

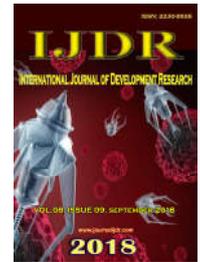


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## LECTURECLASS AND PHILIPS 66: A LOOK ABOUT THE TEACHING STRATEGIES FOR ACADEMIC STUDENTS

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### ABSTRACT

The present paper sought to develop and analyze two teaching and learning strategies used in the classroom. The participants from this experience were 43 undergraduate students, who undertake the subject of Entrepreneurship in the Administration course in Lajeado-RS. The goal is to demonstrate that it is possible to become a more dynamic class in the educational process. For the theoretical basis from this study, it was based on: Libâneo (1994); Freire (1996); Filion & Masseto (2000); Yin (2001); Anastasiou & Alves (2003, 2004, 2006 and 2012); Gil (2012) and Mazzioni (2013). The teaching strategies used were dialogs and Phillips 66. It is understood that the first one is a didactic strategy of exposing the content. In its turn the second one, that is, the Phillips 66 strategy consists of a group activity. This research approximates a case study and has a qualitative approach, whose result shows that the strategies used provided greater involvement among the students, who dialogued in the search for more correct answers. It is concluded that the strategies helped in the teacher-student interaction, providing innumerable advantages such as: analysis, interpretation, criticism, observation, teamwork (more pleasant classes), sharing of experiences (through reports), respect for different opinions and contributions to the whole process which achieved the planned objectives.

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### INTRODUCTION

In the search for a quality education, the professor is in constant challenge in order to identify strategies which can

help to establish interpersonal relations with the students in the teaching and learning process. The word strategy comes from the Greek *strategia* and the Latin *strategia* which "means the art to apply or explore the means and the favorable and available conditions, focusing on achieving specific objectives" (Anastasiou; Alves, 2012, p. 75-76). According to these authors, the teaching strategies are methods or techniques developed to be used as a means to boost the teaching and the

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learning. The use of strategies does not start by chance, the professor should take into consideration the context in which the students take part and, thus, defines what strategy should be used (Mazzioni, 2013). The role of the professor is considered as the true strategist, in the sense of studying, selecting, organizing and proposing the best tools to facilitate the learning, by inducing students to react to provocations, and contributing with the way the class happens (Mazzioni, 2013). When it comes to strategic practices in classroom, the authors Anastasiou and Alves (2012) agree with Filion (2000), when they affirm that the strategies of teaching are related to the analysis, selection and use of facilitating tools, but they are not limited only in teaching techniques, since they involve determinants such as the description, thought operations, the dynamics of the activity and the assessment of the process. Thus, in order to increase the levels of teaching and learning in classroom, by letting them more attractive, the objective of this paper is to develop and to analyze two strategies, expository class and Phillips 66, in the subject of Entrepreneurship applied in Administration in Lajeado – RS.

**MATERIALS AND METHODS**

In order to use teaching and learning strategies, at first one should understand its concept. The author Masetto contributes by defining:

[...] the strategies for learning are an art to decide about a set of provisions, which promote the achievement of the educational objectives by the apprentice, from the organization of the classroom with its desks to the preparation of the material to be used (Masetto, 2003, p. 86). When a strategy is used, new conditions are allowed for the student shows his way of thinking, his forms and ways of acting. However, the knowledge that the student has already had is essential for the choice of strategy, along with his way of being, acting and his personal dynamics (Anastasiou e Alves, 2003). Techniques developed collectively take the student to study a problem, be collaborative, expose his point of view and discuss about a topic, learning to establish a relation between the topic at hand and his pre-existing experiences over time. The professor can contribute by identifying the guiding factors from the choice of strategies which are better adapted to the class profile he is going to work with (Mazzioni, 2013).

This way, Anastasiou and Alves (2006) argue that:

[...] the professor should be a true strategist, who justifies the adoption of the term strategy, in the sense of studying, selecting organizing and proposing the best facilitating tools for the students to appropriate the knowledge. As a result, the class planning is indispensable, in order to make it thought-provoking, stimulating and meets the purpose of the teaching and the learning (ANASTASIOU e ALVES, 2006, p.69). Hence its importance for the professor to meet the student profiles and identify their needs, since he manages, through new methods, to develop dynamics that keep the students’ attention and facilitate the process of teaching and learning, by ensuring them the construction of their knowledge (Anastasiou; Alves, 2012). Such fact is confirmed by Gil (2012), when he claims that the strategies or dynamics applied in groups develop the skills, considering that those ones are not possible to reach, when they are used individually. In this context, there is a permanent need to plan classes and organize its execution, in order to make them interesting to the students,

by stimulating them to achieve their objectives as well as providing the learning and encouraging their entrepreneur profile. For the practice planning, one started from Anastasiou and Alves’s ideas (2003), presented in sequence, containing the descriptions and dynamics of each strategy used in this paper, that is, the expository class and Phillips 66.

**The strategy of the lecture class**

It’s a teaching strategy to expose the content with the active participation from the students, considering that the previous knowledge should be taken as a point of anchorage. The professor encourages his students to ask questions, criticize and dialog with the object of study, from the recognition and the confrontation with the reality. From this teaching, one seeks to encourage the critical analysis of the students, resulting in the production of new knowledge and stimulation of the dialog (Anastasiou & Alves, 2006). Libâneo (1994) helps us to understand this teaching, when he says that: “[...] teaching methods are actions of the professor in which the teaching and student activities are organized to achieve objectives of the teaching work regarding the specific content” (Libâneo, 1994, p. 152). However, the application of teaching strategy, in a lecture class, is characterized by the exposure of the content, since the student is led to participate of the dialog by using his previous knowledge acquired (Freire, 1996). Hereafter, on the Square 1, the authors Anastasiou and Alves (2003) reinforce the description and dynamics of an activity directed to a lecture class, along with their corresponding characteristics.

**Square 1–Strategy of lecture class**

DESCRIPTION	It’s an exposure of content, along with an active participation of the students, whose previous knowledge should be considered and can be taken as a starting point. The professor leads the students to ask questions, interpret and discuss the object of the study, from the recognition and the confrontation with the reality. It must encourage critical analysis, resulting in the production of new knowledge. It proposes overcoming the passivity and intellectual immobility of the students.
DYNAMICS OF THE ACTIVITY	The Professor contextualizes the theme in order to mobilize the mental structures of the student to operate with the information he has brought with himself, articulating them to those that will be presented; he presents the objectives of the study of the unit and its relationship with the subject or course. His exposure should be well prepared, can demand examples from the students and search the establishment of connections between living experience from the participants, the objective studied and the general knowledge of the subject. It is important to hear the students in order to identify their reality and their previous knowledge, which can mediate the critical apprehension of the subject and problematize that participation. The advantage of this strategy is the dialog open to question, critics and doubt solution: it is indispensable that the group discusses and reflects about what is being treated, in order to elaborate an integrative synthesis made by everyone.

Source: Processo de ensino na Universidade (Anastasiou; Alves, 2003, p. 84)

This way, the professor should be the mediator, according to Masetto (2000), so that the students ask questions, interpret and discuss the object of study and/or the content of the subject. The main focus for this kind of expository class is the dialog, when there is space for questions, critics, discussions and reflections.

## Phillips 66 strategy

The Phillips 66 strategy “is a group activity in which an analysis and a discussion are done about themes/problems from the context of the students. It can also be useful for obtaining quick information about interests, problems, suggestions and questions” (Anastasiou; Alves, 2004, p. 87).

**Square 2. Phillips 66 Strategy**

Description	It is group activity in which an analysis and a discussion are done about themes/problems from the context of the students. It can also be useful for obtaining quick information about interests, problems, suggestions and questions.
Dynamics of the activity	1 – Share the students in 6-member groups who can discuss a subject, theme, problem in the search for a solution or final synthesis or even temporary one for 6 minutes. The synthesis can be explained for more 6 minutes. As a support for the group discussion, one can take as a basis a text or simply the theoretical contribution that the students have already brought with himself. 2 – Prepare the best way to present the result of the paper, in which all the groups explain the results through his representative.

Source: Processo de ensino na Universidade (Anastasiou; Alves, 2003, p. 94)

Still according to Anastasiou and Alves (2003), the strategy presented in the Square 2 can be used both for moments of mobilization and also for synthesis elaboration. An important Phillips 66 characteristics consists of the stimulation of the objectivity on the part of the students, since the number of members is previously stipulated, as well as the time for discussion and socialization.

## Development of the research

This study was developed with 43 undergraduate Administration students in the Entrepreneurship subject in Lajeado-RS. The execution of the strategies happened in the first semester of 2018, specially in March. All the students signed in the Inform Consent Form (IC), in which they are aware of the steps of this papers and gave consent to their participation. Besides, based on the IC, they had the assurance they would not be identified when the results are disseminated and the information obtained would be used exclusively for scientific purposes linked to research. In that research, the methodological procedures were: what is close to the case study that, according to Yin (2001, p. 32), is defined as “[...] an empirical investigation which that explores a contemporary phenomenon within its real-like context, especially when the limits between the phenomenon and the context are not clearly defined [...]”; and the way of the approach was qualitative. Two strategies were defined to be developed with the group: the lecture class and Phillips 66. The first strategy, lecture class, began the week before the main meeting, by the indication and availability from the movie “*Quem se importa?*” (Who cares?) by the filmmaker Mourão (2018). Students were requested to watch the movie and take notes about the theme, which would be worked posteriorly in class. After that, in the class day, the theme about social entrepreneurship was presented by the professor, movie theme, from the slides containing characteristics, concepts and advantages. In order to make a

parallel with the movie and the theory in classroom, students participated by making comments about the movie, whose entrepreneurial action from the actors performed in their realities, through their experiences living in communities from each location became a great motivational impact. For this Strategy, some criteria were followed, such as: planning of the object of study, that is, the process of teaching and started from the choice of a documentary directed by the filmmaker Mara Mourão, who approaches the social entrepreneurship; the presentation of the object of study, which moved the mental structures of the students when they watched the documentary in advance, leading them to the previous knowledge; and, at last, the exposure of the subject, providing the student to connect the concepts about the social entrepreneurship and their pre-existing experiences. The second strategy of teaching and learning was Phillips 66. Its application started from a text taken from G1 by Globo News, published in March 8th in 2016, whose theme “Empreendedorismo social cresce entre jovens no Brasil” (Social Entrepreneurship grows up among young people in Brazil) was shared to the groups formed by six students. The groups had six minutes to appropriate the understanding of the text, more six minutes to discuss the following question: “When the social entrepreneurs play the role of agents of change?” And, finally, they had more six minutes to present their conclusions.

## RESULTS AND DISCUSSIONS

**Strategy of lecture class:** It is noticed that, through the observation in the development of strategies and the reports from the students, they felt encouraged to solve the proposed question, since the strategies provided the debate and a more detailed analysis from the relation of the movie with the theory taught. These observations corroborate Anastasiou and Alves’s thought (2004), in which the strategies applied stimulated the quick, spontaneous and creative thought of the students. With the focus on teaching the subject “social entrepreneurship” in class, the link of the documentary “*Quem se importa?*” (Who cares) was made available for the undergraduate students so that they watch it and identify characteristics of the entrepreneur, the concepts and the base that supports the social entrepreneurship action. Based on this, they were supposed to come up with ideas that could be applied in their communities to solve some existing social problems for the class day. By applying this strategy, it was possible to notice that a link of knowledge was established that encouraged the conceptual design from the theme approached, restored from the opening movie. The relevance of this strategy allowed an intense expository dialog with the students, by making a connection of the movie with the theoretical topics, providing space for several questions and critics, as well as the experience report from a student who devotes himself to the social entrepreneurship in the city where he lives. Finally, it is important to highlight that, so that the expository class reaches the objectives planned, it is indispensable that the professor makes a quick explanation to the students in which there is a logic sequence between the material made available for study and the presentation in classroom.

Thus, preparing a class in advance, considering the characteristics and the level of development of the students help the achievement of a good didactic exposition. However, it is necessary to look at the context in which the school is inserted and work with these elements, because, this way, the

student will have more facility to involve himself in the proposed activities by exposure.

**Estratégia Phillips 66**

For the authors Anastasiou and Alves (2003), this strategy must be developed in two moments. The first one consists of sharing the class in groups with six students so that they can discuss the subject for six minutes. In the second one, each group should explain, through a chosen representative, the result of the discussion for more six minutes. By following and respecting the conditions of execution from this strategy, at first groups were formed from a count of 1 to 6, made by the professor, and, after that, each student corresponding to the number received can join himself the related numbers. A post-itnotepad was randomly assigned to each group, so that they could take the appropriate notes after the discussion time. The text “Empreendedorismo social cresce entre jovens no Brasil” (Social Entrepreneurship grows up among young people in Brazil) assigned to the groups referred to the same subject and was taken from G1 website. After 6-minute reading, the students needed to answer the following question: “When the social entrepreneurs play the role of agents of change?” Thus, more 6 minutes were given so that the students took notes their answers and put them on the whiteboard, as show in the Picture 1 below. Later, each group, through a representative, presented their ideas for the whole class. The professor participated as a mentor, in charge of controlling the time and mediate the presentations of each group.



Source: Created by the authors

**Picture 1. Contributions from each group**

Below in the Square 3, some answers were highlighted that point out the readings made by the students of the groups. During the implementation of the strategy, it is noticed that the students, after the reading of the main text, involved themselves even more dialoguing with the group in search for an answer to the core question. Thus, all the groups were able to elaborate a synthesis, within the expected period of time, highlighting the characteristics of the Phillips 66 Strategy, which consists of the stimulation of objectivity on the part of the students, considering that the stages are timed (Anastasiou & Alves, 2003). Thus, the Phillips 66 strategy created possibilities of learning through a joint work, whose participation of the members values the team as being in a group. Knowing how to work in group is one of the demands of the job market, and this strategy provided the change of the knowledge, the speed in the accomplishment of the activity and in the optimization of the time.

**Square 3. More meaningful contributions**

GROUPS	OBSERVATIONS
01	They have the view and the perception that the community needs some improvements.
	He believes in the dream of a person who will improve his life.
	He practices an action to improve the community.
	He encourages other people to do some tasks to improve the community where they live.
	When he uses his knowledge to help his neighbor.
02	Focus on community of low income.
	Understand the reality of the community.
	Be proactive by materializing the ideas.
	Accessibility.
03	Solve the problems of the community through the community's participation.
	Help other entrepreneurs.
	They have attitude that cause impacts.
	They seek to solve problems.
04	They do not conform to reality.
	They look for joining the community even more.
	Strategies.
	Engage the private sector with the public one.
05	Help the community to grow up gradually.
	He teaches and learns with the community.
	He donates himself to the volunteer work.
	He searches for improvements to the community.
	He presents focus on what he wants to do.
06	He seeks to be supportive with the community.
	He creates accessibility.
	He believes and gives importance to the community.
	He thinks of doing good deeds, helping the neighbor without aiming the profitability.
	Make the difference by helping the neighbor.
	He creates awareness that can be transformative.
	He proposes to change people's life.
	He believes in what can contribute with the Community and do not expect by the actions from the public institutions.

**Final Considerations**

This paper focused on developing and analyzing the teaching and learning strategies –Lecture Class and Phillips 66 – for the undergraduate students of the Administration course, through the Entrepreneurship subject in Lajeado-RS. Nowadays, applying only a strategy would be incompatible with the heterogeneous reality of our students, who transform themselves at any moment. It is noticed that any teaching strategy has strengths and weaknesses, however there is not the right or wrong strategy, the best or the worst one, but that one the professor chooses with the assurance he will achieve the objectives and goals, with the intention of contributing to the formation of the students.

At the end of this paper, it became evident that the strategies used helped in the interaction professor/student, providing innumerable advantages, such as: the analysis, the interpretation, the critics, the observation, the exemplification and the comparison. Regarding to the social entrepreneurship teaching, it is promoted the awakening of some skills like: teamwork (more pleasant classes), the sharing of acquired experiences (through reports), the respect to different opinions and the contribution so that everyone could achieve the planned objectives. Therefore, it is necessary to reinforce the importance of the choice of teaching and learning strategies, which encourage the effective participation of the students and provide security to the professor.

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