

Learning to learn project at the 6th military police college of Paraná



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Teresa Raquel Conte Demarco

Me., UNIDEP

E-mail: teresa.demarco@unidep.edu.br

Fernanda Pessoli Andreazza Paracena

UNIDEP

E-mail: ferparacena@gmail.com

ABSTRACT

Report: This article reports on how the Learning to Learn project was carried out at the 6th Military Police College in Pato Branco, Paraná. The aim of this project was to intervene in order to work on

psychoeducation regarding daily study, routine organization and study techniques. To apply this project, the academic held meetings with groups of previously selected students, using observations, techniques, dynamics and tests to analyze their abilities, learning characteristics and awareness of the importance of study. Results achieved: At the end of the project, it was verified that the initial objective was achieved, in terms of imparting knowledge on the subject, however the result is not immediately measurable, as the effects will be achieved gradually, as the students include this new study habit.

Keywords: Learning style, Project, Student, Daily study, School, Intervention, School psychology.

1 INTRODUCTION

This project was elaborated and applied from the Supervised Internship in Psychology III, present in the 10th period of the Psychology Course at UNIDEP by the academic Fernanda Pessoli Andreazza Paracena. The internship covered the field of School Psychology and was supervised by Professor Teresa Raquel Conte Demarco, and offered to the direction of the Military Police College of Paraná.

Based on the demand collected by the student through the Director of the school, pedagogues and teachers, it was suggested to carry out an intervention project for some students of the school, in order to work on psychoeducation in relation to the importance of daily study, routine organization and study techniques.

An average of 15 students from each of the classes from the 6th to the 9th year of Elementary School II in the afternoon were selected, and 10 students from each class from the 9th year of Elementary School II to the 2nd year of High School in the morning.

The project was carried out in 4 meetings, once a week, with each group of students.

In the first meeting, the students were welcomed, demands and individual difficulties were raised, each one was discussed, each one was discussed, and the students were discussed. In this



meeting, the game "I am not sou" (Moura, 2016) was applied, which ¹is playful material for therapeutic use with children over 8 years old, which can also be used in the therapy of adults, couples and families. The proposal was for the students to put their characteristics in their respective columns, enabling them to reflect on them and also think about changes. The "I am not" deck can provide students with self-knowledge about some individual aspects and characteristics, specifically to studies, routine planning and way of studying.

Self-knowledge is conceptualized as the "ability to recognize oneself, including one's character, strengths and limitations, desires, and disappointments" (WORLD HEALTH ORGANIZATION [WHO], 1997, cited by FERREIRA ET. AL., 2022, p. 3)².

In the second meeting, the academic helped the students to do the decisional balance technique, which consisted of discovering the positive and negative points of including the daily study.

The decisional balance is a marker of change that was developed by Janis and Mann (1977) and aims to allow the individual to compare the positive and negative aspects of behavior, enabling the individual to understand and have a broader view of the situation to be analyzed, weighing the pros and cons for behavior change (Susin, 2015, cited by Barbosa, 2018).³

In this meeting, the planning of the weekly agenda with the students was also presented and elaborated, including study schedules and school assignments. The objective of this activity was to make them aware of the importance of including daily study in their routines, for better absorption of the contents taught in the classroom.

According to SOUZA (2010), cited by Palitot (2019),⁴ the teaching-learning process requires the active exercise of the student. Therefore, it is essential that students learn to develop techniques to set their own goals and plan to discover the best way to learn and measure their academic efforts.

Regarding the use of learning strategies, Oliveira, Boruchovitch and Santos (2009), cited by Patitot (2019)⁴ explain that in addition to equipping the student for the moment of study, it also allows, through metacognitive strategies, the student to plan, monitor and regulate their study so that learning is enhanced.

In the third meeting, the student applied a test with the students, individually, to find out the learning style of each one, through the Learning Styles Index (FELDER-SILVERMAN, 1998).⁵ This activity aimed to identify the individual learning style, which would be visual, auditory and/or kinesthetic.

¹ MOURA, Cynthia Borges de Moura. I am, I'm not. 2016

² FERREIRA, Isabela Maria Freitas et al. From self-knowledge to self-concept: a review of constructs and instruments for children and adolescents. *Psychology in Study*, v. 27, 2022.

³ BARBOSA, Priscila Pessanha da Silva. Contributions of the transtheoretical model of change in the analysis of adults with risk eating attitude and/or risk BMI. 2018.

⁴ PALITOT, Mônica Dias et al. The relationship between learning strategies and school performance in high school. *Journal of Interdisciplinary Research*, v. 2, n. 2, p. 128-138, 2019.

⁵ Felder-Silverman. *Learning Styles Index*. 1998.



For Silva (2006), cited by Soares and Soares (2019), ⁶each individual has a unique form of learning, which is linked to the skills and attitudes they have gained through life experience, context, education, personality, cognitive styles, and their adjustment to the demands of the context.

One theory about learning styles is the VAC (visual, auditory, and kinesthetic) method, developed by Fernald and Keller and Orton-Gillingham, which demonstrates that individuals learn through the visual, auditory, and tactile senses, having a dominant way of learning, and there may be mixed forms of these styles. (SALDANHA, ZAMPRONI and BATISTA, 2016)⁷tag.

Saldanha, Zamproni and Batista (2016, p. 2) explain the three learning styles:

Visual style: In this group are students who have the skills to know, interpret and differentiate the stimuli received visually. From the visualization of images, it is possible to establish relationships between ideas and abstract concepts. Auditory Style: Students with auditory style have the ability to know, interpret and differentiate the stimuli received by the spoken word, sounds and noises, organizing their ideas, concepts and abstractions based on spoken language. Kinesthetic Style: We found in this group students who have the ability to know, interpret and differentiate the stimuli received by body movement.

In the end, the student and the students thought of possibilities to study for each style: for the visuals it would be a mind map, slides, reading the book, diagram, notebook; for the auditory it would be video lessons, paying attention to the teacher, reading aloud, repetition; For kinesthetics, the best way to learn is by doing, that is, making the summary, notes during class, video lesson, making the mind map.

In the last meeting, the groups were closed, gave feedback on what was passed on to them, and checked how the new habit was going. At the end of the meeting, the academic provided logic games such as Tangran, Genius, Jigsaw Puzzle, Tower of London, Tower of Hanoi for students to interact with.

Ramos and Anastácio (2018), cited by Tannus et. al. (2021)⁸ comment that cognitive games, whether analog or digital, are games that work on cognition, which means that they operate in the acquisition, storage, transformation, and application of knowledge. To do so, it uses various mental processes such as logical reasoning, problem solving, memory and perception.

Finally, the academic and the students verified the importance of the student's dedication to academic success. It was reinforced that, despite the end of the meetings, the daily routine of studies should continue so that the advances obtained would not be lost.

⁶ SOARES, Cíntia Siqueira Araújo; SOARES, Paulo Henrique Araújo. The importance of using a variety of learning styles in higher education. *Amazonia-Journal of Psychopedagogy, School Psychology and Education*, 2019.

⁷ SALDANHA, Claudia C., ZAMPRONI, Eliete C. B. and BATISTA, Maria de Lourdes A. Learning Styles. *Pedagogical Week*. 2016. Accessed 12/17/2023. Available in http://www.gestaoescolar.diaadia.pr.gov.br/arquivos/File/sem_pedagogica/julho_2016/dee_anexo1.pdf

⁸ TANNUS, Alexandre et al. Game development to stimulate reasoning and logical thinking. 2021.



One of the factors for school success is the student's own role, their motivation, their interest in learning, and willpower. From the development of the student's autonomy in terms of learning, discovering their abilities and difficulties, they seek resources to advance in their studies autonomously, generalizing to other learning. (LAHIRE, 1997 cited by DE CARVALHO, 2010)⁹tag.

2 RESULTS ACHIEVED

The initial objective of the project was to listen to the demands and difficulties of each student regarding learning, assist in the planning of study routines, create an agenda and daily commitments and discover the way of learning individually so that they adapt their study habits for a better performance.

The objectives were achieved with regard to the transmission of knowledge by the academic. At the end of the project, some students showed interest, willingness, motivation and action for change and inclusion of daily study in their routines. Other students reported that their behaviors during classes changed as they paid more attention to teachers' explanations.

The result of this project is not immediately measurable, as the fruits will be obtained gradually, as students include this new study habit and it begins to have an effect on their school grades. In relation to the school, the transformation of the students' behaviors can be perceived by the teachers, despite the fact that the project affects approximately 15% of the school's students.

⁹ DE CARVALHO, Arlena Maria Cruz. Achieving school success: factors that help in this achievement. 2010.



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