



# "Qual física se aprende? Qual física se observa? Qual física se ensina? E, afinal, qual professor de física se forma?"

## Reflexões sobre a potencialidade do estágio supervisionado num cenário controverso [

2016

text (article)

Analítica

The aim of this paper is to highlight the potentials of the supervised internship in the Physics course as a preparatory moment of extreme importance when it is linked to the well-founded aspects in the exercise of the teaching, such as association between research and teaching, discussions about the universe of the public school, problematization of the teaching profession, and others. It is highlighted the controversial scenario in the formation of this professional because on the one hand the university sets limited emphasis for teachers in formation with a curriculum determined under bachelor's degree principles instead of licentiate degree. On the other hand, it is potentially able to enable a promising supervised insternship when it promotes a critical reflection about teaching, school, science, etc. It was used data produced by students from reports submitted as a requirement for approval in the internship subjects. In these documents, it was possible to find evidence about learning training of teaching, recognition of the singularity of the school knowledge, rupture with the technical knowledge, relationship between the supervised internship and research, and valorization of the teaching profession

The aim of this paper is to highlight the potentials of the supervised internship in the Physics course as a preparatory moment of extreme importance when it is linked to the well-founded aspects in the exercise of the teaching, such as association between research and teaching, discussions about the universe of the public school, problematization of the teaching profession, and others. It is highlighted the controversial scenario in the formation of this professional because on the one hand the university sets limited emphasis for teachers in formation with a curriculum determined under bachelor's degree principles instead of licentiate degree. On the other hand, it is potentially able to enable a promising supervised insternship when it promotes a critical reflection about teaching, school, science, etc. It was used data produced by students from reports submitted as a requirement for approval in the internship subjects. In these documents, it was possible to find evidence

about learning training of teaching, recognition of the singularity of the school knowledge, rupture with the technical knowledge, relationship between the supervised internship and research, and valorization of the teaching profession

The aim of this paper is to highlight the potentials of the supervised internship in the Physics course as a preparatory moment of extreme importance when it is linked to the well-founded aspects in the exercise of the teaching, such as association between research and teaching, discussions about the universe of the public school, problematization of the teaching profession, and others. It is highlighted the controversial scenario in the formation of this professional because on the one hand the university sets limited emphasis for teachers in formation with a curriculum determined under bachelor's degree principles instead of licentiate degree. On the other hand, it is potentially able to enable a promising supervised insternship when it promotes a critical reflection about teaching, school, science, etc. It was used data produced by students from reports submitted as a requirement for approval in the internship subjects. In these documents, it was possible to find evidence about learning training of teaching, recognition of the singularity of the school knowledge, rupture with the technical knowledge, relationship between the supervised internship and research, and valorization of the teaching profession

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzE4Nzc0OTg>

---

**Título:** "Qual física se aprende? Qual física se observa? Qual física se ensina? E, afinal, qual professor de física se forma?" Reflexões sobre a potencialidade do estágio supervisionado num cenário controverso electronic resource]

**Editorial:** 2016

**Tipo Audiovisual:** Educação Estágio supervisionado Ensino de física Formação inicial de professores de física Formação de professores Supervised internship Physics teaching Initial training of physics teachers Práctica docente supervisada Enseñanza de la física Formación inicial de profesores de física

**Documento fuente:** Laplage em revista, ISSN 2446-6220, Vol. 2, Nº. 2, 2016 (Ejemplar dedicado a: POLÍTICAS EDUCACIONAIS E FORMAÇÃO DE EDUCADORES: O ESTÁGIO CURRICULAR SUPERVISIONADO (ECS) EM DISCUSSÃO), pags. 51-62

**Nota general:** application/pdf

**Restricciones de acceso:** Open access content. Open access content star

**Condiciones de uso y reproducción:** LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

**Lengua:** Portuguese

**Enlace a fuente de información:** Laplage em revista, ISSN 2446-6220, Vol. 2, Nº. 2, 2016 (Ejemplar dedicado a: POLÍTICAS EDUCACIONAIS E FORMAÇÃO DE EDUCADORES: O ESTÁGIO CURRICULAR SUPERVISIONADO (ECS) EM DISCUSSÃO), pags. 51-62

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)