



Aprendizagem baseada em projetos aplicada a cursos de formação inicial e continuada em Cultura Maker [

2022

text (article)

Analítica

This article presents the use of the Project-Based Learning (PBL) methodology as a practical method for the execution of two 40-hour Initial and Continuing Training (ICT) courses in the Maker Culture area for the hybrid class format with teams formed by undergraduate students in Control and Automation Engineering from the Federal Institute of Amazonas Campus Manaus Distrito Industrial (IFAM CMDI), developed over 14 weeks. Providing students with training in this area has become an even greater challenge because it took place during the Covid-19 pandemic period. At the end of the courses, all 36 participating students filled out a form presenting their perceptions of the courses. The results indicated a positive evaluation of the activities, highlighting the relevance of practical activities throughout the courses so that they did not become tiring, preventing students from dropping out. It is considered important to include remote research and guidance activities, together with face-to-face activities in a maker space using the PBL, which allowed the application of the contents in projects of interest to the students, fixing the contents taught

This article presents the use of the Project-Based Learning (PBL) methodology as a practical method for the execution of two 40-hour Initial and Continuing Training (ICT) courses in the Maker Culture area for the hybrid class format with teams formed by undergraduate students in Control and Automation Engineering from the Federal Institute of Amazonas Campus Manaus Distrito Industrial (IFAM CMDI), developed over 14 weeks. Providing students with training in this area has become an even greater challenge because it took place during the Covid-19 pandemic period. At the end of the courses, all 36 participating students filled out a form presenting their perceptions of the courses. The results indicated a positive evaluation of the activities, highlighting the relevance of practical activities throughout the courses so that they did not become tiring, preventing students from dropping out. It is considered important to include remote research and guidance activities, together with face-to-face activities in a maker space using the PBL, which allowed the application of the contents in projects of interest to the students, fixing the contents taught

This article presents the use of the Project-Based Learning (PBL) methodology as a practical method for the execution of two 40-hour Initial and Continuing Training (ICT) courses in the Maker Culture area for the hybrid class format with teams formed by undergraduate students in Control and Automation Engineering from the Federal Institute of Amazonas Campus Manaus Distrito Industrial (IFAM CMDI), developed over 14 weeks. Providing students with training in this area has become an even greater challenge because it took place during the Covid-19 pandemic period. At the end of the courses, all 36 participating students filled out a form presenting their perceptions of the courses. The results indicated a positive evaluation of the activities, highlighting the relevance of practical activities throughout the courses so that they did not become tiring,

preventing students from dropping out. It is considered important to include remote research and guidance activities, together with face-to-face activities in a maker space using the PBL, which allowed the application of the contents in projects of interest to the students, fixing the contents taught

<https://rebiunoda.pro.baratznet.cloud:38443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzIxMzE0Nzg>

Título: Aprendizagem baseada em projetos aplicada a cursos de formação inicial e continuada em Cultura Maker electronic resource]

Editorial: 2022

Tipo Audiovisual: Project-based learning Maker culture Initial and continuing training Aprendizaje basado en proyectos Cultura maker Formación inicial y continua Aprendizagem baseada em projetos Cultura maker Formação inicial e continuada

Documento fuente: Revista Ibero-Americana de Estudos em Educação, ISSN 1982-5587, Vol. 17, N°. 3, 2022 (Ejemplar dedicado a: Edição em organização, inclusão de artigos, processamento e editoração), pags. 1943-1957

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Portuguese

Enlace a fuente de información: Revista Ibero-Americana de Estudos em Educação, ISSN 1982-5587, Vol. 17, N°. 3, 2022 (Ejemplar dedicado a: Edição em organização, inclusão de artigos, processamento e editoração), pags. 1943-1957

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es