

Title: RESULTS OF 'GOOD PRACTICE TEACHERS PANEL'

Author: Lourenço, A.

Institutions: FMJ – Faculdade de Medicina de Jundiaí (Rua Francisco Teles, 250, Vila Arens – Jundiaí-SP CEP.: 13.202-550), UNIP – Universidade Paulista (Rua Dr. Bacelar, 1212, Vila Clementino – São Paulo-SP CEP.: 04026-002), UNISA – Universidade de Santo Amaro (Rua Enéas de Siqueira Neto, 340, Jardim das Imbuías, São Paulo-SP CEP.: 04829-300), FMU – Faculdades Metropolitanas Unidas (Rua Ministro Nelson Hungria, 541, Real Parque – São Paulo-SP CEP.: 05690-050).

Abstract:

In era of "big data", it is possible to make, low cost, more accurate and robust inferences than in the past. Inspired by the climate panel, conceived to be a digital form with questions easily and quickly filling using the free Google Drive® platform. Answered anonymously, voluntarily, remote and asynchronous, it captured the best teaching practices identified by the students when they pass by microbiology discipline. The sample space consisted of 153 students from various rooms of 3 different courses (veterinary medicine and nutrition) coming from 4 different institutions. In the section of directive questions, 80.8% of students were in favor of a better integration between basic and applied disciplines, 78.9% opted for dialogued lecture, 86.2% preferred classes that use humor, 53.9% prefer the blackboard to powerpoint, 67.8% access additional content, 84.1% find useful practical classes. In the section of non-directive questions were asked three positive aspects already seen in class that motivate and facilitate learning. The total citations, 26% referred to the student-teacher interaction; 23% aspects not easily classifiable; 10.6% of audiovisual resources; 9% using clinical cases; 7.8% to practical classes; 7.8% the aspects that make the relaxed class; 4.7% the clarity of communication; 4.4% the availability of content; 3.1% use the blackboard; 1.6% to interdisciplinarity; 1.2% with respect to the students; and 0.9% to group activities. It is clear that the directivity or no responses had profound influence on the results because the integration between disciplines achieved high levels when the question was directive (80.8%), but dehydrated in no directive section (1.2%). This could be seen in other items (humor, blackboard, content, practical classes). In this context, although directive questions are useful, not directive questions seem to better capture those aspects that effectively carries more weight for students. And of these, the teacher-student Interaction was the most cited, surpassing the group involved a hodgepodge of items not unified. There are other items that involve aspects of interaction (relaxation class, respect). Added to the first reaches over one third of citations (35%). This reinforces the importance and the weight that the affective teacher-student relationship has upon any other item, including practical lessons, interdisciplinary, physical resources and even digital technology, almost curiously not mentioned.

Keywords: didactic, teaching, learning, cognitive motivation

Promotion agency: Neither