

Givanildo da Silva



Universidade Federal de Alagoas (UFAL)
givanildopedufal@gmail.com

Deane Taiara Soares Honório



Universidade Federal de Alagoas (UFAL)
deane_taiara@hotmail.com

**Fernanda Karina Souto Maior de
Melo**



Universidade Federal de Alagoas (UFAL)
nandasoutomaior@hotmail.com

Mayara Ferreira Alves




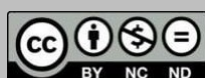
Universidade Federal de Alagoas (UFAL)
mayferreira.s.mf@gmail.com

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TEACHING PRACTICE IN HIGHER EDUCATION: THE EXPERIENCE OF THE TEACHING INTERNSHIP

ABSTRACT

This work aims to present reflections on the experience of the Teaching Internship of graduate students, specifically the academic master's degree in Education, having, as a starting point, the understanding of the complexity of the teaching action and the intricacies that surround the profession. This is an experience report with a qualitative approach, discussing the experiences in the curricular component Supervised Internship III, of the Licenciante in Pedagogy course, at the Federal University of Alagoas, with the participation of three master's interns, a mentor teacher and 48 students of graduation. The theoretical framework was based on authors from the field of teacher training, with emphasis on Candau (2000), Freire (2021), Conte and Pimenta (2015), Anastasiou and Pimenta (2002), among others. As main results, it was understood that the Teaching Internship is relevant for the training of professionals who wish to work in higher education, since it broadened the perspectives on pedagogical practices, providing opportunities to participate, critically reflect and dialogue about the methodology, the didactics and the teacher-student relationship.

Keywords: Teaching Internship. University education. Experience Report.

A PRÁTICA DOCENTE NO ENSINO SUPERIOR: A EXPERIÊNCIA DO ESTÁGIO EM DOCÊNCIA

RESUMO

Este trabalho tem como objetivo apresentar reflexões sobre a experiência do Estágio em Docência de estudantes da pós-graduação, especificamente do mestrado acadêmico em Educação, tendo, como ponto de partida, a compreensão da complexidade da ação docente e dos meandros que circundam a profissão. Trata-se de um relato de experiência com abordagem qualitativa, discutindo as vivências no componente curricular Estágio Supervisionado III, do curso de Licenciatura em Pedagogia, da Universidade Federal de Alagoas, com a participação de três estagiárias do mestrado, um docente orientador e 48 estudantes da graduação. O referencial teórico esteve sustentado em autores do campo da formação dos professores, destacando-se Candau (2000), Freire (2021), Conte e Pimenta (2015), Anastasiou e Pimenta (2002), entre outros. Como principais resultados, compreendeu-se que o Estágio em Docência é relevante para a formação de profissionais que desejam atuar no ensino superior, uma vez que ampliou os olhares sobre as práticas pedagógicas, oportunizando participar, refletir criticamente e dialogar a respeito da metodologia, da didática e da relação docente-discente.

Palavras-chave: Estágio em Docência. Ensino Superior. Relato de Experiência.

PRÁCTICA DOCENTE EN LA EDUCACIÓN SUPERIOR: LA EXPERIENCIA DE LA PRÁCTICA DOCENTE

RESUMEN

Este trabajo tiene como objetivo presentar reflexiones sobre la experiencia de la Práctica Docente de estudiantes de posgrado, específicamente de la maestría académica en Educación, teniendo como punto de partida la comprensión de la complejidad de la acción docente y los entresijos que rodean a la profesión. Se trata de un relato de experiencia con enfoque cualitativo, discutiendo las experiencias en el componente curricular Pasantía Supervisada III, del curso de Licenciatura en Pedagogía, en la Universidad Federal de Alagoas, con la participación de tres pasantes de maestría, un profesor mentor y 48 alumnos de graduación. El marco teórico se basó en autores del campo de la formación docente, con énfasis en Candau (2000), Freire (2021), Conte y Pimenta (2015), Anastasiou y Pimenta (2002), entre otros. Como principales resultados, se entendió que la Práctica Docente es relevante para la formación de profesionales que deseen actuar en la educación superior, ya que amplió las perspectivas sobre las prácticas pedagógicas, brindando oportunidades para participar, reflexionar críticamente y dialogar sobre la metodología, la didáctica y la relación profesor-alumno.

Palabras Clave: Prácticas docentes. Enseñanza superior. Informe de experiencia.

1 INTRODUCTION

The Teaching Internship in graduate studies is a possibility of professional and intellectual growth for students (ANASTASIOU; PIMENTA, 2002). It provides spaces for sharing between teachers and students, broadening the understanding of the different dimensions of the teaching and learning processes. This action is necessary for teaching, in order to dimension didactics, scientific concepts, techniques, and the contact with pedagogical strategies that mobilize the teaching and learning of those involved in the process.

It is known that in the field of teacher education, research directed to internships (supervised and/or in teaching) have gained emphasis (MELLO; LINDNER, 2012), since they enable the dialogue between students and their future work environment. Thus, internships become necessary spaces for teacher education, as they allow future professionals to experience the school and classroom routine, observing the teacher's practice, reflecting and outlining perceptions that can improve the principles of the historical, social, cultural and organizational spheres of the teaching exercise (MELLO; LINDNER, 2012).

The practice in the Internship in Teaching in higher education can enable the postgraduate to establish proximities with the environment in which they can act, so that they understand and reflect on the didactic-pedagogical aspects (ANASTASIOU; PIMENTA, 2002). Thus, the Postgraduate Teaching Internship allows the teacher-researcher to acquire new insights for teacher training in higher education, besides being a place where one can promote and restore teaching and learning principles that will be the basis for the relationships established with the pedagogical and organizational processes and for changes in classrooms (CONTE; PIMENTA, 2015).

The objective of this research was to present reflections on the experience of the Teaching Internship of graduate students, specifically of the academic master's degree in Education, having, as a starting point, the understanding of the relevance of experiencing a complex dynamic, in which collaborated with reflections about the teaching action and the meanderings that surround the profession in higher education.

The text is structured with the theoretical framework that deals with the formation for higher education, didactics and methodological processes; the research methodology and the reflections about the experience in the formation of the teacher-researcher, from an experience report. Thus, the Experience Report was chosen, as a scientific work to

describe the experience and its valorization, through critical-reflexive writing supported by the theoretical basis pertinent to the area (MUSSI; FLORES; ALMEIRA, 2021).

2 METHODOLOGIES, DIDACTICS AND THE TEACHER-STUDENTS RELATIONSHIP IN THE CLASSROOM

In higher education, the teaching¹ processes have their own ways of occurring, since the space and dynamics established require greater student autonomy, a more extensive breath in the proposed activities, from the interaction between university and society. More precisely, it is a relationship that requires a training for work and a look at the political and social reality, in which the subjects that make up these spaces are interested in acquiring specific knowledge of a certain area. However, what should be noted initially is that it is about the training of young people and adults, who have different views and experiences that must be taken into consideration by university teachers.

Based on this understanding, the most varied types of existing teaching methodologies are considered, and which of them may be the most appropriate to mediate the knowledge set forth by the curricula of each course. In the case of this research, the Teaching Internship is discussed in the academic master's degree course in Pedagogy, in the curricular component Supervised Internship III, at night, in the specific area of Youth and Adult Education. The most present method in the development of the curricular component Supervised Internship III, used by the teacher in charge, was the dialogical method, based on Paulo Freire's theory of dialogicity. The practice of dialog starts from the moment the subject becomes aware of who he is. Dialog is the expression of the word, which reflects in the action, in the thinking, giving new meaning to knowledge and practices. This action turns to the transformation of the world, to the overcoming of oppression and domination to which many are and are subjected (FREIRE, 2021). In this sense, in the author's words,

Existence, because it is human, cannot be mute, silent, nor can it be nourished by false words, but by true words, with which men transform the world. To exist, humanly, is to pronounce the world, is to modify it. The pronounced world, in turn, returns problematized to the pronouncing subjects, demanding a new pronouncement from them (FREIRE, 2021, p. 108, emphasis added).

¹ According to Anastasiou (2003, p. 4), for the teaching and learning process (the teaching) to take place, it is necessary the joint action of the teacher and the student. The process occurs in a dialectical relationship, in which the role of the teacher and the student '[...] become two-way, in a teaching that provokes learning, through the continuous tasks of the subjects, in such a way that the process interconnects the student to the object of study and puts them face to face' (TEIXEIRA, [2015], p. 36).

It is necessary that in the teacher-teacher relationship there is a practice of sharing, in which each subject assumes his human position of interfering in the world through his actions. There is no room for silence; dialog and understanding that participation is everyone's right are necessary. From this, the subject must speak out, with the desire to transform reality. It is necessary to consider that in this dialogue there are other obstacles and influences that must be present, and the main one is the mediatization of the world, in the dialogical relationship of one subject with another. This communion needs to be grounded by the pronunciation of the world, with its stories and events (FREIRE, 2021).

When considering the context in which the classes took place, it is possible to state that without communication armed with respect, tolerance, humility and consideration, the training movement experienced in the Pedagogy course, through the experience of the Internship in Teaching, would have taken place in a standardized and technical way, that education which, as Paulo Freire points out, is banking. However, even though the classes took place in a pandemic period, occurring in synchronous and asynchronous formats, during online meetings, by means of a digital platform (Google Meet), dialogue was always present as a bridge for the construction of knowledge. In this way, the awareness that it is necessary to have the parties' desire to touch each other persists, in the sense that without the desire to expose, to think, to say the word together, permeated by the world in which they live, dialogue does not happen. Thus,

This is the reason why a dialogue is not possible between those who want the pronunciation of the world and those who do not want it; between those who deny others the right to speak and those who are denied this right. It is first necessary that those who are thus denied the primordial right to speak the word reconquer this right, prohibiting this dehumanizing assault from continuing (FREIRE, 2021, p. 109, emphasis added).

In view of the above, it is interesting to think that without the will and consent of all involved, communication does not flow, knowledge cannot be mediated, nor acquire new forms. Educating for freedom is the most promising way to emancipate the individual (FREIRE, 2021). In this sense, the course of studies of a discipline requires that we start by working on aspects that promote the understanding that everyone has the right to speak, and that engaged by this feeling they can continue willingly in the fight for liberation, against manipulation. It is important to mention that these conceptions permeate, above all, the human and social sciences, but that it would be pertinent for them to exist in all formative processes.

Making the teaching and learning process humanized is not a simple task and requires a willingness on the part of the teacher who is in charge of a certain group. This is

because it is necessary to have leadership, but without impositions, as well as authority, without being authoritarian, demands that he or she be a classroom manager, but not a bureaucrat. Therefore, these are characteristics that the teacher learns throughout his or her career, which directly implies in the development of the students, in the way they will create the belonging to the space, to the course, to the teacher-student relationship, and to the results of the course, during the entire academic semester. That being said, we are thinking about how to put into practice a humanizing education that allows those involved to be part of it and to act in making it happen.

The teaching methodology begins before its application, it is conceived still in the planning, when the teacher idealizes and projects the way he/she will approach his/her public, assuming a position of mediator and facilitator. Thus, even though there is a curricular grid designed for the course, and that are prerequisites for its effectiveness, it is necessary that the teacher tries to get to know the reality of his or her students and, by doing so, bring the mandatory contents to their reality. However, this does not happen in an isolated way and thought out only by the teacher; the student must contribute to the elaboration of this teaching plan, and needs to be heard and have his or her wishes met. According to Teixeira ([2015]), the configuration of teaching is done through didactics, since it proposes the mediation between theory and practice.

[...] the teaching methodology, which refers to the means used by the teacher to present the content, discuss and assess students. The methodology covers the methods, techniques and resources, educational technology and teaching strategies that the teacher uses in his teaching practice to facilitate the learning process (TEIXEIRA, [2015], p. 35).

When the teacher chooses to use certain resources/instruments or methods over others, he does so thinking about the objectives he intends to achieve. Thus, there is no way to propose a single way to conduct classes. The methodology encompasses the entire procedure used to achieve an end, that is, which technologies, tactics, criteria will be given priority during the classroom dynamics.

In higher education, different methodological tools are more recurrent than others, such as lectures, text studies, seminars, portfolios, conversation circles, exhibitions, role-playing, among others. These are techniques that require the mediator to know how they can be applied and the likely results that will emerge from them. However, first of all, it is necessary that the teacher knows who his or her students are, their tastes, their priorities, their realities, and, based on this information, be able to build and develop their learning. In this way, it is interesting to be aware that it is up to the teacher to master these methodological processes, even if the students need to be part of his or her journey to

acquire knowledge. It is understood, therefore, that it is the teacher's responsibility to favor and provide students with the means and mechanisms to achieve this end (TEIXEIRA, [2015]).

In this sense, as can be seen that for

[...] the dialogic, problematizing educator-educator, the programmatic content of education is not a donation or an imposition - a set of information to be deposited in the students -, but the organized, systematized and added return to the people of those elements that they delivered in an unstructured way. Authentic education, we repeat, is not done from A to B or from A over B, but from A with B, mediated by the world (FREIRE, 2021, p. 116, emphasis added).

Dialogicity, as a teaching method, is corroborated by the conception contrary to banking education, which has been the subject of criticism and studies by educators and, above all, by the creator of the "Pedagogy of the Oppressed", written by Paulo Freire. In this work, the author presents "Education as a Practice of Freedom", which deals with the ways of making education with the people, a methodology thought out from the voices of the excluded and marginalized subjects, but which, due to its magnitude, reaches all of society, being the conception that defends dialogue, thinking and doing together.

Higher education, to be liberating, needs this exchange relationship, in which all social actors involved contribute to the evolution and learning of the other, as a two-way street. In face of this, each subject has its role; one does not exist without the protagonism of the other. The teacher, with the knowledge that comes from his training, aligns the experiences of the students, and then provides them with new visions and new worldviews.

In this way, the didactics experienced in the classroom makes all the difference in teaching practice. It can be defined as a set of activities developed by the teacher with a view to developing the student's knowledge, based on his daily reflection² on his practice (CADAU, 2000). Thus, we start from the conception that didactics concerns an investigative, disciplinary, and professional field about the teaching process, which produces different knowledge for teaching.

However, for centuries, didactics was understood as a technique and teaching method, which were adopted, as well as renewed, without greater reflection by the teacher

² The concept of reflection is based on the perception that the reflective teacher is the one who meditates/reflects on his/her pedagogical and didactic actions. In this sense, it is understood that "[...] the educator will never be definitively "ready", trained, because his preparation, his maturation is made on a daily basis, in the theoretical mediation on his practice. His constant updating will be done through daily reflection on the data from his practice. The areas of knowledge that serve as a basis should not be facets, watertight and isolated from the treatment of his object of action: education. Rather, they will be ways of seeing and understanding globally, in totality, their object of action (CADAU, 2000, p. 89).

(ALMEIDA, 1985). It is worth noting, then, that currently, according to scholars (ZABALA, 1998; CADAU, 2000), didactics is seen from some elements: educator, learner, content, context and methodological strategies. In addition, two mechanisms are added that, based on scholars in the area, need to be taken into consideration when thinking about didactics: "practice" and "reflection" (RIBAS, 2000; NÓVOA, 1991).

In this sense, thinking about didactics as a dimension that enables reflection in relation to each teaching situation should be the starting point when it comes to teaching, since, as Almeida (2015, p. 2) argues, didactics should be exercised "beyond a simple pedagogical renewal of new ways of teaching and learning", which leads to overcoming, still according to the author, the purely instrumental vision of didactics (ALMEIDA, 2015). It is important that didactics is built aiming at each learning situation, starting from the reality in which students and teachers are inserted and expanding the learning to other realities. This understanding can contribute to the development of different ways of experiencing and skills by those involved.

Having said this, it is pertinent to emphasize that the teaching process becomes more complex every day, which makes it understood as a dynamic and challenging process, not only for the students, but also for the teachers. From this premise, it is clear that it is necessary to take into consideration that education, and in the case of the discussion proposed here, higher education, has, over time, sought to promote certain didactics in order to achieve specific educational goals.

In this sense, didactics in higher education requires special considerations due to the numerous changes that occur in different societies. Therefore, it is argued that it is not the same to develop teaching processes based on perspectives from the past. Thus, in view of the new and distinct changes brought about by globalization, as well as the directions set by industry, which organize the social rhythm and the labor market, as well as the way professionals are prepared, the teacher needs to be ready for the changes, adjusting, whenever necessary, his or her teaching³ process.

³ As an example of the changes that occur in the world and that directly interfere in the teaching work, we can cite the covid-19 pandemic, which demanded from teachers a greater mastery of digital technology for the development of classes. Thinking about this, it is noteworthy that "for digital technology to have a real impact on education, it is necessary to know how to deal with them, it takes a lot of human intelligence to create the connections that will give practical meaning to the content learned with the help of technology, requiring some skills" (PERNAMBUCO et al., 2021, p. 4203), which will only be acquired from practice and, especially, from training.

3 METHODOLOGY

The research was developed through a qualitative approach, in which the researcher has direct contact with the researched environment, inserts him/herself in it to observe, evaluate and, in some cases, is a participant. The researcher who will use this approach will need to verify the veracity of his findings, both by dialoguing directly with the participants and with other researchers. This accuracy will be defined in the data analysis, according to the theoretical framework. Thus, the researcher starts from the most general data to the most restricted (LUDKE; ANDRÉ, 1986).

Thus, we chose to construct an article with an experience report, aiming to present the experience, with reflective perspectives, contextualized with the scientific literature. In experience reports, relevant aspects are shared, addressing experiences that may contribute to the construction of other studies with the same theme. In this context, an experience report should be built based on the quality of the writing and content, which need to be concise and cohesive. In addition, the report should be clear and explicit, presenting both positive and negative perspectives of the situations experienced (MUSSI, FLORES; ALMEIRA, 2021).

For this, it is necessary that when writing an experience report, one thinks about how it can contribute to the professional development of other students and researchers. Thus, not turning the exposure of the experiences into mere arbitrary discussions, but showing the paths taken and the results obtained, even if they are not only positive, because all actions are important, especially insofar as it demonstrates how they can be reversed or modified. When placed as a way of building science from the practices of the researchers themselves, the experience reports start to set the value that they have, becoming a scientific writing mechanism that supports the construction of other knowledge, as well as acting as a didactic model contributing to the professional practice of others.

To contextualize the course of this experience, it is important to present its duration and the *lócus* where it took place. It started on June 30, 2021, in the Pedagogy course at the Federal University of Alagoas, in the A. C. Simões campus, in Maceió, in the state of Alagoas. The Teaching Internship took place in the curricular component Supervised Internship III, with a total workload of 80 hours, taught by a teacher from the Pedagogy

course. The classes took place every Wednesday, through the Google Meet platform, from 7:30pm to 9:30pm, from June to September 2021. The class had a total of 48 students.

The moments observed can be divided into three blocks: theoretical and reflective classes about the theme addressed in the curricular component; the process of orientation and organization of workshops to be worked with teachers of basic education, more specifically of Youth and Adult Education⁴; development of workshops with teachers. It is worth mentioning that the participants of the Teaching Internship were present at all stages, observing, making suggestions on the students' work, and evaluating the processes experienced.

4 REPORT ON THE EXPERIENCE OF THE TEACHING INTERNSHIP

The purpose of the Teaching Placement is to give the graduate student a closer contact with teaching in higher education, in which the student observes the classes taught by the teacher of the class, his/her didactics, the methodologies developed, and the type of evaluation used. The purpose of the Teaching Internship is to make the graduate student participate actively, collaborating with the teacher with suggestions, advising, giving workshops under the supervision and guidance of the teacher, and helping undergraduate students as much as possible.

The Teaching Internship is a space destined to experience situations that take place in higher education. In addition, this period is seen as necessary for the formation of higher education, since it provides the possible future university teacher with the learning of practices and processes, based on lived experiences. The development of the Teaching Internship was articulated between the Master's interns and the undergraduate interns, since the curricular component in which the Teaching Internship was carried out was the Supervised Internship III of the Pedagogy undergraduate course.

In this way, the teacher is part of the whole formation in a learning process, besides mediating knowledge, he assumes the role of the one who articulates specific knowledge that is necessary for teaching, and without them learning may not occur. That said, the observations, the experiences, and the participation in the development of the course provided the understanding that working in higher education requires a willingness to listen to the needs and goals of the students and act based on them.

⁴ The supervised internship was carried out at night with students from the Pedagogy course. The activities carried out were aimed at teachers who work with Youth and Adult Education.

During the theoretical studies of the component, carried out by the instructor, there was the presentation of the teaching plan, which allowed the students to get to know the programmed contents to be developed during the course. Thus, this presentation is considered important, as it guides the student's learning and ensures their rights of access to the materials consistent with the curricular component. Some themes related to Supervised Internship and Youth and Adult Education were discussed.

The students' supervised internship took place remotely, through meetings via Google Meet, with basic education teachers who work with Youth and Adult Education in the municipality of Messias, in the state of Alagoas. The purpose of the Supervised Internship was to allow for indications of continuing education with the teachers, in order to contribute to possible themes that are addressed and experienced in Youth and Adult Education. Thus, the Supervised Internship III class was divided into seven groups, each of which was responsible for a theme related to the concerns presented by the participating teachers and, based on this, they built workshops in which it was possible to work on the issues.

To gather information and get closer to the teachers participating in the internship, a round table discussion was initially held, via the Google Meet platform, with the participation of teachers from the Messias Municipal Secretariat of Education who teach Youth and Adult Education. One of these participants was the coordinator of the modality in question, invited by the guiding teacher with the purpose of socializing the work developed in the school. The coordinator described how the work was being done during the pandemic period, reporting the difficulties faced in the use of technologies.

In another moment, the Supervised Internship III class received teachers from the Education Secretary, who worked in the schools where the students' internship took place. These professionals, besides introducing themselves, gave a diagnosis of the teaching in Youth and Adult Education and brought the expectations for the work/workshops that were carried out by the students.

One of the methodological tools used by the guiding teacher was the Virtual Learning Environment. On this platform, he, along with the interns and the students were able to discuss educational issues, sharing materials in several formats. Therefore, the instructor made available videos, materials for reading and discussion forums with questions about the students' academic experiences, as well as their previous knowledge about Youth and Adult Education, so that everyone could share their knowledge and experiences in relation to Youth and Adult Education.

The observations during the Teaching Internship experience were important to improve the sense of listening and the dynamics in relation to the processes planned by the teacher. On some occasions, during the orientations for the accomplishment of the assignments, the class teacher mediated the conflicts, the students' restlessness, and the paths to be taken, in such a way that the command of motivation was perceptible in the perspective of engaging the students.

There is no standard for teaching, because each reality is unique, each class is composed of different people, who together build their own way of behaving. Hence, the dialogic relationship, according to Freire (2021), that occurred in the class between teacher and students were promising in understanding what the class was aiming for. The teacher, being aware of what his students expect, and as a specialist in certain subjects, is able to plan his classes in such a way as to include the knowledge and meet what his public longs for. In this sense, both publics are served, the teacher who has fulfilled his planning and the students who have had access to the knowledge without neglecting their interests.

In this way, it is necessary to give space for the student to act, to be the protagonist of his learning process. In the experience, even during the pandemic period, it was noted that the space for communication, to ask questions and interact in different ways was organized through forums, the Virtual Learning Environment, the WhatsApp group with the students of the class and the interns, besides promoting guidelines for the development of activities by work groups, offering an active, direct and inclusive communication.

A significant and, at the same time, participative experience were the orientations, by student group, based on the themes chosen to be worked on with the teachers of Youth and Adult Education. In these moments, there was a specific time for each group of students and the teacher-guide listened to their proposal and made suggestions to improve it. He also offered the space so that the teaching interns could collaborate with suggestions for dynamics and possible activities.

It is considered that this participation in the orientation process of the undergraduate students, together with the instructor, was an experience that brought learning, reflections, and a direct communication with the object that was being discussed. Thus, the relevance of working directly with the undergraduate students and being able to collaborate with the educational proposals stands out.

To promptly listen to the students is not only to have affective responsibility and protect the teacher-discussant relationship, but it is also a teaching methodology that understands the student as a subject of knowledge, who dominates knowledge that is the

basis for new learning (FREIRE, 2021). Moreover, to allow the student to take a stand is to invite him to participate, to teach him to reflect about what he sees, touches, and knows. This exchange is possible to happen, because it was part of the pedagogical practice of the teacher responsible for the subject, especially in a complex moment of social isolation, as was the pandemic.

Practices like these are timely and significant in the teaching process. From the observations of the classes and the relationships established during the analyzed period, it is possible to state that the teaching didactics needs to be flexible, that the teacher who is ahead of a teaching process must allow himself to create possibilities and opportunities for his students to evolve and accept that certain occasions can be limiting, but never an obstacle for the educational work to happen (TEIXEIRA, [2015]). Listening, flexibility, observations, are not about a superficial and fragmented teaching, but about a process that is not archaic, allowing the construction of the learning of those involved, and that the major objective (learning) is worked with a defined purpose, with different paths and possibilities.

It was in this way that the students' internship took place, Supervised Internship III, which confirms the discourse presented above, because, given the impossibility of carrying out activities in person, we thought of an internship that could happen virtually. The internship was interesting because the students built workshops and, by means of them, acted as trainers of teachers of Adult and Young Adult Education who were in the process of continuing education in public schools.

Another relevant element to highlight in the experience was the way the dynamics with the Youth and Adult Education teachers were conducted. The meetings with them happened with different objectives: listening to the reality of the schools, the practices experienced and their wishes; moments with workshop proposals and evaluation of the experience. It is noticeable that all those involved had the opportunity to exchange knowledge and learnings that were relevant to all audiences (teachers of basic education and higher education, undergraduate and graduate students).

The idea of articulating a compulsory academic activity, such as the curricular internship, in the way it happened, corroborates the theoretical perspective that there is not a teaching standard, but different perspectives, from different people and that together they can transform a reality. A good educator's didactics is the one that makes him/her reflect day by day on his/her pedagogical work, his/her actions, as well as its results, opening space for sensitive listening, making effective an education for emancipation (RIBAS, 2000; NÓVOA, 1991).

It was based on these principles that the course took place in all stages. The students, with their deficiencies and potentialities, did not stop putting themselves forward, giving voice to their thoughts, and always having their demands and curiosities accepted, showing commitment and responsibility with the classes, the activities, with the teacher and the dynamics that were consolidated in the daily routine of the classes.

From the experiences, it can be noted that teaching in higher education requires much more than mastering the content, it requires empathy with the other's time to learn, to know how to deal with the frustrations and conflicts that are typical of human relationships and the implications of life. However, not so that there is domination of one over the other, or to prevent conflicts from occurring, because they are also part of human growth, but so that it is possible to take a position, the dialectical process and knowledge of the parties (FREIRE, 2021).

This element became clear in one of the moments of orientation per group in which some were unable to define what they wanted to develop in the workshops. The sensitive listening of the instructor was noticeable, as well as the multiple possibilities that were presented to the groups so that they could decide which path they would like to follow. There was no imposition, but dialog; there was no offense, but empathy with the needs of each student. It was noted the concern of the guiding teacher so that everyone could successfully participate in the activities.

The higher education public, in good part, are workers, fathers, mothers, and are responsible for a family, a house, and have obligations that accompany them in all areas of their lives. In the Supervised Internship III class, in the Pedagogy course, it was no different. Faced with this situation, it was possible to perceive the delivery of an educator who, before being a teacher, is imbued with his or her humanity, and, for such, used orientations that led to reflection, approaching the content of the conversations without losing sight of the main purpose of those meetings, which was the professional formation of those students.

The teaching methods used by the professor, as previously mentioned, based on participation, dialogue, and collaboration, allowed the involvement of the students in the mediation of the classes. The students were solicitous and willing to learn from the master's students, who, in one of the proposals, prepared a workshop for them that served as an example of what they could do later on in the internship with teachers of Youth and Adult Education. The construction of this workshop allowed for interaction between the master's students and the students of the class. Besides, it was an opportunity to look for dynamic and interesting ways to conduct a workshop in the on-line modality.

In this sense, it was necessary to plan, research, produce, and train, so that, in fact, it was possible to make a coherent work with what had been proposed and with what the students expected. During the presentation of the interns' workshop, the students had access to different online tools that they could use in their proposals, such as videos, slides, games, and dynamics. These tools allowed for welcoming, interaction, theoretical approach, fun, and learning, subsidizing the work they would do for the teachers of Youth and Adult Education, in the continuing education.

5 FINAL CONSIDERATIONS

The Teaching Internship provided the interns of the Teaching Internship with several learning experiences, both in didactics and teaching methodologies, and in the knowledge and dynamics that can be worked in an internship component in Youth and Adult Education and the role of the teacher in this moment of teacher training, which was the Supervised Internship III. The supervising teacher and course mediator showed how it is possible to conduct an ethical, organized, well-planned, and clear course, making use of the possible and available resources according to the circumstances of the moment. Since we are living the Covid-19 pandemic and all the formative activities took place remotely, the teacher's profile instigated us.

The profile of the teacher instigated us to observe his posture always patient, cautious in his notes, always approaching the students with respect, with the care and zeal that are important in the teacher-discussant relationship. It is believed that in a teaching and learning process these characteristics contribute to the success of the other actions. Moreover, the whole process of the Teaching Internship allowed for new perspectives and new ways of understanding the complexity of the teaching work.

The contact with the school professionals, the way they were received, listened to, and met their demands, as well as the students' orientations for the preparation of their workshops, were significant and pleasant moments to be a part of. Thus, listening to the students' ideas, being able to contribute with them, getting to know new and dynamic contents and materials, and cooperatively organizing the training of other professionals provided not only the sharing of knowledge, but also the exchange of teaching knowledge.

As professionals who want to work in higher education in the future, the Teaching Internship was significant, since it allowed us to experience with different eyes how a teacher's posture, planning, and knowledge can make a difference, so that the conduction

of classes contributes to the formation process of future teachers, as well as to the continued formation of teachers who already work in education and who need to be prepared to face the challenges of the reality of Brazilian education. The Teaching Internship has enabled a reflective look at teaching practice in higher education, glimpsing the importance of dialogue with students and the reality in which it is being worked on, a listening and close relationship with them, critical and reflective positions on the issues presented in class, making the process more dynamic and favoring a horizontal relationship in the complex dimension of teaching and learning.

These issues were observed in the teaching practice analyzed, and can be considered as a possible path in the relationship of establishing teaching in higher education with perspectives of dialogicity, participation, and active communication among those involved. The Teaching Internship was relevant, since it provided the expansion of knowledge that was worked on in the curricular component, however, more than that was the way the proposals were conducted and the principles defended and experienced by the instructor. It is also noteworthy that he gave the trainees the autonomy to participate actively in the classes whenever they felt it was necessary, and that he welcomed their comments and suggestions.

Another relevant element experienced during the process was the evaluation of the Supervised Internship III experience by all participants. The feedbacks were useful to analyze and reflect the whole process, with the instructor being attentive and open to listening. It is important to highlight that it was a moment of exchange of views and presentation of learning, a positive aspect for those who were present. In the context of the learning experiences of the Teaching Internship, it is pointed out that it was an awakening to the relevance of perceiving, in a way detached from the academic ego, the view of undergraduate students about the contributions of the experience, as well as the positive and negative aspects provided.

In general, this experience report was presented with the intention of contributing to the teaching representations in the academic environment, since the importance of the Teaching Internship for the formation of professionals who wish to work in higher education is being discussed. The analyzed and reflected propositions can collaborate to the repercussion of the formative processes of future teachers for higher education, respecting the principles of participation, reflection, criticality and dialogue as dimensions regarding methodology, didactics and the teacher-teacher relationship.

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