



TEACHING INTERNSHIP AND TEACHING PEDAGOGICAL STRATEGIES: AN EXPERIENCE REPORT

O ESTÁGIO DE DOCÊNCIA FRENTE ÀS ESTRATÉGIAS PEDAGÓGICAS DE ENSINO: UM RELATO DE EXPERIÊNCIA

PRÁCTICA EN DOCENCIA FRENTE A LAS ESTRATEGIAS PEDAGÓGICAS DE ENSEÑANZA: UN RELATO DE EXPERIENCIA

Juliana Xavier Pinheiro Cunha¹, Elisama Nascimento Rocha², Nívea Maria Silveira Almeida³, Alba Benemérita Alves Vilela⁴

ABSTRACT

Objective: to report, considering teaching pedagogical approaches, Master's students' experiences and lessons learned during Teaching Internship. **Method:** a report on three Master's students' experiences during the Teaching Internship of the Southwest Bahia State University's Nursing and Health Post-graduate Program, in the second half of 2011. **Results:** in teaching practice, four types of pedagogical trends were used as methodological strategies: traditional pedagogy; renewed pedagogy; technicist pedagogy and also critical pedagogy. Among these, it was found that the renewed and the critical trends were more appropriate for achieving effective learning. This process of learning how to be a teacher encouraged the improvement of practice, and enabled the interaction of teaching to the student context to construct knowledge. **Conclusion:** it was found that Teaching Internship is an important educational act that enables graduate students the education for teaching and a concomitant understanding of what is to act in mediating the teaching-learning process, allowing the use of pedagogical strategies that provide subsidies for a transformative education. **Descriptors:** higher education; learning; internships.

RESUMO

Objetivo: relatar, frente às tendências pedagógicas de ensino, as experiências e aprendizados de mestrands durante o curso da disciplina Estágio de Docência. **Método:** relato de experiência de três mestrands durante o curso da disciplina Estágio de Docência do Programa de Pós-Graduação em Enfermagem e Saúde, da Universidade Estadual do Sudoeste da Bahia, no segundo semestre do ano de 2011. **Resultados:** na prática docente foram utilizados quatro tipos de tendências pedagógicas como estratégias metodológicas: a pedagogia tradicional; a pedagogia renovada; a pedagogia tecnicista e, também, a pedagogia crítica. Dentre estas, constatou-se que a tendência renovada e a tendência crítica se mostraram mais adequadas para se alcançar um aprendizado efetivo. Esse processo de aprender a ser professor estimulou o aperfeiçoamento da prática, além de permitir a interação do ensino ao contexto do aluno para construção de conhecimentos. **Conclusão:** constatou-se que o Estágio de Docência é um importante ato educativo que possibilita aos pós-graduandos a formação para a docência e a concomitante compreensão do que é atuar na mediação no processo ensino-aprendizagem, viabilizando a utilização de estratégias pedagógicas que forneçam subsídios para uma educação transformadora. **Descritores:** ensino superior; aprendizado; estágios.

RESUMEN

Objetivo: relatar, teniendo en cuenta las tendencias pedagógicas de enseñanza, experiencias de estudiantes de Maestría y las lecciones aprendidas durante la Práctica de Docencia. **Método:** se trata de un relato de experiencia de tres estudiantes de Maestría en la Práctica de Docencia del Programa de Posgrado de Enfermería y Salud de la Universidad Estatal del Suroeste de Bahía, en el segundo semestre de 2011. **Resultados:** en la práctica docente se utilizaron cuatro tipos de tendencias pedagógicas como estrategias metodológicas: la pedagogía tradicional; la pedagogía renovada; la pedagogía tecnicista y también la pedagogía crítica. Entre éstas, se encontró que las tendencias renovada y crítica fueron más adecuadas para lograr un aprendizaje eficaz. Este proceso de aprender a ser maestro alentó a la mejora de la práctica, y ha permitido la interacción de la enseñanza al contexto de los estudiantes para construir conocimientos. **Conclusión:** se encontró que la Práctica de Docencia es un importante acto educativo que permite a los estudiantes de posgrado la educación para la enseñanza y la concomitante comprensión de lo que es actuar en la mediación del proceso de enseñanza-aprendizaje, permitiendo el uso de estrategias pedagógicas que proporcionen subsidios para una educación transformadora. **Descriptores:** enseñanza superior; aprendizaje; pasantías.

¹Nurse. Master's student of the Nursing and Health Post-Graduate Programme, Southwest Bahia State University/UESB. Jequié (BA), Brazil. CAPES scholar. E-mail: julianaxcunha@gmail.com; ²Master's student of the Nursing and Health Post-Graduate Programme, Southwest Bahia State University/UESB. CAPES scholar. Jequié (BA), Brazil. E-mail: elisamapq@hotmail.com; ³Nurse. Master's student of the Nursing and Health Post-Graduate Programme, Southwest Bahia State University/UESB. Jequié (BA), Brazil. E-mail: nivea.msa@gmail.com; ⁴PhD in Nursing from the Federal University of Ceará. Professor of the Health Department and of the Nursing and Health Post-Graduate Programme, Southwest Bahia State University/UESB. Jequié (BA), Brazil. E-mail: albavilela@gmail.com

INTRODUCTION

The Teaching Internship is one of the courses in the curriculum of the Nursing and Health Graduate Programs, at the Master's academic level, of the Southwest Bahia State University. It consists in completing an internship in teaching, whose objective is to bring the Master's student, as an educator, closer to teaching in order to connect the gaps between academic theory and practice, enabling it to be carried out and/or perfected.

Despite being an optional paper, the course is promoted by the program's lecturers as they judge it to be essential for the formation of educators. In this way, conscious of the benefits that this subject can provide, in the second semester of 2011, an internship in the subject Methodology of Scientific Research in Health was held, which was offered in the second semester of the Odontology course, with a total workload of 60 hours.

It is currently known that Master's and Doctorate courses, besides scientific-technological development, seek to prepare the teacher, as advocated by the Coordination of Improvement for Tertiary Educators (CAPES), which from 1999 recognised the importance of educating masters and doctors qualified for teaching and adding to their statutes a supervised internship course in teaching.¹

This position taken by CAPES reflects the concern that currently surrounds results that upper education has been showing, which sometimes is a reflection of a lack in training in teaching. In education practice, many educators show resistance to using innovative pedagogical strategies, with a predominance of a technical and more tradition approach, making learning more difficult.²

For the educator to effectively deliver the teaching-learning process, it is necessary that active methodologies be used, thus making the student the centre of the learning process and the teaching assuming the role of a facilitator. For this, the educator must have adequate preparation and know how to act in a way to face the many challenges that are associated with the act of innovating in education.^{3,4}

It can be observed that in the area of health, the majority of professionals have not been trained to be educators, as most parts of courses are centred on Bachelor's degrees in the various health courses. In the graduation of bachelors, there is not any emphasis on the

knowledge of pedagogic practices and approaches to exercise the role of teaching, as the focus is generally on biological aspects, conforming to the hegemonic biomedical model, and therefore many assume the role of educator without being duly prepared for the function.⁵

To plan and exercise with quality and efficiency the teaching-learning process, the professional needs to have clarity in the pedagogical approaches that will be adopted in their educative actions. Consequently, it is necessary to understand that education is not a finished reality; in it are human, technical, cognitive, emotional, socio-political and cultural dimensions that are influenced by external factors and events prior to the moment of the teaching itself.⁶

From this perspective, the teaching internship allows post-graduate students to prepare for the act through a teaching-learning process that equips them with new pedagogical strategies by the practical application of knowledge of the educational process, teaching and learning discussed in class.

In this way, conscious that the learning process is not only a one-way street, as it is impossible to teach without learning, the objective of this study is to relate, concerning teaching pedagogical approaches, the experiences and learning of three Master's students during the Teaching Internship course paper.

METHOD

A report on three Master's students' experiences during the Teaching Internship of the Southwest Bahia State University's Nursing and Health Post-graduate Program, in the second half of 2011. This paper enabled the Master's students to perform the activity of teaching, preparing them for educational practice.

The subject delivered by the Master's students was Methodology of Scientific Research in Health, part of the 2nd semester's curriculum in the Southwest Bahia State University's Odontology Course. The paper had a total of 60 hours, which were divided into theoretical and practical classes.

RESULTS AND DISCUSSION

The teaching internship took place during the first semester of 2011, where three Master's students could share the Methodology of Scientific Research in Health. The fact that

Cunha JXP, Rocha EN, Almeida NMS et al.

the subject could be shared with a large number of professionals enabled an enriching experience as it favoured the exchanging of the personal experiences, as well as the possibility to manage divergences in the paper's planning and execution process.

At all times were the Master's students supervised and orientated by the subject's professor, who guided the direction of the subject, also providing each Master's student autonomy in delivering the educative process. The planning of the paper was done as a group, in which each person could give their opinion and make changes to the planning from what was proposed in the initial draft.

During the first days of class, the undergraduates from the Odontology course showed apprehension in relation to the request presented for the termination of the paper, which consisted of the delivery and presentation of a research project. This insecurity may be justified by the fact that for many of them, it was their first contact with research. Those who had already been involved in extension projects showed more ease with the presented proposal.

As the course progressed, they presented many doubts concerning the delimitation of the theme and in the definition of the objectives that answered the defined guiding questions. However, these difficulties were able to be remedied in a more specific and effective way through the separation of the class into three practical groups. Each Master's student was responsible for a group of 7 students, weekly accompanying the projects' progress and giving orientation when necessary.

This strategy of dividing the groups did not exclude the continuity of theoretical classes with all the students. What it enabled was the use of various teaching methods, from lectures to the reading and discussion of texts and showing films based on scientific research.

From the moment the challenge was announced to take over, under the supervision of the responsible professor, the Methodology of Scientific Research in Health paper, the need to bring to the classroom the knowledge learnt in the Master's paper titled Teaching-Learning Processes in Health Sciences was perceived. Through this paper, knowledge in the pedagogical approaches of teaching was obtained, which allowed for experimenting in the internship's practice different models presented in theory, besides stimulating reflexion and evaluation of the most efficient

Teaching internship and teaching pedagogical...

model to the objectives of the proposed teaching.

The pedagogical approaches refer to the way that the educative process is executed, and as such, educators can utilise them in different ways for the same situation by merging the techniques. In this manner, the option of an adopted pedagogical approach may provide aid to the educator and favour a transforming education of the subjects involved in it, problematizing daily questions, considering learning should be built and not received passively.⁷

Everyone who teaches has a theory of learning, which could be based on various theories or on beliefs and values. All actions of and educator are guided according to their vision of the world, by their goals to be achieved and by their conception of educations. Thus, to obtain knowledge on the diverse pedagogical approaches that currently exist, an educator may opt for that which most effectively meets their intentions, looking for what best contributes to the student's learning.⁵

Faced with this, the pedagogical approaches used during experienced practice will be adopted. However, it is important to note that at no point was one of these approaches used in isolation; there was always an association with a traditional and a renovated pedagogy, allied with a technicist and a critical approach. In this way, the concerns that can arise for each model when, in a moment of teaching, some approaches prevail over others will be discussed.

On a few occasions, in the practice of teaching-learning, the so-called traditional pedagogy is predominant, more evidently in lectures. However, when this model prevails, it can be seen that many students appear lost, especially when the theme being approached is something that the majority have not had prior contact with.

In this approach, called "banking" by Freire, the teaching actions are focussed on the exposition of knowledge by the educator. As such, the learner is considered to be an empty receptacle, into which new external knowledge will be poured. The educator is viewed as the maximum authority, the sole responsible and driver of the educative process. Using only lectures, without encouraging student participation, ensures that they only receive the information and rarely question the content administered.^{7,8}

The most relevant criticism that is made of traditional pedagogy is its incapacity to

Cunha JXP, Rocha EN, Almeida NMS et al.

develop the intellectual skills of observation, evaluation, exploration and understanding, necessary to critique reality. When there is a predominance of this approach in detriment to the others, students do not feel pushed to question, receiving all the content passively. Therefore, constantly noting the distraction of the students, a way of interacting to stimulate questioning was sought, such as associating the content with the students' reality, for example.⁹

Another pedagogical approach that at some moments was evidenced was the renovated approach. In this model, the centre of the activity is neither the educator nor the material, but the learner, as they are active and curious. Being a process of "learning to learn", where the most important aspect is not the teaching but the process of learning. In this approach, the educator themselves does not transmit the content, but rather creates conditions for the students to learn, being a facilitator to learning.⁷

This type of approach could be used at various times, especially from the moment the class was divided into groups where each Master's student accompanied the research project's development in the most effective manner. This allowed students to question and remove their doubts, as the educators positioned themselves in a way to assist the student to develop education autonomy.

Regarding the technicist approach, it was very evident during the teaching of the ABNT (Brazilian Association of Technical Norms) norms, vital for the construction of a scientific research project. As these norms are of a technical nature, the objective was that the students learned how to apply them in the development of their projects, although few questions were raised, making the "learn to do" process predominant.⁹

One of the models that excelled for most of the time in the educative practices to the odontology students was critical pedagogy. Among the critical theories in the education area are critical-social pedagogy and liberatory pedagogy.

Critical-social pedagogy looks to put the content into the socio-cultural context of the students, thus having as its focus the democratization of knowledge, as student's life experiences are taken into account from the beginning of the teaching-learning process. Students develop a critical sense, allowing for a transformation of society.¹⁰

As such, from the content discussed and administered, they had the opportunity to

Teaching internship and teaching pedagogical...

select a theme that unsettled them and at the same time was relevant on a social level. Many related family, childhood or everyday experiences in their thematic choice for the study. Hence, they could apply their critical sense and scientific rigour to develop the research project despite the subjects that had made them uneasy.

In relating themes that disturbed them, it was noted that, regarding the subject, they were more motivated and questioned more, which resulted in a greater assurance in the understanding of the stages of a research project. This stimulus made possible by the pedagogy is a result of the integration of the student with their context and can be attested to by the discussions between the students and the professors with regard to the themes chosen for the project, in the search to demonstrate their importance.

Being instilled with critical sense by questions related to their experiences, the students, through conversation, individual and group orientation together with the Master's students, could raise research problems and questions that helped to direct their studies. At this time, problematizing pedagogy excelled, for allowing the student to reflect on a specific problem related to their research, making them seek in the literature scientific support to answer that question and inspiring them in the formulation of a more appropriate methodology that could meet their proposed objectives.

In problematizing or liberatory pedagogy, authoritarian relationships do not exist: the educator and the student grow together, the professor never influences or imposes, the participation of the students is free and critical, with dialogue being the focus of this education. The superiority of this pedagogy is in its contribution to the formation of professionals capable, in their daily lives, of searching for a way of "reflexive, critical and transforming can-do-think".^{9,11}

Throughout the course of the internship, periodical evaluations of the educative process were carried out by the students, the orientating professor and the Master's students doing the internship, as well as self-evaluation performed during and after each developed activity. This enabled the methods and the strategies to be reviewed, so those that really encouraged the student in their learning process could be used.

Therefore, through the application of various models, it can be said that renovated and critical pedagogy proved more

appropriate in achieving the objective established for the internship, which was to provide real learning with knowledge production.

FINAL CONSIDERATIONS

The teaching internship was an enriching experience as it allowed for learning through the action of teaching, with the development of various skills that can only be provided in correlation with practice. It is fundamental that this interaction of theory and practice supports the action of teaching and provides a space for the construction/production of knowledge in a rich and creative manner.

For the educator to achieve these results, the use of various pedagogical approaches enables teaching-learning to occur in a more effective way. It is up to the educator to know how to apply each and the moment to change strategies, when necessary, so that the student's needs can be met.

In this sense, the evaluation process is an indispensable tool in teaching practice. The educator constantly needs to self-evaluate to possibly perform a reformulation of their way of teaching and to cement learning. For this, the educator must have the sensitivity to comprehend not only verbal language, but the non-verbal language of their students, which sometimes reflects how effective the teaching approach is being.

This process of learning to be a teacher encourages betterment of the practice, as it seeks to promote the participation of students through active pedagogical techniques. The importance of integrating teaching with the students' context and the development of a relationship based on respect, belief and trust can be seen, as it stimulates a critical and reflexive look, for the formation not only of reproducers, but of knowledge modifiers.

REFERENCES

1. Nogueira RA, Pagliuca LMF. Estágio de docência: experiência inovadora na prática de uma doutoranda. *Texto Contexto Enferm*. 2001;10(1):132-43.
2. Faria JIL, Casagrande LDR. A educação para o século XXI e a formação do professor reflexivo na enfermagem. *Rev Lat Am Enferm* [Internet]. 2004 [cited 2011 15 Dec]; 12(5):821-7. Available from: <http://www.scielo.br/pdf/rlae/v12n5/v12n5a17.pdf>
3. Wall ML, Prado ML, Carraro TE. A experiência de realizar um Estágio Docência aplicando metodologias ativas. *Acta paul enferm* [Internet]. 2008 [cited 2011 18 Dec];21(3):[about 5 p.]. Available from: http://www.scielo.br/pdf/apv/v21n3/pt_22.pdf
4. Terra M, Vicari T, Lacchini A, Noal H, Brüggemann C. Percepções dos estudantes de enfermagem sobre a integração docente-assistencial. *Rev enferm UFPE on line* [Internet]. 2010 [cited 2011 15 Dec]; v. 4, p. 1832-1839. Available from: http://www.ufpe.br/revistaenfermagem/index.php/revista/article/view/1194/pdf_240
5. Pettengill MAM, Silva LMG, Basso M, Savonitti BHRA, Soares ICV. O professor de Enfermagem frente às tendências pedagógicas. Uma breve reflexão. *Rev ESc Enf USP* [Internet]. 1998 Apr [cited 2011 18 Dec]; 32(1):16-26. Available from: <http://www.ee.usp.br/reeusp/upload/pdf/398.pdf>
6. Mizukami MG N. Ensino: As abordagens do processo. Editora Pedagógica e Universitária (EPU). São Paulo; 1986.
7. Pereira ALF. As tendências pedagógicas e a prática educativa nas ciências da saúde. *Caderno de Saúde Pública* [Internet]. 2003 Sept-Oct [cited 2011 15 Dec];19(5):[about 5 p.]. Available from: <http://www.scielo.br/pdf/csp/v19n5/17825.pdf>
8. Freire P. Educação e Mudança. 24ª Ed. Rio de Janeiro: Editora Paz e Terra; 2001.
9. Antunes MJM, Shigueno LYO, Meneghin P. Métodos pedagógicos que influenciaram o planejamento de ações educativas dos enfermeiros : Revisão Bibliográfica. *Rev ESc Enf USP* [Internet]. 1999 June [cited 2011 23 Dec];33(2):165-74. Available from: <http://www.scielo.br/pdf/reeusp/v33n2/v33n2a08.pdf>
10. Cazelli S, Queiroz G, Alves F, Falcão D, Valente M, Gouvêa G, Colinvax D. Tendências Pedagógicas das Exposições de um Museu de Ciências. In Guimarães V, Silva G. (orgs.); 2002.
11. Vila ACD, Vila VSC. Tendências da produção do conhecimento na educação em saúde no Brasil. *Rev Lat Am Enferm* [Internet]. 2007 Dec [cited 2011 18 Dec];15(6):[about 5 p.]. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-11692007000600019&lng=en&nrm=iso

Cunha JXP, Rocha EN, Almeida NMS et al.

Teaching internship and teaching pedagogical...

Sources of funding: No

Conflict of interest: No

Date of first submission: 2012/02/19

Last received: 2012/07/07

Accepted: 2012/07/08

Publishing: 2012/09/01

Corresponding Address

Juliana Xavier Pinheiro da Cunha

Rua da Conceição, 102, Centro

CEP: 45-015060 – Vitória da Conquista (BA),

Brazil