Evaluation of Student-made Blogs in Basic and Advanced Biochemistry Classes

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Preliminary results of the experience of student-made clinical biochemistry blogs were reported at SBBq-2010 (abstract K-5). Herein, five teaching-semesters and the opinion of former students were evaluated. Since the teaching-semester of 2008-1, Basic Biochemistry (BioBio) students should prepare blog-assignments on clinical issues. Students' acceptance was evaluated through 6-point Likert-type questionnaires. Positive responses were those marking 4 to 6. A total of 348 BioBio students from five teaching-semesters answered the questionnaire; 77% of them agreed that preparing blogs was enjoyable, having a positive effect on their formation. Moreover, 81% of students agreed that BioBio blogs are relevant learning tools and 78% believed that BioBio blogs boosted interest for biochemistry. Moreover, students' acceptance 1 year after taking BioBio was evaluated. Students (n=50) were divided in (i) those who had attended BioBio only, and (ii) those who had also taken Advanced Biochemistry, together with blog tutoring. In the first group, 72% agreed that the information acquired during blog elaboration was useful at the time of interview; 76% judged that blog elaboration boosted interest for the discipline. For those in the second group evaluations were 100% and 82%, respectively. Results show maintenance of acceptance over 1 year and effective interest for blog-assignment for those in basic and advanced biochemistry classes. Support: CNPq. Keywords: Medical education, PBL, Active learning.

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