

## THE TEACHING INTERNSHIP IN THE REPRESENTATIONS OF PUBLIC HEALTH STUDENTS

### *O ESTÁGIO DE DOCÊNCIA NAS REPRESENTAÇÕES DE ESTUDANTES DE SAÚDE COLETIVA*

### *LA PASANTÍA DOCENTE EN LAS REPRESENTACIONES DE ESTUDIANTES DE SALUD COLECTIVA*

Elci Nilma BASTOS FREITAS<sup>1</sup>  
Marinalva LOPES RIBEIRO<sup>2</sup>

**ABSTRACT:** This article brings findings from a descriptive research with a qualitative approach, which aimed to unveil representations of students from the Master's in Public Health of a public university in Bahia. The data were generated through semi-structured interviews with the participation of twelve graduate students. These data generated were analyzed with approximations of Content Analysis in its thematic version. The results of the research indicate that the master's students in Public Health consider the Teaching Internship experience as an essential curricular activity for the teacher formation process of a Higher Education professor. It is noticed a certain identity in the group of master's students, which was understood by the interaction, internal coherence, and consensus in terms of representations, which does not preclude the existence of varied conceptions of the Teaching Internship experience. That said it is suggested that the Programs discuss the true place of Teaching Internship in Graduate School, since, in our perspective, it transcends the place of just forming researchers.

**KEYWORDS:** Teaching internship. Teacher education. Public health master's degree. Social representations.

**RESUMO:** Este artigo traz achados de uma pesquisa descritiva de abordagem qualitativa, cujo objetivo foi desvelar as representações de estudantes do mestrado de Saúde Coletiva de uma universidade pública da Bahia sobre estágio de docência. Os dados produzidos mediante entrevistas semiestruturadas contaram com a participação de doze pós-graduandos, sendo analisados com inspiração na técnica Análise de Conteúdo, na modalidade temática. Os resultados sinalizam que os mestrandos de Saúde Coletiva consideram o estágio de docência uma atividade curricular imprescindível para a formação de professores universitários. Notou-se certa identidade no referido grupo, a qual foi entendida pela interação, coerência interna e pelo consenso, o que possibilita a existência de representações variadas do citado estágio. Sugerimos que, nos programas stricto sensu, seja discutido o

<sup>1</sup> State Education Secretariat (SEC), Feira de Santana – BA – Brazil. Pedagogical Coordinator of the State College Agostinho Fróes da Mota. Master's in Education (UEFS). ORCID: <https://orcid.org/0000-0001-7072-6745>. E-mail: [enbastos23@gmail.com](mailto:enbastos23@gmail.com)

<sup>2</sup> State University of Feira de Santana (UEFS), Feira de Santana – BA – Brazil. Permanent Professor of the Postgraduate Program in Education. Post-Doctorate in Education (UNISINOS). ORCID: <https://orcid.org/0000-0002-9197-1341>. E-mail: [marinalva\\_biodanza@hotmail.com](mailto:marinalva_biodanza@hotmail.com)

*verdadeiro lugar do estágio de docência na pós-graduação que, a nosso ver, transcende a formação de pesquisadores.*

**PALAVRAS-CHAVE:** *Estágio docência. Formação docente. Mestrado de saúde coletiva. Representações sociais.*

**RESUMEN:** *Este artículo presenta algunos hallazgos de una investigación descriptiva con un enfoque cualitativo, que tuvo como objetivo: Revelar las representaciones de los estudiantes del Máster de Salud Pública en una universidad pública de Bahía. Los datos fueron producidos a través de entrevistas relativamente estructuradas con la participación de doce estudiantes de posgrado. Los datos producidos se analizaron utilizando enfoques de análisis de contenido, en su versión temática. Los resultados de la investigación indican que los estudiantes de Maestría en Salud Colectiva consideran la Pasantía de Enseñanza como una actividad curricular esencial para la formación del maestro de Educación Superior. Notamos una cierta identidad en el grupo de estudiantes de maestría, que se entendió por la interacción, la coherencia interna y el consenso en términos de representaciones, lo que no excluye la existencia de concepciones variadas de la etapa de enseñanza. Dicho esto, sugerimos que los Programas discutan el verdadero lugar de la Práctica de Enseñanza en el Postgrado, ya que, en nuestra opinión, trasciende el lugar de la capacitación de investigadores.*

**PALABRAS CLAVE:** *Prácticas de enseñanza. Formación de profesores. Máster en Salud Pública. Representaciones sociales.*

## Introduction

Most masters and doctors complete their studies in the *stricto sensu* postgraduate program without discussing the philosophical-epistemological content related to education. Sometimes, specific themes related to the intentional educational actions for which graduates will have a diploma are not analyzed, whether they are related to adult learning, the motivation of students, teaching strategies and learning assessment, the relationship between teachers and students, among other pedagogical and didactic aspects that directly influence the way of teaching and learning.

If the *stricto sensu* postgraduate programs, which would be the instance destined for the formation of teachers and researchers, are almost exclusively organized according to the formation of those, master's and doctoral students are not obliged to carry out the teaching internship, having in view that the Coordination for the Improvement of Higher Education Personnel (CAPES) made this activity mandatory only for masters and doctoral fellows under its tutelage. In our view, this movement seems to contradict the idea of making it possible to “improve the teaching and research conditions of Brazilian university centers, aiming at better

formation of the country's higher education professionals” (GOUVÊA, 2012, p. 379, our translation).

The teaching internship, also known as supervised curricular internship, has been a matter of concern for several scholars, object of several discussion forums on the formation of higher education teachers and, in this specific case, the subject of this work.

For Bianchini, Erram and Pinheiro (2016), the teaching internship allows theoretical-practical reflection and the improvement of the experience of graduate students who intend to pursue a teaching career. Souza (2019) clarifies that the fact that the graduate student is accompanied by a teacher with more experience provides different reflections for the exercise of teaching practice and other academic actions developed by him in the future.

Costa (2014), when addressing this issue, concludes that the internship is a space for breaking the concept of teacher formation, as an accumulation of specific knowledge in the areas of study of graduate students and shows teaching as a complex activity that requires the mastery of varied knowledge, in addition to specific ones.

Despite the risk of generalization, Oliveira and Vasconcellos (2016) guarantee that teaching formation is not a consolidated priority, nor is it theoretical and pedagogical support in postgraduate programs, which corroborates the arguments presented.

In our understanding, formation is a continuous process from graduation to the end of the teaching career. In addition to valuing experiences, theoretical and practical studies, research on the teaching practice itself as the professional development of the teacher (NÓVOA, 1995), implies the socio-political commitment and self-discipline that involves values, such as ethics, solidarity and affection. Given the little reflection on pedagogy and didactics during postgraduate studies, we focus on the period of the teaching internship with a view to filling part of this gap, as it is a set of activities capable of assisting teacher formation at the University.

After analyzing the pedagogical projects of all *stricto sensu* programs, existing at the time in the institution investigated about the teaching internship, we found that, among the 17 courses, only the Public Health Program offered a mandatory curricular component. This Program discussed themes of a philosophical-epistemological nature concerning education and related to specific actions of teaching practice. Although only 30 hours are dedicated to the aforementioned practice, this makes a difference in the training of teachers for Higher Education. This Program had a coordinator whose function was to assist postgraduate students in this activity, generating a more robust teacher formation proposal by providing articulation between postgraduate and undergraduate courses. Certainly, this scenario

prompted us to formulate the following research question: what are the representations of postgraduate students in Public Health at the State University of Feira de Santana on the teaching internship? To answer this question, we carried out an investigation whose objective was to unveil the representations of students of the Master's Degree in Collective Health at a public university in Bahia on a teaching internship.

This article is divided into six parts, namely: introduction; methodological path; teaching internship in postgraduate school; notes on the Theory of Social Representations (TRS); teaching internship in the voices of the master's students in Public Health and Final Considerations.

### **Methodological path**

To meet the proposed objective, the study is based, methodologically, on qualitative-descriptive research, as it contemplates “the set of human expressions contained in structures, processes, relationships, subjects, meanings and representations” (MINAYO, 2006, p. 43, our translation). In these terms, the advantages are intertwined with the TRS for helping the researcher to understand the studied phenomena. These are presented through the subjectivities and meanings attributed by the research participants, reducing the distance between the theory and the real context of the object in question, establishing a closer relationship between the researchers and the subjects of this study.

The collaborators of this investigation were students who completed the teaching internship. The orientation of this study took place in the perspective of the content of the representations of the Master's students, hence the need to focus on the cognitive mechanisms present in the discursive activity of such subjects. We privilege the semi-structured interview as a methodological strategy, as it allows greater interaction between the subjects and the researchers and their subjectivities. Out of a universe of 15 students, 12 participated in the semi-structured interview. For that, we take all ethical precautions in the research carried out with human beings, including with approval of the Opinion by the CAAE Research Ethics Council 42759015.7.0000.0053. In addition, to ensure anonymity we use fictitious names.

In order to do a critical analysis of the data and perceiving the senses and meanings about the narratives of the research subjects, both expressly and implicitly, we approach the technique of Content Analysis (BARDIN, 2011).

After the transcription of the interviews, we performed readings of the corpus, in order to search for portions of meaning that were articulated and indicators that made inferences

possible, based on the messages produced. This process enabled the organization of five categories presented and analyzed in the discussion of this article.

### **The teaching internship in postgraduate school**

The appearance of the internship at the university occurred in the 1960s, based on Opinion no. 292/1962 of the Federal Council of Education (CFE) when establishing, for the first time, a mandatory curricular activity aimed at teaching practice, in the format of supervised internship to be performed by students in all teacher formation courses at that time (BRASIL, 1962).

Regarding the internship in stricto sensu postgraduate courses, the object of study of this work, its genesis dates back to 1999. Through Circular Letter no. 28 (BRASIL, 1999), CAPES demands that the internship activity is mandatory of teaching for all fellows participating in the Social Demand Program (DS), with the premise of forming high-quality human resources essential to the country. This measure was approved by Ordinance no. 52/2000, requiring curricular adjustments and pedagogical projects for all programs at this level of education, having undergone some modifications to better orientate postgraduate programs towards the implementation of the teaching internship. Currently, however, the legal provision that regulates the DS Program is Ordinance No. 76/2010. In its Art. 18 it states:

The teaching internship is an integral part of the postgraduate student's formation, aiming at the preparation for teaching, and the qualification of undergraduate education being mandatory for all scholarship holders of the Social Demand Program [...] (BRASIL, 2010, our translation).

In this sense, the teaching internship integrates the formation of postgraduate students as a mandatory activity for scholarship students, which, in our view, represents a paradox, since only students with a scholarship will be contemplated with this formative experience. In addition, all the developments in this caput still follow some criteria and, in programs with master's and doctorate degrees, the obligation is exclusively on doctoral students (02 semesters), while in programs with only a master's degree, the obligation is transferred to Master's students (01 semester). However, the aforementioned Ordinance does not make it clear at what level the internship needs to be carried out.

According to Feitosa (2002), this policy of implementing the teaching internship activity established by CAPES originated from a controversial debate within higher

institutions, given that, in the late 1990s, the number of retirements of university professors was very large, denoting the scarcity of this professional in graduation. In this scenario, Ristoff (1999) clarifies that CAPES, together with the Ministry of Education (MEC), sought to alleviate the shortage of teachers in undergraduate courses, through the fulfillment of the teaching internship by postgraduate scholarship students, which, was a skimpy compensation policy, distorting the primary meaning of this curricular activity.

Even so, even if there is a limitation on the requirement for scholarship holders and, in view of this compensatory policy, the teaching internship is characterized as “one of the few institutional attempts to contribute to the insertion of changes in the formation scenario of teachers for the exercise of teaching in higher education” (LIMA; LEITE, 2019, p. 757, our translation).

In the same line of reasoning, Oliveira and DeLuca (2017) point out that the internship is one of the few moments in which the postgraduate student approaches the challenge of teaching and learning to be a teacher. Under this view, Freire (2002) also states that, in practice, the teacher becomes a teacher.

As for the concept, the internship is polysemic. Sometimes it means internship, training time or apprenticeship of certain professions, sometimes temporary exercise of a given professional activity. In this study, the teaching internship is understood as a curricular component of the postgraduate program, assisting in the professional training of the student for the exercise of teaching, at a higher level. That is, the internship is part of the initial teacher formation.

Given the various internship conceptions, in this text we opted for the perspective of Pimenta and Lima (2012) when considering that it has three models, namely:

**a) practice as models imitation** (handmade): preparation for teaching is related to the domain of specific knowledge; it is enough for the intern to imitate the conducting teacher or advisor, through observation, reproduction and, at best, re-signification of some models considered good. However, this model brings with it some limitations, such as unsatisfactory learning, since not all students are able to seize instruments to criticize the teaching performance or even their own teaching performance. The imitations and/or adaptations of these models may be inappropriate for the contexts in which they live as teachers.

**b) practice as technical instrumentation** (model 3 + 1): this model requires the use of techniques as indispensable resources for the teacher to perform his/her exercise, without the need of mastering scientific knowledge. In other words, the internship assumes the characteristic of applying teaching techniques and strategies, filling out observation forms,



schemes and flowcharts, without criticism, without mastery of the contents related to the area in which the teacher works. It is an internship seen only as the practical part of teaching, free of theory that underlies teaching practice, with distance from the context where teaching takes place.

c) **internship overcomes the dichotomy between theory and practice:** in this model, there is a break with the traditional paradigm, by understanding that the internship needs to articulate reality with the theoretical exercise, allowing trainees to approach the field of work with activities endowed with intentions. Here the internship becomes a theoretical activity that will instrumentalize the teaching praxis, since this activity aims to transform the context (PIMENTA; LIMA, 2012).

In addition to the teaching internship providing reflection and theoretical-practical articulation (PIMENTA; LIMA, 2012), it will add the teaching experience as a potent knowledge (NÓVOA, 1995) for the postgraduate student interested in the teaching career (BIANCHINI; ERRAM; PINHEIRO, 2016).

We also emphasize the importance of exchanging experiences through an internship with activities developed, collectively, between the interns themselves, with the perspective of expanding the learning with questioning and critical analysis of the situations experienced, including debating the theoretical currents that subsidize the practices.

Ghedin, Oliveira and Almeida (2015) relate the alignment of the internship to a research process or to research in the internship. That is, the trainee can research his teaching practices, self-analyzes and self-assessments, about his teaching/learning process and, if his teaching practice has provided mutual learning, in order to stimulate an investigative stance among peers: internship, intern, conducting teacher and students.

We corroborate the thought of Costa (2014), when defending the internship as a space that breaks with the vision of a teacher education based on the accumulation of knowledge in the field of studies of postgraduate students and demonstrating that teaching is a complex activity which demands the acquisition and mastery of broad knowledge, in addition to those specific to the area of activity of these subjects.

From this angle, it is up to the postgraduation to assume, in fact, the place of teacher formation for who will work in Higher Education, establishing an institutional commitment between the *stricto sensu* program and the undergraduate program, in a way that involves the teachers of both courses in the formation of the postgraduate student. Furthermore, it is incumbent on the latter to promote moments in which the articulation of all curricular components occurs with the activity of the internship, enhancing the professional

development of the subject. For such a situation to happen, it is essential that the internship activities go through planning, guidance and joint monitoring between postgraduate teachers and more experienced professors of the undergraduate course.

In addition, it is essential to incorporate evaluative activities in the internship activities, including institutional and program evaluations, with the objective of improving this formative curricular component even more.

### **Notes on the Theory of Social Representations (TRS)**

The TRS, developed by the psychologist Serge Moscovici, is defined by Jodelet as “a form of knowledge, socially elaborated and shared, with a practical objective, and that contributes to the construction of a reality common to a social group” (2001, p. 22, our translation).

When thinking about TRS, a theory engendered in common sense comes to mind, as expressed in the words of Arruda (2014, p. 39, our translation), namely: “The perspective of transforming specialized knowledge into everyday knowledge, everyday tools circulating in society”. This look brings to light the relevance of the principles of the TRS for this study when it seeks to understand and describe the worldviews, beliefs, values, meanings, that is, the representations of bachelors, Master's students in Public Health on a specialized, erudite knowledge - the teaching internship -, built on a daily basis, a practical knowledge, built in the social context in which they participate. Thus, TRS made it possible for us to find out what they think, why they think and how these postgraduate students think about the teaching internship experience, as well as the relationships between what they do and what they think.

We are aware that there are three main perspectives focused on the domain of TRS, namely: the socio-genetic model (MOSCOVICI, 2005; JODELET, 2001), the structural model (ABRIC, 1997) and the socio-dynamic model (DOISE, 1989). In this study, we adopted the socio-genetic model that conceives representations as the product of a mental activity, with a view to knowing how “groups build reality and integrate it into their system of values” (ANADÓN; MACHADO, 2003, p. 31, our translation). In this case, we strive to analyze norms, attitudes, assumptions and meanings attributed by the group of students to the teaching stage, given that social representations are cognitive phenomena. Consequently, they imply both the social belonging of individuals, as well as the affective and normative aspects, in addition to the subjects' experiences.



For Moscovici (2005), there are two processes that generate social representations: anchoring and objectification. The first means “anchoring strange ideas, reducing them to common categories and images, placing them in a familiar context” (MOSCOVICI, 2005, p. 61, our translation). If something seems strange to us, as evidenced by the author, we resort to the resource of evaluating it and then placing the thing or person in some known category, naming it and taking it to our known world, in order to imagine it and represent it in a positive or negative way. In the second process, objectification is like materializing an abstraction, that is, in the words of Moscovici (2005, p. 71, our translation), “objectifying is to discover the iconic quality of an idea, or to be inaccurate; it is to reduce a concept in an image [...] to fill what is, naturally, empty, with substance”. As the author himself shows, although we have a large stock of words circulating in society, we feel the need to fill them with concrete, more palpable meanings, so that “the concept image ceases to be a sign and becomes the replica of reality [...] instead of elements of thought” (MOSCOVICI, 2005, p. 74, our translation).

For Alves-Mazzotti (2008), the application of the TRS in the field of education helps the investigative process by identifying the development of teacher formation and the systems used by the subjects in order to “classify people and groups and to interpret the events of everyday reality” (p. 20-21, our translation). This theory guides social conducts and practices based on relationships with language, ideology and social imagery, elements that are considered crucial for reflection and analysis of the devices that influence the efficiency of the educational fabric.

### **The teaching internship in the voices of the Master's students in Public Health**

In this section, we present and discuss the research findings. In our analysis, the teaching internship was represented in five different ways, being objectified as “the place of practice”. This perspective is associated with the practice model as technical instrumentation, in which the course is divided into two moments (the first deals with the acquisition of specific knowledge in your area of expertise and the second is related to the application of this knowledge through internships). This meaning leads to the historical mistake of seeing the internship as a practical aspect, distancing itself from the theorists (PIMENTA; LIMA, 2012), that is, a vision of dichotomized teacher education that no longer meets the demands of the current context. Pimenta (2012) argues that the teaching internship is a theoretical-practical unit and will resonate with the action-reflection throughout the teaching action. Next, we highlight the idea of fragmenting theory with practice in the following representations:

[...] *It is time for us to put into practice what we are seeing* (ALICE, our translation).

[...] *We are going to the classroom and I will be a teacher at that moment. So, I'm practicing as a teacher. It is as if I were an artist and, at that moment, I am a teacher in that discipline, in that classroom* (MARIA CLARA, authors' highlights, our translation).

It is pertinent to realize that, in addition to this thought of internship as a practice, Maria Clara aims at the teacher as an artist, that is, that professional who gives classes as if on stage, while the spectators could watch their presentations. According to Serge Moscovici, objectification consists of the subjects' need to transform an abstract idea into something concrete. When resuming Maria Clara's understanding, it appears that the internship is an activity that aims to “rehearse”, “train” the postgraduate student for university teaching.

Regarding the narratives of the study participants, the teaching internship is seen as a space for interpersonal interaction in which they can have the opportunity to learn about the reality of the future field of work in higher education teaching. And, thus, approaching undergraduate students, making sure of the teacher-student relationship, in addition to checking how the experience in the classroom takes place. Castro (2000) corroborates this idea, by declaring that the internship makes possible, through the approximation of interns with other students and experienced teachers, the acquisition of multiple knowledge that, possibly, will guide them to the teaching exercise.

Zabalza (2014) confirms the necessity of a well-planned, oriented and supervised internship so that the experience in the classroom is positive. This thought can be seen in the following statements:

*The internship is the moment when we really get closer to undergraduate students* (ARAMIS, authors' highlights, our translation).

[...] *My inexperience with my internship would be my inexperience with my professional activity if I hadn't done the internship. So, today, if I'm invited to teach somewhere, I don't get there with my inexperience, I get there with baggage, I already know this relationship between student and teacher* (MARILIA, authors' highlights, our translation).

It is worth noting the fact that the internship is linked to the continuous formation process, both as human beings and as professional development, which develops in interpersonal relationships and interactions (ZABALZA, 2014). In this sense, we reaffirm the importance of knowledge shared and apprehended among people (JODELET, 2001). We also reiterate how much interpersonal interaction contributes to teacher formation, since it allows

the exchange of experiences and knowledge between subjects in these relationships; in this case, the postgraduate student will be in the condition of teacher, also an apprentice (FREIRE, 2002). We understand that, in relating to other subjects, we leave our marks on people and these on us.

Third, we show that the research subjects aim at teaching as an experience. The internship appears as an activity that will add experiences to the beginning teachers, since this experience will contribute for the postgraduate student, when assuming the role of teacher, to act with safety and competence.

In this perspective, the teaching internship provides postgraduate students with teaching practice. CAPES Ordinance no. 76/2010 states that the support of experienced teachers is of fundamental importance in order to achieve the objectives of this activity, formation of competent teachers to work in Higher Education, in addition to bringing postgraduate and undergraduate students closer together. Therefore, the internship is responsible for providing a solid teaching-learning process. In this regard, Zabalza (2014) draws attention to the multiple functions of this activity and, among them, the need to acquire knowledge on the spot, enriching the interns' experiences and assisting in the construction of their professional identities.

We find this dimension of experience in the testimonies of Joana and Athos, respectively, as follows:

*[...] I think that because we are with a group of colleagues, interns, and other teachers, we have this opportunity **to be exchanging experiences** (JOANA, authors' highlights, our translation).*

*[...] Knowing the classroom, meeting the team of teachers that make up a discipline, a curricular unit, **being able to live the experience together with them** (the teachers) which range from planning, from the pedagogical proposal, from the construction of classes. From the evaluation process and the experience in the classroom or in the internship field. [...] it is a space, it is a component of my formation in **which I will experience the routine of a teacher**. [...] **it would be a laboratory, it would be a school** (ATHOS, authors' highlights, our translation).*

Students in the health field, accustomed to experiments in laboratories, end up objectifying the internship as the laboratory for experimentation of teaching practice and routine, in short, what is familiar to them, as expressed by the participant Athos in the excerpt above.

Fourthly, for the research participants, the teaching internship is aimed at learning. This way of representing gains strength when it is considered an opportunity for the trainee to

acquire apprenticeships to work in this profession. The internship in question takes on a dual role: initial (for postgraduate students without teaching experience) and continued (for postgraduate students with experience in university teaching).

From this angle, we identified that teaching learning is a process that needs to be prioritized in postgraduate school, since it still resents the lack of institutional spaces, aimed at the collective construction of the teaching identity. In this place, the interns, as well as the teacher, will be able to share experiences, difficulties, doubts and cooperation among peers, with a view to building pedagogical knowledge and developing a teaching profile. In our view, the teaching internship component can be configured in this privileged locus, given the need to ensure a formative environment for higher education teachers.

This representation is revealed in the following excerpts:

*[...] the initial learning process based on the practice of doing. [...] I would define an internship as a rehearsal to make you a teacher. [...] The teaching internship would be the place to learn to be a teacher* (LUCAS, authors' highlights, our translation).

*[...] a space of constant learning, of the relationship between teacher and student and where, at the same time, that I am there as a teacher, I am also as an apprentice, as a student because I am learning to be a teacher* (LICA, author's highlights, our translation).

*[...] It would be like an apprenticeship, in quotes a 'training'. [...] I would be training, let's say, to be a teacher* (MARIA CLARA, authors' highlights, our translation).

It was evident that participant Lucas 'objective' stage as 'rehearsal', like a play or other presentation in which the artist prepares for the show. Although he has 'a bit of art' in the role of the teacher, he does not make the class happen 'alone', as it can happen on a show. In addition, the class is shared with students. In the health field, many of them relate learning to teach to experimenting with the entire internship procedure (planning, development and evaluation). In this logic, the internship ends up becoming a construction of knowledge in which one learns at each stage with the observation and practice of teaching.

The internship representation focused on by Lucas is anchored in his previous relationships, either in undergraduate studies, in the environment of his professional activities or in the *Stricto Sensu* Postgraduate Program itself, where he talks with his peers about the possibilities of teaching during the internship. In his report, both the objectification and anchoring mechanisms of the socio-genetic approach to the theory of social representations are clear (MOSCOVICI, 2005).

As for Maria Clara, although she considers the internship a space for learning, she still relates that learning to the technical instrumentalization revealed by Pimenta and Lima (2012), fragmenting the theory of practice.

We understand that every practice presupposes skills with the techniques, but having only this skill is not enough to face the challenges found in the professional trajectory of the teacher (PIMENTA; LIMA, 2005). In this sense, the internship seen as training vehemently mischaracterizes the epistemic and reflexive dimension of this activity for the formative space.

The fifth stage representation highlighted in the interviews of the subjects of this research was entitled 'teaching simplicity', based on the following excerpts:

*[...] I changed my chair. Now, I stand as a teacher. [...] Teaching internship is teaching students. [...] You will teach the students at the university (MARÍLIA, our translation).*

*[...] the challenge is less than I imagined (JOANA, our translation).*

In the excerpts of Joana and Marília's discourse, we find one of the principles of the TRS when showing that subjects from the same social group may have similar or contradictory representations. In Marília's account, there is even a metaphor used to exemplify the objectification of the idea of hierarchy of teacher and student roles. Possibly, she must have built this representation during her school and academic trajectory with the social groups, in which the representations are formed. These examples show the plasticity of social representations. However, we question this idea since the demands of the university professor are multiple today. Teaching is complex, and not mere 'changing chairs'.

This understanding of teaching as something simple was also reported by Joana when reiterating that the challenge would have been less than she imagined. University students, in their diversity of culture, age, gender, social status, previous knowledge, among others, have presented challenges to teaching practice. This, in turn, must be reflected every day in the search for confrontation with the collective of teachers, in order to ensure that students learn in a meaningful way.

In this regard, Tardif (2006) reiterates that the teacher needs to have diverse knowledge, from those specific to his area, to the pedagogical knowledge and the experiences lived in the context of the classroom. In this light, being a teacher is not a simple thing.

## **Final considerations**

We recall that the objective of this research was to unveil the representations of students of the Master's Program in Public Health at a public university in Bahia about the teaching internship. From the findings, we deduce that this was represented as an important preparatory activity for university teaching, especially for those who have a bachelor's degree. These did not have curricular components focused on issues, such as: understanding how students' learning process takes place; creating a climate conducive to learning; production of strategies aimed at the cognitive and affective development of future students, assessment of learning, among other knowledge necessary for teaching. The results also showed the representations of internship present in the narratives of the Master's students, as mentioned below.

The teaching internship as a practical activity of the professor of the investigated postgraduate course. This perception fragments the theory of practice and does not correspond to the current demands of the professional teaching practice, since, in an emerging perspective, the internship constitutes the theoretical and practical unit, which will sustain the referred profession.

The second internship representation is aligned with the idea of a space for interpersonal interaction in which the intern, when interacting with undergraduate students and experienced teachers, approaches the future field of professional performance; in this way, it exchanges experiences, acquires knowledge for a more solid teacher education.

The third representation of the teaching internship implies the experience in which the intern will acquire knowledge in the experience of the internship and, in the future, such knowledge corroborates so that he assumes competently and safely the university teaching.

The fourth representation envisions the internship as teaching learning. The postgraduate student, in addition to acting as a teacher, will position himself as an apprentice, since the activity will provide trainees with the acquisition of knowledge through the exchange of ideas, collective cooperation, in addition to learning from difficulties and uncertainties.

The fifth representation shows that teaching is a simple activity, which does not correspond to reality, since the teaching activity is complex. It requires didactic-pedagogical experience and knowledge, in addition to specific knowledge to face the challenges imposed by the current context.

In view of these results, we perceive a certain identity in the group of Master's students. This was understood through interaction, internal coherence and consensus in terms of representations, which does not preclude the existence of varied representations in the teaching stage.

That said, we suggest that the programs make possible the discussion about the true place of the teaching internship in the Post-Graduation. In other words, what position does teaching occupy in such programs, given that it transcends the place of formation of researchers? It is possible that the representations of the coordinators and members of the collegiate bodies of these Programs may remain aligned, in an equitable manner, with teaching, research, as well as extension. Thus, it is assumed that this tripod supports the university.

In view of the results revealed, we conclude that all research collaborators consider the teaching stage crucial in the formation of university teachers. Since they start from the assumption that it can add knowledge, mainly, to those who have a bachelor's degree, which demonstrates that the pedagogical and didactic aspects are just as relevant, as research formation, since they aim to assist in the formation of postgraduate students, as future university professors.

## REFERENCES

ABRIC, J. C. Les représentations sociales: aspects théoriques. *In*: ABRIC, J. C. (Org.). **Pratiques sociales et représentations**. 2. ed. Paris: Presses Universitaires de France, 1997. p.11-37.

ALVES-MAZZOTTI, A. J. Representações sociais: aspectos teóricos e aplicações à educação. **Revista Múltiplas Leituras**. v.1, n. 1, p. 18-43, jan./jun. 2008. DOI: <http://dx.doi.org/10.15603/1982-8993/ml.v1n1p18-43>

ANADÓN, M.; MACHADO, P. **Reflexões teórico-metodológicas sobre as representações sociais**. Salvador: EDUNEB, 2003.

ARRUDA, A. Representações sociais: dinâmicas e redes. *In*: SOUSA, C. P. *et. al.* **Angela Arruda e as representações sociais: estudos selecionados**. Curitiba: Champagnat; São Paulo: Fundação Carlos Chagas, 2014. p. 39-66.

BARDIN, L. **Análise de conteúdo**. Trad. L. A. Reto e A. Pinheiro. São Paulo: Edições 70, 2011.

BIANCHINI, L. C.; ERRAM, C. A.; PINHEIRO, E. V. Aprender e ensinar: o estágio de docência na graduação. *In*: ENCONTRO NACIONAL DE DIDÁTICA E PRÁTICA DE ENSINO DIDÁTICA E PRÁTICA DE ENSINO, 18., 2016, Cuiabá. **Anais [...]**. Cuiabá, MT:



Universidade Federal de Mato Grosso, ago. 2016. Available:  
[https://www.ufmt.br/endipe2016/downloads/233\\_10135\\_37878.pdf](https://www.ufmt.br/endipe2016/downloads/233_10135_37878.pdf). Access: 16 Jan. 2021.

BRASIL. Ministério da Educação. Conselho Federal de Educação. **Parecer n. 292/1962, de 14 de novembro de 1962**. Brasília, DF: MEC/CFE, 1962.

BRASIL. Ministério da Educação. **Ofício Circular n. 28, de 12 de nov. 1999**. Brasília, DF: MEC, 1999.

BRASIL. Ministério da Educação. Portaria n. 76, de 19 de abril de 2010. Aprova o novo Regulamento do Programa de Demanda Social. **Diário Oficial da União**: Seção 1, Brasília, DF, p. 31-32, 19 abr. 2010.

CASTRO, M. A. C. D. **Abrindo espaço no cotidiano para o estágio supervisionado uma questão do olhar e da relação**: na formação inicial e em serviço. 2000. 230 f. Tese (Doutorado) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2000.

COSTA, E. A. S. Formação do professor para a educação superior: contribuições do estágio de docência. *In*: ENCONTRO NACIONAL DE DIDÁTICA E PRÁTICA DE ENSINO DIDÁTICA E PRÁTICA DE ENSINO – E-BOOKS, 17., 2014, Fortaleza. **Anais [...]**. Didática e Prática de Ensino na relação com a formação de professores. Fortaleza: XVII ENDIPE, 2014. (Livro 02)

DOISE, W. Attitudes et représentations sociales. *In*: JODELET, D. (Org.). **Les représentations sociales**. Paris: D.U.F., 1989.

FEITOSA, J. P. A. Construindo o estágio de docência na Pós-Graduação em Química. **Revista Química Nova**, São Paulo, v. 25, n. 1, p.153-158, jan./fev. 2002.

FREIRE, P. **Pedagogia da autonomia**: saberes necessários à prática educativa. 25. ed. São Paulo: Paz e Terra, 2002.

GHEDIN, E.; OLIVEIRA, E. S.; ALMEIDA, W. A. **Estágio com pesquisa**. São Paulo: Cortez, 2015.

GOUVÊA, F. C. F. A institucionalização da pós-graduação no Brasil: o primeiro decênio da CAPES (1951-1961). **Revista Brasileira de Pós-Graduação**, v. 9, n. 17, 31 jul. 2012.

JODELET, D. (Org.) **Representações sociais**. Rio de Janeiro: UERJ, 2001.

LIMA, J. O. G.; LEITE, L. R. O estágio de docência como instrumento formativo do pós-graduando: um relato de experiência. **Rev. Bras. Estud. Pedagog.**, Brasília, v. 100, n. 256, p. 753-767, set./dez. 2019.

MINAYO, M. C. S. **O desafio do conhecimento**: pesquisa qualitativa em saúde. 9. ed. revista e aprimorada. São Paulo: Hucitec, 2006.

MOSCOVICI, S. **Representações sociais**: investigações em psicologia social. 3. ed. Petrópolis: Vozes, 2005.

NÓVOA, A. O passado e o presente dos professores. *In*: NÓVOA, A. (Org.). **Profissão professor**. 2. ed. Porto: Porto Editora, 1995.

OLIVEIRA; S. R.; DELUCA, G. Aprender e ensinar: o dueto do estágio docente. **Cad. EBAP.EBR**, v Rio de Janeiro, 15, n. 4, out./dez. 2017.

OLIVEIRA, C. C.; VASCONCELLOS, M. M. M. Estágio de docência na promoção da formação do docente da educação superior. *In*: REUNIÃO CIENTÍFICA REGIONAL DA SUL DA ASSOCIAÇÃO NACIONAL DE PESQUISA E PÓS-GRADUAÇÃO EM EDUCAÇÃO, 11., 2016, Curitiba. **Anais [...]**. Curitiba, PR: ANPED/UFPR, 2016.

PIMENTA, S. G. **O estágio na formação de professores: unidade teoria e prática?** 11. ed. São Paulo: Cortez, 2012.

PIMENTA, S. G.; LIMA, M. S. L. **Estágio e Docência**. 7. ed. São Paulo. Cortez Editora, 2012.

PIMENTA, S. G.; LIMA, M. S. L. Estágio e docência: diferentes concepções. **Revista Poiesis**, v. 3, n. 3-4, p. 5-24, 2005.

RISTOFF, D. **Universidade em foco: reflexões sobre a educação superior**. Florianópolis: Insular, 1999.

SOUZA, G. A. P. O estágio docência na pós-graduação: relatos de uma professora do magistério superior. **Scientia Naturalis**, v. 1, n. 5, p. 140-147, 2019.

TARDIF, M. **Saberes docentes e formação profissional**. 6. ed. Petrópolis: Vozes, 2006.

ZABALZA, M. A. **O estágio e as práticas em contextos profissionais na formação universitária**. São Paulo: Cortez, 2014.

### How to reference this article

BASTOS FREITAS, E. N.; LOPES RIBEIRO, M. The teaching internship in the representations of public health students. **Temas em Educ. e Saúde**, Araraquara, v. 17, n. 00, p. e021006, 2021. e-ISSN 2526-3471. DOI: <https://doi.org/10.26673/tes.v17i00.14742>

**Submitted:** 09/02/2021

**Required revisions:** 05/03/2021

**Accepted:** 23/03/2021

**Published:** 20/04/2021