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## The teaching internship in the process of building the professional identity of graduate students<sup>1</sup>

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### Abstract

The study aimed to understand the potential of the teaching internship in the process of building the professional identity of postgraduate students in Education through field research, with a qualitative approach. The main theoretical contributions used were Cavalcante (2014), Melo (2018), Pimenta and Anastasiou (2008), on higher education teacher formation and Costa (2014), Nóvoa (1992, 2017) and Pimenta and Lima (2017), establishing relationships between internship, teaching and construction of professional identity. As a strategy to get closer to reality, seven *stricto sensu* postgraduate students in Education answered questionnaires via google forms. It is possible to conclude that the internship allows the knowledge of the specificities that mark the teaching and learning processes in Higher Education, constituting a conducive space for didactic-pedagogical formation for postgraduate students, since it is developed in a critical-reflective and collaborative perspective between the subjects involved in the process of teaching and learning the profession.

### Keywords

Internship; Teaching; Teacher Formation; Professional Identity; University Education.

### O estágio de docência no processo de construção da identidade profissional de pós-graduandos

### Resumo

O estudo visou compreender as potencialidades do estágio de docência no processo de construção da identidade profissional de pós-graduandos em Educação a partir de pesquisa de campo, com abordagem qualitativa. Os principais aportes teóricos utilizados foram Cavalcante (2014), Melo (2018), Pimenta e Anastasiou (2008), sobre formação de professores de ensino superior, e Costa (2014), Nóvoa (1992, 2017) e Pimenta e Lima (2017), estabelecendo relações entre estágio, docência e construção da identidade profissional. Como estratégia de aproximação com a realidade, sete pós-graduandos *stricto sensu* em Educação responderam ao questionário via Google Forms. Concluiu-se que o estágio permite o conhecimento das especificidades que marcam os processos de ensino e aprendizagem no ensino superior, constituindo-se em espaço propício de formação didático-pedagógico para pós-graduandos, desde que desenvolvido numa

<sup>1</sup> English version by Marina Lima Pompeu.

perspectiva crítico-reflexiva e colaborativa entre os sujeitos envolvidos no processo de ensinar e de aprender a profissão.

**Palavras-chave**

Estágio; Docência; Formação de Professores; Identidade Profissional; Ensino Superior.

**La pasantía docente en el proceso de construcción  
de la identidad profesional de los estudiantes de posgrado**

**Resumen**

El estudio tuvo como objetivo comprender el potencial de la pasantía docente en el proceso de construcción de la identidad profesional de los estudiantes de posgrado en educación, a través de la investigación de campo, con un enfoque cualitativo. Las principales aportaciones teóricas utilizadas fueron Cavalcante (2014), Melo (2018), Pimenta e Anastasiou (2008), sobre la formación docente de educación superior, y Costa (2014), Nóvoa (1992, 2017) y Pimenta y Lima (2017), estableciendo relaciones entre prácticas, docencia y construcción de identidad profesional. Como estrategia para acercarse a la realidad, siete estudiantes de posgrado en educación *stricto sensu* respondieron cuestionarios mediante el uso del Google Forms. Se concluyó que la pasantía permite el conocimiento de las especificidades que marcan los procesos de enseñanza y aprendizaje en la educación superior, constituyendo un espacio propicio para la formación didáctico-pedagógica de los estudiantes de posgrado, ya que se desarrolla en una perspectiva crítico-reflexiva y colaborativa entre los sujetos involucrados en el proceso de enseñanza y aprendizaje de la profesión.

**Palabras clave**

Prácticas; Enseñanza; Formación de Profesores; Identidad Profesional; Enseñanza Superior.

**1 Introduction**

The present study is the result of the *stricto sensu* postgraduate program in Education, in which we engaged in discussions about the training of teachers to work in Higher Education, discussions that led us to question the training and professional paths that involve the process of building the teaching identity in different spaces and contexts.

When analyzing Brazilian reality, we identify two fundamental elements that were unsettling: the first is related to the specificities of post-grad education, historically marked by research and aimed at training researchers; and the second concerns the legal prerogative of *stricto sensu* post-graduation as a priority for training future professors according to the Law of Guidelines and Bases of National Education (LDBEN) No. 9.394/1996.

Different studies show the existence of a difference between the historical tradition and the normative guidelines that generate a distancing from the curricular organization of masters and doctorates and from debates related to teaching. In this sense, the Teaching Internship course, at the same time that it obtains singular importance in the process of teacher education for higher education, doesn't make itself a priority, since it's common for this discipline to be mandatory only for scholarship students who they don't have professional experience at this level of education per Ordinance No. 76, of April 14, 2010, of the Coordination for the Improvement of Higher Education Personnel (Capes).

Considering the progress of a public institution of Higher Education located in the state of Ceará, which, confirming its commitment to teacher training, made the Internship course mandatory for all students, scholarship holders, and non-scholarship holders, who don't have such experience, we proposed this study, which aims to understand the potential of the teaching internship in the process of construction of the professional identity of *stricto sensu* graduate students in Education. To get closer to reality, we resorted to a dialogue with the literature, especially regarding teacher training and Higher Education, and the use of questionnaires to provide a better understanding of the experiences of graduate students in Education regarding this component of their training.

Among the references used for the analysis of reality, we highlight the studies developed by Cavalcante (2014), Costa (2014), Melo (2018), Pimenta and Anastasiou (2008), and Pimenta and Lima (2017). The results show that the Teaching Internship course can play a key role in the process of building the professional identity of graduate students, providing them with reflections on the learning of university teaching in the context of undergraduate and bachelor's degrees, stimulating the re-signification of experiences and the construction of new knowledge in the field of University Pedagogy.

## 2 Methodology

The study uses the qualitative approach and was carried out in two stages. The first consisted of a survey of the literature on the training of Higher Education teachers. In

the second stage, a survey was conducted with students from the Graduate Program in Education (PPGE) of the State University of Ceará (UECE) about their experiences as interns within the scope of that program.

During the study, ethical principles disseminated in documents by associations that support research with human beings were considered. In this sense, the participants were contacted at the institution, taking as inclusion criteria: belonging to the 2019 Masters/Doctorate class; having completed the teaching internship during the postgraduate course at UECE, and accepting to participate in the study. Adherence was voluntary, and the participants signed the Informed Consent Form (ICF). After acceptance, a questionnaire was created using Google Forms, which was sent by email. In total, eight graduate students agreed to participate in the study and answered the questionnaire, seven of them from the master's and one from the doctorate. However, the doctoral student already had three years of experience teaching in Higher Education, so priority was given only to responses referring to the students in the masters program.

The questionnaire sent to the participants had 11 questions, six of which (multiple-choice or dissertation) dealt with the profile of the subjects, as shown below: gender, age group, ongoing postgraduate course (masters degree or doctorate), training (initial and continuing education), experience as a school teacher (how many years and level of education); the other questions were about the experiences with the teaching internship, all being open, using the following items in the presentation of results and discussion: "Do you consider that the postgraduate teaching internship contributed to your learning process of university teaching? If so, comment on the experience and the lessons learned"; "What difficulties did you face?"; and "From this experience, answer what is (or are) the biggest challenge(s) of being a professor? Why?".

The content analysis technique (BARDIN, 2011) was used to analyze the volunteers' responses. In this process, the data obtained were processed to provide indicators for understanding the research objective. Initially, the answers were divided into registration units (words, sentences, paragraphs) that were comparable according to semantic content. From the grouping of registration units, categories were established with a view to the process of inference and interpretation, seeking a

dialogue with the theoretical framework. To maintain anonymity, the following coding was used: “M” for Masters, followed by the letters “A” to “G”, to differentiate the participants.

### **3 Teacher training for Higher Education: specifics and gaps**

The literature about teacher education for Higher Education highlights a problem related to the legislation regarding the superficiality with which some aspects concerning teaching at this level of education are treated, such as the purposes and specificities that mark the professional teaching exercise in University. As for the specificities that mark Higher Education, the current LDBEN explains, in article 43, the following purposes:

I – stimulate cultural creation and the development of the scientific spirit and reflective thinking; II - train graduates in different areas of knowledge, able to enter professional sectors and participate in the development of Brazilian society, and collaborate in their continuing education [...].

To teach at universities, the LDBEN legislates, in article 66, that “[...] the preparation for the exercise in higher education will be done at the postgraduate level, primarily in masters and Ph.D. programs”. However, there is a questionable point regarding the specific training for the processes of teaching and learning this profession, due to the characteristics of these courses, which adopt research as the training axis, without guaranteeing a didactic-pedagogical training for the practice of teaching (MELO, 2018; PIMENTA; ANASTASIOU, 2008).

Pimenta and Anastasiou (2008), discussing teaching in Higher Education and the construction of the professor's identity, point out that in many institutions, despite the experience and knowledge of different areas by the professionals who work in them, the lack of preparation or even their lack of knowledge about the teaching and learning process. These authors, in an analysis of the international panorama, note concerns about training and professional development, as well as innovations in the field of Didactics, which is explained by the expansion of Higher Education and, thus, of the profession itself (PIMENTA; ANASTASIOU, 2008). Thus, there is an engagement of researchers concerned with the training of higher education teachers, considering both



training, which takes place in graduate programs, and the continuity of these teachers in institutions where they already work professionally.

Cavalcante (2014) confirms the need to think about teacher education processes for acting in Higher Education, highlighting contributions from University Pedagogy, a field of knowledge under construction that offers a consistent framework of theory and methodologies for teacher education.

Reflecting on this theme, Melo (2018) exposes the absence of pedagogy at the university and, from the discussion on University Pedagogy, indicates that a review of university culture is necessary so that it's reflected on and the conceptions of education, didactics, training, and teacher professional development that guide the training processes experienced not only by students but by teachers themselves. Based on the author's contributions, the different elements present in this issue can be attributed to the omission of the legislation, which doesn't make provisions for a training system for this level of education. Thus, the "preparation" is weak as there are few subjects that can be included in the masters and doctoral curricula and even the teaching internship, often guided by teachers who also don't have systematic pedagogical training (MELO, 2018).

The group of authors mentioned contributes to the understanding of the limits of the formation of university professors, highlighting the fact that the *stricto sensu* graduate program historically values research for a domain of related knowledge, not being possible to perceive the same commitment with the field of teaching and with pedagogical knowledge.

#### **4 The *stricto sensu* postgraduate course in Education at UECE and the teaching internship as a component of training**

The UECE Education Center's PPGE is located in Fortaleza, Ceará. Focusing on teacher training, the program has the Capes 5 concept and offers masters and doctoral courses in Education (PPGE/UECE, 2020). In this program, the teaching internship is a mandatory curricular component in the training of students, unless proven experience of at least one year of experience in Higher Education, according to Resolution No. 821/2011 of the University Council (Consu), of December 19, 2011, which regulates the

teaching internship at the institution. This resolution defines that the experiences are constituted according to the relationship established with the course taught by the undergraduate dissertation/thesis advisor, or recommended by them, during one semester for master's students and two semesters for doctoral students, with a maximum workload of four hours per week and 68 hours per semester (UECE, 2011). Article 5 provides for attributions to postgraduate students in the internship:

- 1) Collaborate with the course professor, according to the activity plan previously prepared by the professor, together with the intern: a) in complementary activities necessary for the smooth running of the discipline: seminars, research dissemination or other activities that aim to add to the knowledge worked in class; b) in the preparation and presentation of teaching material and search for bibliography necessary for the proper functioning of the class; c) in the special assistance to the orientation of works of students regularly enrolled in the discipline; d) in research activities directly related to the investigation of the daily life of the discipline in which the internship is carried out.

Thus, according to the characteristics presented about the teaching internship at UECE, this process is characterized by learning about teaching at University level, as well as the reflections of the following topic about the internship and the construction of professional identity teacher.

#### ***4.1 Reflections on the internship in the construction of the teaching professional identity***

Identity can be understood as movement, as a dynamic and changeable construction process carried out by historical subjects. When we establish the relationship of this understanding with the movement that took place during teacher education, in which the constitution of the professional teacher identity is enriched, we can witness the dialogue between subject and context, based on the social meaning of the profession (PIMENTA, 2005), and also the construction of different ways of experiencing the profession (NÓVOA, 1992).

Based on the reflections on the inseparable relationships between the individual, the context, and the professional collective in the process of building a teacher's identity, we understand that it is necessary to critically read the theoretical and practical elements present in training and professional teaching practice.



According to Nóvoa (2017, p. 1116):

Training should work alternately, with moments of strong theoretical bias in the disciplines and sciences of education, followed by moments of work in schools, during which new problems arise to be studied through reflection and research.

Pimenta and Lima (2017) discuss the internship as the central axis of teacher education, which can help to build a professional identity, by allowing contact with the social reality, the field of teaching activity. In this approach, it's possible to identify the complexity of the practices that professionals who work in it develop, as well as the recognition of the training demands necessary for professional experience in this context.

In critical defense of this curricular component and its contributions to the identity construction of teachers, the authors defend the internship as research and research as an internship to overcome the reductionist view of this as the time of practice, point to the need for:

[...] Develop activities that enable knowledge, analysis, reflection on teaching work, teaching actions, in institutions, to understand them in their historicity, identify their results, the impasses they present, the difficulties [...]. (PIMENTA; LIMA, 2017, p. 20).

Regarding the postgraduate internship, according to the reflections of Costa (2014), it's possible to highlight that, legally, there are possibilities for its contribution to the training of teachers to work in Higher Education, pointing out to the forms of organization of institutions, its conception in the political-pedagogical project, so that this process allows a movement of critical approximation of graduate students with the exercise of university teaching.

Another point to be considered is how different subjects perceive the formative role of internships:

We know that the Internship is a space for research, formulation of the teaching identity, and pedagogical knowledge. What remains to be discovered is to what extent coordinators, professors, and students of postgraduate courses perceive the formative value of this experience as an opportunity to go beyond monitoring and teaching techniques applied in the classroom? The extent to which this is a space for questioning, investigation, systematization, and production of knowledge, arising from the reflection on the reality of teaching/research at the university. (PIMENTA; LIMA, 2017, p. 70).

The authors' reflections corroborate Costa's observations (2014, p. 11) about the need to recognize the formative dimension present in the internships so that institutions can advance on different fronts, such as the "[...] valorization of this curricular component, translated into elements such as planning, reflection on practice and responsibility for the process of identity construction of (future) professors".

Taking into account the reflections highlighted by the group of authors who point to the elements present in the internships and their training possibilities, we follow the analysis of the experiences of UECE PPGE graduate students with this component of their training.

## **5 The teaching internship in post-graduate student experiences**

As a result of the research approach, we sought to qualitatively analyze and understand the participants' experiences, with their subjectivities, interests, and living conditions, instead of offering objective indicators to quantify or generalize the results. We extracted elements from the experiences presented by the subjects that can collaborate with the understanding of the potential of the internship in building post-graduate students' professional identity.

Thus, the content analysis technique, according to Bardin (2011), offered important elements for this process, for the organization, categorization and inferences. The results will be presented below.

### **5.1 Brief profile of the research subjects**

Research participants are in the process of training under the *stricto sensu* graduate program in Education at UECE. According to the data obtained from the questionnaire, five are female and two male, all enrolled in the masters. All started postgraduate studies in 2019, the same year in which they carried out their teaching internship experiences.

As for the age group, three graduate students are between 20 and 25 years old (MB, MC, and MD), one is between 26 and 30 years old (MG), two are between 31 and 35 years old (ME and MF), and one is over 46 years old (MA).

Concerning initial training, the research subjects come from licentiate and bachelor degrees, most of them from licentiate degrees, courses that professionally qualify for teaching in basic education (BRASIL, 1996). Five graduated in Pedagogy (MA, MB, MC, MD, and MG), one in Physical Education (ME), and one in Music (MF).

As for specializations, four graduate students don't have this degree (MB, MC, MD, and MG). Those who presented the title of specialists graduated in the following courses: Teaching of Mathematics (MA), Psychomotricity (ME), and Scientific Research (MF).

Regarding professional experience in teaching, the subjects indicated experiences in early childhood education, elementary school, and middle school, as follows: MA, nine years in elementary school; MB, one year and six months in early childhood education; MD, one year and four months in early childhood education; ME, two years in elementary school and six months in middle school; MF, one year in middle school; and MG, six years in elementary school.

## **5.2 Significant and learning-building experiences**

From the question “Do you consider that the postgraduate teaching internship contributed to your university teaching-learning process? If so, comment on the experience and the lessons learned”, a classification of the subjects' experiences was carried out; in addition, learning within the scope of teaching in Higher Education was identified, allowing us to perceive the relevance of the internship in the process of construction of the professional identity of post-graduate students.

Concerning the different experiences identified as significant and constituting learning, six participants highlighted an expanded view of teaching in Higher Education, in addition to the opportunity to be protagonists in this process. The following excerpts represent these understandings:

*I believe that doing this internship with my supervisor in an Educational Research course was very significant for my process of constituting teaching-learning. [...] I experienced in practice how to help beginning researchers in the elaboration of a research project; I followed their scientific writing process from the beginning; I also had the opportunity to go over these projects, teach workshops, always with a view to the collaborative construction of the research project. (MB).*

*The teaching internship brought an expanded view of university teaching. My experience was in a freshman course in the Health care area called Education and Health, reflecting on the importance of the partnership between both to promote health practices [...]. (MD).*

*All my experiences during the internship period were significant, such as weekly trips, closer contact with my advisor, and working in the classroom with people from other backgrounds. As I'm enrolled in a post-graduate program in Education, I consider it extremely important to have been able to better understand the field and professionals of Pedagogy, the science of Education. (MF).*

Through the excerpts, it's possible to identify different possibilities of approximation with the reality of Higher Education. Teaching internships promote the approach of graduate students with different contexts and situations, such as knowledge of varied disciplines, areas of knowledge, courses, and subjects, expanding the worldview and understanding of teaching practices.

According to Costa (2018), for a broad understanding of professors' work, the self-recognition of professionals from different areas as educators is necessary. From this understanding, the importance of comprehending Education as a situated social practice; Pedagogy as the science of Education that collaborates with the critical understanding of training horizons in their different dimensions; and Didactics as part of this science that deals with critical reflection on the mediation between teaching and learning processes. These allow new teachers to problematize their own experiences and permanently re-elaborate them without losing sight of the political and pedagogical commitments.

Another aspect highlighted by the participants concerns the process of organization and development of teaching and learning within the courses. As can be seen in the following excerpts:

*The internship made me reflect on how teaching in Higher Education is carried out. The need to know the content and also how to teach from a new perspective, which is adult education. Learning as a student is to understand the role of teaching in this training process, as well as reflecting my practices as a student and teacher in higher education. (MC).*

*In this experience, I could also learn from the course professor: from planning the discipline together and how to execute the planning as well. (ME).*

*First, the contact with the preparation of the discipline's syllabus, which aimed to give students training opportunities corresponding to their questions and training needs. Second, the flexibility that we must develop given the students' needs, making the removal or inclusion of new themes to be worked out on in the classroom during the planning of classes. Third, professors must plan their*

*classes well, be aware of the course so it corresponds and contributes to the initial training of professors. Finally, assume the teaching identity coherently and sensitively to the social, cultural, and educational context that students present. (MG).*

The learning was about organizing the teaching process and point out that, in addition to knowing the content, the professor is also required to have didactic-pedagogical knowledge and systematization of ways to develop and evaluate planning. As such learning is an important aspect of the teacher's identity. Teaching is a complex, socially produced practice, marked by lived experiences (OLIVEIRA; ARAÚJO; SILVA, 2021) and requires a set of knowledge from teachers, in addition to flexibility in different contexts; a close look at the practice itself and at the way it's developed. Thus, we understand, as mentioned by Pimenta and Anastasiou (2008), that it isn't enough to master the specific knowledge of each area, it's necessary to know how to teach, an aspect present in didactic and pedagogical knowledge.

### **5.3 Experiences that hindered the training process**

When asked about the difficulties encountered in carrying out the internship, the participants mentioned different aspects related to the mediation of the teaching and learning process, such as the relationship between educator and students; lack of knowledge about teaching and learning processes, and about the subject matter.

The following reports allow us to understand the participants' views on the subject:

*The biggest difficulty is to contribute so that students can be studying, looking for solutions, and raising questions about content and professional performance. (MC).*

*[...] I emphasize the need to have more flexibility with students, as sometimes the lesson planning doesn't work as expected, having to be redone in the course of the lesson. Given this scenario, I ended up being insecure. (MG).*

*[...] the biggest difficulties were in the contents that, at times, weren't known and specific to the course, requiring a deeper reading. (MD).*

Based on the reports of post-graduate students, we would like to reiterate the understanding that conducting the teaching and learning process is a complex action that demands varied knowledge from teachers, among which are specific knowledge in the area, but the mastery of this knowledge isn't enough. The knowledge of experience, in

dialogue with the pedagogical knowledge, enables the reflection on the experiences in higher education and the construction of strategies to overcome the different challenges that present themselves in the classroom.

Another element present in the subjects' reports is related to problems in the guidance/supervision process in the internships:

*Due to my professor's personal problems, I had to teach classes alone without much prior guidance on what I should do, leaving me insecure in the face of the situation. (MA).*

*In some moments, I taught the classes alone, without the professor's presence. [...] this was the biggest difficulty, as I usually didn't have time to plan these classes, since the professor told me only one day before. (MB).*

The testimonies show the need to recognize the teaching internship as a formative stage, always developed with the presence and guidance of the professor responsible for the course. Destaca-se, assim, a intersubjetividade no processo de aprendizagem dos sujeitos, sendo imprescindível a relação e abertura ao outro (THERRIEN; AZEVEDO; LACERDA, 2017). In this sense, the internship experience can be maximized with supervision, guidance, and reflection (LIMA; ANDRADE; COSTA, 2020). Therefore, for the internship to contribute to building professional identity, learning the knowledge and attitudes necessary for professional insertion (PIMENTA; LIMA, 2017), collaborative and dialogical work between the post-grad student and the professor, who already works teaching in Higher Education, is essential.

Students were also encouraged to respond about their perception of the challenges of being a professor. Their answers pointed to different aspects, which lead us to the complexity of education and teaching, expressed in the training intentions, diversity of thoughts, and elements related to the devaluation of teaching.

The following answers point to the challenges related to the development of training intentions that are imbued in higher education. Thus, the role of the teacher regarding the training of people and professionals is in focus. In this sense, the participants also presented their conceptions about training:

*[...] Parallel to all this, understand that, just like the Basic Education teacher, they are also responsible for training people, not only for the workforce but also to act critically and actively in society. Understand their responsibility to those under their care in training [...]. (MA).*



*I believe that, in a teacher training course, the biggest difficulty that professors face is to contribute to professional maturity (especially in my case, who were freshmen students from the Pedagogy course); [...] make them reflect on their own training as well as future work so that the best possible professionals can be trained within a certain historical context. (MC).*

*[...]Furthermore, teaching classes in Higher Education I always consider a challenge; training teachers, training people is always demanding. (ME).*

The training purposes set for professors are infused with objectives linked to the development of science and reflective thinking and the training of new professionals for inclusion in society (BRASIL, 1996). Thus, the subjects' understanding of the challenges experienced by professors who work at this level of education leads us to a reflection on the complex character of teaching and on its political dimension, in which a project of society is present, demanding from this professional a conscious, situated and critical work. Teaching requires taking a position that allows for the realization of the training process in a human and emancipatory perspective of education (PIMENTA; LIMA, 2017).

In addition to the other challenges mentioned, the following can be highlighted: attributions and demands (MA and MD); valorization of education (ME and MF); diversity of thoughts (MB); and flexibility in teaching (MG).

*It's a profession that requires a lot of time, as it is full of demands for productivity, sometimes many responsibilities beyond the academic world, and consequently demands to deal with the singularities of the contents of the courses. (MD).*

*I believe that the biggest challenges for public university professors are the devaluation of education and the lack of investment in undergraduate courses. (MF).*

*I believe that the biggest challenge is knowing how to deal with the diversity of thoughts and understanding thoughts that diverge from yours. (MB).*

*The biggest challenge is flexibility [...], as I came to understand that there are needs that arise in the development of the course that needs adjustments. (MG).*

Reflecting on the different perceptions of subjects regarding the challenges of the university professor, we can understand that, when experiencing the profession, the internship also allows knowing the challenges and complexity of the practices that are developed and, thus, can provide insertion and collaboration in its process of professional constitution (PIMENTA; LIMA, 2017), which involves, in addition to other aspects, the recognition of the specificities that mark teaching in this teaching context.

## 6 Final considerations

In this study, we seek to understand the potential of the teaching internship in the process of building the professional identity of *stricto sensu* postgraduate students in Education. We present below a synthesis of the reflections generated in view of the approach to the phenomenon, carried out through the contributions of the volunteers who participated in the research.

As for professors' training, the study allowed us to understand that there is a gap in the Brazilian educational legislation regarding the specific training to teach at this level of education. As a result of this lack of definition, different professionals, whether graduates or bachelors, become university professors without specific training for university teaching, thus generating the need to strengthen University Pedagogy as a field of knowledge aimed at the training of these professionals.

Regarding the development of the internship, based on the experiences of post-graduate students, we initially emphasize that, despite being a post-grad program in Education, we found a variety of profiles regarding initial training (Pedagogy, Physical Education and Music). This variety shows very different training bases concerning teaching knowledge, demanding a careful look, not always carried out, by the professors who receive them for undergraduate internships.

From the group's responses to the questionnaire, in general, in addition to learning, numerous challenges related to the development of the teaching internship, the complexity, and the specificities of teaching in higher education were highlighted. In this way, it is possible to understand that it's necessary to strengthen the process of building the teaching identity of graduate students in the space of the program itself, as they will be future university professors. Thus, from the different elements extracted from the subjects' experiences, we can point out that, despite the challenges experienced, the internship contributed to their training process, through a critical approach to the context and recognition of the specificities that mark the processes of teaching and to learn in the context of the different courses in which the internship experiences were developed.

In the activities, didactic-pedagogical learnings were developed, essential to teaching in higher education and the achievement of the training purposes of the courses, thus contributing to the process of construction of the professional identity of these subjects as higher education teachers. However, the content of the responses of post-graduate students revealed the need for investment in the reflective content of internships, so that they can give new meaning to teaching experiences and contribute to the development of the field of University Pedagogy.

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