



PROJECT-BASEAD LEARNING IN A BRAZILIAN GRADUATE PROGRAM OF PSYCHOLOGY

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Abstract:

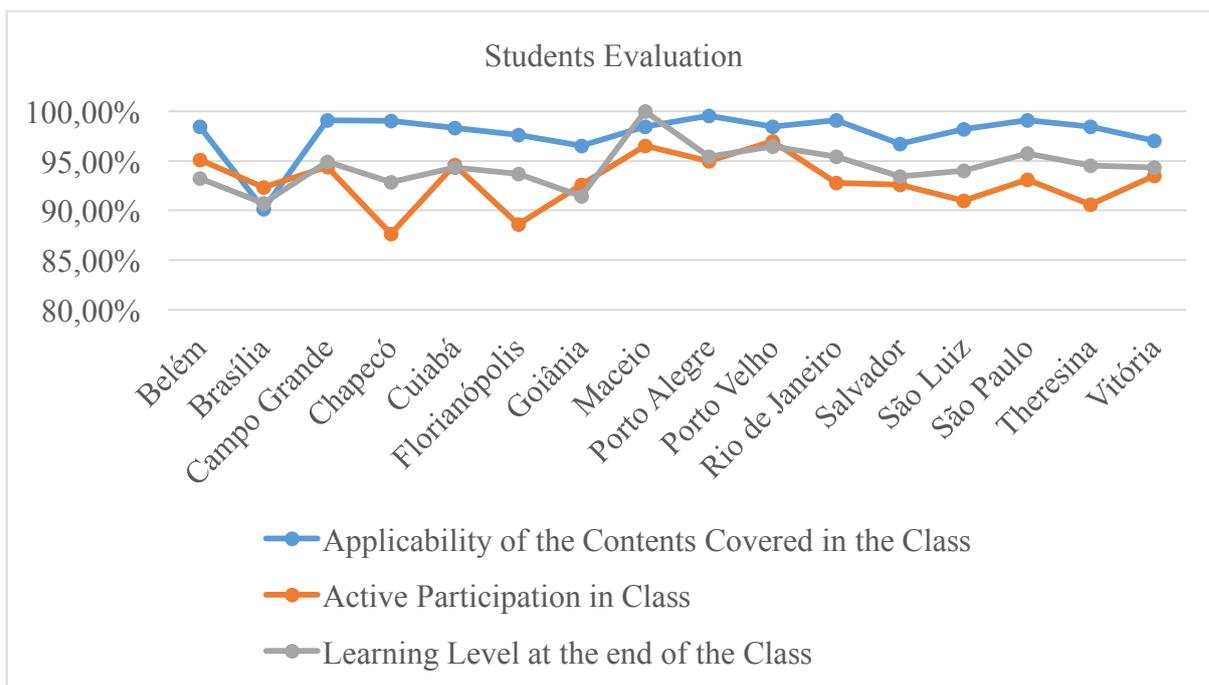
This project study aims to present the results of the use of Project-Based Learning methodology in a group of 701 Brazilians psychologists in 16 Brazilian's state for 2 years.

Introduction:

This study aims to present the results of an assessment of students that studied in a graduate program of Psychology, which adopted a Project-Based Learning methodology. The information obtained refers to the student's evaluation of one the compulsory subjects offered by the course, called Psychological Assessment in Professional Orientation and Career Guidance. The purpose of this subject is to teach the concepts related to the practice and theory of professional orientation; discuss the elements inherent in the various processes of evaluation and intervention of the psychologist in this context; and present the main resources and instruments of psychological assessment.

The data of this proposal came from the evaluation of 701 students, with different ages and time of professional experience, from 22 classes, in 16 different Brazilian states. The initial results indicate a great satisfaction in the use of the methodology of learning based on projects, greater understanding of the content of the discipline, many reports of professional gain in the construction and execution of the project and excellent feedback about the subject.

The class has a payload of 20h and in the end every student made an evaluation. The graphic bellow shows the data received by the research from different cities, they are about an evaluation made by the students about the dynamic and content applied in class, as well an auto evaluation and participation with content acquired.



The graphic shows the evaluation made by the students about the class. It's possible to notice in all of the cities almost 100% of the students agree that the content has high applicability in their professional lives. It's also possible to notice that the participation in class has a score higher than 85%. It was also possible to notice that the students had a great evaluation about the learning acquired.

There is a growing number of works focusing on Project-Based Learning and the construction of an evaluation method that provides this perspective for students, regardless of content, age range and life experience, may favor a greater engagement and understanding throughout their professional development.

References

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