

Integrative projects and their expression in the teaching and learning process today – Social work

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INTRODUCTION

This article aims to demonstrate the beneficial relationship that the curricular integrative project (PIC) that has been applied to the students of the Social Work course at UNIGAMA has produced in their teaching and learning process during their training trajectories (higher education) promoted through distance learning. This element has proven to be an active learning methodology that encourages the student body to put into practice everything they have learned in their higher education. The theoretical-practical articulation experienced by our students has occurred in an interdisciplinary way, combining specific knowledge of the course with knowledge from other areas. Through the material collected, the positive points identified by teachers and students regarding the PICs are presented, taking as a starting point, an event that took place in person in November 2023.

MATERIALS AND METHODS

The structure that provides the basis for the construction of this article focused on a bibliographic research carried out on the subject, and the final reports built by students of the social work course at UNIGAMA that were prepared from their participation in a PIC activity held in November 2023 for the purpose of promoting "Blue November". The event aimed to alert the population, the academic

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community and other UNIGAMA workers about prostate cancer and inform about the main rights of people with cancer.

RESULTS

The PIC has a pedagogical action that is "based on the principle of the inseparability of the relationship between theory and practice [...] The students develop a project whose theme is defined by the university based on the pedagogical project and related to the professional training of the course". (GABIN; FAVARO, 2021, p.4). Purposely built under an interdisciplinary mold, the students participating in the activities proposed in the PIC focused on "Blue November" had, under the supervision and guidance of a teacher from the institution, the possibility of increasing interaction with colleagues, as they were given the opportunity to discuss, build and present works in a way that allowed them to get closer to their class (beyond the screens). It was also possible to verify that the teacher was able to fruitfully present to the students the real need for permanent training to face the diversity of issues and demands that are presented every new day for the social work profession in its field of activity, for which, as future professionals, our students will have to develop answers using beyond what was learned in their training, their ability to reflect critically in order to seek viable and efficient solutions. It was also verified by the students, an initial fear of approaching and talking to the public, which was overcome through the support of teachers and classmates. As the main difficulty, it was possible to verify that commuting had greater prominence among the participants, since distance education students do not usually circulate between campuses in person frequently.

FINAL THOUGHTS

Despite the initial difficulty in interacting and approaching the public, very structured under a degree of insecurity generated by the "new" and the difficulty of displacement, a practice not frequently experienced by the student body of the distance learning modality, it was possible to perceive that the students and the teacher who participated in the proposed activity, saw the PIC in a positive way and all stated that they intend to carry out other activities if possible.

Keywords: Curricular integrative project, Teaching and learning, Student experience, Teaching experience.



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