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**STARTUP  
DEVELOPMENT  
LEARNING BY  
INTERACTING**

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**Abstract:** The present work presents an experience obtained in the development of an educational startup on an interaction platform between students and teachers carried out in the Integrator Project I discipline, and all the steps that were necessary for its elaboration. Therefore, the experience report presented includes lessons learned during the development of the startup in detail, with the aim of contributing to the spread of knowledge of what it is like to experience a challenge such as this.

**Keywords:** Development; Startup; Knowledge.

## INTRODUCTION

This experience report contemplates the development of a solution based on the challenge proposed by the Integrator Project I discipline of the Administration and Accounting Sciences Courses at ``Faculdade Telêmaco Borba`` (UniFateb). The proposed challenge was to find an answer to the following question posed by Professor Verlaine: "How can new technologies or new digital tools contribute to education by reducing the impacts of Covid-19 on society?". With this in mind, through research carried out by the team, one of the existing problems in this context was identified, namely the difficulty of interaction and participation between students and teachers at this time of distance education.

Offering as a possible resolution the creation of a startup in the area of education, through a digital platform that aims at interaction between students and teachers with a focus on solving students' pertinent doubts arising from the themes portrayed in their respective classes at their educational institutions.

## METHODOLOGY

Methods are ways used to reach a certain end. These are the means that support the results obtained.

The methodology used in the proposed challenge of this project was developed through applied research with the target audience (primary II and high school students) to identify problems involving students' experiences in remote classes, taught in digital format. Subsequently, the startup development project was carried out in stages, consisting of:

- Choosing the name of the team to develop the project;
- Team registration for the startup;
- Design Thinking;
- Canvas;
- Prototyping;
- Name for the startup;
- MVP (*Minimum Viable Product*);
- Pitch.

## ANALYSIS AND DISCUSSION

The LuminasLab Startups project began in February 2020, in the Integrator Project I discipline at the Faculty of Telêmaco Borba, taught by professor Verlaine Lia Costa for students in the first period of the Administration and Accounting Sciences courses.

The creation of the startup ``**Aprendendo Interagindo**`` (**Learning interacting**) was carried out by the Go Team, made up of seven members, and as mentioned in the previous subtitle it was carried out in stages, all of which were submitted by the teacher by filling out Google Documents. The first phase was the team's registration at LuminasLab Startups introducing the group members. Subsequently, field research was carried out digitally with students known to the team participants. As a result of the research, a variety of difficulties were identified in students' experience with remote classes due to Covid-19.

The problem identified and decided to be addressed was the lack of interaction between teachers and students. Therefore, we reflected on the ideation of a solution for this case, with the creation of a student platform that would be available to interested students and teachers, with established criteria for affiliation to the startup: for teachers, be qualified professionals, recognized by the MEC and with technological experience; and for students who were primary or secondary school students, as the platform will only cover teaching topics for this target audience.

The main objective presented was to resolve students' doubts after taking remote classes at their respective educational institutions. Being able to access technology and choose the desired subject and need of the moment, such as Chemistry and History. Then, after selecting the desired choice, the teachers registered in that subject will appear and the student must choose the professional of interest, this ideation phase being called Design Thinking.

In the next moment, the Canvas business model was formulated as the next part of the project, through which it was possible to obtain a preview of the business, with guidance on how it would be done, for whom, form of profitability, possible partnerships and operational costs. This detail of the startup's ideation on Canvas was matured in the platform's prototyping stage, which was the moment when the team actually put it into practice and created the prototype. It contains the fixed monthly value of the plan for contracting the product developed by the student, and it also consists of a communication channel where it is possible to make complaints, suggestions and resolve doubts about the technology, and it also consists of a registration page for the teacher, login for the same and the student, and another page where interaction between student and

teacher takes place via video call and chat. After contact, the student can evaluate the teacher using the class provided.

Consequently, the group's prototype was submitted to the MVP (Minimum Viable Product), which is the validation of the target audience, which in this case was carried out by the educator and the student. And this project also proposed the validation of tutors selected by professor Verlaine Lia Costa.

That being said, the team was submitted to the last phase of the startup creation process, which was Pitch, where the product was presented by two members of the team who represented the others in the group, in front of a panel made up of four experienced people. As a result, the feedback was positive regarding what was presented, with points for improvement.

## CONCLUSION

In view of this report, it can be deduced that the team gained diverse knowledge and experience with this subject and with the learning transmitted by the teacher, who prepared the team members for possible challenges in the academic journey and also to obtain a different vision for the job market. Providing expectations for the final result of the developed project, with the prospect of being well regarded by the market with the feasibility of being put into practice.

It is also important to mention the team's insecurities, experienced at the beginning and during the development of the startup's creation.

## ACKNOWLEDGMENTS

Firstly, we would like to thank Professor Verlaine Lia Costa for challenging all students on the first period course with this project, which contributed to new knowledge about the scope of startups, innovation and creativity. And for trusting in our potential,

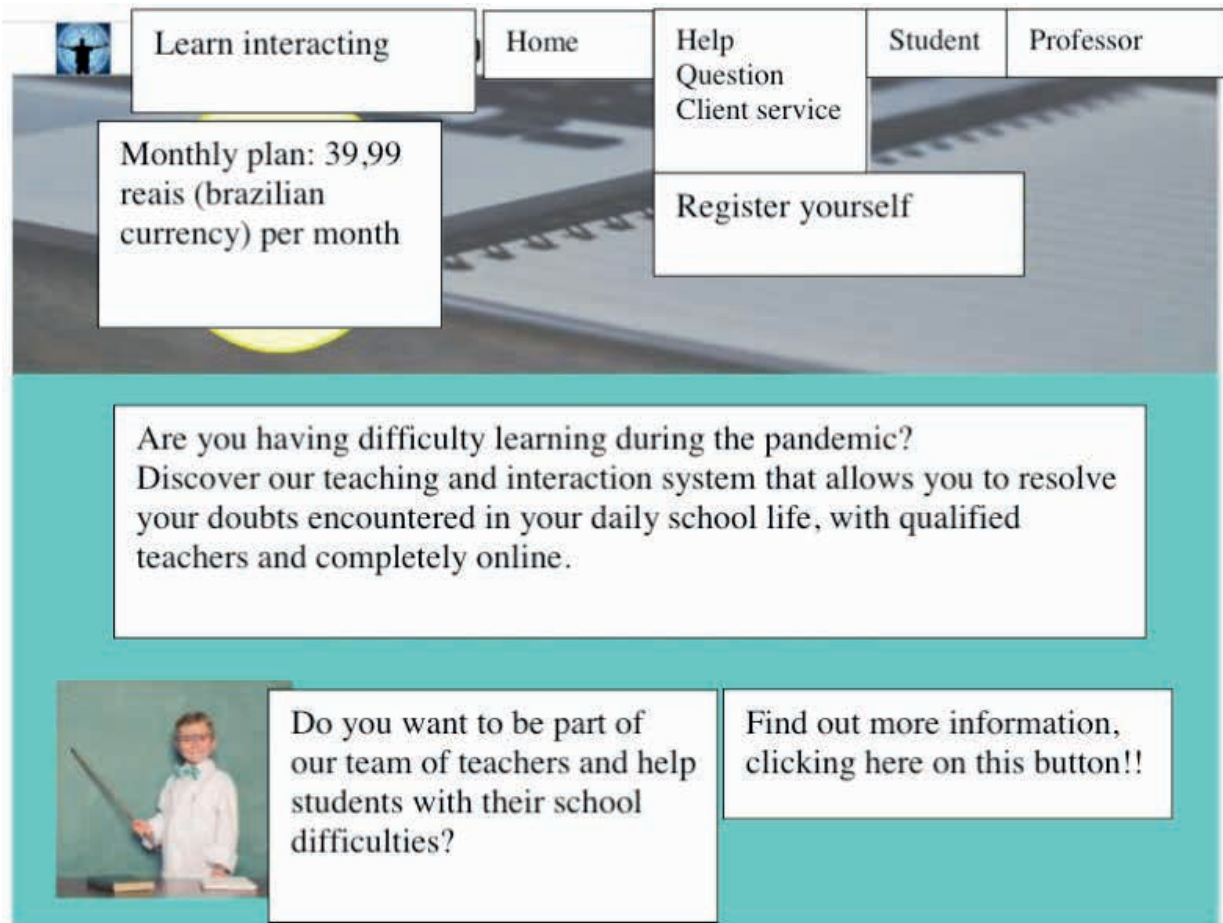


Figure 1 - Prototype

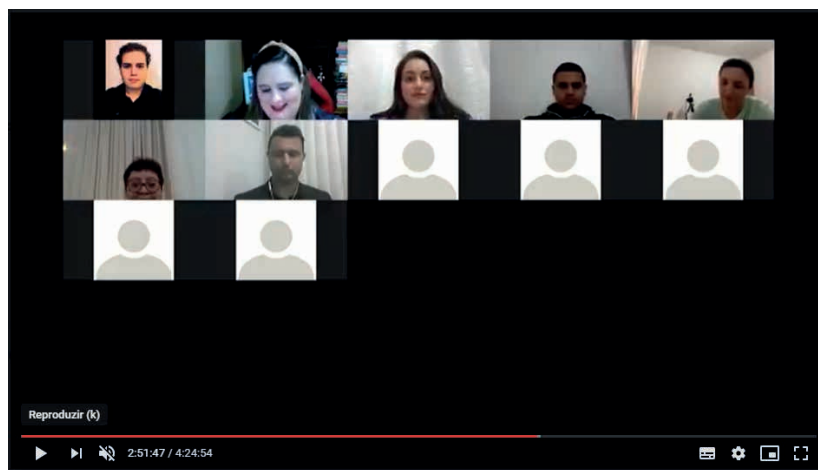


Figura 2 - Pitch

Source: The authors, 2020.

even when we didn't believe in it ourselves. We also deserve our thanks to Professor Donizeth Aparecido dos Santos, from the Business Communication discipline, who helped us in the development of this experience report. And finally, to the tutors selected by the teacher, who analyzed and validated our prototype.

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