

**TITLE:** BLENDED LEARNING OF MICROBIOLOGY APPLIED IN THE 2<sup>ND</sup>. YEAR OF TECHNICAL HIGH SCHOOL INTEGRATED IN BUSINESS ADMINISTRATION OF THE FEDERAL INSTITUTE OF SÃO PAULO, CAMPUS SOROCABA.

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**ABSTRACT:** Internet access increased over the last few years and, consequently, its use in education has grown. This led to the development of the Blended Learning methodology, which combines traditional classes and virtual teaching. In this context is inserted the #Adopt Project, which was applied to 36 students of the 2<sup>nd</sup> year of the technical High School integrated in Business Administration of the Federal Institute of São Paulo, campus Sorocaba. The main goal was to stimulate the interest in Microbiology, a discipline that is poorly handled in schools nowadays. The students were divided into five teams, who "adopted" different groups of microorganisms (fungi, eubacteria, archaeobacteria, viruses and protozoa) and worked on the themes in closed groups on Facebook®, based on weekly challenges posted by their class teacher. From the students' response, a discussion began with the mediators of each group, who were both undergraduate and graduate students of the University of São Paulo (USP). After completing the first three challenges, the students participated in the on-site course "Journey to the World of Human Microorganisms and Parasites", promoted by their mediators, together with the professors of the Institute of Biomedical Sciences - USP. During the course, the students circulated through different stations, which contained practical activities and presentations on "adopted" microorganisms. After passing through all the stations, the students were able to participate in the BioBingo, which aimed to review the knowledge obtained in the first part of the course and in the first challenges discussed on Facebook®. The students also joined a monitored visit to some laboratories of the ICB-USP, in order to experience the researches carried out with the studied microorganisms. This course was of great importance to both the project and students. From the students' evaluations, it was possible to observe that about 90% of them considered the experience positive, of which 50% reported becoming more interested in the Natural Sciences. For 10% of the students there was no increase of interest in Microbiology, and the causes can be multifactorial, remembering that these are students of a technical school. After the extension course, students responded to three more challenges posted on Facebook®, more specific to each of the "adopted" microorganisms. It was possible to observe a greater engagement and participation of the students in the discussions with their mediators.

**Keywords:** Blended Learning; Diffusion; High School; Facebook®; Microorganisms;

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