



PROFESSORS' PERCEPTION REGARDING THE SEMINARS' USAGE AS A TEACHING STRATEGY IN THE PHYSIOTHERAPY COURSE

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ABSTRACT

There are numerous teaching strategies that may be used by professors in the classroom with the goal to stimulate the learning process, the seminar is highlighted because it is a methodology commonly used by the professors. The main goal of the current paper is to comprehend the professor perceptions regarding the seminars' usage as a teaching tool. It is a study of descriptive and exploratory character with a qualitative approach. The participants of the research were professors of a private higher education institution, situated in the city of Vitória da Conquista - Bahia. The sample was comprised by professors of the Physiotherapy course who agreed to participate in the research, there were deleted from the research the ones who did not filled the questionnaire or gave up in participating of the research. Data collection was carried out through a questionnaire that characterized the professors' sociodemographic and occupational profile, besides guiding the questions regarding the seminars' as a teaching strategy in the classroom. Data analysis was done with Bardin's content analysis. The data collected displayed that the seminar's usage concerning the professors' perception in spite of having some negative aspects such as the lack of motivation or shy students; it is taken as an important teaching strategy in the learning process, which allows the knowledge's construction in a dynamic and participative manner.

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INTRODUCTION

The university teaching demands aside from knowledge about the specific formation areas, that the professor ought to be substantiated by pedagogical teaching foundations and by teaching and learning procedures linked to their experienced knowledge and scientific productions. It is alleged that a formation regarding the professor pedagogical conducts, is required in the Higher Education. Some university professors, like administrators, architects and physiotherapists, conduct liberal tasks in the specific teaching areas (Junges and Beherens, 2015).

The physiotherapist professional has a formation oriented to a technical view, with rehabilitation character concerning the relation between health and disease; and by distinct journeys, some get in the teaching career path. Therefore, they pervade numerous conditions and shortcomings which they need to find solutions to fill the lack of specific knowledge regarding pedagogical practices in the teaching and learning process. These professionals look for inspirations, impersonate what their professors experienced when they were students, and furthermore, they also search for the orientation through continuous training (Costa, 2010). Teaching and learning are significantly important to the students formation, that way it is

evident that the methodology and didactics settled by the professors have an essential part in the educational process (Toledo-Pinto; Cortinove e Carvalho, 2017). The classroom is a favorable space to experience multiple strategies with the objective to lead the student to the test his/her knowledge. It can be stated that the professors exploit some teaching strategies like: expository class, directed study, discussions and debates, seminar, and others (Almeida *et al.*, 2015). The seminar is a teaching strategy that enables skills and individual abilities that may be concealed in the expository classes, presenting flexibility regarding the subjects approach, with a widespread potential to adapt themselves to interdisciplinary readings. With the seminar strategy, it is provided the liberty to building, but the professor has to orientate, intermediate, instigate, clarify with the aim of reaching the learning goals, just as to give meaning to the reflections made (Vasconcelos and Souto, 2016). The seminar is a strategy highly employed by professors that is able to increase the students development performance, however some teachers are not aware of certain phases of this methodology and there is a major difficulty for some students to perform an oral presentation (Paz; Nascimento e Silva, 2016). This way, the present paper had as goal to comprehend the professors' perception about the seminars usage as a teaching strategy.

MATERIALS AND METHODS

This is an exploratory and descriptive character research with a qualitative approach. The study was performed a private higher education institution in the city of Vitória da Conquista - Bahia. The study chose as adding criterion all the physiotherapist professors who were working for more than a year in teaching at the collegiate course of Physiotherapy in the data's collection period. There were deleted the professors that did not fill out questionnaire or the participants that gave up on participating on the research. It was used with the professors a questionnaire where they had questions to characterize their socio demographic and occupational profile, like age, gender and training time. Besides that, they had orientations questions directing the research's topic, that being requesting the professor to explain how they carried the strategy in the classroom, which positive and negative factors were noticed in that strategy and yet the recommendations reported by the professors so that this strategy would be performed in successful way to promote student's learning. The analysis of the orientation questions was held in stages, in line with Bard in content analysis process, these phases were categorized in the subsequent steps: pre-analysis, material exploration and results' treatment, inference and interpretation. The pre-analysis concerns the complete contents' reading chosen by the systematized analyses of the material that is going to be examined. The investigation is concentrated on separating the important aspects, summarizing the paragraphs and basing the notes. And the last step is responsible for absorbing the contents gotten from the material (Silva e Fossá, 2015). The project was referred to the Research Ethics Committee of the Higher Education Institution, with Opinion No. 2 2,793,393. All participants were clarified about the goals, risks and benefits of the current study, as well as it was stated that they could give up on the research at any time with no penalty. To the ones that participated in the study were delivered an Informed Consent Form that was signed, respecting the ethical aspects according to Resolution 466/12 of the National Health Council.

RESULTS AND DISCUSSION

The study comprised 13 professors of the Physiotherapy course nevertheless, 3 were eliminated because they did not filled the questionnaire. The respondents were men and women, with ages between 29 and 51 years and with professional experience from 5 to 16 years. To keep the information's confidentiality, this way fulfilling the ethical character, the professors were randomly labelled as Professor 1, Professor 2, and so on.

The research was categorized according to the respective classes:

- 1) Way of using the seminar' strategy in the classroom;
- 2) Positive and negative aspects of the seminar's usage;
- 3) Recommendations to promote better learning through seminars.

Way of using the seminars' strategy in the classroom:

Vasconcelos and Souto (2016) exposed that stages to perform the seminar strategy with the goal of reaching the learning objectives. The authors labeled as steps: planning; delimitation of the displayed topics and their delegation; professors presentation of the technique; orientation and follow-up of the strategy development; and, lastly provocations exposure, generating the debate and giving feedback to the students. They highlight the importance of enabling students with the liberty to build technique, respecting their creativity and autonomy, with the professor having as function to perform the orientation, mediation, provocations and elucidation.

From the professor answers it was noticed that the seminars' teaching strategy is used in class by all the professors interviewed; here it is displayed statements regarding the ways' that each professors carries this strategy:

"I stimulate the students to perform an expository class looking for the discussion in the classroom with current articles, I use interactive debates with the group". (Professor 1)

"I present the strategy and explain to the students how the research's script will be carried as for the presentation and the topic that each group will address. I provide 20 to 30 minutes to each presentation and they display the used references. After the groups' presentations we open for discussions with the groups, asking questions and requesting other group to elaborate a question in consistence with the established script. And at the end, I tell them my considerations". (Professor 4)

"I share them in groups with different topics to be presented. In the classroom each group presents according to the group's organization using electronic devices, with videos and slides presentations. Each group assesses the others regarding the presentation and the ideas comprehension". (Professor 6)

"The topics are assigned so that the students do research about it and present in a dialogued and expository class way". (Professor 9)

Vasconcelos e Souto (2016), In the present paper, it can be noticed through the professors' statements that the major part of them did not define all the steps emphasized by Vasconcelos and Souto (2016), but in each answer there was at least one stage defined by the authors. Professor 6 statement, is limited to professors' attributions to the topics sharing. Nevertheless, Professor 4 fulfilled the assignments so that the

professor's actions to carry out the seminar strategy that were referred by Vasconcelos and Souto (2016), showing a good perception on how to manage the seminar in the classroom.

Positive and negative aspects of the seminar's usage: In line with Gil *et al.* (2017), the professors look for dynamic and creative teaching methods that may evoke the students' interest and purpose in learning, enabling them to feel more assertive in the learning process. The professors that were part of the current study showed positive aspects concerning the seminars' teaching strategy, but they also described some negative factors; below there are some examples:

" Students autonomy; responsibility; study; research; development of the teaching and learning process". (Professor 4)

" As the activity is carried in a group, not everyone participates and do research". (Professor 4)

" To check the students' ability to look for appropriate resources, with complete and satisfactory content. To observe their ability to speak in public; check their content learning ability and not the decoration". (Professor 5)

" The students used to shared the topic, fragmenting the knowledge inside the group; the other groups becomes disperses; there is low interaction among the groups concerning the thematic". (Professor 5)

"Everyone's active participation; interactivity; communication and oratory development; build up the posture; the themes deepening". (Professor 7)

"Nervousness and shyness endangers the debate's success and the themes development; lack of educational resources, impairing the listeners or participants understanding; with the lack of participation of all components in the pre-presentation stage". (Professor 7)

In accordance to the professors' answers, the main positive aspects were marked: students' autonomy, students' interest in learning content, students' active participation, communication and oratory progress. According to Paz, Nascimento and Silva (2016), the seminar displays as positive aspect the emergence of students autonomy, making him / her stimulated to study, being the co-responsible to learn and transmit what he has learned, allowing them to have better communication. In accordance with Fabbro *et al.* (2018), the seminar offers learning to the students, once that they have to do research to create the work, leading the students away of their 'comfort zone', facilitating this way a comprehension of the proposed topic. Moreover, the authors underlines that the seminar promotes a learning experience that is different from the traditional expository class, in which the professors is engaged in transmitting the content. The seminar is an strategy that has been often used in the Higher Education level, it is used to assist the students, making them have a more active participation, reaching promising outcomes and a greater memorization of the contents (Santana; Goya e Santos, 2017; Marcheti, 2001). As stated by professor 7, the seminar allows students to have an active participation, interaction, improving communication and the content learning. Conversely, Professor 7 when discussing the seminars' negative aspects, said that some student's shyness impacts on their explanation's efficiency, interfering in the content's comprehension by the listening classmates. Besides these negative factors, it was mentioned by the professors the absence of interest and

attention to another groups presentation. Paz, Nascimento and Silva (2016) refer as a negative aspect the possibility of existing a lack of motivation from the students' part, that being due to shyness or lack of interest in particular regarding the seminar's development, letting the other components of the group to take over the activity without contributing to the classmates.

3) Recommendations to promote a better learning through the seminars

When encouraged to describe suggestions with the goal of promoting more knowledge access through the seminar's teaching, the professors stated:

" I believe that the teaching strategy should look for the interaction and debates among the students with the request for questions elaboration, and discussion of the theme articles". (Professor 1)

" I believe that when performing a seminar for the students, we should direct questions to the other groups or even provide all the content so that they can study previously to the presentation, providing more interaction and understanding of the subjects addressed". (Professor 5)

"I suggest that the professors' follow up takes places, with the goal to evaluate the grades in a fair way. I recommend as well that the students, the ones watching the presentations participates of the assessment process of their classmates making them to pay more attention to the subject comprehending the groups proposed idea."(Professor 6)

" The strategies of which the student is the main character have been succeeding in the classes and have increased the level of knowledge acquisition and of the content interest. Strategies of which the students search for their own knowledge building it based on their own studies. ". (Professor 8)

In relation to the suggestions exposed by the professors, we realized that the majority of them was associated with the way of leading the seminars' teaching strategy. The interaction was the most highlighted suggestion in the participants answers. Some professors were participants in the interaction with the students, taking part in debates and answering to questions. Other teachers indicated the interaction's importance between the students, that being by making questions to the assessed group, or even participating in the assessment of the group that is presenting in order to keep the attention in the exposed contents. In addition to the interaction, another aspect stated by the professors was regarding the importance of the student being taken as the main character in the class, and the necessity for the professors monitoring in the phases carried by the students.

Santana *et al.* (2017) supports these considerations when stating that the seminar entails the active and collaborative students' participation where should be performed research on content, results exhibition and collective debates. In line with Toledo-Pinto, Cortinove and Carvalho (2017), the professor has the expertise to recognize the ways of teaching and their differences, having the possibility to choose the strategy that is more suitable to of each group of students, considering the specific characteristics of the discussion topics, being capable of reaching the success in their education form. Nevertheless, after assessing the professors answers, when questioned to add recommendation to deliver a better learning to the students with the seminar teaching strategy, we determined that many

professors recommended practices that should have been executed by them when including the seminar in the classroom, once that they are the characteristic approaches of the such strategy like: professors' follow up, stimulation of students' interaction and making the students the main characters in the classroom. Maybe the university teachers have to do more research about how to handle the seminar teaching strategy in a way that it is carried in the best possible way, offering learning to the students that meaning leading them to the success regarding the education way.

Conclusion

From this study it was possible to detect that the seminar's usage as a teaching strategy displays concerning the university professors' perception, various positive aspects. In accordance with the participants, the seminar expands the students' autonomy, making the students more interested in learning content, promotes the active participation and stimulates the communication and oratory development. Meanwhile, the professors detected some negative aspects like the absence of students' motivation that being because some of them are shy or even by the execution lack of interest which overloads other classmates.

Concerning the way of using the seminars' strategy, the professors did not display a standardization of the way to carry this strategy. Besides that, the study's data showed that the seminar usage is taken as a significant aspect of the educational process, which it makes possible the construction of knowledge in a dynamic and participative way. We recommend that further studies are performed focusing on the way professors conduct this strategy, once we have perceived from the collected data that there is normalization in the way of how to conduct a seminar.

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