


PEDAGOGICAL RESIDENCY: LITERATURE ANALYSIS REGARDING THE TRAINING OF ACADEMICS IN DISTANCE EDUCATION DEGREES

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ABSTRACT

The present research aims to objectify the process of the Pedagogical Residency Program (PRP) in distance learning, presenting its contributions to the training of academics in teaching degree courses. The PRP receives financial support and research promotion from the Coordination for the Improvement of Higher Education Personnel (CAPES), aiming to add professional improvement to teacher training to the extent that it provides the opportunity for the resident's immersion in pedagogical practice at the basic school level. The methodological path followed was a literature review, with a qualitative-descriptive approach, using the bibliometric procedure of the records located in the databases. We live in a context of profound cultural, social, political and technological transformations, which are building new fields of knowledge. It is in this scenario of constant changes that the residents learned to deal with these situations in the classroom, highlighting the initial experiences as a teacher and constituting their professional identity, able to teach and resignify their training in the teaching practice; showing that the PRP has been playing an indispensable role in the development of undergraduate students, as the results obtained contribute decisively to the construction of future teachers able to teach and improve wisely.

Keywords: PRP. Distance education. Teacher training. CAPES.

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INTRODUCTION

Teacher training policies in Brazil have undergone several transformations over the years, especially with regard to the establishment of programs aimed at raising the quality of teacher training. These initiatives seek to enable educators in the use of new technologies and promote greater integration of licentiate students with basic education schools. In this context, the Institutional Program for Teaching Initiation Scholarships (PIBID) in 2007 and, later, the Pedagogical Residency Program (PRP) in 2018, implemented by the Coordination for the Training of Higher Education Personnel – CAPES (Silva *et al.* 2020), is the focus of this research.

Tonon and Dias (2024), point to the PRP as an important initiative for improving the training of undergraduate students, promoting a practical and immersive experience in the school environment. As recommended by the Law of Guidelines and Bases of National Education (Law No. 9,394/96), the pedagogical residency aims to complement the process of initial training of the future teacher, providing him with real experiences in the educational context.

This initiative, fostered by public policies for teacher training, aims to provide future teachers with an immersive experience in the school environment, even during their academic training.

According to data from the Ministry of Education (Brasil, 2022), the PRP is offered from the second half of the Bachelor's degree courses – minimum 50% or be studying from the fifth period. It has: Institutional Coordination - responsible for the execution of the institutional project of Pedagogical Residency; Advisor Professor - responsible for planning and guiding the activities of the residents of their Pedagogical Residency Center; preceptor - responsible for monitoring and guiding the residents in the activities developed in the field school and Resident - students with active enrollment in a degree course.

Furquim, *et al.* (2021), points out in its reference that the teaching and learning process has been drastically modified, through the new reality in which we are living – a consequence of a global pandemic. Before, the professional had as a goal only the content that he would apply in the classroom, now with remote teaching, adopted by many educational institutions, the teacher started to depend on the knowledge and use of digital tools, ranging from a simple text editor, to video recording and editing software, to a digital application that simulates a classroom environment.

In addition, the level and exhaustion both on the part of educators, who had their educational work tripled, and of students and their families who had to integrate into this new way of life, was and still is very high (Pereira and Lindner, 2021).

In view of the entire context mentioned above, it is evident that the PRP has played and has been playing an indispensable role in the development of undergraduate students, as the results obtained contribute decisively to the construction of future teachers able to teach and improve wisely (Silva, Santos and Freitas, 2022).

In this sense, we cannot fail to talk about the initial and continuing training of teachers. These trainings help in the improvement of these professionals, who adapt to the use of new technological means, thus being able to develop active methodologies, in order to achieve their educational goals with their students.

Therefore, the objective of this study is to analyze the process of Pedagogical Residency in distance learning, presenting the contributions of the program to the training of students in teaching degree courses.

METHODOLOGY

To address the proposed research question, a literature review was carried out following a qualitative-descriptive methodology. The bibliometric procedure adopted involved cataloguing the data in an Excel spreadsheet, according to the guidelines proposed by Hayashi and Hayashi (2011). For data collection, the Brazilian Digital Library of Theses and Dissertations (BDTD) and *Google Scholar* were used during the period 2024-2025. The search focused on identifying publications that used the descriptors "Pedagogical Residency", "EaD" (Distance Education) and "Higher Education", aiming to explore the studies relevant to the context of the Pedagogical Residency program applied to distance higher education.

RESULTS

During the search for studies in the databases, we located a total of 116 results in the BDTD and 5,340 in the *Google Scholar* database.

After analyzing the studies through the title and abstract; we invite to participate in this research, one (01) author of the Brazilian Digital Library of Theses and Dissertations, which brings the proposal of initial teacher training in the country and four (04) analyzes located in *Google Scholar*, which explore the proposal of pedagogical residency projects

throughout Brazil - studies that bring the opinion of the professional identity of the pedagogical residency in the distance learning modality, in addition to their contributions to teacher training, as shown in the following table.

Chart 1 – Researchers invited to participate in the study.

AUTHOR	YEAR	TITLE	IES
FREITAS, B.M	2020	The construction of the teaching professional identity from the life stories of Mathematics graduates participating in the Pedagogical Residency program at UNILAB	Federal University of Ceará (UFC)
SILVA, K.C	2020	Extension Projects in Distance Education: the Pedagogical Residency Program in Distance Learning Degrees	Federal Rural University of the Semi-Arid (UFERSA)
FURQUIM, G.G.S	2021	Challenges of Teaching in the Pedagogical Residency Program during Remote Learning	Federal Institute of Education, Science and Technology of the South of Minas Gerais (IFSULDEMINES)
PEREIRA, C.M; LINDNER, L.M.T	2021	The adaptation of the Pedagogical Residency Program at the Mathematics Center in the context of remote teaching at Unipampa	Federal University of Pampa (UNIPAMPA)
SILVA, R.F; SANTOS, T; FREITAS, I.M	2022	The Pedagogical Residency in the face of remote teaching: challenges and contributions	Federal Institute of Alagoas (IFAL)

Source: Prepared by the authors.

Chart 1 is organized in chronological/alphabetical order of the year of publication – presenting the authors mentioned in the research.

DISCUSSION

When we deal with the advancement in the professional pedagogical process in the classroom, Freitas (2020), points out that, in his master's thesis, the initial training of teachers related to the approximation of the school reality of undergraduate students about their formative trajectory within the Pedagogical Residency Program (PRP).

We live in a context of profound cultural, social, political, epistemological and technological transformations, which are always building new fields of knowledge. It is in this scenario of constant changes that the Education process occurs, where the teacher learns and teaches (Freitas, 2020, p. 41).

It is important to break with the paradigms of technicism that does not consider the social dimension of educational action that leads teacher training to an emancipatory, reflective and critical praxis. In this context, the author presents the construction of the professional identity of mathematics degree students, and the contribution of the PRP on the limits and possibilities in supervised internships; pointing out that the individual's identity is being built little by little, through social relations and the context of the space-times in which he is inserted.

Freitas (2020), brings the data that the PRP seeks the practical improvement and immersion of undergraduate students in Basic Education in the second half of the course. Established through Capes Ordinance No. 38/2018, the Program includes activities such as classroom regency and pedagogical interventions, mediated by a teacher at the school called Preceptor – who will accompany the residents in the field school – and by a Guiding Professor – who will guide the residents, constituting the relationship between theory and practice – at the University.

In this context, students have many concerns about the teaching work, as well as the concern between theory and practice and the importance of the knowledge of students and teachers as part of the training of undergraduates, and the PRP is responsible for the engagement and joint interactions of students, preceptors and coordinators of areas that seek to work on the disciplines taking into account the social reality that is inserted in the schools.

Finally, Freitas (2020) highlights that resident students learn to deal with different situations in the classroom, highlighting autonomy and initial experiences, thus constituting their identity as teachers.

Subsequently, the authors Silva *et al.* (2020), present the research proposal, exposing the strategies of a PRP subproject, developed with students from the Mathematics degree course, offered at a distance, in order to identify the degree of learning in elementary and high school.

The participants of the aforementioned proposal adopted hybrid strategies for the training of the team and for the development of teaching activities in schools, using Virtual Learning Environments (VLE) and social networks as support methodologies for the execution of pedagogical actions in schools.

The Pedagogical Residency Program of the Distance Learning Mathematics Degree Course at the Federal Rural University of the Semi-Arid – UFERSA developed the

subproject "MAKER CULTURE IN HIGH SCHOOL: the creation of games enhancing the learning of Mathematics". The residents of the program were inserted in a didactic intervention research, developing extension activities, integrated with mathematical contents, with the creation of digital games as a potentiating tool in the teaching and learning process, making the student the protagonist of their school and academic trajectory.

The development of Information and Communication Technologies (ICT) and their growing use by students have drawn attention to the fact that both the use and development of didactic digital Mathematics games can help students to better understand the contents of the discipline (Silva, et al. 2020, p. 4).

In addition to the learning objectives, the authors mention that it is necessary to seek: to value teaching, encouraging teachers in the area to participate in innovative practices in the teaching and learning process.

During the pandemic, many educational institutions had to close their doors due to social distancing. Thus, the Pedagogical Residency programs were fundamental for the initial and continuing training of teachers. Furquim *et al.*; (2021), present that the residents of the Southern Federal Institute of Minas Gerais (IFSULDEMINAS), together with the preceptors and guidance, developed a project based on an Initial and Continuing Training (FIC) course for chemistry degree students, with activities that contributed to the preparation in entrance exams and ENEM.

The development of the activities was carried out through *Google Meet* to teach synchronous classes. The most used tools in the FIC course were *ActivePresenter*, *Kahoot*, *PowerPoint*, *Pointofix* and *Google Meet*, in addition to *WhatsApp* for exchanging conversations. For the authors, the results in the training course were positive, in the sense that the students pointed out before the course, the denial of the chemistry contents; and then see the contents with different eyes.

The authors Furquim *et al.* (2021), highlight the experience that remote teaching has allowed to develop, presenting advantages such as the entry of a greater number of students, flexibility of schedules, and a very low cost to carry out.

Pereira, Lindner (2021), bring the idea that remote teaching is not an easy task, different from what many people think, because, even though it is a teaching modality with distance classes and the use of technologies, it differs in several aspects from distance education. In this way, and the face of a global pandemic, education professionals had to

reinvent themselves, since there was no planning because it was something of an emergency nature, they needed to ensure that learning reached all students.

In the research of the aforementioned authors, it presents reports of students' experiences in the performance of the pedagogical residency, during the pandemic and at a remote time. In the text, the authors describe the attitudes of students who created a YouTube channel to produce material that aroused greater interest in the curricular component of mathematics and also produced greater student engagement, since classes on *Google Meet* did not have this effect.

It is essential to think that the quality of education that the professional receives is also related to the practice experienced in their initial training. In this sense, the Pedagogical Residency Program, in its second public notice approved at Unipampa, was implemented in the remote teaching modality, an opportunity offered by undergraduate courses as an attitude committed by professors who believe in this formative possibility that the program offers (Pereira, Lindner, 2021, p. 10).

The PRP enabled new experiences for residents, in a new teaching environment, even if not face-to-face, possibilities for the teaching and learning process, experiencing the period of distancing and uncertainties about teaching and the way of teaching.

At the end of the discussions, Silva, Santos, Freitas (2022), point out that in education, the teaching and learning process has been subjected to new perspectives and adaptations and remote teaching has gained significant space.

The authors present a parallel idea with Pereira and Lindner (2021), as they expose that remote teaching is not like distance learning, which was created to be the emergency teaching model, whose objective is to make students able to take classes and consequently continue the learning process.

The development of the Pedagogical Residency Program in this path was fundamental for the articulation of theory and practice, playing an indispensable role with the practice of teaching and the classroom in its reality, which contributes decisively to the construction of professional identity, in addition to providing opportunities for the teaching development of academics. In this circumstance, the undergraduate student, based on observation, planning and regency, will integrate the school routine by intervening through pedagogical practice under the direction of the preceptor teacher, in addition to exercising a certain degree of autonomy after a period of time (Silva, Santos, Freitas, 2022).

Thus, given all the authors' expositions of ideas, it is concluded that the PRP aims to provide skills and competencies to the participants, through the development of projects that put into practice the relationship between theory and practice of teaching action, improving the training process, even by methodologies applied in distance or remote education.

CONCLUSION

Faced with the scenario of uncertainty at the time of the pandemic, remote teaching was a way out so that teaching and learning could take place and soften the effect of the loss of the rhythm of the school reality common to all involved. Face-to-face classes ceased to exist at that time and began to be developed virtually on platforms that were accessible to the school community.

The PRP, a program that receives financial support and research promotion from CAPES, aims to add professional improvement to teacher training to the extent that it provides the opportunity for the resident's immersion in pedagogical practice at the basic school level. To this end, in the context of the pandemic, it was necessary to adopt new methods and adapt them to the activities recommended by the program, so that students from different areas of the degrees were not harmed.

Through the studies of the authors invited to participate in this research, it is concluded that the pedagogical residency program makes it possible to understand more effectively how the social reality implies in education and how the educator needs to adapt to it, recognizing the need for improvement in the use of educational technologies applied in the classroom, thus developing a critical view about their pedagogical practices.

It is important to highlight that the PRP plays an important role both in the academic life and in the professional trajectory of residents, given its essential contribution to the training of future teachers. This program not only trains undergraduates to teach, but also allows them to reinterpret and enrich their training during their teaching practice.

Given the above, the Pedagogical Residency Program demonstrated resilience and adaptability to the challenging scenario of the pandemic, converting the need for remote teaching into a learning and improvement opportunity for future teachers. The experience mediated by digital technologies, although imposed by circumstances, reinforced the importance of pedagogical flexibility and the integration of digital resources in educational practice, as evidenced by the reflections of the authors involved in the research. In this

way, the PRP not only maintained its mission of inserting undergraduates into the school reality, but also prepared them for an educational future increasingly permeated by technology, consolidating its intrinsic value in the training of critical, adaptable and proficient teachers in the use of digital tools.

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