

**TRAINING ITINERANCIES: INTERNSHIP AND PRACTICE IN  
COLLABORATIVE LEARNING CONTEXTS**

***ITINERÂNCIAS FORMATIVAS: ESTÁGIO E PRÁTICAS EM CONTEXTOS DE  
APRENDIZAGENS COLABORATIVAS***

***ITINERANCIAS FORMATIVAS: FORMACIÓN Y PRÁCTICAS EN CONTEXTOS DE  
APRENDIZAJE COLABORATIVO***

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**ABSTRACT:** This study presents the actions related to the internship and the practices in professional contexts in the university education of undergraduate students of the course of Pedagogy at the Federal University of Sergipe/Campus Professor Alberto Carvalho, inserted in the curricular component Supervised Internship IV, in order to discuss the itinerancies and the appropriation of learning in collaborative networks for the performance in the field of management and the different pedagogical spaces and times of the basic school in an inter and transdisciplinary approach. The methodological path followed the principles of intervention, based on the daily problems of five public schools of the state and municipal networks, involving the participation of 23 trainees and the support of members of PET Education - Knowledge Connection, the Physics Learning and Teaching Group (GAEF) and the Relicário Research Group. The results indicated that the formative itinerancies (re)built by those involved promoted impacts in the field of human and social development of the schools and the UFS itself, given the approximation of the various realities, enhancing collaborative work, creating spaces for dialogue and autonomy among the actors.

**KEYWORDS:** Collaborative learning. Internship. Initial training. Practices.

**RESUMO:** *Este estudo apresenta as ações relacionadas ao estágio e às práticas em contextos profissionais na formação universitária das licenciandas do curso de Pedagogia, da Universidade Federal de Sergipe/Campus Professor Alberto Carvalho, inserindo-se no componente curricular Estágio Supervisionado IV, com vistas a discutir sobre as itinerâncias e a apropriação de aprendizagens em redes colaborativas para a atuação no campo da*

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*gestão e dos diferentes espaços e tempos pedagógicos da escola básica numa abordagem inter e transdisciplinar. A trilha metodológica seguiu os princípios da intervenção, baseada em problemáticas do cotidiano de cinco unidades de ensino públicas das redes estadual e municipal, envolvendo a participação de 23 estagiárias e o apoio de membros do PET Educação – Conexão de Saberes, do Grupo de Aprendizagem e Ensino de Física (GAEF) e do Grupo de Pesquisa Relicário. Os resultados sinalizaram que as itinerâncias formativas (re)construídas pelos envolvidos promoveram impactos no campo do desenvolvimento humano e social das escolas e da própria UFS, haja vista aproximar as diversas realidades, potencializar o trabalho colaborativo, criar espaços de diálogos e autonomia entre os atores.*

**PALAVRAS-CHAVE:** *Aprendizagens colaborativas. Estágio. Formação inicial. Práticas.*

**RESUMEN:** *Este estudio presenta las acciones relacionadas con la pasantía y las prácticas en contextos profesionales en la formación universitaria de los estudiantes de pregrado del curso de Pedagogía de la Universidad Federal de Sergipe/Campus Profesor Alberto Carvalho, insertadas en el componente curricular Pasantía Supervisada IV, con el fin de discutir las itinerancias y la apropiación del aprendizaje en redes de colaboración para el desempeño en el campo de la gestión y los diferentes espacios y tiempos pedagógicos de la escuela básica en un enfoque inter y transdisciplinario. El recorrido metodológico siguió los principios de la intervención, basada en los problemas cotidianos de cinco unidades de enseñanza pública de las redes estatal y municipal, con la participación de 23 aprendices y el apoyo de los miembros del PET Educación - Conexión del Conocimiento, del Grupo de Aprendizaje y Enseñanza de la Física (GAEF) y del Grupo de Investigación Relicario. Los resultados indican que los itinerarios formativos (re)construidos por los involucrados promovieron impactos en el ámbito del desarrollo humano y social de las escuelas y de la propia UFS, dado el acercamiento de las diversas realidades, potenciando el trabajo colaborativo, creando espacios de diálogo y autonomía entre los actores.*

**PALABRAS CLAVE:** *Aprendizaje colaborativo. Prácticas. Formación inicial. Prácticas.*

### **Initial considerations**

This study was developed in the Teaching Degree course in Pedagogy at the Federal University of Sergipe (UFS), Campus Professor Alberto Carvalho, supported by the researches of the Study Group in Higher Education (GEES/UFS/CNPq), specifically, in the ongoing investigation “*Formação de Professores, Saberes e Práticas Educativas no Campo da Pesquisa Intervenção*” (Formation of Teachers, Knowledge and Educational Practices in the Field of Intervention Research), which is based on the exercise of teaching, inspired by scientific-pedagogical formation based on the process of action and reflection, aiming to articulate works related to intervention research, knowledge and to educational practices, with a view to the production and dissemination of knowledge.

GEES involves doctors, doctoral students, masters, master's students, scientific initiation scholarship holders, specialists, graduates and undergraduates, basic and higher education teachers, who propose to investigate higher education in three lines: a) Teacher Formation: knowledge and practices in basic education; b) University Pedagogy: field of practice, formation and educational technologies; c) Assessment, Quality and Research Initiation in Higher Education. Thus, the studies contemplate themes related to education as a subjective right, aiming to discuss the permanence, access and promotion of equality, which is based on equity in the scope of human and social development, contributing to the appropriation of knowledge and practices inherent to teaching, making it is even possible to understand how the formative itineraries of teachers and students are built.

The term itinerancy, here, comprises a formative process marked by incursions that support the appreciation of life experiences, trajectories and paths taken by the participants, who woven the identities of the profession based on self-knowledge from the formation engendered in subjectivities of the practice itself. In this configuration, the stages allow an approximation with reality through theories, conceptual-methodological foundation, dialogue and intervention as a transforming praxis.

From the perspective of inseparability between research, teaching and extension, the concept of the teacher as a reflective professional and reflection-in-action was adopted as a strategy that underlies the epistemology of practice, both from the point of view of didactic research, as well as from the scenarios of profession. Thus, a teacher formation based on the educational, cultural and scientific process is defended, sustaining theory and practice as a condition for the interaction between university, society and school. This situation establishes the resignification of systematized, academic and popular knowledge, for the production of knowledge resulting from the confrontation with the reality of the basic education classroom, especially in the field of supervised curricular internships and pedagogical practices in collaborative learning contexts in kindergarten, elementary school (early years) and high school, among five public schools in the state and municipal networks.

The internship is a way to promote teacher education supported by the transdisciplinary theoretical-methodological framework<sup>4</sup>, aiming at enhancing the integral development of people, building the authorship of the future teacher as a leading researcher. This aspect refers to the growing concern of universities regarding the gap between higher education and basic

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<sup>4</sup> According to Morin (2000), transdisciplinarity is a practice that unites and does not separate the multiple and the diverse in the process of knowledge construction, encompassing assessment to presuppose the use of different languages to mediate learning in the dimensions of the subject's contents and understanding the whole and not just the parts.

education. Both undergraduate and graduate students complain about the dissociation between form and content, theory and practice.

It is noteworthy, then, that this experience related initial teacher formation and curricular internships with learning in knowledge networks, making it possible to work with the epistemology of teaching knowledge and practices, as well as the formation of the scientific spirit. Tardif (2014) argues that this knowledge is not reduced to mental processes, but rather to a social knowledge manifested in the complex relationships between educators and educators, educators and students, students and students. This proposal defends the idea of university education beyond the vision that reduces teachers to the condition of objects of study, so that they are considered critical and reflective subjects, valuing mediation in teaching and professorship.

It is also defended that teachers are learning professionals and not implementers of theories or impediments to change, since collaborative learning allows different ways of teaching and learning from a research teacher. Bachelard (1978) sees this formative instinct as one of the necessary conditions for formation, being able to act through a reflective practice and a constant learning to teach. This means that teaching is configured by the problematization of work at school, being, therefore, marked by continuous reflection, in which teacher learning is defined as a dynamic based on the dialogue between action and reflection.

In this sense, curricular internships involve epistemological identity formation, constituting a specific field of professionalizing intervention based on a social practice. This perspective goes beyond the principles of didactics by permeating the intention of teaching and allowing changes in the senses and meanings of collaborative learning by future teachers. This learning is understood as an active process that takes place through the construction among peers and the roles of the group, which are defined by the group itself, and the shared authority, with the teacher as a mediator: the centralization of learning falls on the student, who strengthens the co-responsibility and knowledge networks<sup>5</sup> (TORRES; IRALA, 2014). In other words, networks play a decisive role in the processes of teaching and learning, supporting internships in the inter and transdisciplinary approach.

In this context, this article aims to present the actions related to the internship and practices in professional contexts in the university education of teaching degree students in

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<sup>5</sup> In this research, “[...] networks are not instrumental expedients to involve people and determine paths or directions. They will do what their members want to do in collaboration, with a view to increasing interaction, without the existence of centralism” (NASCIMENTO; OLIVEIRA, 2019, p. 673, our translation).

Pedagogy, with a view to discussing the itinerancy and the appropriation of learning in collaborative networks for acting in the field of management and the different pedagogical spaces and times of the basic school.

### **Contextualization of the intervention proposal**

The internship in initial teacher education is a teaching practice that discusses and investigates the facts and phenomena for a possible intervention supported by reflection-action-reflection, requiring an understanding of the meanings and principles of the profession. This type of proposal is based on the inseparability of theory and practice, aimed at dialogicity and discovering paths for learning in networks in basic education; in addition, the management internship also follows the assumption of accountability for students' learning to learn, paying attention to the processes of mediation of knowledge and knowledge with the world, with themselves and with others.

This represents a university education focused on multi-dimensions, capable of integrating different types of learning, namely: a) personal development; b) cultural knowledge; c) skills related to professional performance or specific function; d) socially recognized attitudes and values; and e) experiential enrichment (ZABALZA, 2014). Considering these axes, this intervention was developed in the spaces of the UFS/Campus Professor Alberto Carvalho, by the Department of Education, which offers the Teaching Degree course in Pedagogy, specifically, in the mandatory curricular component of Supervised Internship IV, with 75 class hours (30 hours of theory and 45 hours of practice), in the academic semester of 2019.2, which took place between 14 October 2019 and 27 March 2020. The actions were extended throughout the entire practical workload of the discipline – from January to March 2020 –, involving 23 teaching degree who were attending the 9th period.

It is an initiative based on transdisciplinarity as a practice that unites and does not separate the multiple and the diverse in the process of knowledge construction. In view of this, we started from the assumption of different languages for the mediation of the academics' learning, giving new meaning to the multi-dimensions of the contents for an understanding of the whole and not just the parts (MORIN, 2000). Thus, the planning, execution and evaluation were based on a reflective formation that allowed us to equate practices, choose problematic themes, via diagnosis of the reality of schools, propose

alternatives for intervention, monitor the formative itineraries of the trainees who brought higher education closer to basic education.

This configuration ensured the principle of collaborative work, involving state and municipal institutions, four from Itabaiana (Professora Neilde Pimentel Santos Municipal School, Guilhermino Bezerra State High School, Eliezer Porto State School and Professora Vera Cândida Costa de Santana Municipal School) and one in Moita Bonita, Djenal Tavares de Queiroz State High School, both cities located in the state of Sergipe. These teaching units were the locus of intervention actions, revealing themselves as a space for formation and professional development within the conceptual, methodological and political axes. For Pimenta and Lima (2008), the conceptual axis addresses the internship, based on the reflection of teaching praxis, since the methodology comprises a perspective of procedure beyond how to do, how to elaborate and apply teaching techniques, and the political axis is a formative territory where the reference is the school itself.

The development of intervention actions also had the support of members of *PET Educação – Conexão de Saberes* (PET Education – Connections of knowledge), which aims to meet the principles of inseparability between teaching, research and extension, being formed by tutorial groups of learning; of the Physics Learning and Teaching Group (GAEF/UFS/CNPq), with the activity “Show Physics in Basic Education”, in which experiments and approach to physical phenomena were presented, in addition to the Research Group Networks of Inscribed Readings: literate culture, appropriations, representations and operations of the act of reading (Reliquary/UFS/CNPq), which has two lines of research: a) History of reading and literate culture; and b) Reading, reading practices and reader training.

These partnerships allow us to infer that the internship as a collaborative activity promotes reflection on the practice stimulated by the interaction between the different actors of the university and the school, specifically, in the field of school management. The discussion proposed here leads to (re)thinking about the relevance of the teacher having the professional autonomy to (re)create the teaching profession through the formation and consolidation of the scientific spirit. That said, it makes it possible to state that there is an intrinsic relationship between pedagogical science, reflective practice and research as a device for a formation in which praxis is supported by experiences and learning in knowledge networks.

These apprenticeships in the field of internship involved propositions for the apprehension of knowledge: a) **experience of the teaching degree students as a foundation for learning** – opportunity is potential for learning; b) **active construction through**



**experience** – subjects actively learn through the experience that arises from the transaction between the learner and the environment, that is, the experience is relational; c) **holistic process** – systemic movement that involves the intervention of the affective (feelings and emotions) and cognitive (intellectual and cerebral); d) **social and cultural appropriation** – social and cultural construction through language; and e) **influence of the socio-emotional context** – manifestation of experience through the past and present (ZABALZA, 2014).

Considering these premises, Supervised Internship IV (school management) was a time when several variables intersected and learning of various “colors” was (re)constructed through self-motivation with respect to the intervention action; linking the learned object with the new situation (specific content and methodologies); self-assessment, with a view to seeking the process of self-analysis; understanding the priority of students in managing activities; capture of the problem; insertion of actions based on the school's knowledge and actions (ZABALZA, 2014).

In the polychrome set of learning, theory and practice were inseparable through the planning, execution and evaluation of **management and pedagogical coordination actions** in five basic education schools. To this end, the interns worked in teams to prepare an **intervention project** aimed at the following curricular and methodological contents:

1) **contextualization of the internship field** – Survey of problem(s) diagnosis from a guiding script: how is the organization and functioning of the school? What historical aspects of the institution should be highlighted? What is the predominant age group of students? What are the socioeconomic and sociocultural profiles of this audience? Do students reside in the community close to the school? Does the school know the profile of the families of these students? How is the students' school performance characterized? How is the relationship between students and faculty and staff and vice versa? What are the school activities of greatest interest to students? How is initial teacher formation characterized? What are the public policies adopted by the school? What continuing education actions are developed? How is the performance of the school's pedagogical coordination characterized? What teaching resources are available?;

2) **Theoretical Reference** – Production of a polyphonic text on the conceptual aspects guided by the theme(s)/problem(s) defined for the intervention. This stage involved consulting books, articles, theses, dissertations to select theories, contents, public policies, legislation. It was necessary to follow the rule 10,520/2002 of citation of the Brazilian

Association of Standards and Techniques (ABNT) and present scientific language, based on impersonality, objectivity, clarity, conciseness and coherence;

3) **objectives** (general and specific) – Elaboration of intervention actions, observing the problem(s) mapped in the stage of contextualization and definition of objectives, using verb in the infinitive to clearly present what is intended to be achieved and announce the expected results;

4) **methodological procedures** – Record of the project's execution track, detailing each step. In this topic, an action plan was structured with descriptions of activities within themes aimed at school management: AXIS 1 – School-team work and the paths for student learning; AXIS 2 – Coordinator's actions in pedagogical spaces and times; AXIS 3 – Ongoing teacher formation at school; AXIS 4 – Teaching and student learning assessment processes; AXIS 5 – Strengthening the school in the community and as a community. Each of the plans indicated intervention actions, containing: axis; goals; workload; activity (what?); location (where?); strategy(s) (how?); responsible (who?); involved; period (when?); and resources;

5) **expected results, monitoring and evaluation** – Description of the intervention's reflexive potentials aligned with the objectives, allowing for measurement, in addition to the record of monitoring and evaluation of the project's implementation, indicating the devices used. Thus, the purpose of this topic is to identify achievements and gains, challenges faced and solutions found, perspectives and possible proposals for the continuation of actions.

The curricular contents, worked on in the space of professional performance of basic schools, submerged from their own conditions that ranged from the affective and relational to the functional and aesthetic ones about school climate and culture, as humanization through its social sense; fundamentals of the Political-Pedagogical Project (PPP) and of autonomy; participatory and democratic management; implications of pedagogical coordination in the learning of children and young people; and continuing education for teachers. This perspective is supported by learning based on reflection-action-reflection, which cover the core of the educational process that resides in human and social development, aiming to meet the characteristics of society and the contexts included in it. In the condition of managing dilemmas, “[...] professional awareness consolidates and develops, making them explicit, clarifying them, establishing their connections, extracting the derivations of [actions]” (SACRISTÁN, 1999, p 87, our translation) experienced by the inseparability of content, collaborative learning and intervention experiences.



Thus, the contents learned permeated scientific-cultural knowledge and the mediation of plural languages, mobilizing disciplinary, curricular, experiential and professional formation knowledge (TARDIF, 2014), contributed to the inter- and transdisciplinary approach that understands the plural look and strengthens complex systems of educational actions due to doubt, questioning and the human being's incompleteness and incompleteness.

It is noteworthy that the learning of the teaching degree students was based on theories and practices, with a view to building senses and meanings in the teaching work. So, this process allowed the dissemination of knowledge and experience inherent to the professional formation of teaching due to the need to promote quality education based on equity.

### **Learning in a network of experiences**

This section aims to present the didactic procedures used for the development of intervention projects<sup>6</sup>, aiming to highlight the interrelationships between the internship - as a field of knowledge in addition to a curricular component, teacher formation and the polychrome of learning as experiences and intervention in reality (praxis). This process took place after the elaboration of intervention projects carried out from the diagnoses mapped in the field of school management and the work of pedagogical coordination, as described in the previous topic, however, the actions took place in different learning spaces of the university and basic schools, involving teaching degree students who had the support of PET Education scholarship holders and volunteers, belonging to two bachelor's degrees in Administration and Information Systems and three academics from the Physics, Portuguese Language and Pedagogy courses; undergraduate students in Physics linked to GAEEF, in addition to members of the Reliquary Research Group. Thus, it becomes necessary to record the formative itineraries of the participants who had their identities replaced by names of flowers, in order to guarantee confidentiality.

At Eliezer Porto State School, the “Collaborative Learning Spaces” project focused on the idea that school management is an objective dimension to promote organization, mobilization and articulation to ensure student learning (LUCK, 2009). After the mobilization of the regent teachers, the management team and the coordination, workshops were held in Portuguese Language and Mathematics in reading, writing and interpretation; Mathematical calculations and logical reasoning of the 4th and 5th grades of elementary school. This

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<sup>6</sup> At the Instagram address @seminario.estagio.dedi there are videos produced by the interns with a record of the experiences and learning (re)constructed during the intervention actions.

learning laboratory involved activities such as: reading garden, assembling words with syllables, interpretation wheel, math bingo, warming the head up and math trail. The class was organized into teams that spent an average of 50 minutes in each workshop, being held simultaneously, with rotation.

In this teaching unit, the interns also mobilized the school team to develop recreational activities and bodily dynamics, aimed at reducing physical and verbal violence during recess. The games and plays were built with recyclable material, such as: foot and hand game; elastic bounce; game comes and goes; set of rings; hula hoops; hopscotch, from the perspective of increasing respect for others and self-awareness.

This action involved all elementary school classes, early years, promoting interaction between students. According to the teaching degree student Rosa (2020), during the week of the project, the goal was achieved, however, there was no continuity due to the carelessness of the material produced, making it necessary to coordinate the pedagogical team to transform the action as part of everyday life. It is evident that coordination has a decisive role in management processes to “[...] favor the construction of a democratic and participatory environment, where the production of knowledge by the school community is encouraged, resulting in [...] a quality education [...]” (OLIVEIRA; GUIMARÃES, 2013, p. 102, our translation).

In this school, yet another project entitled “Learning Spaces and School Mobility: discovering the world through reading” was carried out with actions aimed at building a Literary Rack for the Literary Workshop “Our Size”, with the support of members of the Reliquary Research Group. This proposal was supported by the argument that management in education “[...] constitutes the coordination of institutions and processes of human formation, as an object of both research, teaching and practice.” (FRANCO, 2006, p. 212, our translation). The Literary Rack was built with wood, nails and wheels for the movement of books in the reading room and, later, an exhibition in the 2nd to 5th grade classes, with groups of conversations about literature and the realization of sensory and motor dynamics. The teaching degree student Jasmim states that this work aimed to promote reading formation and significant learning through motor coordination, smelling, listening, sitting in a circle to experience “[...] the world of reading and construction of a writing”. According to the teaching degree students Gardenia, Hortênsia, Jasmim and Orquídea, work with the library is independent of the conditions of the school and “[...] may start with gradual and constant actions, involving the teaching staff at first and then the community school. [...] The library

[and the rooms] for reading have the functionality to cover both the formation of the reader and the involvement of the student with the school space” (our translation).

At the Professora Neilde Pimentel Santos Municipal School, the “Reading, Thinking and Expressing” project developed the “Gamified Learning Spaces<sup>7</sup>” workshop, held at the Interdisciplinary Teacher Formation Laboratory (Life/UFS), with 25 children from the 3rd year of education fundamental. The programming involved dynamics, analog games (checker, chess, pega vareta, magic cube) and digital games (Nintendo, Gameboy and Mega Drive), being an opportunity to learn a little bit of programming with the global movement, the Hour of Code, created by Code.org, as well as the mini-course “Educational Practices in the Perspective of Inclusive Education”, with a speech therapist, who attended 12 teachers and aimed to work on contents related to the inclusion of students with disabilities (SwD). For Dália, the discussion permeated the main characteristics of the disabilities in the teaching units, the use of low-cost teaching resources, some of which are produced with recyclable material, and the debate on the collaborative work of teachers from the common class and multifunctional resources classroom (SRM). This action highlighted the importance of school management and pedagogical coordination to support the Specialized Educational Assistance (SEA) and transform the school into a space for continuing education in service.

At the Professora Vera Cândida Costa de Santana Municipal School, the project “Reading Formation and Practices: Pedagogical Interventions in a Public School in the Municipal Network” developed a continuous in-service formation entitled “*A Hora do Conto*” (Story time) workshop, with 20 teachers and monitors from kindergarten and early years of elementary school, aiming to: discuss the relevance of storytelling as an active strategy to promote meaningful learning; experience activities aimed at the development of language and body expression; encourage the use of stories as a methodological proposal in pedagogical practice, with a view to developing skills in the conceptual, procedural and attitudinal dimensions. From the point of view of teaching degree students Amarilis, Violeta, Tulipa and Petunia, the direction and coordination can offer formation throughout the school year to enhance the redefinition of pedagogical practices and promote meaningful learning. Furthermore, future pedagogues recognize the need for formation that meets the challenges of the school, based on the “[...] conception [that] teaching [...] is not restricted to pedagogical activities in the classroom. The teacher [...] must be prepared to develop all types of work of an educational nature” (VIEIRA, 2011, p. 148, our translation).

<sup>7</sup> Records available at: [https://www.instagram.com/p/B\\_NbQechJVI/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_NbQechJVI/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

The project “Fundamental really is to Participate: actions aimed at the Guilhermino Bezerra State School” worked in the field of reading and the history of education. The “Traveller Bag” thematic project reorganized the space of the reading room, created a registration form for the reader and student ID cards. The activities contemplated the 4th and 5th grade groups, through a conversation circle, involving the management and pedagogical teams to create a reading incentive group. Storytelling was used with the conversation circle strategy for personal presentation, musicalization, illustration and socialization of students' productions. Regarding the event about the history of this school, currently called Guilhermino Bezerra State School, the activities included a cultural presentation, recitation of the poem “As maravilhas de Itabaiana” (The wonders of Itabaiana), composed by Jayne Gois (Pedagogy student). Then, there were the lectures “Education and its Importance”, “The importance of Guilhermino Bezerra for the city of Itabaiana” and reports of experiences, advances and memories about Guilhermino Bezerra.

Finally, the project "Identity: respect for the similarities and differences of oneself and the other" is presented, developed at the Djenal Tavares de Queiroz State High School, with actions related to the reception of students on conduct and norms, coexistence agreement, between other dynamics that aroused intra and interpersonal emotions and feelings among management, coordination, teaching staff, Jesus Generation group, employees and students. In another activity, the Preservation and Organization of the School's Documentary Collection was worked on, in order to classify the types of documents, archives of former students, former teachers and former employees, official letters and diaries in chronological order and alphabetical, as well as the workshop entitled “Self-reflective moment: the self, the other and the world”, had the objective of working values of life, critical reading about respect, differences and limitations of the other and of oneself. For Margarida, another teaching degree student, the “[...] observation and practice resulted in positive points and the internship in management [promoted] the construction of knowledge, coming from field experience and teacher formation, being consubstantial [for] the redefinition of pedagogical praxis” (our translation).

After detailing the intervention projects developed, it is worth highlighting the collective actions that took place in the five schools already presented, highlighting the activities, the "Physical Show in Basic Education<sup>8</sup>" that took place at UFS, in the auditorium and in the classrooms of the campus, with the participation of approximately 180 children and

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<sup>8</sup> Records available at: [https://www.instagram.com/p/B\\_MovLIBbFT/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_MovLIBbFT/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

adolescents. Of this total, 75 were from the 1st year of high school and 105 from the 4th and 5th years of elementary school. In this action, the undergraduates of the Physics course carried out activities such as: presentation of experiments in a theatrical style; approach to physical phenomena, having as a guiding axis the themes of mechanics, thermodynamics, wave and electromagnetism; audience interaction with monitors and experiments; development of suspense and curiosity in the search for explanations and meanings underlying the physical phenomena demonstrated.

The “Literary World<sup>9</sup>” Workshop offered to 96 children from the early years of elementary school, aiming to stimulate interest, imagination and discovery through reading, instigating different interpretations of the texts studied. There were significant moments in which the children sang, danced, played, read and interpreted.

The workshop “*A Hora do Conto*”<sup>10</sup> (Story Time) promoted by the PET Educação scholarship holders and volunteers, articulated with the interns, for 169 children from kindergarten and from the early years of elementary school, aimed to promote activities aimed at the development of language and body expression, as well as encouraging the use of children's literature as a methodological proposal in the educational practice of teachers.

The “Little Toad Equilibrist”<sup>11</sup> Workshop worked with 81 5th-year students, proposing activities on the diverse ways in which Physics and technology influence the interpretation of the world, stimulating the students' imagination, creativity and motor coordination. It was a productive workshop in which there was synergy between the children in basic education, the PET members and the interns, allowing for the (re)construction of knowledge and the re-signification of knowledge.

The “Business Workshop...”<sup>12</sup> also served 37 students from the 5th year and had the purpose of promoting experiences focused on the field of entrepreneurship and dreams, aiming at the development of creative skills. The actions involved dynamics, conversation circles, discussion of concepts, production of posters, lists, drawings and word searches, contributing to the interaction between undergraduate students of the Administration and Pedagogy courses, bringing basic education closer to the university.

<sup>9</sup> Records available at: [https://www.instagram.com/p/B\\_Lzwr\\_Bmj3/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_Lzwr_Bmj3/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

<sup>10</sup> Records available at: [https://www.instagram.com/p/B\\_K0UQehT-P/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_K0UQehT-P/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

<sup>11</sup> Records available at: [https://www.instagram.com/p/B\\_Ld7YOBZLB/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_Ld7YOBZLB/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

<sup>12</sup> Records available at: [https://www.instagram.com/p/B\\_LIGFvBPIb/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/B_LIGFvBPIb/?utm_source=ig_web_copy_link). Access: 10 Oct. 2020.

Regarding the evaluation and monitoring of intervention projects, the focus was on co-participation, aiming at the development of criticism, autonomy and self-knowledge, through the pursuit of quality in initial teacher education courses the Internship curriculum component Supervised in a continuous and self-assessment perspective.

Thus, this (re)thinking of assessment from a qualitative perspective requires the movement of (re)construction of the subject situated in the context of the teaching profession. Thus, the formative processes conducted in the light of historical scenarios and moments require understanding new peculiarities and analyzing the demands between the specific (internship) and the inseparable (formation) of knowledge and experiential practices. In this sense, the critical reading of the assessment aims at continuous monitoring and makes it possible to build meanings in the daily life of the school through beliefs, values, knowledge, experiences, life stories, representations, appropriations, anxieties and anguish about the meaning of being a teacher (PIMENTA, 2005).

It is discussed how the assessment converges to the clarity that the construction of the teacher's identity is the center of initial and continuing education to add values to personal experience and pedagogical knowledge, corroborating the interaction between students, classroom, school and, mainly, with their own itinerancy.

### **Formation in reflection-action-reflection**

This study was based on the idea that reflective formation allows an assessment of emerging knowledge from a journey in which formal knowledge is not limited to deducing practices. On the contrary, the educator starts to equate his praxis, choose problematizing themes, propose alternatives of intervention, create styles of debates, deal with people, follow the appropriation of values.

The analysis of the intervention proposal in question was based on formation as a dialectical activity, the result of a deliberation process and stimulated by the teacher-student interaction and partners in different daily situations, based on the recognition of the meanings and senses of the internship and the professional contexts in university, based on the premise that the human sciences need plural views and perspectives, in a relationship between learning and experiences, for the establishment of mechanisms for dialogue with the academic community and public administrators.

Thus, it is considered that the supervised curricular internship, with a central axis in the management and pedagogical coordination, of the Teaching Degree course in Pedagogy at



UFS/Campus Professor Alberto Carvalho, allowed the (re)construction of identity and the development of relative knowledge and knowledge to the exercise of the teaching profession. Within this perspective, it was noted the interrelationships between experiential knowledge and professional formation in teaching, the dissemination of collaborative pedagogical practices and encouragement to the production of interactive teaching material within the university and elementary school.

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