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Pedagogical Residency Program: contributions to the qualification of pedagogues initial training

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Abstract: This study aims to analyze the possible contributions of the Pedagogical Residency Program (PRP) to the initial training of teachers in the Pedagogy course at Universidade Federal de Santa Maria. The program, established by Capes, aims to promote improvements to initial training in undergraduate courses. The study is a qualitative case study conducted in the context of the Residency Centers of the Pedagogy Course at Universidade Federal de Santa Maria, which participated in the 2020 selection process. The research subjects were 14 residents from the Daytime, Evening, and Distance Learning Education courses, and the analysis method used was Discursive Textual Analysis. The results show that the PRP contributed to strengthening the link between theory and practice, enabling residents to become more involved in everyday school life, diverse methodological experiences, and collaborative experiences with preceptors and teachers. In addition, learning related to pedagogical planning, reflection on the teaching and learning process, and the development of teaching autonomy stood out. At the end of the investigation, it was concluded that the training of residents could be improved through participation in the Program, as, in general, they reported feeling more secure, confident, and autonomous in their teaching practice.

Keywords: initial teacher training; Teaching Residency Program; pedagogy.

1 Introduction

Initial teacher training is a key element in various public policy studies, which often focus on identifying actions that strengthen the connection between universities and elementary schools. In this context, one of the recent initiatives implemented in Brazil was the Pedagogical Residency Program (PRP), launched by the Ministry of Education (MEC) in 2018 and described in Notice No. 06/2018 of the Coordination for the Improvement of Higher Education Personnel (Capes, 2018).



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The Pedagogical Residency Program was created to meet the objectives of the National Policy for the Training of Basic Education Teachers established by the MEC. Thus, Notice 6/2018 of the PRP (Capes, 2018) aimed to select Higher Education Institutions (HEIs) to implement projects that would stimulate the articulation between theory and practice in teacher training courses, establishing partnerships with public basic education networks.

Thus, the Pedagogical Residency Program, as it became known, was an extracurricular training practice for students (referred to as residents by the program) regularly enrolled in teaching degree courses. The activities were carried out in public basic education schools, called field schools. In these locations, residents had the support of a basic education teacher, known as a preceptor, in addition to guidance from an advisor from the HEI (Capes, 2018).

Teacher training students interested in participating in the PRP, in addition to being actively enrolled in a teacher training course, had to have completed at least 50% of the total course load or be in their fifth semester or above. During the 18-month program, residents had to complete a total of 440 hours, divided as follows: 60 hours for acclimatization at the school; 320 hours of immersion (100 hours of teaching, including planning and execution of at least one pedagogical intervention); and 60 hours devoted to the preparation of a final report, evaluation, and socialization of activities (Capes, 2018).

Under the terms of the call for proposals, public and private non-profit higher education institutions were eligible to participate, provided they were accredited by the e-MEC Higher Education Regulation System, exempt from the supervision process, and had a General Course Index (IGC) of 3 or higher. In 2018, institutional Pedagogical Residency projects included undergraduate courses that qualified graduates for the following areas of the curriculum: Portuguese Language, Art, Physical Education, English and Spanish Language, Mathematics, Science, Physics, Chemistry, Biology, Geography, History, Sociology, and Philosophy, as well as courses in Pedagogy, Intercultural Indigenous Education, and Rural Education (Capes, 2018). Only after the 2020 announcement was the Computer Science Degree course included in the program (Capes, 2020).

The PRP, as an initial teacher training policy, aimed to integrate the trainee teacher into the school environment, allowing them to experience training through a connection between theory and practice, and to conceive this relationship as essential to the learning process for the future teacher (Capes, 2018). Supported by Moreira (2020), it is understood that both theoretical knowledge and immersion experiences in school are fundamental, since both are integrated.

When residents perceive the connection between the teaching practice experienced in the field school and the theory addressed in the training space of HEIs, the process of 'teaching and learning to teach' becomes a meaningful learning experience for teaching. In light of this scenario, this study aimed to analyze the possible contributions of the Pedagogical Residency Program (PRP) to the initial training of teachers in the Pedagogy course at the Universidade Federal de Santa Maria.

To this end, the research focused on former scholarship recipients of the Pedagogical Residency Program/Pedagogy-Literacy Center, more specifically from Notice No. 024/2020 – PROGRAD/UFSM, in effect between 2020 and 2022. The methodological option adopted was the case study. Data collection was carried out using a questionnaire composed of open and closed questions.

To situate this research within the academic field, we sought to understand how the Pedagogical Residency Program has been investigated in the context of initial teacher training. To this end, a survey of scientific production of theses and dissertations was conducted in the database of the Biblioteca Digital de Teses e Dissertações (BDTD), covering the period from 2019 to 2024.

This mapping is characterized as state-of-the-art, as it is an analysis that contributes to the theoretical constitution of an area of knowledge. According to Romanowski and Ens (2006), the state of the art seeks to identify significant contributions to the construction of pedagogical theory and practice, point out restrictions on the field in which the research operates, its dissemination gaps, highlight innovative experiences that may offer alternatives to practical problems, and recognize the contributions of research in the formulation of proposals in the area under investigation.

To construct the state of the art, descriptors were used that enabled both a general mapping of the productions on the Pedagogical Residency Program in different areas of teacher training and the identification of specific studies focused on the Pedagogy course, which was the focus of the investigation. Thus, the descriptors 'Pedagogical Residency Program', 'Initial Teacher Training', and 'Teaching Degrees' were used. To deepen the specific focus, the combinations 'Pedagogical Residency Program', 'Initial Teacher Training', and 'Pedagogy Course' were used.

The initial search resulted in the identification of 41 works related to teaching degrees in general. However, it was found that only three studies focused on the Pedagogy course, and these do not appear in the specific search, only in the general survey.

Of the total number of studies found, two were duplicates, one referred to the Institutional Program for Initiation into Teaching (PIBID), four did not specifically address the PRP, and another did not focus on initial training and were therefore excluded from the analysis. Thus, 32 studies were considered valid. Table 1 shows the distribution of the works found in the general search, organized by areas of knowledge and degree programs.

Table 1 – Total number of works found in the general search (2019-2024)

AREAS	COURSES INCLUDED	NUMBER OF SEARCHES
Natural Sciences	Science and Biology (6), Chemistry (7), Physics (1), General Science (1), Mathematics (8)	23
Humana Sciences	Geography (3), History (1), Sociology (1), Pedagogy (2)	7
Health Sciences	Physical Education	2
Total identified: 32		

Source: Systematized by the authors.

The analysis in Table 1 shows that the highest concentration of work on PRP is in the area of Natural Sciences, particularly in undergraduate courses in Mathematics, Chemistry, and Science/Biology. However, there is an uneven distribution of research across areas of knowledge, with a reduced number of studies in the Humanities and Health Sciences. In addition, there is a lack of academic

production in several degree courses that are part of the Pedagogical Residency Program, such as Arts, Philosophy, Computer Science, and Languages, among others.

By restricting the analysis to the Pedagogy course and the time frame of the last five years, only two works were found, which did not appear in the general search, only in the specific survey. Table 2 presents the works on the PRP focused on Pedagogy courses, with an emphasis on initial teacher training.

Table 2 – Theses and dissertations on the PRP within the scope of the Pedagogy course

TITLE	AUTHOR	INSTITUTION	CLASSIFICATION	YEAR
Entre a teoria e a prática na formação inicial de professores: contribuições do Programa Residência Pedagógica.	Joselma Silva	UFLA	Dissertation	2020
Programa Residência Pedagógica na formação inicial de professores no curso de Pedagogia da UFSM: uma análise a partir do ciclo político.	Patrícia Brondani Pivetta	UFSM	Dissertation	2023
Concepções de práxis nos programas PIBID e PRP: um estudo crítico.	Jorsinai de Argôlo Souza	UNEB	Thesis	2023
O Programa de Residência Pedagógica dos Cursos de Pedagogia da Universidade Estadual de Londrina: contribuições para a formação inicial de professores.	Daniella Caroline Rodrigues Ribeiro Ferreira Mesquita	UEL	Thesis	2024

Source: Systematized by the authors.

Silva's dissertation (2020) aimed to analyze descriptive reports of activities carried out by students enrolled in the Pedagogy degree program who participated in the Pedagogical Residency Program, with a view to understanding which actions impacted or contributed to the initial teacher training process. The research is based on an analysis of the training experiences of the students enrolled in the program.

The investigation was developed based on the analysis of monthly reports produced by eight students from the Pedagogy course at the Universidade Federal de Lavras, scholarship recipients, from 2018 to 2020. The results show that participation in the PRP enabled future teachers to bring theory and practice closer together. In

addition, it fostered processes of reflection, creation, reinvention, and teacher learning, as well as strengthening the relationship between the Basic Education school and the University.

The research by Pivetta (2023) aimed to analyze, from the perspective of the policy cycle, the PRP in the Pedagogy Course at UFSM. The author places the study in the field of educational public policy analysis, considering the PRP as a teacher training policy. To develop the research, interviews were conducted with the supervising professors responsible for the program in the Pedagogy Course - CE/UFSM and the supervising teachers from the field schools participating in Capes Notice No. 01/2020.

The results indicate that the improvement in teaching practice promoted by the program was not limited to teacher training students, but also extended to preceptors from field schools. The study shows that study sessions, peer exchanges, and collective reflections favor the expansion of the training processes of the different subjects involved.

Souza's (2023) research sought to analyze the conceptions of praxis present in the PIBID and PRP proposals and their relationship with initial teacher training policies in Brazil. The study was based on Historical-Dialectical Materialism as a theoretical-methodological framework, with documentary analysis as the main procedure for investigation and knowledge production.

The results showed that, like PIBID, PRP is strategic for initial training and can function as a theoretical-practical experience that helps to avoid the isolated overvaluation of theory or practice. Thus, the program can be understood as a space for the construction of teaching praxis.

The purpose of Mesquita's (2024) research was to understand the importance of the Pedagogical Residency Program of the Pedagogy course at the State University of Londrina for the initial training of educators and how the strategies for articulating theory and practice were carried out. The study found that the PRP is a training space in which residents were able to exercise, in collaboration with preceptors and supervising teachers, critical reflection on practices, tensions, difficulties, and possibilities of teaching.

The analysis of the theses and dissertations mapped indicates that, although the Pedagogical Residency Program has established itself as a subject of research in different areas of teacher training, studies dedicated to analyzing it within the scope of the Pedagogy course are still in their infancy. The research identified converges in pointing to the PRP as a relevant training space for the articulation between theory and practice, for the strengthening of critical thinking, and for the construction of teaching praxis.

Similarly, the survey carried out allows us to identify important gaps in the field of initial teacher training. These gaps mainly concern the understanding of the contributions of the PRP in particular training contexts, such as those linked to the curricular dynamics of pedagogy courses and the local conditions for implementing the program.

This article is organized as follows: first, a summary of the Pedagogical Residency Program is presented, followed by the contextualization and methodological procedures used in the research. Subsequently, the results and discussions are presented, followed by final considerations.

2 Pedagogical Residency Program

The Pedagogical Residency Program, established in March 2018 (Capes, 2018) and regulated by Notice No. 6/2018¹ (Capes, 2018) of the Coordination for the Improvement of Higher Education Personnel (Capes), had as its main objective to improve the initial training of teachers. To this end, it sought to strengthen the practical field through projects that encouraged teacher training students to actively integrate the relationship between theory and professional teaching practice.

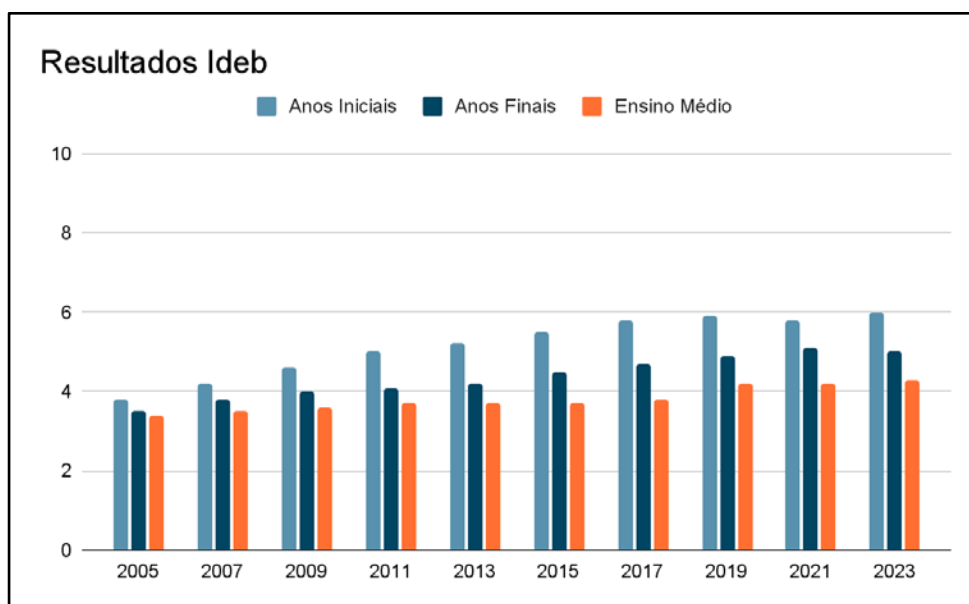
Faria and Pereira (2019) understand that the program generally adopted some principles of medical residency as a reference for complementary training in medical courses. For the authors, it is possible to verify the use of this concept by making use of expressions such as 'educational residency, teaching residency, and teaching immersion,' used to refer to both initial and continuing teacher training.

¹ For more information on Notice No. 06/2018, visit: <https://www.gov.br/capes/pt-br/centrais-de-conteudo/01032018-edital-6-2018-residencia-pedagogica-pdf>.

The expression ‘educational residency’ was the first to be used chronologically, as it appears precisely in the text of Senate Bill No. 227/2007 (Brazil, 2007). The legislative proposal recommended the implementation of this training model as mandatory for teachers qualified to teach in early childhood education and in the early years of elementary school, considering it as a stage “[...] of further training, with a minimum duration of 800 hours, and a scholarship, in accordance with the law” (Brazil, 2007). The justification given was the serious crisis faced by teacher training courses for Basic Education in recent times.

For almost 20 years, efforts have been made to ensure excellence in the initial training of teachers in Brazil. However, a crisis persists in Basic Education, as evidenced by the Basic Education Development Index (Ideb), which assesses the quality of education in the country. In graph 1, Ideb data reveal how the quality of education in Brazil has evolved over the last 18 years.

Graph 1 – Evolution of the quality of Basic Education in Brazil over the last 18 years



Source: Inep, 2024.

Based on the indicators presented by Ideb, it is clear that there is still a long way to go before education reaches levels of excellence. This progress tends to be slow and gradual, especially if the country does not adopt more efficient proposals that are better suited to its reality.

The causes of this crisis, which has been affecting Brazilian education for decades, are diverse and cannot be attributed exclusively to teacher training. However, one of the main causes is the lack of preparation of future teachers, resulting from the gap between theory and practice in teacher training courses, as pointed out by several studies. For Tardif (2002), knowledge serves as the basis for teaching, not necessarily that limited content that depends on specialized knowledge, but that which

[...] cover a wide range of objects, issues, and problems that are all related to their work. Furthermore, they do not correspond, or at least very little, to the theoretical knowledge obtained at university and produced by research in the field of education: for professional teachers, work experience seems to be the privileged source of their teaching knowledge. (Tardif, 2002, p. 61). (translation by the authors)

In order to avoid a mismatch between theory and practice in initial teacher training, degree courses must include theoretical bibliographies in their syllabuses that reflect real classroom situations. In addition, it is important to propose actions and practices that engage teacher education students in the process of reflecting on the organization of teaching and the development of the student learning process, as guided by the National Curriculum Guidelines for Teacher Education (Brazil, 2015).

Bill No. 227/2007 (Brazil, 2007) underwent a public hearing in 2009, within the scope of the Education, Culture, and Sports Commission (CE), but was not voted on and was eventually shelved in 2011. In 2012, Bill No. 284/2012 (Brazil, 2012) was introduced, proposing the revival of the previous bill with two adaptations: the replacement of the term 'educational residency', proposed in PLS No. 222/2007, with 'pedagogical residency', which better describes the initiative's proposal.

Bill No. 284/2012, with the intention of ensuring the rights of practicing teachers who did not have access to residency, did not include the provision that this type of training would become a prerequisite for teaching in the aforementioned stages of Basic Education (Brazil, 2012). However, it did not prevent the certificate of approval in the pedagogical residency from being used in the selection processes of the education networks, in the form of qualification exams. On the other hand, practicing teachers could benefit from the residency by using it as a professional development strategy.

According to the Senado Federal Journal No. 61 (Brazil, 2014), published on May 8, 2014, the bill was approved by the CE, but with an amendment to the original

text to establish the teaching residency for all Basic Education teachers, which was one of the demands presented and debated at a public hearing held in August 2013. The idea of residency was employed in these bills with a view to signaling complementary training for teachers qualified to teach in Basic Education.

According to Faria and Pereira (2019), this idea was present in models of continuing teacher training that were underway or being redesigned, as was the case with the Teacher Residency Program. This program began on an experimental basis at Colégio Pedro II and was instituted by Capes through Ordinance No. 206 of October 21, 2011 (Capes, 2011). In the context of initial teacher training, the first residency experience found was the Pedagogical Residency Program, implemented in 2009 in the Pedagogy course at the Universidade Federal de São Paulo (Unifesp).

Researchers Giglio and Lugli (2013) describe the experience developed at Unifesp based on the PRP concept in the practical training of educators. According to them, the Unifesp PRP proposal is based on a model of mandatory supervised curricular internship, inspired by the experience of the medical training tradition, from which the principle of immersion was taken. The model was adapted for the initial training of educators, allowing for systematic and temporary contact with real professional practices of teaching and the school context.

For Giglio and Lugli (2013, p. 79), “The PRP involves the construction of active collaboration between the university—its faculty and residents—the field schools, and the public education systems.” In this sense, the PRP has fostered interaction between teachers and future teachers, in addition to strengthening ties between schools and universities, creating a central space for initial and continuing training. Moreira (2020, p. 60) also highlights the relevance of the rapprochement between students and the school environment established through the program:

This issue of closeness and more time spent in school created by the program is seen as positive, as students spend more time close to school experiences. This statement should not be associated solely with the amount of time spent at school, but rather with the emotional aspect of this “experience,” whereby, as students spend more time at school, they form bonds that cannot usually be created in a short period of time.

In addition to Unifesp's initiative to implement the PRP, other residency experiences have emerged in the context of initial teacher training. One example is the Teaching Immersion Project, developed by the Pedagogical Center of the School of

Basic and Professional Education at the Federal University of Minas Gerais (UFMG), which began in 2011. In 2013, the São Paulo State Department of Education launched the Educational Residency Program, which aimed to improve the quality of teaching in state schools in light of low school performance rates.

According to Faria and Pereira (2019), the latest residency proposal focused on initial training, prior to the current MEC Pedagogy Residency Program, stems from research presented in the works of Nogueira, Melin, and Almeida (2012). This initiative involved the participation of a group of 20 teachers new to teaching in Early Childhood Education, who were accompanied by undergraduate students from Pedagogy courses.

In 2020, Capes issued Ordinance No. 114, dated August 6, 2020, considering the period of attention and care in the face of the COVID-19 pandemic, which interfered with the daily work of education departments, schools, higher education institutions, and Capes itself. This ordinance highlighted some specific changes to be addressed in relation to the exceptional moment that society and education were experiencing in the face of social isolation. Among them were conditions to be met for the start of activities, according to Art. 4, item II: "Not having the calendar or teaching activities suspended [...]" (Capes, 2020).

Institutions that chose to start their activities remotely due to the COVID-19 pandemic should, also according to Article 5, ensure that teacher training students had access to activities, guidance, and monitoring by both the HEI teacher and the school teacher (Capes, 2020). In addition, they needed to ensure the active participation of teacher education students in activities related to the program's objectives, such as planning, meetings, and the development of teaching materials, among other possibilities.

Classroom teaching, observation, and class monitoring activities should be in line with remote activities to ensure their feasibility in this modality or, if this is not the case, their replacement with alternative activities. The ordinance also provided for the return of practical classroom activities for teacher trainees only when sanitary conditions were reestablished, following the recommendations of the public authorities of each state or municipality.

Once the historical path that led to the creation of the Pedagogical Residency Program has been established, the next section presents the research method used. It describes the investigative context and the paths taken in the development of the study.

3 Context and methodological approaches of the research

This research focused on the opinions expressed by former participants in the Pedagogical Residency Program – Pedagogy/Literacy Center at the Federal University of Santa Maria, linked to Notice No. 024/2020 – PROGRAD/UFSM, in force between 2020 and 2022. Concerning ethical aspects, the research is linked to an investigation developed by Interfaces – Study Group on Education, Technologies, and Society, submitted and approved by the university's Research Ethics Committee, through Opinion No. 6,698,369, dated March 12, 2024.

The study adopts a qualitative methodological approach, a case study type of research. According to Lüdke and André (1982), the case study is conceived, from a qualitative research perspective, based on the following principles: discovery; emphasis on 'interpretation in context'; complete and in-depth portrayal of reality; use of different sources of information; revelation of vicarious experience and permission for naturalistic generalizations; seeking to represent the different and sometimes conflicting points of view present in a social situation; and use of more accessible language and form.

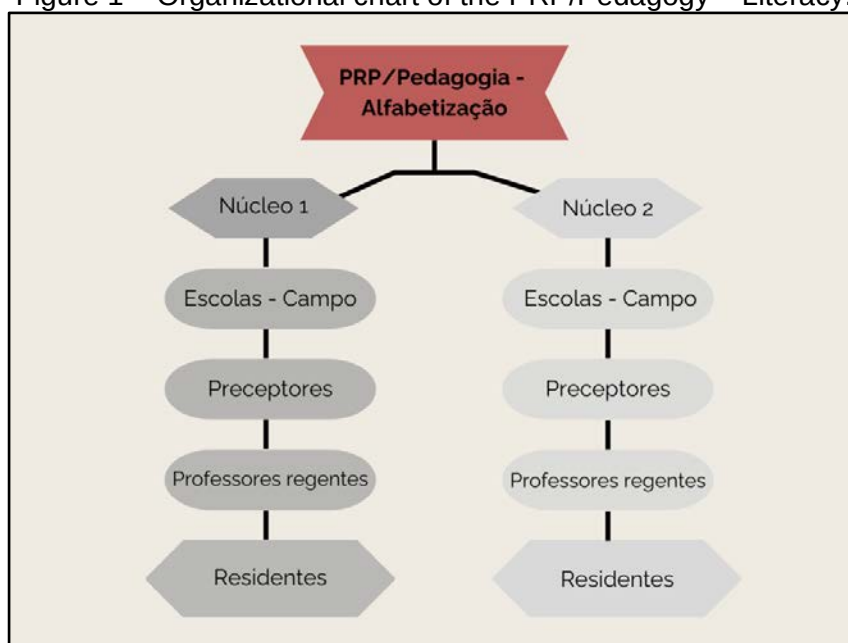
One of the important moments in the development of a case study is the exploratory phase, considered fundamental for a more precise definition of the object studied. Lüdke and André (1982, p. 22) emphasize that this is the moment to "[...] specify the critical issues or points, establish initial contacts for fieldwork, and locate the informants and data sources necessary for the study."

Once the key elements and approximate contours of the problem have been identified, the study moves on to the collection or delimitation phase, in which it begins to make use of more or less structured instruments and techniques, determined by the characteristics of the object being studied. In the exploratory phase of the study, it may be necessary to gather information, analyze it, and make it available to the research subjects, allowing them to express their reactions to the relevance and accuracy of

what has been reported, thus composing the systematic data analysis phase (Lüdke; André, 1982). For the authors, these phases do not occur in a linear fashion, but are intertwined at various moments, creating a continuous movement of confrontation between theory and empirical evidence.

With the aim of analyzing the possible contributions of the Pedagogical Residency Program (PRP) to the initial training of teachers in the Pedagogy course at the Federal University of Santa Maria, the research focused on 48 former PRP/Pedagogy – Literacy scholarship recipients from the Federal University of Santa Maria, participants in Public Notice No. 024/2020. Within the program's organization, the PRP Pedagogy – Literacy was divided into two smaller groups, each coordinated by a professor from the university, as can be seen in the figure below:

Figure 1 – Organizational chart of the PRP/Pedagogy – Literacy.



Source: The authors (2025).

Thus, the Program included students who were in the second half of their undergraduate studies. More specifically, this group included students enrolled in daytime, distance learning, and evening courses in Education, with the first two requiring at least nine semesters to complete and the latter requiring ten semesters, as well as students enrolled in Special Education, which requires a minimum of ten semesters to complete. On this occasion, the only inclusion criterion established was

to have been a PRP scholarship recipient during the period from 2020 to 2022, that is, to have participated in Selection Notice 01/2020 - PROGRAD.

As a research tool, a questionnaire was developed consisting of a set of questions aimed at the target audience that the research seeks to reach, to obtain information related to the participants' knowledge and perspectives on the researched topic; the questionnaire was available during the months of July and August 2022. It was structured around 10 questions, consisting of open and closed questions, created on the Google Forms platform, and directed at respondents. Attached to the questionnaire was a free and informed consent form, as well as a guarantee of the use of pseudonyms to ensure anonymity.

The instrument validation process was carried out with a volunteer student, a participant in the study group to which this research is linked, who agreed to answer an initial version of the questionnaire. It is also important to note, regarding the data collection procedure, that the link to access the questionnaire was made available in a group on the WhatsApp platform, which was used for communication between scholarship recipients and program coordinators. The group participants were invited to respond to the survey, and those who accepted were required to read and digitally sign the free and informed consent form before accessing the questions.

The first questions were designed to create a profile of the participant, who was asked to indicate their course of study, age group, approximate monthly income, and the number of semesters remaining to complete the course when they entered the program. Next, considering that the respondents came from different project centers, they were asked about the nature of the activities carried out; participants were asked to indicate whether they considered that there were theoretical and practical activities in equal proportion, what they produced during the process, and how often they carried out certain activities (such as studies, observations, and planning).

Questions were also included that aimed to understand the possible contributions of the PRP to the initial training of participants. In one of them, participants were asked to indicate whether the project was able to, for example, promote greater confidence in taking on classroom activities, learn about the reality of the teaching profession, help find solutions to overcome problems identified in the teaching and learning process, etc. Finally, two open-ended questions asked about the

relationship between the basic education school teacher and their possible contribution to initial training, and about the participant's considerations regarding the Pedagogical Residency project they were part of.

The questionnaire was used with the aim of reaching as many participants as possible, and of the 48 former PRP/Pedagogical Center - Literacy scholarship recipients, 14 responded to the questions. Thus, to contextualize the research scenario, it is essential to present a brief description of the participants' profiles. Among the 14 residents who participated in the investigation, 71.4% were students in the Daytime Pedagogy course; the remainder, corresponding to a total of 28.6%, came from the Nighttime Pedagogy and Distance Learning (EAD) courses.

Regarding the age group of the participants, it was found that 50% were between 20 and 25 years old, 21.4% were over 35 years old, and 14.3% were between 25 and 30 years old and between 30 and 35 years old. This response leads us to reflect on the audience that is gaining access to participation in teaching projects, which are extremely important in the training of teacher trainees.

The next result concerns the socioeconomic profile of the subjects, who were asked about their approximate monthly income. This question is justified by the need to understand who the students benefiting from the scholarships were. Although the amount of R\$400.00 (four hundred reais) was negligible, these scholarships could still be considered an important incentive for many teacher training students to remain at university.

Among respondents, 42.9% lived on less than one minimum wage, 35.7% received two or more minimum wages, and finally, 21.4% depended on one minimum wage to one and a half minimum wages to survive. It is understood that the results highlight the idea defended above and demonstrate the importance of scholarships for those who are less privileged.

Finally, we sought to find out how many semesters the participants had left before graduation when they entered the project. The following answers were obtained: 71.4% were three or more semesters away from graduation; 21.4% were two semesters away from graduation; and 7.1% of respondents were one semester away from graduation. The question was intended to determine the average time during

which these students had the opportunity to participate in the practices promoted by the PRP.

The methodology chosen for the interpretation of the data obtained was Discursive Textual Analysis (DTA). Moraes and Galiazzi (2006, p. 118) establish that “Discursive textual analysis is a data analysis approach that transitions between two established forms of analysis in qualitative research, which are content analysis and discourse analysis.” In this context, it is understood that the meanings attributed by the authors, as well as the conditions under which the text was produced, influence the final result achieved. Therefore, it is important to understand the step-by-step process required to perform DTA, as presented in the figure below.

Figure 2 – Step-by-step process for performing DTA



Source: Adapted from Moraes and Galiazzi (2006).

It is during the unitarization process that texts are separated into units of meaning, which can generate other sets of units originating from empirical and theoretical dialogue and from the interpretations made. Once unitarization has been carried out, similar meanings are articulated in a process referred to by Moraes and Galiazzi (2006) as categorization, in which similar units of meaning are brought together, capable of forming various levels of categories of analysis.

The process of generating analytical metatexts, which give rise to the interpretive texts of DTA, is based on the exercise of writing as an essential tool for

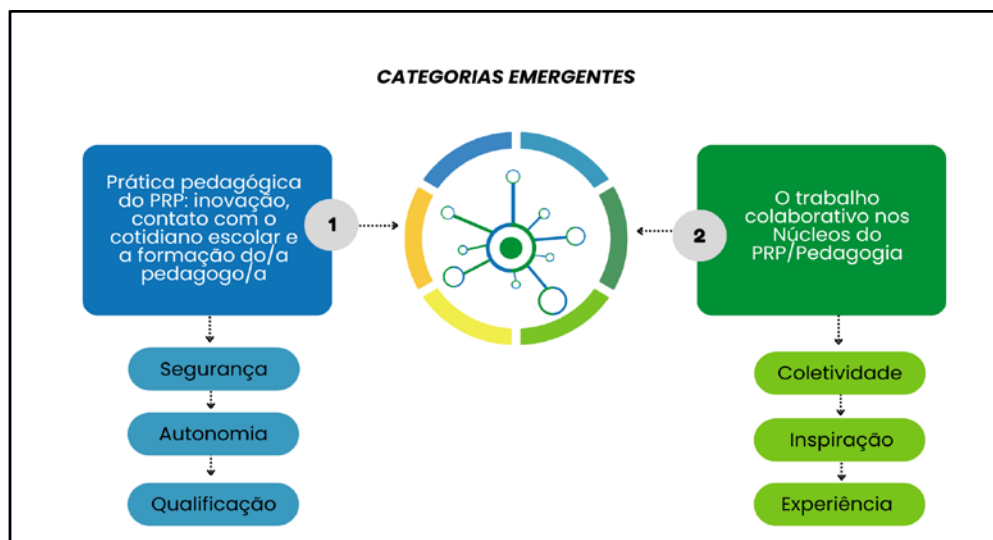
mediating and producing meaning. According to Moraes and Galiuzzi (2006), this process results from the shift from empirical analysis to theoretical abstraction, achieved through an intense movement of interpretation and production of arguments.

Having understood the methodological approach adopted, the next section will present the results obtained through the implementation of ADT. During the process, the responses were systematized into two main categories, originating from the metatexts that served as the basis for the elaboration of the interpretive texts.

4 Results and discussions

During data analysis, responses to open-ended questions in the research instrument were used to apply the chosen analysis method. From this process, some units of meaning emerged, which were ultimately systematized into two final categories. The figure below shows the names assigned to the two categories, as well as some excerpts from participants' statements that made up their corpus.

Figure 3 – Systematization of emerging categories



Source: The authors.

The first category of analysis, called 'PRP pedagogical practice: innovation, contact with everyday school life, and teacher training,' arises from the fact that many of the responses obtained concerned school practice promoted through participation in the PRP. This category emphasizes the experiences lived during the program and its contribution to a more contextualized initial training.

It is understood that, due to the current organization of undergraduate curricula, students often do not receive the necessary preparation for their future professional activities. Thus, it can be reflected that the program had the potential to help fill certain gaps in the initial training of teachers, such as those that appear in the distance between theory and practice.

The results found in this research are in line with Silva (2020), who showed that the PRP contributed to initial training by promoting training experiences anchored in three central dimensions: observation, intervention, and reflection on action. Similarly, in this study, participants also show that insertion into everyday school life and the development of innovative pedagogical practices strengthen the articulation between theory and practice, an aspect considered essential for the construction of teacher identity.

Moreira (2020, p. 78), in this sense, reflects on the importance of the experiences promoted through inclusion in the PRP, and argues that practice and theory go hand in hand;

[...] The experience at the field school is important, as we believe in the immersion that the program promises, and believe that this is necessary, but there should not be this distinction between theory and practice. There should be fluidity between the two, as both teaching theory and practice are important and indistinguishable. (translation by the authors)

Libâneo (2011) corroborates this idea by arguing that future teachers only approach the reality of school life after undergoing 'theoretical' training, both in specific subjects and in pedagogy. Thus, the integration of theory and practice is an essential element for the training process to be meaningful and contribute effectively to teaching performance.

From this perspective, it is important to consider, in relation to the time frame used in this research (2020-2022), that the PRP had to be modified due to the needs imposed by remote teaching, created on an emergency basis to mitigate the impacts of the COVID-19 pandemic on education. For this reason, during the period mentioned, residents' engagement with the school context occurred with the aid of digital technologies.

In this sense, Pivetta (2023) highlights that supervising teachers and preceptors played a fundamental role in mediating the program's actions. According to

the author, this was achieved through joint planning, constant meetings, and adaptation strategies to enable the remote insertion of residents in field schools.

Thus, the use of platforms such as Google Meet, Google Classroom, and WhatsApp enabled contact between the scholarship recipients and the students in the field schools. However, the challenge of creating meaningful proposals for the development of children in this context was certainly considerable.

Planning activities was one of the facets of pedagogical work that residents were able to experience during this process, which appeared as something positive in several of the responses obtained. On this subject, Moreira (2020) reiterates the need for planning to be carried out by the teacher to make teaching conducive to learning, according to the needs of each class. This idea can be exemplified by the statement of one of the subjects: “[...] Today I feel more confident in planning for Early Childhood Education, since it was one of my difficulties” (Participant A, PRP).

Different strategies were employed to mitigate the difficulties imposed by the pandemic period, one of which was the use of online games. Through this resource, the scholarship recipients sought to bring the program content closer to literacy in a playful way, as can be seen in the excerpt below:

It made me dive headfirst into technology, lots of gamification games, getting involved in school, [...] contact with children learning and relearning every day, planning and meetings with the principal, and always learning a lot.
(Participant B, PRP).

Regarding this discussion, Ribeiro (2012, p. 1) understands that “[...] from an educational perspective, digital games, whether designed for educational purposes or not, can be integrated into pedagogical planning from elementary school onwards to contribute to the acquisition of writing skills.” This perspective highlights the potential of digital games as mediating tools in the teaching and learning process, promoting student engagement and the active construction of knowledge.

In the field of innovations promoted by the program, we can mention the curation of content, from which materials were selected for use in working with children, such as games, children's stories, and other materials. The authors Chagas, Linhares, and Mota (2019) defend the potential found in the practice of digital content curation, which arose from the use that teachers or researchers make in their teaching-learning process, using topics of interest or that require further study.

Despite the setbacks imposed by remote teaching, the practices developed by the PRP became milestones in the training process of the participating subjects. Examples of these practices include planning, lesson development, collaborative work (between teachers and residents), the creation of educational games, storytelling for children, recreational activities, and the improvement of theoretical content, such as studies on the educational context, the teaching and learning process, and discussions on legislation, guidelines, and documents in the field.

According to Souza (2023), the program seeks to articulate the theoretical and practical training of teacher education students, favoring a more effective approach to everyday school life. In this process, activities of observation, recording, and reflection on teaching practice are encouraged, enabling students to understand the challenges and dynamics of pedagogical work. At the same time, the program encourages the development of intervention projects and the production of pedagogical materials, developed collaboratively with elementary school teachers, contributing to a more contextualized and meaningful training.

Regarding the pedagogical knowledge mobilized throughout the project, the participants almost unanimously affirm that they were able to: effectively insert themselves into the daily life of the school; participate in diverse methodological experiences and innovative teaching practices; stimulate their creativity in teaching actions and practices; experience multidisciplinary teaching practices; stimulate and develop their autonomy, as well as improve their oral and written skills; encourage ethical and respectful attitudes in their practices; seek solutions to overcome problems identified in the teaching and learning process; feel more confident in taking on classroom activities and learn about the reality of the teaching profession.

Based on the data obtained, it is possible to infer the educational advantage that distinguishes students who had the opportunity to participate in the program, as they were able to engage in teaching for a longer period than non-participants, which culminated in the development of skills and knowledge that will accompany them in their professional careers. The following excerpt reiterates the learning provided, which can certainly be seen as strengths of the PRP in relation to its contributions to initial teacher training:

I can say that even remotely, the project helped me and made me evolve in my teaching practice, both in terms of planning and action, development, and autonomy in front of a class. In addition, I was able to experience good and bad experiences with families and the school context, which was extremely important for my professional growth (Participant D, PRP).

Another aspect to be highlighted in this training process was the organizational structure adopted for the PRP, which was based on collaborative work in the PRP/Pedagogy Centers. This led to the creation of the second major category, entitled “Collaborative work in the PRP/Pedagogy Centers.” All actions undertaken occurred in this sense, in such a way that there was interaction between residents and class conductors, preceptors, center advisors, and with the large group, through meetings held remotely due to the COVID-19 pandemic.

These meetings, in addition to promoting discussions on general issues regarding the progress of the project, provided opportunities for residents to exchange experiences. One can agree with Mesquita (2024, p. 177) when he states that “Contact and exchange of experiences occur throughout the program,” as these meetings were fertile ground for studies of topics with the potential to qualify and, at the same time, reference the practices carried out by the PRP. Among the topics of study, we can mention: educational context; teaching and learning process; legislation, guidelines, and documents in the field; theoretical references; teaching practices; and studies on multidisciplinary and interdisciplinarity.

The relationship established between the residents and the teachers at the field schools was another aspect of collaborative work to be highlighted. During the development of the project, these scholarship recipients had the opportunity to observe the pedagogical practices carried out in the class in which they were inserted, from planning to teaching. Being close to experienced professionals, students were able to observe different perspectives on the practices carried out by educators. Moreira (2020) reflects on the importance of teamwork in the PRP and reiterates that, to qualify the relationships established, all school agents must participate in this process.

By experiencing different methodological approaches, the subjects were able to understand teaching in greater depth and were able to construct their own conceptions of what it really means to be a teacher. These considerations can be confirmed from the excerpts below, which are excerpts from the statements of participants B and C:

My relationship with my elementary school teacher allowed me to discover the real work of teaching, because it was through her practice that I was able to develop my own and also think about different approaches. In other words, based on this experience and supported by the theory studied in the course and in the subproject, I was able to constantly learn and reflect on my practices. (Participant B, PRP).

Through the exchange of experiences, conversations, meetings, and daily discussions about our experiences, I was able to share ideas and listen to others, talk about learning processes, and learn about the cultures that permeate the school, i.e., family, school, and childhood, among many other lessons. (Participant C, PRP).

Still on the topic of collaborative work, we can mention the relationships between the residents themselves, which were drivers for various learning experiences and exchanges. On some occasions, students were able to work in pairs in the classes to which they were assigned, enabling them to practice cooperatively. It can be said that working in pairs provided greater security for the scholarship recipients, especially those who were inexperienced in teaching.

To conclude this section, we present another excerpt from one of the research participants, in which it is possible to observe their conceptions about the PRP. The scholarship recipient indicates their understanding of the program's contributions to promoting what would be quality training:

The Pedagogical Residency project is an excellent initiative to promote quality training for undergraduate students in any teaching degree, since bringing theory closer to practice highlights the importance of continuing education and knowledge of the reality of the teaching profession. (Participant E, PRP).

Therefore, the next and final section will present the concluding remarks of the article. In this section, we aim to systematize the entire course of the study, highlighting the research objectives and reflecting on the successes and setbacks encountered by the PRP. At the same time, we present brief considerations on the educational field explored.

5 Final Considerations

Brazil has been working for some time to bring about changes in basic education that will lead to a considerable improvement in educational indicators. However, it is understood that the country is still far from achieving its ultimate goal, which is to offer quality public education for all.

It can be inferred that, although not the only reason, one of the reasons for low educational standards is the lack of preparation in the initial training of teachers, caused by the lack or insufficiency of practical experience in teacher training courses. In order to overcome these difficulties, investments were made in the creation of public policies capable of addressing both theory and practice in teacher training courses, culminating, among other initiatives, in the creation of the Pedagogical Residency Program.

During the course of the research, different aspects could be observed. The data that emerged from the questionnaires were analyzed using Discursive Textual Analysis and gave rise to two metatexts, which sought to address the objective of the study.

In the first metatext, entitled 'Pedagogical practice of the PRP: innovation, contact with everyday school life, and the training of educators,' the residents' statements showed how the experiences they had throughout the project contributed to their initial training as teachers.

The context imposed by the COVID-19 pandemic posed several challenges, such as the distancing of face-to-face activities. This scenario, although not ideal for the program, was pivotal for innovative practices to occur. In this sense, it is understood that these scholarship recipients had the opportunity to develop in a way that other students were unable to experience.

In the second metatext, 'Collaborative work in the PRP/Pedagogy Centers,' the power of cooperation within the practices promoted by the project was observed. A key aspect of this category was the contact with teachers who were already experienced in basic education, which served as a laboratory for residents to observe and learn from different ways of teaching.

The data indicate that dimensions of pedagogical knowledge were improved during the program, which is confirmed by the analysis of the questionnaires. The development of autonomy, problem-solving skills, stimulation of creativity in teaching actions and practices, as well as the achievement of greater confidence in teaching performance, can be cited as examples. Given these results, it is understood that the PRP contributed significantly to the initial training of teachers, as it helped to improve the development of pedagogical practices.

It is worth noting that Ordinance No. 82, dated April 26, 2022, which regulates the PRP, was revoked on March 25, 2024, by Ordinance No. 90 (Capes, 2024), responsible for establishing the guidelines for the Institutional Teaching Initiation Scholarship Program (Pibid). This change marked the end of a cycle and the beginning of a new phase, in which PRP and Pibid were unified under the name Pibid in the 2024 edition.

It is understood that PRP is a fertile field for conducting research in the area of education, both in the context of initial teacher training and in relation to continuing education. The development of the program in post-pandemic contexts has certainly proven to be an excellent tool for better understanding the scope of this important public policy.

In short, this study contributed to the understanding of the relevance of PRP for initial teacher training, highlighting the history and development of the program in a public institution. The main research gap is the limited sample achieved during this study; research in centers beyond those addressed, belonging to different courses, would undoubtedly be fertile ground for discoveries. Despite having been developed in a pandemic context, which generated challenges and required adaptations, the PRP has established itself as an important educational policy, providing meaningful training to participating residents.

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