

Evaluation of the usage of distinct methodologies in the teaching of parasitology in a biomedical sciences degree course at a state-funded university

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Parasitology is a mandatory discipline for the Biomedical Sciences course at the University of São Paulo. The study of host-parasite relationship, immunity and diagnosis are some of the topics covered throughout this discipline. In its current format, this course includes several content-setting activities (didactic tools) and learning evaluations (evaluative tools). The aim of this study was to analyze the students' perception on these different teaching methodologies. A satisfaction survey was elaborated to evaluate the different didactic tools (theoretical classes, seminars given by guest lecturers, practical demonstrative classes and complementary revision activities) and evaluative ones (discussion of articles, reports on practical classes, guided studies and tests). The usage of the "STOA virtual platform" in moodle was also evaluated. The survey was distributed twice during the course and the sum of the answers showed that among the didactic tools, theoretical classes were classified as optimal by 74.7% of the students, followed by complementary activities (62.2%), practical demonstrative classes (51.9%) and seminars (35.6%). Among the evaluative tools, guided studies received the greater proportion of optimal evaluations (79.3%) in comparison with the practical class reports (54.3%), article discussion groups (48.1%) and tests (44.4%). All methodologies received more than 90% of positive evaluations (optimal or good). The STOA virtual platform was evaluated as optimal by 90.2% of the students. In sum, we observed that most of the students still prefer the theoretical classes as a didactic tool, but were very receptive to the different teaching methodologies used throughout the course.

Keywords: teaching methods, parasitology discipline, biomedical sciences.