

SUPERVISED INTERNSHIP EXPERIENCES IN GEOGRAPHY IN REMOTE TEACHING: SCOPES AND CONTINGENCIES OF BRAZILIAN REGIONALIZATION

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RESUMO

Este artigo discute as experiências do Estágio Supervisionado em Geografia da Universidade do Estado da Bahia (UNEB, Campus IV), via ensino remoto, no momento singular de pandemia da COVID-19, enfatizando a realidade da região semiárida baiana, especificamente da cidade de Caém. A problemática do trabalho girou em torno da questão: como ensinar e aprender geografia no estágio supervisionado no ensino médio, no contexto do ensino remoto? Quais as potencialidades e os entraves de ensino remoto na região da cidade de Caém-BA? A pesquisa se deu a partir da realização da abordagem qualitativa, na perspectiva da pesquisa-ação, durante a regência do Estágio Supervisionado no período de abril a junho de 2021. Também realizamos pesquisa bibliográfica, que auxiliou na sustentação dos discursos contidos no trabalho. O lócus da investigação foi o Colégio Arnaldo de Oliveira, da rede estadual de ensino da cidade de Caém-BA. A obtenção de dados ocorreu a partir da experiência, no desenvolvimento de atividades em sala de aula virtual, na interação com os alunos e avaliações da disciplina de geografia. Os resultados revelam que embora a geografia possa trabalhar com o espaço vivido dos alunos e as diferentes escalas espaciais, o ensino remoto caracteriza a contradição das múltiplas realidades vivenciadas pelos alunos nesse momento pandêmico, sobretudo no que se refere à inclusão e exclusão digital, ao acesso aos aparatos tecnológicos e pedagógicos ao longo do processo das aulas, demonstrando, assim a necessidade de readequação do planejamento educacional da Secretaria Estadual de Educação, assim como da práxis docente.

Palavras-Chave: Ensino remoto; Geografia; Regionalização; Estágio Supervisionado.

ABSTRACT

This article discusses the experiences of Supervised Internship in Geography of Universidade do Estado da Bahia (UNEB, Campus IV), via remote teaching, during the unique COVID-19 pandemic moment, emphasizing the reality of Bahia's semi-arid region, specifically in the city of Caém. The problem of work revolved around the question: How to teach and learn geography in supervised internship in high school, in the context of remote teaching? Which are the potentialities and obstacles of a remote teaching in the region of Caém-BA? The research took place from the performance of the qualitative approach, from the perspective of action research, during the regency of Supervised Internship from April to June 2021. We also carried out bibliographic research, which helped to support the discourses contained in the work. The locus of the investigation was Colégio Arnaldo de Oliveira, a high school part of the State Education Network in the city of Caém-BA. Data collection occurred from experience, in the development of activities in the virtual classroom, in the interaction with students, and in assessments of the geography discipline. The results reveal that although geography can work with the lived space of students and the different spatial scales, remote teaching characterizes the contradiction of the multiple realities experienced by students in this pandemic moment, especially when regarding digital inclusion and exclusion, access to technological and pedagogical devices throughout the

class process, thus demonstrating the need to readjust the educational planning of the State Department of Education, as well as the teaching practice.

Keywords: Remote teaching; Geography; Regionalization; Supervised Internship.

INTRODUCTION

The Supervised Internship constitutes an essential moment for the undergraduation student, since the graduate working area is teaching, which the person is being qualified. The internship enables the development of a professional future, as well as the formation of teacher's identity. We understand the necessity of pointing out what is supervised internship. So that, Law n. 11.788/2008, Art. 1º states that "Internship is a supervised school educational act, developed in the work environment, which aims to prepare students who are attending regular education for productive work [...]". (BRASIL, 2008b)¹.

In the process of Supervised Internship in the undergraduate course in Geography at Universidade do Estado da Bahia – UNEB, Campus IV, in 2020, we were afflicted by the COVID-19 pandemic, with the spread of the coronavirus on a high scale, which has been claiming human lives and reaching millions of deaths. Life imposes a new order upon itself, the one of social isolation, quarantine, and reclusion in an attempt to preserve life, lowering interactivity, stopping the work of schools, universities, shops, public and private networks over a while.

However, with the unflinching effort to control the virus, some segments needed to gradually return, such as local businesses and other services, which did not happen with teaching institutions in a face-to-face format, since until this moment the return is still impossible, due to the inevitability of agglomerations in institutions and lack of resources and physical structure for such a gathering.

In this timeframe, since the calamity of this global public and collective health pandemic was decreed, 2021 began with the possibility of adaptation to a new reality of remote teaching in basic education, as well as universities. It was imposed on teachers and undergraduate students the development of pedagogical praxis, as well as the activity of supervised internship of undergraduate courses in municipal and state schools. Based on this issue, this work aims to discuss the experiences of Supervised Internship in Geography at UNEB, Campus IV, through remote teaching in this pandemic context, highlighting the reality of Bahia semi-arid region specially in the city of Caém, having as a research problem the following question: how to teach and learn geography in supervised practice in high school, in the context of remote teaching? We also strive to emphasize the potentialities and constraints about the internship in remote teaching, during the discipline of Geography, as well as reflexions pertaining the topic "Regionalisation" in the experience of the students.

The theme of this work emerged with the regency of internship in two classes of 3rd grade of high school at *Colégio Estadual Arnaldo de Oliveira*, in the city of *Caém*, Bahia, belonging to the *Território de Identidade Piemonte da Diamantina*, also the city of Jacobina, where UNEB – Campus IV is installed.

¹ Internship is supervised school education, developed in the work environment, which aims to prepare students for productive work that encourages frequent or regular education.

According to the *Instituto Brasileiro de Geografia e Estatística* (IBGE, 2010) the city of Caém is located in the North Center of Bahia, 345 km from Salvador, the capital state. The city borders with the cities of *Jacobina, Saúde, Mirangaba, Caldeirão Grande, Ponto Novo e Capim Grosso*, just like shown in Figure 1. According to the *Superintendência dos Estudos Sociais da Bahia* (SEI), it is one of the 278 cities part of the semi-arid region in Bahia, with specificities resulting from the region, with unique seasonality, irregular and scarce rainfall, vegetation adaptable to high temperatures and water scarcity most of the year.

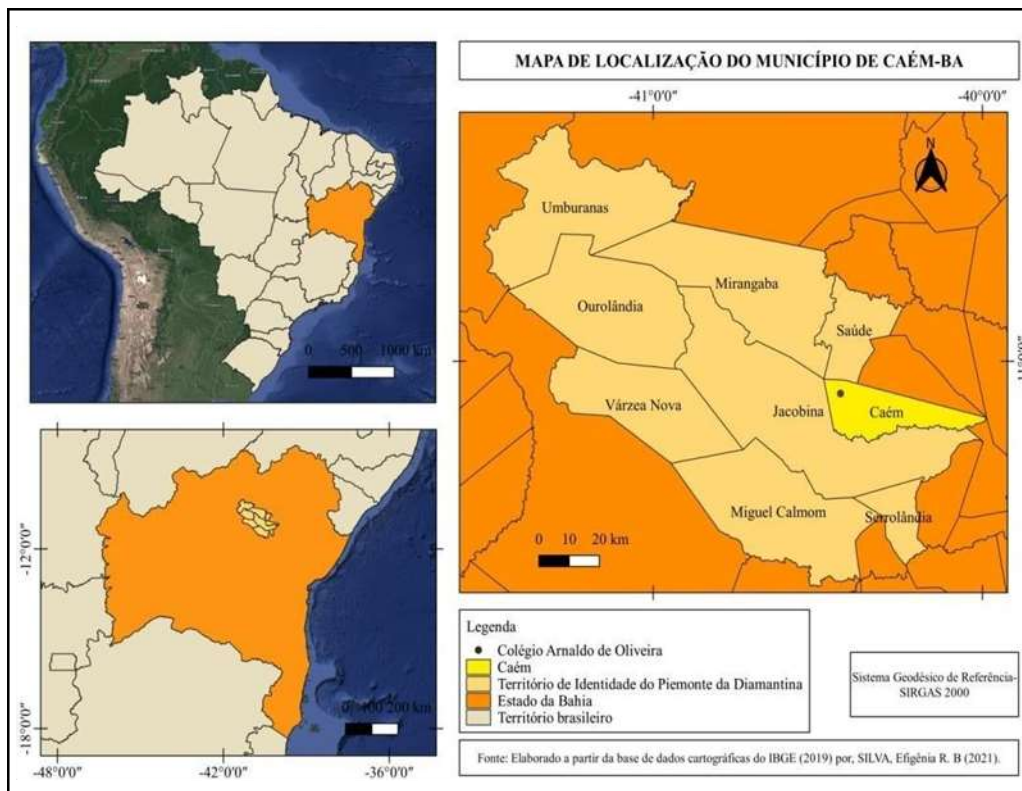


Figure 1: Location map of Caém-Ba.
Source: IBGE, (2019), SILVA, 2021

The city of Caém is located in the North Center of Bahia mesoregion and has commercial articulations between networks with the surrounding cities, such as Jacobina. According to IBGE (2010) its population is estimated at 10,368 inhabitants, characterizing as a small city.

The question and justification to develop the theme Regionalization in internship, part of the curriculum and syllabus of the geography discipline for these teaching grades, as well as the systematization of reflections about the processes of regionalization in Brazil, is necessary from the understanding of the dynamics of the Brazilian territory. With a large extension, the country has numerous regionalization, which present direct and indirect social, political, and economic implications in the life of the Brazilian people, especially in the distribution of resources and public education policies.

The methodology adopted for this research is of a qualitative approach, from the perspective of research-action, which has a close association between an action and the resolution of a collective problem (THIOLLENT, 2003), which in this case was the

internship regency from April to June 2021. We also make a bibliographic research, which helped support the arguments of this work, by agreeing with Marconi e Lakatos (2003, p. 158) when they state that “The bibliographic research is an overview of the main works already carried out, coated with importance, for being able to provide current and relevant data related to the theme”²

The article is organized into sections. The first one is about the discussion regarding the internship intervention project proposal which is presented the interaction and structure for the application in the regency. After that, it is discussed about the study of regionalization in Supervised Internship in Geography, in which we develop a conceptual and reflective discussion about the practice with a focus on the internship in Geography. The last topic entitled Possibilities and constraints in the experiences of Supervised Internship in Geography IV, presents a reflection of what was experienced by the students, the regent teacher and the intern, contextualizing the reality of Bahia semi-arid focused on the city of Caém. Lastly, we make the consideration about the work.

THE IMPORTANCE OF THE INTERNSHIP INTERVENTION PROJECT IN GEOGRAPHY IN HIGH SCHOOL

The Supervised Internship in Geography in high school took place during the second teaching unit in the school, with the students of 3rd grade of integral education in classes A and B in the morning and afternoon shifts, with a total of 47 students enrolled at Colégio Estadual Arnaldo de Oliveira, a public education institution in the State of Bahia.

The Colégio Estadual Arnaldo de Oliveira, located on Otávio Mangabeira Street, S/N, in the center of Caém, is part of the *Núcleo de Tecnologia Educacional*, NTE-16. The place has a head office in the city and an annexe in the district of Gonçalves, offering the modalities of regular and integral high school education. It is considered as a medium-sized high school and it attends students from rural and urban areas. The head office has classrooms, library, kitchen, teachers’ room and computer lab. The annex on the other hand, meets the demands of students from neighboring districts, and can be considered as a negative point to the imposition of remote teaching, regarding the displacement and the need to look for the printed activities for students who do not have access to the internet.

As far as the execution of the regency internship in the aforementioned high school, it is considered that observation and co-participation constitutes itself as key steps of the subject Supervised Internship from Geography course at UNEB-Campus IV.

In this way, after the observations and co-participations of regency in the classes, in which the regent teacher of geography was discussing the occupation of Brazilian territory, we realize the urge to build this intervention project to discuss the theme “Evidencing the regionalization of the Brazilian territory and the energy potential”, following the issue of how the regionalization happened in Brazil and its social, economic and political implications, as well as the economic aspects of industrialization in the country.

For this purpose, we start from the general objectives which was comprehend the various types of regionalization in Brazil and analyze industrialization process with aspects of the main economic activities in the country. The specific objectives were: to know the propositions of the different regionalization in Brazil, to discuss the industrialization process, to approach the main economic activities, to reflect on the energetic production

² “A pesquisa bibliográfica é um apanhado geral sobre os principais trabalhos já realizados, revestidos de importância, por serem capazes de fornecer dados atuais e relevantes relacionados com o tema”.

activities, to understand the relationship between the production of wealth and economic exploitation of the regions. Pimenta e Lima (2005, p. 14) depict about the importance of a project in Supervised Internship regarding problematization and adequacy of praxis “in the possibility that the interns develop the attitude and skills of a researcher from the internship situations, developing projects that allow them to understand and problematize the situations they observe at the same time”³

We agree with the author that the development of the internship intervention project has the utmost importance concerning internship problematization, reality contextualization, and experience. In this pandemic moment, we evidence the teacher’s contribution of Souza e Ferreira (2020), about the essentiality of the supervised internship experience, being required for its realization, even in a remote format.

The adopted perspective in this internship was a cognitive one. For Bordenave (1984, p.41-42) the cognitive methodology is based on the student protagonism valorization, from the knowledge development, this student will be able to transform his reality. In light of this, the prerogative applies in non-presence, online, and remote learning contexts. Thus, we consider that the immersion of internship in the classroom is a right of the undergraduate student because the tasks of planning, implementing, and evaluating teaching activities in classes previously assigned to the teacher in initial training is what provides this student the experience of professionalization and construction of the teaching identity.

The internship’s regency in Geography in teaching remote format happened synchronously (in real-time via video call to explain the contents and other questions) and asynchronous (the student follow-up stage during extra class hours and without video call) through digital platforms, such as Google Classroom, Google Meet and WhatsApp to spread the information, class and activity links, as well as big interaction between teachers and students. These digital tools facilitate the proposal of the intervention project approach, just as the readjustment of demands throughout the teaching process, about discussion of regionalizations, the theme of the following section.

DISCUSSING REGIONALIZATION IN SUPERVISED INTERNSHIP IN GEOGRAPHY

Brazilian territory regionalization was the main theme of the internship in Geography in high school, we presented through maps, using PowerPoint, the various regionalization carried out in the Brazilian territory and the social, political, and economical implications that come from this, according to its multiple criteria, as well as the creation of the Instituto Brasileiro de Geografia e Estatística (IBGE) and the importance of census.

Brazil is the fifth biggest country in extension in the world, with a territorial extension of 8.547.403 km² (IBGE, 2010), being behind Russia, Canada, China, and United States. It is a country of large territorial proportion and has different scales and regionalization of political and social organization. In this way, in a country with a large territorial extension and multiple economic facets of industrialization and many other activities developed in this territory, it is necessary to research, understand and problematize together with the

³ “na possibilidade de os estagiários desenvolverem postura e habilidades de pesquisador a partir das situações de estágio, elaborando projetos que lhes permitam ao mesmo tempo compreender e problematizar as situações que observam”

students, from the various political and legal organizations in its territory, starting from the social implications that affect them directly and indirectly in their realities.

Regionalization aim to aggregate territories with an emphasis on the complementarity between territories in growth and development. Correa (2003, P. 47) states that region is

[...] considered a concrete entity, as the result of multiple determinations, that is, the effectuation of regionalization mechanisms on a previously occupied territorial when, characterized by an already transformed nature, cultural and material heritages and a certain social structure and its conflicts⁴.

In the history of regionalization in Brazilian territory, we emphasize the years of the 1990s, by official institutions such as IGBE, and in 1999, Milton Santos contribute with his reflections about science, with a regionalization proposal called “Os quatro Brasis”, when addressing concentrated region (SANTOS: SILVEIRA, 2005). The regionalization proposal by Milton Santos is based upon the knowledge of Brazilian territory, including its real and contradictory dynamics in the space of everyday life. As stated by Ulysses Baggio (2008, p, 47) “Thus, regionalization covers several territorialities and varied articulations, as well as the interaction of multiple social and economic expressions”⁵

As from the regionalization of *quatro Brasis*, Milton Santos (2001) contributes to the reflection of social and economic organization in the country so that the states carry out surgical interventions in the sense of developing public policy deconcentration and funding for the south of the country, enabling from the decentralization of resources to a region and direct economic and social development and advancement by directing public policies to regions of the country. Within this content of regionalization, it is necessary the contextualization of the various regionalization that focus on the student’s territory with views of the semi-arid region and its physical, economic, political, and social characteristics. This was a very rich moment because the students expressed themselves in the class with more interest and illustrated situations of their experiences in life, related to the study theme.

The discussion about regionalization in the supervised experience was important because it allows the students an analysis of the phenomena and processes interrelated and all the interaction of territories and regions of Brazil throughout the space that is continuous, in a global and increasingly technified world. Spatial dynamics allows us to visualize how everything is interconnected, a great proof of this is the pandemic moment that we are all experiencing at the current moment, which was triggered on a global scale, in a short period, even interfering in the teaching format, an issue that motivates the discussion of the next section about the possibilities and obstacles of teaching during the internship.

POSSIBILITIES AND OBSTACLES IN THE EXPERIENCES OF SUPERVISED INTERNSHIP IN GEOGRAPHY IV

The Supervised Internship in Geography IV is a curricular component of the undergraduate course in Geography at UNEB, Campus IV, which is intended for the

⁴ [...]considerada uma entidade concreta, resultado de múltiplas determinações, ou seja, da efetivação dos mecanismos de regionalização sobre um quando territorial já previamente ocupado, caracterizado por uma natureza já transformada, heranças culturais e materiais e determinada estrutura social e seus conflitos.

⁵ A regionalização abarcaria, assim, diversas territorialidades e articulações variadas, bem como a interação de múltiplas expressões sociais e econômicas.”

regency in high school. Thus, we highlight some reflections noticed during the experience with the two classes of the 3rd grade of high school, at Colégio Arnaldo de Oliveira. During the classes, some questions and discussions were raised, enabling the students to participate and it happened the same way during the activities developed about regionalization focusing on the interregional migrations.

Based on the discussions about this content and approximation with the students' reality, it was possible to develop a critical and situational reflection for them, since they are in the last year of high school, visualize and reflect on the possibilities of other formative paths after the end of this stage of basic education. In this experienced moment, which imposes itself as a new teaching model, we had online classes, made possible by Google's digital platforms, free software, as well as enabling greater possibilities of digital access resources to facilitate teacher- student-coordination communication, highly internet dependent.

One of the first possibilities to be presented was about the adequacy of the institutions for the internship, since in the previous ones, Supervised Internship in Geography I, II, and III, according to the UNEB Sectorial Internship Regulation, it was prevented from carrying out the internship in another city that was not part of Jacobina, where the Department of Human Sciences of UNEB is located, Campus IV. Among all the possibilities found during this Internship, we highlight once more the various online tools, videos, game sites, and digital tools to strengthen the teaching practice, tools that are often unfeasible in face-to-face teaching due to lack of infrastructure, for example. However, at the same time that it is viewed as a possibility it can be considered an obstacle since we find in remote teaching and real-life multiple and distinct complexities of student realities, and many students claimed not to have internet, and of the 47 enrolled, only 35 participated in online classes.

Still, regarding the possibilities, we highlight the Mentimeter tool that was highly used during the classes. Mentimeter is an educative software that enables various interactive activities, such as polls, quizzes, word clouds, questions, and answers. In the theme about regionalization of brazilian territory, we talked about the migratory processes and the implications in the concentrated region, we used the Mentimeter as a tool to build a word cloud, in which we highlighted an image for the students to read and write two words related to the figure (Figure 2).

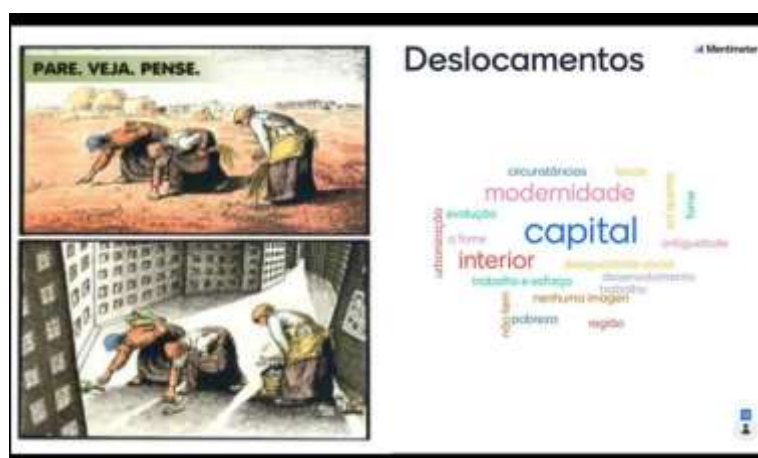


Figura 2: Word cloud activity about migratory process in Mentimeter platform.
Source: Mentimeter, Rocha, april 2021.

As shown in Figure 2, this tool along with images reading allows the connection between the contents, the recontextualization of contents and approximation of reality makes it quite interactive as a resource used in the virtual environment. As we can see in the image, the figure which they interpreted and the related words, the dynamics of the discussion and propositions made possible an interesting and productive class, as the word cloud corresponded to the objectives and skills of teaching and learning of the proposed theme.

So that they interconnect in the figure with a stigma of a semi-arid and drought reality and unproductivity that can trigger migratory processes, highlighting the reality of the population of Caém. Discussing these stigmas with the students contributed to awakening sensitivity with the regionalization processes inserted in the aforementioned municipality of Caém, as well as the possibilities present in it.

To understand the realities of the students, we highlight once again the infeasibility to attend the classes due to the lack of internet access, to the limitation of devices, which makes it impossible to use various tools during classes and the employability of young people in this moment that adds to the economic difficulties of the region.

Some other obstacles and possibilities faced in the development of this internship process, experienced by both parts of the students and the regent teacher and intern, were the realization of inter-municipal displacements due to illness, a reason that required adaptations in many moments, understandings and viability due to the high personal demands, during the pandemic moments which reflected the social and personal dynamics of the pairs. The key- phrase during the Pedagogical Journey in Bahia, an event that was held in February 2021 via Youtube was “None Less”, focusing on need for flexibility, the necessary adaptation to meet the demands of students and teachers, coordinators and directors and all other components of the school body, aiming student to remains in school, so that they are not excluded from the process. However, this constitutes the greatest complexity, which is realized as an obstacle and possibility to make remote teaching feasible at a time that dismantles the overload of teachers and high demands of students in carrying out the praxis and construction of knowledge.

Other actions were flexibility and understanding, availability and accessibility, all these actions to demand the best way of praxis, the various reflections about mistakes and successes, what was confirmed with success or not, part of this flexibility for reception, for availabilities via the networks so that we could be accessible and accessed at the same time. Therefore, the actions that were constituted as particular demands of professionals, listed in this process of internship experience, date back as learning of great contribution to the formation of the teaching identity.

CONCLUSIONS

This work emphasized the experiences of Supervised Internship in Geography at UNEB, Campus IV, developed in times of remote teaching, focusing on the reality of semi-arid region of Bahia, specifically the city of Caém, which brought new dimensions for geography classes, demanding actions such as accessibility, articulation, adaptation and flexibility to comply with the demands that arise during the teaching and learning process, among other reflections and actions, some adjustments to ensure the good development of practice.

We approached the possibilities and obstacles of remote teaching in Caém-BA, such as the student's internet access and the multiples possibilities of digital resources to be used during the classes which for now were considered possibilities and obstacles in praxis. Lastly, regarding the regionalization theme worked during the internship, we can say that the proposal of the intervention project was achieved, mainly by the contribution of technological tools, which allowed the participation of students in doing the activities, contemplating the skills proposed in teaching planning, as well as the experiences added during this process, which was an essential contributor to the formation of the teaching identity that is in constant formation.

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