

## STRATEGIES TO INITIATE TEACHING IN THE PANDEMIC: FROM IMPOSSIBILITIES TO POSSIBILITIES

## ESTRATEGIAS PARA INICIAR LA DOCENCIA DURANTE LA PANDEMIA: DE LAS IMPOSIBILIDADES A LAS POSIBILIDADES

## ESTRATÉGIAS DE INICIAÇÃO À DOCÊNCIA NA PANDEMIA: DAS IMPOSSIBILIDADES ÀS POSSIBILIDADES

**Amanda Oliveira Rabelo<sup>1</sup>**  
**Fabiano dos Santos Souza<sup>2</sup>**  
**Georgia Regina Rodrigues Gomes<sup>3</sup>**

### Abstract

This thematic call aims to bring together articles that reflect on issues related to teacher initiation during the covid-19 pandemic, in a movement of resistance and survival for the school, the teacher, and the future teacher, focusing on both the impossibilities and the possibilities realized in practice. In it, we present articles about the various programs and strategies used to adapt to the new impositions presented by the pandemic. The programs analyzed were PIBID, PRP, Teacher Residence, PID, and Teacher Initiation itself. We can conclude, from the articles presented, that the difficulties were many, but several possibilities emerged amidst reflections on initial and continuing teacher education, innovative and motivating pedagogical practices that benefited not only the students/teachers in initial education but also the teachers of basic schools and their respective students, in a partnership between university and school, in the relationship between teaching and learning, in a true theoretical-practical formation. Thus, we believe that this thematic call may contribute to reflections on the various forms of teacher education and pedagogical practices, not only in the context of the pandemic but also in the production of innovative strategies that can be developed in all educational contexts.

**Keywords:** Teacher initiation; Initial teacher education; PIBID; Pedagogical Residency Program; Supervised internship.

### Resumen

Esta convocatoria temática tiene como objetivo reunir artículos que reflexionen sobre las cuestiones de iniciación a la docencia durante la pandemia de covid-19, en un movimiento de resistencia y supervivencia de la escuela, del profesor y del futuro profesor, tanto sobre las imposibilidades como sobre las posibilidades que se llevaron a cabo en la práctica. En ella presentamos artículos sobre los diversos programas y las estrategias que se utilizaron para adaptarse a las nuevas imposiciones presentadas por la

<sup>1</sup>PhD in Education. Professor at the Federal Rural University of Rio de Janeiro (UFRRJ). Orcid: <https://orcid.org/0000-0001-6488-3138>. Lattes: <http://lattes.cnpq.br/0130901342980541>  
E-mail: [amandaorabelo@ufrj.br](mailto:amandaorabelo@ufrj.br)

<sup>2</sup> PhD in Education from UFF. Professor at Fluminense Federal University (UFF). Orcid: <https://orcid.org/0000-0002-5474-7009>. Lattes: <http://lattes.cnpq.br/0468143359513798>. E-mail: [fabiano\\_souza@id.uff.br](mailto:fabiano_souza@id.uff.br)

<sup>3</sup>PhD in Computer Science. Professor at the Fluminense Federal University (UFF). Orcid: <https://orcid.org/0000-0003-0907-9838>. Lattes: <http://lattes.cnpq.br/8966061799453364>. E-mail: [georgiagomes@id.uff.br](mailto:georgiagomes@id.uff.br)

pandemia. Los programas analizados fueron el PIBID, PRP, Teacher Residence, PID y la Iniciación a la Docencia en sí. Podemos concluir, con los artículos presentados, que las dificultades fueron muchas, pero surgieron varias posibilidades en medio de las reflexiones sobre la formación inicial y continua de los docentes, prácticas pedagógicas innovadoras y motivadoras que beneficiaron no solo a los estudiantes/docentes en formación inicial, sino también a los docentes de las escuelas básicas y a sus respectivos estudiantes, en una asociación entre universidad y escuela, en la relación entre enseñanza y aprendizaje, en una verdadera formación teórico-práctica. Así, creemos que esta convocatoria temática puede contribuir con las reflexiones sobre las diversas formas de formación y prácticas pedagógicas, no solo en el contexto de la pandemia, sino en la producción de estrategias innovadoras que puedan desarrollarse en todos los contextos educativos.

**Palabras clave:** Iniciación a la docencia; Formación inicial docente; PIBID; Programa de Residencia Pedagógica; Prácticas supervisadas.

### Resumo

Esta chamada temática tem o objetivo de unir artigos que reflitam sobre as questões de iniciação à docência na pandemia da covid-19, em um movimento de resistência e sobrevivência da escola, do professor e do futuro professor, tanto sobre as impossibilidades quanto sobre as possibilidades que foram efetuadas na prática. Nele apresentamos artigos sobre os diversos programas e as estratégias que utilizaram para se adaptar às novas imposições apresentadas pela pandemia. Os programas analisados foram o PIBID, PRP, *Teacher Residence*, PID e a Iniciação na Docência em si. Podemos concluir, com os artigos apresentados, que as dificuldades foram muitas, mas várias possibilidades surgiram em meio às reflexões de formação inicial e continuada docente, práticas pedagógicas inovadoras e motivadoras que beneficiaram não só os discentes/docentes em formação inicial, mas também os docentes das escolas básicas e os seus respectivos discentes, em uma parceria entre universidade e escola, na relação entre docência e discência, em uma verdadeira formação teórico-prática. Assim, acreditamos que esta chamada temática possa contribuir com as reflexões sobre as várias formas de formação e práticas pedagógicas, não só no contexto da pandemia, mas na produção de estratégias inovadoras que possam ser desenvolvidas em todos os contextos educacionais.

**Palavras-chave:** Iniciação à docência; Formação inicial docente; PIBID; Programa Residência Pedagógica; Estágio supervisionado.

### Introduction

In December 2019, the first case of the new coronavirus, called SARS-CoV2, which causes COVID-19, was recorded in the city of Wuhan (China). The exponential number of cases attracted attention and was initially characterized as an outbreak. At the beginning of 2020, a few months after the first case was recorded, the World Health Organization (WHO) declared the existence of a pandemic.

In Brazil, the first case of COVID-19 was identified in São Paulo in February 2020. The COVID-19 pandemic impacted many sectors of society in Brazil and around the world (Souza and Miranda, 2020). Numerous measures were taken to reduce the spread of the virus, including social isolation. This measure had a major impact on the educational sector, resulting in the closure of schools, the automatic suspension of in-

person classes, and the creation of remote teaching and learning strategies through digital platforms.

As a result, several initiatives were adopted, mainly the use of Technologies of Information and Communication (TIC) by several educational institutions, thus creating the term “Remote Teaching”. This instituted a transition of methodologies and pedagogical practices from classrooms to digital environments, through synchronous and asynchronous activities, observing the particularities of each reality. However, this process presented and continues to present several difficulties in its execution (Moreira; Henriques; Barros, 2020).

The Pandemic highlighted the importance of using technology in teaching and learning, highlighting the need for teachers and students to adapt to these technologies and new pedagogical methodologies. The use of technological tools to ensure the continuity of teaching, such as distance learning platforms, videoconferencing and digital resources, has become essential.

Remote Education was created to meet an emergency situation in education, but it had a major impact, especially in Brazil, in public schools due to the difficulties that the working classes had and still have in accessing the internet and equipment to participate in synchronous activities.

Regarding the initial teacher education process, social distancing, the possibilities of remote teaching strategies and the lack of contact between students and the context of basic education brought several difficulties to their initial teacher education.

The Institutional Program for Teaching Initiation Grants (PIBID) and the Pedagogical Residency Program (PRP) are the largest initial teacher education programs in Brazil and aim to insert undergraduate students into the school environment (Faria and Pereira, 2019; Souza, Miranda and Souza, 2020).

PIBID is a program that was created in 2007 by Capes and continues to be implemented today (with an open call for proposals in 2024). It is a program that is already considered academically consistent and that can be established as a “policy capable of promoting the development of a teaching professionalism supported by pedagogical rationality and an educational praxis of an emancipatory nature” (Farias &

Rocha, 2012, p. 48, translated by us). It is considered an innovative and effective program even by one of the greatest researchers in teacher education in the world, Professor António Nóvoa:

You don't need to reinvent the wheel. In the foundations of what the PIBID program was, in the structure, I read the initial documents, in what is the launch of the program, the essentials are there. Now, suddenly, a program like PIBID needs to stop being a program induced by a central government and become a reality for the entire country, so that it goes everywhere, to the municipalities, to the universities, to the schools, and so that it becomes a routine [...]. It is a unique program in the entire world, I don't know of any other program like it in the world. (Nóvoa, 2017b, translated and transcribed by us)

In 2017, PIBID was reformulated to provide a teaching initiation scholarship only to students who were studying the first half of the undergraduate course. The following students would be covered by the scholarships of the new “Pedagogical Residency Program” (PRP), within a government considered by many to be a coup (Souza & Soares, 2019), which launched the same in a notice in 2018, which would “aim to induce the improvement of the supervised curricular internship in undergraduate courses, promoting the immersion of the undergraduate student in the basic education school, from the second half of their course” (Brasil, 2018, translated by us).

As previously described in Rabelo and Monteiro (2019), the Pedagogical Residency Program initiative has been negatively evaluated in Brazil by education researchers, academic bodies and associations, mainly because it is a way of providing cheap labor for schools (still without certification), by associating such residency with the National Common Curricular Base (BNCC), which has been criticized for its narrowing of the curriculum and association with large-scale assessments (see, for example, ANPED, 2017). It would also, according to the considerations of Nóvoa (2017c), incorrectly use the term residency, which should refer to in-service education programs, that is, post-initial education.

In 2024, a new PIBID notice was released, unifying the program again and extinguishing the PRP, which also worked in an innovative and exemplary way according to PIBID, as demonstrated by several scientific articles in the educational field. However, we know that it did not go much further than an extension or division of PIBID, operating

practically in the same way as the latter, with the only difference being that it was only for the last years of the course and that students/residents were required to teach.

Finally, data from the literature (e.g. Souza, Miranda and Souza, 2019; 2020) highlight the importance of strengthening national policies for initial teacher education with regard to, among other factors, the inclusion of undergraduate students in the school routine and the valorization of the teaching profession. Souza (2016) highlighted that the articulation promoted by PIBID between the university and basic education fulfills the important and complementary role of initial education for undergraduate students, contributing to the in-service education of basic education teachers.

Due to the Covid-19 pandemic, it was not possible to immerse elementary school students in these programs, internships and others. Therefore, new strategies had to be thought of, woven, and outlined due to the need for undergraduate students to continue their professional education. The first aspect to highlight in this case concerns the defense of initial teacher education that should be centered on the teaching staff, within the school and its organizational structure, bringing the profession into the education institutions (NÓVOA, 1995, 2017a). We emphasize that we agree that “Education is fundamental to building teaching professionalism, and not only to prepare teachers from a technical, scientific or pedagogical point of view.” (Nóvoa, 2017a, p. 1131, translated by us).

Another aspect affected in this same context was the case of “professional teacher induction”, that is, the “beginning of the teaching career”, which is a phase of teaching with academic consensus regarding the existence of a great challenge in becoming a teacher after initial education, described as a true “reality shock”, with a greater need for support (see, for example, Rabelo and Monteiro, 2019). These beginning teachers, who did not feel prepared for the reality they knew as students and/or interns, found themselves facing the new “scary” reality of remote teaching. But at least they were not alone in this; they experienced this difficulty together with all other teachers, whether experienced or beginning, which may have sometimes motivated the sharing of these new experiences between beginning and experienced teachers, as happened in the case of the induction course that was taught to experienced and beginning teachers during and after the pandemic (Rabelo, 2024).



In this same pandemic moment, Nóvoa and Alvim (2021) highlight the existence of recent movements in Brazil that point to “individualistic” perspectives of education, such as homeschooling or the “Escola sem Partido” (School Without a Party) movement, claiming that families have “freedom of choice” and students have “freedom to learn”, supporting a logic of deschooling that, in fact, carries a conservative matrix of criticism of schools, especially public education. In the authors' view, the "disappearance of the school" has occurred due to the erosion of social ties and pedagogical bonds between teachers and students, also leading to "the disappearance of the teacher, as their professional dimensions are emptied, namely as a teaching collective, and their own knowledge, their ability to construct pedagogy and to 'do school' are devalued" (Nóvoa, Alvim, 2021, p. 13).

In this context, the need arises to prepare a dossier with the aim of bringing together articles that reflect on the issues of initiation into teaching during the pandemic, in a movement of resistance and survival of the school and the teacher over the impossibilities as well as the possibilities that have been realized in practice.

### **The articles in this call**

After we published this thematic call, we received several articles aimed at it. Therefore, it was necessary to select which ones would be included, since only 10 articles would make up the issue.

Among the articles selected for the thematic call, four address PIBID during the pandemic; two discuss the Pedagogical Residency Program (PRP) during the pandemic; one discusses a US Teacher Residency program during the pandemic; two highlight the Teacher Immersion Program (PID) during the pandemic, which is another program carried out in some universities and schools, designed “as a proposal for immersing undergraduate students in the context of a school” (Faria & Diniz-Pereira, 2020); and, finally, one addresses an article about the beginning of teaching during the pandemic.

First, we will describe the articles that focused on analyzing PIBID's actions during the pandemic.

The experiences lived in the PIBID of Pedagogy of the Federal University of Rio de Janeiro (UFRJ) developed during the pandemic are analyzed in the article “[...] My initial training as a teacher was taking shape”: initiation to teaching at PIBID during the pandemic”, by Luciene Cerdas (UFRJ). The article analyzes the meanings attributed, in the reflective reports of nine students of the Pedagogy course, to the experiences lived in the Institutional Program of Scholarships for Initiation to Teaching (PIBID), in the ongoing process of building their knowledge as future teachers in education. These reports reflect the discussions about their experiences with teaching possible from the use of technologies in the process of teaching children to read and write.

Next, another article also describes the PIBID of the Pedagogy course: “Pedagogical residence program: creating the biology/UFBA subproject website in a pandemic context”, in which Lucinéia Maria Lazareretti and Luara Alexandre dos Santos, from the University of Paraná State (UNESPAR), analyze the changes in the PIBID in light of the pandemic and the limits imposed on the education process of students in the Pedagogy course. The investigation, based on the reflections present in the portfolios produced by the students, focused on the learning movement in initial teacher education, as well as the movement of constituting professional identity, concluding that, even in remote teaching, the PIBID materialized a possibility of solid education articulated with “educational possibilities in school in relation to theoretical reflections on pedagogical practice”.

Analyzing the PIBID Physical Education subproject of the Federal University of Uberlândia (UFU), Marina Ferreira de Souza Antunes and Solange Rodovalho Lima describe, in the article “PIBID physical education in pandemic times: possibilities and challenges”, the adaptation of the program to the reality imposed by the pandemic, identifying, presenting and analyzing the possibilities and challenges during remote teaching. Based on documentary research on the normative documents on remote teaching, the article provides scholarship holders (in initial education) and supervising teachers (in continuing education) with the opportunity to reflect on school physical education “based on the precept that what should guide the pedagogical practice of this curricular component is culture”.

Regarding the PIBID Geography project at the University of Pernambuco (UPE), Mata Norte Campus, Helena Paula de Barros Silva, Mirtes Ribeiro de Lira and Gabriela Lima da Silva present, in the article “Teaching about groundwater through experiences in “aquifer workshop” at PIBID-geografia”, the educational practices developed during the pandemic period, sharing the challenges experienced. The contents were problematized based on the workshop on groundwater and the formation of aquifers, emphasizing this theme as being of extreme relevance within the Teaching of Geography in the sub-area of Hydrogeography. Thus, the approach to this theme in the PIBID Program occurred through the construction and implementation of a workshop, implemented in person, following all safety measures. Elementary school students actively participated in the workshop, having a practical and interactive experience that tends to “increase the interest and involvement of students, promoting more effective and lasting learning about the water cycle and hydrological processes”.

Two articles on the Pedagogical Residency Program (PRP) were also selected for this thematic call.

The first article, “Pedagogical residency in a network: the construction of the Biology/UFBA subproject website in a pandemic context”, by Nestor Barbosa de Oliveira-Junior and Luiza Olívia Lacerda Ramos, from the Federal University of Bahia (UFBA), reports on the construction of the Biology Subproject website of the Federal University of Bahia, in the context of remote teaching activities resulting from the pandemic situation. The website is part of a set of digital products with the expectation of engaging basic education students, through publications of texts in accessible, dynamic language that are committed to social issues. After completing several stages (such as team building, group meetings, website creation, and post curation), 27 texts were produced and published that address different Biology content, with cross-cutting topics such as public health, history of science, and ethnic-racial issues, promoting theoretical and methodological deepening, the presentation of papers, the dynamics of teaching undergraduate students, and the development of skills and abilities that enrich the education of undergraduate students.



The second article, “Adaptations and challenges of the UFF’s pedagogical residency in mathematics and pedagogy,” by Fabiano dos Santos Souza, Amanda Oliveira Rabelo, Jean Carlos Miranda, and Dayala Vargens, analyzes the implementation and adaptations to the pandemic of the Pedagogical Residency Program (PRP) of the University Federal Fluminense (UFF), with a special focus on the Mathematics and Pedagogy subprojects. By analyzing the structures, objectives, and dynamics of the program in a qualitative and instrumental manner based on the experiences of school residents, as well as the transition to remote teaching and the pedagogical strategies implemented, the article presents as a result that, despite the challenges imposed, the PRP maintained its effectiveness, adapting to new needs and realities, using digital technologies, developing playful activities, and the active participation of scholarship holders, supervisors, and preceptors in a collaborative process of initial and continuing teacher education. In conclusion, the program’s resilience and adaptability in the face of adversity stand out, reflecting its significant contribution to the education of future educators and teaching practice. It is important to emphasize the importance of initial teacher education programs being flexible and capable of responding to contextual changes.

Addressing a teacher residency program implemented in the USA, we have the article “How an authentic science course became digital and online during the covid-19 pandemic”. Maritza Bentham Macdonald and Adriana Aquino-Gerard report and describe how the initial teacher education (carried out at the master’s level) carried out in person in secondary sciences in the teacher residency carried out at the American Museum of Natural History (AMNH, USA), in the context of a science and culture museum in New York with a graduate school (Richard Gilder Graduate School), became a digital and online course in the context of the COVID-19 pandemic in 2020. At the same time, teachers in many countries needed to implement remote teaching, as educational and cultural institutions were closed and operating only in online format. The courses are co-taught by teams of a teacher educator and a museum scientist. In this case, the teaching team (authors) included a teacher educator who specializes in curriculum design and

pedagogy for informal and multilingual settings, and the scientist who is an evolutionary biologist specializing in ichthyology at the museum.

We also received two articles that address the Teacher Immersion Program (PID).

In the article “Initiation to teaching in the pandemic: narratives about training paths”, Patrícia Barros Soares Batista, Letícia Gomes Pereira and Kely Cristina Nogueira Souto, from the Federal University of Minas Gerais (UFMG), explore the meanings of the Teacher Immersion Program (PID) for initial teacher education during Emergency Remote Education (ERE) in a federal Basic Education school located in the city of Belo Horizonte (MG). The authors focus on how this education space helps future teachers build their references about what it means to be a teacher, as well as how teaching was constituted and configured for a future teacher when inserted in a given time/school space that was completely atypical due to the pandemic. Based on analyses carried out through (auto)biographical research, the article observes that, despite the impacts of Remote Education, initial education through teacher immersion has the potential of education as an experience and encounter, enabling a more sensitive and critical professional positioning in relation to the different ways of existing in the world. Finally, it concludes that “Being a teacher is a becoming, becoming a teacher is a permanent process of (re)construction that occurs in a continuum based on a rhizomatic journey, intertwined by various experiences”.

In the article “Teaching immersion program, emergency remote teaching and project pedagogy: possibilities for teacher training in times of pandemic”, Evandro Carvalho de Menezes, Maria Carolina da Silva Caldeira and Elisa Sampaio de Faria, from the Pedagogical Center of the School of Basic and Professional Education of the Federal University of Minas Gerais, reflect on the possibilities for teacher education built in the Teacher Immersion Program (PID), developed at the Pedagogical Center of the Federal University of Minas Gerais (CP/UFMG), in the context of Emergency Remote Teaching. The program, characterized by the immersion of undergraduate students in the daily life of a full-time elementary school as monitors, guided by teachers from the school, aims to build knowledge about being a teacher through this experience. The program had to be reconfigured with the suspension of in-person classes, and one of the works developed

during remote teaching was the construction of knowledge in relation to Project Pedagogy. This article reflects on the perceptions of monitors about Project Pedagogy and the resignifications of school models. The adoption of Project Pedagogy as a methodology for initial teacher education during the pandemic is considered, by way of conclusion, as a relevant alternative, enabling the collective construction of theoretical and practical knowledge.

Finally, to conclude this thematic call, we present the article “Starting teaching in the context of pandemic: challenges and possibilities” by Maria Mikaele da Silva Cavalcante, Íris Martins de Souza Castro and Isabel Maria Sabino de Farias, from the State University of Ceará (UECE), which specifically analyzes the reality experienced by teachers from Ceará who were starting out in teaching, faced with a new way of relating and living in society, in which classes took on a remote nature, with a challenging and new routine in a virtual environment. Based on qualitative research, the authors analyzed written narratives presented by beginning teachers about the challenges and experiences during their entry into teaching, amid the pandemic, to understand the challenges and ways of reacting of beginning teachers in their careers during the pandemic, as well as how these teachers deal with these adversities. As a result, the authors indicate that there was an intensification of the challenges experienced at the beginning of teaching and that teachers seek to overcome them in different ways, proposing a reflection on the social relevance of the support and monitoring of these teachers, also problematizing the pandemic context that made the school reality even more complex and challenging.

### **Final considerations**

The articles presented in this thematic call highlight the various difficulties and challenges faced in the initiation to teaching in the context of the pandemic, challenges that occurred in various parts of Brazil and the world. However, they also demonstrate that, in an effort to make teacher education effective and implement innovative pedagogical practices that could help in this very dramatic moment, especially in school education, many strategies and measures were adopted by the programs. These actions

occurred through a partnership between university and school, strengthening the relationship between teaching and learning in a true theoretical-practical education.

Thus, we believe that this thematic call can contribute to reflections on the various forms of teacher education and pedagogical practices, not only in the context of the pandemic, but also in the production of innovative strategies that can be developed in all educational contexts.

## References

- Anped (2017). *A Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPED) e a Base Nacional Comum Curricular (BNCC)*. Recuperado de: [https://anais.anped.org.br/sites/default/files/images/a\\_anped\\_e\\_a\\_bncc\\_versao\\_final.pdf](https://anais.anped.org.br/sites/default/files/images/a_anped_e_a_bncc_versao_final.pdf)
- Brasil (2018). *Programa de Residência Pedagógica*. Capes: Brasília. Recuperado de: <http://www.capes.gov.br/educacao-basica/programa-residencia-pedagogica>. Acesso em: 24/05/2018.
- Faria, J. B., & Diniz-Pereira, J. E. (2019). Residência Pedagógica: afinal, o que é isso? *Revista de Educação Pública*, 28, 333-356.
- Farias, I. M. S. de, & Rocha, C. C. T. (2013). PIBID: uma política de formação docente inovadora? *Revista Cocar*, 6(11), 41-50. Recuperado de: <https://periodicos.uepa.br/index.php/cocar/article/view/212>.
- Moreira, J. A., Henriques, S., & Barros, D. M. V. (2020). Transitando de um ensino remoto emergencial para uma educação digital em rede, em tempos de pandemia. *Dialogia*, 351-364. Recuperado de: <https://periodicos.uninove.br/dialogia/article/view/17123>.
- Nóvoa, A. (1995). Os professores e as histórias de suas vidas. In A. Nóvoa (Org.). *Vidas de professores* (pp. 11-30). Porto/Portugal: Porto Editora.
- Nóvoa, A. (2017a). Firmar a posição como professor, afirmar a profissão docente. *Cadernos de Pesquisa*, 47(166), 1106-1133.
- Nóvoa, A. (2017b). *Precisamos colocar o foco na formação profissional dos professores*. Entrevista concedida ao Instituto Claro. Recuperado de: <https://www.youtube.com/watch?v=KqopJQO3K0E>. Publicada em 24 de mai. de 2017.
- Nóvoa, A. (2017c). *Formação de professores e residência docente*. Entrevista concedida em 14 de agosto de 2017 nas dependências do PPGE-UFRJ.

- Nóvoa, A., & Alvim, Y. C. (2021). Covid-19 e o fim da educação 1870 – 1920 – 1970 – 2020. *Revista História da Educação* (Online), 25, 1-19.
- Rabelo, A. O., & Monteiro, A. M. (2019). Apresentação da seção temática: Indução profissional: desafios e experiências entre formação e profissão docente. *Currículo Sem Fronteiras*, 19, 5-22.
- Rabelo, A. O. (2024). Curso “inducente”: efetivando e analisando um projeto de indução profissional docente no Rio de Janeiro/Brasil. *Revista Eletrônica de Educação* (São Carlos). 18, e6429018. <https://doi.org/10.14244/198271996429>.
- Souza, D. G., Miranda, J. C., & Souza, F. S. (2019). O papel do Subprojeto PIBID Ciências Naturais na formação de professores: com a palavra, os licenciandos. *Ensino de Ciências e Tecnologia em Revista*, 9, 4-18.
- Souza, D. G., & Miranda, J. C. (2020). Desafios da implementação do ensino remoto. *Boletim de Conjuntura (BOCA)*, 4(11), 81-89. Recuperado de: <https://revista.ioles.com.br/boca/index.php/revista/article/view/38>.
- Souza, D. G., Miranda, J. C., & Souza, F. S. (2020). Impactos positivos e negativos do Subprojeto PIBID Ciências Naturais na formação docente. *Revista de Educação, Ciência e Cultura*, 25, 205-2019.
- Souza, F. S. (2016). *Política Nacional de Formação de Professores: Análise da Implementação do PIBID de Matemática pela Universidade Federal Fluminense no período de 2009 – 2013*. (Tese de doutorado, Universidade Federal Fluminense, Faculdade de Educação, Niterói).
- Souza, G., & Soares, M. (2019). Contrarreformas e Recuo Civilizatório: Um Breve Balanço Do Governo Temer. *SER Social*, 21(44), 11–28. [https://doi.org/10.26512/ser\\_social.v21i44.23478](https://doi.org/10.26512/ser_social.v21i44.23478).