

## **OUR HERO'S JOURNEY: OVERCOMING CHALLENGES IN RELATION TO SUPERVISED INTERNSHIPS IN THE BACHELOR'S DEGREE PROGRAM**

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### **ABSTRACT**

This article aims to contribute to studies and research, present the importance of the religious scientist in the bachelor's program, and their contributions to developing activities based on the knowledge acquired in the classroom from a scientific perspective. It provides necessary information for students in the Bachelor of Religious Sciences program so that future interns have a reference for the activities developed during supervised internships. Here, we will address supervised internship 1 with the theme of literature and the sacred, offering support for academic development. The article emphasizes the importance of the religious scientist in various fields, aims to increase visibility not only regarding our area of expertise but also our role in society, and seeks to enhance visibility regarding religious and cultural diversity.

**Keywords:** Internship. Sciences. Religions. Bachelor's degree. Contributions. Visibility. Diversity.

### **INTRODUCTION**

The American writer Joseph Campbell, in 'The Hero with a Thousand Faces,' states that the hero's journey is an adventure initiated by someone who feels that something is lacking in the available experience for members of society. In other words, being a hero is overcoming historical-personal and local limitations. Students of the Bachelor's Degree in Religious Sciences at the Federal University of Paraíba felt the need for practical experience in professional fields, not necessarily limited to the realm of research. We needed to develop our knowledge in practice, as the course aimed for students in Religious Sciences to contribute to studies and research rather than solely focusing on practical experiences.

However, the external internship in the academic experience of the religious scientist is a crucial stage, enabling the integration of practical aspects into their education. This contributes to the application of theoretically acquired knowledge in activities that allow the development and

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improvement of professionals' skills and competencies, ultimately leading to better performance for the Bachelor of Religious Sciences.

However, this need was understood by Professor Thaysy Lopes, recently appointed at UFPB (Federal University of Paraíba), graduating in Religious Sciences in 2009 from UFPB. She initiated classes for supervised internships 1 and 2 on July 11, 2023, and July 14, 2023, respectively, incorporating the amendments of the new internship model. This marked the beginning of our hero's journey, inspiring us to become the pioneering groups contributing our knowledge through practical activities in places that require skilled professionals. Since the research scope will not diminish but rather undergo necessary updates for the curricular evolution of the course, students will go beyond research to work in the job market, meeting the demands of society and aligning with the course's pedagogical and political project.

In light of the above, it is observed that for the academic formation of the student, providing opportunities for the construction of their own knowledge in the professional field goes beyond the transmission of knowledge in the classroom and as a researcher. The student must be prepared to carry out the activities that will be assigned to them after academic graduation.

“The climate of right thinking has nothing to do with pre-established formulas, but it would be a denial of right thinking if we tried to forge it in an atmosphere of licentiousness or spontaneity. Without methodological rigor, there is no right thinking.” FREIRE, Paulo, 2004 p.25

The aforementioned theme addresses the issue of the teaching method, which is connected to the internship format offered up to that point, where the application of knowledge was 'confined' to theories and research. The new syllabi introduced by Professor Thaysy, aligned with the pedagogical and political project of the course, aim to break down this barrier, allowing students to share their knowledge and contribute in their assigned areas. The goal is to meet the demands of the job market through an education that enables the development of skills, competencies, and knowledge. This way, after completing their studies, the religious scientist can put into practice

everything accumulated throughout their academic life to contribute to society.

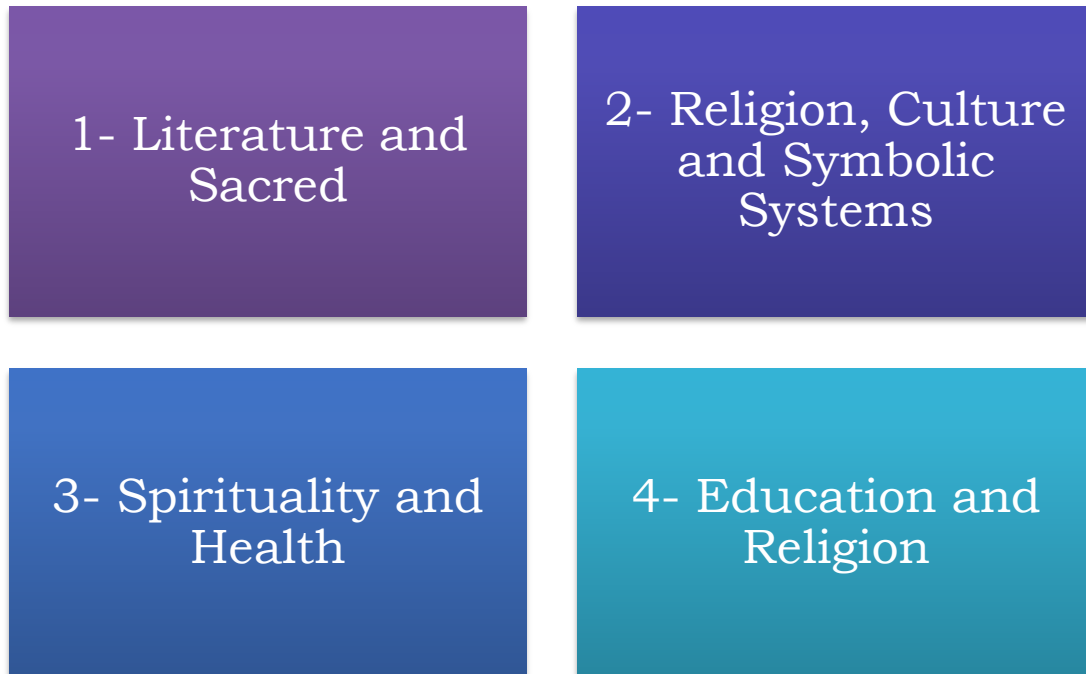
### **THE CHALLENGES OF FACING THE NEW**

As soon as I arrived in the classroom, surprise! We had a new teacher, recently appointed, super charismatic and dedicated, Thaysy Lopes, who also graduated in Religious Sciences at UFPB. She was now teaching supervised internships 1 and 2. In just a month, she managed to change our syllabi, including us in spaces where we could put into practice the knowledge acquired in the classroom. Soon, ecstasy took over me because, for a young person in their first university course, inclusion in the job market is extremely important. Since this integral part of the academic formation of the religious scientist allowed, in addition to the wonderful academic experience, the development of skills in different areas, putting into practice the knowledge acquired in the classroom, and enhancing our performance as religious scientists and researchers.

As classes progressed, Thaysy guided us on the activities we would develop and the internship locations. Part of the group was assigned to intern at Juarez da Gama Batista Library, where they carried out activities such as cataloging books in the collections and placing books on the shelves. I was assigned to intern at Ivy Enber University, in the Information Technology department, to develop an informational website about the CRCR - Religious Sciences course, supervised internships, and activities carried out in this initial contact of CRCR graduates in the internship field. I felt completely desperate for the challenge because I had rarely used a computer in my life. How could I develop a website? Did I back down? Of course not! Challenges exist to be overcome, and with dedication, we are capable of learning even the unimaginable.

From this perspective, I began my research on creating the website, which resources to use, how to build a structure, and information about the internal parts (which the public doesn't see). After the research, I started creating a website using Webnode (an online system for creating and editing

websites) to gain some knowledge about what to expect during the internship. After creating the site, the 'tabs' needed to be filled in, so I had to research the four lines of research (which are the four mandatory supervised internships):



**Figure 1** - Lines of research and activities in the supervised internships of the bachelor's degree in Religious Sciences at UFPB.

It was necessary to learn about the history of the course and the internship: How was it created? With what purpose? What required more research? This time, I had the help of my colleague from the supervised internship 1, Edvaldo, who came up with the idea of seeking information at the CE (Education Center) coordination at UFPB. There, Fábio directed us to the center's website, which contains information from the creation of the undergraduate program in Religious Sciences at the Federal University of Paraíba to the present day. Additionally, I also researched the internship placement where my colleagues were doing supervised internship 1, the Juarez da Gama Batista Library, located in the cultural space and named after the writer from João Pessoa, Juarez da Gama Batista. Therefore, it is clear that the curricular foundation in the research context was maintained and, I would say, even expanded. The updates came to complement theoretical knowledge with practical application in each location assigned to the internships.

At Enber, the headquarters of the university where I carried out my first supervised internship, I had the company and assistance of my colleague Rogério from supervised internship 2, who volunteered to embark on this "adventure" with me. There, we were very well received, especially by Marco, our supervisor, who guided and assisted us every day of our journey at Enber, as well as our coordinator, Angelli Mayra, who also provided assistance for the construction of the website.

The website aims to provide necessary information to students of the Bachelor of Religious Sciences, so that future interns have a place to consult about the activities developed during supervised internships, assisting in the development of their academic life; Highlight the importance of the religious scientist in the fields of action; Increase visibility not only about our field of study but also about our role in society; Expand visibility on religious diversity at Juarez da Gama Batista Library; and Promote or publicize events that cover the theme "literary diversity on religion", as well as emphasize the importance of information technology and work on the skills and competencies essential for the development of the religious scientist, whether as a citizen, a professional, or both.

For this purpose, I needed the collaboration of the colleagues from supervised internship 1 to keep me informed about the activities they carried out at the library and gather information about their experiences so that the website could contain as much information as possible. At the end of the day when they went to the library, they sent me reports, photos, videos, audios, from which, after filtering and summarizing, the content to be included on the site was determined.

At first, it was a bit daunting, as Rogério and I had no idea how to create a website without any basic background in the field. I don't even have a basic computer course. At the same time, we were motivated by the enthusiasm for the opportunity of a new experience that would provide an expanded perspective, not limited to classrooms or the internship site itself. This informational aspect, in a virtual way, allows our goal of bringing visibility,



and above all, recognition to our course, especially the bachelor's degree, to gain more strength. It aims to show that being inserted into the job market and demonstrating that we have spaces to be filled by qualified professionals in various areas is a significant advancement for the history of our course.

We introduced ourselves at Enber University on August 16, 2023, and got to know the headquarters, the staff, including Marco, the Information Technology professional (our supervisor), who welcomed us very kindly. We also met the director, Ozemar Araújo, and obtained his signature on the agreement.

On August 31, 2023, the third day of the internship, we met the internship coordinator, Angelli Mayra, who, along with Marco, patiently, clearly, and objectively guided us on how to use WordPress and its commands. The access had already been created, and Rogério and I proceeded with the internal structural formatting of the site. Moving away from the technical aspects, the development of the site was much simpler than we had imagined. With each new piece of information implemented and configuration enabled, there was a very gratifying feeling to see the site taking shape and our story "coming out of the drawers."

I emphasize the importance of the virtual platform in this innovative process of changing the supervised internship for Bachelor's students in Religious Sciences, for the smooth dissemination of relevant information for the next students and even as a research source, not only for students but also for faculty members in both the bachelor's and teaching programs, and for supporters of this project.

The development of the website proceeded smoothly, with Rogério and I dividing our tasks well. We had good communication from the time we met at the bus terminal to ensure we arrived on time, to the exchange of information, knowledge, and ideas. We were well-guided and did not encounter any disagreements.

## **FINAL CONSIDERATIONS**

Finally, upon completing the mission assigned to me, it is observed that we started to research what we were experiencing, not just observing. This experience has been very enriching for the bachelor's students in the field of Religious Studies and for the academic life of the interns and their future professional careers. Being part of the pioneering group of internships at the bachelor's level in Religious Studies is very rewarding, both for academic life and personal life, as the construction of practical knowledge is beginning to be permeated through the professional dynamism in Religious Studies.

Information technology was far from my reality, while the possibility of engaging with it, however, proved to be of utmost importance for media propagation, as well as "easy" access for those interested in the subject and our history. Considering that progress in this area (IT) is increasingly frequent, and also observing that especially in the educational, daily, or job market context, the technological part of information is already so embedded in our lives that it is almost impossible to imagine ourselves without it. The inclusion of IT in our internship allowed the expansion of our knowledge, the opening of vision to other areas, and showed us that the vastness of our course extends beyond what we imagine.

Furthermore, only gratitude to all involved for this fundamental and groundbreaking moment to occur and for it to have happened so smoothly, responsibly, and enrichingly, especially to Professor Thaisy Lopes; the internship coordinator at Enber, Angelli; the supervisor, Marco; the internship colleague, Rogério; and all the students in our supervised internship 1 class, who were very responsible in sharing their reports with me.

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