BIOCHEMISTRY ACADEMIC MONITORING: IT'S INFLUENCE ON TEACHING BACKGROUND AS A TEACHING-LEARNING PRACTICE COMPLEMENT TOOL

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The monitoring process is based on a strategy which propitiates interdisciplinary and gathering theory and practice, apart from teaching assistance, easing and increasing students learning, awakening the academic discipline's interest and importance. The developed task held over the course of two academic consecutive semesters in 2014 on Biology Science Major at Federal University of Uberlândia had as a goal the use of diverse methodological alternatives in Biochemistry such as: basic bibliography's comprehension support, approaching and integration mechanism from the content to learner's reality, meetings to feedback pre-assessment valuation, constructive debates, conceptual issues and questioning in order to clarify any doubts from the content discussed, besides the supervisor's assistance in practical classes. The resources used to this approach were the student's analysis to monitoring, their performances on the subject and the approval, retention and evasion levels at the end of the semesters. The obtained results have shown a high level of approval on both semesters, combined to decreasing level of evasion and retention. It was possible to clarify that on the discipline's development the increasing search for monitoring as much as the complexity's raise from some contents as the interest and curiosity in knowing certain methods used in monitoring. Improving on student's performance and arguing on written evaluation also were noticed. The obtained results also proved that diverse methodological alternatives in Biochemistry are potential strategies in maximizing the approval levels in that discipline and bring the student close to the content in a dynamic way, supporting to a better knowledge development in the subject. Monitoring can also be a mean to stimulate the interest in teaching.

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