

TITLE: PRODUCTION OF PROJECT IN THE FOOD MICROBIOLOGY DISCIPLINE:
EXPERIENCE REPORT AND STUDENT PERCEPTION

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ABSTRACT:

The discipline of food microbiology is based on legislation, norms and procedures that can generate disinterest to the students and hamper the learning process. In order to build autonomous, collaborative and meaningful learning, we use project production as a pedagogical tool. We report the experience of the teacher and students about the role of project production on learning. Therefore, was proposed the development of a food analysis project in the Biomedicine course at a private college in the city of Fortaleza-Ceará. Initially, the classroom was divided into three groups and, posteriorly, reordered in five teams. The students should choose a food for analysis and to present a flowchart of implementation, including food collect, transport and method of analysis. To evaluate the students' experience, we applied a questionnaire. The discipline was developed with students from the fourth, fifth and sixth semesters. The experience of developing a project as a practical activity in food microbiology was considered excellent by 58.3% of the students and regular by 33.3%. The degree of difficulty to idealize the project was considered difficult by the majority (75%), while the execution was considered regular (66.6%). The methodology was considered the most difficult step (33.3%), followed by preparation of culture medium (16.6%) and writing of the project (8.3%). The performance self-assessment score ranged from 5 (8.3%) to 9.5 (8.3%) and scores 7 and 8 was predominated (33.3%). While the grade attributed to their learning through the project ranged from 5 (8.3%) to 10 (33.3%). Although practical activities privilege the acquisition of knowledge, we identified that for meaningful learning student is essential their commitment and involvement. In this study, the autonomy was a discouraging factor for many, impacting on project development and consequently on the learning. Two groups demonstrated inability to manage conflicts and intervention was necessary. The groups that progressed demonstrated organization in the execution of the work and continually discussed with the teacher about the project. Basic deficiencies were detected and are worrying. In this way, project production proved to be a complex tool, with great potential for the acquisition of knowledge and skills in microbiology. However, knowledge of the basic microbiology should be initially tested and corrected, and social aspects must be strongly worked out so that they do not impair learning.

Keywords: Food Microbiology, Learning, Project Development

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