

CONTRIBUTION OF MONITORING IN THE ACADEMIC TRAINING OF HEALTH PROFESSIONALS: A REVIEW

CONTRIBUIÇÃO DA MONITORIA NA FORMAÇÃO ACADÊMICA DE PROFISSIONAIS DE SAÚDE: UMA REVISÃO

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ABSTRACT

Interactions with the environment, social stimulation, and environmental conditions drive intellectual progress. Academic monitoring profoundly impacts building new knowledge, thus providing educational enrichment and significantly affecting future health professionals. The purpose of the study was to carry out a literature review on the importance of monitoring experiences and their contribution to the academic training of health students. This is a literature review. Journals were selected using the Pubmed, Scholar Google, and Virtual Health Library (VHL) databases. The studies reviewed show beneficial changes in learning, such as improving situational skills, including active listening, empathy, and humanized care. The experiences refine interpersonal skills, requiring students to be creative, investigate, and think logically when solving problems. They also raise awareness of didactic-pedagogical sensitivity and self-expression, fostering confidence in understanding one's weaknesses and encouraging autonomy in constructing knowledge. It is also the first step towards teaching practice. These findings refer to nutrition, nursing, physiotherapy, dentistry, medicine, and physical education students. It can be concluded that the monitoring activity leads to promising results in the social and behavioral spheres, which include interpersonal skills, reflecting on empathetic conduct that favors humanized care, as well as boosting skills in the academic and scientific context, such as logical reasoning, autonomy in the construction of knowledge, security, development of weaknesses, strengthening of theoretical expertise and independence in the construction of new knowledge.

Keywords: Academic Performance; Academic Success; Active Learning; Experiential Learning; Degree Health Programs.

RESUMO

O progresso intelectual é impulsionado pelas interações com o meio, pelo estímulo social, e condições ambientais que estamos inseridos. Com isso, a monitoria acadêmica exerce profundo impacto na edificação de novos saberes, propicia assim um enriquecimento acadêmico, e impactando significativamente nos futuros profissionais da saúde. O propósito do estudo foi realizar uma revisão na literatura sobre importância das vivências em monitoria, e sua contribuição na formação acadêmica em estudantes dos cursos da saúde. Trata-se de uma revisão da literatura, em que a seleção de periódicos foi realizada por meio dos bancos de dados Pubmed, Scholar Google e Biblioteca Virtual em Saúde (BVS). Os trabalhos revisados evidenciam mudanças benéficas no aprendizado tais como aprimoramento das habilidades situacionais que inclui: escuta ativa, empatia e atendimento humanizado. As vivências refinam aptidões interpessoais, exigindo do aluno criatividade,

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investigação e pensamento lógico na solução de problemas, ocasiona consciência da sensibilidade didático-pedagógica e autoexpressão favorecendo segurança na compreensão das próprias fragilidades e incentivando a autonomia na construção do saber. Além disso, é etapa inicial para a prática docente. Esses achados são referentes aos discentes graduandos em nutrição, enfermagem, fisioterapia, odontologia, medicina e educação física. Conclui-se que a atividade de monitoria leva a resultados promissores no âmbito social e comportamental, que abrange aptidões interpessoais, refletindo em uma conduta empática favorecendo um atendimento humanizado, além de, impulsionar habilidades do contexto acadêmico e científico como raciocínio lógico, autonomia na construção do conhecimento, segurança, desenvolvimento das fragilidades, fortificação do conhecimento teórico e autonomia na construção de novos saberes.

Palavras-chave: *Desempenho Acadêmico; Sucesso Acadêmico; Aprendizagem Ativa; Aprendizagem Vivencial; Programas de Graduação em saúde.*

INTRODUCTION

The opportunity to participate in the theoretical and practical services provided by universities profoundly changes the academic trajectory, allowing students to enter an environment of intellectual enrichment through their practice. Lev Semenovich Vygotsky (1991) proposes that intellectual development depends on social interactions and living conditions, i.e., the tutor and the group, to be full and real. Only in this way can intellectual maturation be achieved. In his theory of constructivism, Jean Piaget (2005) states that the construction of knowledge results from personal construction through individual interaction with the physical environment and social interaction with the world of social relations. As a result, failure to articulate theoretical and practical knowledge tends to impoverish health education, discouraging students from dealing with diversity and learning. Given this, Corral-Mulato (2011) emphasizes that the individual, through the search for and construction of knowledge that relates the complexity of life's context to the emergence of illnesses, provides health professionals with the skills to face new challenges in the future.

According to Soares (2008), the main function of tutoring is to enrich the student's academic life, i.e., to promote interdisciplinarity and unite theory with practice during the activities carried out, maximizing student learning and stimulating interest in academic subjects. Accordingly, De Almeida (2019) reports that as an apprentice, the monitor can be seen as an intermediary between the teacher and other students, facilitating communication exchanges. In this context, the study by Ferreira, Da Silva Carlos, and Navarro (2023) on the subject of nutritional assessment in the nutrition course demonstrates the importance of monitoring practical subjects in the health area through a questionnaire with objective questions, verified satisfaction on the part of the students regarding teaching.

Paulo Freire (2005, 2011) discusses teaching and learning as the central protagonists in constructing knowledge, making dialog the means of meeting thinking subjects, and engaging them in

modifying the reality in which they are inserted. This horizontal exchange reinforces empathy, humility, and respect between educators and students. Based on this premise, the monitor shares a more specific view with the teacher in the same way that they make how certain content is transmitted to the students more flexible and organized. Therefore, for the full transmission of knowledge between the subjects who articulate the construction of knowledge and subsequent modification of reality, it is important to have compliant, clear, and effective communication. As an example, the research carried out by Caetano *et al.* (2023) showed that students who took part in the monitoring program of health courses such as Physiotherapy, Nutrition, and Dentistry built new skills due to the demands of solving issues of resistance and lack of communication being of fundamental support to the student. This study aimed to review the literature on the importance of monitoring experiences and their contribution to the academic education of health students.

METHODOLOGY

This work presents a literature review using the convenience method, which discusses a given subject by gathering scientific works considered important by the researcher (GALVAO, RICARTE, 2020). The choice of research topic was based on the need to clarify the contribution and importance of the monitor's role in the academic education of health professionals. In this way, a better understanding of the subject is developed, reinforcing the need for better clarification on the topics of this review and the addition of literature since it is possible to identify a deficit of publications on this subject. Journals were selected through the Pubmed, Scholar Google, and Virtual Health Library (VHL) databases, selecting articles related to the topic. The journal search took place in February 2023 using the Medical Subject Headings (MeSH) "Academic Development," "Learning," "Monitoring," and "Graduate Programs in Health." Around 5,000 articles associated with the main theme were found; however, the search prioritized publications produced in Brazil and published in Portuguese in the last ten years as an inclusion criterion, as this better reflects the reality of our health education. The exclusion criteria were articles in other languages that only addressed the topic in some scientific descriptors. This way, 40 relevant articles were selected, and 14 were chosen after critical analysis. They were associated with each other in their lines of information, seeking to form linear knowledge.

RESULTS

The extraction form, consisting of the following variables, was used to analyze the articles: title, journal, authors, objective, methodology, and main results, as described in Table 1. In addition,

the main health courses found and subsequently analyzed were nutrition, nursing, physical education, dentistry, physiotherapy, medicine, and pharmacy.

Table 1 - Articles found by searching databases.

Title	Authors	Objective	Methodology	Main Results
Monitoria acadêmica da disciplina de avaliação nutricional: relato de experiência no processo de retorno as aulas presenciais pós pandemia	Ferreira, Da Silva Carlos and Navarro (2023) NUTRITI-ÇÃO	Report on the experience of academic monitoring in the return to face-to-face classes in the hybrid format.	A qualitative-quantitative experience report.	There was a 25% increase in the average of evaluations and 100% satisfaction with the monitor's activities and ways of working, both face-to-face and remotely.
Vivências da monitoria nos cursos da área da saúde de uma instituição de ensino superior durante a pandemia do novo coronavírus: construindo teias e desatando nós	Caetano, <i>et al.</i> (2023)	Use the SWOT matrix to show the teaching-learning process's strengths, opportunities, weaknesses, and threats.	This is a descriptive study, experience report type.	Monitoring in Emergency Remote Teaching was essential for establishing links and was of fundamental importance for students.
A importância da monitoria na formação acadêmica do monitor: um relato de experiência	Matoso (2014)	To describe the author's experience of monitoring the subject of body systems, nursing.	This is a descriptive study, experience report type.	Monitoring was extremely important for my personal and professional growth as a nursing student.
O ensino remoto emergencial sob a perspectiva de um monitor-discente: um relato de experiência	Gibaldi, (2022)	This is a report on the experience of academic monitoring. It also analyzes the challenges during this period and their importance for effectively planning new pedagogical methods.	This is a descriptive study, experience report type.	Training in new knowledge, interpersonal experiences, and learning with each student and teacher.
As monitorias de ensino e sua contribuição para a formação inicial: a percepção de acadêmicos/as de Educação Física monitores/as em disciplinas de esportes coletivos	Fontoura; Da Silva Ilha and Corrêa (2023)	To understand the contribution of monitoring in team sports subjects to initial education in Physical Education.	A descriptive exploratory study that followed the principles of qualitative research.	Monitoring made a significant contribution to the student monitor's initial education.

<p>Importância da monitoria no processo de ensino-aprendizagem na formação de alunos e monitores em odontologia: relato de experiência</p>	<p>De Queiroz, <i>et al.</i> (2019)</p>	<p>To demonstrate the importance of academic monitoring of the student-monitor through studying and teaching their monitor-student-teacher learning.</p>	<p>Experience report-type study.</p>	<p>It encourages integrated education for students in teaching and professional activities, promoting a greater understanding of the scientific world.</p>
<p>Monitoria em nutrição em saúde pública e sua relevância no processo ensino-aprendizagem na formação acadêmica do nutricionista</p>	<p>Ferreira, <i>et al.</i> (2021)</p>	<p>An experience report of the academic monitoring activities in the Public Health Nutrition subjects.</p>	<p>This is a descriptive study, experience report type.</p>	<p>Through academic monitoring of public health nutrition subjects, nutrition students should be encouraged to establish their competencies and skills in collective health.</p>
<p>Monitorias em tecnologias digitais: Um relato de experiência no curso de nutrição da UFT</p>	<p>Da Silva, <i>et al.</i> (2022)</p>	<p>Report on the experience and development of digital technology monitoring in the nutrition course at UFT.</p>	<p>This is a qualitative study, experience report type.</p>	<p>The program has benefitted the students and contributed to the monitors' search for knowledge about digital resources.</p>
<p>Impactos da monitoria acadêmica de anatomia humana: concepções de estudantes de enfermagem</p>	<p>Costa de oliveira Souza, <i>et al.</i> (2020)</p>	<p>To evaluate the impact of academic monitoring in Human Anatomy for Nursing students.</p>	<p>A descriptive study with a quantitative approach.</p>	<p>The nursing students could better understand the subject of Human Anatomy through the monitoring classes.</p>
<p>Monitoria acadêmica em enfermagem: uma revisão de literatura</p>	<p>De Barros, <i>et al.</i> (2020)</p>	<p>Curiosity about monitoring's contributions to academic and professional education.</p>	<p>Literature review type research.</p>	<p>Monitoring impacts interpersonal relationships, theoretical knowledge, and the motor skills inherent in the profession.</p>
<p>A importância da monitoria acadêmica no processo de ensino-aprendizagem na formação dos alunos de fisioterapia e medicina: relato de experiência</p>	<p>Da Conceição, <i>et al.</i> (2017)</p>	<p>To demonstrate the importance of academic monitoring as a teaching-learning tool for professional education and educational development.</p>	<p>This is a descriptive study, experience report type.</p>	<p>In undergraduate courses, monitoring is seen as an instrument for improving teaching.</p>
<p>A monitoria e seu papel no desenvolvimento da formação acadêmica</p>	<p>Vicenzi, <i>et al.</i> (2016)</p>	<p>To identify the monitor's perception of the activity and its importance in their academic education.</p>	<p>Application of a specific questionnaire to students who have been monitored</p>	<p>Monitoring allows students to understand the importance of ethics, constant updating, and entrepreneurship in their education as future market professionals or researchers.</p>

O início da docência universitária: a importância da experiência como monitor em disciplinas acadêmicas	Borges and González, (2017)	To describe the contributions of monitoring in academic subjects to the work of university teachers in their first two years at university.	This is a qualitative approach study, of descriptive mode.	Monitoring academic subjects allowed new teachers to gain relevant experience in the development of teaching, constituting an important moment for acquiring knowledge, which reduced the difficulties of starting work in higher education.
Formação docente durante a graduação: o projeto de monitoria no departamento de educação física da UFRN na percepção dos discentes	Costa Neto, (2022)	The purpose of the monitoring project is to analyze, through the perceptions of the students participating in it, what contributions the project has made to their initial education during their undergraduate studies and the reasons that led them to participate.	This is a descriptive study with a qualitative approach.	The monitors emphasize that participation in monitoring is essential for their initial education as future teachers. For the motivational aspect, they highlight the need to gain experience in teaching and develop skills such as autonomy and responsibility.

Source: Author's construction.

DISCUSSION

Given the results obtained, students can actively and meaningfully improve their situational observation skills during the monitoring period. This includes practicing skills such as active listening, which influences empathetic spirituality, caring for people, and providing humanized healthcare. This results in academic enrichment, allowing autonomy to understand knowledge and encouraging responsibility and commitment to learning (FRISON, 2016).

Being in direct contact with interns and teachers strengthens bonds, provides diverse situations in different contexts that enable pedagogical contributions, and helps one understand and learn from each student's conduct in the routine. It is a source of mutual social knowledge, strengthening those involved and enabling greater horizons and academic perspectives (MATOSO, 2014). Likewise, their importance goes beyond the objective of gaining degrees and educational curricula. They place themselves in an amateur way in the mentor's profession, experiencing more actively the realization of the teacher's role in daily activities (MATOSO, 2014; GIBALDI, 2022). Given this, theoretical teachings must be improved and reinforced for full understanding. Monitoring strengthens the assimilation of this skill, positioning theoretical and practical knowledge head-on and reinforcing the field of learning and knowledge (FONTOURA, 2023; DE QUEIROZ *et al.*, 2019).

Monitoring is, therefore, extremely important for improving the quality of teaching and learning in the practical education of health students. University nutrition students in public health, consider monitoring as a deeper involvement in the academic issues, such as starting research and preparing these activities to accompany students in their teaching process (FERREIRA, 2021). Still, on nutrition, research by Da Silva *et al.* (2022) revealed better student adaptation to social isolation and better impacts on education through the monitoring of digital technologies. Nursing students identify the effects of these activities, especially in anatomy, as positive due to an improved understanding of the subject (COSTA DE OLIVEIRA SOUZA, 2020). Furthermore, to corroborate these findings, the literature review carried out by De Barros *et al.* (2020) showed a positive impact on the expansion of the pedagogical knowledge of nursing students who took part in the monitoring program, as well as ingenuity, research, self-expression, logical reasoning, understanding, and didactic sensitivity, creativity, self-expression, logical reasoning, understanding, and didactic-pedagogical sensitivity in their relationship with their fellow students.

To this end, the magnitude of the monitoring program significantly impacts interpersonal relationships and skills related to the profession (DE BARROS, 2020). In addition, its contribution to academic and professional development is notable for students in medicine and physiotherapy. It enables them to identify their weaknesses, leading the advisor to build new methodologies (DA CONCEICAO, 2017). Consistent with this explanation, a survey of undergraduate dental students found that almost all of those interviewed said that this model of activity helped in their training and learning (VICENZI, 2016). Similarly, for physical education students, it is possible to identify that the experiences they have had as monitors in their subjects have enabled them to start working in higher education in a safer way (BORGES; GONZÁLEZ, 2017). In addition, the study by Costa Neto (2022) emphasizes that participation in the monitoring project is crucial for their initial education as future teachers since it allows them to develop skills inherent to teaching practice.

Active listening is another factor that expands the monitors' repertoire for future professional work, which differs from hearing. Listening is an intentional act of full, focused attention that supports an emotionally welcoming, non-judgmental space in which the person transmitting the information listens better to themselves through the listener. Therefore, it is the ability to be fully present in the encounter with the speaker, being the genuine form of their history, allowing the space for speech without interruption (MALTA, 2020).

This ability to be present generates empathy, enables humanization in healthcare, allows greater patient adherence to treatment, implies mutual trust between the two, which provides greater capacity for managing strategies between professionals and patients, generates openness for the patient to take their pains and concerns, trusts in the treatment, and makes healthcare efficient. In addition, this skill is necessary for understanding the students, interns, and teachers involved in the teaching-learning process and the interpretation and comprehension of the subjects, leading to significant ex-

periences that strengthen new knowledge. In this sense, Freire (1996) describes the importance of being attentive to the world, which happens when we can feel the other in its cognitive and dramatic dimensions, enabling us to participate in the things around us. According to Pontes (2006), internal communication in all hierarchical circles, as an instrument of strategic management, is required to achieve organizational effectiveness.

Given this, the monitoring activity goes beyond curricular issues, inserting the individual into an innovative environment with challenging demands, testing the necessary social and intellectual skills, and improving planning, communication, and organization skills. These changes are essential in the academic community to help students understand the subject and help the teacher and the wider community with out-of-class activities (SANTOS, 2015). Given all the skills and competencies required and perfected along the monitoring trajectory, it serves future health professionals as a fortifier of experiences and learning, making them better able to face the job market and as a bridge to teaching initiation (DE ALMEIDA, 2019).

Finally, the university's role is essential in providing the student body with these opportunities for personal growth and transforming society through human potential knowledge (SLEUTJES, 1999). This happens when the population's empirical knowledge is integrated, analyzed, identified as correct, and given scientific content. This subject is then combined with the techniques and principles already studied externally by the academic field, thus forming new, robust, and more advanced knowledge, enabling challenges to be better resolved (GARBIN, 2006). Based on the data collected, thirteen higher education institutions were identified, seven public and six private. In addition, one study was not considered as it was a literature review. Both the private and public categories demonstrate a significant commitment to intensive academic education intended to prepare competent professionals in their respective areas of knowledge. This joint effort seeks to provide society with individuals educated in theory and human character, strengthening the mutual transformation relationship between university and society.

CONCLUSION

With a positive outlook based on the data mentioned above, the work of monitoring shows positive results for human progress in all its psychosocial dimensions since this activity creates a challenging environment for the formation of psychological skills, such as planning ability, logical reasoning, ingenuity, problem-solving research, autonomy and security in the cultivation of new knowledge. Social skills include active listening, empathy, humanized service, and communication. In addition, it contributes to the mastery of interpersonal skills experienced between students and teachers, which has beneficial repercussions in the academic and scientific scenario, improving theoretical and conceptual knowledge. It also provides a practical and full experience of the pedagogical function,

inserting the individual into the role of educator, bringing them closer to the task of teaching, and thus enabling the student to make discoveries and explore new paths, enabling them to enter the job market. This reflective study encourages academics to explore the opportunities at university and build solid, robust, in-depth knowledge so that future health professionals can leverage and raise the standard of care, health, and well-being of people, exerting profound changes in society. This study was a brief review of the literature, limited to the area of health, in which the literature is based on reports of experiences. More studies are needed to consolidate the role of monitoring in academic education.

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