

THE ACTIVITIES OF THE INTERNSHIP IN LETTERS /LIBRAS IN THE NATIONAL MUSEUM THROUGH NON-FORMAL EDUCATION IN SCIENCES: EXPERIENCE REPORT AND SEARCH FOR AFFECTIVE MEMORY

AS ATIVIDADES DO ESTÁGIO EM LETRAS/LIBRAS NO MUSEU NACIONAL POR MEIO DA EDUCAÇÃO NÃO FORMAL EM CIÊNCIAS: RELATO DE EXPERIÊNCIA E BUSCA DA MEMÓRIA AFETIVA

LAS ACTIVIDADES DE LA PASANTÍA EN LETRAS /LIBRAS EN EL MUSEO NACIONAL A TRAVÉS DE LA EDUCACIÓN NO FORMAL EN CIENCIAS: INFORME DE EXPERIENCIAS Y BÚSQUEDA DE MEMORIA AFECTIVA

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ABSTRACT: Non-formal education is of great importance for science teaching, as it provides conditions for social inclusion. In this sense, this article aims to make an experience report on a Supervised Internship program of the Licentiate in Letters/Libras course at the Federal University of Rio de Janeiro (UFRJ) at the National Museum (MN). Thus, two (2) activities for MN employees were carried out in partnership with the MN Teaching Assistance Section Team (SAE): an Introduction to Libras Workshop and participation in the MN Mediators Course. In addition to an experience report, this work also ended up helping to build the affective memory of the MN after the tragic fire of 2018. In the end, it was observed that the classes offered contributed to the process of training popularizers, which greatly collaborates to favor accessibility for the deaf.

KEYWORDS: Supervised internship in letters/libras. National museum. Non-formal education. Science teaching. Memory.

RESUMO: *A educação não formal é de grande relevância para o ensino de ciências, pois propicia condições para a inclusão social. Neste sentido, este artigo tem por objetivo fazer um relato de experiência sobre um programa de Estágio Supervisionado do curso de Licenciatura em Letras/Libras da Universidade Federal do Rio de Janeiro (UFRJ) no Museu Nacional (MN). Assim, foram realizadas em parceria com a Equipe da Seção de Assistência ao Ensino do MN (SAE) 2 (duas) atividades para os funcionários do MN: uma Oficina de Introdução à Libras e uma participação no Curso de Mediadores do MN. Além de um relato de experiência, este trabalho também acabou por auxiliar na construção da memória afetiva do MN após trágico incêndio de 2018. Ao final observou-se que as aulas oferecidas*

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contribuíram para o processo de formação de popularizadores, o que muito colabora para favorecer a acessibilidade dos surdos.

PALAVRAS-CHAVE: *Estágio supervisionado em letras/libras. Museu nacional. Educação não formal. Ensino de ciências. Memória.*

RESUMEN: *La educación no formal es de gran importancia para la enseñanza de las ciencias, ya que proporciona condiciones para la inclusión social. En ese sentido, este artículo tiene como objetivo hacer un relato de experiencia en un programa de Pasantía Supervisada del curso de Licenciatura en Letras/Libras de la Universidad Federal de Río de Janeiro (UFRJ) en el Museo Nacional (MN). Así, se realizaron dos (2) actividades para los empleados del MN en alianza con el Equipo de la Sección de Asistencia Docente (SAE) del MN: Taller de Introducción a Libras y participación en el Curso de Mediadores del MN. Además de un relato de experiencia, este trabajo también terminó ayudando a construir la memoria afectiva del MN después del trágico incendio de 2018. Al final, se observó que las clases impartidas contribuyeron al proceso de formación de divulgadores, lo que colabora mucho para favorecer la accesibilidad de las personas sordas.*

PALABRAS CLAVE: *Pasantía supervisada en letras/libras. Museo nacional. Educación no formal. Enseñanza de las ciencias. Memoria.*

The teaching of Libras in Brazil

According to data from the Brazilian Institute of Geography and Statistics - IBGE (BRAZIL, 2000), Brazil has more than 5,750,809 people with problems related to deafness. Despite these high numbers, few Brazilians master the Brazilian Sign Language (Libras), recognized as an official language by Law No. 10.436, promulgated by then president Fernando Henrique Cardoso on 24/04/2002 (BRAZIL, 2002). According to Law No. 10436/2002 (BRAZIL, 2002, p. 1), Libras:

Article 1 It is recognized as a legal means of communication and expression the Brazilian Sign Language - Libras and other resources of expression associated with it.

Sole paragraph. It is understood as Brazilian Sign Language - Libras the form of communication and expression, in which the language system of visual-motor nature, with its own grammatical structure, constitutes a language system of transmission of ideas and facts, from communities of deaf people in Brazil.

Law No. 10.436/2002 (BRAZIL, 2002, p. 1) also determines that public services must ensure care and appropriate treatment to deaf people, according to Articles 2, 3 and 4:

Art. 2 Must be guaranteed, by the public power in general and concessionary companies of public services, institutionalized ways to support the use and

dissemination of Brazilian sign language - Libras as a means of objective communication and current use of deaf communities in Brazil.

Art. 3 The public institutions and companies concessionary of public services of health care must ensure care and appropriate treatment to the hearing impaired, according to the legal norms in force.

Art. 4 The federal educational system and the state, municipal and Federal District educational systems must ensure the inclusion in training courses for Special Education, Speech Therapy and Teaching, in their medium and higher levels, the teaching of Brazilian Sign Language - Libras, as an integral part of the National Curriculum Parameters - PCNs, according to the current legislation.

Despite this, twenty years after the promulgation of the law, even today few public places have employees fluent in Libras. Thus, as a result of the struggles for the rights of the deaf and users of Libras and in order to provide a minimum basic training in Libras, was promulgated by then President Luiz Inácio Lula da Silva Decree No. 5626 on 22/12/2005 (BRAZIL, 2005).

This Decree established the teaching of Libras as a compulsory curriculum subject in teacher training courses, in all degrees, teacher training courses for middle school, higher education, Pedagogy and Special Education. Thus, Decree No. 5626/2005 (BRAZIL, 2005, p. 1) determines that:

Art. 3 LIBRAS must be included as a compulsory subject in the curricular courses of teacher training for the exercise of teaching, in high school and higher education, and in courses of Speech Therapy, of public and private educational institutions, of the federal system of education and the systems of education of the States, the Federal District and the Municipalities.

§ 1 All the undergraduate courses, in the different areas of knowledge, the normal high school course, the normal higher education course, the Pedagogy course and the Special Education course are considered training courses for teachers and education professionals for the exercise of teaching.

§ 2 The LIBRAS will constitute in optional curricular discipline in other courses of higher education and in professional education, from one year of the publication of this Decree.

In this sense, in order to meet the growing demand for teachers of Libras and the desire for academic training in the area, several courses have been created, such as the Bilingual Pedagogy Course at the National Institute of Education of the Deaf (INES), the distance learning course in Letters/Libras at the Federal University of Santa Catarina (UFSC), with 9 centers distributed throughout the country, and the undergraduate and graduate degree in Letters/Libras at the Federal University of Rio de Janeiro (UFRJ).

Therefore, much more than being the object of legal requirements and regulations, the implementation of undergraduate degree courses in Letters/Libras aims at:

[...] ensure the social inclusion of deaf people in society through academic training, opening spaces for their insertion in the labor market. The licensed teachers will work in teacher training at the university level, in the training of speech therapists and in the basic training of deaf and hearing students (CERNY; QUADROS; BARBOSA, 2009, p. 3).

Such courses aim at the formation of a critical citizen, committed to social transformations and intellectual development, who is aware of the problems of deaf education and who can establish mechanisms for the access of the deaf community to higher education.

Non-formal education, science education and inclusion of the deaf

It can be stated that non-formal education, such as that carried out in museums, is of great relevance to the teaching of science. Moreover, according to the museum's structure, it can provide conditions for social inclusion. Research on education in non-formal spaces has explored the specificities of the educational processes that take place in these environments, in order to strengthen the scientific literacy process and understand science as part of culture (RAZUCK; SANTOS, 2017; RAZUCK; RAZUCK, 2020a).

Although there is no consensus regarding the definition of what is a non-formal education space, we adopt here the definition according to which such a space can be any place other than the school environment, institutional or not, where educational activities organized outside the official school system can be carried out, so that learning is related to affective, motor, playful and social aspects, being influenced by the perception, consciousness, emotion and memory of the visitor (OLIVEIRA *et al.*, 2014; RAZUCK; RAZUCK, 2020b).

Thus, the existing correlation between inclusive processes in museums presents itself as a great possibility, as highlighted by the Brazilian Institute of Museums (IBRAM) itself, according to which, among the characteristics and functions of a museum, it cites in its item III "the use of cultural heritage as an educational resource, tourism and social inclusion" (IBRAM, 2021, p. 1), thus showing the concern with the issue.

Specifically regarding deaf students, their learning is differentiated when compared to listener students, due to the fact that the interactive possibilities of deaf people end up being smaller, since they cannot participate in discursive school events that are fundamental for the full constitution of the subject, since these discursive events provide the development of linguistic, social, affective, identity aspects, among others (LACERDA, 2006).

Thus, one of the possibilities presented to minimize this problem, regarding science education, for example, would be through the visitation to non-formal spaces, because it enables the appropriation of the scientific discourse by the citizen, leading him to constitute himself as subject by acquiring a domain of Science and Technology (S&T) issues. In this way, science museums can be spaces with high educational potential and, in particular, can be favorable places regarding inclusion, especially the inclusion of people with special needs (RAZUCK; RAZUCK, 2020b).

However, many museums are not yet prepared to attend deaf visitors. This action is an incentive for the deaf to participate more in these spaces and feel satisfaction when visiting museums, once they find users of Libras. Ideally, the deaf should be faced with professionals fluent in Libras in all places; however, as this, unfortunately, is not yet a reality, we understand that the participation of Libras users since the planning and organization until the execution of the exhibitions can make the environment more attractive and welcoming for the deaf (RAZUCK; RAZUCK, 2020b).

According to Costa, Lameirão and Villas Boas (2017), a survey conducted by IBRAM in 2010 already indicated that only half of the registered museums (50.7%) had adequate facilities for the disabled public. In this survey, the presence of content in Libras was not even mentioned, revealing the invisibility of the deaf public.

In this regard, the National Museum (MN in the Portuguese acronym), of the Federal University of Rio de Janeiro (UFRJ), is understood as a propitious space for non-formal and scientific education, as demonstrated by Oliveira *et al.* (2014). According to the authors, when performing a non-formal education activity in the National Museum, scientific learning is a cumulative process of acquisition and consolidation of meanings, where the experiences that occur after the visits are equally important, because the visitor has access to additional knowledge that can strengthen their understanding of events that occur in nature, in the world or in society in general, facilitating learning.

For Oliveira *et al.* (2014), the visit to the MN, through a playful way, ended up developing a friendly inter-relationship mediator/visitor, in a pleasant environment, admittedly a facilitator of learning, since subjects and pieces on display in some rooms of the museum showed relationships with chemistry, as well as the historical, artistic and cultural aspects that were addressed during the visits. In view of the results presented, the authors concluded that the procedures developed during the visits were able to provide affective and cognitive gains to the visiting students and that the MN, as a non-formal space for teaching

chemistry, proves to be a promising option, since the physical context of the MN ends up favoring the development of non-formal chemistry classes (OLIVEIRA *et al.*, 2014).

The relevance of the National Museum of Natural History is indisputable: it was created by D. João VI on June 6, 1818, is the oldest scientific institution in Brazil and the largest natural history museum in Latin America, with a collection of about 20 million items, average monthly visitation around 10,000 people, with peaks of 20,000 people in a single month (COSTA;LAMEIRÃO;VILLAS BOAS,2017).

For Vieira and Bianconi (2007), the MN houses the scientific collections that constitute most of the national memory in the field of Natural History, providing services as a center of cultural, scientific and training activities. Thus, for the authors, the MN offers opportunities for non-formal classes, since with its collection they can carry out stimulating activities for teaching (VIEIRA; BIANCONI, 2007).

According to Costa, Lameirão and Villas Boas (2017), 75% of its public is composed of the public of spontaneous visitation (mainly families), 38% of adults who visit it are accompanied by children from 0 to 6 years old, but with only 2% of people over 60 years old (which reflects the lack of accessibility), which reinforces the importance of an accessible environment, including not only people with disabilities, but also the population in general.

The supervised curricular internship in the Degree in Letters/Libras course at UFRJ

The Degree Course in Letters/Libras at the School of Arts of UFRJ has the specific objective of training teachers with solid knowledge in Libras with pedagogical training and knowledge of methodologies for teaching Libras as a first (L1) and second language (L2), in addition to extensive knowledge of linguistic and literary theories.

The subject Teaching Practice of Libras (Supervised Internship) basically involves three areas of teaching - Teaching Deaf Literature (DL), Teaching Brazilian Sign Language as a first language (L1), Teaching Brazilian Sign Language as a second language (L2). In this subject, situations that help build knowledge through reflection, analysis and problematization of pedagogical practice and initiation to teaching are worked on. Experiences are lived out based on the knowledge acquired during the academic formation and, mainly, it is possible to reflect on the theoretical studies and the experiences shared in the teaching of LS, L1 and L2.

The supervised curricular internship in the Degree in Letters/Libras course at UFRJ occurs throughout the discipline of Teaching Practice of Libras, which includes 400 hours.

This amount of hours is totaled over three semesters (100h + 150h + 150h). As with all other UFRJ undergraduate courses, the internships are guided by the School of Education (SE).

The internships are divided into non-formal teaching spaces (100h - first semester of internship) and formal spaces (300h - second and third semesters of internship) so that the student has a broad view of several work possibilities. The internship in non-formal teaching spaces takes place mainly in cultural centers, museums, parks, and other places accessible to the public. In these spaces, the purpose of the internship is to promote an Introduction to Libras course, taught by undergraduates, to the employees of the place, aiming at better serving the deaf public.

The internship in a formal teaching setting occurs primarily in educational spaces associated with UFRJ. As examples of this last modality, we can cite the schools of the Rio de Janeiro City Hall, the schools of the state of Rio de Janeiro, the Federal Institutes, the Foundation for Support to Technical School (FAETEC) and the National Institute of Education of the Deaf (INES in the Portuguese acronym). itself

Theoretical Background

It can be stated that the supervised internship is a special moment during the professional training, because it allows the student, under the guidance of a teacher, to experience the professional practice (OLIVEIRA; MOURÃO, 2012).

Thus, it ends up enriching and updating the academic training, allowing the experience of experiences, problem solving, evaluating and suggesting changes in school organizations, based on the theoretical references obtained and studied during graduation (DONATONI, 1991).

The purpose of the internship experience is to promote the development of a critical eye on the exercise of praxis from the reality of the educational work, so that this practice becomes constant during the professional exercise (LIMA, 1995).

This means that, along with theoretical knowledge, the internship is also responsible for the construction of knowledge and possibilities of contributing to the professional practice of the future teacher (FREIRE, 2001).

Carvalho (1985) explains that learning is built as the experiences lived during the internships are discussed in a moment intended for this purpose in an attempt to interact in the professional reality with the elements studied in the course.

When thinking about the initial training of teachers, "have become irremediably necessary in the construction of a reflective teacher: research as one of the main conditioning factors for reflection" (MACIEL; BOMURA, 2004, p. 17).

Thinking about the focus of the course and the specificity of Libras, the internship in the form of research provides new insights for the training of future teachers in the area of teaching Libras, both as a first language (L1) and as a second language (L2), enabling a field of inquiry in the construction of knowledge - observe, record, analyze and socialize research. They also present the possibility of future teachers of Libras: "develop researcher's attitude and skills from the internship situations, developing projects that allow them to understand and problematize the situations" of teaching (PIMENTA; LIMA, 2004, p. 41).

The internship, then, is no longer considered just one of the components and even an appendix of the curriculum, but part of the body of knowledge of the teacher training course. It should permeate all subjects, besides its specific space for analysis and synthesis at the end of the course. It is up to him to develop activities that enable the knowledge, analysis, and reflection of the teaching work, of the teaching actions in the institutions, in order to understand them in their historicity, identify their results, the obstacles they present, and the difficulties. Thus, in the light of disciplinary knowledge, it is possible to point out the necessary transformations in the teaching work.

This knowledge involves the study, analysis, problematization, reflection, and the proposition of solutions to teaching and learning situations. It should cover the act of experimenting with teaching situations, learning to elaborate, execute and evaluate teaching projects not only in the classroom, but also in different spaces. For this reason, it is important to develop in the students, future teachers, skills for the knowledge and analysis of schools, the institutional space where teaching and learning take place, as well as the communities where it is located. The internship should also involve knowledge, use, and evaluation of techniques, methods, and strategies for teaching in diverse situations. It addresses the ability to read and recognize the theories present in the pedagogical practices of school institutions (PIMENTA; LIMA, 2004).

In other words, the internship thus carried out allows for the contribution of research and the development of research skills. This investigative posture favors the construction of research projects from the internship on. (PIMENTA; LIMA, 2004).

Methodology

This article is an experience report, since it is close to the descriptive studies, since it describes phenomena from the possible establishment of relations of action (GIL, 2008).

Given the relevance of the mandatory supervised internship, this paper seeks to report the internship experience lived in the second half of 2016 by the first class of the Degree in Letters/Libras course at UFRJ.

In this sense, in view of the process of inclusion of the deaf and training of teachers of Libras, a Supervised Internship program of the Degree in Letters/Libras course of UFRJ was elaborated in MN, also linked to UFRJ.

The trainees and teachers, in partnership with the Teaching Assistance Section of the National Museum of Rio de Janeiro (SAE), carried out two (2) activities for the staff of the National Museum of Rio de Janeiro: an Introduction to Libras Workshop and a participation in the Mediators Course, which is held annually by the National Museum of Rio de Janeiro.

Employees, mediators, box office workers, and security guards of the National Museum participated in these activities. The Libras classes produced by the trainees took place in 6 (six) meetings, each lasting 4 hours.

The classes were divided into the following themes: what is Libras; Foundations of Deaf Culture; Manual Alphabet; Numbers; Greetings; Characteristics/adjectives; Calendar; Family; Colors; Animals; Verbs; Dialogue; Site-specific vocabulary.

Prior to the beginning of the activities, to work with the specific vocabulary, the UFRJ team was received by the SAE team for a guided tour especially designed for the group from the Literature/Libras course at UFRJ.

Results and discussion

The UFRJ group was composed by the researcher (professor of the discipline of Teaching Practice of Libras), 3 hearing interns and 6 deaf interns (all students of the sixth semester of the Degree in Languages/Libras course of UFRJ).

After the presentation to the students of the internship proposal in a non-formal education space and contact with the teaching section of MN, a guided visit was scheduled. This visitation aimed to promote the recognition of the physical space of the museum and its collection so that the group of students could carry out research in search of the various signs needed for the museum space in question. The visit was accompanied by an interpreter to

facilitate the dialogue between the students and the professionals of the teaching section who presented the different spaces of the museum.

The nine interns carried out a deep research work to master the signs referring to the particularities of the exhibited works (basically divided into: biological anthropology, archeology, ethnology, geology, paleontology, zoology, and Brazilian Empire).

Parallel to the research work of specific signs, the students started to plan and elaborate the course of Introduction to Libras for the staff of MN.

Introduction to Libras Workshop

In order to fulfill the discipline Teaching Practice of Libras (Supervised Internship), the students planned and scheduled classes offered to the group of MN. Besides being an important learning moment for future teachers in terms of knowledge construction, articulation between theory and practice, and formation of a professional identity, they were also able to experience another way of producing knowledge outside the traditional classroom: science education in museums (Figure 1).

The workshop took place mainly in the museum's auditorium, although all the vocabulary was worked on in loco, together with the collection in question, in order to facilitate the learning process of the signs due to the observation and contact with the works.

The course for the National Museum of Natural History group was scheduled for six meetings, and in the first meeting the students were welcomed by SAE's professionals and were able to get to know the National Museum of Natural History in order to better plan the course. The six meetings took place on Mondays (a day when the museum is not open to the public, only its employees carry out internal work) and Saturdays (starting two hours before the museum opens to the public). Each meeting lasted approximately 4 (four) hours, in which contents such as What is Libras; Fundamentals of Deaf Culture; Manual Alphabet; Numbers; Greetings; Characteristics/adjectives; Calendar; Family; Family; Colors; Animals; Verbs; Dialogue; Site-specific vocabulary.

The average attendance was 27 people per day, with groups formed by students from the Faculty of Arts, employees and SAE mediators. As the teachers of the workshop/course were mostly deaf, the students who participated were able to look from the perspective of the deaf and realize their communication needs.

The activity also caught the attention of some visitors such as a couple who, seeing the movement in the auditorium, asked to participate and returned to MN to attend the remaining

classes. In the last meeting, this same couple also brought their pre-teen daughter, who was deaf, to participate.

After each teaching, small groups were formed to practice dialogues led by the undergraduates. Besides all the moments of programmed content, the workshop was also a space of much relaxation, lightness, and learning. The participants learned and told jokes, laughed, and had fun. The class on food was held with a collective snack to fraternize and bring the participants closer together. Moments of exchange like these are fundamental for the formation of better professionals. The classes not only contributed to the students in the supervised internship process, but also to the whole SAE/MN team that was able to take part in this activity.

From the total of nine trainees, six had never visited the MN, located at Quinta da Boa Vista, in the city of Rio de Janeiro. This fact draws attention because, although most of these students claim not to know the MN previously, all of them said they knew Quinta da Boa Vista well, a park that has several attractions, including the MN itself, the Zoo, and outdoor recreational activities.

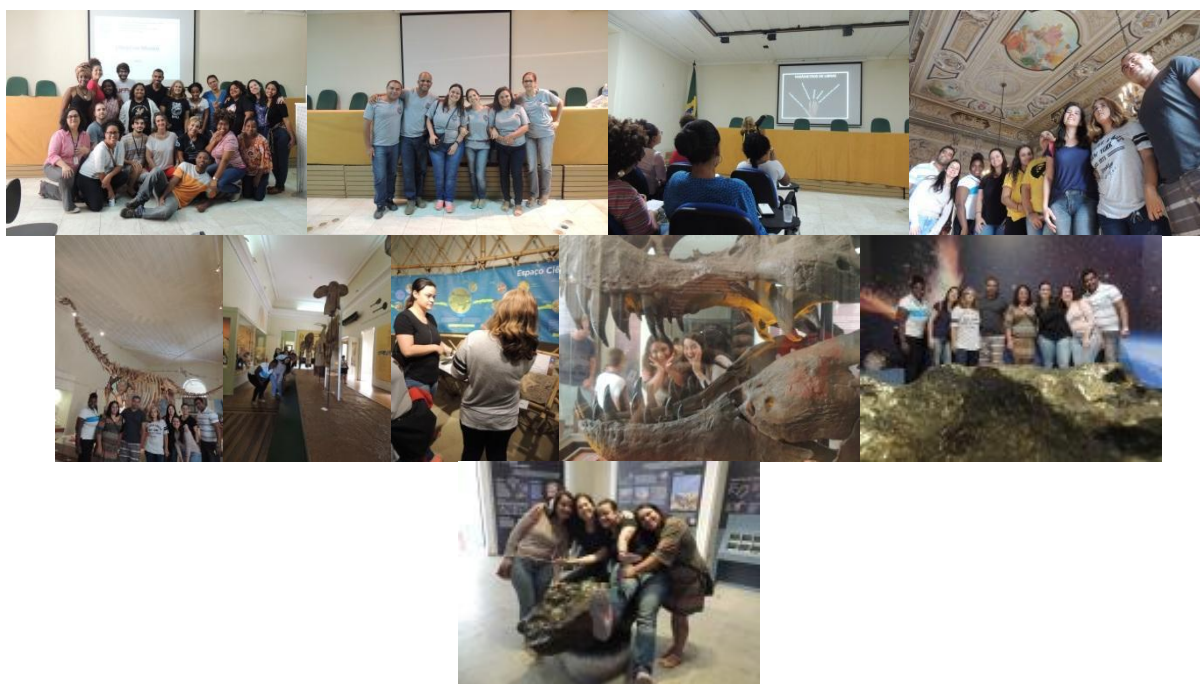
Possibly, the fact that they did not know the MN previously can be linked to the feeling of not having access to the information available there due to the communication barrier, since the deaf in the group communicate primarily in Libras.

It is understood that the visit to the MN promoted before the beginning of the course was of utmost importance for the whole process. After the visit, the trainees showed great admiration for the MN and its staff, which greatly encouraged them to develop classes in Libras adequate to the local group. At the group's initiative, there was an interest in organizing a small glossary with the signs researched. Both the group of trainees and the staff of the MN were present in almost every moment of the course, showing great interest in the activity at hand.

At the end of the course, new ideas to work in partnership emerged, such as the opening of scientific initiation vacancies for undergraduates of Letras-Libras, assistance regarding the accessibility of the site and invitation to participate in various activities held at the Museum.

Soon after the Introduction to Libras course, the SAE team invited the researcher and the interns to give a Libras workshop to the participants of the VI and VII Training Course for Mediators of the National Museum, held in 2017 and 2018, respectively. This course is free of charge and participants include undergraduate students, tour guides, and teachers from different segments of the public and private networks.

Figure 1 – Activities performed during the Internship Workshop



Source: Prepared by the authors

Figure 1 shows some of the museum's objects, such as dinosaur bones, the Bendegó meteorite, and the architecture of the museum itself.

VII Mediator Training Course of the National Museum

The course in question aimed to train mediators to improve their work in science museums, especially in the MN. The Mediator Training course was offered annually and has already been attended (the researcher and part of the trainees) in the same place in 2017 and 2018, which represents a great opportunity for dissemination of Libras and accessibility to deaf people in various spaces.

The course was free and it was open to undergraduate students from UFRJ, other public and private universities, tour guides and teachers from different segments of the public and private networks. The main goal of the course is to train mediators and other professionals to improve their work in science museums, especially in the MN.

In the first week round tables and workshops were held about museum education, museum-school relations, public and non-public studies, accessibility and inclusion, and children in museums. In the second week, activities focused on the National Museum exhibits, considering the following themes: Ancient Egypt, Human Evolution (Biological

Anthropology), Marine Biology, Entomology, Indigenous and African Ethnology, Pacific Cultures, Mediterranean Cultures, Paleontology and Geology.

All the activities of the mediators' training course were carried out at the MN, with a total workload of 42h. To receive certification, an attendance of 75% or higher was required (Figure 2).

Figure 2 – Activities performed during the Mediators Course





Source: Prepared by the authors

Figure 2 shows some of the activities related to developing language in Libras for MN objects. Among the employees who participated in the course, many were interested in continuing to have access to the learning of Libras. As for the trainees, upon completing this stage of training, they began to perceive the internship as something important and meaningful. Many were willing to help the Museum staff when necessary and volunteered to participate in other courses at the Museum.

For the student D., "the previous visit allowed him to have access to all the Museum's collection: *"The visit we made before the course showed how much knowledge the Museum has. There is a lot of information and a lot of beautiful things!"*

For employee E., *"the course was of great value, since he had always seen deaf visitors, but didn't know how to interact: The course was very important! I will want to go deeper! Now at least I can say good morning, welcome, and try to show the museum spaces to the deaf."*

Final remarks

During the Libras classes, we had the participation of several employees of the Museum (employees of the education sector, mediators, box office workers and security guards). The diversity of participants in the classes is considered extremely favorable, because besides aiming that the experience contributes to the training of our trainees and to a minimum command of Libras by the Museum's employees, it is understood that this activity contributes to greater accessibility of deaf people to cultural spaces. The fact that local employees master a minimum vocabulary in Libras benefits them as popularizers and favors access to the deaf.

Certainly the six classes offered by the trainees and participation in the mediator training course are not enough to train employees in Libras, but this first contact with the language makes them at least understand the need for welcoming the deaf through people who master Libras, which may lead them to think of new restructuring of meanings.

In addition to giving the interns the experience of creating and applying Introduction to Libras classes and favoring the gain of Libras knowledge for all participants, the classes offered contributed to the training process and resulted in the effective participation in the courses of Training of Mediators, which greatly contributes to favoring the accessibility of deaf people in cultural spaces.

Internship activities of the Degree in Letters/Libras in non-formal educational spaces, besides being very important for the training of future teachers, collaborate to the development of a more accessible society for all.

We consider extremely favorable the diversity of participants in the classes, because besides aiming that the experience contributes to the training of our trainees and to a minimum command of Libras by the employees of the Museum, it is understood that this activity contributes to greater accessibility of deaf people to cultural spaces.

The students who participated in this activity began to perceive the space of the MN as also belonging to them and their peers, which was extremely noticeable due to the increased frequency of the deaf public to the MN.

The group of trainees concluded the offer of the Introduction to Libras course at MN with the perceptible feeling of success in the proposed pedagogical action. Even after the conclusion of the course and its evaluation by the trainees, the theme of the course offering always came up in subsequent classes (including in the following semesters).

Although, at first, the trainees had shown fear due to the need to work outside class in the internship subject, all of them ended the semester talking about how important the internship had been to their formative process.

We understand that, besides an experience report, this work also aimed to help building the memory of the MN by presenting the photos taken during the internship, since it is understood that the affective memory of the MN can be reached through records made in academic work prior to the 2018 fire.

Many students had not yet realized the possibility of acting in non-formal education spaces, which was possible during the performance at MN. Unfortunately, on September 2, 2018, a major fire occurred in the MN, which compromised the structure of the building and destroyed much of its collection. This is an inestimable loss to our history. With this work, it

is also intended to help rescue the museum memory, opening space for other works to be carried out, researched, transformed.

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