

ACADEMIC MONITORING IN THE MEDICINE COURSE AS A LEARNING STRATEGY IN THE WEST OF THE BAHIA.

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EXPERIENCE REPORT

ABSTRACT

Introduction: The current scenario imposes changes and adaptations in medical course teaching, including the relationships between professors and students with the use of the new era of technology. In this sense, academic monitoring becomes an important activity where, in a mutual way, it enables the expansion of the didactic repertoire, development of the educator profile by the monitor, communication, body expression, professional planning, responsibility, leadership, and trust, among others. **Experience report:** The objective of this work is to report the experience of academic monitoring as an auxiliary learning strategy at a private university in Bahia, together with a curricular component that includes theory in the context of the discipline Biophysics for students of the 1st semester in the course of Medicine. This is a qualitative, descriptive study, of the experience report type on the activities carried out with academic monitoring. Weekly meetings were held with the subject's guiding teacher, time was available for questions with the students, a clinical case was prepared and presented on the curricular component and objective activities of study review. **Discussion:** Monitoring becomes essential for the academic experience since it is the link between the scope of professors and students, transposing the roles of students in the position of professors, expanding the professional, interpersonal, creative perspective together with responsibility. The execution of this activity allowed the monitor to experience the responsibility of supervision, study guidance, clinical reasoning and reflection on the importance of communication in the education process. **Final considerations:** Therefore, given its complexity, teaching associated with monitoring proves to be effective for all involved. Also noteworthy is the need to publish more studies reporting experience in academic monitoring within the scope of the medical course.

Keywords: Education in Medicine; Biophysics; Classroom teaching; Active Methodology.

MONITORIA ACADÊMICA NO CURSO DE MEDICINA COMO ESTRATÉGIA DE APRENDIZAGEM NO OESTE DA BAHIA

RESUMO

Introdução: O atual cenário impõe mudanças e adaptações na forma de ensino no curso de Medicina, compreendendo as relações docentes, discentes com o uso da nova era com a tecnologia. Nesse sentido a monitoria acadêmica se torna uma atividade importante onde de forma mútua, possibilita a expansão do repertório didático, desenvolvimento do perfil educador por parte do monitor, da comunicação, expressão corporal, planejamento profissional, responsabilidade, liderança, confiança, entre outros. **Relato de experiência:** O objetivo desse trabalho é relatar a experiência da monitoria acadêmica como estratégia auxiliar do aprendizado em uma Universidade particular na Bahia junto a um componente curricular que contempla a teoria no contexto da disciplina Biofísica para os alunos do 1º semestre no curso de Medicina. Trata-se de um estudo qualitativo, descritivo, do tipo relato de experiência sobre as atividades realizadas junto à monitoria acadêmica. Foram realizadas semanalmente reuniões com a professora orientadora da disciplina, tempo disponível para dúvidas com os alunos, foi elaborado e apresentado um caso clínico sobre o componente curricular e atividades objetivas de revisão de estudo. **Discussão:** A monitoria se torna indispensável para a vivência acadêmica uma vez que é a ligação entre o âmbito dos professores e dos alunos, transpondo os papéis de discente na posição de docente, ampliando a perspectiva profissional, interpessoal, criativa em conjunto com a responsabilidade. A execução desta atividade proporcionou à monitoria a vivenciar a responsabilidade da supervisão, orientação de estudo, raciocínio clínico e a reflexão da importância da comunicação no processo de educação. **Considerações finais:** Sendo assim, diante de sua complexidade, o ensino associado a monitoria se mostra efetivo para todos os envolvidos. Destaca-se ainda, a necessidade da publicação de mais estudos relato de experiência, sobretudo na região Oeste da Bahia, em monitoria acadêmica no âmbito do curso de medicina.

Palavras-chave: Educação em Medicina; Biofísica; Ensino presencial; Metodologia Ativa.

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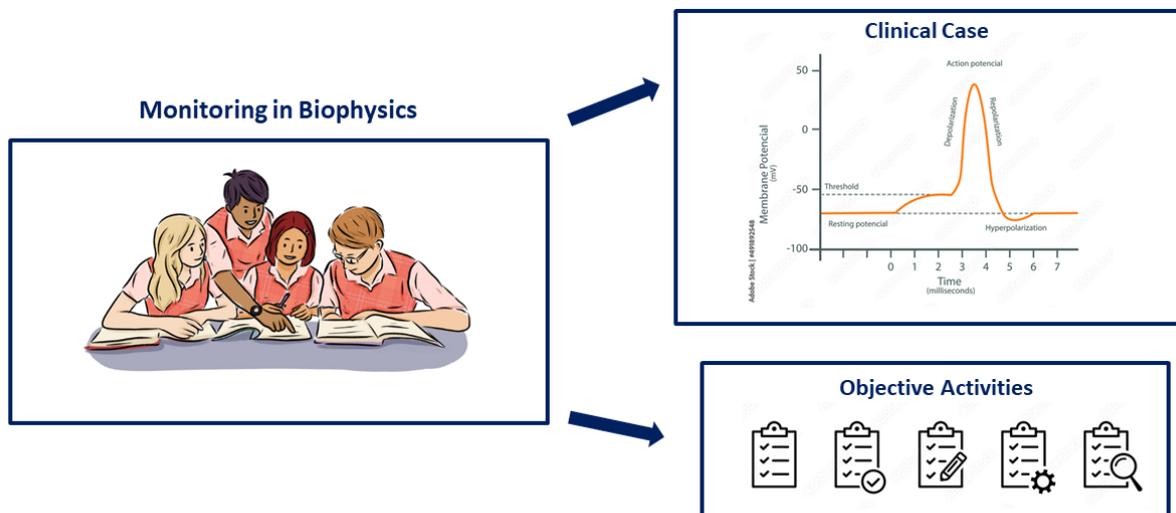
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Graphical Abstract

INTRODUCTION

Instituted in Brazil in the 1960s and its pedagogical efficiency assumed by the Law of Guidelines and Bases of National Education as a supporting strategy with teaching, monitoring can be classified as a teaching-learning modality, within the needs of academic training, aimed at regularly enrolled students, adapting to current demands by offering students new ways to learn the different contents¹.

This proposal makes it possible to strengthen the teaching-learning process of both parties, the monitored and the monitors, through techniques that deepen the theoretical and practical knowledge elaborated together with the professor². With this, academic monitoring can be seen as a tool for exchanging learning and experiences between the three spectrums (teacher, monitor and monitored), in the case of a dynamic, continuous and participatory relationship³, in addition to complementing academic training, enabling the development of skills, experiences and new practices of a pedagogical profile, aimed at improving the teaching of the curricular component.

Incorporated into monitoring, are the adversities faced in the teaching process, given that the information society in which we live represents a change in the available information infrastructure⁴, characterizing profound transformations as a result of innovations, enabling people to be capable of acquiring and developing knowledge, which we see changing constantly. This way, the current scenario

imposes changes and adaptations in the way of teaching, understanding the link of the new era with technology, well as new information⁵.

In addition, it is important to highlight other interfering circumstances in the academic life of the medical student, as well as not his own teacher, these being social demands and demands, lack of time, exhaustion, insecurity, fatigue, sadness, among and other feelings that encompass the obstacles to future doctor⁶. As a result of the situation, it leads to dissatisfaction and insecurity of the student for the teaching strategies, entering into conflict with teachers who adopt the "old fashion"⁷.

Likewise, academic monitoring increases, in a mutual way, the expansion of the didactic repertoire, development of the educational profile, adaptation to communication, body language, professional planning, responsibility, leadership, trust, bond building and empathy, critical and autonomous sense on the monitor student⁸.

Given the above, in view of the importance of the monitoring process within educational spaces, the present study aims to describe the experience of academic monitoring as a study strategy in face-to-face teaching along with the mandatory curricular component of Biophysics. With this, it is also intended to disseminate the constructed materials to the academic community, emphasizing the importance of this activity as an auxiliary resource in the teaching of medicine and, therefore, encouraging the practice of the same by other university students.

EXPERIENCE REPORT

This is a qualitative, descriptive study, of the experience report type, on activities carried out with academic monitoring in a mandatory curricular component of the basic cycle of the medical course, Biophysics. The course discipline has a workload of 60 hours and an extensive course program.

A clinical case was elaborated, in addition to open and closed questions to develop logical reasoning. The monitor also made use of "memes" for a better understanding of the information to be dialogued, associated with formal and informal languages⁹.

DISCUSSION

Following the subject's teaching plan, the objective of the first activity, as monitor, worked on in the classroom was to stimulate clinical thinking in the students, that is, to link the theoretical knowledge of disciplines in the basic cycle with medical practice. Bearing this in mind, a clinical case was elaborated that related the content already elapsed, deepening the theoretical-practical discussion through open questions, with the objective of encouraging reflection on the subject and situation exposed in the case and, with that, it was notorious not only the difficulty of many but also the commitment to make the connection between

the theoretical and the practical world, developing the clinical reasoning and diagnosis necessary for the formation of the medical professional. In addition to improving the monitor's capacity regarding the elaboration, discussion, resolution, and clarification of problem situations, expanding their pedagogical experience and together with the teacher and students.

Another study highlights, students value conversations with other students of different professional degrees, enabling them to solve problems together and learn different perspectives on a patient's case, as well as providing educators with the opportunity to design collaborative teaching and facilitate the clinical execution of theoretical knowledge¹⁰.

Being complimented, the such activity provides a basis for students to develop and practice their skills in interprofessional teamwork, while refining them for the larger and real clinical stages, since students play an active role in the joint construction of their own learning, experiencing authentic cases that are relatable to the reality of medicine¹¹. Studies using a pedagogical approach more focused on the student's reality have been widely used in different contexts and health courses¹², and also in Universities in the West of the Bahia¹³.

The second meeting, as monitor, took place in a more expository way, with the purpose of clarifying doubts about the subjects already discussed in the course. Through everyday examples and accessible language, however, maintaining the scientific level of the curricular component, in order not to vulgarize the terms and maintain academic seriousness. Although few students participated, the use of monitoring was high and satisfactory in terms of understanding the subject.

As already reported¹⁴, learning develops through interactions between individuals and the social environment, making discoveries and learning easier. Thus, in this context, Santos¹⁵ points out that "memes" can be used in teaching, as they enhance students' criticality, leading to relevant debates for the discussion of knowledge, since there are different positions on the same theme, amplifying the students' ability to produce knowledge, with the purpose of linking the contents with their own experiences.

In view of this, according to¹⁶, argues that in developing autonomy and learning, it is not enough just to read a sentence, but to be able to understand the conditions that are involved, therefore, the meme becomes an effective artifice for being able to contextualize with the own everyday life, conceptions, notions and judgments, enabling an improvement in the way of solving learning difficulties and improving cognitive abilities of students.

The third and last meeting as a monitor was divided into three parts, the exposition of the subject made by the professor followed by an activity with open and closed questions about the whole subject developed in the semester, reviewing and removing doubts from students, using the same methods already mentioned to approach everyday life and simplify speech. With this, the satisfaction of the students was

explicit with the monitoring planning and the way, it worked, helping in a better assimilation of the subjects not only for the academic life but also for the medical professional life.

In agreement with the authors¹⁷ who emphasizes the need to innovate institutional structures to support teaching, together with multidisciplinary approaches to science and active learning methodologies based on cases, also providing opportunities for the expansion in the perspective of health and disease, modifying medical education. Other information¹⁸ reports that technological advances and internet access have essentially changed communication and information in contemporary times, including the educational environment in which there is a new generation with new tools to be explored and used as innovative and auxiliary resources for interactive and attractive teaching, referring to the speech who exposes memes as potentialized in the education¹⁹.

Second Matoso²⁰, highlights monitoring as an opportunity for achievements, both in the personal and intellectual aspects of the monitor, through the contributions exchanged with the monitored students and, above all, in the interpersonal relationship regarding the reciprocity of knowledge between the professors of the disciplines and the student monitor, enriching the skills inherent to teaching, deepening the knowledge and passing it on to the monitored. Another speech by Fernandes²¹, demonstrated that although there are moments of joy for contributing pedagogically, there may also be situations in which the behavior of the students is discouraging and even inconvenient.

Another study²² complements this by mentioning that this area of knowledge exchange collaborates in building professionals who are attentive to improving their attitudes since college, enabling a more humanistic and competent medical education to help the population in which they are involved. Also, monitoring may awakening to the teaching activity²³, especially in the medical area, where low adherence of teaching physicians is observed. The monitor begins to observe the complex assignments that a teacher performs on a weekly basis, which goes far beyond preparing and teaching classes on the curricular component in question.

In view of the above, monitoring becomes essential for the academic experience since it is the link between the scope of professors and students, placing a student in the position of professor, and expanding the professional, interpersonal, creative perspective together with responsibility. Thus, given its complexity, teaching associated with monitoring proves to be effective for all involved, providing students with the development of diagnostic skills and clinical reasoning, through different mallets and teaching methods.

FINAL CONSIDERATIONS

The execution of this activity allowed the monitor to experience the responsibility of supervision, study guidance, clinical reasoning, and reflection on the importance of communication in the education process, in any sector, adapting the vocabulary together with relevant strategies for teaching and student adherence to the subject.

Also noteworthy is the need to publish more studies that narrate academic monitoring in medicine as a way to encourage adherence to this practice by students and transmit the positive results of actions developed within the academic community.

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