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Article

REMOTE PEDAGOGICAL RESIDENCE IN PANDEMIC TIMES OF A PEDAGOGY COURSE FROM A UNIVERSITY CAMPUS IN THE INTERIOR OF RIO DE JANEIRO, BRAZIL

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Abstract: This article aims to discuss the activities developed through the Pedagogical Residency Program for literacy of the Pedagogy course at UFF (Universidade Federal Fluminense) at INFES (Northwest Fluminense Institute of Higher Education) located in Santo Antônio de Pádua/Rio de Janeiro/Brazil, which due to the COVID-19 Pandemic, it started to be carried out remotely, in a virtual context, using digital technologies. We will describe the context and activities that were carried out within this new reality.

Keywords: Pedagogical Residency Program; Pedagogical Practice; Pandemic of Covid-19

Resumo: Este artigo tem como objetivo discutir as atividades desenvolvidas por meio do Programa de Residência Pedagógica para alfabetização do curso de Pedagogia da UFF (Universidade Federal Fluminense) do INFES (Instituto de Ensino Superior do Noroeste Fluminense) localizado em Santo Antônio de Pádua/Rio de Janeiro/Brasil, que devido à Pandemia COVID-19, passou a ser realizado remotamente, em contexto virtual, utilizando tecnologias digitais. Descreveremos o contexto e as atividades que foram realizadas dentro desta nova realidade.

Palavras-chave: Programa de Residência Pedagógica, Prática Pedagógica, Pandemia de Covid-19.

Resumen: Este artículo tiene como objetivo discutir las actividades desarrolladas a través del Programa de Residencia Pedagógica para la alfabetización del curso de Pedagogía de la UFF (Universidad Federal Fluminense) en el INFES (Instituto de Educación Superior del Noroeste Fluminense) ubicado en Santo Antônio de Pádua/Rio de Janeiro/Brasil, que debido a la Pandemia del COVID-19, comenzó a realizarse de forma remota, en un contexto virtual, utilizando tecnologías digitales. Describiremos el contexto y las actividades que se llevaron a cabo dentro de esta nueva realidad.

Palabras clave: Programa de Residencia Pedagógica, Práctica Pedagógica, Pandemia de Covid-19.

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² The preceptors and residents participated in this core of the program and in the elaboration of this text: Jhennyffer Leite Agnes Cabo; Jozi do Santos Peixoto; Vanessa Faria; Marcos Paulo Neves Reis; Leonardo Nascimento Bassi; Leidiane Gomes Machado; Larissa Silva Alves De Jesus; Mayara Marmelo Da Cunha; Kíssila Moreira Fernandes; Guilherme Ferreira Gonçalves; Tainan Miranda Marinho; Pamela Moraes Nicolau do Espírito Santo; Veronica Cosendey Da Silva Pancote; Waldila Maria Da Silva Liano

Introduction

In Brazil, the Pedagogical Residency Program was prepared by the federal government in 2017 and launched in a public notice in 2018 for the participation of Universities that have teacher education courses. This program: aims to induce the improvement of the supervised curricular internship in undergraduate courses, promoting the immersion of the licentiate in the basic education school, from the second half of their course" (Brasil, 2018).

As we analyzed earlier (Rabelo and Monteiro, 2019), this program was initially negatively evaluated by several education researchers, academic bodies and associations, mainly because it is a way of providing cheap labor to schools (still without initial education), because it associates such residency to the National Common Curricular Base (BNCC), which has been criticized for its curricular narrowing and association with large-scale assessments (see for example ANPED, 2017) in addition to making an incorrect use of the term residency, according to Nóvoa's considerations. (2017b).

This analysis was also carried out because since 2007 another federal government program existed, the PIBID (Institutional Program for Scholarships for Initiation to Teaching), which is an initiative: for the improvement and enhancement of teacher education for basic education. The program grants scholarships to undergraduate students participating in teaching initiation projects developed by Higher Education Institutions (IES) in partnership with basic education schools in the public education network. The projects must promote the insertion of students in the context of public schools from the beginning of their academic education so that they can develop didactic-pedagogical activities under the guidance of a teacher of the degree and a school teacher (Brasil, 2008).

However, the PIBID was reformulated to contemplate with a teaching initiation scholarship only students who are attending the first half of the licentiate course of teacher education, the following ones would be covered by the scholarships of the new "Pedagogical Residency Program".

According to Nóvoa (2017a; 2017b) the teaching residency would be a concrete program that exists in an institution. Alluding to medical residency, it would be a program that inserts a student who has finished education into the school. In medical residency there would be a dual affiliation with the doctors of the hospital and those of the University (who would often be the same ones who assume both functions), and the doctors would only have the doctors' certificate at the end of this residency period (this is not the that happens in medical residency in Brazil), in a movement to learn the profession from the routines of the elderly, but which can also bring some innovation to the profession. Such learning takes place in the place of professional performance under supervision.

Thus, in this analysis, the Pedagogical Residency Program of the Brazilian federal government should not be called residency, as such a program does not accompany students after graduation, nor is it possible for all future teachers in Brazil, as the number of scholarships is increasingly limited.

The inconsistency of the term "residency" in education in Brazil has enabled the emergence of several programs using this term (although it still effectively reaches very few teachers in education and/or at the beginning of their careers), such as: a government-funded pilot project implemented in two federal public schools (see Rabelo, 2019; Rabelo and Monteiro, 2021); a bill for the pedagogical residency as a professional teaching induction program for beginning teachers (cited by Rabelo and Monteiro, 2019); among other specific programs both for the initiation to teaching during the initial education of the teacher, and for the induction of beginning teachers (cited by Rabelo and Monteiro, 2019).

We know that the term residency is also used outside Brazil. Using the name of the teaching residency, we found some programs in the USA. The National Center for Teacher Residencies (NCTR, 2018), created in 2007, describes teacher residencies as partnership teacher education programs that combine rigorous year-round classroom learning with master's educational content. Based on the US medical residency model, created in 2004, teacher preparation programs provide residents with teaching theory and an in-school residency where they practice and improve their skills and knowledge alongside a mentor teacher. effective in a high-need classroom. New resident teachers receive salaries and commit to teaching in their district for three or more years beyond residency.

The residency programs in the USA differ in each city where they are developed and, some, certify for teaching without a university degree. The latter have been criticized by Zeichner (2016; 2019) for constituting a project to deconstruct the teacher preparation offered by Universities and expand independent alternative routes to teaching.

So, in front of this initial contextualization about the teaching residency program, we will describe the specific context of the experience that we will report.

Our Specific Experience of the Pedagogical Residency Program

In October 2020 we started the Pedagogical Residency Program for literacy of the Pedagogy course at INFES/UFF de Santo Antônio de Pádua/RJ remotely after some postponements due to the Covid-19 pandemic, we knew that the challenges that we would have ahead would not be few, as everything would have to be adapted to this new scenario.

It should be noted that there were also specific needs, as the INFES (Northwest Fluminense Institute for Higher Education) campus of the Fluminense Federal University (UFF) is located in the city of Santo Antônio de Pádua, a small town in the interior of Rio de Janeiro, about 280 km away from the capital, with a small population (about 40 thousand inhabitants), with a large part of the population with low income and a history focused on agriculture and mineral extraction, although it currently has some large industries.

The Pedagogical Residency Program of the Pedagogy course at INFES/UFF in Santo Antônio de Pádua/RJ, coordinated by Professor Amanda Rabelo, had 24 scholarship holders and 6 volunteers, in addition to 3 preceptors who are teachers working in public schools registered in the program. The public notice in question highlighted that the work to be developed would be in the area of literacy, so the teachers should be active in the area.

3 groups of 10 students were divided for each teacher, one group was under the supervision of Professor Jhennyffer, who teaches at School EMDAMDA also known as School CIEP 266, another group under the supervision of Professor Vanessa who teaches at School Sarah Faria Braz and the other under the supervision of Professor Jozi who teaches at School João Jazbik, both schools in the municipal education network of Santo Antônio de Pádua/RJ.

The dynamics of the program were organized as follows: weekly the group meets online, through the Google Meet tool. In these meetings, texts and videos related to literacy in general are discussed, as well as studying in detail the different types of literacy methods to be worked under the vision of different authors such as: Paulo Freire (1974; 1997), Emília Ferreiro (2008), Carvalho (2005), among others.

This theoretical and methodological debate on literacy aims to contribute to the reflection with the objective of elaborating the activities proposed in the schools, since in the meetings the theory is debated in the face of the present practice in the school and the reality of each community represented by the teachers.

Activities Carried Out in Schools

From the meetings held for the pedagogical residency program, the texts read and the videos watched, we started the process of developing activities for the students of the respective schools working in the program, under the guidance of the teacher responsible for the class, considering the teaching context, remote and available resources. We will describe below some activities carried out in each school.

a) Activities carried out at School CIEP 266 under the supervision of Professor Jhennyffer

The activities carried out sought literacy in Portuguese, initially based on the alphabet, and in mathematical literacy, based on numbers, both were produced thinking about the reality of the student and their process of autonomy, with the proposal to go beyond the work on paper, as discussed based on Carvalho (2005).

Thus, we noticed the need for the elaboration of concrete activities that facilitated learning and that involved the child the family. We jointly developed games with materials that the families had at home, so each resident was responsible for the elaboration of a game, which were applied later.

Along with each game, we send a fixation activity elaborated in a sheet format, so that the child can work on playfulness, but also have printed activities that could be made available by the school.

One of the games consists of a "word formation box" using syllables. For the assembly we used: shoe box, caps, bottle mouth and papers to cover and decorate. The result was very positive, as it was possible to see, through videos sent by Whatsapp, the involvement of families and the joy of children when carrying out the activity. This activity will be enjoyed throughout the year, sending more words and images to update the box, along with a written activity as a form of written record.



Image 1 – “Pet syllable box”, produced by resident Pamela and activities carried out by students.

To meet the need to work on children's phonological awareness (based on Ferreiro and Teberosky, 1999), we decided to work on rhymes using a domino. The images were sent home for the dominoes to be glued on cardboard, for greater durability of the game. Along with the game, we also send a printed pinning activity.



Image 2 – “Dominoes of rhymes”, produced by the resident Verônica and activities carried out by some students.

Thus, the games are used with the class based on the identified needs. It is worth mentioning that it is necessary to allow time between the games, as the preparation of the same is done by the parents who need time for the organization and involvement of each family.

The pandemic context provided teachers with a much closer contact with families through the Whatsapp application and consequently an individualized look at each child. For the residents it has been very enriching, as it is possible to think about the practice focused on the student's needs and that are in accordance with the reality of the families. We have been challenged all the time to think about how families are going to carry out the proposed activities.

All this questioning allows us to grow, develop more playful activities, simpler to understand and at the same time more complete, this because we agree with Ferreiro (2008, p. 13) that “reading and writing are social constructions. Each time and each historical circumstance give new meanings to these verbs.” Thus, we understand that the notions about literacy and language conceptions are not neutral, but situated in time and space and in the social conceptions that are present in that time/space. Time/space that allows us today to question even what reading and writing are we dealing with in times of spoken writing, keyboarding, in images? Time that provoked us and allowed us to think about remote activities for literacy.

b) Activities carried out at School Sarah Faria Braz under the supervision of Professor Vanessa

Teacher Vanessa Faria works in the literacy context in a resource room of a municipal public school in Santo Antônio de Pádua - RJ. Thinking of the resource room as a specialized environment that seeks to establish a bridge with the regular classrooms, the theme of literacy is predominant, since the students inserted there have their own singularities and need this support in this very important stage of the learning process.

The educator has the perspective that each student in her room has a specific demand, so the activities that are developed cannot be the same for everyone. Thinking about respect for the subjectivities and learning time of each student (Freire, 1997). Thus, each pair is in charge of planning activities for a specific student.

For example, residents Larissa and Mayara were responsible for the student Lucas³, a student who has a diagnosis of intellectual disability, and who, according to the teacher's reports, was very late in relation to his academic year, despite last year being in the 3rd grade, I still couldn't read, form words or do math. Thus, it needs to be worked on at the literacy level, with planning of activities that stimulate this process in the most meaningful and pleasant way possible.

Next, two resources made for this student will be presented, considering their demands and difficulties. The first resource aims to stimulate reading through the exposed syllables and encourage the formation of words, through the different possibilities of syllabic combinations, in order to improve reading and writing. It is worth mentioning that the aesthetic appearance of the resource, symbolizing a popsicle cart, can contribute to student motivation in learning.



Image 3 - Syllable Ice Cream, made by resident Larissa.



Image 4 - Stick puzzle, made by the resident Mayara.

The second feature was designed to work with numerical sequences. Through the numbering on each toothpick, the student is encouraged to place them in the correct sequence, forming an image at the end. There was a concern to place images that are part of the student's context (as defended by

³ Fictitious Name.

Freire, 1974), such as the cat and the macaw, so learning becomes meaningful and is not far from the student's reality.

Learning through games is more efficient and enables a better understanding of the proposed contents, as the playful class arouses the student's interest, where he becomes an active subject of the learning process. This makes it possible to create strategies to solve problems imposed by the games, helping in decision-making, cooperation and creativity, thus promoting the full development of the student (Kishimoto, 1993).

It is important to highlight that the works are not only carried out with resources such as games and recreational activities, but also have theoretical activities printed on sheets to complement the student's learning. Since all resources and activities are aimed at the formation of words, syllables, letters of the alphabet, textual genres, interpretations of texts, among other contents. Seeking as much as possible to fit the activities with the student's reality, proposing a writing about him, his family, things he likes to do, so that it stimulates him in this process and makes him enjoy reading and writing, so that learning is not an obligation, but a wish!

1.3-. Activities Carried out at School João Jazbik under the supervision of Professor Jozi

In the group guided by Professor Jozi dos Santos, the Pedagogical Residency Program is being developed at School João Jazbik, which has the participation of 9 students/scholarship holders. In 2020 the activities were developed with the 3rd year class of Elementary School, in 2021, the activities are being developed with the 2nd year class. For the activities developed in 2020, the scholarship holders were divided into pairs, being responsible for a theme, suggested by the resident teacher. Each pair developed their lesson plan and the activities were all successfully implemented.

Some activities developed in 2020 with the 3rd grade class were the following: 1) Adjectives - Memory Game with Residents Tainan and Waldila; 2) Fractions - part and whole; with Residents Mariana and Victoria; 3) Stressed Syllable; with Residents Marcos Paulo and Leonardo; 4: Laterality, with Residents Guilherme and Celita⁴

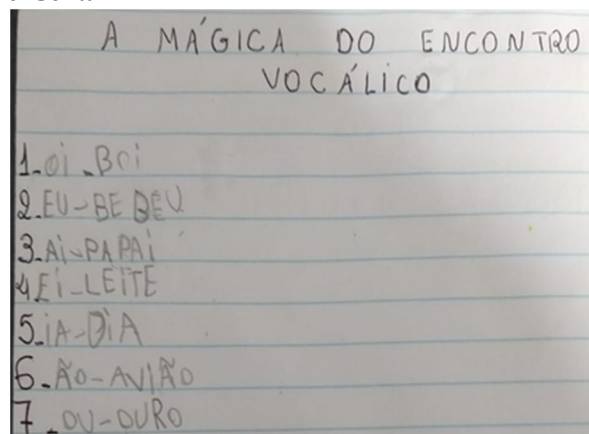


Image 5 - Activity About Vocal Encounter.

⁴ In memory of our excellent resident who left us so young for this unexplained disease, which makes us express everyone's feelings for the more than 600,000 victims of covid-19 in Brazil.



Image 6 - Activity Involving Alphabetical Order.

In view of the current context of the covid-19 pandemic, the activities were prepared in a playful way and accompanied by a printed sheet for fixing the content, with specific objectives, so that parents could develop at home with the children. In all activities, the theme was first presented, the content was explained, exposing examples and encouraging the students' previous knowledge, with the objective of stimulating the child's interest in learning in a simple and easy way (Freire, 1974 and 1997), building mental calculation strategies, knowing how to separate parts from the whole. In addition to being able to enjoy the moment and interact with the family.

In the year 2021 we opted for more playful activities, avoiding the use of printed sheets. The students/scholarship holders were divided into 2 groups. Group 1 developed activities with the theme Alphabetical Order, where the activity was based on a picture of a program called: Gugu in your house. From this arose the activity named "the Alphabet commanded". A video was recorded by the class teacher, where in the video some letters of the alphabet are drawn, for each drawn letter, the child should pause the video and look for an object in their home that starts with the drawn letter (image 7). After all the objects are found, the child, with the help of an adult, should put these objects in alphabetical order, transcribe their names into the notebook and send a photo to the school group in the Whatsapp application. The activity aims to propose a moment with the family, in which the activity can be done with all the individuals in the house.

Group 2 addressed the content about vowel encounters. The general objective of the activity is to recognize how vowel encounters are formed, differentiating one encounter from another, as well as the situations in which they are used in everyday school, family and social life. To learn about vowel encounters in a fun way, we use a plate, a glass of water, a napkin and a pen. The class teacher made a video, and in this activity a vowel was written on the front of the napkin and the other vowel on the back of the napkin, then this napkin was dipped in the container with water and "magically" a vowel meeting appeared on the paper. Afterwards, the child was stimulated to think of a word that had the vowel cluster that appeared on the napkin, the child should then write the word in his notebook.

Conclusions - Contributions of the Program to the Education of Residents and Preceptors

The Pedagogical Residence program has been very enriching in the teaching practice of the group that includes the coordinator, the preceptors and the residents, because through the weekly meetings and discussions of texts it was possible to look at the literacy process as something that needs to be pleasurable and stimulated. From an early age with the students, we have learned in conversations to rethink some outdated attitudes, especially those related to methods that usually work only with memorization and repetition of content (on methods, see Mortatti, 2006).

The program helps each week to improve as education professionals, to have more sensitivity and a differentiated look at each student, respecting their uniqueness and time to learn, because often what was planned with a particular student may not work for another child. and this is exactly how the barrier of teaching everything to everyone in a single way is broken.

Thus, the pedagogical residency program has been of paramount importance for the education of future pedagogues, bringing the possibility of studying and researching in depth about literacy and different ways of working activities that are meaningful and creative for children. Bringing reflections on how to build an innovative pedagogical practice where the child is active, as well as to build bridges between literacy and school inclusion, thinking literacy proposals in line with the student's reality.

We emphasize the importance of the Pedagogical Residency Program for a theoretical deepening related to the practice, in a true pedagogical praxis (Freire, 1997), intertwining the dialogue with texts by several authors, mediated by the coordinator, with the reports of preceptors and residents about the experiences in the classroom, often bringing significant questions from residents for understanding and deepening knowledge of the various theories, methods and pedagogical practices, as well as reflecting so that literacy is meaningful for each student, because literacy goes far beyond presenting letters, single words or phrases and texts that do not make sense to the student, making it possible to teach literacy where the child is the protagonist of their learning (based on the teachings of Carvalho, 2005).

It is possible to say that the pedagogical residency program contributes a lot to the formation of the future teacher, but not only, because the preceptors emphasize that the texts worked have added a lot to their continuous education as teachers, helping to rethink the classroom practice in search of quality learning. They emphasize that the reality of the classroom is not easy, that each child has their own learning time, that no method is 100% effective with all students, that the teacher needs to be renewing himself, reinventing himself, in order to achieve his objectives, because literacy has never been and will not be an easy task, but the results achieved in the future will be compensatory, when seeing your student start to walk, discover the world of reading and writing, makes it possible to believe that we are on the path and in the profession every day. right, despite the various frustrations that may occur along the way (such as remote teaching). Still, we persist!

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