: (1) internship experiences in higher education could hinder the development of internship masters and doctoral research. This reaffirms a dissociated view between teaching and research in postgraduate programs (ARROIO; RODRIGUES FILHO; SILVA, 2006; VERHINE; DANTAS, 2007); and (2) the mastery of specific and one-dimensional knowledge in the area, added to the communication capacity for the coordination of technoscientific actions, would form a university professor. Everything indicates that in ED, those who do not expose themselves to the unknown are unable to carry out the educational experience in the transforming force of the encounter with the other. In other words, “accepting and respecting difference is one of those virtues without which listening cannot be given”, as it is learning to build oneself in interaction with one another, revealing the ethical and interdependent bonds to be oneself (FREIRE), 1996, p. 136).

Regarding this, it is worth remembering that the teaching intern in a Postgraduate course is also formed by other formative experiences, lived in other institutional spaces, such as religious institutions, cultural associations or groups, work spaces, environments with or without interactive communication technological resources, public libraries, voluntary activities in social institutions, among others. A close look at these aspects may help in the process of reconstruction of certain pedagogical actions that constitute the process of training and assisted teaching, thus counting on the presence of critical interlocutors (the teachers who hold the subjects).

It is immanent function of the teaching stage to be able to indicate the articulation with other professional areas, updating the historical and critical character of teaching, which serves as the basis for self-knowledge, self-examination of the vital constitution and professional self-assessment, reflecting and forming enlightened public opinion. The acceptance of these plural forms of teaching practice exposes the ethical-aesthetic commitment of supervising teachers and programs and training courses - with the claims of different discourses and cultural manifestations, in an attempt to promote the confrontation of

conceptions and the broadening of theoretical-practical training horizons. In research conducted by Nörmborg and Ourique (2018, p. 353), there are important reflections of the phenomenon underlying the undergraduate teaching stages as collaborative learning processes, which has been embodied since 1980, with Nóvoa (2012), Pimenta (1999), Mizukami (2005-2006) and Tardif & Lessard (2005), revealing that such actions include:

[...] the consolidation of professional collaboration practices and the creation of collective spaces for pedagogical work. It is in the collective space that the subjects are faced with the opportunity to (re) build their knowledge, their logic, their doubts; Finally, think about the theoretical and practical positions that support their teaching action.

Heraclitus (540-480 BC) was the herald of complexity as he addressed the flow of living and human becoming in interaction and vital interdependence. In so doing, he profoundly placed the inseparability of the subject who builds himself in coupling with reality, while transforming himself with nature. Educational practice is about the worldview and what one reads, listens to, says, thinks, feels, learns, teaches and projects as subjects of possibilities and the creation of new meanings. For Gadamer (2000), the experience of meeting others promotes inspiring horizons to the art of educating, through conversation, towards the process of human understanding and the search for textual and vital meaning in the field of intersubjective formation.

To look at the theme of formation in its perplexities or contradictions, and in an attempt to awaken to the pedagogical questions, in all its human dimensions, namely: subjective, emotional, objective, technical, ethics, aesthetic, political and sociocultural, questioning. se: What is the point of educating today? Why is there so much disinterest and devaluation for the teaching profession? How to bring out the potential of liberating education (FREIRE, 1996), beyond the borders of the third world (with countless needs for inclusion, diversity of subjects and contexts)? Where does this anti-intellectualist pressure to ban and bar critical thinking from fear come from? Why hinder admission to the university and reserve it only to intellectual elites? What is the effective/concrete commitment of public policies, would be the defense of a notorious knowledge, as advocates the reform of high school?

Knowledge is always a political, ethical and aesthetic act because it involves and supposes the presence of the other, who challenges and dialogues, respecting their ideas and ways of life. By interacting with the virtual world, for example, a sense of autonomy and identity was built, but it also leads to dependency and loneliness in relationships, current isolation, and imprisonment of technological innovations. This involves everyday life and increasingly summarizes the formative circuits to individualistic attitudes (since graduation subjects do not like to develop collective works and when they do it seems like a quilt), hindering openness between teachers and the joint elaboration of educational activities.

Such provocations raise questions about how technology affects the teacher's action. There are two decisive changes with digital technologies. The first is that the teacher will not only be the individual teacher in the classroom but will be in a group with more than one teacher working in the collective, in shared teaching (this collective work is already happening in preschool and early grades and also in the teaching stages of master's and doctoral students). This movement is necessary to account for age diversity and different fields of knowledge, with varying levels of understanding and reading of student/teacher worlds.

The second transition is the question of knowledge that is everywhere in the cell phone, where there is a large amount of information available, but in a chaotic way (fragmented, disorganized, with misinformation, false news and lies). Thus, the teacher's role is no longer to transmit more knowledge, but to work on this knowledge, to coordinate interdisciplinary actions to give them meaning, allowing students to appropriate and make relationships with this knowledge, which requires much more than a simple expository and monological class. The success of education and training implies in producing a space for the profession that is not in the technological apparatus, but in provoking reaction or thinking about the academic world, about the changes of society, which implies the recognition of their differences, the appreciation of the interactive dispositions of the other in relation to the contents, contexts and processes of teaching and learning in the face of a social culture.

The aspiring teacher needs the support and help of the most experienced teachers to accompany, supervise and support various activities and after continuing education either at school or university, not just attending courses - which has become a business and serves very little to Continuing education that takes place in the pedagogical work, in the construction within the chair or offered seminar, in the construction of new collaborative practices with colleagues. Calderano (2017, p. 57) states that:

The theoretical reflections and empirical data alert us to the need to strengthen the relationship between formation processes and teaching work, which, although historically situated in different fields, and perhaps for this very reason, claim the reconstitution of a single and plural space to solve. part of your demands.

Thus, it is necessary to stimulate a pedagogy that incorporates the voice of the other in the problematization of reality (FREIRE, 1996), as a dialectic in which teachers and disciples/educators learn together in a dynamic relationship in which practice (re) guides theory, in a process of constant improvement. The concrete experiences make teachers feel and discover the dignity of their profession coupled with formation as a permanent and systematizing practice of reflection. This builds a courageous and permanent formation, based on peer dialogue to establish relationships with knowledge. Tardif and Lessard (2005, p. 275) said that “teaching, as a human work on human beings, an interactive work face to face with the other” is subject to human presence and interactions, recovering the meaning of Bildung, namely, of human formation.

In the book *Education and Emancipation*, Adorno (2010) discusses the Taboos about the Magisterium and discusses the issue of formation, which is not simply about attending courses, but about personal effort and interest, that is, in the act of researching and making relationships. with the knowledge. After all, if training is a teacher's right and not just an obligation, how is the assessment of teacher education in teaching? Is the teaching plan for undergraduate, postgraduate and research careless in terms of curricular internship and assisted teaching?

From the perspective of critical realism, is it possible to form the cooperative construction of teaching and the confrontation of praxis issues in the collective, questioning, challenging or provoking the previous peer structure? Overall, how do teachers learn the profession in teaching? Can't they work collectively? This is the argumentation of this work, reflecting on proposals that invite for dialogue and thinking about the teaching stage. In the following topic, elements focused on ED at UFRN are presented in a timely manner.

Experiences and Reasons for Teaching Placements - Results and Discussions

Accordingly, in order to contribute to the training of UFRN teaching interns and teachers, the CFPD invites teachers and students, especially Graduate students, through the Coordination of the Graduate Programs, to participate every six months. of integrative and supportive actions like this. The reason for this invitation is due to the fact that at UFRN, since the implementation of the Support Program for Restructuring and Expansion Plans of the Federal Universities REUNI, a look turned towards the ED, after all,

At UFRN, the goals of Reuni partly turned to a necessary rethinking of postgraduate teacher education, with the proposal to revise the internal resolution of postgraduate teaching internship, in force since 1999; in addition to the prediction of changes in the curriculum projects of the postgraduate programs with a view to the insertion of a didactic-pedagogical discipline, as well as the creation of a pedagogical coordination in the UFRN Graduate Dean (PPG), currently , called the Teaching Training Coordinator (CFPD). (MAGALHÃES et al., 2016, p. 569).

Thus, in recent years, the CFPD, along with the managers of PPG / UFRN, has decentralized the training of trainees to teaching and provided the Graduate Programs to take for themselves such organicity, thus being co-responsible for the offer of didactic and pedagogical curriculum component, compulsory for students who have CAPES Social Demand scholarship. It is worth mentioning that when referring to the decentralization of this training, mention is also made of the Teaching Initiation Course (ICD), which was offered by PPG / UFRN to UFRN Graduate students from 2012 to 2017. CID,

Under the responsibility of the PPG, it enables future trainees to get in touch with a formative experience based on the following axes: theoretical and methodological frameworks of the teaching and learning process that guide teaching practice, reflection on the social and political role of the university in the context of education. and Brazilian society. Thus, the course is opposed to a perspective that privileges only the mastery of conceptual contents of a specific area of knowledge and the ability of verbal communication, as sufficient for the exercise of teaching in

higher education. The teaching implies, therefore, in diverse knowledge, competences and abilities. (MAGALHÃES et al., 2016, p. 571).

Faced with this process of change, regarding the offer of a didactic-pedagogical discipline by the Graduate Programs, CFPD/PPG is available for clarification and support to those coordinators and teachers who need it, besides anticipating and offering lectures and/or roundtables on topics that include discussions on training for university teaching, at previously scheduled dates and times. This didactic organicity is fundamental for those involved to start sharing, listening and asking questions, as a way to support the formation of students of the Graduate Programs. In this scenario, a new factor is added: the responsibility of each Program with its teaching interns, in order to gain (self) confidence and to exercise teaching with solidary commitment in the world of pedagogical relationships.

This contribution is fundamental, as the UFRN provides the faculty of the institution, through PADG, the legitimation of the knowledge produced by it, so that it can, along with the intern of assisted teaching². The diversification of methodologies and educational practices presented in these initial events allows us to reflect on the pedagogical experiences of teaching, contacting other teachers in peer dialogue, to (re) know and share interdisciplinary projects and proposals for internships being developed by other institutions. In this context, we can see the art of understanding teaching, that is, the common learning between those who are beginning to teach and those who constantly rethink their teachings, reviewing the lessons of teaching as a challenge present in planning, perform and evaluate practices. By investigating the internship documents (reports) in higher education, it was possible to establish relationships with the characteristics of the subjects addressed in the academic experience, which allowed us to map the scientific advances in the field of activity and the potential of the teaching internship to professional and scientific education. diversified.

Thus, in the expectation that this understanding will be extended to UFRN teachers involved in this process or who will still be, is that CFPD offers the debate, from specialists in education, especially the following, which was part appropriations of knowledge on the subject, during the round table mentioned above and which may be reviewed, deepened and recontextualized by new concerns of the scientific community. As a way to illustrate how the dialogic, projective and constitutive experiences of teaching stages happen, some possibilities of daring to know/talk, to understand teaching practice and to learn to cooperate are revealed. at UFRN. These data converge, in terms of epistemological relations with the activities developed and with the analysis of the contribution of the internship to the teacher education, since the trainees are free to mark all activities, so the percentages are independent (varying according to number of respondents). Until December 26, 2018, with the second semester in progress (2018.2), the Graduate Program that had more internships completed at UFRN was the Dental Sciences³. Table 1 shows the activities proposed by the interns of this Program

²Assisted Teaching at UFRN is understood as the performance of the Graduate student in academic activities under the direct supervision of the university's effective staff (UFRN, 2019).

³ The UFRN Postgraduate Program in Dental Sciences (PPGCO) emerged from the breakdown of the area of Dentistry from the Postgraduate Program in Public Health and the merger with the Oral Pathology Program.

(whose criteria are common and integrated with other areas of activity), according to the second half of 2018.

Chart 1. Activities proposed by PPG trainees in Dental Sciences

Activities	Frequency
Performance in practical class	41 100%
Acting in theoretical class	25 78,1%
Evaluation Application	35 90%
Evaluation Correction	28 87,5%
Collaboration during the classes	17 53,1%
Didactic-pedagogical activity planning	18 56,2%
Support in planning seminars or other activities	10 31,3%
Individualized Care	6 18,7%
Performance in theoretical and/or practical class	26 81,2%
Doubts on duty	9 28,1%
Observation and recording of classroom activities	4 12,5%
Production of teaching material	9 28,1%
Selection of bibliographic material	1
Discussion of articles and / or theoretical texts	6 18,7%
Performance in field class	-
Correction and/or application of exercises	4 12,5%
Group Service	7 21,8
Study Groups	3 9,3%
Student service via SIGAA; Attendance of students via social network; Evaluation of curriculum components; Collaboration in extension courses; Event organization; Creation of blogs; Portfolio elaboration.	6 18,7%
Others	2 6,2%

Source: The authors of the research.

In this group of students from the Graduate Program in Dental Sciences, two (2) interns opted for the “other” activity. These are the activities proposed in this category: “Accompanying students of scientific initiation” and “Planning activities for the later

Even in the proposal to create this Program, in 2017, there was already an item intended for Assisted Teaching. Source: UFRN. Proposal for the Creation of the Graduate Program in

semester”. Such activities show us the articulation that has been made between the Graduate and Graduate students, a fact considered relevant for the initiation of teaching in higher education, as well as the other activities observed and registered in the board, having the performance in practical class. the highest frequency was 100.3% (41 students reported this practice).

It is worth mentioning another specific experience developed in the Postgraduate Program in Electrical and Computer Engineering. In this collection, it should be noted that of the twenty-four (24) stages with completed status, a sample of 50% of student reports was tracked. That is, the SIGAA lists the twenty-four (24) reports in alphabetical order of the names of the interns and from these the first twelve (12) reports were selected. Of the 12 reports analyzed, in 11⁴, a relevant record was found in the space for the Analysis of Contribution to Teacher Training. Below are transcribed some textual records of the reports:

The research conducted by the intern has fields of expertise in topics presented in the curriculum component and also helped him to deepen the concepts presented that was used in the research. Finally, the teaching internship also helped the trainee improve teaching, lesson planning and oral presentation.

Assisted teaching played an important role in my education as a graduate student. It allowed me to work in both research and teaching. In the teaching internship, I was able to develop the creativity and ability to conduct classes in an undergraduate class. This experience was very important in my education.

The experience of teaching internship proved to be a very productive practice for the didactic training of the intern. The interaction with the students, both in the classroom, at the time of the tests application and in the individualized attendance, represented a valuable opportunity to develop the trainee's ability to relate with the students. At the beginning of the internship, the intern was very afraid of relating to strangers, especially of communicating with a large group of people. At the end of the internship, after several experiences throughout the semester, the intern feels more comfortable and confident in relating to students.

The internship provided an immersion in the aspect of teacher with didactic interaction between class, teacher and intern. The activities proposed in the action plan were carried out with some limitations.

Great opportunity to start teaching.

On the one hand, it was noticed that the internship seems to contribute little to the teacher's performance, in contrast, it was a moment of teaching-learning, research and investigation of the teaching intern. Preliminary results indicate limitations on the part of the intern. The contingencies of classroom space lead to other itineraries, different from those initially designed.

The experience gained as an assistant professor in the Applied Electricity discipline contributed significantly to the trainee's personal and professional training. One can, through the related activities, act in a practical and constructive manner in the selection, production and dissemination of knowledge to a student quantity. In

⁴ Two reports, although with different proposed activities, contained the same description in the non-compulsory writing part of the Teacher Training Contribution Analysis. Undoing the use of one of the reports for the search.

addition, assisted teaching also allowed assisted teachers to overcome deficiencies, especially regarding the transfer of knowledge and iteration with the students.

The experience of acting as a teaching intern, developing various academic activities, was of great importance for my development as a person, in view of my goal of pursuing the academic career.

The activities performed greatly contributed to my student education, considering the performance in theoretical class that is the apex of the exercise of teaching. The dynamics in the classroom regarding the presentation of ideas and clarification of students' questions was the unpublished contribution that needed to be acknowledged.

The students' records converge towards the need to seek what is desired, to face limits and to overcome difficulties, to face the new, which in this case is teaching as something possible and unheard of, which happens concurrently with the research. which is developed in a Master and Doctorate Course. These records refer to Freire (1996), when the author states that by being a teacher, the human being lives the pursuit of its improvement, of more individual and collective meanings and achievements, of freedom, of communication that comprises, discovers and builds its own. practice of knowledge that emerges and transforms the teaching act. What Freire (1996) calls to be more will always be proof of the human capacity to overcome existing conditions, building knowledge and interacting with oneself and the other's world, seeking the assimilation of different cultural experiences, the evolution of learning. and of humanity. The reports show some tensions present in the supervisor-trainee relationship, related to “the arrogance discourse” (BARTHES, 2007, p. 11), the lack of solidarity commitment or co-responsible action between both, which are revealed in the guilt form of the other, from “trainee limitations” to “strangeness with the collective/class” to “communicate with a large group of people”, “contingencies of classroom space” and the “(joint) activities proposed in the action plan ”

The didactic-pedagogical orientation in the classroom brings cognitive and socio-emotional aspects of interaction, which refer to the affective bonds, norms and rituals of teacher authority. For Libaneus (1994, p. 251),

In the classroom the teacher exercises an authority, fruit of intellectual, moral and technical qualities. It is an attribute of the teacher's condition and is exercised as a stimulus and aid for the independent development of students. [...] Authority must base the educational relationship and not surround it. Authority and autonomy are two poles of the pedagogical process.

Of the twelve (12) reports analyzed belonging to the Graduate Program in Electrical and Computer Engineering, only three (3) had records in the space intended for Suggestions. They were: “*The internship was very good and very important for me to realize that I am interested in pursuing the teaching career*” and “*The teaching internship could be better done and have better performance if it was done after the Graduate qualification period*”. And still:

I did this internship during the semester of my doctoral qualification, and as a scholarship holder, I have to qualify with 1 year and a half. It was very heavy, as the doctoral research was very busy, and activities such as material preparation,

exercise lists demand a lot of time for those who do not have practice. I suggest that, together with the coordinators, encourage the completion of the internship early in the course. I believe that this way, the internship will have a better use.

Regarding the suggestions given, contradictions are observed. While one student asks for the internship to take place after qualification, another asks for it to take place at the beginning of the course and still says that the internship “takes a lot of time”. Successful initiation experiences for teaching represent the majority in PADG, including Resolution No. 063/2010, in its seventh article, limiting the maximum number of activities to be assigned to the internship by the student at twelve (12) hours per week.

Therefore, a well-designed action plan would not negatively influence the time to be allocated to research, since the head teacher - responsible for the discipline can not leave the classroom, except in situations previously agreed with the intern (maximum three classes during the semester), but to act as a teacher who marks a solidary presence and makes the trainee's voice vibrate. As for the suggestion presented by the student, it is noted the contribution of the internship, also maturing for the pursuit of a pedagogical thinking that has more time for reflections, the work of insightful thinking (without the alienating rush of reflective prosthesis), to realize the different methods and structured interests in the organization and curriculum formation.

Of the thirty-two (32) internships with status completed in the Postgraduate Program in Dental Sciences, a sample of 50% of student reports was collected⁵. The SIGAA lists the thirty-two (32) reports in alphabetical order, with the names of the trainees. From these, the first sixteen (16) reports were selected. Of the sixteen (16) reports analyzed, there were thirteen (13) records in the space for the Analysis of Contribution to Teacher Training. The records shown are as follows:

The activities performed in class were extremely important for my education as a teacher.

The activities were important for my teaching development, as they allowed me to improve my critical skills, guidance and evaluation of students of the stomatology discipline.

I worked in collaboration with the teachers responsible in all the activities already described, experience that provided me improvement of knowledge about the diagnosis of oral health-disease conditions and elaboration of integrated treatment plans. Participation in assisted teaching is essential for the formation of the future teacher, thus enriching the student-gilding-teacher coexistence.

During the participation in the curricular component I collaborated with the responsible teachers in all the activities already described. Assisted teaching has enabled improvements in technical-scientific knowledge about the diagnosis of oral health conditions, the formulation of integrated treatment plans and multidisciplinary clinical practice. In this way, the objectives of the assisted teaching action plan could be achieved through this experience. From the internship, I was able to improve knowledge and improve techniques, which

⁵ On December 26, 2018.

contributed in the teaching formation for concentration area in Dental Clinics and also experience in teaching experience by the contribution in theoretical and practical classes regarding the indications and techniques of treatments, elaboration integrated clinical planning, as well as assisting in the diagnosis decision and implementation of the integrated treatment plan.

The experience of the teaching internship was very enriching, especially in the academic field. I was able to grow as a person as well, because I saw the students' difficulties, mistakes and successes, as well as I experienced the commitment of each one, the yearning for new knowledge and the concretization of the applicability of the subjects that make up this curricular component. I realized the important role that the teacher plays, as it will direct the student on the right path, always alerting the difficulties that may be encountered and how they can be resolved. Interdisciplinarity was also another very interesting factor, as I could see how the combination of disciplines (previously taught in isolation) contributed to the students to better understand this initial portion of content, so important for the course of Dentistry.

The teaching internship allows the graduate student to gain more knowledge about their area of concentration and to develop teaching activities with the undergraduate students.

All contact with the student enriches the experience of the graduate student. Each semester, security in passing content increases. All this is only possible through mistakes and hits to each passing class. Thank you to the undergraduates who can teach me how I can improve with each class taught.

This experience with the student was very important, especially in theoretical and practical classes, which brings experience in teaching performance, in terms of preparation of didactic material, proof, behavior in the classroom when teaching a discipline, among other points. In addition to the exchange of scientific knowledge about endodontics with students and the responsible teacher of the area, which only further strengthened my learning.

The activities of the Teaching Internship Program were very valuable experiences, as they allowed me to perform a self-assessment of my performance in practical and theoretical classes and a broader contact with undergraduate students during the activities, thus deepening the theme. proposed by the discipline.

I believe this activity has made a great contribution to my background. From this stage I experienced, even temporarily, the daily life of teaching. I came across the difficulties and joys of this role. During this period, I learned how difficult it is to prepare a class, how we need to think about what we should say in order for content to be successfully transmitted, what is the best methodology for content transmission and student assessment. All these tasks are quite difficult, and all are part of the educator's daily life. This component brought me a great learning as well as a great enthusiasm, because despite being an arduous task it is very gratifying to receive positive feedback from the students. Still observing the examples and teachings of the teachers and coordinator of the discipline, I learned behaviors and behaviors inherent to the exercise of teaching. I realized that I'm on the right track, and made the right choices, because I want to devote myself to education in the near future.

This course enables the student to be able to know the changes that occur in the body in response to aggressions. It contributes to the intern working directly in the classroom, expanding his knowledge and allows the elaboration of active and didactic methodologies.

The teaching internship made me know the different dimensions of a student's formation, from the planning to the practice itself, where I could observe the

confrontation with the professional reality at the moment I started the internship until the end of the semester, I could see the importance of the didactic knowledge of the curricular components, as well as the relationship existing in the different roles, intrinsic to teaching.

Through assisted teaching was possible a deeper knowledge of the topics covered, arousing an interest for more knowledge (scientific articles), due to the exchange student / doctoral student during the taught classes.

Given the above, CFPD/PPG understands how effectively the Teaching Internship contributes to the formation of the UFRN Graduate student, as it provides the intern with opportunities to discuss teacher education, when he/she works, when He performs the teaching stage. This experimentation of teaching in higher education is a battlefield and therefore does not censor the mistakes or unpreparedness of an educational background but faces the required reflection beyond the advance of science in its areas of interdisciplinary practice.

If educating is helping to build knowledge - the fundamental ability of humans to live in this globalized world - and to build knowledge is to provide conditions for the brain to create increasingly complex organizations, to solve ever more complex problems, educators, whether parents, teachers or others will face the impossible task of educating. Why impossible? Piaget would answer that it is impossible because it depends on two conditions: the capacities already built so far and the desire to learn. If the subject has not built relevant skills, he will not feel the need to learn certain content. No one can teach to those who have not built skills to learn; or, what is the same, no one can teach content to anyone who doesn't feel the need to learn it. The belief is that to learn it is enough to teach. (BECKER, 2016, online).

Freire (1996) says that the teacher (in this case, the intern) elaborates his conception of teaching knowledge / doing, when he builds the scenario for the comprehension of teaching practice, either studying specific subjects related to educating (teaching, investigating and reflecting practice and learning) and the training of educators or putting them into practice. Thus, it is understood that this stage even awakens in some, the desire to be a teacher, which for now, may not be explicit or in the form of a still impossible desire. Following is this collection, the cut-out suggestions below that are among the sixteen (16) reports presented:

The way the teaching internship discipline is organized leaves no room for criticism. As a suggestion, I would like to be evaluated about my performance by undergraduate students.

I would like to have taught more classes to improve this experience.

The teaching internship is of great importance for the development of the postgraduate student, making the master / doctorate students apt in teaching practice.

Using technology as an alliance with the teaching-learning process, using videos, schematics and illustrations make the class more interactive.

I have no criticism, I just have to thank for the opportunity and confidence given to me to be able to practice teaching even at the internship level and have such a rewarding experience and experience that it is helping to train a professional within my area.

I felt a lot of anxiety on the part of the students because of the very extensive content, and because they know the importance of knowledge of the topics covered for vocational training.

From the suggestions made, it is recalled that the assisted teacher is evaluated by the undergraduate student, when this student enrolls in subjects that will attend the semester after the internship. The graduate student is also evaluated by the internship supervising professor via SIGAA. Concerning the performance in theoretical or practical classes, the love of the beginnings and researches of the human work itself is fundamental, related to the themes of its time, whose expression of the subjects involved, in the fullness of the academic formation, play with the knowledge of the social reality, activating interpretation and criticism, something intrinsic to a stage in teaching. In a sense, Barthes (2007, p. 45; emphasis added) synthesizes the force of academic life as an ever renewed and permanent formative work, in the following terms:

There is an age when one teaches what one knows; but next is another, which teaches what is unknown: this is called research. Perhaps now comes the age of another experience, that of *unlearning* [...]. This experience has [...] *Sapientia*: no power, a little knowledge, a little wisdom, and as much flavor as possible.

Discussions about the role of this supervisor are being promoted and held by CFPD /PPG, as already mentioned in this paper, during the round tables. Regarding the use or not of technologies, it is understood that they need to be part of the work as an interdisciplinary approach that supports and dialogues with the methodology chosen by the teachers, including the divergent discourses. Their use is considered beneficial as long as it is designed to include differences, engage the complexity of narratives, and not dogmatize them. Pedagogical praxis is a space of power and work (re) thought based on culture and theory set in motion in the struggle for recognition and confrontation with lived realities. Everything indicates that the historical disqualification of the teacher's work develops through a pedagogization, supposedly neutral of the cultural instruments, without the formative force of promoting ruptures and engagement in the collective thinking and in the intellectual solidarity to the acting teacher. In this context, the modern education system was built on the basis of the concept of confinement and the Enlightenment principles of body training, discipline, hierarchy, instruction, and moralization (KANT, 1996). They were created by European national states and imported into national education systems, and today show signs of crisis in terms of technological mastery, semi-training and teacher malaise. In the 21st century, information networks, the market, money, consumption, tendencies that transform knowledge into commodity predominate. Therefore, according to Sibilía (2012), the contemporary era stimulates performative ways of being and being in the world, of subjects able to act before the other's gaze or even before the lens of a camera, without retraction to one's own interiority.

It is known that you cannot read without interpreting, but to act in a media world, the meaning is not fundamental and we come to see with the prosthesis of a cell phone. It is noteworthy that the role of the university as the great institution involved in sociability and criticality, that is, involved in the transformation of subjects from alienated, trivialized, as the

place capable of pulling each of us out of social minority and throwing us into a stage of life. more evolved, creating a society formed by citizens who, being in the same training institution, are in a common environment by learning to live in mutual cooperation and without barbarism (VEIGA, 2006). The teaching stage allows mutual recognition, by accompanying the formative aspirations in the dimension of criticality, research and creativity, the contours, needs and situations of reality, having as its foundation the production of (re) knowledge that forms, educates and transforms.

Nowadays, stimulation is incessant and the capacity to problematize and incorporate these instantaneous stimuli by the reflexive movement itself is scarce. To the extent that everyone is subject to the media effects of advertising, the boundaries of the developmental phases seem to have blurred, and both the child, the adult and the old are vulnerable to the effects of the media. The use of computers, mobile phones and the Internet are already widespread in schools and universities, but there are difficulties in their use that end up ratifying obsolete, programmed and uninteresting skills, thus enhancing a passive approach evidenced in the transmission of information mechanically and thoughtlessly. . Therefore, it is necessary for educators to demonstrate the possibilities of sensibly (re) knowing the human condition in the world, to promote the cognitive sense and the charm of the teaching praxis nurtured by intellectual solidarity. The performative teacher is a professional attentive to the disquieting moments of the class, who exercises the possibilities of thinking through contradiction, valuing the other and the experience of collective (re) construction. However, words and subjects need to be alive, active (because it is insufficient to teach to learn), so that it is possible to give voice, in the sense of organizing and awakening the relations of teaching and learning.

As previously stated, Barolli and Nascimento (2018, p. 418) point out that “in an attempt to broaden the conception that a set of knowledge, knowledge and skills is necessary to practice effective teaching”, it is imperative to analyze teachers' learning. in relation to teaching practice⁶. In this intention, the authors refer the conception of knowledge of the practice as that which adds a vision of professional development that conceives the teacher to be able to evaluate didactic-pedagogical orientations produced in the academic context or in different contexts in which he practices the profession. Mutual recognition of the necessary revision and updating of teaching praxis implies overcoming manichisms and pedagogical centralization, in an attempt to re-elaborate cooperative and pedagogical actions, in an interdisciplinary way and in the field of intellectual solidarity, which brings together “theory practice, authority of freedom”, ignorance of knowing, respect for the teacher, respect for the students, teaching to learn”. (FREIRE, 1996, p. 106-107).

⁶ Barolli and Nascimento (2018) present three learning conceptions of teachers, namely: knowledge for practice; knowledge in practice and knowledge of practice.

Final Thoughts

The data collected showed that the first contacts with the practice of teaching, through the internship program, are of great importance for the construction of the critical view of what is teaching in higher education, the teacher's commitments to the organization of plural knowledge. (discussion of class techniques, materials and methods) and the dimensions of professional knowledge, giving an understanding of the teaching and learning dynamics of teachers. In this type of dialogical and participative management program for DEs, it is possible to learn to be and ask questions, to know and act in teaching in a cooperative way, valuing the interrelationships of the subject to be taught, boosting collaborative work, autonomy, (re) planning, self-assessment and joint self-reflection with graduate students.

Educationally, in this conception, it is understood that it is possible to promote teaching that enables aspiring teachers to go beyond repetitive, bureaucratic, thoughtless or superficial works. The appropriate pedagogical approach to preparing an education professional for more complex tasks is one that transcends the light absorption of procedures and techniques. It is essential that the teacher always research the sources, reflect, understand and deepen the relationships between knowledge. As a social actor and public opinion maker, the teacher continuously expands his or her lifelong learning capacity, in addition to the indispensable stimulus to collaborative processes between peers, in person or online, in the achievement of interdisciplinary and team projects. The possible answers to the question raised at the beginning of the text may provide support for the discussion of aspects related to the processes of teacher education of postgraduate students who work in higher education, as well as the improvement and qualification of formative experiences.

Alves (2000, p. 30) already said that “the pedagogical flight to learn to learn can only be encouraged in the act of thinking” and, often, there is a cage in terms of theories and practices, for lack of developing their own actions. to the art of educating, which implies mastery of research in circles of culture and Freire-style dialogues. The proposal launched in this study is to start thinking about the approaches and interrelationships of teachers, to have ideas, solutions and provoke emotions in these stages of human development on the reality that produces knowledge. According to Alves (2003), because learning is what remains after forgetting has done its work, also expressing the experience of unlearning and *Sapientia*, by Barthes (2007). These would be resistance practices that look at the world of the teaching stage, from their own demands, interests and needs, which comes from the borders of language and the world, revealing the limits of the world itself. The results indicate that the incentive to DE programs is a felt necessity for the formation of university professors and for the qualification of the postgraduates in the present and future teaching practice, being necessary to go beyond the simple accomplishment of an isolated discipline, giving opportunity to teaching experiences. as a continuous process of sharing and inclusion of all master's and doctoral students in training. In addition, it shows the relevance of the institutional proposal and the supervising teacher in this construction of evolutionary learning, cooperative and solidary experiences of formative evaluation. It is concluded that

the implications for teaching practice are innumerable when thinking critically about the pedagogical action of today or yesterday in higher education, based on curiosity and solidary pedagogical recognition, in order to improve the next practice that takes into account the processes of socialization of culture, with a view to diversity, in which knowledge, knowledge and values are built and transformed.

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