Experience reports: active methodologies used in higher education

Relatórios de experiência: metodologias activas utilizadas no ensino superior

DOI:10.34117/bjdv7n9-406

Recebimento dos originais: 23/08/2021
Aceitação para publicação: 23/09/2021

Lilliam May Grespan Estodutto da Silva
PhD in Health Sciences
Institution - Dom Bosco Catholic University -UCDB-MS
Address: Av. Tamandaré, 6000 - Seminary Garden, Campo Grande - MS, 79117-900
E-mail: rf3608@ucdb.br

Milena Wolff Ferreira
PhD in Animal Science [UFLA]
Institution - Dom Bosco Catholic University -UCDB-MS
Address: Av. Tamandaré, 6000 - Seminary Garden, Campo Grande - MS, 79117-900
E-mail: rf7649@ucdb.br

ABSTRACT
This article exposes the presentation and Evaluation of a workshop on active methodologies developed and presented during the teacher training week at the Catholic University Dom Bosco, in which five methodologies were highlighted: dialogued lecture; guided practice; development of new products; presentation of products through a show and seminar on the elaborated products. The purpose of this workshop was expose the methodologies addressed and to propose the challenge of reporting one of the methodologies dynamically to colleagues (development of new products). The results prove that the participation of teachers, in the context of active methologies, contributs positively with the Exchange of new knowledge and experiences, providing the innovation of pedagogical pratices.

Keywords: Pedagogical approach, Learning, Active Methodologies, Teaching. Innovation.

RESUMO
Este artigo expõe a apresentação e Avaliação de um workshop sobre metodologias activas desenvolvidas e apresentadas durante a semana de formação de professores na Universidade Católica Dom Bosco, na qual foram destacadas cinco metodologias: palestra dialogada; prática orientada; desenvolvimento de novos produtos; apresentação de produtos através de uma exposição e seminário sobre os produtos elaborados. O objectivo deste seminário foi expor as metodologias abordadas e propor o desafio de comunicar dinamicamente uma das metodologias aos colegas (desenvolvimento de novos produtos). Os resultados provam que a participação de professores, no contexto de methologies activas, contribui positivamente com a troca de novos conhecimentos e experiências, proporcionando a inovação de práticas pedagógicas.

Palavras-Chave: Abordagem pedagógica, Aprendizagem, Metodologias activas, Ensinar. Inovação.

1 INTROCUCTION

Technical training is essential, however it is no longer enough for the current scenario. Based on the Navigation Chart, an institutional document that guides the principles, foundations and actions of strategic planning at the Catholic University Dom Bosco and the Institutional Pedagogical Project, the planning and development of the teaching-learning process were carried out through the knowledge of several active methodologies, thus stimulating the development of integral training for students, building a link that connects the training of academics to the reality of the world of work.

Many higher education institutions are looking for new teaching tools in order to improve the teaching-learning process of the courses, adopting new methodologies, curricular organization and seeking the integration of theory / practice with the use of active learning methodologies (MARIN et al., 2010).

The Catholic University Dom Bosco has sought, through teacher training, ways to support the work of the teacher, instituting teaching techniques that excite academic learning. According to Rocha and Lemos (2014), the contextualized insertion of active methodologies in didactic planning encourages teachers and students to build a culture of integral thinking, providing meaningful learning, helping to awaken, throughout the process, a set of diversified skills. progressive and co-participatory.

The proposal during semester 2018B with academics was to simulate contextual situations in various learning scenarios stimulating the development of a set of skills in a creative way resulting in teamwork and learning from an interdisciplinary perspective, and that the use of these methodologies favors autonomy educating, arousing curiosity, stimulating individual and collective decision-making (BORGES & ALENCAR, 2014).

Thus, several teaching methodologies were used during the semester, such as: dialogued expository class; guided practice; Development of new products; presentation of products through a show and seminar on the elaborated product.

In addition, the adopted assessment presented a differentiated structure / methodology, which highlighted and prioritized diagnostic, formative and summative assessments, which covered all stages of development of the various methods under study, using an assessment form with some criteria for the teacher to reach a conclusion.

The structure and format of the evaluations are done in an innovative way, enabling an individual and constant monitoring of each student, with a view to verifying and ratifying their knowledge-building process. The assessment of student performance focuses on the integrated development of the cognitive (knowledge), psychomotor (skills) and affective (attitudes) domains (DE OLIVEIRA & BATISTA, 2012; LUCKESI, 2011; RIBEIRO & Filho E.E. 2011).

In this context, during the UCDB teacher training week, a workshop was developed with teachers from all courses at the university on the active methodologies applied during the semester of 2018B of the discipline of Technology of Animal Products of the Veterinary Medicine and Animal Science courses.

Thus, the objective of this text is to expose the methodological approaches used, through reflection and discussion on the results obtained with the intent of contributing and exchanging experiences on new teaching methodologies, combining theory and practice.

2 METHODOLOGY

In active methodologies, the concepts between information and knowledge are understood in different ways, so that it is built through the interaction between being and what if you want to learn, because knowledge is based on cognitive, personal and social skills, which are not achieved in a standardized way since it requires personalization, pro activity, collaboration and entrepreneurial vision, while that is related as something that is transmitted, being in the majority often incomplete in the apprentice's training, as it arrives in the mind and can be stored, however it is often not integrated into the apprentice's life, not interacting with his personal experience (ANASTASIOU, 2009; BUENO et al., 2012, MASSETO , 2012).

> There are indicators that allow us to argue in favor of project-based curriculum as a potential change matrix for those segments of education that understand that it is necessary to recover the totality of knowledge and break with the conservatism of repetitive and uncritical pedagogical practices. (KELLER-FRANCO & MASSETTO, 2012, p.12).

The construction of learning cannot be seen only as boring theories, content after content, but as the propagation of the knowledge production process, teaching and learning through the active performance of teachers and academics in the construction of skills and competences. active learning for Cohen (2017):

> It is based on the premise that just watching and listening to content apathetically is not enough to absorb it. The content and the competences must be discussed and tried until reaching the point where the student can master the subject and talk about it with his peers, even if he knows how to teach it.

Active methodologies take into account these differences between information and knowledge and, knowing how to deal with them, is part of the construction of learning, as both are important and each has its specific role in the academic environment. A fully trained individual, with the ability to meet the needs of the current world is the one who built his knowledge and was not limited to just accumulating information (SILVA, et al. 2021; DUMINELLI, et al. 2019).

The topic of active methodologies has been increasingly discussed in recent years and educational institutions that are attentive to changes are looking for progressive changes prioritizing greater student involvement with active methodologies, combining activities, challenges and contextualized information in a balanced way (SILVA, et al. 2021; DUMINELLI, et al. 2019).

Intending to break the paradigm of disconnecting theory from practice, it was proposed that the workshop should not address the subject simply as a lecture, because in this way it would be up to the participants to passive activity when exposed to the content, suggesting the meeting of some methodologies resulting in the immersion of teachers. as academics in the context of active learning.

In this sense, a room was set up where the chairs were organized to form a large semicircle and the target audience of the workshop were the teachers of the Institution in order to present new pedagogical approaches, using as a strategy to expose to the various methodologies used in the discipline of Technology of Products of Animal Origin, so that the challenge was to present one of the methodologies in a dynamic way to colleagues (development of new products) so that the participants experienced the experience of being students in an education using active methodologies.

Initially, a contextualization of active methodologies was carried out through the oral exposition of all the methodologies used, where the scenarios used in the semester for group practice were addressed, the methodology for formulating a new product was used.

In a second moment, the teachers were divided into six groups which received a formulation, established in the practical classes, of a product of meat and milk origin already produced by the academics of the veterinary medicine and zootechnics courses of the semestre 2018B, being proposed that each group made a modification in that

formulation in order to reflect, discuss and propose a new formulation, in compliance with the current legislation of the product to be prepared.

In order to formulate a synthesis of the product proposed by each group, an oral presentation by the leader of each group was made to the other participants with suggestions for changes in the formulations.

After the presentation of each team, interventions and questioning by the teacher were carried out in order to guide each participant's approach to the possibility of changes in the formulations and, to conclude, each participant gave feedback on the knowledge acquired / built.

FINAL CONSIDERATIONS

The workshop took place in a calm and participatory manner with the presence of 180 teachers, being held in two periods, morning and evening, and with groups of 45 each, divided into two schedules per period.

The participation of teachers in the workshop took place in an enthusiastic manner showing that there was conceptual assimilation by everyone and, after the workshop, it was possible to perceive that there was a good acceptance of the proposed contents, with many participants praising the way of exploring the themes, however some expected a deepening in each of the methodologies, but it is important to emphasize that it was not the purpose of the workshop, as there would be no time to carry out such action.

The results reached expectations, as there was an interaction between colleagues and the teacher and with exchanges of experiences, these reflections show that the institution is engaged in the continuing education of teachers, providing the development of innovation in the most varied pedagogical practices.

REFERENCES

ANASTASIOU, L.D.G. C.; ALVES, L. P. Processos de Ensinagem na Universidade: pressupostos para as estratégias de trabalho em aula. 8. Ed. Joinville, SC: Editora Univille, 2009.

BORGES, T. S.; ALENCAR, G. Metodologias ativas na promoção da formação crítica do estudante: o uso das metodologias ativas como recurso didático na formação crítica do estudante do ensino superior. **Cairu em Revista**, v.4, n.3,Julho/Agosto, 2014.

COHEN, M. Alunos no centro do conhecimento. Disponível em: http://www.revistaeducacao.com.br/foco-no-aluno/. Acesso em:18 de abril de 2018.

DUMINELLI, M. V.; REDIVO, T. S.; BARDINI, C.; YAMAGUCHI, C. K. Metodologias ativas e a inovação na aprendizagem no ensino superior. **Brazilian Journal of Development**, Curitiba, v.5, n. 4, p. 3965-3980, 2019.

KELLER-FRANCO, E.; MASSETO, M. T. Currículo por projetos no ensino superior: desdobramentos para a inovação e qualidade na docência. **Revista Triângulo**,v.5, n.2, p.3-21, 2012.

LUCKESI, C. C. Avaliação da aprendizagem componente do ato pedagógico. São Paulo: Cortez. 1 ed. 2011.

MARIN, M. J. S.; LIMA, E. F. G.; MATSUYAMA, D.T.; SILVA, Dias, L. K.; GONZALES, C.; DEUZIAN, S.; ILIAS, M. Aspectos das fortalezas e fragilidades no uso das Metodologias Ativas de Aprendizagem. **Revista Brasileira de Educação Médica**, v.34, n.1, p.13–20, 2010.

MASSETO, M. Competência pedagógica do professor universitário. 2. ed. São Paulo: Summus, 2012.

NOGUEIRA, R.D.S.; OLIVEIRA, E.B.A importância da Didática no Ensino Superior 2011. Disponívele em: http://www.ice.edu.br/TNX/storage/webdisco/2011/11/10/outros/75a110bfebd8a88954e5f511ca9bdf8c.pdf. Acesso em: 02 de ago. 2019.

OLIVEIRA, V. T. D.; BATISTA, N. A. Avaliação Formativa em Sessão Tutorial: Concepções e Dificuldades. **Revista Brasileira de Educação Médica**, v.36, n.3, p.374-380, 2012.

RIBEIRO, L. R. C. & Filho, E. E. Avaliação formativa no ensino superior: um estudo de caso. Acta Scientiarum. **Humanand Social Sciences**, v.33, n.1, p.45-54, 2011.

ROCHA, H. M. LEMOS, W. M. Metodologias ativas: do que estamos falando? Base conceitual e relato de pesquisa em andamento. In: SIMPÓSIO PEDAGÓGICO E PESQUISAS EM EDUCAÇÃO, 9., 2014, Resende. Anais... Resende: AEDB, 2014.

SILVA, M. L. C. da.; KALHIL, J. D. B.; CASTRO E SOUZA, M. R. de. Metodologias ativas para uma aprendizagem significativa. **Brazilian Journal of Development**, Curitiba, v.7, n.5, p.51280-51291, 2021.