


Formative Memorial and the Narratives of a Student in the Pedagogy Course

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Abstract

This article aims to describe the educational trajectory, identifying and reflecting on the paths and constructions of the student "Cristina Lemos Souza", in her training in the Pedagogy course of the Open University of Brazil / State University of Ceará - Quixeramobim-CE pole, through autobiography, in the form of Formative Memorial, presents experiences and disciplines that contributed to the formation of the pedagogue, as well as the completion of internships, which strengthened their experiences and expanded the technical knowledge to become necessary for pedagogical practice. Through dialogue with authors who were the basis for writing this paper, such as Freire (1996), Nóvoa (1999), Pimenta (2004), Libâneo (1994), Souza (2006), and legal documents of Brazilian education, she reflects on the meaning and meaning of acting in education. Highlighting, still, the perennial commitment with the formation for the permanent construction and consolidation of the identity as a professional of Pedagogy. It concludes by presenting the impressions, experiences and objectives achieved during this training trajectory and the paths it intends to follow as a teacher and professional in education.

Keywords: Training Memorial. Pedagogical Practice. Pedagogy

Memorial Formativo e as Narrativas de um Estudante no Curso de Pedagogia

Resumo

Este artigo tem como objetivo, descrever a trajetória educacional, identificando e refletindo sobre os percursos e construções da discente "Cristina Lemos Souza", em sua formação no curso de Pedagogia da Universidade Aberta do Brasil/ Universidade Estadual do Ceará – polo de Quixeramobim-CE. Por meio da autobiografia, em forma de Memorial Formativo, apresenta vivências e disciplinas que muito contribuiu para a formação da pedagoga, bem como a realização dos estágios, que fortaleceram as suas experiências e ampliaram os saberes técnicos necessários para a prática pedagógica. Por intermédio do diálogo com autores que fundamentaram a escrita do trabalho, como Freire (1996), Nóvoa (1999), Pimenta (2004), Libâneo (1994), Souza (2006) e documentos legais da Educação Brasileira, reflete sobre o sentido e



ressignificado da atuação na educação. Destacando, ainda, o compromisso perene com a formação para a permanente construção e consolidação da identidade como profissional da Pedagogia. Finaliza-se apresentando as impressões, experiências e objetivos alcançados durante essa trajetória de formação e sobre os caminhos que pretende trilhar como docente e profissional em educação.

Palavras-chave: Memorial de formação. Prática pedagógica. Pedagogia.

1 Introdução

The article is presented in the form of an academic training memorial, a textual genre that narrates experiences lived during the training process, in which the narrative writing of memories predominates, however, it also exposes theoretical concepts, relating them to the narrated experiences, enabling reflections, criticism and self-criticism from the memories. Simultaneously, it also provides the readers with several reflections and conclusions.

As an objective, it describes the educational trajectory, identifying and reflecting about the paths and constructions of the student "Cristina Lemos Souza", in her formation in the Pedagogy course. As specific objectives, it also reports its experiences as a teacher in exercise in the Basic Education in public school, autoevaluating its practices; it presents identifies the disciplines of the Pedagogy course and its contributions in its formative process; and it detaches the importance of the periods of training in the formation of the teacher. In this way, he understands the processes of consolidation of his identity as an educational professional in constant construction.

According to Prado and Soligo (2006, p. 1), education professionals are increasingly recognized as "[...] protagonists of the changes on which depends the construction of a new time for the Teaching profession". Thus, training professionals with reflective skills about their practices is becoming a trend in the educational community, contributing to a social recognition through reflective processes. In this context, the Academic Training Memorial stands out by valuing writing and consolidating itself as a very relevant tool for the training of education professionals.



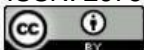


Teacher training requires investigative dedication and spaces in which professionals develop different ways of being and being based on other scientific, ethical, cultural and human references. According to Tavares and Brzezinski (2008), in order to acquire knowledge, the professional will also have to have training spaces in which reflection is ensured by experts and that enables problem solving and adaptation to reality. This corroborates Nóvoa's (2002) statement that professional teaching knowledge consists not only of a set of knowledge, but its practical mobilization in a given educational action.

The teaching activity in society is an integral part of the processes of formation and development of the physical, cultural, and spiritual capacities of a society. The author also states that educational practice is a universal phenomenon, a human task that is essential for the functioning of societies. In other words, societies use educational practices to pass on their knowledge and values with their own intentions so that this knowledge can be assimilated and recreated by new generations (LIBÂNEO, 1994).

The practical experiences are essential to the process of building teacher identity, which is constituted throughout the process of acquiring knowledge, choices, and opportunities that present themselves in different contexts. It is worth pointing out how the different experiences contributed to the identification with the different functions performed in the educational area and in school spaces, as well as strengthened the bases for the perennial constitution of the identity as an educator.

To describe their narratives and contextualize their autobiographical descriptions, we searched the theoretical contributions of authors such as Freire (1996), Nóvoa (1999), Pimenta (2004), Libâneo (1994), Souza (2006) who ground the knowledge needed for the educational practice, reflecting on the teacher's role and the methodologies used in their activities as well as using guiding and normative documents of the Brazilian education. It was sought, through autobiographical methodology, to articulate with authors such as Pimenta (1999), Souza (2006), Machado, Fialho and Vasconcelos (2013), authors who work with autobiography to understand the formative processes that one has experienced, thus also attaching to this article the investigative character that permeates





the making of to disseminate, through these records, the knowledge acquired through the activities developed during these processes.

2 Methodology

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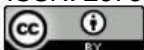
The methodology used, as already mentioned, was the autobiographical narrative, through the formative academic Memorial as a research instrument, which generates self-reflection, understanding of formative processes, interpretations of experiences and actions. According to Prado and Soligo (2006), the Memorial is a form of register of experiences, of memories, very necessary to publish what professionals and future professionals think or feel and, moreover, to divulge knowledge produced in their trajectory. Thus, defined by Passegi; Souza (2008) as:

Autobiographical academic genre, through which the author (self) evaluates himself and weaves critical reflections about his intellectual and professional path. The interest of his narrative is to clarify significant experiences for his formation and to situate his current and future projects in the process of academic insertion and professional ascension (PASSEGI; SOUZA 2008, p. 120).

As a research instrument, the Formative Academic Memorial lists the speeches and meanings that reveal the significant elements for the constitution of the self *personal and professional* articulating experiences in which the student can reflect on his relations with the world and knowledge, assuming an active role in the teaching and learning process.

The process of elaboration of the Academic Memorial provides an opportunity for reflection that translates not only into identifying and reflecting on professional practices, knowledge, and performance spaces, but also on identity transitions in training and in teaching, research, extension, and management activities in professional performance, while relating this institutional dimension with personal particularities, choices, and professional expectations. Souza (2006), emphasizes that:

The studies of life stories in the educational field focus on the person of the teacher, with emphasis on the subjectivities and identities that the stories carry. With the centralization of studies and training practices on the person do in this





article, we seek to approach the constitution of the teaching work, taking into account the different aspects of the teacher's history: personal, professional, and organizational. (SOUZA, 2006, p. 69).

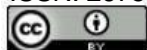
When one resorts to the autobiographical work of the Memorial, it opens the possibility of investigation and formation of experiences and pedagogical experiences that can help in the understanding of histories, institutional and formative memories of the subjects in their different contexts. When using memory to narrate facts, still according to Souza (2006), it is not possible to hold only the subjectivity of the narrative, because every experience, even unique and autobiographical, is part of a historical and cultural context.

To support this article, we used readings by theorists who promote knowledge and reflections about the practice, identity, and teacher education, such as Freire (1996), Nóvoa (1999), Pimenta (2004), Libâneo (1994), and Souza (2006). Also used were normative and guiding documents governing education, such as the BNCC (2018) and the LDB (1996). Common National Curricular Base (BNCC) (BRASIL, 2017) and Law of Directives and Bases of National Education n. 9.394 of December 20, 1996.

3 Results and Discussion

The student was born in Pedra Branca, Ceará, on April 18, 1981, the second daughter of a farming couple, José Luiz de Souza and Maria Lucineide Lemos de Souza. They lived in a rural community called Sítio Mata, (which until 1998 had no electricity). At the age of five, his father became a municipal civil servant, as a health assistant in the community's health post, and his mother, in 1989, became a community health agent. She has two other sisters and a brother, and the family's income was completed with work in agriculture.

During her childhood the books she had access to the most were textbooks, her mother and father had only attended the fourth grade, but had been teachers for two years before their marriage. Thus, they had several books at home that they acquired. Her maternal grandfather was also a fan of reading, and farmer, besides being a



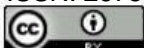


blacksmith, had books and magazines about auto mechanics and a collection of old books entitled "Thought Almanacs. Although this was not reading aimed at children, the student and her older sister, when they were younger, used to read these books with great care and attention.

The beginning of their school life was in a project focused on the education of children, the Cocoon Project, linked to the Brazilian Legion of Assistance (LBA). The experiences there were many playful activities, but she has no clear memories of how it happened. As there was no school building, it was located in the porch of a residence, and she remembers that it had many toys different from the ones they used to play with, but it happened in a short period in the community where she lived. He attended school soon after, which functioned in the local Catholic church, and only in 1987 was the Salviano de Brito Santiago Elementary School built, with two classrooms, a patio, a cafeteria, and two bathrooms.

The literacy teacher was a simple person, who had only a fourth grade education, according to the Law of Directives and Bases of National Education (LDB) nº 4.024 (BRASIL, 1961), but who taught all the children in the community to read and write. The teacher was very welcoming, affectionate, liked to sing and sang many songs at the beginning of the classes. For example, the Brazilian National Anthem, the Flag, Independence and the Student Anthem. Only today, after her education in the Pedagogy course, the student emphasizes reflecting and understanding the context of that time and the reasons why so many patriotic songs were taught.

In the fourth grade, the student had experiences that were not very positive, it was a multigrade class, with two classmates (a girl and a boy) and her in the same grade. The teacher shared the board with the 3rd grade activities. The math classes were a pain, she was called to solve division calculations on the board, and sometimes she cried in front of everyone, because she couldn't solve them he stayed in the 4th grade for another year as an auditor, since there was no 5th grade offered in the region, and only in 1993 could he continue his studies.





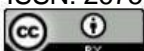
From 6th to 9th (formerly 5th to 8th grade), was also a very remarkable period. The school where the student started studying was located in a neighboring community, about five kilometers away from her home. The school was located in a neighboring community, about five kilometers away from her home. Belonging to the municipal network, the school operated with the Teleteaching system, through a state television channel (the television was powered by a car battery and the screen was black and white).

It was four years of many adventures on the road, many discoveries at school and a lot of learning. The classes on television were very interesting and brought a lot of news to the students from the rural area. She finished 8th grade in 1996, when she had the honor of being class valedictorian.

In 1997, to attend high school, she had to live with an aunt, because her parents made every effort for their children to continue their studies. The school that offered high school in the town was not totally free, it was the Don Bosco Institute, run by a priest from the town parish, which offered middle and high school courses. The student studied at night and helped in the relatives' business during the day, and on weekends she went to spend time with her parents on the farm.

The course she chose was teaching, at first without much conviction about her choice, but, because she heard advice from a Telensino teacher, who encouraged her to choose this course, and also because of the support of her sister, who was already finishing her Pedagogy course. Even though she came from a public school and rural area, she always got good grades. In high school, she had her first experiences in the classroom.

In the second year of the course for Teaching, she spent a month in the observation internship and, in the third year, another month in the classroom, in the regency internship. During this period, the teachers of the school where she was a trainee, belonging to the municipal network, were called for a one-week training course. The course was about the National Curriculum Parameters (PCNs), and she, as an intern, took over the classroom alone for a week. It was a class of 8 year old children,





with 35 students and they were organized by cycles, early years. It was a very challenging time, but she learned a lot and managed to successfully complete her internship. She then finished the 2nd grade (now High School), in 1999.

At that moment, the dream of becoming a pedagogue was already deep-rooted, all the experiences already confirmed the certainty of the choice of the profession.

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Higher Education in the city was still very inaccessible; one had to go to the capital Fortaleza or to Senador Pompeu and Quixadá, closer cities where the University was already present. Thus, in 2001, she returned to the rural area to work as a 4th grade teacher, through a temporary contract with the municipality, in the same school where she studied from 5th to 8th grade. In this period, however, the undergraduate courses began to arrive in her town, this happened mainly after the determination of the LDB No. 9.394 of, December 20, 1996 (BRASIL, 1996), contained in its Article 62:

The formation of teachers to act in basic education will be done at a higher level, in a degree course, of full graduation, in universities and higher education institutes, admitted, as minimum formation for the exercise of teaching in children's education and in the 5 (five) first years of basic education, the one offered in medium level in normal modality (BRASIL, 1996).

Thus, the courses were arriving in the farthest interior cities, but it was not always possible to choose and they ended up taking the course that was offered. As he had no other choice of course, he took the vestibular exam and entered the Licenciante in Biology at the Universidade Estadual Vale do Acaraú (UVA). The classes took place on weekends and during school vacations (January and July), and she finished the course in 2005.

She took her first degree because there were no options at that time, but the opportunity to take a degree was very valuable for her affirmation as a teacher, and that moment represented for her and her family a great achievement, since she was the first daughter of four siblings to graduate. However, she really wanted to take a Pedagogy course, a dream that would later come true.

In 2016, living in Quixeramobim, mother of a two-year-old son, the opportunity arose to apply to the public university that she had always wanted to attend, even in





context of difficulties faced as a woman, mother, and worker, she took on this commitment. Through the Open University System of Brazil (UAB), she proudly entered the Pedagogy Course at the State University of Ceará (UECE), in the State of Ceará.).

3.1 Subjects that marked my trajectory in the pedagogy course

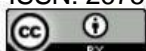
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Upon entering the UECE, once again as a graduate student, in the Pedagogy class of 2017, she was taken by a great joy for being taking concrete steps in the search to fulfill her dream of becoming a pedagogue, especially at that moment, also acting as a Pedagogical Coordinator. She was aware of the need to expand her training to better perform the function as a trainer, considering the Coordinator's role as fundamental to build rich educational environments and practices that generate learning for all who live together at school and the need for a professional who supports the school's Political Pedagogical Project (PPP) through teacher training. Libâneo (2004) states:

Pedagogy is indeed concerned with educational processes, methods, and ways of teaching, but it has a much broader and more global meaning. It is a field of knowledge about the educational problem in its totality and historicity and, at the same time, a guideline for educational action. Pedagogy refers to the purposes of educational action, implying sociopolitical objectives from which organizational and methodological forms of educational action are established (LIBÂNEO, 2004, p. 29).

In this context, she sought, through each discipline offered in Pedagogy, to reflect on her practices as a teacher, as well as on the intentionality of the educational actions in which she is inserted. According to the student, all of them had their relevance and contributions in the consolidation of her identity as a pedagogue. Here, she will highlight some subjects, in dialog with several authors, which marked her journey during the Pedagogy course.

The first course she took dealt with initial knowledge about Distance Education (DE), in which she had the opportunity to reflect on the challenges of those who choose to study at a distance and on the positive aspects of this modality. In it, students and teachers are separated, physically or temporally, and, therefore, the use of information and communication means and technologies is necessary. This modality is regulated by





art. 80 of LDB No. 9.394 (BRASIL, 1996), in addition to other devices and uses various tools, teaching materials and technology to work in the teaching and learning process. Litto (2013-2014), emphasizes that the

Distance education: broader, generic, and historically more used term, whose abbreviation is ODL; correspondence study: printed material, kits, CDs, CD-ROMs or DVDs sent to the student by mail; blended or hybrid learning: learning that mixes, or alternates, face-to-face and distance methods; e-learning: the use of a computer connected to electronic networks, to present or distribute some type of content and activities related to learning (LITTO, 2013-2014, p. 35).

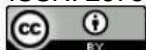
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The various technological resources are essential for the interaction between students and teachers, aiming at the production of knowledge. Interaction, according to Piaget (1975), is an action of reciprocity, which can modify the certainties of the subjects involved in the learning process.

It is noticeable how important personal commitment and accountability is with the activities, most evident in the management of time, which, for the student, would really be a great challenge, because as a mother and working the hours dedicated to study per week, would require many sacrifices and organization.

Introduction to Education, this course allowed us to dive into more critical readings and pay attention to several situations currently experienced in education that portray the thoughts of the authors already mentioned. It was very important to encourage the conceptions about education and the awareness of her role as an educator against the reproduction of alienation. The teacher who taught this course was outstanding for her dynamic methodology and interaction with the class. In this subject, the first of many seminar presentations began.

From here on, what would the subject be? Sociology of Education? Based on the theories of thinkers such as Marx (2001), Durkheim (1978), Gramsci (1978), and Bourdieu (1983), the course sought to understand how education is characterized by the authors, through different perspectives, as an indispensable phenomenon to societies and also, in some cases, as part of a political project to overcome this same society. This course made it possible to reflect on the school as a space privileged of





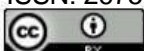
construction of knowledge, exchange of ideas, and how it can also be a space for the reproduction of alienation, when it treats those who are part of it as mere reproducers of thoughts or makes them submissive to certain situations.

He understood how important it is for the educator to be committed to the interests of the students, parents, and community, not only as a reproducer of contents in favor of a dominant culture. The school needs to participate in the great struggles that are present in society for education to really make sense, and this happens as it is conceived as an action that aims at participation and autonomy in the processes of transformation of the individual and of society.

Developmental Psychology in which the contributions of this discipline were very relevant and aroused interest in deepening the knowledge about the conceptions of Freud (apud Nunes; Silveira 2011), Winnicott (1971), Piaget (1975), Vygotsky (1996) and Wallon (1981). It focused on the study of the factors of development, the stages of development and synthesis of the characteristics of human development, the historical course of the concept of childhood, and the biopsychosocial development of early childhood. This knowledge made it possible to review educational practices, especially as a mother, changes in attitudes that may imply the child's adult life.

Special attention was drawn to Winnicott's (1971) conceptions that the child is born helpless and understands in a disorganized way the stimuli it receives from outside. The mother, in turn, offers support for this integration with the external world. The support comprises the care and protection that makes the child feel special and provides the child with what it cannot yet accomplish on its own.

The student had not yet had experiences as an educator in Early Childhood Education, however, when facing certain situations later, during the internship in early childhood education at this stage, it was essential to know, through Vygotsky (1996), the importance of play for the child and the effectiveness of games in their development, as well as the importance of interaction with the environment in the child's development construction of knowledge and child development. Piaget (1986) states that the interaction between subject and environment involves a balance between assimilation





and accommodation, a process by which we adapt to the environment and internalize the objects of this environment. On this subject, Piaget (1986) points out that:

Intelligence in no way appears, at a given moment of mental development, as a mechanism completely assembled and radically different from those that preceded it. On the contrary, it displays an admirable continuity with the acquired or even innate processes concerning habitual association and reflex, processes on which it is based, while at the same time using them (PIAGET, 1986, p. 23).

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At the end of the course, a practical activity was carried out that addressed very contemporary issues that permeate the experiences of children: childhood from Piaget's point of view (1986) in which the author states that the interaction between subject and environment involves a balance between assimilation and accommodation, a process that allows the child to adapt to the environment and internalize the objects of this environment.

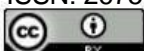
On this subject, the Piagetian reflection that

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Other themes addressed were childhood from a "Media" perspective, "Sexual Violence", Bullying, children and dealing with "Death/Loss", "Child Labor", and "Play and its importance to human development". The course provided a lot of learning, especially with the presentations of each group and the contributions, teachings, and experiences shared by the teacher.

It is necessary that educators and society in general experience the struggle for Early Childhood Education for all children, especially in Brazil, and that this education favors care, education, and play as part of the multiple aspects of child development and that it is not possible to think about this development without considering the social relationships that permeate the society in which the child is integrated.

Digital Technologies in Education appear as one more tool that the teacher can use in his pedagogical practices. Developing criticality, through this course, he expanded his knowledge about cyberculture, thus called the techniques, the values, and the specific way people communicate in these diverse spaces.





The communication spaces or cyberspaces do not require a physical encounter for the communication to take place, which happens through the interconnections of interconnected digital device networks. These spaces are used to disseminate information, as well as entertainment and culture, and are spaces of expression with peculiarities. As a teacher, it is fundamental to know different ways of these expressions and be able to use them in favor of critical learning.

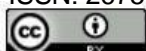
In a practical way, she learned that one can use social networks as learning spaces. By using them as a collaborative space, it is possible to observe aspects that are often difficult to identify in a classroom, such as the ability to elaborate texts, improved development in writing, research on a subject, the presentation of an opinion, and debate among students.

The use of social networks also facilitates the sharing of information involving topics studied in class, group study, the dissemination of a wide variety of informative content, the sharing of resources (documents, presentations, links and videos) and projects. It intensifies the involvement of students and teachers, creates a communication channel between them and other educational institutions.

The use of different technologies facilitates interactivity and stimulates the exchange of knowledge and information; however, it is important to ponder that its use alone does not guarantee that learning will take place with the expected success, and that the teacher must be prepared to be the mediator in this interaction. D'Ambrósio (1996) emphasizes that:

It will be essential for the school to stimulate the acquisition, organization, generation and diffusion of living knowledge, integrated into the values and expectations of society. This will be impossible to achieve without the extensive use of technology in education. Computers and communications will dominate the educational technology of the future (D'AMBRÓSIO, 1996, p. 80).

A very remarkable activity in this course was the evaluation of a learning object, in which a resource was evaluated according to its contents and objectives, the difficulty of application, and its pedagogical applications. In this practical activity, it was also proposed to create a video or a blog and publish a *forum link* of the class, with a small





presentation describing how the work was done, and this should be commented on by colleagues. The proposal was to produce a video interview with a teacher, in order to survey the existing technologies in the school and the ways they are used.

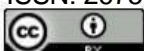
Formation and Identity of the Pedagogue came as a discipline that consolidated the student's certainties about the choice for the Pedagogy course, because it served to reflect how the professional formation of the pedagogue implies understanding learning as a continuous process and requires a careful analysis of this learning in its stages, evolution and concretizations, to resize concepts based on the search for understanding new ideas and that theory and practice simultaneously represent the main axis of Pedagogy. According to Saviani (1985), whatever the area chosen to act in, it is necessary to understand that being a pedagogue means having a systematic and intentional command of the methods through which one can act in the process of cultural formation. Corroborating with this thought, the National Curricular Directives for the Course of Pedagogy (BRASIL, 2006) determine that must be provided during the formation of the student in Pedagogy.

[...] to provide, through investigation, critical reflection, and experience in the planning, execution, and evaluation of educational activities, the application of contributions from fields of knowledge such as philosophical, historical, anthropological, environmental-ecological, psychological, linguistic, sociological, political, economic, and cultural (BRASIL, 2006).

These Guidelines also explicit that the graduate from the Pedagogy course should be able to, among other things:

[...]Act with ethics and commitment with a view to building a fair, equitable, egalitarian society [...]; recognise and respect the manifestations and physical, cognitive, emotional and affective needs of students in their individual and collective relationships [... Identify socio-cultural and educational problems with investigative, integrative and propositional attitude in face of complex realities, in order to contribute to overcome social, ethno-racial, economic, cultural, religious, political and other exclusions; demonstrate awareness of diversity, respecting differences of environmental-ecological, ethno-racial, gender, generational groups, social classes, religions, special needs, sexual choices, among others (BRASIL, 2006).

Also according to this document, in the formation of the graduate in Pedagogy, it is essential to have knowledge of the school as a complex organization that has to





function to promote, with equity, education for citizenship. They should also know that the school is a strong space for the development and valorization of ethnic cultures and for the economic and territorial sustainability of the communities.

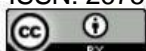
Pedagogy is expressed in the intentionality and in the direction of educational actions. The pedagogue's position is necessary, according to Libâneo (2004), because educational practices do not occur in isolation from social, political, cultural, and economic relations in society. In view of these concepts, she states that she is committed to the struggle for a more just society and that she intends to continue exercising her role as a pedagogue.

Pedagogical proposals and experiences in early childhood education was another subject that led her to many studies on the most recent innovation in education, the BNCC (BRASIL, 2017), a normative document for school education. Once again the interview was used, directed with a teacher of Early Childhood Education, aiming to understand about planning and the changes that occurred with the advent of this educational document. Next, a podcast was elaborated, which was a well used methodology in the course and is very practical and explanatory.

Among the very valuable learning activities, it was about the act of "evaluating" (following the child's development) in this first stage of Basic Education. It is always a very complex theme, considering that its pedagogical implications require broad and permanent discussion.

At this stage, observation is one of the main tools and can be materialized through several instruments such as: forms, reports, portfolios and dossiers that enable a view of the child's development processes or evolution. Carneiro (2010) emphasizes that

[...]Assessment in early childhood education consists in monitoring child development and therefore, it needs to be conducted in order to strengthen the teaching practice in the sense of understanding that assessing learning and child development implies harmony with the planning and teaching process. Therefore, the form, methods of assessment and instruments take on an extremely important role, given that they contribute to the necessary reflection by professionals about the teaching process (CARNEIRO, 2010, p. 6.).





Based on the readings carried out, he concluded that this monitoring should have as a reference the child's development processes at each stage. The teacher's training and practice for this interpretation and understanding are fundamental in this process.

3.2 Teaching practices: learning from the first steps in teaching

School educational practices demand that students master knowledge, skills, and develop their abilities. This demands from the teacher a solid theoretical and practical training. Freire (1996) emphasizes that in the process of permanent teacher education, the fundamental moment is that of critical reflection on practice.

In this sense, we present the first experiences of the student as a teacher and the paths followed in the course of Pedagogy in the search to approach and/or apply the theoretical and practical discourse in the experience, and how the experiences in the supervised internships were significant and provided the student with the recognition that the practices do not materialize in an isolated way, but are part of a whole context permeated with different singularities.

3.2.1 Teaching experience

Before entering the Pedagogy course, she lived professional experiences in different modalities, municipalities, and schools. Her first experience as a teacher was soon after finishing high school, in a literacy program for young people and adults of the Federal Government, in 2000, Programa Alfabetização Solidária (PAS), with continued education, taught at the State University of Montes Claros in Minas Gerais, then returning to the municipality, the work was developed in six months. It was a rich experience in which one could reflect on the literacy method starting from a generating word in the student's context for the reading of the world, awakening for the formation of a citizen conscience, although at that time not bearing the clarity of the subjective purpose of her role as an educator, especially of Youth and Adult Education (YAE).

In 2001, she returned to the rural area, and started teaching fourth grade at Miguel Antonio de Lemos School. In the following years, she taught sixth and seventh



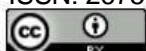


grade classes at the same time. In 2006, she also worked in high school in the same school, because recently an extension of the public school had arrived for this level. In 2006, he also worked in High School in the same school, because recently an extension of the public school had arrived for this level, the class was part of the EEM Francisco Vieira Cavalcante, in the districts operated enrollment poles. A new time of new opportunities for children and young people in that rural community.

In 2009, she got married and moved to the city of Quixeramobim-CE, newly arrived in a new city and looking for a place in the job market, she searched unsuccessfully for private schools, since in the municipal public schools the temporary vacancies were by indication. In the middle of the same year, she was invited to work as a school coordinator and accepted this great challenge.

In 2010, still working in management, she participated in the selection for teachers of the Federal Government Program "Projovem Urbano" and started teaching classes in the night shift for a year and six months for an audience between 18 and 29 years old, aiming the completion of elementary school.

In 2013, after being approved in a public contest, she was sworn in as a permanent science teacher for the final years of elementary school in the city of Quixeramobim-CE. This moment represented a great victory in her professional life, consolidating another stage of overcoming, especially when looking at the initial conditions of her student life, which refers to the conceptions of Freire (1996, p. 60): "I like being people because, even knowing that the material, economic, social and political, cultural and ideological conditions in which we find ourselves generate almost always barriers that are difficult to overcome, I also know that obstacles do not last forever". Thus, aware of her limitations, she has been trying to overcome the obstacles encountered, seeking, with a lot of commitment, to learn in each experience of the pedagogical practices she has gone through, to improve her knowledge, with openness to the necessary changes, always aiming for the transformations needed to achieve the educational objectives.





3.2.2 Supervised internship

The completion of supervised internships is undoubtedly an essential moment for the initial training and professionalization of teachers, which promotes from the understanding of the profile and identity of teachers to their performance in the classroom and school, based on the integration between theory and practice.

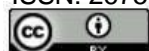
The internships represented for the student in training opportunities of much learning, since they allowed her to enter other school realities, such as Early Childhood Education, observe the practices of other teachers, as well as to be observed, guided and evaluated by the classroom teacher, who has already appropriated different knowledge generated by daily experience.

In Stage II - *in the early years of elementary school* it was challenging to build an educational project and not be able to be in the field school because of the AIDS pandemic *Covid-19*¹. In the School Management Internship it was very instructive and inspiring to listen to, interview, and learn from managers who taught us a lot about the routines, challenges, and achievements in elementary school, specifically the challenges and difficulties they now face in remote teaching.

3.2.3 Internship I - Early Childhood Education

Leaving the theories to experience in the internship field school what was learned at the University was of great value for the construction of the professional identity in

1A *Covid-19* is a disease caused by the coronavirus, called SARS-CoV-2, which presents a clinical spectrum ranging from asymptomatic infections to severe pictures. In December 2019, there was transmission of a new coronavirus (SARS-CoV-2), which was identified in Wuhan, China, and caused *Covid-19*, then spread and transmitted person-to-person. Source: Ministry of Health. Available at: <https://coronavirus.saude.gov.br/sobre-a-doenca#o-que-e-covid>. Access on: 10 jun. 2021.





which one wishes to establish. About the internship, Sousaapud Lima et al (2018) states that it is

an activity of great importance to the student's education process, contributing to the student's social, professional, and cultural learning. It is in this relatively short period, that the student approaches the professional that he proposes to be - and the profession he will exercise -, no longer in a theoretical way, but in practice, in school reality, in the classroom where the facts occur(SOUSA apud LIMAet al., 2018, p. 6).

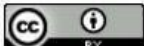
The internship was developed in three stages, the first in the form of observation of the whole school context, the physical structure, the subjects involved, the classroom methodologies, the pedagogical actions in the school environment, among other elements necessary for the development of the second stage, which was the participation in activities at school (research planning) and the regency, the most expected moment in which we actually experience the teaching practice, and it happens in a planned way and based on all the aspects observed and based on the experience and the aspects demonstrated by the children. According to Pimenta (2004):

In teacher training courses, it is important to allow future teachers to understand the complexity of institutional practices and the actions practiced there by their professionals as an alternative in the preparation for their professional insertion (PIMENTA, 2004, p.43)

The lesson plans (regency) were developed based on the pedagogical practices that make up the Curricular Proposal for Early Childhood Education, with interactions and play as the guiding axes, as proposed by the BNCC (BRASIL, 2017):

In Early Childhood Education, the essential learning includes both both behaviors, skills and knowledge as well as experiences that promote learning and development in the various fields of experience, always taking interactions and play as the structuring axis. These learnings, therefore, are constituted as learning and development goals (BRASIL, 2017, p. 42).

She realized how much she needs to innovate to play well the role of teacher in this first stage of basic education, that it is necessary to develop a lot of creativity to develop activities that arouse the children's interest. It was not easy to think and plan each activity developed, but she had the help of her internship colleague and also the support of the teachers from the university and the school, in the planning and execution of the activities.





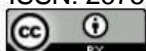
At some points, the student noticed in the remarks of the regular teacher that she showed an apparent fatigue and dissatisfaction with the bureaucratic part of the work in early childhood education, because there are many records, forms and the planning instrument used requires a significant amount of time to detail each activity and relate it to the BNCC (BRASIL, 2017), from the initial routines even at snack time, everything must be explained and described in the planning. Unfortunately, the workload allocated to the hours of activities does not meet the teacher's needs, pointing to the understanding that the struggles must be permanent in education, also directed to the issue of valuing the teacher's work.

It was also a satisfactory experience for the student, which not only awakened her affinity for working with children, but also made her see that affection is not enough, but that training, skills, and strategies directed to this public are necessary for learning to take place. The profession does require dedication, and that theory and practice need to be interconnected all the time.

3.2.4 Internship II - early years in elementary school: the challenge of remote teaching

In the 7th and 8th semesters, more specifically in March 2020, an unexpected and never imagined situation arose: the arrival of the pandemic caused by Covid-19, which put everyone in extremely challenging situations, which was not limited to the health issue, but changed all the routines of personal and professional life. In education, the changes were unique, the school closed its physical doors and to continue its practices, the activities started to be developed remotely and using digital and communication technologies.

She didn't feel so much impact in her graduation because she already used the Distance Education modality (DE), but she missed the face-to-face meetings and the research experiences in the "school ground", which all the students were prevented from doing face-to-face, making it impossible to experience the practices in the classroom of the *Internship II in the early years of elementary school*.





As a practical activity, the proposal was to design an educational project to be developed in the early years of elementary school, where the student in training chose with many learning perspectives to develop a collaborative work with the Elementary School Dona Maria de Araújo Carneiro, since she had already done the supervised internship in early childhood education in the same institution, therefore, there was already a bond of affection and a certain knowledge about some practices or projects developed in that school space.

The project, which was integrated to the Language area and to the curricular component of Portuguese Language, was designed with the goal of stimulating the students' taste for reading to develop and improve skills related to reading and writing, providing a critical and contextualized view of reality, valuing the local culture of the community.

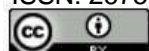
The teaching of reading and writing must be influenced by the whole society, but the school assumes the main role in this function, delegating to teachers the work of drawing the students' attention to reading and developing writing in order to express ideas and thoughts. Teachers have, then, the role of knowledge mediators. According to Martins (1994) apud Arruda (2014):

The educator's function would not be precisely to teach and read, but to create conditions for the learner to do his own learning, according to his own interests, needs, fantasies, according to the doubts and demands that reality presents him [MARTINS (1994, p. 34) apud ARRUDA (2014, p.18)].

Thus, the project was justified by the intention of providing the students with real conditions of interaction with the literate world, so that they discover the pleasure, excitement, and mysteries of reading, expanding their writing practices.

Everything she experienced in her internship - joys, delights, fears, and anxieties - made her reflect on her identity as a professional and which practices she should take into her professional practice or not. Reflections and knowledge that were only possible through the supervised internships.

3.2.5 Internship III - School Management





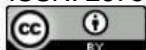
O *Internship in School Management* it was also experienced in a very unique moment for education caused by the Covid-19 pandemic and it was not possible to make face-to-face visits to the school, but it was possible to study about the dimensions of school management and its competencies, through readings, research activities, interviews with managers (using technological resources), case study and socialization of experiences in virtual class with managers of elementary school, which made it possible to deepen knowledge about various aspects of the dimensions of school management and its challenges.

Farias (2010) points out that management consists of mobilizing a group to carry out work in pursuit of the same goals, which, in the context of educational management, occurs based on the principle of participation.

According to the current LDB No. 9.394 (BRASIL, 1996), the education systems should establish standards for democratic management according to their specificities and the principles of participation of education professionals and the school community. It recommends that public schools be managed with financial, pedagogical and administrative autonomy. And the construction of democratic management and the development of school autonomy is one of the great challenges experienced in the school management segment.

One of the guided activities in this discipline was to conduct an analysis of problems that arose in everyday school life with the remote teaching and think, as the school manager could help solve the problems involving teachers and students, think of strategies for dealing with the situations presented, such as students without equipment to access the classes, teachers worried about the lack of devolutive activities and interaction on the part of students, many of whom accumulated activities and could not send on time.

Given all the situations highlighted in the activity it was possible to reflect how school management can think with your group about how the school is connected to the reality of their students, with the daily life of each group that makes it up, the conditions of access to remote education, the different learning rhythms, the autonomy and





expectations of students, families, and the need to understand that each challenge experienced in the Covid-19 pandemic has many specificities.

For Lück (2000), participation is a dynamic and interactive process that surpasses

For Lück (2000), participation is a dynamic and interactive process that goes beyond decision making and that, in the coexistence of daily school life, there must be mutual support in the search for its agents in order to overcome difficulties, so that the school can fulfill its social purpose with quality. In this way, school management must value the union and strengthening of its community, in the challenges caused by this pandemic and in all the others that arise in everyday school life, to jointly seek strategies and build new possibilities to deal with such a complex moment and enable teaching and learning as the main focus of management work.

As part of the investigative face of the subject under study, it was proposed to conduct an interview (using technological resources) with a representative of the core manager of an elementary school, with the aim of knowing the form of administrative organization of an educational institution. It was possible to notice that the interviewed manager presented significant knowledge about the practices of democratic management, citing the performance of collegiate bodies, the importance of dialogue, of decentralizing decisions, of not focusing on hierarchical commands and valuing the opinions of the various segments in decision making.

3.3 Teacher Identity: Awareness of Being and of Professionals in a Process of Perennial Construction

The reports of the disciplines presented raised in the student in training the certainty of the inevitability of reinventing herself as a teacher, as a professional in education. She could mention several other subjects and professors that positively marked her second graduation, that made her reflect on previous practices and project the ones she intends to develop- in this way, it can be seen that the more one is able to apply this practice to his or her school experiences, whether as a teacher or acting in





management. In this way, one realizes that the more one knows, the more one is aware that it is necessary to know, as Freire (1996) points out):

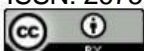
I like being people because, unfinished, I know that I am a conditioned being, but, aware of unfinishedness, I know that I can go beyond it. This is the profound difference between the conditioned being and the determined being [...] My presence in the world is not that of one who adapts to it, but of one who inserts himself into it. It is the position of one who struggles not only to be an object, but also a subject of History (FREIRE, 1996, p. 59- 60).

Today, mother of the second child, generated and born during the course (born in 2018, 3rd semester of the course), expanding the complexity of playing this role by reconciling with the other existing activities, in addition to professional work, even with all the difficulties recognizes the relevance of training and quality education, so she knows she must be active in the fight for an inclusive education, leading to social transformation, however, she remains aware of her unfinishedness as a person and professional and with the commitment that training should be continuous.

When writing and organizing ideas for the writing of this text, she realized that the more she becomes aware of this unfinishedness, the more she is sure she can exercise the ability to learn and, thus, keep building and rebuilding her story and her teaching practices, based on theories and methodologies also committed to an education that values the integral formation of the learner, as a holistic being and builder of his own narrative. Freire (1987) defends the problematizing practice and criticizes the banking practice:

While the "banking" practice emphasizes, directly or indirectly, the fatalistic perception that men are having of their situation, the problematizing practice, on the contrary, proposes to men their situation as a problem. It proposes to them their situation as the incidence of their cognizing act, through which it will be possible to overcome the magical or naive perception they have of it. The naive or magical perception of reality from which the fatalistic posture resulted gives way to a perception that is capable of perceiving itself. And because it is capable of perceiving itself while perceiving the reality that seemed inexorable in itself, it is capable of objectifying it (FREIRE, 1987, p. 48).

Thus, it intends to develop pedagogical practices with this look capable of seeking in reality the possibilities for transformation and the opportunity to develop new competencies and skills, pursuing the resolution of problems inherent to the make





pedagogical, so that one can follow the path as a professional who reflects on the actions in the social reality in which he is inserted, and who becomes capable of always seeking innovation in favor of the development of the students and of his own professional development.

During the course he faced the challenges of using new technological tools to produce media, such as videos and presentations, and he did not imagine that at the end of the course the use of technologies would be indispensable, as well as the development of digital competencies would become essential for the teacher's work in 2020.

Concomitantly to the course, working as a Pedagogical Coordinator in High School, she was able to reflect on the specificities that characterize the Elementary School in the early years, as well as on the various aspects of school management and its performance in the implementation of democratic management, to consolidate a Political Pedagogical Project (PPP) in which teachers, students, parents and the community in general are encouraged to speak and are heard, becoming authors in the construction of the school they want.

Finally, she wishes to continue to constitute and remake herself as an educator, considering her life experiences as a continuous learning process, exercising the technical knowledge acquired during her university education, adding values and producing knowledge.

4 Final Considerations

Becoming a teacher is a long-lasting process of new learning and a never-ending process. During the Pedagogy course, she was able to experience this process of building new learning, reflect, give new meaning to her practices, contextualize and redefine the meaning of acting as a teacher.

The teacher's profession is permeated with constant challenges, thus, it was observed during the research activities at school with teachers, managers, and during the internship, that they are not so different from Kindergarten to High School, although each





the teacher has a different profile to meet each public. In this way, every teacher must always reflect on the elements of identity, which are life history, training, and pedagogical practices.

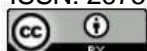
Another important element that stands out are the internships because they are places to rethink the profession and allow several possibilities, for example: how difficult is the routine of the teacher who works in two or more institutions, the overcrowding of the classroom, the issue of inclusion, the organization of time for lesson planning, because not all institutions have enforced the law that determines the time of one third of the workload dedicated to the hours of teacher activities.

This writing also brought back to life facts that were kept in my memory and revealed the moments of the paths taken during this formation in the Pedagogy graduation course as a student, person, mother, teacher, and pedagogical coordinator working as an education professional. Understanding that the processes of consolidating the formation of identity as a professional go through different stages and that it is necessary to be available for changes when practices no longer correspond to the needs that arise.

After her education in Pedagogy at Uece/UAB, she had the opportunity, as a teacher, to broaden technical and methodological knowledge, develop different educational activities and make use of different teaching resources in light of the different learning objectives. As a school coordinator, she was able to broaden several concepts of education, increasingly understand teaching as a social practice, and reflect on its functions and educational intentionalities. The Pedagogy course strengthened her role as a trainer and mediator between the school segments, making her more aware of how practice is a constant reflective and critical process.

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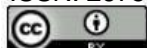
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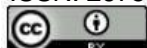
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