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THEMATIC SEMINAR IN THE CONCEPT OF THE TOP EDUCATION OF THE IFTO - CAMPUS ARAGUATINS

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ABSTRACT

In the capitalist world the competition is fundamental for the development of progress, despite all technological advances, reading and oral communication is a prerequisite for a good academic and professional training. The thematic seminar became a helper tool in the classroom, being widely used especially in the university world, enabling the student, encouraging research and extension. Therefore, this research aimed to investigate the views of academics in higher education at the Federal Institute of Education, Science and Technology of Tocantins - Campus Araguatins, regarding the use of thematic seminar as a teaching and learning strategy and contributions to academic training and professional. To achieve the objectives of this study, we developed a field research, in which we applied a closed questionnaire for a total of 50 students of that institution, containing nine questions. The results showed the importance of integrating the use of thematic seminar as an effective technique to learning and the use of organized and structured way makes for a good training. Furthermore, this paper presents a small sample of the seminar's role in educating preparation.

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INTRODUCTION

Seminar is a methodological procedure, which implies the use of techniques for an in-depth study in a group on one or several subjects, where these groups of students have as their main objective to study, investigate and debate on certain topics, guided by a teacher. In which, the results of these surveys will be addressed in the classroom in a joint way, for discussions, suggestions and constructive criticism. These are the factors that increase the introduction of the seminar in almost all universities as appropriate to the learning of scientific research, in order to actively incorporate students into study activities, initiating them in intellectual

collaboration and preparing them for research and research. For through the seminar the students will be able to deepen and complete the knowledge on the subjects, to stimulate in a very interactive way the scientific research and to raise the level of the students and teachers more and more. The scientific and pedagogical importance of the seminars, especially for students of Scientific Initiation, is unquestionable. The research has the purpose of teaching and comes to help the learner to work with the mind, to reason and to face new challenges. The seminars allow the free movement of research with teaching and extension, since research intervenes in favor of knowledge without frontiers. In this way, the seminar can contribute respectively significantly, both in the cognitive aspects and in the orality practice. The

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use of this technique in the classroom brings a worrisome issue, the methodology worked by the teacher, because the way the educator handles the seminar in the classroom, directly affects the students' learning. Given this, the importance of continuing education is evident, having as its principle the professional qualification and the capacity for self-reflection, always seeking resources for the improvement of the pedagogical practice. The purpose of this article is to investigate the view of the academics of higher education at the Federal Institute of Education, Science and Technology of Tocantins - Campus Araguatins, regarding the use of the seminar technique as a teaching-learning strategy and contributions to professional academic training ; The significant aspects and / or difficulties experienced in the didactic conduction of the seminar in the university classroom.

MATERIALS AND METHODS

The research on thematic seminar was developed at the Federal Institute of Education, Science and Technology of Tocantins - Campus Araguatins (IFTO). It is located in the city of Araguatins in the extreme north of the State of Tocantins, from October 13 to 14, 2014, the target audience of this research being the academics of the higher courses of that institution. Initially, a bibliographical survey was carried out, using sources of books, scientific articles, etc., on the use of the thematic seminar technique. The research used was descriptive and quantitative, where a field research was developed through closed questionnaires, addressing students' evaluation of the use of the Seminar in the classroom. The population studied was 50 students from the three Upper Courses of the IFTO - Araguatins Campus, divided as follows:

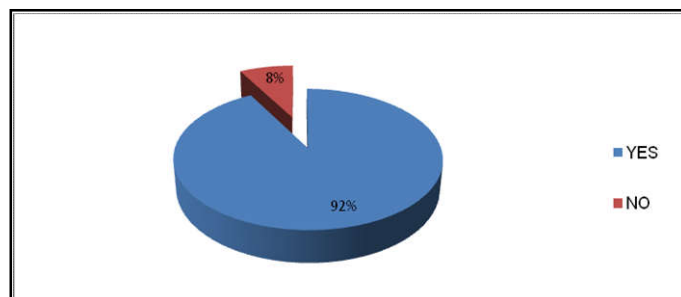
- Bachelor of Agronomy: 09 Questionnaires (01 Academic - 8th Period / 07 Academics - 6th Period / 09 Academics - 4th Period);
- Degree in Biological Sciences: 09 Questionnaires (02 Academics - 8th Period / 14 Academics - 6th Period);
- Degree in Computing: 09 Questionnaires (01 Academic - 8th Period / 16 Academics - 4th Period);

After the collection, the collected data were analyzed, later tabulated in electronic spreadsheets and converted into graphs and analyzed according to the quantitative approaches.

RESULTS AND DISCUSSION

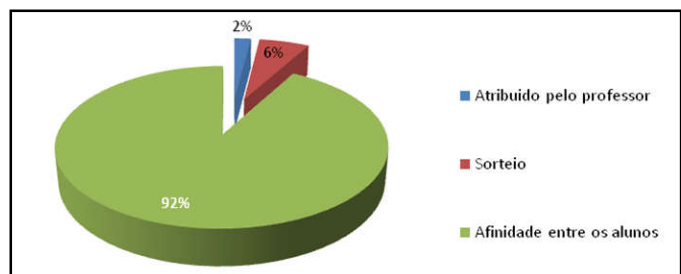
As presented in the objectives, the present work sought to analyze the use of the thematic seminar in the design of undergraduate students of the Federal Institute of Education, Science and Technology of Tocantins - Campus Araguatins. This teaching technique has expanded significantly in the academic world, since using it properly develops the critical sense and stimulates the student to the universe of research. The demonstration of figure 01: indicates that 92% of the students interviewed can define the purpose of the seminar, while 8% are not aware of this purpose. It is seen that most students are aware about the purpose of a seminar, although the interviewees being university students from the 4th periods onwards, there was still a small portion of lay people on the purpose of a thematic seminar. A similar result was found by Goulart, *et al.* (2013), when conducting a survey of high school students, found that most had limited knowledge about the seminar. It is noticeable that graduates deal more frequently with using this technique in the classroom, unlike

students in elementary education. Therefore, the above result corresponds to the university reality, where teachers use this technique as a form of preparation for oral exposure, in addition, demonstrate being able to seek knowledge and transmit at the same time. From the information obtained in figure 02, 92% of the students stated that the division of the groups in the assembly of a seminar, is done through affinity among the students themselves, while 6% are carried out by some lottery and 2% are attributed by the own teacher.



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

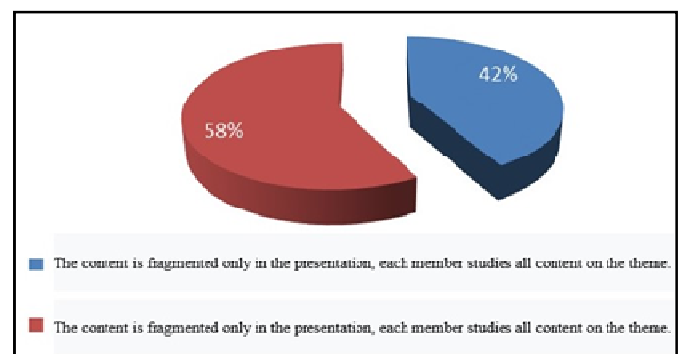
Figure 1. Can you define the purpose of the Seminar?



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 2. Generally, how is the formation of the groups performed?

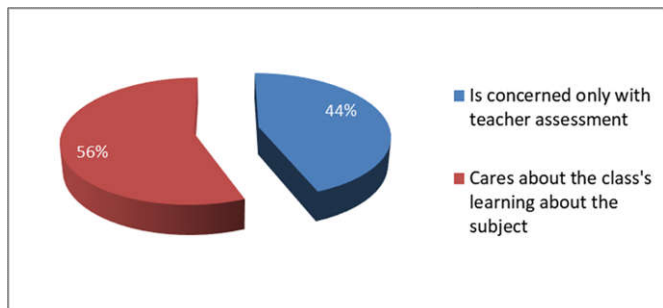
Group work can be an effective method if the process is shared by all members, distributing equal tasks so that everyone can dialogue together on a given subject. One of the important characteristics of group presentation is the ability of students to interact. However, this form of interaction is only effective if the division of the groups is carried out in a random way, and with the collective participation of both. According to Figure 03, it can be seen that fifty-eight percent of university students fragment the content and distribute to each member to study only the part that belongs to them, 42% mentioned that the content is fragmented only at the time of presentation and each component of the group is responsible for studying all content.



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

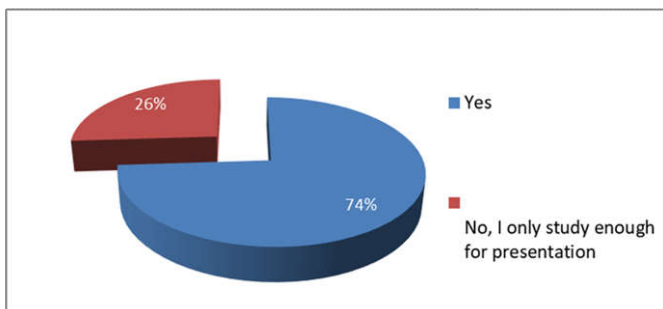
Figure 3. In preparing a seminar, what procedures do you and your group adopt regarding research and study of the topic?

This diagnosis shows that the divisions of the subjects are selected by some students, where each one is responsible for some of the work to be exhibited at the time of presentation, thus being a divided work, without collective participation. According to Masetto (2013) many times the teacher only attended without interfering in the presentation, being clear that this does not impel the resourcefulness nor the capacity to produce knowledge, communication, organization and foundation of ideas, production of knowledge in team, collectively. When analyzing figure 04, 56% of the students are concerned with the learning of the class, while 44% are only concerned with the evaluation of the teacher. In this sense, it is evident that some presenters mistakenly adopt the main characteristic of the seminary.



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 4. During the presentation of the seminar you?

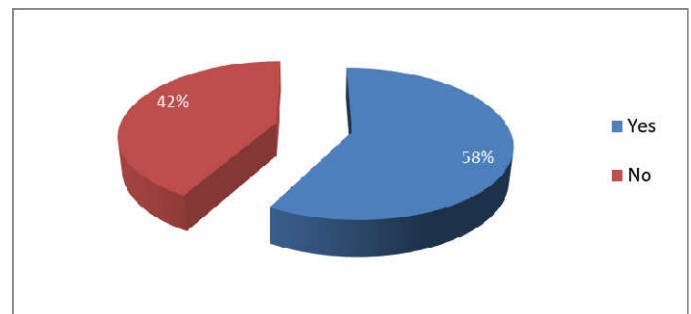


Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 5. When studying to present a seminar, you seek to delve deeper into the subject and actually learn the content

Unfortunately for some students, the evaluative method becomes more important than learning itself, due to the archaic teaching that some teachers inherited in their literacy, which has as an instrument to classify and label the students, who in the current scenario torments a good part of the students to get good grades to achieve certain objectives. But gradually this evaluative method is disappearing from the classroom, where a new evaluation methodology has been implanted by several educators. According to Luckesi (2008) the evaluation involves three stages: the first is to know the student's current level of performance (also known as diagnosis); the second is to compare this information with what is necessary to teach in the educational process (qualification) is to make the decisions that can achieve the expected results (plan activities, didactic sequences or teaching projects, with the respective evaluation instruments for each stage). In view of this, it is important to emphasize that most of the students did not really care about the evaluation process, in which it was emphasized that the main concern was to share knowledge with the class. Figure 05

shows the results referring to the presentation of a seminar, in which it delves into the content studied. Seventy-four percent answered that it delves deeper into the topic and that it really seeks to learn all the content, 26% reported that they only study enough for presentation. Seminar is a teaching method used by many professors, both in undergraduate and postgraduate courses, in order to teach the student to learn by researching. According to Freire (1996, p.11), "Those who teach learn by teaching and those who learn teach by learning." According to Zanon and Althaus (2010), the seminar aims to investigate a problem, analyzing critically the theme or ideas of the researched authors, proposing alternatives for solving problems. Critical dialogue should be established, stimulating knowledge in a collaborative way. Regarding the difficulties that students have to express themselves to the public, 58% said that this greatly impairs their performance in seminar, while 42% do not have obstacles, if expressed quite easily.



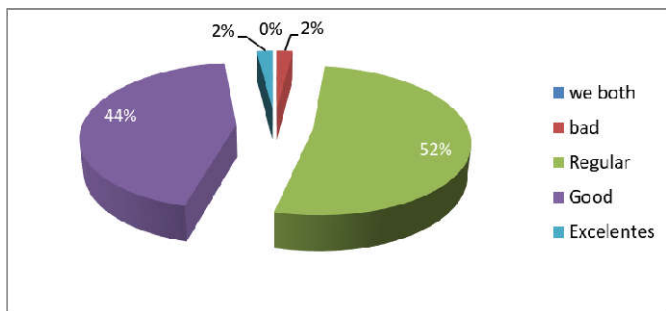
Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 6. Do you have difficulty speaking in public, and does this impair your performance in a seminar?

These results evidence a reality witnessed by some characters when speaking difficulties in public. Meanwhile, it ends up reflecting in the school performance, in a certain way, that causes a certain inconvenience to the student when exposing his ideas before an oral exposition. Faced with this, it is up to the teacher to use methods for the student to practice his orality. According to Goulart (2006, p 235). [...] the practice of oral language in the classroom should privilege the communicative and interactional dimension of the language and guarantee the expansion of the student's communicative competence, with the general objective of promoting the exercise of citizenship.

One of the harmful factors in this regard, we can highlight the excess of shyness that some students inherit in childhood, drags through adolescence until reaching adulthood. This behavior is reflected in schools, in the social environment, compromising their professional performance. Based on figure 07, they questioned the quality of the seminars presented in the classes, 52% stated that the presentation of their seminars was regular, while 44% said they were good, 2% said they were bad and 2% only agreed that Seminar presentation are excellent. In the past, the seminar was only used for the training of postgraduate university students, today it has arrived as the main evaluation medium in school settings whether they are students of elementary, middle or undergraduate. This new method of teaching is becoming increasingly widespread in schools, where didactic methods came to prevail, according to Morais (2005, p.10). "Dialogic, participative, interactive classroom, bet on the work shared

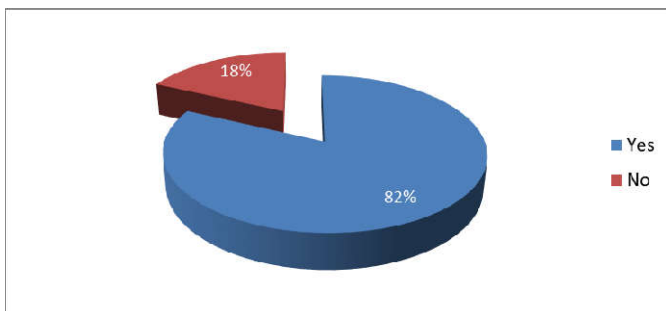
between teacher and student will require another ethic of the master and a more effective role of the learner."



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 7. Judge the quality of the seminars presented in your class

In examining Figure 08, it was found that 82% considered that the seminar is a great technique for acquiring learning. In addition, it is of fundamental importance to the relevance of this technique in the matter of elevating the student to become a critical and participatory being in the teaching and learning process, while 18% disagreed with the efficiency of this technique.



Source: Federal Institute of Education, Science and Technology of Tocantins (IFTO)

Figure 8. Do you consider seminars an efficient learning technique?

Therefore, it is plausible to point out that the use of this technique is immersive for the learning process, for Santos (2012, 55), "students learn with the teacher and also with their peers, since teachers and students can not be seen as independent subjects, isolated from their history, but rather beings contextualized." However, the role of the teacher in the seminar is to guide, guide the students in a way that promotes learning. A similar result was found by Santos (2012), in which he made an analysis with several academics, in the course of Chemistry, 38.46% stated that the seminar technique stimulates learning, 60% of students in the Electronics course said they stimulate reading and research. In relation to the contribution of the seminar in academic and professional formation is shown in figure 09. In which, 100% of the students stated that the use of this technique is extremely relevant for the investigative process, and in preparing for the exercise of citizenship and qualification professional. When participants were asked if they believed that the seminar contributes to their academic and professional training, they all said yes. The use of the seminar in an organized and structured way contributes to learning, as well as "professionally training individuals capable of dealing with information of all types and means in order to broaden their culture and academic

training" (LARCEDA, 2008, 131). However, as a complement to this information, it is necessary for the learner to seek several complementary activities, in order to collaborate to build student knowledge. The importance of the seminar for scientific and pedagogical production is relevant for the development of a range of skills that will be useful in working life. For the use of this technique in the classroom shows the reality experienced by some professionals, be they education or the business world.

Conclusion

Based on the results obtained, it is important to use the thematic seminar, since it increases the knowledge of the learner, and applicability opens space for research and communication on relatively controversial issues. Above all, it is up to the teacher to lead the seminar, encouraging students to ask about it. Another important factor to consider is the contribution of the seminar in the professional life of the student, because they believe that this technique aims to instruct the student for future assignments in the process of preparation of the domain. To the extent that the students cohabit with the seminar on a daily basis, they are building the critical desire and deepening in the research universe. From this assumption comes the role of the educator, as the main mediator. With regard to teaching in higher education, the seminar plays a very important role in the preparation of the student, since the success of the seminar depends on the effective involvement of all in the preparation. In addition, the teacher needs to be attentive in the construction of the seminar, guiding them in the course of the research, in order to solve certain problems, so that the student can succeed at the end of the research. The research shows that the seminar technique contributes to the academic and professional formation of the students, however, it was pointed out some difficulties in expressing themselves to the public, as well as difficulties that only hinder the performance of the student. However, the seminar contributes as a tool of assistance in the construction of the student's knowledge. However, it is worth mentioning that the use of this technique does not replace the teacher's class, serving only as a complement.

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