Teaching Improvement Programme at the University of São Paulo
School of Medicine: A 5-years Follow-up.

Elia Garcia Caldini,
School of Medicine,
University of Sao Paulo, Brazil.
E-mail: elia@usp.br

Gisela Dantas Macedo,
School of Medicine,
University of Sao Paulo, Brazil.
E-mail: paefmusp@usp.br

Marcelo Alves Ferreira,
School of Medicine,
University of Sao Paulo, Brazil.
E-mail: piktor@usp.br

Abstract

The “Teaching Improvement Programme” (TIProgramme) at the University of Sao Paulo School of Medicine aims to prepare graduate students in teaching activities at undergraduate courses. It is designed to give the opportunity for Master and PhD students to develop their pedagogical skills. The School of Medicine offers 26 Areas of study in its graduate level allocated in several Departments. The TIProgramme consists of an initial Pedagogical Preparation (a postgraduate course, lasting at least 45 hours, exploring key issues in learning and teaching in higher education) followed by a six months Supervised Internship in Teaching. During this period, the graduate student works with one professor of a Medicine, Speech Therapy, Physiotherapy or Occupational Therapy course. The TIProgramme is not mandatory and the students can choose any Department for the Supervised Internship. The University provides a modest stipend intended to cover transportation and meal expenses during the Internship. The goal of this study is to analyze the adhesion of Master and PhD level students to the TIProgramme considering their different Areas of study among other factors. Data of number and gender of students, origin Area, and Internship department, from the last five years, were used to achieve this goal. Students from Areas characterized by basic biological research with transdisciplinary approaches show higher adhesion to the TIProgramme.

Key Words: Teacher training, higher education, graduate student, teacher education programme, pedagogical and practical issues.