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SEÇÃO: ARTIGOS

Reflections on teaching methodological strategies in teaching internship¹

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ABSTRACT

The shared experiences about the teaching internship in *stricto sensu* Graduate programs are still small, given that this may be linked to normative regulations that do not assign mandatory internships to all graduate students, limiting them to more specific cases. Thus, the present work brings together some reflections on the teaching internship in a master's degree scope a group of undergraduate students of the Biological Sciences course, aiming to share the experience of teaching practice, to contribute to the process of training other master's students, instigating them to think and reinventing the pedagogical practice from an atypical context of pandemic and remote classes. Based on the reflections on practice, the importance of the teaching internship for the process of teacher constitution and for the approximation of acting scenarios in the university environment is highlighted.

Keywords: Teacher training; practice experience; remote classes; Biology teaching.

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Reflexões sobre estratégias metodológicas de ensino em estágio de docência

RESUMO

As experiências compartilhadas acerca do estágio de docência nos programas de Pós-Graduação *stricto sensu* são ainda exíguas, o que pode estar atrelado a regulamentações normativas que passam a não atribuir sua obrigatoriedade a todos os pós-graduandos, limitando-se a casos mais específicos. Deste modo, o presente trabalho reúne algumas reflexões acerca do estágio de docência, em âmbito de mestrado, com uma turma de licenciandos do curso de Ciências Biológicas, tendo por objetivo compartilhar a experiência da prática docente de modo a contribuir com o processo de formação de outros mestrandos, instigando-os a pensar e reinventar o fazer pedagógico a partir de um contexto atípico de pandemia e de aulas remotas. A partir das reflexões da prática, é destacada a importância do estágio de docência para o processo de constituição docente e para a aproximação de cenários de protagonismos no âmbito universitário.

Palavras-chave: Formação docente; experiência prática; aulas remotas; ensino de Biologia.

Reflexiones de las estrategias didácticas en el internado docente

RESUMEN

Las experiencias compartidas sobre la pasantía docente en los programas de posgrado *stricto sensu* son aún escasas, dado que esto puede estar vinculado a normativas que no asignan la pasantía docente obligatoria a todos los estudiantes de posgrado, limitándose a casos más específicos. Así, el presente trabajo reúne algunas reflexiones sobre la pasantía docente, en el ámbito de una Maestría, con un grupo de estudiantes de pregrado de la carrera de Ciencias Biológicas, con el objetivo de compartir la experiencia de la práctica docente, con el fin de contribuir al proceso de formación, capacitar a otros estudiantes de maestría, instigarlos a pensar y reinventar la práctica pedagógica desde un contexto atípico de clases pandémicas y remotas. A partir de las reflexiones sobre la práctica, se destaca la importancia de la pasantía docente para el proceso de constitución docente y para la aproximación de escenarios de protagonismos en el ámbito universitario.

Palabras clave: Formación de profesores; experiencia práctica; clases remotas; enseñanza de la Biología.

INTRODUCTION

The teaching internship (TI) is a unique moment in the teacher's training trajectory, as it allows him/her to improve through practical experience. This training takes place both for the trainee, initially, and for the supervising teacher, in a process of permanent training. Thus, its institution in the Brazilian context of post-graduation *stricto sensu* is not recent, and can be verified since 1999, from the publication of Circular Letter No. 28/99/PR/Capes (HOFFMANN; DELIZOICOV, 2017).

In the graduate programs of the Universidade Federal da Fronteira Sul (UFFS), its regulation is established through the Normative Instruction No. 14 of February 12, 2016 (UFFS, 2016), from which two of its articles deserve to be highlighted: Article 2, which proposes that "[...] the Teaching Internship is an integral part of the graduate training, aiming at the preparation for teaching and the qualification of undergraduate teaching"; and Article 3, which will deal with its mandatory nature, by highlighting that

The Teaching Internship is mandatory for scholarship students from the Social Demand Program (SD), regularly enrolled in *Stricto Sensu* Graduate Programs, as determined by the attachment to the CAPES Ordinance No. 76 of April 14, 2010 (UFFS, 2016, p. 1).

With this, its requirement is now directed to scholarship students from the Social Demand Program (SD). For the other graduate students, the internship is offered as an optional curricular component in the formation. Thus, due to the intensity of involvement with research, productions and participation in scientific events, many students choose not to perform the TI, and this can be justified with the little production of papers on the internship experience in *stricto sensu* graduate programs when compared to those on internship experiences at undergraduate level, as pointed out by Souza (2019) and Inácio et al. (2019). When considering the current scenario of pandemic and remote classes, this production may be even more reduced, which does not contribute to foster the study and reflections about preparation for teaching in the sphere of university education.

The suspension of face-to-face teaching activities occurred because of the pandemic caused by a new coronavirus, the Sars-CoV-2, given that, in early 2020, the World Health Organization (WHO) declared a disease pandemic called covid-19 (IAMARINO; LOPES, 2020). To deal with the pandemic situation in the field of education in Brazil, the Ministry of Education and Culture (MEC) issued Ordinance No. 343 of March 17, 2020, which "provides for the replacement of classroom classes by classes in digital media, for the duration of the pandemic situation of the New Coronavirus - COVID-19" (BRASIL, 2020, p.1).

Thus, public, and private educational institutions throughout the country began to adhere to remote teaching by means of synchronous classes with simultaneous virtual participation of teachers and students. This transition process from face-to-face classes to remote teaching

was challenging and demanded from teachers' persistence and reinventions in practice, based on teaching methodologies and strategies that could meet and enhance the teaching and learning processes. On the other hand, it was also challenging for students when they needed to adapt to the new scenario imposed, especially about access to Digital Information and Communication Technologies (DICT) (BRANCO; ADRIANO; ZANATTA, 2020) and the understanding of content, given the physical absence of the teacher.

Peixoto et al. (2021), when discussing the DI in an academic master's course in Education, point out that one of the challenges experienced in remote teaching consisted in adapting "[...] to the use of the platforms through which the classes were taught, as well as the platforms where the assessments were deposited and carried out" (p. 188). The authors Felício and Silva (2021), when reporting the experience with the TI in a professional master's degree course in Health Psychology based on remote teaching, highlight the importance of meetings and dialogue exchanges between the supervising teacher and trainee for the planning and organization of activities. They also highlight the contribution of feedback between students, supervising teacher, and trainee, to identify issues that can qualify the planning, learning process and evaluation of the practice.

Regarding teacher training in the post-graduation *stricto sensu*, the authors Ribeiro, Oliveira and Faria (2020) consider that the university teacher is inserted in a context of performance in which priority is not always given to the teaching function, since there are other charges and demands that the teacher needs to perform, which has led university students to question the didactic and pedagogical skills of the teacher in the classroom (GIL, 2015; PACHANE; PEREIRA, 2004; QUADROS et al., 2012; SILVEIRA, 2017).

Thus, we infer that teacher training, in the *stricto sensu* postgraduate level, needs to unite the dichotomy between research and practice for the strengthening and formative balance of the teacher, because, although it is important that the teacher is a good researcher, he or she needs, above all, to have didactic and pedagogical mastery in the classroom. That said, Lima and Leite (2019) contribute by stating that

[...] in the current context, the teaching internship is configured as one of the few institutional attempts to contribute to the insertion of changes in the formative scenario of teachers for teaching in higher education (LIMA; LEITE, 2019, p. 757).

Thus, we consider the relevance of the RD to enable the postgraduate student the exercise of practical activity, in order to qualify the teacher training, as well as to enhance, from the experience, studies and reflections about university teaching in the Brazilian context of training, and, based on Kreuz and Leite (2021), we advocate the need to foster further studies and reflections on the RD in the university context. Based on these inferences, the objective of this study is to share the experience of the teaching practice of the trainee and her supervisor in this movement of planning and shared classes, to contribute to the training

process of other master's students, instigating them to think and reinvent the pedagogical practice from an atypical context of pandemic and remote classes.

METHODOLOGICAL ASPECTS: FROM PLANNING TO THE EXECUTION OF ACTIVITIES

This report gathers part of my experience⁴ with teaching in university education, from the completion of the TI, an optional subject of the curriculum of the master's degree course in Science Teaching in the Graduate Program in Science Teaching (PPGEC) at the Federal University of the Southern Border, Campus Cerro Largo/RS.

The internship took place between the months of June and October 2021. Thus, due to the covid-19 pandemic and the need for physical distance, the classes took place virtually, using the Cisco Webex application, in the teacher and internship supervisor's office. The class of students was composed of eighteen undergraduate students in the ninth phase of the curriculum component of Biology Teaching Laboratory in the undergraduate course in Biological Sciences at the Universidade Federal da Fronteira Sul, Campus Realeza/PR, taught by my research supervisor.

The curricular component in which I did the TI is linked to my line of research, teacher education and pedagogical practices, one of the prerequisites required by the PPGEC. This curricular component is of utmost importance for the formation of teachers in the respective area since its focus is on the theoretical-practical approach about the organization and evaluation of pedagogical work.

Regarding the students in the class, most of them conciliated the teacher education with other activities: work routines, maternity, scientific initiation research and training programs, such as the Pedagogical Residency Program. All of them, except one, attended the component classes regularly and were committed to their training.

Among the main activities that were worked on during the semester were the theoretical study of didactic strategies for Biology teaching, the writing and rewriting of the logbook, the planning, production and development of didactic strategies for Biology teaching, the elaboration and presentation of didactic modules based on the Three Pedagogical Moments approach (DELIZOICOV; ANGOTTI, 1994) and the presence of external guests to address themes such as evaluation and evaluative instruments (FURTADO, 2018), pedagogical work with cinematographic media (SANTOS, 2011) and technological resources to enrich pedagogical practice.

⁴ The internship was developed by the first author, so the reflections on the internship are from her point of view as a teacher in the process of formation and from the discussions and reflections with the second author, who was the class teacher, the internship supervisor, and the first author's supervisor.

Thus, my experience with the TI occurred through participation in the mentioned curricular component and in the regency of some theoretical and practical classes, including the approach of the didactic sequence and its potential as a teaching methodology, from the theoretical framework of Vygotsky (2009), and the polyphonies of knowledge in science education, with songs, poems and memes as teaching strategies that enhance the teaching and learning of science and biology. It is also worth mentioning that my supervisor allowed me to participate collaboratively in other activities, such as monitoring, guiding, and mediating undergraduate students in working groups and reading and correcting their logbooks, lesson plans and Teaching Work Plan (TPP).

Thus, the accomplishment of the DE motivated me to live, in particular, three experiences: 1. to learn and share experiences in a collaborative process of formation; 2. to exercise my teacher verbal language, for being still restricted to the written language; and 3. to experience and reflect about my pedagogical practice, recognizing myself as a teacher in a process of continuous formation.

To describe and reflect about the teaching practice, we highlighted four relevant situations: The logbook: an instrument of reflection and action in teacher training; The didactic sequence and its methodological potential for teaching Virology from the theoretical framework of Vigotski; The polyphonies of scientific knowledge for teaching Science and Biology: teaching reinventions; and The importance of feedback in the learning and training of undergraduates. These approaches, listed for writing and reflection, gave meaning to the initial motivations in relation to teaching practice.

RESULTS

The choice for the three experiences I attribute to my own trajectory of teacher education, since the practice experienced in the classroom was brief, being restricted to the mandatory internships of my undergraduate course in Biological Sciences. Thus, there is still a feeling of incompleteness, that something is missing to fill my teaching constitution in the sense of being able to recognize myself and say: "I am a teacher". Linked to this feeling, I also recognize the need to stimulate my verbal teacher language, sharing knowledge and learning from my own practice, in a reciprocal process of teaching and learning, in which, by collaborating with the formation of the subjects, I develop and constitute myself in the practice and in the reflection about it.

Thus, as I am a teacher who does not yet work in the classroom, I saw in the TI an opportunity to learn and qualify my pedagogical practice, acquiring more experiences and learning, because I understand that the process of "being a teacher" is gradually being constituted, and requires dedication, effort, commitment, experience, and reflection on the practice. I also understand that teacher education is a continuous and collaborative process, because while teaching, we are learning, as Freire's (1996, p. 13) eternalized words

emphasize: "he who teaches learns while teaching. And the one who learns teaches while learning", a statement that I glimpsed in the weekly exchanges with the supervising teacher.

In this way, I have tried to build my teacher education through readings and reflections. I refer to Vygotsky (2009) to understand the importance of the constitution of the subject as a social and historical being, determined by his own culture and, by appropriating it, transmitting it to the other, and to understand it in relation to language and social interactions as determining conditions for development.

My aspirations also refer to Freire (1991; 1996), when he values the subject's daily knowledge and the development of his autonomy, besides defending a pedagogical practice based on love and joy. For him, "we need to remove the obstacles that prevent joy from taking over, and not accept that teaching and learning are necessarily boring and sad practices" (FREIRE, 1991, p. 37).

The logbook: a tool for reflection and action in teacher training

The logbook is considered an important instrument of record in the teacher training process because it provides, at the same time, moments of writing and reflection on the pedagogical practice. In this sense, Zabalza (2004), when dealing with diaries in teacher training and reflection on practice, contributes by pointing out that

[...] to reflect is not to constantly return to the same issues using the same arguments; it is to document one's own performance, evaluate it (or self-evaluate it) and implement the adjustment processes that are convenient (ZABALZA, 2004, p. 126).

Thus, the logbook was one of the curricular component propositions presented by the class teacher. Its main objective was to stimulate the students to develop their own writing and reflections on the activities and approaches dealt with in class. For this, it was agreed with them that part of some classes would be asynchronous, reserved for writing, when they should contextualize, describe, and evaluate the classes and evaluate themselves, reflecting on some of their training moments previously indicated for the record. The writing was done with the help of Google Docs, on Drive, in which the undergraduates organized their diaries in a folder that was later shared with the teacher and the intern.

The writing of the logbook shared by the undergraduates was a fruitful exchange of experiences and reflections; it is an instrument of pedagogical approach, because, with the reading of the records, it was possible to know their formative paths, as well as understand how they are becoming teachers from the reflection of the practice.

During the readings, we tried to leave comments with corrections, suggestions, and contributions, encouraging them to exercise the written language, considered a "[...] more

prolix and developed form of language. In it we must convey in words what in spoken language is conveyed by intonation and by the immediate perception of the situation" (VIGOTSKI, 2009, p. 456). Therefore, it is also an exercise of reflective and organized writing that allows the subjects, in this case the undergraduate students, to think and redefine the teaching process. With that, it is also important to highlight that this shared experience of reading and reflections contemplated one of the initial motivations in relation to the teaching internship: 1. to learn and share experiences in a collaborative process of training.

The didactic sequence and its methodological potential for teaching Virology based on Vygotsky's theoretical framework

The didactic sequence (DS) as a teaching methodology has stood out by allowing us better possibilities of organization and systematization of knowledge, contributing to a pedagogical planning focused on the subject and its social context of experience (ZABALA, 1998). In this way, the approach of new teaching methodologies allows undergraduates to broaden their views on planning and pedagogical organization when faced with more dynamic methodologies committed to the subjects' daily reality.

Thus, one of my approaches during the teaching internship was about SD and its methodological potential for Biology teaching. For this, I presented the data collection instrument used in my master's research, supervised by my supervisor (LOURENÇO; WIRZBICKI, 2021). The research was planned to be developed by second year high school Biology students, with eight lessons about dengue, Sars-COV-2, and vaccination. The goal was to promote the conceptual development of students about the Virology theme, diagnosing their spontaneous knowledge and, from there, mediating conceptual learning through interactive activities and dialogical exchanges.

During the presentation of the SD, I emphasized to the undergraduate students the importance of contextualized teaching, considering current problems present in the students' daily lives. For this, I explained what led me to develop a sequence of lessons for teaching Virology that aimed to meet two contexts: the global one, due to the pandemic caused by the new coronavirus, and the local context, which aimed to address dengue, considering that, at the beginning of the year 2020, the city and region where the research subjects lived faced a high rate of people infected by the virus belonging to the family Flaviviridae, genus Flavivirus, popularly called dengue virus.

To meet the objectives proposed in the SD, I emphasized to the undergraduate students the importance of using different didactic strategies in the planning, to meet the plurality and particularity of each student, since each one learns and develops according to his/her capacities and limitations. Therefore, I used for the planning strategies involving writing and rewriting, group formation, poems, media resources, historical approach to the themes studied, and newspaper headlines. I also emphasized the importance of a theoretical

approach, in this case Vygotsky's Cultural-Historical (2009), to base our pedagogical planning to better understand the processes involved in teaching and learning.

I also assert that talking to the undergraduates about the research and the results that were being built was also a moment of sharing and reflection, since, at the end of my speech, there was an opening for a dialog, in which the students could express questions and contributions and bring their own teaching experiences in remote education, considering that some of them maintained formative links with schools through curricular internships and as fellows of the Pedagogical Residency Program. It is also worth mentioning that it was a moment that allowed me to meet another of my initial motivations in relation to the teaching internship: 2. To exercise the teacher's verbal language, since it was still restricted to written language.

The polyphony of scientific knowledge for the teaching of Science and Biology: reinventing teachers

The polyphony of knowledge in science education was another form of approach in the regency of internship, in which I worked songs, poems and memes as teaching strategies for teaching and learning science and biology, a theme that I proposed, along with the supervisor, after having attended a round table at the VIII National Meeting of Biology Teaching (ENE BIO, 2021), which I considered to be relevant, in view of the current context of pandemic that urges us to think the pedagogical practice polyphonically. These inspirations are based on the studies developed by Bakhtin (2008 apud MARAFON; ARAÚJO, 2020) in a more distinct way when dealing with the concept of polyphony.

The essence of polyphony consists precisely in the fact that the voices here remain independent and, as such, combine in a unity of a higher order than in homophony. And if we speak of individual will, then it is precisely in polyphony that the combination of several individual wills occurs, the departure from principle beyond the limits of one will is realized. One could say it this way: the artistic will of polyphony is the will of combination of many wills, the will of the event (BAKHTIN, 2008, p. 23 apud MARAFON; ARAÚJO, 2020, p. 4).

With this desire to bring to the TI combinations and events associated with art is that I proposed the approach of polyphonies of scientific knowledge, conceiving it as a necessary movement for us, teachers, to broaden the vision and pedagogical understanding by bringing to the classroom the beautiful and the artistic, the emotion and charm, through songs, parodies, poems, and memes.

The polyphonies of scientific knowledge were treated as a harmonious set of sounds, simultaneous combinations, melody, arts, and culture, which stimulate us to reflect on the social and cultural context of the subject, the methodological changes and the evaluation

processes themselves, with a careful look, also, to the polyphonic possibilities of scientific approach, in an interdisciplinary perspective (ENEPIO, 2021).

For this class, with the help of the supervising teacher, I contextualized with the undergraduate students the importance of strategies involving the polyphonies of scientific knowledge in the teaching plan, in which I selected some songs, parodies, poems and memes focused on the teaching of Biology. One of the polyphonies dealt with was the "Dance of vaccination", in the voice of Professor Rosana Puccia, PhD. It is a parody of the song "Dança da Solidão", by the composer Paulinho da Viola. The parody was also prepared in partnership with the Vaccine Research Support Center (NPV/USP) and the Brazilian Society for Immunization (SBI). In the parody, Puccia (2020) reinforces the importance of vaccination in preventing diseases, especially covid-19, by highlighting those vaccines have existed for many years and are safe, being the most effective and immediate solution to contain the transmission of the Sars-Cov-2 virus.

Another polyphonic approach was about poems in Science and Biology teaching, with the purpose of enabling undergraduates to expand their scientific and cultural repertoire. Poems are considered, in the field of art psychology, cultural tools loaded with signs (VIGOTSKI, 1999), which aim to instigate the human psyche to think, imagine, reflect, and advance in the capacity of abstraction, allowing students to re-signify scientific concepts.

For this approach, we read and reflected on a poem by Cecília Meireles, entitled Garden Auction (Figure 1), which instigated us to think and reflect about our organization and life in society, the way we treat our environment and its natural elements as something that can always be negotiated. It became evident that, no matter how much man tries to capitalize everything around him, there is something more valuable and beautiful, elemental to living beings: life, which, therefore, cannot be auctioned off.

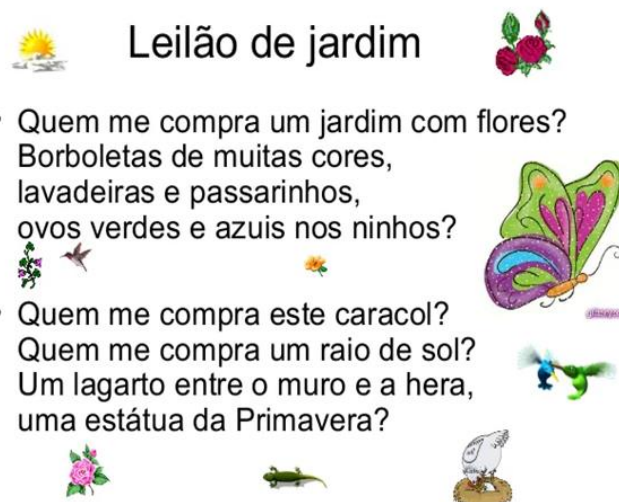


Figure 1 – Poem Garden Auction, by Cecília Meireles

Source: Google images (2021).

Memes were another approach in the class, since they are considered contemporary cultural devices that contribute to the popularization of science and scientific knowledge (OLIVEIRA; PORTO; CARDOSO JÚNIOR, 2020). With the growing advance of social network users and the very reach given to publications via digital technologies, memes have enabled the dissemination of science with a greater popular reach, since it explores the ironic and comic use of scientific language and can be shared on social networks such as Facebook, Instagram, and WhatsApp. One of the memes exposed to the undergraduates was an image of Darwin (Figure 2), the precursor of the Theory of Evolution. The meme is a criticism of the deniers who contest the theory of natural selection, who, when they get sick, however, resort to the use of antibiotics, and, when they realize the resistance of bacteria, they try to replace them with more effective ones.



Figure 2 – Meme of Darwin and his Theory of Evolution

Source: Science in meme (Instagram).

In this way, I emphasized to the undergraduate students that the scientific dissemination through memes stimulates us to explore and create, from the imaginary, other forms of language, encouraging students to use all their creativity while learning, potentializing the use of social networks in favor of learning and, also, of scientific dissemination. Thus, I highlight that the approach about the polyphonies of scientific knowledge contemplated two of my initial motivations in relation to the internship: 1. To learn and share experiences in a collaborative process of formation; and 2. To exercise my verbal teacher language, for being, still, restricted to the written language.

The importance of feedback in the learning and training of undergraduate students

Among the work developed by the undergraduates was the study and the theoretical and practical presentation of teaching strategies for Biology. For this, the class was divided into

six working groups when they chose for the approach poems, drawings, storytelling, podcasts, songs, and games.

These choices of didactic strategies reflected a little of the undergraduates' formative background, previously discussed in class and described in the Logbook. They are strategies that were absent in their training, and that, when present, left significant memories in their learning. The themes chosen for the development of the practical activity were viruses, life and evolution, environment, pandemic, and eating disorders.

Each group would have forty minutes to present the practical activity involving the didactic strategy chosen and the theoretical approach of another group. For example: the group that chose as didactic strategy the podcast would have its theoretical approach presented by another group, such as the music group, and so on. The objective was to promote reading exchanges and reflections among the groups, expanding the theoretical repertoire about the different teaching strategies proposed for the activity. The presentations started with a theoretical approach followed by a practical presentation; thus, the groups were collaborative and complementary when dealing with each other's theoretical part.

The supervising teacher and the trainee guided the groups, through individual sessions in the Webex room, and through the insertion of comments, with suggestions, corrections, and notes on Google Docs documents shared on the Drive. These two technological resources enabled the orientation of the groups and the construction of ideas about the proposed practical activities.

Amidst the challenges of remote teaching, the students conducted the proposed group activities well, promoting interaction and participation among them. The groups surprised us in the execution of the activities and stood out for their creativity and pedagogical talent demonstrated in the elaboration of poems, podcasts, and drawings.

During the orientation and dialog about the planning of the classes with the internship supervisor, it was considered important that the students receive feedback and an evaluation about the process of elaboration and presentation of the didactic strategies, since it was an evaluative activity of the component, with intense involvement of all the groups. For this, it was defined that it would be feedback of the entire process. In the literature, when addressing university teaching, Zabalza (2004) has addressed the importance of feedback in learning processes by highlighting that

It plays a key role as both cognitive and emotional reinforcement in learning processes. In the cognitive realm, it serves as an indication of the path to be followed, since it offers information about the activity developed and its relevance. In the emotional domain, it also exerts a great influence by leading to the experience of feelings of success or failure and is also the expression of the presence and support of others, very important in the case of teachers (ZABALZA, 2004, p. 221).

The conceptions of Zabalza (2004) about feedback in learning were verified in my own practice, with visits to each of the groups in sessions with the supervisor. Through dialogue, we explained to the undergraduates, our perceptions regarding the elaboration and presentation of the didactic strategies. With this, some of them reported that they could have collaborated more both in the elaboration and presentation of the proposals. Others admitted that they had been more active and dedicated in taking the initiative to lead their groups to carry out the proposals.

The feedback provided a moment of evaluation and self-evaluation, in which the students themselves recognized their limitations and potentialities. Thus, it was also observed that the students were satisfied with the feedback and considered it an important moment to reflect about their practices, since they had the opportunity to hear from the teacher and the trainee particular issues that stood out and others that could be improved, thus allowing them to reflect on their formative moments. The treatment given to feedback in the formative process of the undergraduates reinforced the experience of one of my initial motivations in relation to the internship: 1. To learn and share experiences in a collaborative process of formation.

Regarding the undergraduates' evaluation of the DI, they were asked to make a general evaluation of the curricular component, the supervising teacher, the trainee, and a self-evaluation regarding their performance and commitment to the curricular component during the internship. For this, we suggested that the evaluative writing should be done with the use of technological teaching tools, since they had been the object of study during an activity of the curricular component with external guests. The tools most used to express the evaluations were Jamboard, Padlet, and Canva.

We emphasize the importance of proposing the evaluation process based on the use of different technological tools, because we consider it a way for undergraduate students to experience different ICD, since access and use have been the main challenges pointed out by Branco, Adriano, and Zanatta (2020) in remote teaching.

In the evaluative writing of the undergraduate students, we identified positive feedback in relation to the way the curricular component was conducted and in relation to the activities that were proposed by the supervising teacher and the intern. Also highlighted was the importance of the use of different teaching methods and strategies, the formative experience with the participation of external guests, who dealt with themes pertinent to the curricular component, and the relevance of the feedback for the reflection process about the teacher's own training.

Based on Felício e Silva (2021), we highlight that the meetings and dialogues between the supervising teacher and trainee were important for the planning and organization of the activities that were developed, as well as the feedback from the undergraduates, through

the evaluations, which allowed us to reflect about our own practice and possibilities of methodologies and didactic strategies that can be worked on in remote teaching, such as the use of the logbook with the help of Google Docs and the polyphonies of scientific knowledge through songs, poems and memes.

Thus, we believe that experiencing teaching in a moment of pandemic and remote classes was also a moment to learn and reinvent oneself from the imposed situations, experiencing teaching from another angle - that of physical absence and dependence on technological resources. It was, however, a more supportive, dynamic, and integrating angle, since it allowed us all to share experiences in a collaborative network and to learn a lot.

FINAL CONSIDERATIONS

The TI was a unique experience of sharing, because during observation and practice, we were signifying our training. The virtual dialogues with my supervisor and internship supervisor allowed me to experience teaching with more ease, confidence, and autonomy to propose and plan the practice. Thus, we can see the importance of this interaction for my development and formation as a teacher.

My experience with TI was aligned with research and reading, in the sense of wanting to learn, improve, and propose challenging and relevant themes for the current teaching context. And, thus, we identified the importance of the internship in the stricto sensu post-graduation course, as it is a continuous process of teacher training and qualification, because, besides allowing the intern to experience and reflect about the practice, it allows him to follow the training of future teachers and the scenarios of protagonism and teaching performance in the university environment, and because there is a continuous formative movement of the supervisor.

In short, we highlight the dimension of this experience for the formation of both teachers. For me, as a trainee, especially in the sense of instigating me to want to learn more and awakening in me the joy of teaching and the hope, from the verb to hope, that better days will come. Finally, even though the challenges are sometimes superimposed, teaching resists and is expressed in the teacher's practice. The internship allowed me to 2. experience and reflect on my teaching practice, recognizing myself as a teacher in a process of continuing education, as well as the supervising teacher, by making the internship possible in its component.

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