



The role of the supervising teacher in the curricular internship: what do publications say?

O papel do professor supervisor no estágio curricular: o que dizem as publicações?

Alessandra de Oliveira Maciel 

Secretaria Municipal da Educação de Fortaleza. Brasil

e-mail: alessandragomaciel@gmail.com

Sinara Mota Neves de Almeida 

Universidade da Integração Internacional da Lusofonia Afro-Brasileira. Brasil

e-mail: sinaramota@unilab.edu.br

José Airton de Freitas Pontes Júnior 

Universidade Estadual do Ceará. Brasil

e-mail: jose.airton@uece.br

Abstract

The Curricular Internship (CI) has become an opportunity for research, reflective analysis, observation, and re-signification of the teaching profession. In this sense, the present article is aimed at assessing the publications that address this theme. Thus, we chose to develop this study in the area of teacher education, based on the assumption that the CI can favour the acquisition of knowledge required for the teaching activity and, consequently, the teacher's professional development. We adopted the bibliographic analysis of scientific papers from 2015 to 2020, retrieved from the Journal of the Coordination for the Improvement of Higher Education Personnel's Portal (CAPES), Google Scholar, Brazilian Digital Library of Theses and Dissertations (BDTD), Repository of the Graduate Program in Education of the State University of Ceará (PPGE/UECE), and the Education Resources Information Center (ERIC). The analyses pointed out the internship as a moment of articulation between theory and practice, and of knowledge constitution, particularly the knowledge gained through experience. Likewise, they indicated the need for greater articulation between university and school, and some emphasized the urgency of making the supervising teacher aware of his role as co-trainer of the student interns.

Keywords: curricular internship; teaching knowledge; supervising teacher; systematic review.

Resumo

O Estágio Curricular Supervisionado (ECS) tem se tornado uma oportunidade para pesquisa, análise reflexiva, observação, ressignificação do trabalho docente. Neste sentido, o presente artigo visa conhecer as produções que tratam dessa temática. Desse modo, optamos por desenvolver esse estudo na área formação de professores, partindo do pressuposto de que o ECS pode favorecer a aquisição dos saberes necessários ao exercício docente e, por conseguinte, seu desenvolvimento profissional docente. Utilizamos a análise bibliográfica dos trabalhos científicos no período de 2015 a 2020, extraídos do Portal de Periódicos da Coordenação de aperfeiçoamento de Pessoal de Nível Superior (CAPES), Google Acadêmico, Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), Repositório do Programa de Pós-Graduação em Educação da Universidade Estadual do Ceará (PPGE/UECE) e Education Resources Information Center (ERIC). As análises apontaram o estágio como momento de articulação entre teoria e prática e de constituição de saberes, em especial o saber da experiência. Do mesmo modo, indicaram a necessidade de uma maior articulação entre universidade e escola e algumas destacaram a urgência de conscientizar o professor supervisor de sua função de coformador dos estagiários.

Palavras-chave: estágio curricular; saberes docentes; professor supervisor; revisão sistemática.



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1. Introduction

Nowadays, the emphasis on the role of education as a developmental factor and the concern with the quality of learning have been restored, as stated by Luckesi (2008). Such a position reflects the social transformations derived from modernization and globalization processes, aligned with the capitalist perspective, which, in turn, has placed teachers as the focal point of political, social, and academic discussions.

Speeches that echo in the educational spaces are surrounded by criticism about the poor training of teachers, which, consequently, affects their perception and pedagogical practices. This discrediting movement favours a wave of investments, both public and private, in the initial and continued education of these professionals. It inaugurates a conception of a teacher who is accountable for the quality of the education and guides it towards a superior level than its current one (Sarti, 2008).

From this standpoint, higher education arises as the driving force of the economic vessel and, as a result, the teacher in the role of one of the protagonists of such transformation within the globalized society (Pimenta; Lima, 2019).

In this scenario, the competence of teaching professionals stands out when approaching the quality of education (Zabalza, 2004). Pimenta and Anastasiou (2014, p. 39) expand this qualification by pointing out «[...] the level of qualification is a key factor in fostering quality in any profession, especially in education, which undergoes continuous change».

The indications for teacher training anchored in the Brazilian Education Law, LDB No. 9394/1996 (Brasil, 1996), have impelled training institutions to resize their proposals, since teachers need to understand the context in which schools and universities are inserted, as well as the demands of the working world.

Given this fact, the teacher's work is affected in its core performance and training. The discourse about quality brought via indicators does not embrace to the same extent a concern over the teacher education policy, thus leaving each teacher in charge of that quality, according to their knowledge and practices. This panorama, deriving from international agreements, affects the teacher education process, where one finds the pedagogical disciplines, mediators of the formative action in undergraduate programs, among which stands the curricular internship.

From 2001 onwards, we have observed some advances in the Curriculum Internship (CI) regarding educational legislation. Related documents (Brasil, 2001a, b; 2002a, b; 2008; 2015) started to see it as a learning environment for the profession, praising the cooperation with the school and, at the same time, recommending a joint, collaborative work, in addition to considering it an integral part of the academic plan of undergraduate programs and a requirement for earning an undergraduate degree.

Nevertheless, we recognize how challenging this formative partnership between university and school is, bearing in mind that the school environment must yet understand and assume its collaborative role in training the intern (Cyrino, 2012). The school is the space for the development of internships, given that, based on observation and tutoring, the student about to graduate can reflect on how the teaching profession supports their pedagogical actions. When conceiving the school as a locus of formative experiences for the intern student, it becomes necessary to have all actors involved—lecturers and professors of Higher Education Institutions (HEIs) alike.

Proposals aimed at providing prospective professors with experiences in school contexts reaffirm the concept that the teaching profession is related to the teacher's own background knowledge and to what is acquired through their practice. The development of the profession is linked both to the sources and places where this knowledge originates and to the moments and steps of its constitution (Tardif, 2014).

Among the sources of constitution of teaching knowledge described by that author, stand teacher training and internship. He also states that this moment is one of the ways of integration into the teaching profession, noting that the professional knowledge is found «at the confluence of various sources of knowledge emerged from the individual life history, the society, the school institution, other educational actors, locus of formation, etc.» (Tardif, 2014, p. 64).

In line with the above, the argumentation rendered by Gauthier *et al.* (2013) points out that obtaining this knowledge becomes fundamental to the teaching professional field and can favour a more competent performance of the teacher in their occupation. The teaching activity requires a set of knowledge and practices, and that these occupy a central position in the teacher professionalization process (Libâneo, 2008).



Concerning the pre-service training, Gatti (1992) pointed out that higher education institutions had not yet assumed their responsibility in the training activity, as they should, whether by contributing to the restructuring of the degree program or to continued education. In this sense, we understand that pre-service training deserves more attention, given that it is legally characterized as a gateway to the teaching profession, as well as a conducive space for development of aspects that involve the teacher's procedures in the teaching profession.

From this perspective, we understand that the teaching profession has its specificities and requires mastery and the ability to mobilize the knowledge that underpins its performance. These foundations of knowledge stem from social interactions, collectively, related to their life story and professional development, permeating the technical knowledge in a reflexive way and in the relationships between teacher and student, seeking to build up their professional identity (Tardif, 2014).

With this view, we constituted as the reference guide for this investigation an inquiry for analysis of the scientific evidence available in databases. The delimitation of this starting question evidenced the CI and the teacher's foundations of knowledge. Thus, we chose to conduct this study in the area of teacher education based on a main question: how does the Curriculum Internship course favour the acquisition of knowledge required for the teaching profession?

This survey is aimed at identifying the publications that address the theme, based on the assumption that the paths of science are enriched by the contribution of the literature review, the supporting of the guiding questions and/or research hypotheses.

2. Methodology

1.1. Systematic review method

In order to disclose the contributions of scientific publications concerning the CI, we conducted a systematic review aimed at following the scientific path to elucidate the topic under investigation (Gomes; Caminha, 2014). For Zoltowski *et al.* (2014, p. 97), «[...] this is one of the most robust techniques for evaluating and synthesizing literature in various fields of knowledge».

According to De-La-Torre-Ugarte-Guanilo, Takahashi, and Bertolozzi (2011, p. 1261), the systematic review is «a rigorous methodology proposed to: identifying the studies addressing a certain theme, by applying explicit and systematic search methods; evaluating the quality and validity of these studies, and their applicability as well».

1.2. Systematic review protocol

We started the publications' selection protocol in March 2020 and chose as search descriptors: a) teaching knowledge; b) internship; c) supervising teacher and its variations, both in Portuguese and English. Such descriptors were used in combinations¹, similar to a mathematical equation. We emphasize that this correlation was mediated by the Boolean² operators AND and OR in order to find more studies related to the main question.

Therefore, we used the bibliographic analysis of scientific work papers retrieved from the Journal of the Coordination for the Improvement of Higher Education Personnel's Portal (CAPES), Google Scholar, Brazilian Digital Library of Theses and Dissertations (BDTD), the Education Graduate

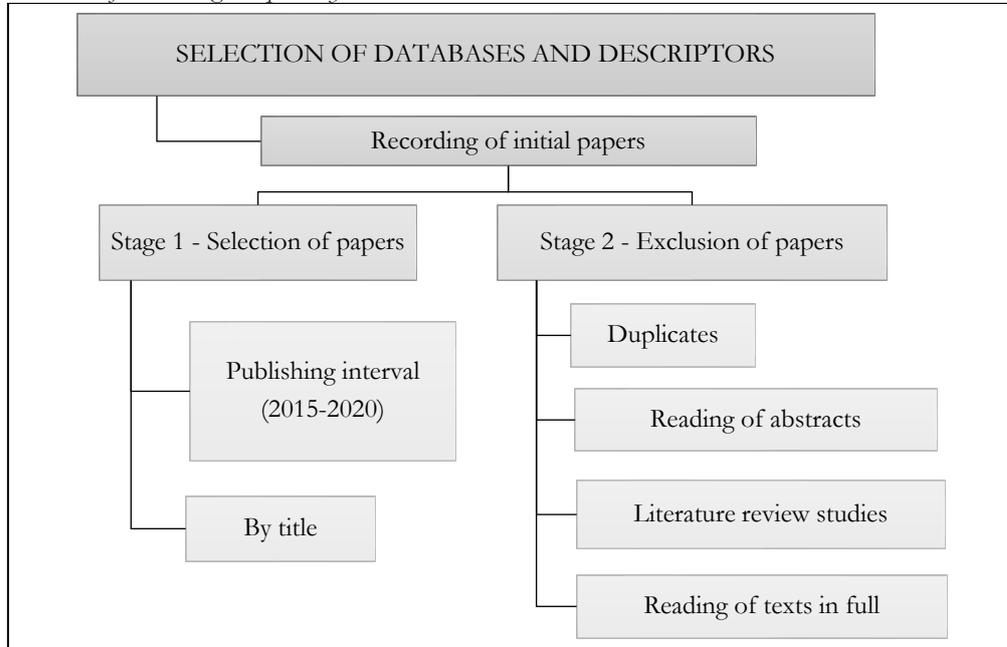
¹ English: teaching knowledge AND internship OR curricular internship AND degree AND physical education AND supervising [teacher](#) OR cooperating teacher. Portuguese: saberes docentes AND estágio supervisionado OR estágio curricular supervisionado AND licenciatura AND educação física AND professor supervisor OR professor cooperante.

² «Boolean operators are words intended to define for the search system the way the combination between search terms or expressions should be done». Such combinations can broaden or narrow the searches, with use of the following terms: AND, OR, and NOT. Available at: <http://www.dbd.puc-rio.br/wordpress/?p=116>. Accessed on: 24 April 2020.

Program Repository at Ceará State University (PPGE/UECE), and the Education Resources Information Center (ERIC).

Selection was carried out as shown in Figure 1. The entire pathway was shared and discussed with another researcher, and described in the research logbook, a record that may help other researchers to navigate the same route, if it is of interest to them.

Figure 1.
Flowchart of the investigative pathway



With a view to better organizing the findings, we chose two stages. We named Stage 1 that which comprises the selection criteria: by period —papers published from 2015 to 2020—, and by title — as long as it included the preestablished descriptors—, from the starting question. In Chart 1, it is possible to verify the number of initial findings in each database.

Chart 1.
Number of research papers by database in the Selection Stage

Database	Initial findings	Period (2015-2020)	Title
Google Scholar	815	100	60
BDTD (master's theses)	05	03	03
BDTD (doctoral dissertations)	08	05	02
CAPES	67	46	32
ERIC	94	14	05
UECE (master's theses)	08	01	00
UECE (doctoral dissertations)	03	02	01

Stage 2 comprised the aspects for exclusion, such as: duplication (repetition of titles in the same or another database); type of study (literature reviews, opinions, reviews, points of view, letters to the editor and editorials); abstract content (identification of objectives and results that depart from the main question, as well as research outside the context of education, or aimed at bachelor's degree programs, basic education, or any of the teaching modalities other than tertiary education; full content (identification of results that depart from the main question). Chart 2 shows the numbers related to the texts excluded in this stage.

Chart 2.



Number of research papers by database in the Exclusion Stage

Database	Duplication	Review studies	Abstract content	Full content
Google Scholar	13	07	07	22
BDTD (master's theses)	00	00	01	01
BDTD (doctoral dissertations)	00	00	00	01
CAPEs	00	08	09	07
ERIC	00	00	01	01
UECE (master's theses)	00	00	01	00
UECE (doctoral dissertations)	00	00	01	00

The full-text reading step comprised a list of articles, theses, and dissertations. This action was recorded in an Excel spreadsheet, enabling greater visibility and sharing of data among researchers.

The basic information of 24 inventoried findings was entered to compose the final report. The spreadsheet comprised information such as title, authors, year of publication, the degree program, audience, abstract, methodology, and main results. According to Costa and Zoltowski (2014), this is a basic stage for systematic reviews, as it assists the next steps of data systematization and extraction.

3. Results and discussion

As a way to visualize the overall path of the findings, we present some data identified in the studies comprised in this final step, based on information recorded on the spreadsheet.

Of the inventoried publications, 23 were based on the qualitative approach, 1 was a mixed methods research (quantitative and qualitative), and none adopted an exclusively quantitative approach. We emphasize that around 33.33 % of the publications found did not make the adopted approach explicit, and it was necessary to infer from the methodological path described. This lack of clarity in some methodological choices was also perceived in relation to methods and techniques in some publications.

Regarding the year of publication, we noticed that 2017 had the highest number of published research studies, as shown in Chart 3.

Chart 3.

Number of published research studies by year of publication³

Database	2015	2016	2017	2018	2019	2020
Google Scholar	00	02	05	04	00	00
BDTD (master's theses)	01	00	00	00	00	00
BDTD (doctoral dissertations)	00	00	01	00	00	00
CAPEs	01	04	02	00	01	00
ERIC	00	00	00	00	01	02
Total	02	06	08	04	02	02

With regard to the locus of investigation, the fact that the Physical Education degree program is the most studied draws our attention. All out of nine papers in this field show favourable results for the relationship between CI and the development of knowledge by final-year undergraduates. Such correlation appears less frequently in the results of studies in other fields.

In most of the findings, the research subjects were undergraduate students enrolled in the CI discipline, which totalled 58.3 %. The basic education teacher was in the role of study participant in only 41.6 % of the cases, followed by 33.3 % with CI discipline teachers as participants. School head,

³ UECE is not included in this chart due to the exclusion of its findings in the abstracts reading stage.

Pedagogical Coordinator, and Technician of the Department of Education, each one appeared as subjects in 4.1 % of the inventoried studies.

3.1. Studies published in periodicals

This type of publication comprised most of the inventoried studies, totalling 13 articles. Out of these, three were published in international journals, in English, as shown in Chart 4.

Chart 4.

Author, title, periodical, and year of publication of articles published in periodicals

Author	Title	Periodical	Year
Marina Cyrino; Samuel de Souza Neto	<i>O estágio curricular no curso de pedagogia: elementos para um processo formativo</i> (The pre-service teacher in the undergraduate course of education: elements for the formation process)	<i>Acta Scientiarum</i>	2015
Teresa Silva; Paula Batista; Amândio Graça	<i>A função de supervisão como fator de aprendizagem profissional contínua do professor cooperante de Educação Física</i> (The supervisory role as a factor of continuing professional learning of physical education cooperating teacher)	<i>Revista Internacional de Formação de Professores (RIPF)</i>	2016
Ariane Baffa Lourenço; Maria Lucia Vital dos Santos Abib; Francisco Javier Murillo	<i>Aprendendo a ensinar e a argumentar: Saberes de Argumentação Docente na formação de futuros professores de química</i> (Learning to teach and to argue: teaching knowledge on argumentation in the education of future chemistry teachers)	<i>Revista Brasileira de Pesquisa em Educação em Ciências</i>	2016
Renata Vieira Souza; Maria Beatriz Junqueira Bernardes	<i>Os professores regentes frente aos estágios supervisionados: contribuições e desafios deste profissional</i> (Teacher's regents front to stages supervised: contributions and professional challenges this)	<i>Geosaberes</i>	2016
Inês Cardoso; Paula Batista; Amândio Graça	<i>Narrativas acerca da formação de professores de Educação Física em contexto de prática supervisionada</i> (Narratives about Physical Education teacher education in practicum context)	<i>Sociologia, Revista da Faculdade de Letras da Universidade do Porto</i>	2016
Teresa Maria Leandro Sousa Silva, Paula Maria Fazendeiro Batista,	<i>O papel do professor cooperante no contexto da formação de professores de Educação Física: a perspectiva dos professores cooperantes</i> (The role of the cooperating teacher in the context of physical education teacher training: The cooperating teacher's perspective)	<i>AAPE/EPAA</i>	2017



Claudivan Sanches Lopes	<i>Aprendizagem da docência em geografia no âmbito do estágio supervisionado: a perspectiva de alunos e supervisores</i> Learning to teach geography with supervised training: students' and supervisors' points of view	<i>Revista Brasileira de Educação em Geografia</i>	2017
José Corrêa Junior; Samuel Souza Neto; Dijnane Fernanda Vedovatto Iza	<i>Estágio Curricular Supervisionado: locus de socialização profissional, habitus e produção de saberes</i> (English title not available)	<i>Revista Brasileira de Educação Física e Esporte</i>	2017
Flávia Girardo Botelho Borges	O Estágio Supervisionado Em Letras No Viés Administrativo-Pedagógico (English title not available)	<i>Polifonia</i>	2017
Taynara Franco de Carvalho; Samuel de Souza Neto	<i>Estágio supervisionado na educação física: a mobilização dos saberes docente</i> (Supervised teaching practice in physical education: the mobilization of teacher knowledge)	<i>J. Phys. Educ</i>	2019
Lisa Gaikhorst; Jeffrey Post; Virginie März; Inti Soeterik	Teacher preparation for urban teaching: a multiple case study of three primary teacher education programs	<i>European Journal of Teacher Education</i>	2019
Yasemin Acar-Ciftci	Bridging Knowledge and Action in the Workplace: An Evaluation on Internship Learning Outcomes of Child Development Associate Degree Program Students	<i>Journal of Education and Learning</i>	2020
Isaac Buabeng; Forster Danso Ntaw; Charles Deodat Otami	Teacher Education in Ghana: Policies and Practices	<i>Journal of Curriculum and Teaching</i>	2020

Among the publications listed above there are ten national papers, which assert the need to look after these professionals who embrace the internship in the practical field and the relationships established between two educational institutions. This concern was evidenced in the research of Cyrino and Souza Neto (2015) when they point out the lack of recognition for anyone who receives an intern in their classroom, which seems to be an act of «comradeship» on their part. They also indicate that the internship student is sometimes treated either as a prospective teacher or as a mere assistant, which can lead to a training process with or without intentionality. Adding to this discussion, Silva, Batista, and Graça (2016) draw attention to the formulation of political-educational actions that enable conditions for the supervising teacher to recognize their functions and exercise them in a qualified manner.

According to Lourenço, Abid, and Murillo (2016), the process of knowledge constitution permeates the set of reflections about the activities experienced during the CI, especially those related to practical activities performed in the field school. Thus, it is essential that the supervising teacher perceives themselves in the role of these prospective teachers' co-trainer, as highlighted by Souza and Bernardes (2016). With this in mind, Lopes (2017) emphasizes that the teacher expresses significant knowledge through their attitude, so that student interns understand their future professional activity, and, for this reason, the teacher plays the role of a co-trainer, thus rendering indispensable the articulation between university and school (Cardoso; Batista; Graça, 2016).

Such articulation must set collaborative work as a condition and go beyond the normative aspects, since the learning experiences one undergoes in the internship location influence not only the students, but also the supervising teacher, as can be observed in the research results presented by



Corrêa Neto, Souza Neto, and Vedovatto Iza (2017), and by Silva and Batista (2017). Sharing this view, studies carried out by Borges (2017) and by Carvalho and Souza Neto (2019) evidenced that the knowledge gained through experience is the most mobilized one, both by the students and by the teachers acting in internship supervision and guidance. For that reason, those actors must build a close and collaborative relationship, thus enabling the CI to develop in a more integrated and comprehensive way.

The research papers with an international scope report experiences from three countries: Turkey, Ghana, and the Netherlands. They were carried out at institutions targeted at training teachers to work with childhood education, according to the terminology adopted in each country. The Dutch study, by Gaikhorst *et al.* (2019), referred to the internships as a mandatory component, regarded as significant for the training process of prospective teachers. Nevertheless, they observed that the dimensions involving the content of classes and the constitution of critical knowledge were given less attention within teacher training programs, and that the diversity of context in which the practice occurs furthers this training process. Therefore, they recommended collaboration agreements between the school and training institutions, so that they complement each other.

The study of Acar-Ciftc (2020), developed in Turkey in a Child Development Program linked to the University of Istanbul also considers the internship the most important part of the educational process, as the teaching activities can thus be put into practice. From the results, it was possible to infer that the «practical training supervisors», as were called the teachers at schools that receive the students, lacked the knowledge of ways to contribute to their learning process during the CI. The intern students, on the other hand, were not familiar with the practical activities that occur in the actual teaching context. Therefore, the author suggested that training programs should include a «preliminary preparation», so that the students can be provided with more time to approach the reality of schools.

Finally, the research study conducted by Buabeng, Ntow, and Otami (2020), with a focus on teacher training in Ghana, addressed political and practical changes in teacher training programs initiated in 2018. The authors identified the theory-practice connection as the greatest challenge with a view to qualifying these professionals. They also point out the institution that will receive the students during the internship period as a critical factor and regard the careful selection of these schools as a crucial step, since qualified teachers must be available to supervise these students. Thus, the authors recommend that these teachers be trained as a way to ensure the complementation of what the student intern was taught in their education programs.

We can infer that the publications contained in this section support the CI as a significant period for the training of prospective teachers and that the role of the supervising teacher must be highlighted and monitored by the HEI in order to qualify the educational process of the student in a licentiate degree program.

3.2. Studies released in conference proceedings

In this category, six studies were selected from congresses, seminars, and meetings. Of these, four were related to publications at international conferences and two at national meetings in Brazil. The publications covered the categories of CI and Teacher Education. Chart 5 displays each of these productions, year, and conference meeting at which they were presented.

Chart 5.

Author, title, event, and year of publication of articles published in conference proceedings

Author	Title	Event	Year
Jéssica Mistura Zanon	<i>Contribuições do Estágio Supervisionado na/para a Formação Inicial de Professores de Matemática</i>	<i>XX Encontro Brasileiro de Estudantes De Pós-Graduação em Educação Matemática</i>	2016
Suzete Rosana de Castro Wiziack; Vera de Mattos Machado	<i>O Estágio na Formação de Professores em Ciências Biológicas: desafio a ser concretizado coletivamente</i>	<i>X Congreso Internacional sobre Investigación en Didáctica de Las Ciencias</i>	2017
Alice Virgínia Brito de Oliveira; Andréa Karla	<i>Estágio Curricular Supervisionado: contribuição na construção da</i>	<i>11 Encontro Internacional de Formação de Professores (Enfope)</i>	2017



Ferreira Nunes; Edinice dos Santos Silva Oliveira	<i>identidade docente do licenciando em História</i>		
Beatriz dos Santos; Bruno Ferreira dos Santos	<i>A Aquisição de Saberes e Competências Didáticas do Estágio Supervisionado da Formação do Professor de Química: um estudo baseado nas regras discursivas</i>	<i>X Congreso Internacional sobre Investigación en Didáctica se Las Ciencias</i>	2017
Sheila Moura do Amaral; Ewerton Costa de Almeida; Artêmis de Araújo Soares	<i>O Estágio Supervisionado Em Educação Física: Contribuição Na Formação Discente</i>	<i>III Seminário Internacional Em Sociedade E Cultura Na Pan-Amazônia</i>	2018
Ednalva Alves dos Santos; Franciane Adielle de Souza Praxedes; Maria Fernanda Bernabé dos Santos; Maria Lusía de Moraes Belo Bezerra; Nanuza Mikaela Rodrigues Correia; Selma Lúcia Souto Maior de Araújo Balta	<i>O Professor Supervisor E Sua Compreensão Sobre O Estágio Supervisionado</i>	<i>Associação Brasileira de Ensino de Biologia</i>	2018

The productions described above share the undoubted assertion that the CI is decisive for initial teacher education, contributing to their *praxis* and favouring the understanding of the teaching profession. They also agree that, during this internship period, students mobilize a set of knowledge incorporated throughout their initial training. They consider that disciplinary knowledge is not enough for them to carry out the educational activity. It is necessary to articulate it with pedagogical knowledge, so that they can have a more effective practice. However, upon analysing the results of each work, we observe some aspects that deserve our attention, as they appear as weakening points.

Wiziack and Machado (2017) emphasized that the CI needs to ensure a better relationship between the intern, the HEI teacher, and the teacher, so that there is a greater and better exchange of experience and knowledge about training and professional identity, in order to prepare the students to contribute to the improvement of basic education in the future. On the other hand, Oliveira, Nunes, and Oliveira (2017), perceived, from the speech of the research participants, that the school has not yet been able to provide the students with the necessary support for them to develop in a practical way, despite considering the CI a significant period of time for the acquisition of professional experience.

Amaral, Almeida, and Soares (2018) emphasize that the supervising teacher at the school needs to be more aware of their role within the internship. They also observed a gap with regard to the pedagogical action of this teacher in relation to their class at school, as if he did not use the reflection between theory and practice to improve or reorganize their actions. Such observations made by the interns during the research led them to state that they could have taken more advantage of the CI, even though they recognize it as an indispensable part of their education process.

In the research by Santos *et al.* (2018), the results are similar to those of Amaral, Almeida, and Soares (2018), though obtained through the speech of the supervising teachers themselves. The investigation shows that 82.22 % of respondents had already supervised an intern and considered that not all of them were prepared for that experience. They believe that this university-school contact through the CI strengthens their teaching activity, despite recognizing the need for greater attention in training the teacher who receives the student intern.

To conclude the analyses within this category, the study by Santos and Santos (2017) points out that the curriculum organization of the licentiate degree program may influence the mobilization of knowledge during the internship period. Zanon (2016) states that, in addition to this articulated academic training, the close relationship between university and school is significant for the students to acquire knowledge and skills required for teaching.



3.3. Theses, dissertations and capstone projects

Among this type of publications, we found 5 productions: 1 capstone project, 1 master's thesis, and 3 doctoral dissertations. Two research works were extracted from the BD'TD database, and the other three, from Google Scholar. The point of intersection for these productions was the fact that all of them addressed the CI, though each study addressed this issue by relating it to other aspects. As for their geographic origin, two studies come from HEIs located in the Southeast of Brazil, one in the South, and two in the Northeast region. These findings are consolidated in Chart 6.

Chart 6.

Author, title, type, higher education institution (HEI), and year of publication of capstone project, thesis, and dissertation

Author	Title	Type	HEI	Year
Angelita de Fátima Souza	<i>Constituição da identidade profissional docente no curso de pedagogia a partir do estágio supervisionado</i>	Thesis	UFTM	2015
Arestides Pereira da Silva Júnior	<i>Configurações e relações estabelecidas no estágio curricular supervisionado na formação inicial de professores de educação física</i>	Dissertation	UEM	2016
Tatiana Iveth Salazar López	<i>Um estudo sobre a mobilização de saberes docentes no contexto de estágio curricular supervisionado de uma licenciatura em física</i>	Dissertation	UNESP	2017
Francisca Analice Farias Araújo Almeida Cavalcante	<i>O estágio supervisionado no curso de licenciatura em educação física da Universidade Federal do Ceará: reflexões entre a teoria e a prática</i>	Capstone project	UFC	2018
Shirlane Maria Batista da Silva	<i>O estágio supervisionado no processo formativo: o que pensam as professoras</i>	Dissertation	UFPI	2018

Souza's thesis (2015) is entitled *Constituição da identidade profissional docente no curso de pedagogia a partir do estágio supervisionado*, which can be understood as «*Constitution of professional identity of teachers in the pedagogy program from the supervised internship*». The author sought to understand how students constituted themselves as teachers based on the CI and recognized the importance of the relationship between theory and practice, as well as the role of the internship period in shaping the teacher's professional identity. She highlighted the need to strengthen the relationship between university and school, regarding both as responsible for implementing this internship, and that the supervision is essential, both by the HEI teacher and by the teacher.

Other research carried out in a degree program in pedagogy was Silva's dissertation (2018), whose title can be understood as «*The supervised internship in the training process: what teachers think*». The author analysed the educational experiences during the CI with a view to the training required for teaching. In this sense, the findings pointed out the CI as an educational *locus* where the student approaches their future field of action in a different social and professional context. It also indicates that this period favours the reflective process focusing the profession and the constitution of the set of knowledge needed for the teaching activity.

Despite being carried out in a physics undergraduate program, López's dissertation (2017), whose title means «*A study on the mobilization of pedagogical knowledge in the context of a curricular internship of a licentiate degree program in physics*», shows similar results to the investigation conducted by Silva (2018). López showed that the constitution of knowledge, especially the knowledge of educational sciences (Gauthier, 1998), on the part of the undergraduates, permeates the knowledge acquired in courses of the pedagogical-didactic axis of the program, combined with experiences in the field school. Thus, it was considered important to discuss the organization of the program's courses, aiming at the articulation of the specific contents of the area with those related to teaching, so that it makes sense to the students. Another factor is associated with the HEI teacher's role as a promoter of reflective processes, enabling the articulation of what is experienced in the classroom at school with a broader context, and having the supervising teacher at the school as a participant in this process.

The research performed by Cavalcante (2018), whose title can be translated as «*The supervised internship in the degree course in physical education at the Federal University of Ceará: reflections between theory and*



practices», like the previous ones, reaffirms the importance of CI as an approximation to the future professional *locus* and its reality, also favouring the constitution of knowledge. However, what caught our attention were the students' reports about their weaknesses during this period and how significant the monitoring of the school supervisor was, in these situations. This support alleviated the anxiety and potential difficulties that the students could experience during the internship.

The last research analysed was that of Silva Júnior (2016). Because it was written in the Slovakian model⁴, we allowed ourselves to select chapters 4 and 5 as they approached our starting question. By grouping the results, it was noticed that the relationships between the actors that take part in the CI need to be closer and built with better care, so that the student intern can feel that all those involved are their partners, collaborators, and participants in this process, as much as he is. Depending on the profile of the supervising teacher at the school, the aspects related to the teaching practical training become diversified, and so do the relationships. Finally, the author considered some aspects that could strengthen the CI: cooperation partnerships with educational bodies; approximation between courses offered in degree programs and the reality of the school; development of collective and collaborative planning; more active participation of the supervising teachers and a more refined relationship between interns and the other agents in the school, among other aspects.

This report of the five inventoried studies evidenced the CI as a formative *locus* and source that enables the constitution of knowledge relevant for the teaching profession. This perspective supports the reflection on the practices that are presented in the CI, favouring the expansion of knowledge comprised in this stage of pre-service teacher education.

4. Final considerations

Mapping all these literary productions provided us with enough background to understand the CI and its relationship with the constitution of knowledge, and the important role of the school supervising teacher in this training process, based on the assumption that the paths of science are crossed by the contribution of the literature review, in support of guiding questions and/or research hypotheses.

Returning to our main question («How does the curricular internship course favour the acquisition of knowledge required for the teaching profession through the role of the school supervising teacher?»), the findings pointed out the internship as a moment of articulation between theory and practice, and of knowledge constitution, particularly the knowledge gained through experience.

Likewise, the results indicated the need for greater articulation between university and school during the CI, in order to strengthen and give meaning to the teaching practical training during this period. They also highlighted the urgency of rendering the teachers aware of their role as co-trainers, as they exert a significant influence on the education of student interns.

In this sense, we consider that all the publications have collaborated in supporting the internship as an expressive moment in the education of prospective teachers, which favours the constitution of knowledge by the students. Additionally, the school supervising teacher can act as a partner in order to qualify their educational process, even though only few productions have focused on this aspect of the supervising teacher as a co-trainer.

We conclude by affirming the significance and urgency of debates addressing the CI as a curricular component that enables the articulation between theory and practice, in order to provide the student intern with the constitution of knowledge in partnership with the school, and especially with the supervising teacher.

⁴ Also known as «Alternative Format». Such configuration is characterized as a compilation or collection of articles published or ready for publication (Silva Júnior, 2016).



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