

COMUNICAÇÃO ORAL 7

Teaching clinical toxicology with a bilateral international cooperation between a Portuguese and a Brazilian University: a pedagogical experience to share

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Resumo

Introduction: Since the early medieval times of their foundation, the academic movement of students and teachers has defined the very matrix of universities, fostering scientific knowledge, pedagogical and cultural experiences [1,2]. The COVID-19 pandemic dramatically limited academic mobility but the shift towards online teaching opened interchange opportunities and promoted active learning strategies to overcome restraints to on-site teaching. **Objectives and Methods:** Both the MSc Course on Analytical, Clinical and Forensic Toxicology of the Faculty of Pharmacy of the U.Porto (MTACF) and the Post-graduation Program in Bioexperimentation (PPGBioexp) of the University of Passo Fundo, Brazil, teach Clinical Toxicology. The bilateral collaboration project set in in 2020/2021 involved (i) shared lectures, (ii) a shared journal club and (iii) mobility for the thesis experimental plan. In this case, geographical and cultural differences greatly impact the topic (e.g. on the type of intoxications). During approximately 4 weeks, the students (17 MTACF and 8 PPGBioexp) viewed online classes, synchronously and asynchronously (depending on the time of the lecture, considering the distinct time zones). The journal

club task was assigned to groups with Portuguese and Brazilian students and contributed to their final classification (20% for MTACF, 60% for PPGBioexp). After the last class, an anonymous survey using google form evaluated the satisfaction of the students. The mobility for the thesis was not possible due to the pandemic travel restrictions. **Results:** The learning experience of the shared classes was rated “regular” by 31.6% and “great” by 68.4% of the enquired students (n=19). The Journal club was rated “regular” by 10.5% and “great” by 89.5% of the students. Major positive aspects included the interchange of knowledge and experiences, the quality of classes and teachers, and the cultural experience. Major negative aspects included defective audio of video recordings, less engagement in asynchronous viewing of lectures and awkward time of the classes due to time zone differences. For the next academic year, a reinforcement of the active learning activities and exclusively synchronous classes are planned. **Conclusions:** Online teaching and active learning strategies have enormous potential to engage students in the teaching/learning process, improving both their scientific curricula and soft skills.

Keywords: international collaboration; active learning; toxicology courses; synchronous/asynchronous lectures

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