

# International Journal of Human Sciences Research

## CORONAVIRUS AND THE MEDICINE COURSE: A NEW PEDAGOGY FOR FAMED STUDENTS

---

*João Vinícius Silva Sousa*

Graduation student of medicine  
course at: ``Universidade Federal do  
Cariri``, Barbalha, Ceará, Brazil.  
<http://lattes.cnpq.br/6241030402111001>

*Guilherme Martins Pinheiro*

Graduation student of medicine  
course at: ``Universidade Federal do  
Cariri``, Barbalha, Ceará, Brazil  
<http://lattes.cnpq.br/1201936311162547>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



**Abstract:** INTRODUCTION: The COVID-19 pandemic has imposed global changes in all forms of social interaction, including those involving learning. Given this, it was necessary for the teaching projects at ``Universidade Federal de Cariri`` to adapt to the new reality. OBJECTIVE: To report the experiences and activities developed by the project “Assessment of skills in handling embryonic development models and histological preparations” during the Special Academic Period. DEVELOPMENT: Digital, didactic, expository and evaluative materials were created on the topics involving the discipline covered by the project. RESULTS: The students actively participated in the monitoring project activities and were very participative. At the end of the project activities, students were invited to answer a questionnaire evaluating the monitoring. FINAL CONSIDERATIONS: Through the results obtained and the experience lived, it can be concluded that the monitoring fulfilled its objectives satisfactorily and the difficulties were overcome.

**Keywords:** Monitoring. Education. Experiences.

## INTRODUCTION

The COVID-19 pandemic has brought radical changes to all sectors of human relations. Social, political and economic interactions needed to be transformed on a global scale, evoking a need for adaptation never seen before. These interactions established in the pre-pandemic period began to progressively distance themselves from the way in which contact is established today. Today, humanity faces a “new normal” in different environments: at home, at work, in social interaction and also in studies. (SILVA, 2020) In these new adaptations, an already well-known activity gained enormous prominence: Distance Learning (EAD).

The global outbreak of Sars-CoV-2 gave rise to the need for a new teaching method where the face-to-face learning model became temporarily unfeasible and distance learning emerged as the main pedagogical means. After a period of organization, schools and colleges in Brazil had to articulate themselves and create a teaching style called Pandemic Pedagogy (SANTOS, 2020).

At the Faculty of Medicine, academic activities began on August 24, 2020, ending a period of suspension of activities of around five months. The University Council (CONSUNI) of ``Universidade Federal de Cariri`` decided to authorize courses to develop distance education activities. This decision significantly transformed the development of teaching actions in the aforementioned academic unit. Students and teachers needed to adapt to the special academic period (PLE), learning to develop and acquire new knowledge remotely and, therefore, far from the face-to-face contact provided by the university (ALVES, 2020).

The monitoring programs were also not unscathed by the adaptations imposed by the PLE. Monitors, students and advisors needed to redefine their teaching and learning methods to the remote format of developing activities required by the special academic period. Contact with computers, smartphones, tablets, forms and other digital tools became extremely essential for establishing an efficient teaching-learning process.

This work has the following general objectives:

- Report the experiences and activities developed by the project “ASSESSMENT OF SKILLS IN HANDLING EMBRYO DEVELOPMENT MODELS AND HISTOLOGICAL PREPARATIONS” during the Special Academic Period.

The specific objectives are:

- List the means and methods used to

develop the project's teaching activities with students

- Present and analyze the evaluation carried out by students regarding the project
- Expose the main difficulties encountered by monitors in developing activities during the special school period

## DEVELOPMENT

This is a report of experiences during 2020 in the development of teaching activities in the project "Assessment of skills in handling embryonic development models and histological preparations". The actions were carried out with medical students enrolled in the histology discipline in the modules "Genesis and Development", "Locomotor System", "Nervous System", "Cardiovascular System", "Respiratory System", "Digestive System", "Endocrine System" and "Genitourinary System". The target audience for the project's actions are students in the first and second semesters of the medical course as the regular curriculum recommends enrolling the aforementioned modules in the first periods of academic training.

The monitors developed activities that aimed to improve the students' skills and consolidate the knowledge acquired in the classes taught by the teacher. All activities were developed in digital formats and remotely. To this end, teaching materials were created containing images of histological models accompanied by theoretical summaries about the visually presented structures. The materials were prepared in PDF format and made available in a virtual room on the Google Classroom platform. PDF was chosen because it allows the insertion of images and texts easily and because it is a format that is easily accessible on most electronic devices. This was intended to facilitate understanding

of the syllabus of the subjects, enabling more efficient learning.

Furthermore, the project monitors gave access to materials containing academic articles on the topics covered by the supervisor in synchronous virtual meetings followed by questions about the content covered. Likewise, the chosen format

the PDF was made available and the platform used to pass it on to students was the virtual classroom on Google Classroom. Thus, we sought to introduce the target audience to scientific reading, given their great lack of contact with this type of text. It was also intended to instigate the consolidation of knowledge acquired in theoretical classes and encourage the emergence of possible doubts about the contents covered in a pedagogical, simple and active way, making it also possible to measure the learning and commitment of students with the monitoring project and with the discipline of histology, which was covered throughout the modules.

Another important activity developed was the creation of groups on the WhatsApp application to clarify any doubts about the topics covered throughout the module. The application was chosen because it is widely used in Brazil, serving to enable quick, free and effective communication between project monitors and students. In it, students sent questions that arose during the special academic period in text message format, which were promptly answered by the monitors. Communication could be carried out 24 hours a day, 7 days a week, without limitations, which allowed students to have their doubts clarified quickly and effectively, contributing to establishing the knowledge gained in the discipline during the modules

The main difficulties encountered during the monitoring project were the lack of familiarity of the monitors and many students with the digital platforms they adopted, in

addition to the lack of moments to actively seek out doubts and personal contact with the students, which could not happen due to of social isolation actions imposed by the COVID-19 pandemic. Despite the initial difficulties, the final balance was considered positive, given the positive appreciation of the project by the students and the progressive adaptation of students and monitors to the digital platforms used during the special academic period. The lack of face-to-face moments left important interaction gaps, but which could not be overcome, as communication between monitors and students and the evaluation of the latter was simply established in a different way.

At the end of the project, a form on the Google Forms platform was made available to students, where they could evaluate the activities carried out by the monitoring.

## RESULTS

The students participated in the monitoring project activities actively and were very participative. Interactions were established in a predominantly active way, either after solving exercises about scientific articles or after reading teaching materials prepared by PDF monitors. At the end of the project, the questionnaire prepared to evaluate the project asked students about their level of personal interest in monitoring, as well as about its quality and the project's contribution to improving each person's personal knowledge. These variables were collected quantitatively, evaluated on a scale of 1 to 10. Furthermore, the students were encouraged to summarize the monitoring activities in one word, therefore, in a qualitative manner. The questionnaire was made available to students who participated in the monitoring project activities through the Google Forms platform. A response was obtained from 34 students, which represents around 40% of those enrolled in the modules

that involve the discipline covered by the project. The results are presented below:

<i>Grade</i>	<i>Quantity (%)</i>
10	23 (67,6%)
9	4 (11,8%)
8	4 (11,8%)
7	3 (8,8%)
TOTAL:	34 (100%)

**Table 1:** Quantitative assessment of students' personal interest in monitoring activities on a scale of 1 to 10.

Source: Prepared by the authors (2021).

<i>Grade</i>	<i>Quantity (%)</i>
10	25 (73,5%)
9	8 (23,5%)
8	1 (2,9%)
TOTAL:	34 (100%)

**Table 2:** Quantitative assessment of the contribution of the monitoring program to your improvement of academic knowledge on a scale of 1 to 10.

Source: Prepared by the authors (2021).

<i>Grade</i>	<i>Quantity (%)</i>
10	26 (76,5%)
9	5 (14,7%)
8	2 (5,9%)
4	1 (2,9%)
TOTAL:	34 (100%)

**Table 3:** Quantitative assessment of the quality level of the activities carried out by the monitoring program on a scale of 1 to 10.

Source: Prepared by the authors (2021).



**Figure 1:** Cloud of words written by students to evaluate the monitoring project.

Source: Prepared by the authors (2021).

The responses obtained from students using the form show the students' great interest in the monitoring project and that they consider it important for the process of consolidating the knowledge acquired and find it well prepared and carried out. If, on the one hand,

the results collected show the success of the monitoring objectives despite the exceptional circumstances of implementation and the difficulties of adaptation by students and monitors, on the other hand, they may prove to be limited in their presentation, given the adherence of fewer of half of the students enrolled in the course and participating in the project in its evaluation.

## FINAL CONSIDERATIONS

Through the analysis of the results obtained and the experience with students throughout the semester, it is possible to conclude that the monitoring satisfactorily achieved its objective despite the difficulties and problems faced throughout the period. The experiences were enriching and served to mature both the monitors and the students assisted by the project.

## REFERENCES

1. DA SILVA, Ellery Henrique Barros; DA SILVA NETO, Jerônimo Gregório; DOS SANTOS, Marilde Chaves. Pedagogia da pandemia: reflexões sobre a educação em tempos de isolamento social. *Revista Latino-Americana de Estudos Científicos*, p. 29-44, 2020.
2. SANTOS, CLAITONEI SIQUEIRA. Educação escolar no contexto de pandemia. *Revista Gestão & Tecnologia*, v. 1, n. 30, p. 44-47, 2020.
3. ALVES, Lynn. Educação remota: entre a ilusão e a realidade. *Interfaces Científicas-Educação*, v. 8, n. 3, p. 348-365, 2020