

Monitoring: Syllabus division between teaching assistants (ta's) and the improving in quality of teaching and supporting to the discipline of animal physiology II**Monitoria: Divisão de ementa entre monitores e melhoria na qualidade do ensino e suporte à disciplina de fisiologia animal II**

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ABSTRACT

This work is an experience report of academic teaching assistance activities carried out in the discipline of Animal Physiology II of the Veterinary Medicine course of Universidade Federal de Goiás (UFG), now Universidade Federal de Jataí (UFJ). The monitoring activities in Animal Physiology II were carried out in the first semester of 2016. The discipline had a workload of 96 hours, distributed in 8 weekly hours, whose weekly classes are 6 theoretical hours and 2 practical hours. During this semester, a new form of assisting students was implemented in order to assess the performance of students as well as the monitors involved in the discipline, allowing a more concrete learning and higher performance and dedication of teaching assistants throughout the monitoring assistances given to students in Animal Physiology II.

Keywords: Clinical Case, Knowledge, Syllabus, Teaching

RESUMO

Este trabalho constitui um relato de experiência das atividades de monitoria acadêmica realizadas na disciplina de Fisiologia Animal II do curso de Medicina Veterinária da Universidade Federal de Goiás (UFG), atual Universidade Federal de Jataí (UFJ). As atividades de monitoria em Fisiologia Animal II foram realizadas no primeiro semestre de 2016. A disciplina possuía carga horária de 96 horas, distribuídas em 8 horas semanais, cujas aulas semanais eram de 6 horas teóricas e 2 horas práticas. Durante este semestre uma nova forma de monitoração foi implementada de modo a avaliar o rendimento dos alunos bem como dos monitores envolvidos na disciplina, possibilitando um aprendizado mais concreto e maior desempenho e dedicação por parte dos monitores ao longo das monitorias ministradas aos alunos de Fisiologia Animal II.

Palavras-chave: Caso Clínico, Conhecimento, Ementa, Ensino

1 INTRODUCTION

Monitorship can be given as a means of supporting students, helping to gain knowledge and clarify frequently existing doubts related to the discipline (Lins et. al., 2009). The act of monitoring functions as a complement to the theoretical classes, which are carried out in extra-class hours so that students can be available and thus be present (Barros and Carpes, 2010; Filho et al., 2019). Also, monitorship has an important role in terms of consolidating the teaching assistant's (TA) personal and didactic knowledge and development. Schneider (2006), points out that monitoring contributes to the development of “pedagogical competence”, being a normative teaching activity. Thus, it is understood that monitoring brings numerous advantages to the TA that is committed to it.

The TA is given as an instructor who must always be updated so that it can be recognized and trusted by the assisted students, since, if the TA student has his identity lost, the teaching and learning process deviates and the TA function is considered to be inferior (Cordeiro and Oliveira, 2011). Therefore, considering the extension of the existing syllabus in certain disciplines, such as Animal Physiology, the adoption of a new teaching methodology is made useful, which bases on the division of the syllabus between paid and volunteer TA's. Thus, the TA can show better performance, dedicate himself, not lose his functional identity, and assist students and supervising professor.

2 OBJECTIVE

Based on the proposed methodology for the discipline of Animal Physiology II in the first semester of 2016, the aim of this work is to present and report the improvement in the teaching of animal physiology based on the division of the syllabus between the three teaching

assistants responsible for the discipline. Thus, elucidating the improvement of learning, solidification and quality of monitorship for students participating in the discipline.

3 MATERIAL AND METHODS

The methodology used for the monitoring activities of the discipline of Animal Physiology II in the first semester of 2016 was based on the division of the syllabus between the three TA's responsible for the discipline, these being one paid TA and two voluntaries TA's. Physiology teaching is divided according to the syllabus into:

- Physiology of the Cardiovascular System;
- Physiology of the Respiratory System;
- Physiology of the Renal System;
- Physiology of the Gastrointestinal Tract of monogastric and polygastric: Motility and Secretion

Considering the overall division of the syllabus, different roles were attributed to the three responsible TA's so that they could give more focus to certain contents during the semester and, thus, teach the content more clearly to students with doubts regarding the content. Therefore, TA's, together with the supervising professor responsible for the discipline of Animal Physiology II, established different methods of assisting students in the monitorship based on the capacity and individual ability of each TA. To better elucidate the implemented method in the monitoring of each of the three TA's, consider a symbolic division between the three TA's. For this, the paid monitor is named as TA 1 and the voluntaries TA's as TA 2 and TA 3.

According to the division previously established in a meeting with the supervising professor and three TA's, TA 1 was responsible for assisting students with physiology of cardiovascular and renal systems, TA 2 was responsible for the physiology of gastrointestinal tract of monogastric and polygastric, while TA 3 for the respiratory system physiology as shown in Table 1. Since then, each TA has established a different method of managing their monitoring to better focus on the subjects that he or she was assigned to, thus, improving in addition to the quality of the support provided to students of the discipline, TA's knowledge and skill as a teacher of animal physiology. The methods adopted together with the supervisor for each TA are shown in Table 2.

Table1: Division of monitoring activities between the three TA's responsible for the discipline of Animal Physiology II

Teaching Assistant	Subjects
TA 1 (paid)	Physiology of Cardiovascular System and Physiology of Renal System
TA 2 (volunteer)	Physiology of Gastrointestinal Tract of monogastric and polygastric
TA 3 (volunteer)	Physiology of Respiratory System

Table 2: Methodology adopted by each monitor to support students in the discipline of Animal Physiology II

Teaching Assistant	Physiological System	Adopted Methodology
TA 1 (paid)	Physiology of Cardiovascular System	Collective classroom study using a whiteboard, clarifying common doubts to students participating in the monitorship
	Physiology of Renal System	Preparation of clinical cases with the supervising professor, so that the student does research on the physiology of the renal system and at the same time seeks to compare normal physiology with the pathology presented by the patient demonstrated in clinical cases. Following, the discussion of clinical cases in class during monitorship to help students with doubts in solving them
TA 2 (volunteer)	Physiology of Gastrointestinal Tract of monogastric and polygastric	Setting up study groups (round table) to discuss the content given in the classroom with students with previously studied content
TA 3 (volunteer)	Physiology of Respiratory System	Setting up study groups with students participating in the discipline of Animal Physiology II to discuss the content present in the chapters indicated for study

4 RESULTS AND DISCUSSION

Based on the applied methodology, TA's surely had more time available to dedicate themselves and focus on the subject to which they were assigned to conduct the monitoring. This made it possible for the TA to detail and deepen a certain subject, in addition to being able

to clarify students' doubts in a more confident and accurate way. In addition, there was no work overload for any of the TA's, which made it possible to regularly carry out the course without any negative interference in their performance throughout the semester.

The division of the proposed syllabus for the discipline of Animal Physiology II between the three TA's allowed a certain flexibility with regarding to the interaction between the TA and the role as TA. In other words, the choice of a specific monitoring method for each TA allowed them to feel more comfortable to help students in a more convenient and comfortable way, having so positive effects. These effects come from a personal point of view of the TA when referring to teaching capacity, and from the students' point of view, when referring to their ability to internalize and understand what is being taught by the TA's.

With focus on students participating in the discipline of Animal Physiology II, it was noticed during monitorship that they were more participative and more aware of the discussed subject, being the subject presented through a group discussion, such as a round table, or through previously reported clinical cases proposed by the professor of the discipline and TA's.

5 CONCLUSION

The adoption of the syllabus division between TA's as a methodology for the discipline of Animal Physiology II allowed greater dedication and time on the part of TA's, so that they could better detail the proposed content and thus clarify the greatest possible number of doubts brought by the students. Thus, there was an improvement in the quality of monitorship, as well as better performance by the students. Equally important, the fact that TA's were able to dedicate themselves to a certain subject allowing a greater integration and solidification of knowledge as a whole.

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