

The compulsory internships of degree courses for teachers and the Educational Residency Program: a case study

Os estágios obrigatórios dos cursos de licenciatura e o Programa Residência Educacional: um estudo de caso

Las pasantías obligatorias de cursos de licenciatura y el Programa de Residencia Educacional: un estudio de caso

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This research presents the relationship between theory and practice in teacher education through a case study. To conduct the study the internship of a Degree Course in Chemical Sciences student from the University of São Paulo, in a state school in the city of Ribeirão Preto – SP, Brazil. This research analyzes whether the Educational Residency Program enables the undergraduate students to have the opportunity to get closer to school practices than mandatory internships. It provides interns the analysis of theory and its implementation, pondering on what can or cannot be applied at school.

Descriptors: Internship; Not Medical Residency; Professional practice.

A presente pesquisa apresenta a relação entre teoria e prática na formação de professores por meio de um estudo de caso. Para a realização do estudo acompanhou-se o estágio de uma estudante do ensino superior, do curso de Licenciatura em Química da Universidade de São Paulo, em uma escola estadual do município de Ribeirão Preto – SP. Essa pesquisa pretende analisar se o Programa Residência Educacional que possibilita que o aluno de graduação dos cursos de Licenciatura tenha a oportunidade de obter maior aproximação das práticas escolares do que os estágios obrigatórios. Proporciona a análise da teoria por parte do estagiário e a sua aplicação na prática, o que tem ou não possibilidade de ser aplicado no espaço escolar.

Descritores: Estágios; Internato não Médico; Prática profissional.

Esta investigación presenta la relación entre la teoría y la práctica en la formación docente a través de un estudio de caso. Para realizar el estudio se dio seguimiento a la etapa de pasantía de una estudiante de enseñanza superior, del curso de Licenciatura en Química de la Universidad de São Paulo, en una escuela pública en la ciudad de Ribeirão Preto – SP, Brasil. Esta investigación tiene como objetivo analizar si el Programa Residencia Educacional permite a los estudiantes universitarios la oportunidad de conseguir las prácticas escolares más estrechas que las prácticas supervisadas. Proporciona el análisis de la teoría por el alumno y su aplicación en la práctica, que no tiene ninguna posibilidad de ser implementado en la escuela.

Descriptor: Pasantías; Internado no Médico; Prática profissional.

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INTRODUCTION

There has been much discussion about the supervised internships and the conception of the relationship between theory and practice. The term theory is defined as "experience, observation of events as well as initiation for the action", while the term practical is defined as the "conscious action"¹. Greater concern for the supervised training emerged from the Law 6494/77², repealed by Law 11788/08³, which establishes that internship complements teaching and learning, thus being an instrument of integration and training.

Since that, many other regulations were implemented in the 1980s and early 1990s, featuring the same elements, such as Decree No. 87497/82, Resolution SE 273/82, Resolution 208/86, the Ministerial Ordinance 399/89, and the internship started to be considered relevant to the teachers' training¹. Internships are defined as a field of knowledge and the central axis in teacher education graduations, as a theoretical and practical activity, of knowledge, dialogue and intervention in reality and allow the deeper understanding of the teaching profession⁴.

Thus, Resolution CNE/CP 1/2002, which establishes the National Curriculum Guidelines for Teacher Training on Basic Education, believes that the practice must be present from the beginning of the course so to permeate the entire teacher education, and held in specific time and space. The school is used to observe and reflect on the resolution of problematic situations⁵. The internship must involve processes that have reflection and guidance on the social conditions of the teaching profession, especially in relation to competence and commitment to education and society⁶.

In order to improve and complement the training of future teachers, in developing educational projects with the aim also to improve basic education in the state of São Paulo, Decree No. 57978/12 established the Educational Residency Program, as

complementary and/or mandatory internship for students enrolled in university courses of teacher education⁷.

The program is coordinated by the Secretariat of Education of São Paulo and has the support of the Foundation for Management Development - FUNDAP and the Foundation for Educational Development - FDE, overseeing and allocating interns.

With that, the internship of a Degree Course in Chemical Sciences student from the University of São Paulo, in a state school in the city of Ribeirão Preto, SP, Brazil was accompanied, trying to observe and analyze the relationship between theory and practice. It aimed to verify the proposed supervised internship, the laws governing the Educational Residency Program and how legislation ratifies the Program to the elucidation of teaching practice.

METHOD

This is a qualitative research, a study case with an intern of Educational Residency Program of a state school, featured in three distinct periods that are inter-related throughout the research process.

The first moment, a documentary analysis, was conducted through a survey of pedagogical subjects worked during graduation Degree in Chemistry, University of São Paulo, where the student, the research subject, developed her studies. Thus, it was sought to understand and analyze the content/theory worked in such disciplines. The student was chosen because she was the first to start Educational Residency program at the school in which the internship was done, and one of the only interns that finished it.

The second procedure consisted in monitoring the student working during her training, such as in classes she participated/attended; and work undertaken with the coordination, with the students and the school spaces. Monitoring the intern occurred once a week in the morning period, when the student remained in school, during the school year of 2013. The observations were registered for further analysis.

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The third procedure involved an open interview, conducted at the beginning of the first half of 2014 and developed based on observations during the student's internship, aiming to compare the effectiveness of the relationship between theory and practice experienced by the intern. The interview was recorded on audio and then transcribed for data analysis.

RESULTS

Documentary Analysis of the Disciplines of the Degree Course in Chemical Sciences

Following the theoretical assumptions discussed in this paper, the mandatory internships are considered as complementary to teaching and learning, and through them the integration of theory taught at the university is performed. Thus, following the methodological procedures proposed in this paper, a survey of pedagogical subjects contained in the Degree Course in Chemical Sciences of the University of São Paulo, where the intern performs her training, was done.

Through this survey, it was noted that the disciplines related to pedagogical theory only begin from the second year/third semester of a course lasting five years/10 semesters. The disciplines that have required internships begin from the third year/fifth semester, as shown in Table 1.

After this survey, the contents of these disciplines and the contents that are required to be worked in the mandatory internships were analyzed. This survey was conducted in order to compare what is being worked on in theory and what is being demanded in internships. In this process, it was observed that there is a relationship between theory and practice required.

Monitoring Intern in her practices within the School Space

The second procedure concerns the monitoring of student practices in her internship of Educational Residency Program. This monitoring was done once a week, observing and annotating her activities.

The intern followed the work of a Chemistry teacher at the school, watched the

teacher's actions and helped him in some activities, such as construction and application of exercises lists for students, in a way to improve understanding of subject contents and consequently the application of tutoring for students to ask questions related to the exercises and the theory of the discipline, monitoring the implementation of tests and filing group registers.

Table 1. Disciplines of the Degree Course in Chemical Sciences related to Pedagogical Theory. USP-RP, Brazil, 2013.

Year	Semester	Disciplines
2nd	3rd	- Introduction to Education Studies
2nd	4th	- Introduction to Studies on Science Education
3rd	5th	- Educational Policy and Management (with mandatory internship) - Methodology of Teaching of Chemistry I (with mandatory internship)
3rd	6th	- Introduction to Brazilian Sign Language - Educational Psychology (with mandatory internship) - Methodology of Teaching of Chemistry II (with mandatory internship)
4th	7th	- Scientific Research Methodology in Teaching Chemistry and Sciences - General Teaching I (with mandatory internship) - Science Education (with mandatory internship)
4th	8th	- Chemistry for Secondary School I (with mandatory internship)

5th	9th	- Monograph on Teaching Chemistry and Sciences I - Chemistry for Secondary School II (with mandatory internship)
5th	10th	- Monograph on Teaching Chemistry and Sciences II - Internships Integrated Activities (with mandatory internship) - Supervised Monograph on Teaching Chemistry and Sciences

Outside the classroom, the intern organized the Science Lab of the school, which was disorganized, separating outdated reactants and broken glassware, throwing them away appropriately. Her participation in activities and projects undertaken by the school, also in Pedagogical Collective Work Activities (ATPC), Councils and school schedules was also observed, meaning that the trainee followed and participated in all activities and routine of a teacher.

Data from Interview with the Intern

Based on the notes of the observations, the third procedure involved conducting an interview with the intern to analyze and understand how the Educational Residency Program complemented her training, as well as what the mandatory internship in comparison to this program can still improve when it comes to theory versus practice.

According to the Portuguese online dictionary, internship means "period of practical study required of applicants to certain professions: pedagogical traineeship, learning, experience." According to the intern's reports:

"Most part of mandatory internships for graduation is basically consisted in watching. Only in the last year we have the opportunity to teach in the form of short course. The accompaniment of the teacher is minimal, only once a week."

Unlike what was observed in the practices of the student during the mandatory internship, the time spent in school by the intern program is 15 hours per week, with the workload divided among the five weekdays. Therefore, contact with the activities and routine of a teacher was higher than in the compulsory internship. In another speech:

"During the Educational Residency Program, I could work for real; actively participated in all activities of a teacher at school."

With regard to the theory versus practice, in the words of an intern:

"The theory we learn in the disciplines of graduation is often not possible to apply on the internship practices, because we do not have the freedom we have in Educational Residency Program, of participating more in the activities of teacher".

Therefore, based on her words, the program offered more opportunities and understanding of the practices of the profession.

DISCUSSION

According to the results, it was noticed that the Degree Course in Chemical Sciences has a large amount of pedagogical disciplines in order to teach the theory related to the profession and teacher performance, and also a large workload of internships, but divided in the last three years of graduation, making little contact time in schools per semester.

Internships enable students to have a greater understanding of the profession of a teacher; therefore, integration between the student and the school is important for understanding this⁴. However, with little contact time per week, this integration becomes vague in required internships, because freedom of contact and action within the school space is very restricted.

When talking about theory versus practice, the theory is the initiation, the basis for the action; and practice the action itself. So the theories applied in the disciplines of undergraduate courses should not only

assist but also be possible to apply in practice¹.

The Educational Residency Program had its name inspired by the medical residency, with the goal of raising the performance indices in evaluation processes in prioritized schools in the state of São Paulo. As the medical residency, the program strives to assist the complementation of training of future professionals. The difference lies in the fact that the medical residency is considered a specialization program, being necessary to be graduated; while in Educational Residency Program one must be graduating, as part of the first training of future professionals⁸.

According to the intern's reports, in the mandatory internships, there is little chance of being able to apply the theories learned during graduation practices, unlike what happens in Educational Residency Program, in which the intern actively shares the actions and routine of the teacher within the school environment.

CONCLUSION

This research was limited to the fact of having only one student and school to apply the research. There was the difficulty of not being able to compare with other students and other schools and then present a study case.

However, despite the limitations, it was possible to observe that the Educational Residency Program allows undergraduate students of teaching courses the opportunity for greater integration with school practices than mandatory internships.

Also provided interns to analyze theory and its implementation, pondering on what can or cannot being applied at school, concluding that the program is reaching its goal of forming conscious, competent and committed to education teachers.

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CONTRIBUTIONS

Larissa Maira Malvestio conducted the document survey and the transcript of the interview;

Patrícia Aparecida Sousa Macedo developed the intern monitoring and the interview. The preparation of the manuscript was performed by both authors.