Semi-present Approach for Intern Qualification in Clinical Biochemistry Laboratory of UFPE

Martins, J.M.¹, Maia, W.B.¹, Barreto, S.B.¹, Araujo, B.C.¹, Almeida, S.M.V.A.², Silva Filho, J.L.Q.², Lima, V.L.M.¹

¹UFPE; ²LIKA

This study has arisen from the experience in the discipline “Estágio Curricular” from Biomedicine, Pharmacy and Laboratory Technique courses in ULAB/HC/UFPE. The goal of this study was to use a semi-present environment (50 hours) to the qualification of the incoming students in 2011-1. Conventional classes were given through present approaches (theoretical-practical classes) and the students were inscribed and trained in the virtual environment to accomplish the distant learning course: “Capacitação dos Estagiários da ULAB em Biossegurança e Coleta”, in which classes, debates, links, scientific studies, tests and videoconferences were available. The presence phase was evaluated by the attendance (assiduity 98%), while the online phase was the result of the access reports (6,221), the progress of the exercises (95%), and the final evaluations grades available in the system (8.2). Theoretical-practical classes have provided interaction between content/teacher/student. Didactical model, quality contents and multidisciplinary present approach remarkably contribute to diminish difficulties in using the tools and applications: 80% of students have never taken a distant learning course before; 23% haven’t had a computer; 95% have declared that presential training helped them to conclude the course and 100% have stated non-restricted contents available online have facilitated their access. Current challenges in education is to conciliate technology and learning in favor of ensuring that the students take advantage on their potentialities.

Keywords: Online Environment; Semi-present Environment; Virtual Environment.