

Supervised curricular internship in the undergraduate degree in Pedagogy (EPT) in distance education modality: the case of IF Goiano



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Abstract: This article discusses the experiences and challenges of the Supervised Curricular Internship (SCI) in the Pedagogy Course (EPT) - Distance Education (EaD) of the Federal Institute of Education, Science and Technology of Goiás, in addition to providing an overview of the configuration of EaD in the institution. The study reveals the formative importance of SCI in teacher training and points out the effectiveness of education mediated by Digital Information and Communication Technologies (DICT), highlighting that the main problems are not related to the teaching modality, but to other factors.

Keywords: Supervised Curricular Internship; Pedagogy; Distance Education (EaD)

O estágio curricular supervisionado na licenciatura em Pedagogia (EPT) na modalidade a distância: o caso do IF Goiano

Resumo: O presente artigo versa sobre as experiências e desafios do Estágio Curricular Supervisionado (ECS) no curso de Pedagogia (EPT) – Educação a Distância (EaD) do Instituto Federal de Educação, Ciência e Tecnologia Goiano, além de realizar um panorama da configuração da EaD na instituição. O estudo revela a importância formativa do ECS na formação docente e aponta a eficácia da educação mediada por Tecnologias Digitais da Informação e Comunicação (TDICs) destacando que os principais problemas não estão associados à modalidade de ensino, mas a outros fatores.

Palavras-chave: Estágio Curricular Supervisionado; Pedagogia; Educação a Distância (EaD).

Las prácticas curriculares tuteladas en la licenciatura de Pedagogía (EPT) en la modalidad a distancia: el caso del IF Goiano

Resumen: Este artículo aborda las experiencias y los desafíos de las Prácticas Curriculares Supervisadas (PCS) en el curso de Pedagogía (EPT) - Educación a Distancia (EaD) del Instituto Federal de Educación, Ciencia y Tecnología de Goiano, y presenta un panorama de la configuración de la EaD en la institución. El estudio revela la importancia formativa de la EaD en la formación del profesorado y destaca la eficacia de la educación mediada por las tecnologías de la información y la comunicación (TIC), señalando que los principales problemas no están asociados a la modalidad de enseñanza, sino a otros factores.

Palabras clave: Prácticas Curriculares Supervisadas; Pedagogía; Educación a Distancia

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1 INTRODUCTION

In the wake of neoliberal educational policies that gradually transfer control of public education to private institutions, it is necessary to closely analyze the educational policies that directly affect the teacher training process since the growth of the neoliberal vision tends to minimize the importance of humanistic, cultural and intellectual training. According to Nunes *et al.* (2021, p. 7, translated by us), this model "denies the condition of these professionals as human beings and intellectuals, trying to reduce them to the figure of technicians who adapt to regulatory strategies and try to achieve better results with fewer and fewer resources".

The authors emphasize that these neoliberal policies are developed by educational "entrepreneurs" who collaborate with public agencies, such as the National and State Education Councils, and develop policies that directly intervene in teacher training by defining laws such as the National Common Curricular Base (BNCC) and the National Guidelines for Teacher Training, which are aligned with them (Nunes *et al.*, 2021). Based on the analysis presented in the book "Supervised Curricular Internship for Teachers Based on Research: Luso-Brazilian Debates," it can be concluded that these institutions have a clear intention of promoting teacher training that is disconnected from social reality, through training based solely on technical professional skills. They invest in the precariousness and outsourcing of educational professionals, in the increase of instability and vulnerability in the teaching career, and in this way, they can control the direction of education through consultancies and continuous training programs for these professionals (Nunes *et al.*, 2021).

Based on the growing number of private institutions offering courses for teacher training, technological advances, and policies that strengthen the mass education project, Sarmiento *et al.* (2020, p. 24) reflected that

It is not only a matter of discussing training that focuses on knowing or not knowing, but also of discussing processes that focus on and can include human development, the ability to face the diversity and complexity of the world, the contradictions and challenges that plague society and educational relationships and, consequently, educational professionals (translated by us).

The changes that we are currently experiencing allow us to analyze the totality of teacher training, which includes not only the technological tools but also the cognitive, emotional, social, and cultural dimensions that are expected to

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occur in specific times, spaces, and conditions. In other words, comprehensive training requires reflection on educational practice, the exercise of a continuous dialogue between training schools and schools that are internship sites, and challenges imposed on teacher training when it comes to courses offered in distance education.

The research carried out, mainly during the Covid-19 pandemic, points to the vitality of the theme of EaD in the training processes of undergraduate students, and this will take as its main point the development of activities related to the Supervised Curricular Internship in a course in the Distance Education modality, in which the educator, accustomed to traditional methodologies, was placed in a place of discomfort, but which also brought new contributions to the theoretical field based on the need to take the student of this modality to the school floor.

Overcoming the traditional conception of the internship as a simple period of practical activities, the supervised curricular internship is understood as a fundamental part of the intellectual, critical, and reflective formation of the student (Pimenta, 2004). This process, based on the premise of dialogic defended by Freire (1967, 1987, 1996), aims to promote an innovative education that contemplates and combines the student's learning, self-knowledge, and formation, while preparing them to become citizens (Moran, 2018). Therefore, the internship seeks to provide the development of a broad and solid knowledge of the social and political contexts in which the teaching takes place and the reality of the students (Pimenta; Ghedin, 2002).

Moran (2018) emphasizes that traditional methods of transmitting knowledge made sense when information was difficult to access. However, with digital information and communication technologies (DICTs), students can learn anywhere, in any space, at any time, and with different people. Thus, what technology brings us is the "integration of all spaces and times." "They are not two worlds or spaces, but an expanded space, an expanded classroom" (Moran, 2018, p. 2, translated by us). However, teachers still need to continue to communicate "presential" with students. By communicating with each individual, it is necessary to understand the realities and contexts in which their students live. Like them, it is necessary to reinvent pedagogical practices and maintain the commitment to overcome the educational inequalities that structure the training of these professionals.

In this context, it is necessary to understand that SCI is not simply the practice of teaching. In schools, teachers from educational institutions are the ones who teach. The internship should bring the teacher in training closer to the daily life of schools, promoting a constant movement between theory and practice. It should allow the appropriation of school

activities, the deconstruction of myths, and the critical analysis of the reality of schools, based on teaching situations and their contexts. It is increasingly important for students to understand that education takes place both in in-person contact with educators and in everyday spaces, including digital media. As Moran (2018, p. 3, translated by us) states, "this mixing of classroom and virtual environments is essential to opening the school to the world and bringing the world into the school." This perspective does not deceive students because educational technologies will not solve all the structural problems of teacher training, but they can help in carrying out teaching activities innovatively, transforming the school into a space for experimentation and the construction of new paths.

The Degree in Pedagogy in Professional and Technological Education (EPT, as it is called in Brazil), offered by the Federal Institute of Education, Science and Technology of Goiás (IF Goiano), in partnership with the Open University of Brazil (UAB), is essentially theoretical, although it is offered in a distance education modality. Its curriculum prepares future teachers to understand educational practice. SCI activities begin in the third period of the course and cover the entire educational process of the student. We adopt the concept of praxis as a theoretical, practical, and transformative attitude, as Konder (1992) reminds us: it is necessary not only to understand the world theoretically but also to transform it.

Therefore, we propose that the SCI be carried out in person, transforming the schools of basic education into rich spaces for the joint construction of knowledge, analysis, and systematization of the problems arising from the contradictions between the training of teachers in the modality of distance education and the realities of the schools in which they work. This reinforces the need for a constant relationship between theory and practice and the integration of space and time in courses delivered through DICTs. Although the student is, for the most part, the protagonist of the learning process, with curricula that foresee autonomy and encourage creativity and innovation, the interaction between everyone is the key element in the educational process. Pimenta (2021) points out that the lack of an integrative project between the curricular components of the internship, the supervising teachers, the student, and the field school makes it difficult and often prevents the understanding, analysis, and systematization of difficulties, making a truly transformative practice impossible. Interaction and integration are, therefore, essential in distance education and critical to student success. According to the author, when this student feels encouraged and motivated, the construction of this feeling of belonging and support that is generated, according to the interaction carried out, can develop his autonomy.

In this context, the main objective of this article is to discuss the theme of SCI in the Pedagogy course in EPT Distance Education at IF Goiano. To understand the implementation and structure of SCI, the article is structured as follows: first, there is the contextualization of EaD at IF Goiano, discussing public policies to promote the democratization and internalization of higher education, as well as the consequent expansion of EaD in the institution. It then addresses the integration of initial teacher training in the course offerings of the Goiano Federal Institute (IF Goiano). It also discusses the importance of internships in undergraduate EaD courses as a formative opportunity to practice the future profession and to relate the various aspects of training to observations of teaching practice. Finally, it provides a brief account of the particularities of teaching and teacher training, with an emphasis on the use of Virtual Learning Environments (AVAs) and students' reflections on the reality observed in field schools. The methodological approach is based on documentary and bibliographical research, using resolutions, regulations, and legislation.

In order to advance the analysis and better define the proposed field of research, we will continue with the analysis of the trajectory of EaD and its configuration at the Federal Institute of Education, Science and Technology of Goiás.

2 CONTEXTUALIZATION OF EaD AT IF GOIANO

Distance education was recognized as a modality after the enactment of Law No. 9,394 of December 20, 1996, which establishes the Guidelines and Bases of National Education (LDB), and "[...] as it is currently offered in Brazil, it is the result of government and private actions aimed at the implementation, expansion, and democratization of education over several decades" (Cruz; Lima, 2019, p. 2, translated by us). The aforementioned law consolidates and recognizes the modality, with implications for distance education, by stating: "[...] The public government will encourage the development and dissemination of distance education programs, at all levels and modalities of education and training" (Brasil, 1996, art. 80, translated by us).

On December 19, 2005, Decree No. 5,622 established the equivalence of presential and distance education courses and provided for the same duration. Despite little progress, there has been an improvement in the definition of the educational modality.

For the purposes of this Decree, distance education is characterized as an educational modality in which the didactic-pedagogical mediation in the teaching and learning processes occurs through the use of information and

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communication means and technologies, with students and teachers developing educational activities in different places or times (Brasil, 2005, art. 1, translated by us).

In 2017, Decree No. 9,057, which is currently in force, repealed Decree No. 5,622/2005. In its opening article, the Decree in question emphasizes that "[...] it regulates art. 80 of Law No. 9,394 of December 20, 1996, which establishes the guidelines and bases of national education" (Brasil, 2007, translated by us). This legislation emphasizes the need for qualified professionals to offer distance education, the importance of institutional policies that prioritize the implementation of this modality, the definition of evaluation and regulation processes, in addition to increasing the workload of distance education in presential courses from 20% to 40%.

For the purposes of this Decree, distance education is considered to be the educational modality in which didactic-pedagogical mediation in the teaching and learning processes takes place with the use of information and communication means and technologies, with qualified personnel, with access policies, with compatible monitoring and evaluation, among others, and develops educational activities of students and educational professionals who are in different places and times (Brasil, 2007, art. 1, translated by us).

It is important to highlight that during the process of regulating the modality, distance education began to be used by the government as a policy to promote teacher training. In this context, on June 8, 2006, Decree No. 5,800 was approved, which established the Brazilian Open University System (UAB), whose main incentive policy is the financing of higher education courses and programs in distance education, carried out through public notices, with the aim of developing distance education, expanding and internalizing the offer of higher education courses and programs in the country (Brasil, 2006; Fonseca, 2020; Rodrigues, 2021; Deus; Cruz; Lima, 2024).

According to Cruz (2022), within the framework of IF Goiano, the first action aimed at institutional policies for the EaD modality took place in 2012, when, following the national trend of the Federal Network of Professional, Scientific and Technological Education (RFEPCT), the institution joined the Brazilian Open Technical School System (e-Tec Brasil), which had as its "objective the development of technical professional education in the distance education modality, expanding and democratizing access to free technical courses at the high school level throughout the country" (Cruz, 2022, p. 141, translated by us).

In 2017, after the government introduced High School EaD, which replaced the old "e-

Tec Brasil", IF Goiano joined this course offering system, providing 1,400 vacancies distributed among the courses accompanying and subsequent to high school in Administration, Computer Science, Computer Science for the Internet, Environment, Secretarial Studies, and Occupational Safety. The courses after high school were Administration, Events, Computer Science, Computer Maintenance and Support, Environment, and Computer Technician (Cruz, 2022; Cruz; Lima, 2023).

High School Tec's offers were organized based on the demands of the world of work and income, projected according to the growth forecasts of the different productive, economic and social sectors of the different regions of the country, mapped by the Ministries requesting vacancies, according to their specific segment of activity. This mapping considers, for this action, only the needs for technical training (Brasil, 2017 p. 6, translated by us).

Following the national educational trend of implementing distance education courses through development programs, IF Goiano joined this program for the first time in 2012, offering the following courses: a degree in Pedagogy (EPT), a specialization in Mathematics, and a specialization in Teacher Training. In 2019, the Pedagogy (EPT) course was the first offered by the institution in the distance education modality, with 500 vacancies available through the UAB system and another 100 vacancies offered internally by the institution.

In 2022, the institution launched a new selection to comply with CNE/CP Resolution No. 1, of May 6, 2022, in its Chapter II, Articles 3 and 4, which deals with the requirement of pedagogical training for teachers to work in secondary technical vocational education. IF Goiano then authorizes its first specialization offered alone, without any link to programs, the lato sensu specialization course in Pedagogical Training for Professional Education, completely EaD, with the offer of 100 vacancies. The following year, in 2023, the course was offered again by the Institution, with the opening of another 100 vacancies.

In 2022, IF Goiano, through Notification No. 23 of October 14, 2022, organized a new selection process for admission to the Degree in Pedagogy, in EaD, sponsored by the UAB system, with the offer of 700 vacancies. Within the framework of IF Goiano, without funding, 100 vacancies would be offered, with the course starting in the first academic semester of 2023.

The development and institutional promotion of the distance education modality in the last 11 years (2012 - 2023) demonstrates the intention to institutionalize, integrate, and consolidate this modality at the university. Cruz (2022) highlights that the progress in the implementation of courses and the increase in the number of vacancies offered underscore this milestone at IF Goiano, outlining the institution's interest

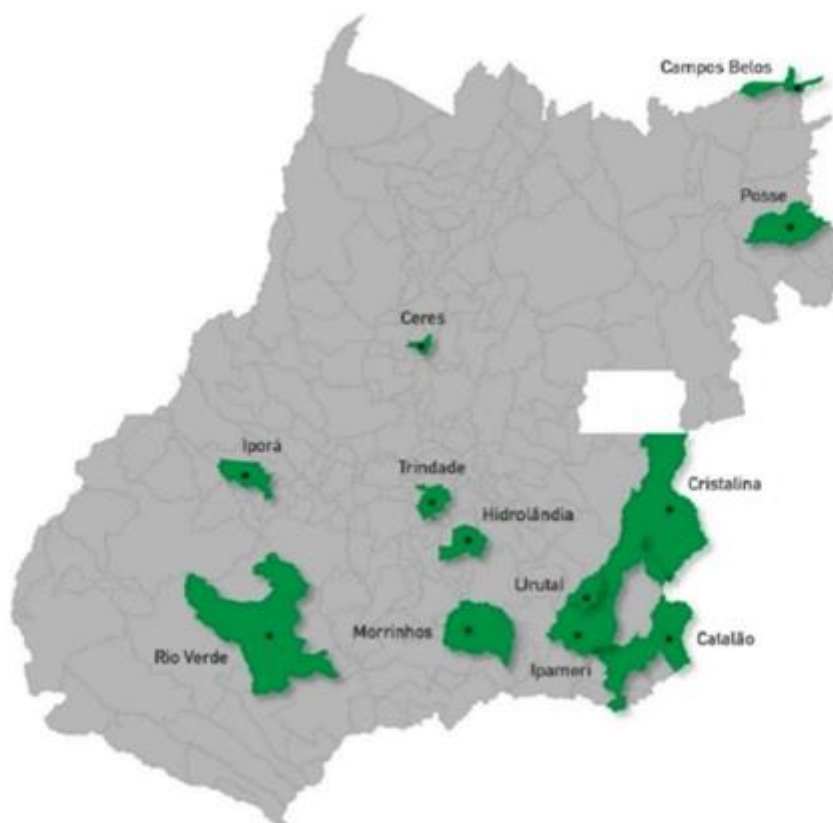
in promoting new organizational arrangements and involving its members of the effective staff in this process, seeking to implement and make viable this transformation in its institutional culture.

3 CURRICULAR INTERNSHIP WITHIN THE SCOPE OF TEACHER TRAINING COURSES AT IF GOIANO

It is important to contextualize the initial teacher training courses at IF Goiano to understand when and how undergraduate courses began to be included in the course offerings of an institution that traditionally offered technical and technological courses in the presential modality, in the areas of agricultural sciences. In 2008, under Law No. 11.892/2008, three of the institutions in the State of Goiás with a tradition in agricultural education became part of IF Goiano. They are: the Federal Center of Educational Technology of Urutaí (Cefet-UR), Federal Center of Educational Technology of Rio Verde (Cefet-RV), and Federal Agrotechnical School of Ceres (EAFCe), marking the beginning of the process of expansion, internalization and democratization of higher education. Among the purposes and characteristics defined in the Founding Law, the Federal Institutes' objective is to offer undergraduate courses, as well as special pedagogical training programs aimed at the training of teachers for basic education, especially in the areas of science and mathematics, and for professional education, also guaranteeing the reservation of at least 20% (twenty percent) of their vacancies for these courses.

In order to fulfill the purposes of its founding law, IF Goiano began to offer and invest in teacher training courses at the undergraduate, continuing education, postgraduate, and professional masters levels, all of which, except for the latter, are offered presentially and in EaD. The institution currently has 12 campuses: Ceres, Iporá, Urutaí, Morrinhos, Rio Verde, Trindade, Campos Belos, Posse, Catalão, Cristalina, Ipameri and Hidrolândia, a privileged position since the geographical location of the campuses allows them to serve dozens of municipalities and almost all regions of the State.

Figure 1- Distribution of IF Goiano campuses on the map of the state of Goiás



Source: Rodrigues (2021, p. 164).

This strategic decentralization contributed to the fact that, in 2013, IF Goiano established "partnerships for the opening of 55 distance learning centers, with approximately 7,000 enrolled students" (Cruz; Lima, 2023, p. 189, translated by us), significantly increasing the number of vacancies and enrollments of the institution. In 2018, the first initial teacher training course was implemented: the Degree in Pedagogy in Professional and Technological Education, based on the partnership established with the Open University of Brazil.

The undergraduate courses are currently offered on 8 campuses: Catalão, Ceres, Ipameri, Iporá, Morrinhos, Posse, Rio Verde and Urutai, in the fields of Biological Sciences, Chemistry, Mathematics, Natural Sciences and Pedagogy. IF Goiano also offers Lato Sensu courses in Humanities Education, Youth and Adult Education, Teacher Training and Pedagogical Practices, and, in Stricto Sensu, the Professional Master's Degree in Teaching for Basic Education and the Professional Master's Degree in Professional and Technological Education (PROFEPT), according to data from the Nilo Peçanha Platform of 2023. In Distance Education (EaD), the institution offers a Degree in Pedagogy in EPT, in partnership with the Open University of Brazil (UAB), technical and extension courses, in partnership with the



National Program for Access to Technical Education and Employment (PRONATEC), and continuing education with the National Network for Continuing Education of Teachers (RENAFOR).

In the context of the curriculum of the undergraduate courses, especially Pedagogy in EPT, the Supervised Curricular Internship (ECS) is considered the moment of insertion of the student in the formative practices for teaching, in an investigative and analytical way, enabling the identification of problems that manifest themselves in the reality of schools and the inquiry into their origins, as ensured by Resolution IF Goiano No. 064/2017, of October 20, 2017, which approves the Curricular Guidelines for the Undergraduate courses at IF Goiano.

Based on Pimenta's (2011) theoretical concepts that defend teacher education and practice from an investigative perspective, we understand the internship not as a discipline, but as an activity in which students have the opportunity to relate the various aspects of their education to their observations of teaching practice. As Pimenta (2011, p. 122) notes,

However, didactics is not limited to the internship activity. Nor is it reduced to it. Likewise, the internship can serve other disciplines and, in this sense, be an activity that articulates the course. And, like all disciplines, it is a theoretical activity (of knowledge and of setting objectives) in teacher training (translated by us).

Regarding the specific aspects of the internship in the Pedagogy course at EPT, it follows the practices already established in the teacher training courses at IF Goiano, allowing the student not only to experience teaching practice, but also to understand the dynamic relationship between theory and practice, which includes educational practice and teaching practice. This methodological alternative for the training of future teachers also allows the development of a researcher's attitude, allowing students to develop projects that help them understand, problematize and propose solutions to situations in everyday reality.

3.1 Supervised Internship in Undergraduate Courses at IF Goiano

The IF Goiano proposed to consider the dynamics of the SCI in the teacher training courses as a formative opportunity for the exercise of the future profession, a unique moment of training that begins in the third semester of the course, thus putting the student in contact with the educational reality from the first periods of their training. The dialogue with students and partner public institutions allows them to experience the difficulties and antagonisms faced by already-trained teachers and the daily problems of public schools.

Thus, in 2017, the Curricular Guidelines for Undergraduate Courses at IF Goiano were approved, establishing the general concepts for teacher training at the institution, highlighting the essential characteristics of educational practice, the collective, organizational, and professional dimensions, as well as the appreciation of knowledge and values already acquired, research and reflection on educational practice and the search for didactic-pedagogical, political, ethical and aesthetic improvement, integral to the teaching professional (IF Goiano, 2017). Therefore, the general principles of teacher training and the guidelines for internship activities demonstrate the concern for reflective training and facing the daily difficulties of municipal and state schools, as well as the collective construction of knowledge among all those involved in the process.

The approach to the school is based on an investigative attitude, and the students first use several tools to collect data, such as interviews with managers, teachers, and internship supervisors, questionnaires, and document analysis, in order to diagnose the school's needs based on the data collected.

3.1.1 The case of the Pedagogy course in EPT

In the context of the curriculum of the undergraduate courses, especially that of Pedagogy in EPT, the SCI is considered the moment of insertion of the student in the formative practices of teaching, in an investigative and analytical way, allowing the identification of problems that manifest themselves in the reality of schools and the study of their origins, as guaranteed by Resolution IF Goiano No. 064/2017, of October 20, 2017, which approves the Curricular Guidelines for the Undergraduate Courses at IF Goiano.

Based on the theoretical concepts of Pimenta (2011), as already defended, with regard to the specific aspects of the internship in the EPT Pedagogy course, it follows the practices already established in the teacher training courses of IF Goiano, giving students the opportunity not only to experience teaching practice, but also to become aware of the relationship between theory and practice, which comprises educational practice and teaching practice. This methodological alternative for the training of future teachers also allows them to develop a researcher's attitude, designing projects that allow them to understand, problematize and propose solutions based on situations of everyday reality.

In this sense, the supervisor assumes the role of encourager and proponent of activities that can contribute to the construction of teaching practice based on the theoretical framework

and the course curriculum, since teaching requires preparation, it is necessary to learn how to teach, and it requires continuous reflection by the supervisor and the student, in and about teaching practice.

Preparation that is not limited to training courses, but to which the course can make a specific contribution as a systematic knowledge of the reality of teaching and learning in a historically situated society, as a possibility of foreseeing the desired reality (establishment of purposes, direction of meaning), as identification and creation of technical-instrumental conditions that allow the realization of the desired reality. Finally, as theoretical training (where the unity of theory and practice is fundamental) for transformative practice (Pimenta, 2011, p. 105, translated by us).

The internship is responsible for providing future teachers with a training process that allows students to understand the complexity of institutional practices and the actions to be carried out in the development of their professional activities. For Pimenta and Lima (2017), this understanding will occur when the training activities developed in the internship are integrated with the other disciplines that make up the course curriculum, through criticism and the proposal of methodological innovations, in pedagogical practice, in the evaluation of student practice.

In this context, when addressing the particularities involved in the development of internship activities in the Degree in Pedagogy in Professional and Technological Education (EPT), some points emerge, like: How can practical guidance be carried out in distance education courses in pedagogy? What is the perception of the students about the activities carried out in the field of practice? Is the guidance received by the students interactive? These questions reflect challenges and opportunities in the field of teacher education.

In the distance education courses of Pedagogy at IF Goiano, the observation and teaching processes are structured to address the highlighted points, based on the action plan developed jointly between the supervising teacher and the intern. The training experiences are then shared in institutional events such as the Integrative Seminars, the Undergraduate Course Meeting, the Institutional Program for Teaching Initiation Grants (Pibid), and the Undergraduate Course and Research Meetings in Education (Elped), among others. These institutional initiatives are designed and organized in such a way as to involve and integrate all the units of IF Goiano, with the aim of strengthening, consolidating, and articulating training practices with a view to integrating teaching, research, and extension.

3.1.2 Internship guidance in the virtual learning environment (AVA)

Teaching work and teacher training used in distance education differs from traditional teaching in that it is carried out, offered, and disseminated through AVAs, an educational space that provides those involved in the training process with the possibility of synchronous and asynchronous interaction, integration between students, teachers, and tutors of learning objects, in addition to the construction and reconstruction of knowledge based on collaborative networks. They then become a place of autonomous knowledge construction and continuous reflection.

The paradigm shift in Virtual Learning Environments seeks to enable the dissemination of information, favoring and strengthening communication and dialogue, while requiring the effective use of the tool among participants in the teacher training process, as highlighted by Araújo and Marquesi (2009). Furthermore, in this space, characterized by technological interactivity, all theoretical, complementary, and training materials will be available and published. This educational space has resources and tools designed for this educational offer (Toschi, 2011; Rodrigues, 2021).

Therefore, we understand that in the educational and training context, AVAs are characterized as technological artifacts and play an important role in mediating the training process of students. This educational environment allows training conditions that favor the exercise of autonomy and creativity, balancing different times and spaces, and going beyond the simple technological act to make distance education a dynamic and interactive process.

To think about the provision of distance education without this purely technological and technical vision is to conclude that the AVA is not a platform that teaches the student; the education takes place through mediation processes between the teacher and the student, the student and the platform, and the student and the DICTs. These processes include reading texts, doing activities, understanding the content and pedagogical practices, dialogue between participants, knowledge of the social and cultural context that permeates the teaching career, and reflective criticism. In this way, AVA becomes a space suitable for the provision of education in which the student develops certain tasks, and the process of providing education is carried out with the use of technologies characterized by double mediation, as pointed out by Toschi (2011, p. 132):

[...] in the pedagogical process, mediation is doubled. In other words, in the process of the student's relationship with the content, there is mediation by the teacher and by the device to which the student has access, in their relationship with the available information. [...]. Therefore, we speak of a double mediation in the learning process, the mediation of the teacher, and the mediation of the

device associated with virtuality” (translated by us).

Moodle (Modular Object-Oriented Dynamic Learning Environment), as the Virtual Learning Environment (AVA) for distance education courses at IF Goiano, is a space for managing and organizing the educational process and where interaction takes place between teachers, tutors, students, and supervisors of Final Course Works and internship supervisors. The virtual environment at IF Goiano is also intended for the supervision of undergraduate work placements in the distance education modality and aims to consider the supervisory actions in the work placement activities, including the evaluation of the practices carried out with the corresponding theoretical basis.

This environment, although virtual, seeks to offer, through tutored and guided activities, a space for reflection and sharing of experiences in planning, data collection, and experiences in the field of internship. This directed, structured, fluid, updated, didactic, and dynamic environment allows the teacher, who teaches courses in the distance learning modality, to monitor all the activities carried out by the students during the development of the activities that make up the SCI. In addition, it offers the student the opportunity to establish a continuous dialogue with his teacher about his pedagogical training through forums, chats, and other tools that provide interactive moments for clarifying questions and sharing experiences in different spaces and times.

In the Pedagogy course in EPT, tutors, teachers, and advisors have effective contact with students through the AVA, which links all the elements involved in developing practicum activities. The virtual environment, therefore, plays a key role in the undergraduate training process where mediation will take place, strengthening and enabling academic dialogue in pairs and fostering proximity for the establishment of lasting bonds through various interactive tools available.

Gatti (2009) points out the need for constant, careful and continuous interactivity, the exchange of experiences in training spaces mediated by different means in the same program, the need to humanize the technological and not the other way around.

"Educational processes are socialization processes, so interactivity with equal participation is an indispensable quality for any distance education program for teachers, from the perspective of a democratic society" (Gatti, 2009, p. 144-145, translated by us).

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the former has the potential to provide interaction. In other words, interactivity presupposes the intervention of the teacher and the students in the content of the forum, chat, and other tools, allowing dialog and interaction between classmates. Interactivity is an essential element for creating connections in distance education, as it allows the fusion of the interaction process in any learning situation. Furthermore, interactivity is responsible, in addition to the possibility of interaction, for the creation of other relationships that are just as important as the creation of bonds and the feeling of belonging that people have concerning the courses, the institution, the field schools and the groups for carrying out collective activities.

When it comes to distance education, all relationships and affections are created between people, depending on how the interaction is effectively structured, involving people, tools, and technological resources. In the case of the Pedagogy course in EPT, the virtual environment offers the possibility of interaction between the counselor, the student, the tutor, and the pedagogical team, as it presupposes interactivity, allowing the reflective practice of the activities that the students carry out in the school.

The moments of interaction and debate proposed during the course are important stages in the teacher training process and are enriched by the experience of school life. In these formative moments, the student observes and collects data that are translated through the internship reports, reports that help the supervising teacher to define objectives, activities, projects and procedures to be implemented based on the internship plan. The Internship Report can provide clues about the needs and difficulties faced in the field school; therefore, it is a fertile field for reflective criticism, providing the undergraduate student, through interaction and dialogue with the supervising teacher, with the opportunity to build a broad and solid knowledge of the contexts and realities in which the students live, which is essential for reflecting on teaching practice.

Due to the length of the internship reports, we will use for the analysis the data collected on the Moodle platform, referring to the activities developed in the training process, which include teaching practice and reflections on the reality observed in the internship field. We emphasize once again that the reflections were extracted from the internship reports already defended and posted by the students on the platform, analyzed and discussed by the training teachers, counselors and interns. However, before going into the students' reflections, it is necessary to briefly highlight how the internship is organized within the Pedagogical Project Course (PPC).



3.2.2 Internship components within the PPC of the Pedagogy course at EPT – UAB

Internship activities begin to be developed by students from the 3rd semester and take place until the 8th and final period of the undergraduate course in Pedagogy in EPT, and are distributed as follows:

Chart 1- Internship curriculum components

School term	Supervised Internship in:	Workload
3rd Semester	School Management	60 hours
4th Semester	Early Childhood Education	60 hours
5th Semester	Early Years of Elementary School	60 hours
6th Semester	Youth and Adult Education	60 hours
7th Semester	Professional Education in the area of services and school support	60 hours
	Professional Education	60 hours
8th Semester	Pedagogical Training	60 hours
Total supervised internship hours:		420 hours

Source: Pedagogical Project of the Pedagogy in EPT.

The following are the pedagogical proposals for supervised internship, to be developed in each semester:

Chart 2 - Pedagogical proposals for supervised internship

Semester	Description of proposals
3rd Semester	Supervised Internship in School Administration: The Supervised Internship in School Management should be carried out in the 3rd semester and should provide the student with familiarity with the school environment through the analysis of the school organization and functioning, the responsibilities of pedagogical coordination and school management. The intern must complete his/her internship hours through knowledge and analysis of the school's Political Pedagogical Project (PPP), observation, monitoring and participation in planning activities, class councils and collegiate meetings, pedagogical meetings with teachers and parents, in order to support the study and critical analysis of school management.





Semester	Description of proposals
4th Semester	Supervised Internship in Early Childhood Education: In the fourth semester, the Supervised Internship will include the experience of teaching activities from an interdisciplinary perspective with children in early childhood education. In this stage, the student will articulate the academic, specific and pedagogical knowledge inherent in the concepts of child development with the knowledge gained from experience in professional training, studying the cognitive, social and affective aspects that imply in the process of learning and development of the child, building and strengthening the teaching identity through insertion in the school routine through observation, planning and teaching in Early Childhood Education.
5th Semester	Supervised Internship in the Early Years of Primary Education: In the fifth semester, the Supervised Internship should introduce the student to the daily routine of teaching in the early years of elementary school, allowing familiarization with the planning, development and evaluation of the pedagogical proposal, articulating the knowledge acquired throughout the course with the performance of the different tasks inherent to teaching work in the school environment. During this internship, the student should observe the daily routine of the school, especially in the early years, planning and developing teaching activities in the different areas of knowledge, always maintaining a dialogue with the supervising teacher to evaluate the development of the activities.
6th Semester	Supervised Internship in Youth and Adult Education: In the sixth semester, the supervised internship aims to build and strengthen the teaching identity by inserting the student into the daily routine of the Youth and Adult Education School (EJA). The internship should combine specific and pedagogical knowledge with the experience of teaching, allowing the student to come into contact with the EJA curriculum proposal, whose teaching and learning processes are differentiated, aiming to serve young and adult audiences who have not had access to basic education at the age considered appropriate.
7th Semester	Supervised Professional Training Course in School Services and Support: The area of School Services and Support includes activities at the technical level, planning, execution, control and evaluation of pedagogical and administrative support functions in schools, allowing the articulation of academic, specific and pedagogical knowledge and knowledge from experience in professional training. Thus, in the 7th semester, the student will be in contact with the school space of professional training, in order to understand the processes of management of services and school support of this teaching modality, above all: the democratic management of the school space, organization, planning and educational financing; institutional evaluation; construction of the pedagogical project in EPT; construction of the curriculum from the perspective of integration between education and professional training; articulation between teaching, research and extension activities.
8th Semester	Supervised Internship in Pedagogical Training: In the last semester, the student will carry out his/her internship within the scope of Pedagogical Training, with the aim of constructing and strengthening the teaching identity through insertion in the daily pedagogical training of teachers, allowing the articulation of academic, specific and pedagogical knowledge, as well as knowledge from experience in teacher training.

Source: Prepared by the authors.

As can be seen in Chart 2, the pedagogical proposals for the supervised practice in the Distance Education course in Pedagogy at IF Goiano are in line with the curricular guidelines for the undergraduate courses of the institution, which emphasize and guide in their text that the supervised practice should be carried out in educational environments. This institutional requirement demarcates the training proposal of the course and the nature of the professional



activity of the graduate, reinforcing the articulation between theory and practice in preparation for teaching.

3.2.3 Reflections on the observed reality

In the specific case of the pedagogy course at EPT, the guidance of the planning, observation and management activities presupposes interactivity in AVA - Moodle in forums, chats and participation in synchronous moments mediated by the DICTs, and in addition to the guidance on aspects related to practices in field schools, it also presupposes reflection on the reality observed in the school based on the experiences of the students.

The welcome and the affection that the teachers give to the students in the "day care center", where some students do their internship in early childhood education, were positive points that characterized their reports, highlighting also the respectful relationship between the technical team and the teaching staff, and the physical space that the school offers (it is a linear unit, with furniture and spaces appropriate to the age group served). Another factor was the respect of those involved in the field school for the projects carried out by the interns.

Among the negative points observed by the interns, we have those related to the infrastructure of the schools. They also made a reflective criticism of the lack of training in the use of media and digital technologies, considering that students are surrounded from childhood by information coming from TV, radio, computers and the Internet. Therefore, it is important to take advantage of these resources in the classroom, making them more dynamic and creative, facilitating the construction of knowledge.

The reports highlighted the lack of participation of parents, guardians, the surrounding community, parent associations, and neighborhood associations in the activities of the school. They emphasized that at certain times they witnessed disrespectful actions by "guardians" toward teachers and children. Other important aspects were included in the reports, such as: the need for more human resources, considering that in one of the schools the principal alternates between the roles of principal and secretary, requiring the help of teachers for some administrative issues; the importance of teachers working as a team, discussing with peers to develop interdisciplinary projects; and the need for teachers to constantly update their professional skills.

Another point highlighted in the reports relates to the experiences in the school environment. The trainees considered these experiences positive and stressed their importance

for human and professional development. They emphasized that the moments in the school environment, whether in interaction with teachers and students or with other professionals in the school community, made them realize that training does not depend only on theoretical content or isolated practice of theory. It also involves careful observation, critical analysis, systematization, reflection, and the proposal of ideas based on lived experience.

These experiences, discussed and shared collectively, through dialogue and interactivity between teacher trainers, tutors, advisors, and students, help the training institution and the school in the construction of specific knowledge about didactics, methodologies, pedagogical practices and technological innovations, contributing to the training of undergraduate students.

Finally, it was observed in the internship reports that many of the students' suggestions focus on the need to know digital media, a fundamental aspect for participants in the training process. This data gains relevance, especially since the teacher training is conducted remotely, a modality that requires mastery of media tools. As Ostetto (2022, p. 88, translated by us) points out, "the internship, as part of the teacher training process, is to some extent a personal journey", since it involves theoretical, personal and administrative dimensions. Thus, training also depends on the experiences that graduates have the opportunity to have. The school experience allows contact with training environments different from those offered by virtual learning environments, as well as contact with different pedagogical practices that enrich the analysis, understanding and expansion of the theoretical concepts acquired.

4 CONSIDERATIONS

In proposing a reflection on the proposal for a Supervised Curricular Internship in the Pedagogy Course in EPT at IF Goiano and on the possibilities presented for its implementation, based on Virtual Learning Environments, we found the need to recall the contexts, curricula, and actions, as well as the formative itineraries followed, to then reflect on the dilemmas and weaknesses in the formative process in distance education to point out new directions to transform the practice in SCI. In general, the discussions and observations presented indicate the importance that the AVA has in the process of offering teaching-learning and its relevance as a tool in the mediation process in the formative process of the student who studies in this educational modality, and how it can be used to enhance the establishment of affective relationships created between people, within an environment mediated by technologies,

depending on how the interactions are structured.

Distance education is an educational modality in which the didactic-pedagogical mediation of the teaching-learning process takes place through ICTs. However, the implementation of this educational modality faces challenges such as the lack of professionals with qualified teaching training in this area, in addition to the lack of multidisciplinary teams. Such multidisciplinary teams and teachers need to be trained in the use of AVA, its technologies, and pedagogical tools, in addition to knowing the formulation and construction of specific materials, documents, and structures related to the course and the pedagogical architecture inherent to this educational modality (Lima, 2014; Rodrigues 2021).

In the Pedagogy course, the challenges identified in the reports prepared by teachers and students related to the development of a training plan in the SCI for teacher training in the distance education modality. Particularly noteworthy are the difficulties related to the interaction and didactic-pedagogical mediation between the subjects involved. These challenges arose because the results depend, to a large extent, on a well-structured proposal based on epistemological and theoretical principles that address teacher learning during the internship. However, it is necessary that this proposal also dialogues with the limitations imposed by physical distance and the advances made possible by training in different spaces and times, which promotes close relationships and the establishment of links through different means in the same program.

It is important to emphasize the need for institutional policies designed for provision, access, monitoring, and evaluation that are compatible and seek to develop educational activities for students and educational professionals in different places and times who will make use of this technology and educational space. The objective is to avoid gaps and difficulties that arise from the lack of dialogue between training agents, supervising teachers, teachers, the basic education team, and interns.

Another point to be analyzed is the logic and organization of the Federal Institutes, which offer everything from basic to technological and higher education, where it is possible to observe the overload of teaching work, in which, at different times, priority is given to the development of activities in postgraduate studies and management (Rodrigues, 2021). However, at IF Goiano, the Reference Center for Network Training (CERFOR) stands out, which currently includes the institution's distance education, and its institutional efforts, in partnership with the university management, have sought to build a pedagogical architecture focused on collaborative and paired work. In addition to these efforts, CERFOR has sought to

structure and organize its multidisciplinary team, with a view to effective planning and organization for the educational modality, promoting the integration and continuous training of coordinators, teachers, advisors, and tutors, which has been a relevant element in overcoming the challenges.

Based on the reports contained in the internship reports, the importance of the dynamics of the relationships established in the internship field for the initial training of the teacher was observed. In addition, the importance of the role of the supervisor in the training process was observed, as he coordinates the practice of the internship, directs and guides the students, with the aim of establishing a dialogue between theory and practice to generate the necessary movement of the teaching-learning process and open spaces for the construction of identities based on individual and collective experiences.

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