

**TITLE:** REPORT OF MONITORING EXPERIENCE IN REMOTE HIGHER EDUCATION IN TIMES OF PANDEMIC BY COVID19.

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## **ABSTRACT**

Microbiology is a science that comprises the study of microscopic beings, which are everywhere and strictly related to life, whether in a positive way or not. Hence, in higher education, the acquisition of this knowledge is a relevant theme in different disciplines of courses in the areas of Biological and Health Sciences. At Federal University of Pará (UFPA), Microbiology has been included in disciplines that compose the Pedagogical Projects of several colleges, offering theoretical classes, performing procedures, and practical observations in the laboratories. However, with the emergence of the Covid-19 pandemic, the theoretical-practical content had to be taught through virtual platforms, making it difficult to access practical classes in the laboratories. In this context, the monitoring project aimed to involve students from Biology and Nursing courses in the development of educational products, aiming to assist in the pedagogical activities of content involving microscopic beings, taught to students of Biological Sciences and Biomedicine courses, under the supervision of the professor-tutor, in the classes of the Living Beings Module I, Integrated Rotational Internship, Epidemiology and Health and Environment. In the development of activities in a virtual environment, the monitors played the role of participating in classes helping the professor in the use of the platforms; supporting in clarifying doubts related to the activities and/or evaluations; conducting training courses in Active Methodologies and Digital Technologies of Information and Communication (TDIC). It is noteworthy that this training stage aimed to make the virtual environment stimulating, attractive and efficient, using playful pedagogical methodologies and complementary educational products, also to stimulate the exercise of teaching practice. During the project, and in an integrated manner, the following educational products had been productized: games (9); practical guides (3), booklet (1); infographics (2), evaluative activities (7) related to the content of the classes, as well as participation in webinar presentations and mini courses. Thus, adding remote academic monitoring resulted in academic-professional growth, technical and behavioral skills and competence development, both for future assistance activities and teaching. Finally, the monitoring project provided opportunities for the acquisition of knowledge, didactic and practical training, of great importance in the teaching-learning aspect for the interpersonal development of the academic in the professional field and teaching initiation.

**Keywords:** Monitoring. Microbiology. Teaching. Virtual Platforms.