TEACHING IMPROVEMENT PROGRAM: DEVELOPMENT OF A PODCAST IN THE FINAL EVALUATION OF POSTGRADUATE STUDENTS

PROGRAMA DE APERFEIÇOAMENTO DE ENSINO: DESENVOLVIMENTO DE UM PODCAST NA AVALIAÇÃO FINAL DOS PÓS-GRADUANDOS

PROGRAMA DE MEJORAMIENTO DOCENTE: DESARROLLO DE UN PODCAST EN LA EVALUACIÓN FINAL DE ESTUDIANTES DE POSGRADO

Maraina Gomes Pires Fernandes DIAS[1]
Heloisa Ehmke Cardoso dos SANTOS[2]
Melisane Regina Lima FERREIRA[3]
Priscila Norié de ARAUJO[4]
Gracielle Pereira Aires GARCIA[5]
Luciane Sá de ANDRADE[6]
Rosangela Andrade Aukar de CAMARGO[7]
Marlene Fagundes Carvalho GONÇALVES[8]

ABSTRACT: Objective: to report the development of a podcast to share exchanges of pedagogical experiences experienced in internships by graduate students during the Teaching Improvement Program (PAE) of the School of Nursing of Ribeirão Preto, University of São Paulo (EERP/USP). Method: experience report on the development of the podcast recorded in the final meeting of evaluative activity of the PAE and its trainees in the year of 2021. Results: in the podcast entitled "Weaving knowledge about the experience in the Teaching Improvement Program" were characterized dimensions of feelings, anxieties, facilities, challenges, experiences and advice that were shared in a technological educational dynamic that translates new times in education. Conclusions: the podcast represented a space that allowed the PAE trainee to communicate about his teaching training, besides becoming a potential educational tool for future teacher training.

KEYWORDS: Podcast. Information technology. Graduate nursing education. Teaching.

[1] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. PhD student, Department of Psychiatric Nursing and Human Sciences. ORCID: https://orcid.org/0000-0002-9712-6317. E-mail: maraina.dias@usp.br

[2] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. PhD student, Department of General and Specialized Nursing. ORCID: https://orcid.org/0000-0001-5232-5876. E-mail: heloisa.santos@usp.br

[3] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. PhD student, Department of Maternal and Child Nursing and Public Health. ORCID: https://orcid.org/0000-0003-1694-5124. E-mail: melisanerlf@usp.br

[4] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. PhD student, Department of Maternal and Child Nursing and Public Health. ORCID: https://orcid.org/0000-0003-0259-5880. E-mail: priscila.araujo@usp.br

[5] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. PhD student, Department of General and Specialized Nursing. ORCID: https://orcid.org/0000-0002-0406-3063. E-mail: gracielleaires@usp.br

[6] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. Professor of the Department of Psychiatric Nursing and Human Sciences. PhD in Education (UnB). ORCID: https://orcid.org/0000-0002-8703-7919. E-mail: lucianeandrade@eerp.usp.br

[7] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. Professor of the Department of Psychiatric Nursing and Human Sciences. PhD in Psychiatric Nursing (USP). ORCID: https://orcid.org/0000-0002-4872-2331. E-mail: rcamargo@eerp.usp.br

[8] University of São Paulo (USP), Ribeirão Preto – SP – Brazil. Professor of the Department of Psychiatric Nursing and Human Sciences. PhD in Education (USP). ORCID: https://orcid.org/0000-0003-2965-5409. E-mail: mgoncalves@eerp.usp.br

Maraina Gomes Pires Fernandes DIAS; Heloisa Ehmke Cardoso dos SANTOS; Melisane Regina Lima FERREIRA; Priscila Norié de ARAUJO; Gracielle Pereira Aires GARCIA; Luciane Sá de ANDRADE; Rosangela Andrade Aukar de CAMARGO and Marlene Fagundes Carvalho GONÇALVES

RESUMO: *Objetivo: relatar o desenvolvimento de um podcast para compartilhar trocas de experiências pedagógicas vivenciadas nos estágios pelos alunos de pós-graduação durante o Programa de Aperfeiçoamento de Ensino (PAE) da Escola de Enfermagem de Ribeirão Preto da Universidade de São Paulo (EERP/USP). Método: relato de experiência sobre o desenvolvimento do podcast gravado no encontro final da atividade avaliativa do PAE e seus estagiários no ano de 2021. Resultados: no podcast intitulado "Tecendo saberes sobre a experiência no Programa de Aperfeiçoamento de Ensino" foram caracterizadas dimensões de sentimentos, anseios, facilidades, desafios, experiências e conselhos que foram compartilhadas em uma dinâmica educacional tecnológica que traduz novos tempos na educação. Conclusões: o podcast elaborado representou um espaço que permitiu aos estagiários do PAE comunicarem-se sobre sua formação docente, além de constituir-se em potencial ferramenta educacional para formação do futuro docente.*

PALAVRAS-CHAVE: *Podcast. Tecnologia da informação. Educação de pós-Graduação em enfermagem. Ensino.*

RESUMEN: *Objetivo: informar sobre el desarrollo de un podcast para compartir los intercambios de experiencias pedagógicas vividas en las prácticas por los estudiantes de posgrado durante el Programa de Perfeccionamiento Docente (PAE) de la Escuela de Enfermería de Ribeirão Preto, Universidad de São Paulo (EERP/USP). Método: informe de experiencia sobre el desarrollo del podcast registrado en la reunión final de la actividad evaluativa del PAE y sus aprendices en el año de 2021. Resultados: en el podcast titulado "Tejiendo conocimiento sobre la experiencia en el Programa de Mejoramiento Docente" se caracterizaron dimensiones de sentimientos, ansiedades, facilidades, retos, experiencias y consejos que se compartieron en una dinámica educativa tecnológica que traduce los nuevos tiempos en la educación. Conclusiones: el podcast representó un espacio que permitió al aprendiz de PAE comunicar sobre su formación docente, además de convertirse en una potencial herramienta educativa para la futura formación de profesores.*

PALABRAS CLAVE: *Podcast. Tecnología de la información. Formación de postgrado en enfermería. La enseñanza.*

Introduction

Teacher education from a socio-historical perspective projects a vision of the type of future that is expected to be built, a social activity with social consequences, and not only a matter of individual development, but intrinsically political, affecting the life choices of those involved in the process (CUNHA, 2019). In Brazil, according to Law No. 9,394 of December 20, 1996, article 66, the preparation for higher education is based only on *stricto sensu* (master's and/or doctorate) (BRASIL, 1996), with implications that will depend on the learning opportunities embraced along this trajectory.

In the context of graduate studies, the insertion of graduate students in the pedagogical stage is one of the most important processes for the development of teacher education (ALVES

et al., 2019), providing a learning environment with potentialities and benefits through successive approximations for the construction of the sense of teaching in pedagogical practice (NÓVOA, 2019). In addition, the articulation of pedagogical and curricular knowledge, as well as the subjects of education, are aspects to be considered in teacher education (CHIARELO *et al.*, 2021), considering that teaching practice is based on knowledge and knowledge that underpin pedagogical strategies and techniques (CUNHA, 2019).

A systematic review pointed out the lack of studies on the theme of teacher education and the need to generate opportunities for younger teachers in the health area to develop their teaching skills (MIKKONEN *et al.*, 2018). In this sense, the need for a repertoire of knowledge and knowledge to face the complex pedagogical challenges of the profession is identified (ALVES *et al.,* 2019; CUNHA, 2019).

The Teaching Improvement Program (PAE) was regulated by Ordinance GR No. 3,588 of May 10, 2005 of the Pro-Rectory of the University of São Paulo (USP), with the objective of providing graduate students with a teaching practice for higher education (USP, 2005). The program consists of two stages: pedagogical preparation and supervised internship in teaching, being the first mandatory for the realization of the second, which provide students with a didactic-pedagogical training that will support to, later, work with the supervisor in disciplines offered by the university, since the performance in public higher education encompasses the axes of research, extension and teaching.

Each USP unit has the autonomy to develop pedagogical preparation according to its PAE coordinating committee. At the Ribeirão Preto School of Nursing of the University of São Paulo (EERP/USP), this stage consists of conducting a discipline related to the issue of university and teaching in higher education chosen in a list of accredited disciplines as preparatory to the PAE internship (USP, 2010). Later, in the supervised teaching internship stage, the graduate student participates in the various activities related to teaching in higher education, supervised by a professor at USP. These activities compose the following dimensions: organizational, didactic-pedagogical, technical, evaluative and the teacher and student relationship. For the follow-up of students in this stage, the PAE coordinating committee offers two meetings during the semester to discuss experiences, challenges and difficulties, aiming to provide students with a reflection on the teaching role during their training process during the internship (USP, 2010).

In the context of the Covid-19 pandemic, established by the World Health Organization (WHO, 2020) due to the spread of the new coronavirus, the SARS-CoV-2 (PAHO, 2020),

physical distancing was recommended and face-to-face teaching activities were discouraged, making it necessary to reorganize activities for emergency remote education and the use of technological resources. Thus, new learning model formats emerge: mixed, semi-face-to-face and hybrid methods (LIRA *et al*., 2020). Thus, the use of information and communication technologies (ICT) has been intensified for the continuity of teaching activities.

One of the ICTs used for the development of discursive practices of giving voice to the other, understanding the other as a social being that emanates *its reality, is the podcast* (SILVA JÚNIOR *et al*., 2020). The *podcast* is a digital resource that promotes dialogue between two or more interlocutors on a given topic.

With the increasing trend of incorporation of technologies into teaching-learning processes, *the podcast*, although considered a communication tool, has also been used as a teaching instrument for opportunities to provide learning and facilitate the dissemination of content in a practical, dynamic and objective way, enriching the educational experience for the construction and dissemination of knowledge (SOARES *et al*., 2018). In addition, it provides greater flexibility to students who can listen to the podcast at any time and place, without needing a computer.

Therefore, given the challenges for teacher education in higher education and the need for new teaching-learning strategies in contexts that use remote teaching, the aim of this study is to report *the development of a podcast* to share exchanges of pedagogical experiences experienced in internships by graduate students, during the Teaching Improvement Program of the Ribeirão Preto Nursing School of the University of São Paulo (EERP/USP).

Method

This is an experience report on the development of *the podcast* entitled "Weaving knowledge about the experience in the Teaching Improvement Program", developed by graduate students of EERP/USP, under the supervision of the coordinating committee at PAE, in 2021 during the final evaluation activity of the internship.

For this, five previous meetings were held between the organizing committee of this activity, in order to define the topics to be addressed and the division of the tasks to be performed, such as the script that led the *recording of the podcast* and the preparation of an invitation on the *Canva editing platform*® for the dissemination of the final meeting of the PAE activity (Figure 1).

Figure 1 – Invitation to the final meeting of the PAE internship, Ribeirão Preto, SP, Brazil, 2021

Source: Prepared by the authors

The content selected in the *construction of the podcast* was defined in two stages, namely: for the first meeting, which took place in May 2021, a collaborative mural was made available through the use of a *Padlet®*, which made it possible to freely share the expectations, experiences, and feelings of the trainees during the first weeks of the PAE internship. In this *Padlet®* were inserted by the graduate students participating in the PAE stage, words, phrases, songs, poems, photos among other pertinent resources related to the experiences during the internship; in a second moment, the final evaluation was attended with the participation of 25 PAE interns and three professors of the coordinating committee via the Google Meet platform®, in July 2021. From a dialogued exhibition, the *Padlet®* was previously constructed, with questions of what changed in relation to what was experienced in the first weeks of internship. In this sense, aspects related to the following guide questions were discussed: "How was the PAE internship for you?" and "What advice would you give to future PAE interns?". The two stages supported the preparation of the *podcast*.

The podcast *was edited* by an audio publisher who used adobe *audition software®*. The dissemination of the material occurred through communication platforms of the university, with the *availability of the podcast on the institutional page* of EERP / USP in August 2021, in mp3

format, lasting 31 minutes and 36 seconds, with possible access via computer, notebook, *smartphone*, *tablets*, among other means, in order to attract the public of professors and graduate students to the content produced.

It is emphasized that a consent form forwarded via *Google Forms form was elaborated* ® and provided for science and authorization for voice use on online communication platforms, such as YouTube®, USP Radio and official EERP/USP websites, free of charge, without any kind of remuneration to podcast participants.

Results and discussion

The *preparation of the podcast*: "Weaving knowledge about the experience in the Teaching Improvement Program", available at *link* http://www.eerp.usp.br/podcast/, allowed the sharing of experiences and the construction of reflections on feelings, facilities and challenges of the pedagogical experiences that occurred during the PAE internship by the students of the graduate programs Nursing in Public Health, Interunits, Fundamental Nursing and Nursing linked to EERP/USP.

Regarding the content presented *in the podcast*, the graduate students expressed that the greatest concern was the need to reinvent themselves pedagogically to develop the disciplines remotely so that they would provide quality education to undergraduate students, considering the context of the pandemic caused by Covid-19. The creators of the *podcast*, using the guide questions, sought to exchange experiences from different dimensions among the participants, which can be identified in Chart 1.

Table 1 – Characterization of the dimensions addressed by graduate students based on their experiences in the PAE stage shared in the *podcast*, Ribeirão Preto, SP, Brazil, 2021

Dimensions	Characterization
Feelings	Belonging; welcome; challenging; Upgrading; perseverance
Longings	New ways to work on the stage remotely
Facilities	Reception, autonomy and accessibility of supervising teachers
Challenges	Number of undergraduate students per class; rearrange activities for the remote model; restructure practical laboratory activities for the remote model; student-teacher interaction during classes; quality of undergraduate learning
Experiences	Productive; strength and adaptability; collective work; Enriching; good teacher-student relationship; listening to students; observe the needs of teachers and students; recognize weaknesses and limitations; be in constant learning; put himself in the teacher's place; use

	various strategies; make arrangements with students; rethink remote activities more interactively
Advice to future trainees	Proactivity; take advantage of preparatory disciplines; learn from error; be open to challenges; be resilient; seek adaptation and empathy; listen to the students' demands, as it is a joint construction; observe the supervising teacher, and see what can actually be done differently

Source: Prepared by the authors

The graduate students addressed the challenges experienced in the internships, from the emergency remote teaching, and the concerns were the development of strategies to involve undergraduate students in the teaching-learning process as well as maintain the quality of teaching, recognizing that ICT proved to be interesting tools to achieve student participation. Another issue that brought many reflections was related to the evaluation of undergraduate students, since the trainees felt difficulties in how to evaluate them without knowing them in person, aggravated by the different dynamics of subjective and objective order that the COVID-19 pandemic triggered in the lives of these students and that they were brought to the trainees in the moments of evaluation of the teaching-learning process.

As for the advice of the graduate students to the future interns of the PAE, the importance of proactivity at different times (planning of the disciplines, during and after their completion), together with the supervising professor, was addressed; the valorization of the unique and complex experience of participation in the PAE, aiming at teaching in higher education, which is sometimes not properly worked during graduate school.

Thus, challenges were identified in the teaching-learning process, however, with the recognition of some advantages. The ease of access to information provided by ICTs in the midst of a pandemic context has possibly become an ally for the construction of knowledge in a technological-based educational dynamic that translates new times in education.

The practice of teaching produces knowledge about the "being a teacher", allowing reflection and criticism about: what to teach, how to teach and why to teach (ANTUNES; PLASZEWSKI, 2018). In addition, the teaching experience marks in an important way the experiences and perceptions of the teaching trainees, constituting a unique moment in the process of training, development and personal and professional insertion of candidates for teachers (ANTUNES, 2016; NÓVOA, 2019; NÓVOA; ALVIM, 2021).

Thus, this emergency situation aroused the need of learning the use of educational technologies, such as the use of ICT, besides providing a new look to teachers that permeates the construction of knowledge, participation and evaluation of students from the digital space, generated, above all, by the challenges to think and develop teaching in this scenario (NÓVOA;

ALVIM, 2021). In this context, Nóvoa and Alvim (2021), describe that pedagogy is based on a human relationship and the digital space can be useful for teaching and creating bonds, but it cannot replace the encounter between people. They corroborate with Chiarelo *et al*. (2021) when they defend virtual technologies as teaching approaches that potentiate mediation, but cannot be substitutes for human pedagogical intervention.

Cunha (2019) points out that there is an essential relationship between the teacher and the student, because the materialization of the teacher's teaching act is effective in the participation and involvement of the student, through an affective relationship with the subject taught, which also depends on the pedagogical skills of the teacher. Thus, welcoming is also part of this context as an important pedagogical resource to identify existing needs and difficulties, whether undergraduate students, graduate students and PAE interns, which can be carried out by actions that seek to develop feelings of belonging, to be welcomed, through collective work, from listening, recognition of weaknesses and limitations.

This is in line with one of the *dilemmas shared in the podcast* in relation to undergraduate students remaining with their cameras closed/off, which made the teacher-student and student-student interaction difficult in the event of the impossibility of visualizing facial expressions. On the one hand, we envisioned the need to be aware of the inequalities that exist between students, which intensified with the Covid-19 pandemic, as well as the acceleration, alteration and stoppage processes that marked education in these times (LIRA *et al*., 2020). On the other hand, the use of ICT is seen as challenging in quality training processes (LIRA *et al*., 2020), although it contributes to the globalized connection of teachers and students from different locations (GESSINGER *et al*., 2016).

For the evaluation of the proposal used to evaluate the PAE stage, an opinion survey was conducted with the participants, through a form prepared in *Google Forms*, in which 21 responses were obtained. Thus, positive opinions were identified regarding the proposed time, quality of discussions, interactions and reflections, communication, content and organization of the *podcast*, evaluating the strategy used in a positive way, as shown in Figure 2. It is also noteworthy that there were pertinent comments regarding innovation in the use of this ICT, since it will assist in the training process of the next trainees of the PAE, aiming to qualify the teacher training program.

Figure 2 – Evaluation of the strategy used during the final activity of the PAE stage, Ribeirão Preto, SP, Brazil, 2021[9]
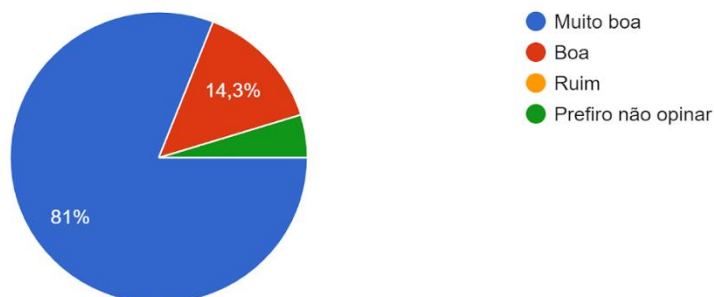
Source: Prepared by the authors

With the dissemination, approximately 176 views were obtained until September 2022, which reflects the potential of this educational proposal in the dissemination of easily accessible information, in order to share knowledge and learning related to the experiences and perspectives obtained (BRAGÉ *et al.*, 2020), in order to assist graduate students in this formative stage.

Regarding the limitations, during the construction of the material the challenges inherent to the meetings held remotely, such as the instability of the internet connection and the presence of external noises were identified. Later, regarding the dissemination, it is pointed out the need for internet access for the reproduction of the podcast, besides its availability was only on the institutional website of EERP / USP, which may have restricted the reach of a larger audience of other higher education institutions.

Final considerations

The *podcast* built by the graduate students enrolled in the master's and doctorate courses, with the participation of the coordinating professors of the PAE internship of EERP/USP presented the intention of building a participatory process for the evaluation of the PAE internship. This strategy allowed the trainee to communicate about his teacher training, to the extent that he shared successful experiences, difficulties and facilities provided by this

---

[9] What are your thoughts on the used strategy? Blue: Very good; Red: Good; Orange: Bad; Green: I rather not express an opinion.

experience of teacher training of the graduate student during the implementation of emergency remote education, also requiring an innovation in the method of teaching and evaluation of training processes. Moreover, as a potential, it is expected that this educational tool will be used in teacher training disciplines and as a means for the creation of new dialogues and, above all, their dissemination. It was possible to interrelate the reflections on the experiences, expectations and feelings experienced during the teaching internship in higher education, as well as to provide information and potential political and pedagogical guidance for future PAE trainees.

REFERENCES

ALVES, L. R. *et al*. Reflections on graduate professor training. **Escola Anna Nery,** v. 23, n. 3, e20180366, 2019. Available: https://www.scielo.br/j/ean/a/967Qvd3yK3HVBkH495xZqDv/?lang=en. Access: 03 Apr. 2022.

ANTUNES, D. D. **Oficinas Pedagógicas Cooperativas**: A motivação docente na formação continuada. Curitiba: Editora CRV, 2016.

ANTUNES, D. D.; PLASZEWSKI, H. O ser professor em contínua construção. **Educação**, v. 41, n. 1, p. 30-40, 2018. Available: https://revistaseletronicas.pucrs.br/ojs/index.php/faced/article/view/29782. Access: 03 Apr. 2022.

BRAGÉ, É. G. *et al*. Desenvolvimento de um *podcast* sobre saúde mental na pandemia de COVID-19: Um relato de experiência. **Brazilian Journal of Health Review**, Curitiba, v. 3, n. 4, p. 11368-11376, jul./ago. 2020. Available: https://www.brazilianjournals.com/index.php/BJHR/article/view/15931. Access: 03 Apr. 2022.

BRASIL. **Lei n. 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, 1996. Available http://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm. Access: 28 Jan. 2022.

CHIARELO, B. M. *et al*. Licenciatura em Enfermagem: Responsabilidade histórica, política e social. **Revista Eletrônica de Enfermagem**, n. 23, 71256, 2021. Available: https://revistas.ufg.br/fen/article/view/71256/37719. Access: 24 Jan. 2022.

CUNHA, M. I. A formação docente na universidade e a ressignificação do senso comum. **Educar em Revista**, Curitiba, v. 35, n. 75, p. 121-133, maio/jun. 2019. Available: https://www.scielo.br/j/er/a/YY88sMpFQqKq8gMsd8XwPpR/?lang=pt. Access: 03 Apr. 2022.

GESSINGER, R. M. *et al*. O uso pedagógico de recursos tecnológicos como estratégia para qualificar o ensino e contribuir para a redução da evasão na educação superior. **CLABES**, v.

1, n. 1, p. 1-7, 2016. Available: https://revistas.utp.ac.pa/index.php/clabes/article/view/946/972. Access: 27 Jan. 2022.

LIRA, A. L. B. C. *et al*. Nursing education: challenges and perspectives in times of the COVID-19 pandemic. **Revista Brasileira de Enfermagem**, v. 73, n. 2, e20200683, 2020. Available: https://www.scielo.br/j/reben/a/5k48Mq64Qp5vnCthC3GGMMq/?lang=en. Access: 03 Apr. 2022.

MIKKONEN, K. *et al*. Competence areas of health science teachers: A systematic review of quantitative studies. **Nurse Education Today**, v. 70, p. 77-86, nov. 2018. Available: https://pubmed.ncbi.nlm.nih.gov/30170152/. Access: 03 Apr. 2022.

NÓVOA, A.; ALVIM, Y. C. Os professores depois da pandemia. **Educação & Sociedade**, Campinas, v. 42, e249236, 2021. Available: https://www.scielo.br/j/es/a/mvX3xShv5C7dsMtLKTS75PB/?format=pdf. Access: 24 Jan. 2022.

NÓVOA, A. Os professores e a sua formação num tempo de metamorfose da escola. **Educação & Realidade**, Porto Alegre, v. 44, n. 3, e84910, 2019. Available: https://www.scielo.br/j/edreal/a/DfM3JL685vPJryp4BSqyPZt/?lang=pt. Access: 03 Apr. 2022.

OPAS. Organização Pan-Americana da Saúde. OMS declara emergência de saúde pública de importância internacional por surto de novo coronavírus. **PAHO**, 30 jan. 2020. Available: https://www.paho.org/pt/news/30-1-2020-who-declares-public-health-emergency-novel-coronavirus. Access: 04 Dec. 2021.

SILVA JÚNIOR, E. A. *et al*. Educação em tempos de pandemia: o uso da ferramenta *podcast* como estratégia de ensino. **Tecnia**, v. 5, n. 2, 2020. Available: http://revistas.ifg.edu.br/tecnia/article/view/815. Access: 27 Jan. 2022.

SOARES, A. B. *et al*. Potencial pedagógico do *podcast* no ensino superior. **23º Seminário Internacional de Educação, Tecnologia e Sociedade**, v. 7 n. 1, p. 1-10, 2018. Available: https://seer.faccat.br/index.php/redin/article/view/1078. Access: 03 Apr. 2022.

Universidade de São Paulo - USP. **Portaria GR n. 3588, de 10 de maio de 2005**. Regulamenta o Programa de Aperfeiçoamento de Ensino – PAE. São Paulo: Reitor da USP, 2005. Available: https://leginf.usp.br/?portaria=portaria-gr-no-3588-de-10-de-maio-de-2005. Access: 06 Feb. 2022.

Universidade de São Paulo - USP. **Programa de Aperfeiçoamento de Ensino**. São Paulo: Universidade de São Paulo, 2010. Available: http://www.eerp.usp.br/media/wcms/files/diretrizes_PAE_09.12.10.pdf. Access: 06 Feb. 2022.

Maraina Gomes Pires Fernandes DIAS; Heloisa Ehmke Cardoso dos SANTOS; Melisane Regina Lima FERREIRA; Priscila Norié de ARAUJO; Gracielle Pereira Aires GARCIA; Luciane Sá de ANDRADE; Rosangela Andrade Aukar de CAMARGO and Marlene Fagundes Carvalho GONÇALVES

How to refer to this article