

Supervised Curricular Internship in Geography: challenges of teacher learning in times of pandemic ¹

Rosa Elisabete Militz Wypczynski Martins²

Suelen Santos Mauricio³

Carolina Araújo Michielin⁴

ABSTRACT

The purpose of this article is to develop some reflections on the supervised curricular internship in Geography in the context of the COVID-19 pandemic and to present the challenges experienced in the Supervised Curricular Internship in Geography III of the Geography Degree course of the Center for Human Sciences and the Education at the Universidade do Estado de Santa Catarina – FAED/UDESC, present in the seventh phase of the course, with emphasis on the actions developed in the first semester of the 2021. These activities were carried out remotely and, given the difficulties, some alternatives for the internship movements, especially the teaching practices, carried out. We believe that the experiences and reflections developed made it possible to overcome some obstacles related to the migration of activities to remote teaching through virtual platforms and the lack of direct contact with

¹ English version by Carolina Araújo Michielin. *E-mail:* carolinaa.michielin@gmail.com. This article is part of the productions and research carried out in the project “Observatory of geographic education: training and pedagogical practices” - FAPESC Public Call Notice nº 027/2020 - Infrastructure support for UDESC research groups.

² PhD in Geography; Master in Education; Professor at the Department of Geography at the State University of Santa Catarina - FAED/UDESC; Professor of the PPGE at FAED/UDESC; LEPEGEO coordinator; Coordinator of the research group CNPQ – Teaching Geography and Different Languages. Orcid: <https://orcid.org/0000-0002-2875-2883>. *E-mail:* rosamilitzgeo@gmail.com.

³ Substitute professor at the Department of Geography at the Center for Human Sciences and Education at the State University of Santa Catarina – FAED/UDESC. Graduated in Geography Degree and Master in Education from UDESC. Doctoral student in Education at the Graduate Program in Education at FAED/UDESC, in the line of research Educational Policies, Teaching and Teacher Training. Orcid: <https://orcid.org/0000-0002-2128-8117>. *E-mail:* suelensmauricio@hotmail.com.

⁴ Graduated in Geography Degree from UDESC/FAED and Undergraduate in Geography Bachelor Degree from UDESC/FAED. Master in Education PPGE/UDESC; Doctoral student in Education at the Graduate Program in Education at FAED/UDESC, in the line of research Educational Policies, Teaching and Teacher Training. Orcid: <https://orcid.org/0000-0002-1671-3801>. *E-mail:* carolinaa.michielin@gmail.com.

school units made it possible to build new knowledge and experience of other ways of teaching practice.

KEYWORDS: Supervised Curricular Internship in Geography. Teaching internship in Geography. Initial training of geography teachers.

Estágio Curricular Supervisionado em Geografia: desafios da aprendizagem docente em tempos de pandemia

RESUMO

A proposta deste artigo consiste em desenvolver algumas reflexões acerca do estágio curricular supervisionado em Geografia no contexto de pandemia de COVID-19 e apresentar os desafios vivenciados na disciplina de Estágio Curricular Supervisionado em Geografia III do curso de Geografia Licenciatura do Centro de Ciência Humanas e da Educação da Universidade do Estado de Santa Catarina – FAED/UDESC, presente na sétima fase do curso, com destaque para as ações desenvolvidas no primeiro semestre do ano de 2021. Essas atividades foram realizadas de forma remota e, diante das dificuldades, foram encontradas algumas alternativas para que os movimentos do estágio, sobretudo as práticas docentes, fossem efetivadas. Acreditamos que as experiências e reflexões desenvolvidas possibilitaram a superação de alguns obstáculos relacionados a migração das atividades para o ensino remoto por meio de plataformas virtuais e a falta do contato direto com as unidades escolares e possibilitou a construção de novos saberes e a vivência de outras formas de exercício da docência.

PALAVRAS-CHAVE: Estágio Curricular Supervisionado em Geografia. Estágio de docência em Geografia. Formação inicial de professores de Geografia.

Pasantía Curricular Supervisada en Geografía: desafíos del aprendizaje docente en tiempos de pandemia

RESUMEN

El presente artículo tiene como objetivo desarrollar algunas reflexiones sobre la práctica curricular supervisada en Geografía en el contexto de la pandemia del COVID-19 y presentar los desafíos vividos en la Práctica

Curricular Supervisada en Geografía III de la carrera de Licenciatura en Geografía del Center for Human Ciências de la Educación de la Universidade do Estado de Santa Catarina – FAED/UDESC, presente en la séptima fase del curso, con énfasis en las acciones desarrolladas en el primer semestre del año 2021. Estas actividades se realizaron de forma remota y, dado las dificultades, algunas alternativas para que se realicen los movimientos de pasantías, especialmente las prácticas docentes. Creemos que las experiencias y reflexiones desarrolladas permitieron superar algunos obstáculos relacionados con la migración de actividades a la enseñanza a distancia a través de plataformas virtuales y la falta de contacto directo con las unidades escolares y posibilitaron la construcción de nuevos conocimientos y experiencias por otras vías. de la práctica docente.

PALABRAS CLAVE: Práctica Curricular Supervisada en Geografía. Prácticas docentes en Geografía. Formación inicial de profesores de geografía.

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Introduction

The narratives that make up this writing have as their guiding thread the experiences and studies carried out at LEPEGEO, through the CNPQ Research Group - Teaching Geography and Different Languages and the place occupied by the Supervised Internship in Geography in the formation of students of the Geography course Degree from FAED/UDESC. The central idea of this article is to present reflections on the supervised curricular internship in times of the COVID-19 pandemic and to problematize the challenges experienced in the Supervised Curricular Internship in Geography III of the Geography Degree course of the Center for Human Sciences and Education of the University from the State of Santa Catarina - FAED/UDESC, located in the seventh phase (semester) of the course, highlighting the actions developed in the first half of 2020.

Therefore, we aim to emphasize the challenges faced in the internship discipline during the period of the COVID-19 pandemic, when we had to, due to the contamination and severity of the disease, maintain the social isolation and health security of the academic community, replacing all face-to-face pedagogical activities by the so-called remote teaching, mediated by virtual classrooms. This measure was taken because it is the only possibility, with scientific evidence, to continue teaching activities, without causing an increase in cases of transmission and contamination by the virus. We started the 2020/01 semester in mid-February with face-to-face classes, and we presented the proposal and planning for the Supervised Curricular Internship in Geography III, when there was a total of 14 students enrolled. According to the PPC of the course, the syllabus of this internship has the following proposal:

The formation of the educator/researcher in Geography in the field: observation, elaboration and development of projects and/or learning workshops in formal and/or informal spaces of education. Thematic research and educational strategies; learning assessment; writing as a reflective record; experience report; internship socialization seminar. (UDESC/FAED, 2013, p. 62).

In March 2020, a month after the start of the academic semester at FAED/UDESC, classes were suspended due to the severity of the pandemic. Classes remained suspended for approximately three months, during which time university managers sought means and prepared for the return of classes in another format, not in person. In this discipline, during the period of suspension of classes, we looked for possible ways to reorganize the activities initially planned for an in-person format, which from then on would be carried out remotely.

We returned to classes in mid-June, after much discussion about the situation of students who, for socioeconomic reasons, did not have access to a technological infrastructure capable of monitoring classes and remote

activities. The University launched some public notices for digital assistance, with internet packages and loans of digital information and communication technologies (TDIC) equipment for those students who needed these resources to continue their pedagogical activities remotely.

It is important to point out that in the university as a whole there were many enrollment cancellations, dropouts and evasion. Many students lost their jobs, changed jobs, returned to their hometowns, were unable to continue living in the same places. The situation faced by the institution in teaching activities, and in this discipline, above all, was influenced by factors that go beyond the health conditions imposed by the pandemic, but especially by the conduct and management of the country by the federal government. The economic crisis, unemployment, the precariousness of public health and assistance policies for informal workers, denialism, the disservice that the President of the Republic (Jair Messias Bolsonaro – 2019-2022) rendered in his speeches contrary to all medical and scientific, directly and negatively affected public education, in this case, higher education.

This reality and this context imposed a review of the pedagogical and methodological architecture to continue the activities proposed for the internship. Initially, some colleagues responsible for the internship disciplines at the university were reluctant to continue remotely, but this would imply that students would not complete the courses and the consequent delay in graduations and entry into the labour market.

The transition from face-to-face teaching to non-face-to-face teaching, with remote classes through virtual classrooms, began to require mastery of new tools, instruments, methods, applications and technological and digital resources and the internet to carry out activities. We contacted the internship camps to rethink the initially agreed planning and to seek new possibilities to make teaching moments effective for the interns.

In this sense, the purpose of this article is to propose some reflections experienced in the discipline of Supervised Curricular Internship in Geography III of the Geography Degree course at FAED/UDESC in the

context of the COVID-19 pandemic. To forward the proposed reflections, the text is structured in two parts: the first presents a reflection on the internship and the context of remote teaching; the second, the experiences lived in the discipline of the Supervised Curricular Internship in Geography III, in the first semester of 2020.

Supervised Internships in the Emergency Remote Teaching context

It is understood, from Tardif (2002), that the period of supervised curricular internships constitutes one of the most relevant moments in the academic life of students of licentiate courses and that, according to the Law of Directives and Bases of National Education (LDBEN), Law No. 9,394/1996 and the guidelines for teacher training, internships are spaces that provide students with opportunities for observation, research, planning and execution of different pedagogical activities.

The Resolutions that regulate the curricular guidelines for initial teacher training, Resolution CNE/CP n.01/2002; Resolution CNE/CP n.02/2002; Resolution CNE/CP n.02/2015 and Resolution CNE/CP n.02/2019, prepared by the National Council of Education (CNE) in regulation of Law n. 9,394 of Guidelines and Bases for National Education (LDBEN) (BRASIL, 1996), were important milestones for regulating the curricular organization of initial teacher training courses to work in basic education with the definition of workload and curricular structuring of the degrees.

With regard to the Supervised Curricular Internships, the guidelines established a forecast of the workload to be fulfilled in the organization of the licentiate course curricular proposal, of formation of professors of Basic Education in superior level, with the provision of a minimum workload of 400 hours that must be distributed throughout the course with spaces and times aimed at the professional training of students.

Internships are part of the curriculum design of the courses as a mandatory curricular component, being a stage in the training of teachers

and professors that have an essential role in the articulation between theory and practice and the insertion of these professionals in the context of educational spaces, so that can experience the organization and development of pedagogical work in the daily life of the school. According to Martins:

With the approval of the DCNS, the curricula of the initial teacher training courses were rethought and redesigned, implementing not only the expansion of the workload, with regard to pedagogical practices, but also in the sense attributed to the dialogic relations between theory and practice and the articulation between research and teaching (Martins, 2015, p. 240).

For Silva (2016), the internship is a locus for the construction of knowledge that allows students of degree courses to experience a two-way street between practical and theoretical, specific and pedagogical knowledge, as well as experiencing moments of conflicts, debates and reflections. of the construction of being a teacher. It is a space for learning the teaching profession and for building the identity of teachers and professors necessary to face the challenges of the profession.

The internship then becomes the ideal field to combine theory and practice – which by many were seen as dichotomous. However, the teaching internship is a curricular component of all undergraduate courses, and its development, as well as that of other pedagogical and content disciplines, is mandatory for the student to complete the course (SILVA, 2016, p. 27) .

For Rosa (2014), the internship starts to establish its importance and relevance in the teacher training of Geography teachers at the moment it becomes a mandatory curricular component in degree courses. According to

the author, sometimes the internship is mentioned and considered only as an indispensable component required by law, being necessary only to fulfill as a requirement for the completion of the graduation course. In this sense, the author proposes a reflection that internships, in addition to being mandatory activities, are essential for teacher training, crossing the legislative and normative dimension, evolving into a pedagogical and political dimension with regard to the university, the school and the state itself.

Thereby, we consider that the involvement of interns in the school-field context, their direct contact with the teachers/supervisors in the school routine, needs to be consolidated, gradually, in the set of the diverse experiences that are being built through the socialization of knowledge and the mobilization of the different knowledge of the teaching profession (MARTINS, 2015).

The direct contact with the field school and with the teachers in charge of the classes constitutes a space for the construction of knowledge that provides the opportunity for the development of significant and indispensable learning in teaching, as well as for living experiences and overcoming the barriers installed in the daily life of this practice. It is the moment when the intern is challenged to deal with both the specific content to be taught and the way to teach it (MARTINS, 2016).

According to Vallerius:

In this space, the person/the student will be able to make use of this closer ties to the point of being able to learn and reflect on the reality in which they start to be inserted and that this experience provides conditions for the student - here the intern - to be able to carry out the articulation between the perspective of the training curriculum with its future professional reality (Vallerius, 2017, p; 82).

At the State University of Santa Catarina (UDESC) the Geography Licenciature course is offered at the Center for Human Sciences and Education (FAED) in Florianópolis/SC and includes internships from the 5th phase of

the course onwards. The current PPC was revised in 2013 and had its first class in 2014/01. Its organization had as a parameter the DCNs published in accordance with Resolutions CNE/CP n.01/2002 and n.02/2002.

The organization of the PPC of the Geography Licentiate course at FAED, which is arranged in eight phases, with a workload of 3402 hours, aims to promote the connection between the different phases and disciplines of the course. Internships have a total of 486 hours, with 27 credits. The Supervised Curricular Internship in Geography I, in the 5th phase of the course, has six credits with a workload of 216 hours/class, having the discipline of Geography Teaching Methodology as a prerequisite to be taken. Its syllabus is:

History of Geography teaching proposals in Brazil and their different methodological approaches. Objectives of teaching Geography today. Teaching Geography, teacher education and research in Geography teaching. Educational proposals in force; Didactic books; evaluation in the teaching of Geography in basic education. Field training: observation of the pedagogical practice of School Geography in Basic Education and everyday school life. The use of the field journal. Development of teaching projects in School Geography. Observation report. (UDESC, 2013, p. 54-55)

The Supervised Curricular Internship in Geography II is part of the 6th phase of the Geography Degree Course at FAED/UDESC and has a total of 468 hours, unlike the first internship proposed in the 5th phase - which focuses on observation -, this one emphasizes the training of the educator in Geography in the field. Its syllabus is:

The formation of the educator in Geography in the field: development of the teaching project in School Geography in Basic Education. Development of teaching instruments. Assessment of the learning process. Writing as a reflective

record of practice through the field journal. Preparation of the internship report. Internship socialization seminar. (UDESC, 2013, p. 61).

In the 7th phase, students get in touch with the Supervised Curricular Internship in Geography III, which has 288 hours and is the focus of this article, which proposes the training of educators and researchers in Geography. According to the syllabus:

The formation of the educator/researcher in Geography in the field: observation, elaboration and development of projects and/or learning workshops in formal and/or informal spaces of education. Thematic research and educational strategies; learning assessment; writing as a reflective record; experience report; internship socialization seminar. (UDESC, 2013, p. 62)

In Stages I and II, students carry out teaching practices in elementary or high schools. In Stage III, they can carry out the practices in school or non-school spaces of education. We highlight, as internship supervisors of the Degree in Geography at FAED/UDESC, the importance of articulating the different stages in the students' formative path and our commitment to working with these curricular components as times and spaces for reflection-action-reflection on theoretical-practical aspects, enabling propositional actions capable of dealing with the challenges posed by the teaching profession (MARTINS, 2016).

Another major challenge is the articulation of the specific contents of geographic science with the pedagogical and educational curricular components themselves. Therefore, “the training of teachers in any area needs to consider the pedagogical issue, because in addition to specific knowledge, it is essential to have didactic-pedagogical knowledge” (MARTINS, 2015, p. 242).

According to Cavalcanti (2006), the process of initial training implies the definition of a link between the university, the school and school geography, which will facilitate the understanding, on the part of graduates, of the movements that occur in daily life. from school. Regarding teaching in

Geography, the author emphasizes that there is a complex process of relationship between academic knowledge (specific to Geography and pedagogical didactics) and knowledge of the teachers' personal experience. The articulation between this knowledge is important for the construction of your professional reference.

In this regard, Callai (2013) highlights that teaching in Geography requires that teachers be clear about the relationship between the following elements: the appropriation of basic concepts and questions essential for the development of geographic reasoning and the didactic and methodological assumptions that are fundamental to the development of teaching. In this perspective, the author states:

In teacher education, either at the university level or the daily process, one must consider the confluence of large fields of knowledge: a) Geography, with a clear mastery of its object and the resulting contents; b) education, with regard to the sciences that are involved in it and the theoretical and methodological advances related to the education process; c) theories of knowledge, which concern clarity or, at least, the search for understanding of how the learning process for children and adolescents occurs (CALLAI, 2013, p.120).

The Supervised Curricular Internship is a space for learning the teaching profession and building the identity of teachers. It is fundamental in the training of students in degree courses, being a necessary learning process for a professional who really wants to be prepared to face the challenges of the profession. The internship does not only comprise the moment of teaching practice or action, as it also promotes reflection and analysis of theories that submerge in experience (KHAOULE; CARVALHO, 2014).

In 2020, in the face of the situation experienced, resulting from the Covid-19 pandemic, the country's educational institutions suspended the exercise of face-to-face activities in mid-March. Thus, we were challenged to rethink and seek possible paths for teaching in this exceptional context. We were provoked to create possible alternatives for the context of remote

teaching, as it was necessary to continue with the didactic-pedagogical activities and with the teaching-learning process and, mainly, to think about how to work with internship disciplines that have a practical immersion character in school units.

The first challenge was dealing with remote teaching, which has its specificities and, therefore, cannot be conducted in the same way as face-to-face activities. It was necessary to create methodological possibilities and alternative ways to continue the teaching-learning process through digital platforms. All assumptions and conceptions about internships had to be revised from the COVID-19 pandemic, the way we conceived the internship subjects and the contact with the school context was modified. It was necessary to make a series of adjustments and restructuring the ways of teaching, no longer in the face-to-face format as was our reality with the internship discipline, but with the creation of new ways of teaching and learning.

Adjustments were necessary in the theoretical-methodological proposals, in addition to thinking about strategies to enable intern students to have contact through virtual rooms with the school reality and the classroom. It was necessary to consider other conceptions of internship, and also to conceive different forms of the previously operated pedagogical relationships.

Initially, we believed that it was not possible to carry out the internships from a remote teaching perspective, since this does not approach a teaching reality or even the school environment. However, it was our only alternative for students to complete their courses. It was necessary to maintain the university-school link and re-signify the intern's dialogue with the school environment as well as expand the training possibilities given the current situation. But the situation of digital exclusion was a reality among undergraduates and students of basic education in public schools that are partners in internship camps, highlighting the distance between the world of those who have access to the internet and those who live on the fringes of the digital world.

The discontinuity in face-to-face activities in higher education has still impacted degree courses, especially in subjects that require contact

with the school context, such as internships. This reality forced us to redirect the relationship between theory and practice, seeking to identify what knowledge is mobilized by teachers when working within the school and in the most adverse conditions, such as a pandemic reality.

It is understood that the Internship in its most complete conception provides conditions for future professionals to reflect on their pedagogical work, whether in person or remotely. In this way, the trainee builds his/her teaching identity concomitantly with his/her praxis, in addition to understanding the Internship as a field of knowledge and approximation with his/her future profession, a field of knowledge that crosses the training path.

Therefore, it was necessary that the planning of the activities of the Curricular Internship in Geography III, which had started in person in February 2020, were reorganized and adapted for remote teaching with the use of virtual rooms through Google Meet, Zoom or Microsoft Teams, according to the reality of Basic Education schools. Below we present in more detail what was developed in the discipline during the first half of 2020.

Pathways and experiences in the supervised curricular internship in Geography III in times of pandemic

The experience that will be presented and discussed in this part of the article is part of the experiences of the authors, who were teachers of the subject of Supervised Curricular Internship III and a teaching intern who, at the time, fulfilled this requirement of the Master's degree in Education, in the first semester of 2020.

We consider that this stage of initial teacher training, in the Geography Licentiate course, often means the first insertion of the teacher in training “in the field of professional practice to have the experience of teaching, experiencing the regency of class and the classroom reality, which are fundamental knowledge in the construction of teaching identity” (MARTINS; 2016, p. 99).

Teaching learning – the process of becoming a teacher – is not possible to be fully constructed without actually experiencing the classroom, the pedagogical activities carried out by the teacher: planning, study, elaboration of evaluations, teaching in classes, conducting discussions, dialogue with students, adaptation to school times, etc.

Although many students have experiences of teaching initiation with PIBID, Pedagogical Residency and university extension projects before completing their course, many do not have the opportunity to go through these programs and projects during graduation. In addition, in the internship disciplines, there is a theoretical and practical organization carried out in advance, aiming at the training process in gradual stages that involve discussions and preparation studies to start teaching, observations in the school space, development of the record and the field diary, conversations guidance with basic education teachers and internship supervisors, as well as the careful assessment that interns experience before they can complete an internship and move on to the next one.

For Pimenta (1999, p. 18), in initial teacher education there are three intertwined knowledge: experience, knowledge, and pedagogical knowledge, which result in teaching knowledge. In the internship, it is expected that the undergraduates build and re-signify knowledge and teaching practices “from the needs and challenges that teaching as a social practice puts them in their daily lives”.

The subject of Supervised Curricular Internship in Geography III in the PPC of Geography Licentiate of FAED/UDESC is located in the seventh phase of the course and is the last curricular component of the curriculum internship. In planning the face-to-face discipline, before knowing what would happen due to the pandemic, we organized the internship fields, together with the teachers who would receive the interns, and other figures involved, such as directors and pedagogical coordinators.

The class consisted of 14 students who had the opportunity to choose to carry out their teaching experiences in the early years of elementary

school at a public basic education school in Florianópolis/SC or in a free prep course, which serves young workers free of charge, or adults in a situation of socioeconomic vulnerability. One pair chose to do the internship in the prep course and the other pairs in the initial years⁵.

Classes at FAED/UDESC started in February 2020, when, during the first month, until mid-March, we developed the discipline as planned, that is, we discussed the formation of the geography teacher, their functions: research, planning (selection of content, procedures, didactic resources and evaluation), recording and writing as an intrinsic part of the process of reflection on the professional practice of teaching in Geography.

In mid-March 2020, the municipality of Florianópolis decreed quarantine and the requirement that all face-to-face school activities be suspended. The FAED/UDESC followed the recommendation and immediately suspended classes. Without considering all the anxieties related to existence itself, to which everyone was subjected, including the entire academic community, our concern regarding the internship was around some aspects: How will students graduate without being able to witness teaching? How can we conduct the internship without having face-to-face classes? Which fields will be able to include interns? If classes return, remotely, how will we include all trainees in a training process that will involve the need for TDIC equipment, internet, knowledge for use, etc.?

In June of the same year, we returned to classes, in a non-face-to-face format. We seek in every way to ensure that students got the support made available by UDESC so that no one would give up on the discipline or course. Unfortunately, not everyone stayed.

We were faced with the challenge of giving continuity to an essentially practical discipline with a direct relationship with the internship fields and with teaching in the classroom. It took a lot of dialogue, welcoming students and their insecurities in the face of a totally different

⁵ It is a practice at FAED/UDESC to do teaching internships in pairs or trios, depending on the number of students enrolled in the discipline.

reality. It was not an easy task to rethink and operationalize a plan to handle non-face-to-face classes, but which could not lose the essence of a teaching internship discipline.

We resumed the planning that had been initially made for face-to-face classes and adapted it to remote teaching mediated by virtual classrooms. The only certainty we had was that, at that moment, the most important thing was to take care of our and our student's health, and social isolation was the only possible measure to face the pandemic situation.

One of the first tasks was to review the proposed objectives for the internship, and they were reorganized as follows:

1. Foster the formation of the Geography teacher with the challenges that the educational practice presents today;
2. Evaluate and improve the research and planning activities (selection of content, procedures, teaching resources and evaluation) developed in the subject of Supervised Curricular Internship in Geography III;
3. Organize online spaces for dialogue with teachers from public schools, and other non-formal education spaces, to get to know the reality of remote teaching in basic education;
4. Understand the importance of recording and writing as an intrinsic part of the process of reflection on the professional practice of teaching in Geography;
5. Organize readings and records of articles and research on topics related to internship and teacher training;
6. Reflect on the professional practice of the geographer educator based on comparative analyses, considering reflections from other authors, as well as other internship situations;
7. Organize a written production with reports and narratives of the internship III period, with reflections on remote classes and the role of the teacher in this context.

8. After meeting with the class and contacting the internship fields, a new proposal was organized to continue the discipline of the Curricular internship in Geography III with the following steps and actions: Readings and analyses: readings of previously selected texts on teacher training , methodologies, curricular proposals in force, textbooks aimed at the problem of teaching Geography and the training of teachers in educational spaces other than the school environment; knowledge of the instruments used in the internship, arising from the coordination of internships at FAED/UDESC;
9. Use of Moodle and/or Microsoft Teams platforms: through these platforms, interactive activities, theoretical references and tasks were sent to be posted in the course room;
10. Remote synchronous classes through the Google MEET and/or Microsoft Teams room: to carry out conversations with guests about the reality of remote teaching in basic education; debates on themes focused on supervised curricular internship issues;
11. Planning of activity proposals for the teaching of geography in the initial years that were sent to the teachers of the internship field school;
12. Production of a writing with the report and narratives of the internship III period, with reflections on remote classes and the role of the teacher in this context, and/or elaboration of projects with emphasis on education in non-formal education spaces.

To maintain proximity and facilitate communication and organization with the internship class, we created a WhatsApp group in which we sent the schedule and activities for each week, shared the schedule of lives carried out by various research groups, universities, laboratories, etc. In this way, we kept in touch with the teachers of the initially planned fields and with the class. Thus, it was possible to reorganize and develop activities aimed at teaching. A virtual room was created in Teams and each week, we had a topic for discussion or invited

to conversation circles and exchange of experiences with the class that helped in the formation and progress of the internship actions.

The first guest was the Basic Education teacher Master Maynine Souto Macedo, who presented her master's research and discussed pedagogical mediation with the use of technologies in times of a pandemic. It was important to focus on this topic, as the use of technologies was essential to handle remote teaching.

The following week, we received Professor Roselane Costela Zordan from UFRGS for the conversation, with the theme of her speech "Educating is different from teaching in the context of contemporaneity". Her contribution was important to reflect on the relationship between the notions of geographic education and teaching Geography and how pedagogical practices can be associated with these notions. It also addressed notions of geographic education and the teaching of Geography anchored in important theoretical references for these fields.

Another guest we received for the conversation circles was Professor Denise Wildner Theves, also from UFRGS, who presented her speech about the importance of teaching Geography in the early years. She highlighted that it is essential to build geographical knowledge in the early years in order to provide children with access to knowledge that is fundamental for understanding the world in which they live and for learning about different spaces, landscapes, times, places, cultures, etc.

In the following weeks, we received the teachers from the Internship III field schools so that it was possible to understand the reality they were facing with remote teaching and to guide the interns about the plans and topics they should focus on to organize the internship proposals.

The teachers of the initial years of elementary school accepted the invitation to talk to the class about the reality of the classes and about how they were continuing the activities with the classes. In an afternoon of synchronous class, three teachers reported on the reality they faced: not all children had access to technologies to follow classes, some did not

have parental help at home, did not have research material and some still could not be considered fully literate. To deal with this situation, they prepared activities for the children in written form and made them available in Google Classroom and in printed form for families to pick up weekly at school.

Despite the context, the teachers accepted to receive the interns in their activities in the remote format. Thus, it was agreed that the interns would make proposals for activities for the teaching of Geography in the early years according to the planning of each teacher, with the production of small guidance texts, questions that involved the place where the children live, and important geographic knowledge for classes in the early years of elementary school.

Among the themes worked on in the proposed activities, the focus of the planning was on the construction of references to help children in cartographic literacy and in the development of notions of representation and orientation of place, landscape, laterality, space and time. Thus, it was possible to assist in the formation of spatial thinking to understand the different places of living such as the school, the neighborhood, the municipality and the state.

After review by the internship teachers, the activities were sent to the school teachers who passed them on to the children. We believe it is important that Geography undergraduates have the opportunity to organize their plans with themes focused on teaching geography in the early years. According to Professor Denise Theves,

The work proposals developed with Geography in the early years can constitute possibilities for the development of a daily social practice, for the formation of a spatial awareness, for an ethical and aesthetic relationship with space, expanding worldviews, understanding of what happens to students and what they experience. After all, with Geography and with students, we can read the world in

a plural, contradictory and dynamic way, so that we can better understand ourselves and others; and, who knows, contribute to actions in the construction of a dignified world for all (THEVES, 2018, p. 98).

Another guest who interacted with the class was the Geography teacher responsible for this area of knowledge in the social prep course. He agreed to participate in a synchronous meeting to present the project, its activities before the pandemic, and how the project's activities were being carried out in the period of social isolation. The Integrar Project is organized in a prep course model that develops actions for the access of working students to universities and their permanence in them. It has a methodological and pedagogical proposal for the critical training of students who seek an opportunity to access higher education. They work in assistance during the university training course, and in post-training, so that they can deal in their respective places of experience and within the Integrar Project.

Due to the reality of the students, who are all young and working adults, mostly informal workers, with low income, many entered the unemployment map, housing precariousness, food insecurity, etc., classes were suspended, because few had access to technological means or conditions to continue studying for the entrance exam.

However, one of the activities carried out by the project, even before the pandemic, was the continuous training of teachers focused on popular education. Therefore, there were weekly synchronous meetings with discussion and study of various topics related to all areas of knowledge. The teacher received trainees from the class to participate in these activities.

After the stage destined to conversation circles, the focus of the internship actions was the organization of Geography teaching activities for the early years. Each teacher provided guidance on the topic and its specificities for the proposals and activities that were sent to the classes.

As a final proposal of the discipline, the interns wrote a memorial with a reflective report about the experience and all the actions and activities carried out in the discipline, highlighting the elements that served to enhance the role of the internship in teacher training. We believe that the written record serves as a critical exercise about the concerns, reflections and learning that were materialized throughout the development of the internship. It should be noted that the plans and activities carried out for each internship field were presented at the final seminar of the discipline, which aims to socialize and integrate the interns.

Upon reaching the end of the course, our concerns continued, as it was the first time in our entire trajectory as internship teachers that we had not experienced an immersion in the internship field with practice and livingness in a physical classroom. This class had experienced the disciplines of Stage I and II in the face-to-face format. This comforted us a little, but some students reported that they missed face-to-face teaching in Stage III. We believe that everything possible was done to bring students closer to the reality of teaching and to issues related to internship fields and the reality of a classroom that each one will have to experience in their future action as a teacher.

Final considerations

Supervised Curricular Internships play a central role in the training course of undergraduate students. They are spaces and times that enable the development of the fundamental learning process to establish the relationships between theoretical knowledge and the practical reality of conducting in the classroom, which results in the production of fundamental knowledge in the construction of the future profession.

The Supervised Internship in Geography III is part of the curriculum of the Degree in Geography at FAED/UDESC, integrated with the Supervised Internships I and II, and together with the others, contributes to the construction of fundamental knowledge for the exercise of teaching. Its

specificity is the possibility of providing opportunities for students to develop teaching practices in formal or informal spaces of education, as a way of expanding the possibilities to develop the internship and value the educational processes in different times and spaces in our society.

We seek to present the interfaces of this curricular component in the Geography Licenciature course at FAED/UEDESC in an exceptional period of pandemic with high risks to the health and lives of teachers and students, noting that the non-face-to-face internship demanded great dedication and changes in planning and in the course of pedagogical activities.

In addition, factors such as unemployment, change of jobs, change of housing, financial insecurity and lack of conditions to remain in a study format totally dependent on technologies influenced remote classes at the university and elementary schools, which directly influences the supervised internship.

The Internship III discipline involves non-formal or informal spaces of education, which we can consider that includes, from this lived experience, the virtual training space, which involved conversation circles, debates, reading, writing, planning, monitoring of activities pedagogical activities developed by elementary school teachers and teachers of a social preparatory course called Projeto Integrar.

The experience of carrying out Internship III remotely in the 2020/01 semester was a challenge for us teachers and interns. The difficulties were broad in the face of a pandemic and its adversities and affected students at the university and in elementary schools. The need to have a technological structure overnight to accompany classes was not and is not the reality of the vast majority of students and teachers in this country, either due to economic conditions or lack of pedagogical or technological knowledge for the daily use of devices and virtual tools.

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