

PROJETO INTEGRADOR: UMA PROPOSTA TRANSDISCIPLINAR DE APRENDIZAGEM BASEADA EM PROBLEMAS

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Resumo

Considerando os principais desafios sociais de conexão entre o mundo da educação e o mundo do trabalho é que se buscou desenvolver uma metodologia que fosse ao encontro da legislação nacional, considerando a educação básica integrada ao ensino profissionalizante e aproximando a premissa da inter-relação entre ensino, pesquisa e extensão. A metodologia de projeto integrador, no Instituto Federal Catarinense *Campus* São Bento do Sul, surge da necessidade de conectar e significar os conhecimentos teóricos, tanto da base comum, quanto da base técnica, às demandas sociais existentes, por meio do desenvolvimento do potencial crítico, reflexivo e criativo dos estudantes do ensino médio. Este trabalho objetiva apresentar e disseminar a metodologia desenvolvida para projeto integrador, como componente curricular do eixo politécnico, apresentando os principais resultados do primeiro ano de sua aplicação, no primeiro ano do ensino médio dos cursos de Técnico em Segurança do Trabalho, Informática e Automação Industrial, integrados ao ensino médio; potencializando a relação entre ensino, pesquisa e extensão.

Palavras-Chave: Problematização. Criatividade e inovação. Ensino, pesquisa e extensão.

Program of Integration of Research and Extension to Teaching in Campus Florianópolis

Abstract

The Program of Integration of Research and Extension to Teaching in Campus Florianópolis was designed to promote the articulation between the different roles of the IFSC, guaranteeing the indissociability between teaching, research and extension, and encouraging innovation and entrepreneurship; seeking to articulate different initiatives, previously conceived in isolation, allowing the combination of efforts and the integrated action among activities, projects, programs and other initiatives of the academic community of Campus Florianópolis. According to the IDF of the IFSC (2015-2019), the indissociability between teaching, research and extension presupposes that each of these activities, even if carried out in different times and spaces, has a fundamental axis: to constitute the social role of the institution to democratize the knowledge and contribute to the construction of an ethical and solidary society. Through the Notice 41/2017 / PROPI / PROEX / Campus Florianópolis, resources were allocated in the amount of R \$ 379,200.00, receiving 40 project proposals of 4 and 8 months (in the first call for papers), to be implemented in 2018, in the following project modalities: 1) Projects to integrate research and extension into teaching; 2) Research and extension projects with didactic-pedagogical purposes; 3) Support to Team Nucleation for Competitions of Technical-Scientific Knowledge and Professional Competences; 4) Intergroup Projects of Scientific Research and Technological Innovation; 5) Scientific and Technological Dissemination Projects for the National Science and Technology Week (SNCT); 6) Projects to integrate the research and extension to the teaching of the Sustainable IFSC Program; 7) Projects for the integration of research and extension to the teaching of the National University Pact for the Promotion of Respect for Diversity, Culture of Peace and Human Rights; 8) Projects for integrating research and extension into the teaching of Tutorial Education Programs (PET); 9) Applied Research Projects with external fund-raising to the IFSC.

Key words: indissociability, teaching, research and extension, articulation, social impact