

**Artigo Original**

# Student Advisory At E-Learning Through PBL And Gamification: Questioning The Absence Of Active Educational Guidance In Higher Education

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## Abstract

The first few months within a higher education institution can be an uplifting experience, but also a scary one. In the midst of the Covid-19 pandemic, face-to-face methodology was overnight replaced by distance education and many higher education students, the focus of this article, found themselves completely independent in the management of their studies, the opposite of that educational systems have preached for centuries. Through a exploratory bibliographic search, the present article aims to highlight a research of the active methodologies in line with the work of the educational advisor in the direct performance of academic support and reception, since both foster the development of students' skills, as well as their educational autonomy by through their engagement in the teaching-learning process, motivating them, especially, in this “new normal” period.

**Keywords:** Educational counselor. Higher education. Active methodologies.

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# I. Introduction

The sudden impacts caused to the world with the Covid-19 pandemic made everyone's routine surrender to the “new normal”. Specifically in the educational scenario, Distance Education (DE), which has been trying to be recognized as an efficient and effective methodology for those who demand greater flexibility in their studies without losing the quality of teaching, has become the major world player for the education did not stop in time.

Companies, universities, professionals and students have seen their routines transferred from shopping centers to their homes. Skyscraper offices now formatted into their rooms and classrooms that have migrated to residential rooms.

The best universities in the country stopped their services in order to restructure not only the application of the academic curriculum, but also the way in which the student body would make the transition to distance learning methodology.

Regardless of whether the distance education methodology was a previous choice or imposed by the world panorama, entering a higher education course, an educational stage considered as the focus of this work, represents a new phase in the student's life, an unknown path, which is, naturally, full of shortcuts and pitfalls.

Based on this assumption, who does the new university student turn to during his / her adaptation period in his / her higher education? To the coordinator? Teachers? Veterans? We know that none of the aforementioned has the role of pedagogical support in the context of social development, guiding and promoting the individual capacities of students.

Law no. 5,564 / 1968 restricts the role of the educational advisor to teaching in schools and school systems at secondary and primary levels (BRASIL, 1968), excluding the fact that higher education is also a jungle that needs to be explored as a team, not individually.

With so many means of technological support added to the active

methodologies, which enable the student's autonomy process in teaching-learning relationships, the role of the educational advisor in advising higher education can be dynamically opportunized, collaborating not only for training integral part of the student body, but also as a filter of relevant information for their superiors (deans, academic and administrative managers). In addition, the professional can offer planning work, academic encouragement and individualized pedagogical reflection with the student body, favoring the process of academic adaptation and thus collaborating in reducing university dropout, caused by the lack of personal support and non-adaptation to methodology.

From the previous notes, this article aims, through an exploratory bibliographic research, to highlight the relevance of the active methodologies in the work performed by the educational advisor: support, reception and development of academic and motivational personal management skills of students who live in the “New normal”.

## 2. A Brief History Of The Relationship Between Educational Guidance And The Student In Basic Education

Initially mentioned in Law No. 4,073, of the 1940s, educational guidance:

Art. 50. It will establish itself in each industrial school or technical school [...], through the application of appropriate processes, by which the appropriate professional and social adaptation is obtained and the students are qualified to solve their own problems. Art. 51. It is also the responsibility of educational guidance, in industrial schools and technical schools, to promote, with the help of school management, the organization and development, among students, of school institutions, such as cooperatives, magazines and newspapers, clubs or guilds, creating, in the life of these institutions, in a regime of autonomy, favorable conditions for the social education of schoolchildren. Art. 52. It is also up to the

educational orientation to ensure that the study and rest of the students take place in terms of greater pedagogical convenience (BRASIL, 1942, *on-line*).

.With training regulated for less than 60 years through LDB 4.024<sup>2</sup> (BRASIL, 1961) and the exercise of the profession in 1968 through Law 5.564 (BRASIL, 1968), the advisor is a pillar in the construction of education and is fundamental for the school routine. With many discussions about the role of the school in the life of the citizen, the pedagogical team was constantly questioned about its real influence in society, in order to bring citizenship to the population:

The main role of orientation will be to help the student in the formation of critical citizenship, and the school in the organization and realization of its pedagogical project. This means helping the student fully, with utopia, desires, passions. The school, with all its web of relationships, constitutes the axis of this area of Orientation, that is, Orientation works in the school in favor of citizenship, but creating an orientation service to attend to the excluded (of behavior, knowledge, procedures, etc.), but to understand them through the relationships that occur (power, knowledge, do / know) in the institution (GRINSPUN, 2002, p. 29).

Taking the quote as an example, try replacing the word school with university. Note that students' needs are not that different, right?

Going beyond the limits of the school walls, the educational advisor is the professional whose knowledge of the routines, stories, dilemmas and individuality of students and their families is mandatory. Providing support and acting as an intermediary between pedagogical and / or administrative managers, families and students, the advisor is the reference to address issues that involve not only the academic scenario, but also everything that concerns the interpersonal relationship between

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<sup>2</sup> National Education Guidelines and Bases Law specifies parameters for the education and performance of the educational advisor, in Title VIII, and in social assistance, in Title XI.

students and teachers. In this way, contributing so that the gears of the educational institutions turn in a coordinated manner and always in the most updated version, contributing to the feeding of the student institutional reports, with recent and consistent information.

[...] the work of this educator, although surrounded by several challenges, presents itself as of singular importance for the organization and dynamization of the educational process, as the student is at the center of his studies, which is also the reason for the existence of education itself. Its performance contributes to the integral education of the student, which leads us to consider that it also contributes to the permanence and student success (MATEUS; RODRIGUES, 2019, *on-line*).

By stimulating dialogue and criticism, this professional seeks to create situations in which the gears that make up the educational machine are heard, working on the fundamental relationship between listening and expressing, collaborating for moments of debate and strengthening the practice of reflection and mutual respect in communicational actions.

Orientation today is mobilized with factors other than just caring for and helping students with problems. There is, therefore, a need to insert ourselves in a new Orientation approach, aimed at building a citizen who is more committed to his time and his people. There is a significant shift in where to go, at this point in Educational Guidance, in terms of working with students. It is intended to work with the student in the development of their citizenship process, working on the subjectivity and intersubjectivity, obtained through dialogue in the relationships established (GRINSPUN, 1994, p. 13).

The school environment and its management actors seek to prepare the student body for life in society in a broader way, that is, beyond the walls of the school, directly and / or indirectly, and it is the role of the educational advisor to promote the deepening of these relations of

integration with the family, of affective relationships, without losing the focus of the technical dimension involved.

Another perspective that we face until today, but which is completely contrary to the critical perspective that we are defending throughout this work, is that of meritocratic bias. It is still possible to easily find many educational advisors stating that students who develop learning difficulties do so because they do not try hard enough to achieve success, failing to consider all the political and social issues that they go through as schools and, more specifically, the reality of the students (INSFRÁN; LADEIRA, 2020, *on-line*).

The school is the first nucleus of diversity and adversity that the individual deals with outside the family and this scenario accompanies him in all educational stages throughout life. It should be noted that even in adulthood, regardless of taking Youth and Adult Education (EJA) or a professional technical course, even higher education courses, educational institutions encourage transition practices and any transition is new, not only due to the logical factor of social, cultural, religious, economic and racial diversity in Brazil, but also the internal layers of aspects that permeate life in society, which deal with inclusion, interpersonal relationships and power relations.

### 3. Educational Guidance In Higher Education: Why? How? For Whom?

Throughout school life, the student has the support of a range of professionals, who aim at their full cognitive, social, pedagogical and affective development. During early childhood education, there are countless strategies to collaborate in adapting the little ones to the new environment, to the new rules and customs. The same occurs in the transition to the early years of elementary school: motivational activities to encourage pen writing, games with toy money to stimulate familiarity with the currency and the relationship with money are some examples. In the final years and in high school, lectures are held on



adult life, debates for the construction of opinions on contemporary themes, vocational tests, individual and / or group dialogues with pedagogues, advisors and psychologists, all with the objective of balancing and preparing the individual for the next phases to come.

Even in the corporate world, the assistance of education specialists is constant, so that there is an update and adequate construction of pedagogical processes aimed at changing business culture, learning new methodologies and professional updating in general. But when the transition to higher education is addressed, there are few institutions that offer effective actions, with attractive and effective methodologies of support, adaptation and maintenance of support and encouragement to university students, at least in the first academic semester.

The first year of university is a critical period. It is there that the decision to stay or give up will be made. In the vast majority of cases, however, the condition of this permanence has nothing or almost nothing to do with defined career goals. There is an earlier central process - intellectual and institutional affiliation, a process that defines permanence for which we have never given importance, but which has proved to be crucial for university life (SAMPAIO, 2011, p. 223).

Thus, with the previous notes, we seek to clarify the reason for the need for the advisor's performance in this educational segment.

Covering students from the *baby boomers*<sup>3</sup> and generation X<sup>4</sup>, passing through the *millennials* (Y)<sup>5</sup> and the generation Z<sup>6</sup>, the diversity in the higher education environment demands specific plans to involve

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<sup>3</sup> Generation of babies born between 1945 and 1964. The term “baby boomer” came about because of the increase in birth rates in the USA after the return of their soldiers to their homes after the Second World War.

<sup>4</sup> Born between 1965 and the 1979 decade.

<sup>5</sup> Born between 1980 and 1994, in the period close to the turn of the millennium.

<sup>6</sup> Born between 1995 and 2015.

the peculiarities of this diverse audience, committed to smooth the natural barriers imposed on students, who can be overcome with the use of methodologies responsible for collaborating with the accommodation of the newcomer in higher education, especially in distance learning methodology, having been embraced both by personal choice and by adaptations to the current scenario, with the aim of stimulating protagonism and self-organization, in addition to creating incentives for organized study, favoring the fulfillment of the academic schedule (GRINSPUN, 2006).

[...] In view of the transformations that we live in the world and that have repercussions in all institutions, the role of educational guidance is very significant, in enabling the subject to understand and analyze this world, understanding himself in this relationship with the other, and also helping the school in interaction of their relationships and their political pedagogical project, so that we can live and live in this world in a critical and conscious way, looking for alternatives, creating strategies for a better quality school, a more just society and a world that bet on peace (GRINSPUN, 2006, p. 187).

There was talk of the needs of the student body, but it should be noted that the teaching staff of higher education institutions also gains more support in their path with the performance of the educational advisor, equipped with knowledge in active methodologies to use them in their activities. functions:

It is up to the educational advisor, in their educational practice with the teachers, to assist them in the monitoring and understanding of their class, to integrate themselves in the various disciplines aiming at the development of a common work and the formulation of the didactic-pedagogical skills to be developed with the students. students (LONGO; PEREIRA, 2011, p. 5).

It is also a matter of commitment to the constant evolution of their knowledge and keeping up to date on contemporary theories and



practices that prove to be efficient and effective, in addition to being aligned with the objectives of the educational world, which go far academic, with the internalization of the social role of the individual.

## 4. Active Methodologies: The Student Taking The Levels Of Education

Try to search in your memories the activities in which you, the reader, felt more challenged during the school period. Those activities in which it was necessary to get your hands dirty, carry out the steps, create materials, expose your knowledge and point of view. Yes, those in which you were part of a group and felt inserted, collaborative and, most importantly, active in your academic role. We all have these memories. From this perspective, it is noted that it is with them, these active postures in the school environment, that we build premises linked to group work, organization, independence, leadership, being a baby boomer or a generation Z individual.

Active methodologies have always permeated the student's life and have been improved over time and with technological advances, seeking to further guarantee the identification of differences, empty spaces and behaviors, which can be corrected and / or improved in order to achieve dynamic emancipation of the individual, as pointed out by Pereira (2012, p. 6):

By Active Methodology we understand the whole process of organization of learning (didactic strategies) whose centrality of the process is, effectively, in the student. Thus contradicting the exclusivity of the intellectual action of the teacher and the representation of the textbook as exclusive sources of knowledge in the classroom.

In this work, it was decided to adapt gamification and Problem-Based Learning / Projects to the practice of the educational advisor, but the options are many: case studies, dynamics, inverted classroom, learning in pairs, exhibitions, mind maps, strategy games, role play, simulations.

[...] the need for changes in teaching practices is increasingly emerging. If these practices are not renewed, the methods, processes and educational content that we know (and admire) will become irrelevant because they will no longer meet the demands of their context. It is believed that the maintenance of practices considered obsolete has contributed to a teacher-centered teaching, in which it has distanced students from the process of building their knowledge (LEITE, 2018, p. 581).

The time interval between the last three industrial revolutions has reduced by approximately 50%. These revolutions dictate the rules of the markets, including the educational one. Thus, with revolutions occurring in ever smaller time gaps, it is essential to constantly update theories, pedagogical practices and educational actors, so that they can monitor and assist the scenarios of Education 4.0.

## 5. Educational Guidance Under The Aegis Of Active Methodologies

Such reflections previously mentioned aim to establish the practice of educational guidance based on active methodologies through activities whose focus is to bring confidence, welcome, participation, autonomy and protagonism to the newly initiated student in distance education in higher education, especially in a delicate period such as that the world lives today, meeting the desires of students from less technological generations to those of generation Z, in an attractive, simple and useful way.

The use of unofficial and official digital technologies, perceived as a contribution to the students' autonomy, is related to the possibilities of a personalized management of the place and time dedicated to the study. For the profile of non-traditional students, often associated with people who combine university study with work, the possibility of managing time and space for studying at home or during breaks in the workplace is seen as an

important factor that can contribute for your academic success (PINTO; LEITE, 2020, p.11).

Using Project Based Learning (PBL) and gamification as the main tools, the educational advisor, hereinafter treated as OE, will act as a curator:

[...] who chooses what is relevant among so much information available and helps students find meaning in the mosaic of available materials and activities. Curator, in the sense also of caregiver: he takes care of each one, gives support, welcomes, encourages, values, guides and inspires. He guides the class, the groups and each student. He has to be intellectually competent, emotionally and management (manager of multiple and complex learning) [...] (MORÁN, 2015, p. 24).

In times of post-truth, false news and ultra-fast information, the process of selection, refinement and analysis of the relevance of information is a service of public utility, especially in the educational field, where the multiplication of data is very capillarized.

## 6. OE and ABP: Individualized planning in practice

Due to the absence or reduced number of advisors in higher education institutions, it would be unfeasible to carry out a work with each student addressing an active methodology for their benefit, but Project Based Learning (PBL) is a relevant tool for teaching, stimulating and self-developing structures personalized incentives and organization of studies.

By assisting the student through projects, such as personal development guides, content completion schedules and grade dashboards, in addition to bringing specific knowledge in the areas of technology and personal management, OE shares knowledge and appropriate tools so that the student can create, following the statements of Giacaglia and

Penteado (2013 apud PENTEADO, 1976, p. 2):

A systematic, continuous and complex process; it is a professional assistance carried out through pedagogical and psychological methods and techniques, which take the student to the knowledge of his personal characteristics and the characteristics of the socio-cultural environment, so that he can make decisions appropriate to the greater perspectives of his personal and social development.

You can specify, for example, routine creation projects involving all the student's daily tasks or just academic ones, the dashboards themselves for monitoring received and pending grades, performing the necessary calculations to close the positive academic period, for example.

As simple as the proposal sounds, effectively aimed at an education professional, it can turn out to be the difference between the completion of the course and dropout, precisely because its implementation is a sign of care from the educational institution with its student and a practical way that generates results for those who embrace it:

It is approximation, dialogue, monitoring the way of being of each student, giving him his hand, with rigor and affection, to help him to continue always, having the option of choosing directions in his knowledge trajectory (HOFFMANN, 2011, p. 74).

## 7. OE + Gamification = Motivation in practice

Seeking to provide a viable tool to stimulate the newly arrived student at the higher level in distance education methodology, gamification brings fun and challenging characteristics to collaborate with the change and / or adaptation of the student body's behavior to the study routine.

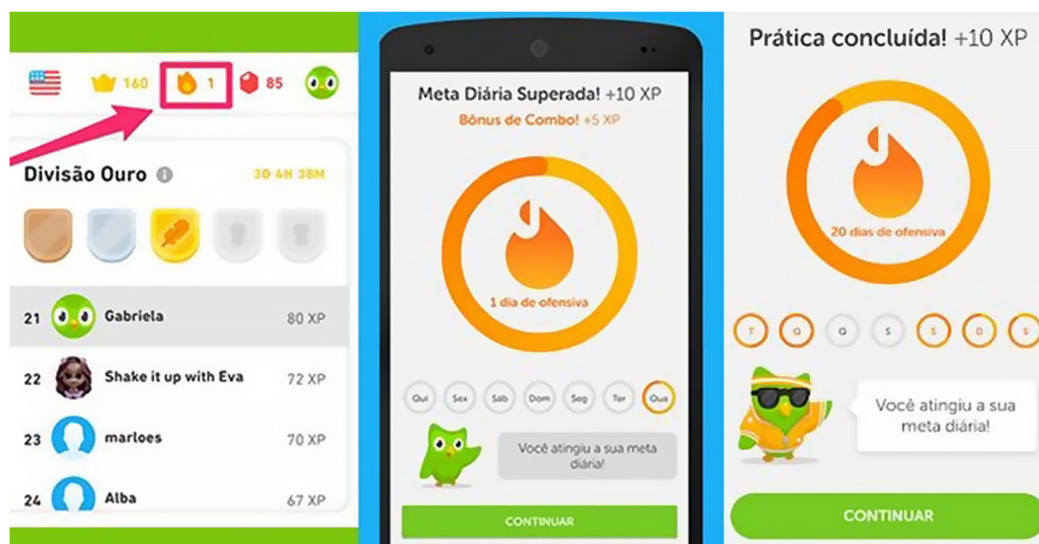
After enrollment, their learning environment is released and many new features are presented: the virtual learning platform itself, text

blocks, online activities, forums, wikis, among others and the student finds himself with many demands, but without the physical presence of the teacher, classmates and even the classroom, which ends up driving him to keep the content up to date. Now, he is his own propellant, having as motivation:

A set of variables that activate the conduct and guide a certain direction in order to achieve a goal and that studying motivation consists of analyzing the factors that make people understand certain actions aimed at achieving goals (TAPIA, 1999, p. 77).

We can mention the Duolingo language learning tool as a practical example (Figure 1). In it, a structure of studies was implemented in the form of games with daily challenges. The objective is simple: short contents are made available to encourage the practice of studying daily, which will keep the student stimulated and collaborate with his academic routine. Upon reaching the daily goal, the student is rewarded with points that release new study content for free.

**Figure 1 - Duolingo app layout, showing offensive study scheme**



Source: Prepared by the author.

This process encourages constant study practice, with automatic feedback, facilitating both the analysis of the OE in the student's immersion process in adapting to DE and serving as an individual guide and personal motivator for the student's development.

All of these factors, when observed and followed, serve to guide the player to the final complement of the mission. Along the way, the challenges imposed by the game are the driving elements to motivate and engage players, establishing goals that must be achieved in the short, medium and long term, through strategies that mobilize cognitive and subjective functions (ALVES, 2015, p. 97).

## 8. Conclusion

The storms of the world transform scenarios previously established in unknown lands; processes that walked slowly now are our reality. Distance education is one such example. Flexible, safe and of quality, distance learning received greater prominence due to the pandemic and working with it in the best possible way is the ideal way to achieve success on this journey.

In the midst of all this, how can we give deserved attention and support to students who have just entered higher education and to those who have had their study routine altered by the change in teaching-learning methodology? The union between the forces of educational guidance and active methodologies proves to be a good option in this field.

Aiming at this thought, we sought to highlight the pertinent role of the educational advisor in the academic scenario of higher education, in terms of mediating the setting and stabilization of students who are entering a new phase of student life, establishing them in their new space. social, assisting them in the midst of the new collective configuration, stabilizing and / or reducing disparities between their peers, bringing these tools to self-development and welcoming experience, both academic and social.



With gamification and PBL as active methodologies useful to achieve its goals, OE works from the individuality of the student, through personalized projects for each routine, to the motivation of the student, through games that foster constancy in the consumption of academic content. Human engagement, strengthening self-management and reflective development can be provided by the performance of a specialized professional, the educational advisor.

Educational guidance and active methodologies are forces that, together, can transform the life of university students, who demand care and support for their success, after all, only those who survived a degree know how difficult it is to choose between diploma and mental health.

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