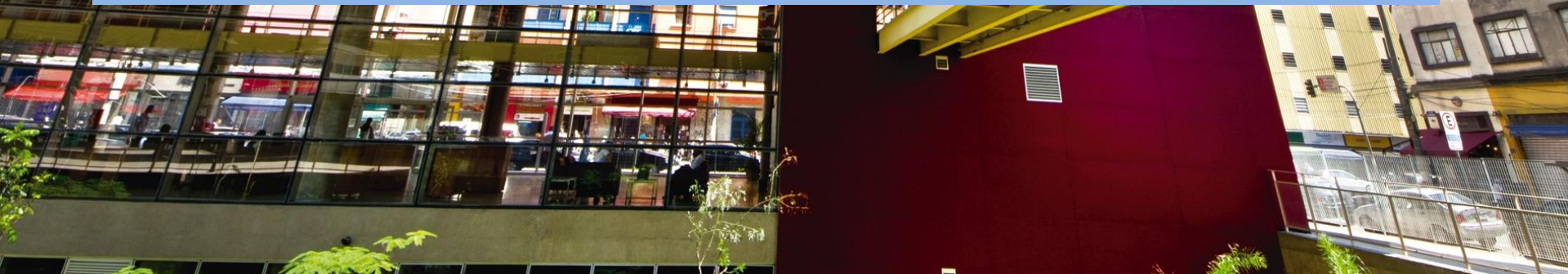



III Meeting on Active Methodologies Fatec Americana


The original presentation was made in Portuguese and presented in Portuguese. This a version in English to help the colleagues.



III ENCONTRO SOBRE
**METODOLOGIAS
ATIVAS**

Fatec
Americana
Ministro Ralph Biasi

 25/05/2019
(sábado)

 09h às 13h

Palestra de abertura:

"O Papel Docente e Discente: Métodos Ativos
de Ensino e Aprendizagem, Epistemologia,
Didática e Avaliação"
com Prof. Dr. Renato Kraide Soffner

Inscrições: [HTTP://BIT.LY/MATIVAS3](http://bit.ly/mativas3)

LOGISLAB PROJECT: USE OF TEAMS IN LOGISTICS TEACHING

Prof. Me. Adm. Reinaldo Toso Júnior

Faculdade de Tecnologia “Dr Archimedes Lammoglia” – FATEC INDAIATUBA - CPS

**Rua Dom Pedro I, 65 - Cidade Nova I | CEP 13334-100
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Doutorando em Projetos (RVOE SEDUC D-110499) na Universidad Internacional Iberoamericana -UNINI

**Calle 15 num. 36, entre 10 y 12, IMI III | Campeche, México. CP 24560
(981) 12-71047**

Orientador: Professor Catedrático Luís Borges Gouveia

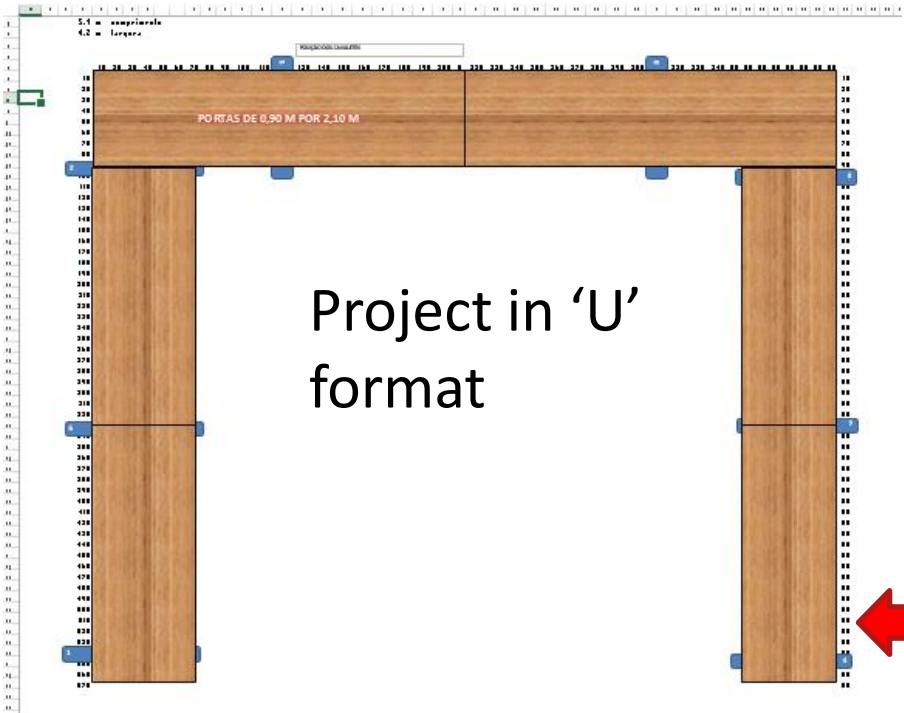
Sala A-9

This presentation summarizes the Logislab project which is teaching logistics through mock-ups. The objective was the use of a model that represented all modalities and a supply chain for the teaching of Logistics.



Problem

This project had as problem the improvement of the teaching of the logistics in a Superior Courses of Technology in FATEC of INDAIATUBA



Project in 'U' format

<https://fatecid.files.wordpress.com/2014/06/projeto3.png>



11 melhores imagens de LOGISLAB FATEC ID | Teaching, Four square e ... Pinterest Logislab Fatec Indaiatuba

<https://i.pinimg.com/originals/6d/54/29/6d54292553b1982c49d5de9ebfa5a7a6a.jpg>

This problem arose from the moment it was understood that the dichotomy in teaching by curricular grades does not allow the systemic view of the supply chains.

The model was the form, as an instrument of mediation.



Logislab - FATEC Indaiatuba · 15 de junho de 2018

Conflito = justificativa

<https://www.facebook.com/Logislab/photos/pcb.849500618568678/849499531902120/?type=3&theater>

The instrument was a model of 11m2 in a room of 48 m2 and that is a laboratory with about 3 thousand pieces.

The construction of the model was together pupils and teacher, the latter being the mediator.



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LOGISLAB ACTIVITY ON MAY/06/2016 - exclusive reproduction for academic purposes

O projeto foi aprovado em 2007 na congregação (colegiado).

Teve como mentor o Professor Dr. Alfredo Colenci Jr. e a participação deste autor e do Professor Me. Sandro Roberto da Silva Calabrezi.

Contou também com o apoio e colaboração do Diretor da FATEC Indaiatuba o Professor Dr. Luís Antônio Daniel.

A principal forma de coleta de dados foi por meio da observação direta do professor tanto em aula como por meio de mídias sociais.

A coleta de dados quantitativos foi prejudicada em função de outros fatores intrínsecos e extrínsecos ao projeto.

O que não impediu a coleta qualitativa de dados em função dos anos de duração do projeto, de 2007 até 2019 (atual).

Os fatores podem ser:

- (a) Preparação acadêmica - qualidade da instrução anterior.
- (b) Integração social - atividades no campus da universidade = habilidade de interação social.
- (c) Integração acadêmica - habilidade do estudante de participar ativamente dos eventos e atividades na unidade e fora da unidade.
- (d) Compromisso com a instituição - percepção que o estudante tem da instituição que está estudando.
- (e) Compromisso com o objetivo – utilidade do diploma e esforço necessário para obtê-lo.
- (f) Ambiente - finanças, trabalho e família.
- (g) Características demográficas - habilidades e atitudes que os estudantes trazem do ensino médio para a faculdade.

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The methodology used was project, which guided all the work.

The methodology in the activities action research, where the teacher indicated a situation that would have to be solved and the students researched and applied the knowledge.

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The theoretical framework for this project is very broad, but it is suggested that interested teachers should to study the Reverse Theory:

Telic - objective and Paratelic - playfulness/funny

Ludicity is what permeated this process, it is understood the playfulness with young adults.

(Apter M. J., 2005, p. 14)

Regarding the objective, the project was successful because it was possible to use the model for teaching logistics through activities carried out inside the laboratory with the students.



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4th MANAGEMENT V - in Logislab - FATEC Indaiatuba. September 9, 2015.
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Regarding the dichotomy problem, the answer was that it is possible through teacher-mediated activities to develop the skills and abilities necessary for systemic vision.



Logislab - FATEC Indaiatuba. Exclusive reproduction for academic purposes. · September 23, 2015 4th MANAGEMENT V

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Other results were the development of interpersonal skills, such as:

Collaboration, cooperative relations within the group, proactivity and in the sphere of knowledge Transversal learning has taken place, among several one can mention: electronics, electrical and parts and pieces construction.

Other FATECs replicated the methodology and was very positive..

The results are being analyzed through the author's doctoral program to study the implications of the methodology and its use.

The project continues with the support of the new Director of FATEC Indaiatuba Prof. José Luís Marques and under the guidance of the advisor Prof. Dr. Luís Borges Gouveia.

Apter, M. J. PERSONALITY DYNAMICS. KEY CONCEPTS IN REVERSAL THEORY. 2005. Loughborough. UK. APTER International.

Costa, Oberdan Santos da; Gouveia, Luis Borges. MODELOS DE RETENÇÃO DE ESTUDANTES: ABORDAGENS E PERSPECTIVAS. REAd. Revista Eletrônica de Administração (Brasil). 2018. p. 155-182.

Obrigado (Thank you)

