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Teaching internship in emergency distance learning: compressed and fluent geography in times of pandemic

Estágio à docência no ensino remoto emergencial: uma geografia comprimida e fluente em tempos de pandemia

Pasantía docente en educación remota de emergencia: una geografía comprimida y fluida en tiempos de pandemia

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Abstract

This article brings as a discussion the challenges and learnings resulting from the experience of the Curricular Internship in Geography III (CIG) and Emergency Distance Learning (EDL) in the context of the Covid-19 pandemic. It took as a starting point the practices carried out by undergraduate students in geography at the Federal University of Ceará (FUC) with their respective supervisors of the internship, who work in the basic education of the Fortaleza/CE Municipality, the Metropolitan Region, and the private education, specifically the elementary education II (6th to 9th grade) with school geography. An analysis of the exchanges of knowledge and feelings resulting from this atypical experience was carried out during the teaching internship.

Keywords: Curricular Internship in Geography. Emergency Remote Teaching. Digital Technologies of Information and Communication.

Resumo

Esse artigo traz como proposta de discussão os desafios e aprendizados resultantes da experiência do Estágio Curricular em Geografia III (ECG) e o Ensino Remoto Emergencial (ERE) no contexto da pandemia da Covid-19. Tomou-se como ponto de partida as práticas realizadas pelos estudantes de licenciatura em geografia da Universidade Federal do Ceará (UFC) junto dos seus

respectivos professores supervisores do estágio, que atuam na educação básica da Prefeitura Municipal de Fortaleza/CE e Região Metropolitana e no ensino privado, em específico no ensino fundamental II (6º ao 9º ano) com a geografia escolar. Foi realizada uma análise das trocas dos saberes e sentires resultantes dessa experiência atípica na realização do estágio à docência.

Palavras-chave: Estágio Curricular em Geografia. Ensino Remoto Emergencial. Tecnologias Digitais da Informação e Comunicação.

Resumen

Este artículo trae como propuesta de discusión los desafíos y aprendizajes resultantes de la experiencia de la Práctica Curricular en Geografía III (ECG) y Educación Remota de Emergencia (ERE) en el contexto de la pandemia Covid-19. Se tomó como punto de partida las prácticas realizadas por estudiantes de pregrado en geografía de la Universidad Federal de Ceará (UFC) con sus respectivos supervisores de la pasantía, quienes laboran en la educación básica del Municipio de Fortaleza / CE y la Región Metropolitana y en la educación privada, específicamente en educación primaria II (6º a 9º grado) con geografía escolar. Se realizó un análisis de los intercambios de conocimientos y sentimientos resultantes de esta atípica experiencia a la hora de realizar las prácticas docentes.

Palabras clave: Pasantía Curricular en Geografía. Enseñanza remota de emergencia. Tecnologías Digitales de Información y Comunicación.

Introduction

The journey of graduation in Geography is full of challenges. When this journey takes place in the context of a global pandemic, the obstacles become clearer and more impactful, although open to new elaborations. Being a student nowadays requires several skills until then denied or ignored while affirming and reinforcing practices already known to many people and institutions. Being a teacher also forced the realization of a new *modus operandi* concerning the classroom and in full teaching work.

We will use a metaphorical strategy to start the discussion. If comparing the unveiling of undergraduate studies in Geography with a large river, full of sinuosities, the 2020 pandemic tends to suggest a relentless and accurate

counterpoint to this metaphor. This flowing and harmonic river, in the pandemic circumstance, looks much more like artificial and forced channeling, in electronic format. Where the pressurization of its roads reveals the inevitable torrent to which everyone is susceptible.

Therefore, this Geography is compressed and fluent, just like the channeling of the river in a bustling city. To compress it is to make its water an artificial design, limiting school communication and interaction to only a part of the whole. But without losing the ability to flow; after all, flow channels (in the case of knowledge and learning) were not definitively blocked. Although they were overly dependent on digital technical means. In the academic and school sphere, geographies have become increasingly emergent in their plural creativity, corroborating the possibilities that the virtualized classroom as a geographic micro-space understands.

This text becomes effective to discuss issues that were part of the course of the Curricular Internship in Geography III, at the Federal University of Ceará (FUC), during the first and second semesters of 2020. The mentioned curricular component started in February/2020 on a regular and face-to-face schedule. However, it lost its ambiance in mid-March, due to the global health crisis of the coronavirus (SARS-CoV-2), which causes Covid-19 disease. The study's exploratory and cooperative methodology - with direct links in the internship experience in DL virtual spaces (SILVA; BASTOS, 2017) - was operated between April and October/2020, according to a didactic reprogramming of the contents and accepted in the schools.

Even in the current pandemic context, the experience of an internship is always permeated with curiosities, anxieties, insecurities, and excitements. It is the first step towards the path of the school as a "future teacher" at the beginning of his career. It is where the initial contacts as teacher information are established and constitute a support network. That is why it is so important that the internship is this opening of opportunities for teaching experiments under construction. Even if such construction has to react to unforeseeable circumstances.

The search for the school, the administrative attachment apparatus, for the supervisor teacher, for the fit in the programmatic schedule of classes at the school institution and the university, etc., are the first existential equations to be solved by the teaching intern. And the university is where he takes all these subjects to be discussed with colleagues and professors of the curricular internship in geography.

The bond university↔school, therefore, resignifies the trainee's learning dialogue in the school environment. Being well oriented with security determines the steps to be reached during the process of formation for the teaching profession. This tends to expand the scope of training possibilities in the current situation since the year 2021 still points to the permanence of the state of emergency in the entire Brazilian educational system.

The Internship and Use of Digital Information and Communication Technologies

The revision of pedagogical practices was and still is a great challenge for the academic year of several educational institutions. The digital exclusion is obvious to everyone increasing the chasm separating the world from those who have access to the internet from those who live on the margins of the digital world.

The informational technical-scientific transformations resulting from globalization have collided, mainly, with the rudimentary structure that many schools are still in. The black/whiteboard and chalk/brush no longer support the delimitation of access to the contents of knowledge, since it overflows more and more in infinite directions, with exponential speed, fluidity, and size.

How to be creative in the classroom when the school structure is precarious? One of the most interesting issues debated and felt in times of face-to-face teaching. With the pandemic scenario and the increasing use of technologies to remedy the impossibility of physical encounter with the school environment and the people who animate it, the question changes: how to be creative in the classroom when digital

inclusion is precarious, and the exclusion of cyberspace is a reality for millions of students?

Souza (2020) taking data from the National Household Sample Survey (NHSS) carried out by the Brazilian Institute of Geography - IBGE, for the year 2018, points out:

(...) 20.9% of Brazilian households do not have access to the internet, which means about 15 million homes. In 79.1% of households that have access to the network, cell phones are the most used equipment and found in 99.2% of households, but many families share a single device. Another reality that we cannot ignore is that the houses of the middle and upper classes have a privileged structure for the development of school activities. However, as residences of the popular classes, they are configured, in general, with few rooms where several people live together, making it difficult for students to dedicate themselves to school activities (SOUZA, 2020, p. 111).

Reading the impact of social inequalities on internet access in times of a pandemic, Souza (2020) further confirms how challenging it is to overcome digital exclusion in the context of Brazil. Exclusion is based not only on restricting access to the network and equipment, but that goes beyond the school environment and enters into much deeper issues about the social gaps that shape Brazilian society.

These are just a few among several unknowns to be answered and overcome by educational models in their different spheres of activity. The migration from the physical to the virtual classroom will still show many obstacles to be overcome. And teachers are the professionals who are at the forefront of these demands that Emergency Distance Learning (EDL) demands.

According to Costa and Lopes (2016), it can be emphasized that the absorption of technologies within the face-to-face format was already a major obstacle. Currently, with the spread of the EDL, these issues will be even more felt by the subjects that compose the educational sphere.

Although we argue that ICTs need to be inserted into the school environment to contribute knowledge to the critical and human formation of subjects, through pedagogical use, we recognize that

many schools function fully without these tools and that not all students have access to modern devices. We note that there is an increasing popularization of modern devices, however, we know that there are considerable social inequalities and that, even, access to school education with greater infrastructure and resources may be neglected by some. In this sense, we believe it is a mistake to believe that the mere insertion of ICTs can give more meaning to school education or make it more meaningful or modern since the implementation of the tools themselves announces new conformations in the school environment, as well as new attitudes of their subjects (COSTA; LOPES, 2016, p. 170-171).

The mastery of the School Geography contents, the classroom management, and the dynamic and creative spirit that the teaching profession requires is knowledge as important as the mastery of digital technologies, such as *Google Classroom*, *Google Meet*, *Google Forms*, *Whatsapp*, *Zoom*, *Instagram*, *Youtube*, etc. The class starts to request apparatus and technical knowledge that until then were little evidenced within the daily school practice of most institutions.

Both the high standard school of education in large urban centers and the peripheral schools in the most popular neighborhoods had to adapt to these changes that the world of technologies constantly creates and progress. Pierre Lévy (1999) clarifies the influence of the so-called cyberspace on contemporary social life.

Cyberspace (which I will also call "network") is the new means of communication that arises from the worldwide interconnection of computers. The term specifies not only the material infrastructure of digital communication but also the oceanic universe of information that it houses, as well as the human beings that navigate and feed this universe (LÉVY, 1999, p. 17).

The cyberspace that Lévy (1999) approaches are precisely this "networking" between the communicational devices that come from the use of the Internet (which comprises a global system of structures and information that connects people, places, and things). Educational institutions do not escape the rule of this contemporary social dynamic they reinforce their expansion every day to enter the so-called digital world or cyberspace.

For the practice of the Curricular Internship in Geography III (CIG), which covers elementary school in the final years (6th to 9th grade), contact with Digital Information and Communication Technologies (DICTs) was inevitable, which can be understood as possible tools to support teaching practices in the teaching-learning process.

However, the inclusion of DICTs in the school context resonated, for many education professionals, as a foreign body lodged in teaching practices. The fear of this "novelty" required the installation of a work structure that goes beyond the textbook and incorporates the computer and its accessories together with the mastery of new abilities and competencies. Therefore, literacy and digital literacy are basic requirements for teachers, school management, and students to carry out their activities. Without this, digital inclusion is committed to becoming a simple technical resource.

As previously mentioned, geography interns had to align themselves with this new "*modus operandi*". More specifically for the municipal public school where most of them were supervised; the technological impasses were quite expressive. Many students do not have a computer or Internet at home; if they have a cell phone, they need to share it with the other brothers; other students have to wait for their parents to get home before they can use their mobile device; some go to the home of friends or relatives to connect to Wi-Fi, and others simply do not achieve any of these options.

All of this affected the students' adherence to Geography classes, as well as for other subjects. And the intern, in this situation, was able to follow a small number of students with the Virtual Learning Environment (VLE), usually established by meetings at Google Meet or by audio and short videos on Whatsapp.

Synchronic activities (where teacher and student act at the same time in the same environment) associated with asynchronous activities (there is no simultaneous participation) were means by which many teachers were able to perform their

function. As for the interns, it was the possible way for the monitoring and execution of tasks that characterize the practices relevant to the classroom, even in their virtual character.

For this purpose, the supervising professors requested activities for the interns, such as analysis of the textbook and installation of conducted studies, participation in the online meetings, elaboration of questions for tests, development of video classes about specific cases, interaction in Whatsapp groups to answer questions, etc. Each supervisor demanded activities that he deemed important for the internship experience in Emergency Distance Learning (EDL).

It is also important to clarify the difference between the classes in the emergency distance learning and distance learning format, concepts that have generated questions. For the Emergency Distance Learning (EDL) class, there is the "forced and immediate adaptation that was imposed on the school community face the global health crisis" (OLIVEIRA, 2020, p. 10). For the Distance Learning class - DL format, it can be understood as a highly organized teaching modality equipped and planned so that it works in a virtual environment entirely developed for this teaching-learning process. This reality is not the one that the context that the pandemic imposed on the majority of educational institutions, which had to create remote education on an emergency basis.

In other words, the Curricular Internship in Geography III (CIG) had to become, for many interns, the Remote Curricular Internship in Geography. This was the possible way to implement the discipline in the current pandemic situation.

The University's Main Internship Decisions

The Federal University of Ceará (FUC), as well as the other Brazilian academic institutions, needed to devise strategies and make decisions so that university education was not interrupted in the pandemic. There were several meetings between the departments and sectors that compose the institutional apparatus.

The academic year 2020 started in February, however, in March it was paralyzed due to the guidelines of health organizations concerning Covid-19. On April 1, Provisional Measure No. 934 was published by the Ministry of Education in the Official Gazette of the Union, establishing exceptional rules on the school year of basic and higher education, who have been allowed to work a minimum of working days, in school and academic.

In May, the FUC started to release the first announcements and opinions for a more lucid and enlightened restart of activities. In June, the Pro-Rector of Graduation (PROGRAD) shares the Emergency Pedagogical Proposal (EPP) among the entire academic community for the official resumption of the semester. Such material was based on Opinion 05 of 2020 of the National Education Council (NEC), which deals with the reorganization of the school calendar and the counting of non-face-to-face activities to fulfill the workload for the use of subjects.

In June, the Pro-Rector of Graduation (PROGRAD) and the Integrated School of Academic Development and Innovation (ISADI - FUC), sealed a partnership to propose a schedule of training activities focusing on digital literacy, methodologies, evaluation, planning, and strategies for the use of digital technologies that have given rise to the so-called Training Plan for Support and Monitoring of Educational Activities in Times of Pandemic of Covid-19, scheduled for the 2nd to 15th of June 2020 and destined to all who are part of the university environment.

The Federal University of Ceará (FUC) also conceded chips with a mobile data package for students who did not have access to the Internet and distributed new computers in university residences, libraries, social areas, and computer labs in academic units in the city Fortaleza and the inland of Ceará state, respecting the current biosafety protocol.

Concerning the Supervised Internship, Ordinance No. 544, of June 16, 2020, warns about the migration of classes in-person format to classes in digital media, a

criterion that ratifies the effectiveness of the internship using remote activities.

Paragraph 3 of Article 1 addresses the following information:

About concerning to professional internship practices or practices that require specialized laboratories, the application of the replacement referred to in the caput must obey the National Curriculum Guidelines approved by the National Education Council - NEC, being prohibited the substitution of those courses that are not disciplined by the NEC (BRAZIL, Ordinance No. 544, 2020).

In this sense, the activities of the Curricular Internship in Geography III needed to be adapted from the face-to-face to the remote, being possible that the discipline did not lose continuity, even in the face of its more flexible functioning. There were weekly meetings, on Wednesdays, in the morning by Google Meet, whose objective was to follow the work developed by the interns with their respective supervising teachers. Also, seminars resulting from these exchanges of knowledge and feelings of virtualized teaching were presented.

In July 2020, private schools go on vacation and public schools continue by decree from the Municipality of Fortaleza. In August, the Curricular Internship continued for interns who were accompanying supervising teachers from private schools and finished for those who were inserted in the reality of the municipal public school, due to the teachers' delayed vacation period. However, the dialogue continued with the weekly meetings of the curricular internship in Geography III (CIG). Between September and October, supervisory teachers returned to their school activities in the city of Fortaleza. But this coincided with the closure of the CIG III course, making the school and university calendar out of date for the following semester.

Knowledge and feelings of Students and Supervisors: Experiences in Remote Education

One of the most important reflections that remained from the experience of CIG III was the artist's approach that the interns had to practice throughout the

discipline. In particular, a book was the driving force behind such reflection: *Think like an artist ... and have a more creative and productive life*, by Will Gompertz.

This bibliography was one of those suggested in the syllabus of the curricular component and, undoubtedly, one of the most emphasized during collective conversations and work carried out by the group of interns. The artistic creativity of the "future teacher" was called into question for each practice developed with his supervising teacher. Flexible, yet thorough and important work at every step.

Tardif (2002, p. 57) points out that in the teaching profession "learning to work involves more or less long schooling, the function of which is to provide future workers with theoretical and technical knowledge to prepare them for work". This placement goes against what the Curricular Internship in Geography III (CIG) discipline proposes, schooling through theoretical and technical knowledge that permeates the classroom reality for the teacher under construction also called an intern.

Familiarizing oneself with the school environment and assimilating the necessary knowledge to carry out the teaching profession are issues that Tardif (2002) emphasizes as well as important elements for the teaching trajectory. He expands that understanding when he says:

In other professions, concrete work learning takes the form of a relationship between an apprentice and an experienced worker, as has been happening more and more since the implementation of new training devices for teaching (Raymond & Lenoir, 1998). This relationship of companionship is not limited to the transmission of information, but it triggers a true training process where the apprentice learns, during a more or less long period, to assimilate the routines and practices of the work, at the same time that he receives training referring to the rules and values of its organization and its meaning for people who practice the same craft, for example, in the context of school establishments (TARDIF, 2002, p. 57-58).

Tardif (2002) emphasizes the relationship between apprentice and experienced worker as a means of exchanging knowledge about the profession of teacher. This dialogue is essential for both interns and supervisors to align constructive

understandings of teaching practice during the monitoring of activities related to the classroom. Learning to learn is fundamental to teaching.

Therefore, it was clear that receiving feedback from those involved in the CIG III discipline would be an important action to know and understand the range of knowledge and feelings that were generated in this contact between the academic institution, in the person of the interns, with the school institution, in the person of the supervising professors of Geography. A form was assembled from Google Forms and several perceptions emerged from the questionnaire.

Next, you can learn about the trainees' responses to the CIG III discipline. In total, there were nineteen respondents. The initial question: 1) Complete with the word that best defines your experience in the discipline in that year of 2020.1. It was...

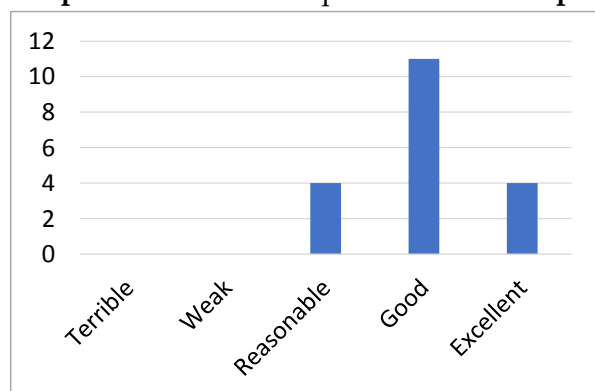
Frame 1 - Answers to question 4

Atypical	Troubled	Rushed	Challenging	Different	Difficult	Effort
Impugned	Inconstant	Mad	Reinventing Yourself	Renewal	Resilience	Surprising

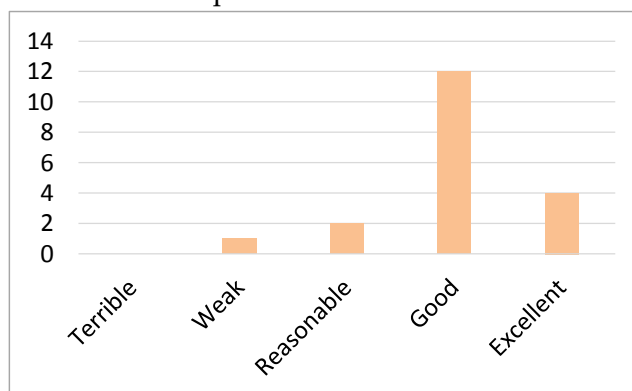
Source: Elaborated by the authors (2020).

When questioned by the following questions: 2) The chosen word and its general evaluation, the discipline was considered: 3) In the personal benefit, about the initial expectations, learning and interning in CIG III was:

Graph 1a - Answers to question 2



Graph 1b - Answers to question 3

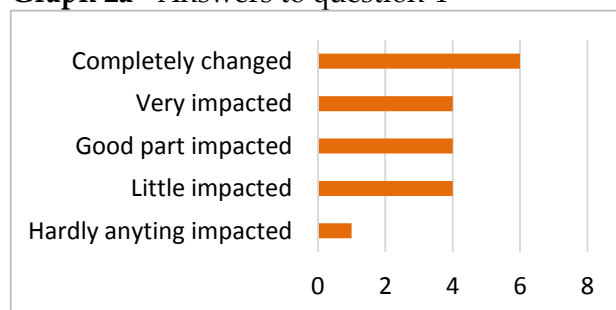


Source: Elaborated by the authors (2020).

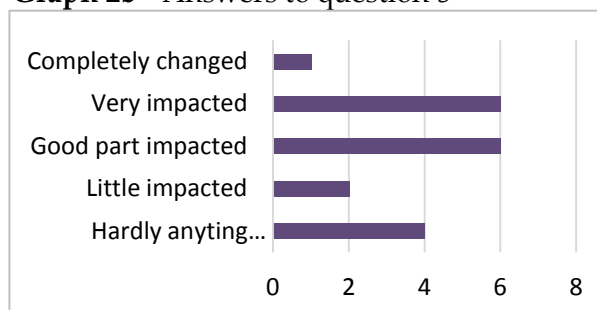
It can be seen from graphs 1a and 1b that the discipline, despite the pandemic problems, was well evaluated by the students and that the internship was considered good and excellent by most of them. This means that given the modifications in the functioning of the curricular component, a good performance was achieved.

Concerning the influence of the EDL in the performance of activities, the questions were chosen: 4) At what level was your understanding of School Geography practice, in Elementary School, impacted by Emergency Distance Learning? 5) And as for the theoretical classes, with online guidance and adjustments, do you consider that the impact of Remote Distance Learning was:

Graph 2a - Answers to question 4



Graph 2b - Answers to question 5



Source: Elaborated by the authors (2020).

The data in graph 2a demonstrate that the concept of school geography practice has been considerably changed by the students. In other words, the reference that was made to the face-to-face classroom and the necessary actions for teaching has changed dramatically due to the new virtual teaching-learning context. And about the theoretical classes, through graph 2b, it is evident the expressive impact of remote teaching on changing classroom dynamics, hitherto known by most students.

As Oliveira points out (2019, p. 128),

We understand teacher education as an extensive process of organizing professional identity, whose effective and sustainable foundation is established in the initial (academic) education, even though its development can only be observed through the experience of continuing education.

Thus, it is appropriate to state that the construction of professional identity is based both on academic education and on the experience of continuing education, as

pointed out by Oliveira (2019). Therefore, the internship is precisely the possibility of making this school experience a professional, face-to-face, or virtual.

For the supervising professors, 5 questions present in the questionnaire were also analyzed, whose questions were different from the interns' form. Several teachers responded to the survey. A brief initial characterization highlights that most geography teachers come from the public school system and that they have supervised other interns in previous moments. Many considered that the supervision was good, even though it was mostly remotely, and considered that the adaptation for School Geography classes in EDL, in their respective work institutions, was quite difficult and confusing.

Regarding the considerations of the supervising professors, the perceptions are listed below. The first question was: 1) Write a word that defines this experience as a Supervisor Teacher:

Frame 2 – Answers to question 1

Learning	Enriching	Rewarding	Possibility
Challenging	Fundamental	Wonderful	

Source: Elaborated by the authors (2020).

As shown in table 2, the respondents considered that the process of being a supervising teacher is something that is highly appreciated in their experiential analysis. Considering the possibility of learning and proposing challenges that make this experience fundamental and rewarding.

While the progress of the supervised internship requires students to have a creative capacity, during the activities performed, so it is also with the teachers who accompany them. The mediation of this relationship occurs through the pedagogical effort of making teaching and learning an attractive, effective, and affective construction at the same time.

Gompertz (2015, p. 38), argues:

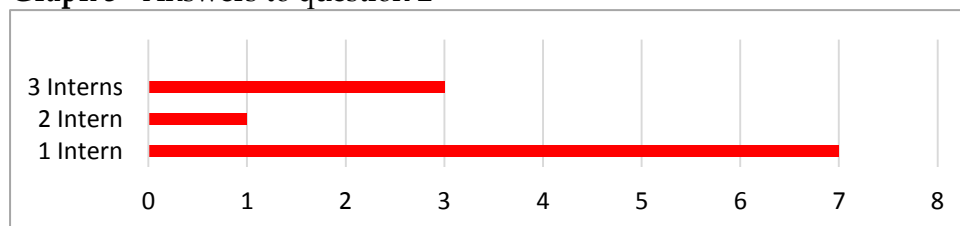
For those who set themselves a creative goal, life should be treated as a laboratory. Everything you do feeds everything you do. The trick is

to be able to distinguish between the elements that must be maintained from a previous job or experience and those that must be discarded.

It is this conception of classes as a possible creative laboratory that the teaching profession must constantly encourage in teachers and interns. School Geography lacks this expansion and implication of the knowledge and feelings that compose the teaching and student practice. The elaboration of a class begins long before the outlined content on the blackboard or in the PowerPoint presentation, it originates in thinking and creating imagination.

Another important fact is the number of interns who were supervised during the CIG III course. The second question on the form reads as follows: 2) How many interns have you supervised through CIG III?

Graph 3 - Answers to question 2



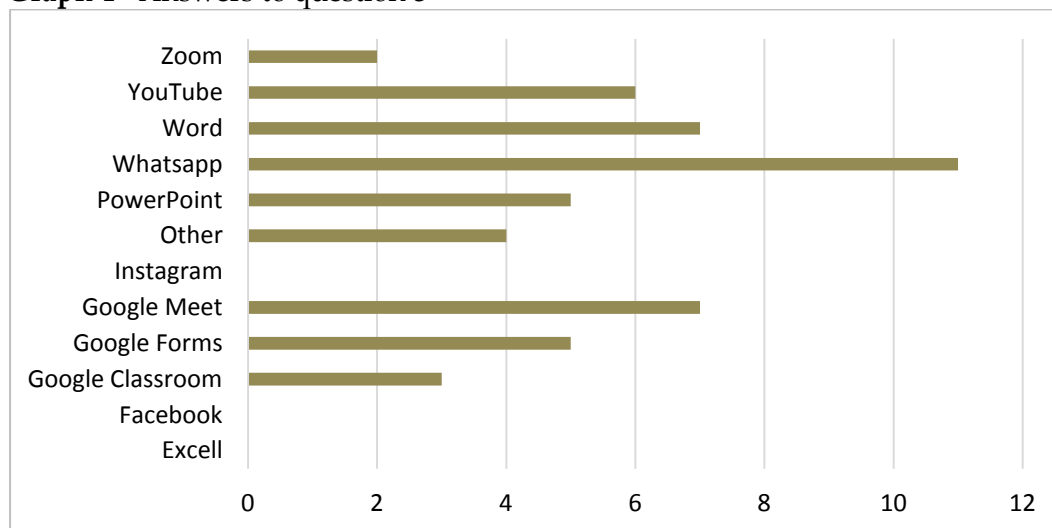
Source: Elaborated by the authors (2020).

As shown in Graph 3, most of the teachers supervised an intern, some of whom accompanied three and the other two. It is worth mentioning that each supervised person could only do an internship in one academic year, that is, in the sixth, seventh, eighth, or ninth year. Never being able to be present in two academic years at the same time. This was agreed at the beginning of the curricular component so that the intern's experience was more in-depth than in quantity. Knowing the textbook of the chosen series, preparing a guided study, searching for other sources of information, such as newspaper news, cartoon, poetry, literature, videos, etc. were actions aimed at expanding the range of methodological possibilities for the assembly and collaboration in classes of Geography.

Another point to be addressed was the operation of the classes. Knowing which technological resources were used also demonstrates the breadth of

knowledge that was necessary for teaching activities to occur. This movement demanded from the supervisor and the intern to a certain extent, digital literacy based on the successes and errors of virtual interaction. The question on this question was: 3) What tools and applications did you use to develop your classes? You can check more than one option if you want.

Graph 4 - Answers to question 3



Source: Elaborated by the authors (2020).

Graph 4 elucidates the Whatsapp expressiveness as the most used tool in the interaction of teachers and students. Through it, as it was possible to follow during the reports of the interns in the discipline of CIG III, it was found the easiness of communication and faster return. Because it is an application that was already part of the daily lives of many people in the teaching and student group, this facilitated interactions since the beginning of the pandemic.

The direction of each school, in its vast majority, created for each class of elementary 2 (final years) a group on Whatsapp, where not only the students talked to the school management, teachers, and each other, however, the parents themselves received clarifications on the progress of school subjects and communications in the pandemic scenario.

The supervising teachers who contributed to the CIG III belonged to different age groups and classroom time. The following question was asked: 4) *How many years have you worked as a teacher?*

Chart 3 – Answers to question 4

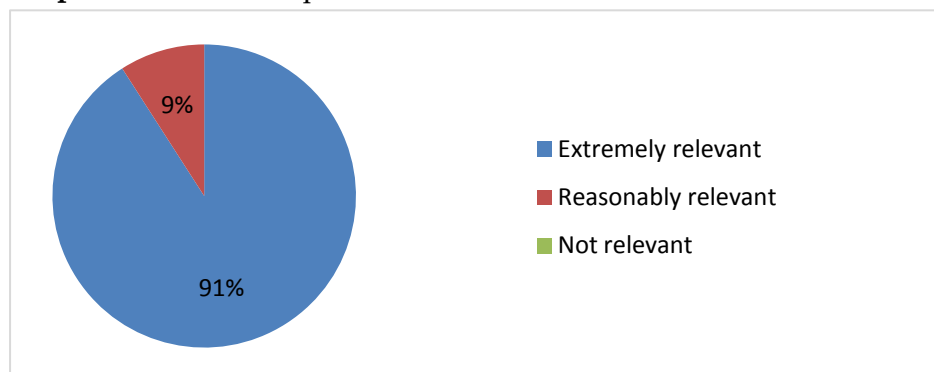
Number of Teachers	1	1	1	3	1	1	1	1	1
Teaching experience	1 semester	3 years	5 years	9 years	11 years	15 years	19 years	22 years	32 years

Source: Elaborated by the authors (2020).

These times of dedication to teaching enrich the exchanges of experiences between academics and education professionals. Each, in their way, brings a whole reference in the baggage built through everyday life lived in the school environment. The intergenerational meeting of teachers and interns can give rise to very important and aggrandizing interactions. Taking historical references and strategies from the educational profession supports the “teachers in construction” in the design of their professional path, as well as giving new perspectives to the supervisors. Like a network that is woven in the meeting of several threads, it is also the weaving of teaching knowledge and practices, which depends on the movements of countless subjects in the craftsmanship of the classroom.

To close the question block of the form applied to CIG III supervisors, the following question is raised: 5) *How do you evaluate this exchange of knowledge/feelings between the teacher and the intern?*

Graph 5 - Answers to question 5



Source: Elaborated by the authors (2020).

In Graph 5, it is evident that almost all supervisors consider the exchange of knowledge/feelings during the internship process, between them and the undergraduate students, to be extremely important. Even in the face of unforeseen events and improvisations that were part of the atypical school year at school and university, it is necessary to recognize that the experience of CIG III was valid, constructive, and well esteemed by the people who integrated it.

Although exchanges between supervisors and interns have been well qualified, it should be noted that this educational professional relationship was also permeated by disagreements, expectations, afflictions, insecurities, lack of feedback, exchange of supervisory teachers, fear of not working hours required for academics, difficulties in handling technological tools, disparities in time for the performance of activities by interns and their gradual insertion into the virtual environment with students who did not know them.

To make an overview of some opinions of the interns on what should be improved or changed in the structure of Supervision and Reception of the schools, it is possible to analyze chart 1.

Chart 4 – Interns' Opinions

- Always receive us without fearing our internships at the 6th grade ...
- Give the interns more autonomy, I think that is missing for all.
- Structure for remote education (equipment, printing activities to be delivered to those who do not have remote access to activities), etc ...
- Better communication with students, Whatsapp group is not suitable.
- I think that the teacher's closest contact with the supervisor would help the intern's contact with them and the school.
- I found interesting the interaction of supervisors in this model. Perhaps this would become even more present in the other semesters (in the usual model).
- There should be greater interaction between the university and the school.
- I think it would be interesting to do as the teacher suggested and create a kind of bank of supervisors. All the bureaucracy and worry about finding a school and a good supervisor is very difficult.
- Greater connection and dialogue between the University and schools.
- Improvement in communication and possibility of interaction with students.
- Greater openness to interns. The communication between school and university could be closer.
- Greater receptivity of the school and compromise to the intern.
- Teachers could be more attentive to receive interns, due to their importance in the teacher training

process. It is necessary to remember that all of them had to go through this stage to get to where they arrived.

- The communicative link between the coordination of municipal schools and the Department of Education of each partner. From the UFC internship sector and even from UFC research professors who work under graduation. Justification: update of what is being discussed in each secretariat, providing information on teaching procedures (mainly in the current period).
- The dialogue between advisor and supervisors was essential as a facilitator in the completion of the internship and it should continue.

Source: Elaborated by the authors (2020).

By carefully reading the opinions listed in Chart 1, we see that the interns point to the need for greater autonomy for the performance of their activities, as well as the urgency for schools to be less bureaucratic in their processes of acceptance of teaching practice. The University-School bond is the basis for this experience to be more fully effective.

Another point addressed was the issue of communication challenges with students in elementary school classes. Many of them were able to connect in a limited way, with both the access network being precarious and, often, the lack of connection possibilities with the school's teachers. Interns felt and saw these obstacles as barriers to teaching and learning during the atypical moment of the pandemic.

As for the supervising professors, a space of opinions was also opened at the end of the research, so that they could share about what improvements could occur so that the internship guidelines could be improved. Table 2 shows the responses:

Chart 5 – Supervisors' opinion

- Even greater interaction with the public school.
- There could be an initiative by the interns who completed the course to have a moment to exchange knowledge with the novice interns, talking about what the experience was like and what methodological resources they used to set up their classes. I believe that novice interns would be less apprehensive about this new context of remote classes in the pandemic.
- I do not know how this question will take place after the pandemic, but it would be interesting to also contact the school management so that it would be possible to try to involve the intern more since remote education ends up "standardizing" classes and preventing them from being taken different interventions in the content, especially those that are via WhatsApp.
- I think the Internship should be recorded so that the intern could see his resourcefulness.

- In my case, only a face-to-face practice, which is not possible at the moment.
- I thought the work was very interesting.
- A better adaptation to the internship schedules to the school schedules.
- The interns were a little hampered by remote teaching, we had little time to improve the practice, but they left knowing that the teacher has to read and research a lot so that the students are not left without answers to their questions.
- To further strengthen the relationship between school and university. I will not be able to continue supervising, as I will retire.

Source: Elaborated by the authors (2020).

As for the opinions of the supervising teachers, it was possible to apprehend that many of them engaged in the monitoring of the internship, worrying about the learning that the students would take from this experience of the virtual classroom. Again, the School-University bond was ratified as needing a closer relationship, especially in the current circumstances.

The pitfalls of remote education were also confirmed when the EDL is limited to the different interventions that could be carried out in the geography contents. In other words, the transposition of the face-to-face classes into the virtual style ends up leaving aside practices that could make the class more dynamic and understandable, due, above all, to the limitations of tools such as Whatsapp.

In this sense, this text is an excerpt of space and time located in the city of Fortaleza - Ceará. However, the similarities and differences of the treated subject embody an infinite collection of realities and experiences that were lived before the health crisis that is plaguing the world.

The issues shared here come in the sense of making a panoramic reading of the conflicts and agreements that made up the symphony of School Geography in times of pandemic. Between treble and bass, voices in unison and dissonant, the notes of the geographic composition summoned much more than the virtual presence of the school and academic subjects, but also the pedagogical technological instruments hitherto unknown by so many. These comings and goings, whether in

their glory or their failure, were part of what were the daily classroom experiments in the current conjuncture.

Final considerations

The discipline of Curricular Internship in Geography III (CIG), as well as many others of an academic or school nature, needed to have its dynamics modified so that it was not lost. Digital Information and Communication Technologies (DICTs), therefore, played the role of mediation of teaching-learning practice in the face of the impossibility of face-to-face meetings in the educational field.

This urgent demand for the transposition of the physical to the virtual made Emergency Distance Learning (EDL) the most executable solution for many public and private institutions in the face of the barriers imposed by the pandemic.

Teachers who did not master digital technologies were surprised, requested, and forced to respond to this chaotic situation, just as students had to exercise and expand their autonomy in their studies.

This self-taught character imposed on teaching professionals represented an enormous challenge. Thinking about it for an elementary school audience is almost catastrophic to imagine.

According to Oliveira (2020, p. 10) "School geography is a discipline that requires students to use their imagination to the maximum so that they can materialize some geographic content due to its level of abstraction and the need to spatialize their concepts in practice". Being this practical and experiential exercise of spatiality one of the main obstacles for Geography classes in digital format.

Thus, the fragility of didactic autonomy was one of the elements that hindered a fuller interaction in virtual classes. Alongside this one cannot forget the very questions of a social nature, specifically social inequality, which prevented access of a high number of students to cyberspace to cyberspace, pushing them into the so-called precipice of digital exclusion, which is just one more.

Given all these variables, the Curricular Internship in Geography III (CIG) took place under countless challenges and desires. Had it not been for the indispensable collaboration of the supervising teachers, the interns' willingness, and the peaceful, guiding, and scientific spirit of the teacher responsible for the curricular component, none of this would have been possible. It is emerging to rethink the inclusion of DICTs in the academic and school curriculum, whose insertion does not erase the fundamental figure of the teaching profession, but reinforces their position as mediator and stimulator, and that students contribute and be part of this broad and rich movement of teaching-learning. The approximation between University and School, therefore, enhances the real meaning of knowledge, actions, feelings, learning, and teaching.

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