

TEACHING RESEARCH: HOW TEACHING EXPERIENCE INSPIRED A NEW METHOD OF SUPERVISION IN LAW

ENSINAR A PESQUISAR: COMO A EXPERIÊNCIA DOCENTE INSPIROU UM NOVO MÉTODO DE ORIENTAÇÃO EM DIREITO

ENSEÑAR A INVESTIGAR: CÓMO LA EXPERIENCIA DOCENTE INSPIRÓ UN NUEVO MÉTODO DE ORIENTACIÓN EN DERECHO



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ABSTRACT

This study analyzes the combination of active learning methodologies applied at a higher education institution, UNIFIPMoc, during the period from 2007 to 2021, considering a constructivist reinterpretation and the humanization of guidance in terms of the advisor–advisee relationship during the production of the Undergraduate Final Project (UFP), as well as the development of specific procedures for organizing the supervision process. The objective is to highlight the method created for supervising scientific research based on the experience gained through undergraduate thesis supervision in the Law program. This is an experience report resulting from both faculty and student praxis in the production of the Undergraduate Final Project in the Law program at UNIFIPMoc. In this context, the collective writing experience developed here drew on contributions from major scholars of learning methodologies, notably Piaget (1987), Ausubel (2000), Edgar Morin (2015), Novak and Gowin (1996), and Moreira (2011). Among the problems arising from the traditional supervision of scientific work in the Law program, the emergence of a backlog of students in a system marked by dependency and disengagement was observed, as students showed significant difficulty in progressing in the development of their research projects. The encouragement to establish a qualified Core of Academic Advisors contributed to reflection on appropriate supervision procedures developed over time. In pursuit of greater organization and optimization of academic work and supervisory relationships, these procedures, combined with the use of integrated active learning methodologies, proved essential for establishing a humanized approach to student guidance. Together, these initiatives resulted in a proprietary method for supervising undergraduate theses in the Law program at UNIFIPMoc, grounded in the organization of specific supervisory procedures, curriculum

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restructuring, and the combined use of active learning methodologies. This method fostered the development of scientific research within the Law program despite the challenges related to academic training processes in contemporary society, contributing to the reduction of student backlog in dependency systems, improving approval rates among regular students, and positively influencing the overall quality of undergraduate final projects.

Keywords: Undergraduate Final Project. Supervision. Procedure. Active Learning Methodologies.

RESUMO

Este estudo analisa a combinação de metodologias ativas de aprendizagem aplicadas em uma instituição de ensino superior, a UNIFIPMoc, no período compreendido entre 2007 e 2021, considerando uma releitura construtivista e a humanização do atendimento em termos de relacionamento orientador e orientando, durante a produção do trabalho de conclusão de curso (TCC), e compreendendo a construção de procedimentos específicos para a organização dos trabalhos de orientação. Tem por objetivo evidenciar o método criado para orientação de trabalhos científicos a partir da experiência vivenciada durante a orientação de TCC na graduação em Direito. Trata-se de um relato de experiência, resultado de praxis, docente e discente, na produção do Trabalho de Conclusão de Curso de Graduação do Curso de Direito da UNIFIPMoc. Nessa direção, a experiência de escrita coletiva aqui elaborada, buscou a contribuição de grandes pensadores sobre metodologias de aprendizagem, destacando-se Piaget [(1987)], Ausbel (2000), Edgar Morin (2015), Novak e Gowin (1996) e Moreira (2011). Dentre os problemas advindos da orientação de trabalhos científicos de modo tradicional no âmbito do curso de Direito, despontou a formação de uma demanda reprimida em sistema de dependência e desídia dos alunos, que demonstravam uma grande dificuldade de evoluir na elaboração dos trabalhos científicos. O incentivo para a formação de um Núcleo de Professores Orientadores qualificados, contribuiu para a reflexão quanto aos procedimentos adequados ao processo de orientação estabelecidos no curso do tempo. Em busca de maior organização e otimização dos trabalhos e das relações de orientação, tais procedimentos, aliados à utilização de metodologias ativas combinadas, foram importantes para estabelecer um atendimento humanizado aos alunos. Reunidas, estas iniciativas criaram um método próprio de orientação ao TCC na graduação em Direito da UNIFIPMoc, consubstanciado na organização de procedimentos específicos para a orientação, na reestruturação da grade curricular, na utilização de metodologias ativas de aprendizagem combinadas. Tal método impulsionou o desenvolvimento da pesquisa científica no âmbito do curso Direito apesar dos desafios em relação aos processos de formação acadêmica na sociedade contemporânea, contribuindo para redução da demanda reprimida em sistema de dependência e melhorando o índice de aprovação de alunos regulares bem como influenciando positivamente para a qualidade final dos trabalhos de TCC.

Palavras-chave: Trabalho de Conclusão de Curso. Orientação. Procedimento. Metodologias Ativas de Aprendizagem.

RESUMEN

Este estudio analiza la combinación de metodologías activas de aprendizaje aplicadas en una institución de educación superior, la UNIFIPMoc, en el período comprendido entre 2007 y 2021, considerando una relectura constructivista y la humanización de la atención en términos de la relación entre orientador y orientando durante la producción del Trabajo de Fin de Grado (TFG), así como la construcción de procedimientos específicos para la organización de los procesos de orientación. El objetivo es evidenciar el método creado para la orientación de trabajos científicos a partir de la experiencia vivida durante la orientación de TFG en la carrera de Derecho. Se trata de un relato de experiencia, resultado de la praxis

docente y discente, en la producción del Trabajo de Fin de Grado del curso de Derecho de la UNIFIPMoc. En este sentido, la experiencia de escritura colectiva aquí desarrollada buscó el aporte de importantes pensadores sobre metodologías de aprendizaje, destacándose Piaget (1987), Ausubel (2000), Edgar Morin (2015), Novak y Gowin (1996) y Moreira (2011). Entre los problemas derivados de la orientación tradicional de trabajos científicos en el ámbito del curso de Derecho, surgió la formación de una demanda reprimida en un sistema de dependencia y desidia por parte de los estudiantes, quienes demostraban grandes dificultades para avanzar en la elaboración de trabajos científicos. El incentivo para la creación de un Núcleo de Profesores Orientadores calificados contribuyó a la reflexión sobre los procedimientos adecuados al proceso de orientación establecidos a lo largo del tiempo. En la búsqueda de una mayor organización y optimización de los trabajos y de las relaciones de orientación, dichos procedimientos, aliados al uso combinado de metodologías activas de aprendizaje, fueron fundamentales para establecer una atención humanizada a los estudiantes. En conjunto, estas iniciativas dieron lugar a un método propio de orientación del TFG en la carrera de Derecho de la UNIFIPMoc, materializado en la organización de procedimientos específicos de orientación, en la reestructuración de la malla curricular y en la utilización de metodologías activas de aprendizaje combinadas. Este método impulsó el desarrollo de la investigación científica en el ámbito del curso de Derecho, a pesar de los desafíos relacionados con los procesos de formación académica en la sociedad contemporánea, contribuyendo a la reducción de la demanda reprimida en el sistema de dependencia y a la mejora del índice de aprobación de estudiantes regulares, así como influyendo positivamente en la calidad final de los trabajos de TFG.

Palabras clave: Trabajo de Fin de Grado. Orientación. Procedimiento. Metodologías Activas de Aprendizaje.

1 INTRODUCTION

It is a scientific publication with a view to sharing with the academic community the good practices experienced over time by the Law Course Completion Work Guidance Center and the results achieved since its creation.

Established 17 years ago, that is, existing since the first graduating class in Law at UNIFIPMoc, the TCC Center faced the most diverse challenges in search of the pedagogical, didactic, methodological and intellectual maturity necessary for the individual and, especially, collective performance of its research professors.

The TCC Center was composed of two doctors, eight masters and a specialist. The training was interdisciplinary since the basic training of the group was in Law, but the stricto and lato sensu training transited through the applied social sciences and human sciences. The management of the group was exercised by a coordinator with experience in guiding course completion works in the area of Law.

In order to meet the demands and needs of each student, whether they were regular or dependent, the work of the TCC Center has always been guided by quality and excellence, both in the guidelines and in its products: monograph or scientific article, a practice that persisted as one of the differential elements to the organization and efficiency of all work.

The organization of the dynamics of the orientation work led to the institutionalization of the TCC Center itself and a set of guidelines to be observed in the conduct of the work, whether in relational matters between the different actors involved, student-advisor-coordination, or in terms of rules and standardization standards to be observed throughout the research: TCC Regulation, Standardization Manual and Standard Project to be considered by teachers and students.

The planning and conduct of tasks, as well as the preparation of classes, have always been established in schedules designed and organized at the beginning of each academic semester, a practice that persists as one of the differential elements to the organization and efficiency of all work.

The purpose of this text is not only to present the work developed, but also to highlight the process of transformations that led to the inclusion of new pedagogical practices including the use of active methodologies, providing the creation of a proper method for successful guidance in terms of scientific quality, in the midst of an interesting context of orientation to scientific works.

To this end, aiming at better understanding and didactics, the text will be distributed in five parts, the first being this introduction, followed by the sections First phase of the TCC Center from the Law course at UNIFIPMoc: 2007 to 2011; Second phase of the Final Paper

of the UNIFIPMoc Law course: 2012 to 2019; Third phase of the Final Paper of the UNIFIPMoc Law course: 2019 to 2021; The method and, finally, the final considerations.

2 FIRST PHASE OF THE TCC CENTER OF THE UNIFIPMOC LAW COURSE: 2007 TO 2011

This section aims to explain how the development of the TCC orientation work took place during what is considered the first phase of the TCC Center of UNIFIPMoc. In this period, between 2007 and 2011, the students dedicated themselves to the writing and defense of the monograph for three consecutive semesters, and only in the 9th period did they present their work and complete the TCC stage.

The TCC modality adopted at the time - in the 1st academic semester of 2007 - was the legal monograph. The first criterion for its achievement corresponded to the production of a research project, which was developed throughout the 7th period, under the guidance of a single professor, as a discipline of the regular curriculum of the institution's Law Course.

In the following period, that is, in the 8th period, the approved students were assigned to the advisors, who, attending after hours, in the morning shift, and pre-hours, in the afternoon, led their advisees, individually, in the construction of the research and writing of the entire text of the work, until its completion.

Once completed and approved by the advisor, the monograph was deposited so that, in the following semester, that is, in the 9th period, its defense could be made, in a session that involved the exam and examination by a panel formed by the advisor and two other professors who, at other times, were components of the TCC Nucleus, then composed of 4 professors, now belonging to the teaching staff of the institution's Law Course.

Thus, the TCC had its cycle completed after the completion of three different disciplines by the student: Monograph I, regularly offered in the 7th period of the course; Monographs II and III to be completed outside the regular class hours, in a pre and post schedule, both for regular students and dependents. This work system adopted the model traditionally used in Law courses for the preparation of the TCC until the 2nd semester of 2011, and this period is considered as the first phase of the TCC of the UNIFIPMoc Law course.

It was possible to collect data from the institution's Academic Registry in class diary reports that began to be digitized from 2009 onwards. It was found that, in the period between the 1st semester of 2009 and the 2nd semester of 2011, over these three years of

In this study, 457 enrollments were made in Monograph I, 232 in Monograph II, and 207 in Monograph III, totaling 896 enrollments, with 16 failures.

3 SECOND PHASE OF THE FINAL PAPER OF THE UNIFIPMOC LAW COURSE: 2012 TO 2019

Attentive to excellence and constant search to improve pedagogically, didactically and methodologically the work carried out, constant reviews regarding the procedure in relation to the development of the course completion work are promoted by the coordination of the Law course and by the TCC Center.

From these revisions, it was realized that the fact that the orientations were given only in the pre and post-hour system, as commonly happens in higher education institutions (HEIs), contributed to an evasion and neglect of students who ended up not attending the orientations, postponing the preparation of the TCC. In addition, the periods in which the TCC was prepared coincided with the completion of the Brazilian Bar Association (OAB) exam by the students, a fact that, although outside the scope of decisions of the HEIs, causes an overload of study for law students who, because they prioritize the OAB exam, ended up procrastinating the conclusion of the TCC.

Such factors contributed to the formation of a repressed demand in a dependency system. Based on this perception, important changes were proposed that will be explained below, and which started the second phase of the TCC from the 1st semester of 2012. This phase presents two important novelties. The first is the change of period of the discipline Monograph I, anticipating it to the 6th period of the Law course, and the insertion of the disciplines Monograph II and Monograph III in the regular grid of the 7th and 8th periods of the Law course, respectively. Consequently, the defense will take place in the 8th period of the course, anticipating the conclusion of the stage.

The second novelty is that the orientations begin to be individualized from the 6th period, that is, from the conception of the theme and structuring of the research project to the defense. It is worth mentioning that the presence and monitoring of the advisor with the advisee since the initial conception of the work represented an important milestone, since, compared to the previously adopted methodology, consistent results were observed with the insertion of the disciplines in the course curriculum and the use of the classroom's space-time for the orientations.

It should be noted that, for students in dependency, the attendances remained in pre and post schedules, without any change or prejudice in the monitoring of the work. But, for this new format, the individualized orientations, different from the previous phase, already begin in the 6th period, when the project began to be completed under the care of the advisor himself, and the preparation, orientation, revision and finalization of the writing of chapter I of the monograph began.

This early interaction between advisors and regular students was possible because the space-time of the classroom was divided by a specific group of teachers. Thus, it was possible to create a valuable opportunity for the exchange of experience and knowledge due to the group classes, held in the 6th period, aimed at the elaboration of the project and scientific writing.

The reported changes optimized the process of preparing the project and the final work in one semester, allowing the regular student to finish the writing of his work in the 7th period, leaving only the oral presentation of the monograph pending for the 8th period. It was a relevant anticipation when considering that the student, still in the 8th period, could dedicate himself to other projects such as studying for the exam and for the OAB exam, which had always been encouraged by the institution.

Another relevant point, very characteristic of this phase, is the preparation of a schedule with the definitions and standardization of the deadlines for deliveries of all activities to be carried out by students and the deadlines for the return of corrections by the advisors, as well as complete planning of the stages, deliveries and returns of the semester, with information on the contents to be worked on in each class.

The TCC Center also pays special attention to the Standardization Manual and the TCC Regulation, documents updated regularly, considering updates to ABNT regulations, as well as the insertion or remodeling of procedures previously adopted, all with a view to improving the existing dynamics.

Despite the zeal and organization that involved the procedures and documents, there was still a considerable increase in the repressed demand of students in a system of dependence that fed back on each other, creating a vicious circle.

This 2nd phase was the longest and lasted until the 2nd half of 2019, thus adding up to 8 years of work. According to data from the institution's Academic Record, during this period, 1833 enrollments were made in Monograph I, 1888 in Monograph II, and 1131 in Monograph III, totaling a number of 4852 enrollments, and there were 1224 failures. Of these, 53 occurred on 02/2014, with a jump in the number of failures on 01/2016, when there were 105 failures, a number that increased on 02/2016, 01/2017 and 02/201, when there were 137, 152 and 180 failures, respectively.

4 THIRD PHASE OF THE FINAL PAPER OF THE UNIFIPMOC LAW COURSE: 2020 TO 2021

Especially the last semesters of the 2nd phase presented a critical moment, with a high failure rate, which demonstrated the need for structural, pedagogical and didactic

changes. At this time, there was already a great interaction between the advising professors and the coordination of the TCC Center and the Law course, which allowed us to analyze the problem and propose actions compatible with its adequate confrontation.

It was precisely this interaction that fostered and allowed the introduction of active methodologies in the context of group classes, in regular student classes, from the 1st semester of 2018, an innovation that progressively optimized learning to achieve the TCC, through group work and individual guidance, resources that strengthened the students' protagonism in order to involve them, both in group dynamics and in their individual research.

In the 2nd semester of 2019, the 3rd phase of the TCC effectively begins, marked by the exclusion of the discipline Monograph III from the curriculum, and the replacement of the disciplines Monographs I and II, as already indicated, regularly offered in the 6th and 7th periods, respectively, by the disciplines TCC I and II, whose product becomes a scientific article, under the terms of Resolution No. 5, of December 17, 2018, which established the New National Curriculum Guidelines for the Law course of HEIs⁴.

It should be noted that with the advent of the COVID-19 pandemic, the orientation work adapted to the remote model, being carried out virtually and offered to both regular and non-regular students, with services via digital platform. In 2020, in the 1st semester, the service was provided through the Blackboard and Google meet platform, and from the 2nd semester onwards through the Canvas and Zoom platform.

Allied to the gradual implementation of the change in the format of the TCC from monograph to scientific article, the development and use of active methodologies with students in the regular classes of 6th and 7th periods was intensified during collective classes and group or individual orientations, such as problematization; concept map⁵; Case study with identification of research elements – from TCCs already completed; debate with analysis and discussion of students' themes and problems.

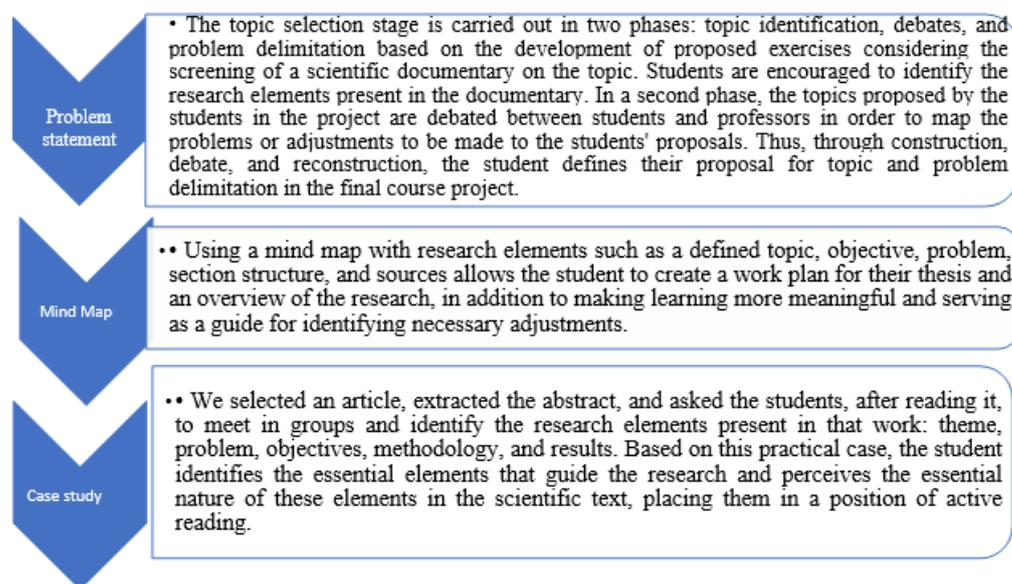
The systematization of combinations of the methodologies adopted can be better explained in the following flowchart:

⁴ Available at <http://portal.mec.gov.br/component/content/article?id=12991>. Accessed in Oct. 2021

⁵ Concept maps aim to represent meaningful relationships between concepts in the form of propositions. A proposition consists of two or more conceptual terms linked by words in order to form a semantic unit [...]. The elaboration of concept maps is a technique to externally patent concepts and propositions. Up to this point, one can only make conjectures about the degree of precision with which concept maps represent the concepts we possess, or the range of relationships between concepts we know (and which we can express as propositions). There is no doubt that, in the process of making maps, we can develop new conceptual relationships, especially if we actively seek to build prepositional relationships between concepts that we did not consider related until then: The students and the

Figure 1

Flowchart of the combined active methodologies used in the process of elaboration and teaching of the TCC during the undergraduate course in Law at UNIFIPMOC



Source: Prepared by the authors.

From the use of these methodologies, an improvement was observed in the students' performance and approval rates, contrary to the high rates of failure and dropout by students, as was common in these disciplines when the traditional methodology with expository class was used, even if dialogued.

In the first half of 2020, the transition of the TCC format from monograph to scientific article was finally consolidated. There were, then, a total of 318 students under the responsibility of the TCC Center, 149 in regular classes and 169 in dependency classes. During this period, 137 oral communications were made to defend the articles

Teachers often note, during the elaboration of concept maps, that they recognize new relationships and therefore new meanings (or at least meanings that they did not consciously possess before elaborating the map). In this sense, the elaboration of concept maps can be a creative activity and can help foster creativity (NOVAK, 2000, p. 31-33) and there were 53 failures.

In the second semester of 2020, at the height of the COVID-19 pandemic, the number of enrollments in the TCCI and TCCII disciplines totaled 292, with 156 students in regular classes and 136 in dependency classes. In the same period, 109 oral communications were made for the defense of scientific articles and 60 rejections. It should be noted that, for the first time in many years, the number of enrollments in regular classes exceeded the number of enrollments in dependent classes.

In the first semester of 2021, there were 235 students enrolled in the TCCI and TCCII disciplines, of which 110 were regular and 125 were dependency students. The semester ended with 108 oral communications for the defense of scientific articles, with 63 failures.

As can be seen, there was a better use of the orientation process by the students, which was also reflected in the failure rate with a considerable decrease, returning to the numbers of semester 01/2016.

With the new method applied, even in the period of the COVID-19 pandemic, a greater approval was achieved in regular and dependency classes, no longer feeding the number of students in dependence and contributing to the approval of students who were already in this condition. All without neglecting the quality and the criteria of scientificity required.

5 THE METHOD

The supported by methodological paradigms that privilege the complexity of thought, the valorization of students' previous knowledge and the stimulation of their learning, such as, proposed by Morin (2015), the need for the individual to build his knowledge from preexisting cognitive structures, in the terms of Piaget's Constructivist Theory, updated by Ausbel's Theory (2000) argues that learning must be meaningful.

Considering these pedagogical premises as a starting point, the teaching of the TCC discipline is based on teaching by competencies and on the construction of skills and competencies with the active participation of the academic, within the perspective of making the experience of TCC and research a meaningful learning, as proposed by contemporary theories on learning.

The aim was to streamline the conclusion of the work by the students, so that those regular students finish the scientific article and present it in the 7th period.

All this optimization was didactically planned without neglecting the quality and excellence of the work that has always been carried out by the TCC Center, in order to consider that a specific method for guiding and preparing the TCC was created within the scope of the UNIFIPMoc Law Course. This method can be systematized as follows:

- 1) inclusion of disciplines related to the TCC and orientation of the work in the regular class schedules;
- 2) monitoring of the work of preparation of the TCC by the advisor from his field of research;
- 3) individualized guidance during regular class hours, from the construction of the project to the oral communication of the scientific article;

- 4) observation of the established procedures and the documents that guide the conduct of the work, such as the TCC General Regulation and the TCC Manual;
- 5) group classes with the use of combined active methodologies for regular students, based on exclusive material, prepared by the TCC Center itself;
- 6) individualized service to students in a dependency system, with the elaboration of its own agenda considering the student's demand.

As can be seen, the work is currently carried out in a humanized, directed and procedural way, organized in a way that considers the specificities of each student, without neglecting the scientificity and quality requirements of the product. With these changes, it has been noticed over the last semesters, an improvement in the approval rate and a greater use by students of regular and dependency classes.

The practical results of the application of the above method were not long in coming. In addition to participating in congresses, students are encouraged to publish book chapters and scientific articles in journals external to the institution, not to mention that the works highlighted by the examining boards during the defenses are directed to publication in the institution's internal journal, the Multidisciplinary Journal.

Finally, the method presented here humanized the procedure of orientation to the TCC and boosted the development of scientific research within the scope of the Law course, breaking the vicious circle and giving way to a virtuous circle in the context of the elaboration of the TCC within the scope of the Law Course of UNIFIPMoc.

In the face of the challenges in relation to academic training processes in contemporary society and even the obstacles imposed by the COVID-19 pandemic, it was possible to

to verify its contribution to a considerable reduction of the repressed demand in the dependency system, and improvement of the approval rate of regular students.

6 FINAL THOUGHTS

The study of the procedures adopted and reviewed over the years within the scope of the disciplines aimed at the preparation and conclusion of the TCC of the UNIFIPMoc Law course made it possible to create a method.

Among its great differentials is the fact that the work for the preparation of the TCC research project and part of the textual development of the article, begins in the 6th period, and its completion, with the oral communication of the works and deposit in the library's institutional repository, is carried out in the 7th period. Thus, the approved student can

dedicate himself to the other opportunities that the course proposes, such as preparatory workshops for the OAB, ENADE and other competitions.

In addition, all the guidance work is individualized, considering the demands and needs of the student. For a more uniform work regarding the deadlines for the delivery of activities, returns of corrected work, a plan is made based on a schedule that establishes all the steps to be observed by those involved, from the beginning to the end of the semester. The Standardization Manual and the TCC Regulation are used as guidelines for the work and are regularly updated.

Another differential of the work carried out by the center is aimed at students in dependence or adaptation. In these cases, the orientations are offered in pre- and post-hour shifts, without coinciding with the schedules of other disciplines, perhaps, taken by the student, which allows a greater possibility for the student, even in dependence, to adjust to comply with this stage even before the fulfillment of his regular schedule.

Although at different times from the orientations for regular classes, the work is developed with the same attention to the advisees, whether in dependence or adaptation, so that the specificities of each student are observed, in order to achieve success, not only in the approval of the written work, but also in its defense.

The result of this targeted and humanized work, attentive to the specificities of each student, has been noticed over the last semesters with an improvement in the approval rate and greater use by students, enabling the production of quality work and impacting to reduce the repressed demand of students in dependency.

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