

EXPERIENCE OF UNDERGRADUATE NURSING STUDENTS WITH ACTIVE METHODOLOGIES IN TEACHING ACTIVITY

EXPERIÊNCIA DE DISCENTES DE ENFERMAGEM EM METODOLOGIAS ATIVAS NA ATIVIDADE DE ENSINO DOCENTE

EXPERIENCIA DE DISCENTES DE ENFERMERÍA CON METODOLOGÍAS ACTIVAS EN LA ACTIVIDAD DE LA ENSEÑANZA DOCENTE

Lais Silva de Brito¹
Lorena de Santana Ribeiro²
Larissa Oliveira Ulisses³
Mara Fernanda Alves Ortiz⁴
Maria Carolina Ortiz Whitaker⁵

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Objective: To describe the experience of undergraduate students of a nursing course in a teaching stimulating activity of the ‘Nursing Care for Child and Neonate Hospitalized’ curricular course – “Projeto Permanecer”. **Method:** This is an experience report of students about the participation in activities to encourage teaching in the city of Salvador, Bahia, Brazil, using active methodologies between August 2015 and May 2016. **Results:** The activities took place in different spaces: laboratory practices, extracurricular activities, and participation in an extension activity, through group work and problematization. The stimulus to teaching provided the scholarship students with the development of critical-reflexive sense. **Conclusion:** The experience enabled the fusion of knowledge through the elaboration and implementation of active methodologies and the coexistence with professors and students who contributed to the professional formation and consolidated the development of actions essential to university life.

Descriptors: Nursing. Teaching. Mentors.

¹ Nurse. Student at the Federal University of Bahia. Scholarship student of the Institutional Scientific Initiation Scholarship Program. Member of the Research Group on the Health of Children and Adolescents. Volunteer of the Research Group on Health and Quality of Life of the Nursing School at the Federal University of Bahia. Salvador, Bahia, Brazil.

² Undergraduate Nursing student, Federal University of Bahia. Scholarship student of the Research Group on the Health of Children and Adolescents. Salvador, Bahia, Brazil.

³ Nurse. Master’s student, Graduate Program of the Nursing School, Federal University of Bahia. Member of the Research Group on the Health of Children and Adolescents. Salvador, Bahia, Brazil. lariulisses@gmail.com

⁴ PhD in Education. Director of Moji Mirim local school, São Paulo. Full professor at Mogiana Faculty in the State of São Paulo and course coordinator at Itapira Institute of Higher Education. Moji Mirim, São Paulo, Brazil.

⁵ Nurse. Professor at the Nursing School, Federal University of Bahia. PhD in Health Sciences (Nursing Area). Member of the Research Group on the Health of Children and Adolescents of the Nursing School, Federal University of Bahia. Salvador, Bahia, Brazil.

Objetivo: descrever a experiência de graduandas do curso de Enfermagem na atividade de estímulo ao ensino docente, no componente curricular Enfermagem no Cuidado à Criança e ao Neonato – Projeto Permanecer. Método: trata-se de um relato de experiência das estudantes sobre a participação nas atividades de estímulo ao ensino docente na cidade de Salvador, Bahia, Brasil, mediante o uso de metodologias ativas, entre os meses de agosto de 2015 a maio de 2016. Resultados: as atividades foram realizadas em diferentes espaços: práticas de laboratório, atividades extracurriculares e participação de uma atividade de extensão, por meio do trabalho em grupo e da problematização. O estímulo ao ensino docente proporcionou às bolsistas o desenvolvimento do senso crítico-reflexivo. Conclusão: a experiência proporcionou a fusão de conhecimentos pela elaboração e realização de metodologias ativas e pela convivência com professores e alunos que contribuíram para a formação profissional e consolidaram o desenvolvimento de ações essenciais à vida universitária.

Descritores: Enfermagem. Ensino. Mentor.

Objetivo: describir la experiencia de las graduandas del curso de Enfermería en la actividad del estímulo a la enseñanza docente, en el componente curricular Enfermería del Cuidado al Niño y al Neonato – Proyecto Permanecer. Método: se trata de un relato de experiencia de las estudiantes sobre la participación en las actividades de estímulo a la enseñanza docente en la ciudad de Salvador, Bahía, Brasil, mediante el uso de metodologías activas, entre los meses de agosto de 2015 a mayo de 2016. Resultados: las actividades se realizaron en diferentes espacios: prácticas de laboratorio, actividades extracurriculares y participación en una actividad de extensión, a través del trabajo en equipo y de la problematización. El estímulo a la enseñanza docente proporcionó a las becarias el desarrollo del sentido crítico-reflexivo. Conclusión: la experiencia proporcionó la fusión del conocimientos a través de la elaboración y realización de metodologías activas y a través de la convivencia con profesores y alumnos que contribuyeron para la formación profesional y consolidaron el desarrollo de acciones esenciales para la vida universitaria.

Descriptorios: Enfermería. Enseñanza. Mentor.

Introduction

The promotion of student development in undergraduate courses may be associated with teaching projects characterized as educational methods. Among these teaching projects, stands out the Federal University of Bahia's (UFBA) "Permanecer" program, which is part of the actions of the Coordination of Affirmative Actions, Education, and Diversity of the UFBA's Office of Student Assistance. Planned by a network of actions in the field of extension, teaching activities, and institutional activities addressed to training, social support to students, and the consolidation of new university structures that provide sustainability to the policy of access to higher education, the program presents three strategic lines of action: scientific initiation, extension, and teaching incentive⁽¹⁾.

Among the strategic axes of the program, we highlight the proposal of the Initiation to Teaching that aims to arouse the interest of undergraduate students in teaching in higher education and the critical appropriation of knowledge and skills necessary for pedagogical praxis. In the

case of the School of Nursing of the UFBA, this incentive to training in education corroborates the institution's Political Pedagogical Project, which provides, in the training of nurses, the capacity to plan and develop education actions with the population, nursing team, and health workers. This objective, in turn, is based on the National Curriculum Guidelines of Nursing Courses, which encompasses the need to develop permanent education skills of nurses in training, seeking to exchange mutual knowledge and strength the commitment to the education of future generations⁽²⁻³⁾.

In this program activity, scholarship students act as peer tutors in curricular courses, assist the professors in the development of pedagogical activities, and experience the academic-professional formation of students.

Peer tutoring can be understood as the pedagogical procedure that meets the political, technical, and human dimensions of pedagogical practice. Peer tutor is the person that contributes to the development of critical awareness of students,

allows and facilitates the dialogue in the professor-peer tutor-student relationship, favors the teaching-learning, and establishes a relationship in which they become subjects of their own learning process⁽⁴⁾. Law n. 9,394 of December 20, 1996, establishes the guidelines and bases of national education and institutes, in art. 84, that “Higher education students can be used in teaching and research activities by the respective institutions, performing peer tutoring functions, according to their performance and study plan”⁽⁵⁾.

Activities of encouraging teaching constitute a resource that favors the development of skills and abilities necessary for students to strengthen the articulation between theory, practice, and curricular integration. Through activities that promote interaction, dialogue between professor-peer tutor-student, peer tutors will enable the students to construct pedagogical abilities that stimulate reflection and creativity⁽⁶⁾.

The experience of activities to encourage teaching is similar to peer tutoring activities, whose purpose is to incentive and enable students to initiate teaching, providing them with the improvement in the learning of the discipline and, consequently, in vocational training⁽⁷⁾.

Peer tutoring experience in the undergraduate Nursing course, reported in study conducted in Belém, PA, Brazil, reveals that this practice contributed to the effective academic development, enhancing the learning of other students under the responsibility of peer tutors⁽⁸⁾. Similar finding was identified in study developed in the city of Natal, RN, Brazil, between 2009 and 2010, in the peer tutoring of the semiology and semio-technical course, which provided peer tutors with a unique experience through teaching, research, and extension activities⁽⁹⁾.

In peer tutoring activity, peer tutors understand that to mediate the student’s formation it is necessary to understand how they learn; one must be aware and consider the development process, since the learning of new knowledge is closely related to the development process, the transformation in the subject itself, in the lived experience. Therefore, learning is an active process.

In this context, the use of active methodologies is a crucial tool to transform learning, considering students as the center of the educational process, based on a critical-reflexive formation.

This work aimed to describe the experience of undergraduate Nursing students in the activity of encouraging teaching, in the the curricular course Nursing Care for Child and Neonate Hospitalized – “Projeto Permanecer”.

Method

This is an experience report of two scholarship students of the undergraduate Nursing course at the Federal University of Bahia (UFBA), part of the Nursing Care for Child and Neonate Hospitalized course, in the city of Salvador, Bahia, Brazil, using active methodologies.

To provide a theoretical basis for this report, a survey on the databases of the Scientific Electronic Library Online (SciELO), the Latin-American and Caribbean System on Health Sciences Information (LILACS), and the CINAHL EMBASE was conducted in the period between 2007 and 2017, using the following descriptors: Mentors; Nursing; and Teaching. The studies found demonstrated the need for changes in the teaching-learning process, with the increasing use of active methodologies as a strengthening strategy in the construction of knowledge.

The curricular course Nursing Care for Child and Neonate Hospitalized has an academic load of 119 hours, organized in 34 theoretical hours and 85 practical hours. Its program addresses the health conditions of newborns, children, and adolescents, considering the epidemiological profile of the Brazilian population within a socio-political and cultural context and the nursing care of newborns, children, and adolescents, adopting preventive and curative measures for prevalent diseases.

Activities of encouraging teaching took place from August 2015 to May 2016 with two scholarship students from the sixth semester, with financial support from the “Projeto Permanecer” program. This project aims to ensure that students in socioeconomic vulnerability successfully stay

in college, as they are more likely to delay or even interrupt their academic trajectory due to unfavorable conditions that specifically interfere with their presence in the university context.

The two undergraduate students began their activities together with the project supervisor and the professors of the course by planning the activities to be developed and defining the work process schedule and the systematization of the activities to be conducted.

Later, a literature review was carried out to search, read, and update the theme, as well as to raise pedagogical and material resources to be used in classrooms, meetings, and workshops.

On the first day of class of the course, the welcoming of the students and the presentation of the scholarship students took place. Peer tutoring activities occurred in the laboratory of professional practices of the School of Nursing, in extracurricular meetings, workshops, and virtual meetings. The topics covered comprised nursing actions in the care of children and hospitalized neonates. The meetings took place according to the doubts and needs raised by the group of students and peer tutors.

The main action strategies were developed in dynamic activities, through educational games, problematization, and discussion rounds anchored in theoretical contents on topics such as: growth and development, care with umbilical stump, importance of the father's role in breastfeeding, bonding of the baby with the family, immunization schedule, cardiopulmonary resuscitation in pediatrics and neonatology, basic nursing techniques adapted to the needs of neonates and children, drug dose calculation, among others. As instructed by Freire, questions not elucidated in each meeting were explored in the next class, after a search been conducted by students; hence, exploiting the learning issues jointly⁽¹⁰⁾.

In the meetings held in the laboratory of professional practices, it was possible to perform techniques, such as physical examination and bathing of newborns, care with the umbilical stump, and nursing actions for comfort and safety measures. At the end of each meeting, the students made a brief voluntary assessment of

the activity, suggested new topics, and presented their contributions, as well as their self-assessment, considering themselves autonomous in class activity, to promote the synthesis, analysis, and evaluation of the content approached.

Experiment results

The experience of encouraging teaching in the Nursing Care for Child and Neonate Hospitalized course allowed the scholarship students to experience, interact, and construct learning through the development of a critical-reflexive sense in their formation.

Preparing the students to learn the pertinent contents in their professional development requires the creation of situations that stimulate their capacity to think, because learning and "thinking" are based on the exchange and interaction with the environment.

The performance of peer tutors, believing in an active learning process and that the interaction of the subject with the object of study guarantees its formation, is not the only determinant for the success of an active learning methodology. However, the learners are also autonomous and responsible for the construction of their knowledge and, consequently, their own learning.

Participating with the professor in the preparation of the classes and topics covered, provided new experiences for the students of the program to stimulate teaching because one does not learn by transmitting information, rather by building knowledge. In this perspective, situations that challenge students are fundamental in academic life, so they can seek the answers themselves. Thus, a professor-student relationship is established, enabling each one to accept their importance. This way, the teaching-learning process was conducted, respecting the freedom of participation of everyone involved. The students' contributions occurred through the manifestation and contestation of the themes when reporting previous experiences on the topics studied.

In all activities of the course, the acquisition of knowledge learned was evaluated through statements, reports at the end of each meeting,

and participation and frequency in the proposed activities. These conditions imply or require the presence of educators and learners, as creators, researchers, restless, rigorously curious, humble, and persistent⁽¹⁰⁾.

The proximity and bonding among peer tutors and the group of students was made possible by experiencing the challenge of creating the meetings, establishing the themes, motivating the rounds of conversation and the virtual meetings with the students of the course.

Teaching incentive, using peer tutoring, can contribute to the formation of critical professionals, through the freedom of expression that the professor offers to the work group, by the construction of theoretical and practical knowledge in a reflexive and active way⁽¹¹⁾.

During the process of constructing the workshops and meetings, it was initially difficult to set up a dynamic strategy that could show the content attractively and arouse interest. To overcome this obstacle, the question of living in an academic world focused on traditional teaching was linked to the valuation of content to the detriment of the experience. This model was repeated in the activities developed with the work group.

Education in Brazil and in other areas of Latin America, especially Higher Education, is currently experiencing a maturation process that has transformed the understanding of education that only transfers knowledge into a model that creates possibilities for its production or construction⁽¹⁰⁾.

At the beginning of the activities, it was observed that, for both the peer tutors that conducted the dynamics and the participants, a knowledge exchange took place. The teaching-learning of the content addressed was assimilated with better systematization since the activities were conducted in such a way that everyone had the opportunity to speak, contribute, disagree, and debate on the subject. In all activities, the students' previous knowledge was valued, and the knowledge assimilated in the workshops was analyzed based on the statements that occurred at the end of each meeting.

This finding corroborates the results of a study carried out in Arapiraca, AL, Brazil, on the peer tutoring experience in the Embryology and Histology course of the Nursing course. In that case, the practice of academic peer tutoring proved to be a facilitator of the teaching work, since peer tutors provided the other students the clarification of curricular contents, and orientation of study and discussion groups⁽¹²⁾.

The experience of encouraging teaching through peer tutoring provided challenging moments, of exchanging and sharing crucial and valid knowledge to consolidate learning. Furthermore, it can be affirmed that the importance of using active and innovative methodologies in undergraduate teaching was strengthened. Active methodology is an educational concept that stimulates the construction of the critical-reflexive teaching-learning process, in which learners participate and commit themselves to their learning. As active subjects of their training, it proposes the elaboration of teaching situations that challenge the students' critical capacity facing real complications, reflection on problems that generate doubts and hypotheses, the ability to create resources to search for solutions and their applicability⁽¹³⁾. Problematicization and group work allowed to approach a real scenario and the development of a critical posture in the process.

Using active methodologies as pedagogical strategy in the preparation and performance of group activities was an effective instrument in the appropriation and recognition of the active learning constructed by the sum of experiences between professor and students. Small work groups favored the dialogue, exchange of ideas, reflection, development of creativity, and interaction. This exchange and joint construction of learning the activities that support teaching with the participants of the course enhanced the bond and the will to learn. As the meetings were held, the group realized the difference and the support that peer tutoring provided. Hence, the feedback of the meetings and the activities were positive and motivating.

On the other hand, this sharing of learning the teaching incentive with the participants of the course strengthened attitudes of responsibility, proactivity, and leadership of scholarship students. The activities performed demonstrated a positive return of the actions of undergraduate students through their evaluation regarding the course. This learning raises expectations not only because it corresponds to a need of all those involved, but also because it is part of the existence of an educative society, allowing to rescue the need for a comprehensive formation of the students and the development of a set of skills necessary to training.

The ideal of education is not to learn as much as possible and maximize results. In the first place, it is learning to learn, it is learning to evolve, and learning to continue to evolve after school⁽¹⁴⁾. Therefore, to contribute to the formation and knowledge of students, it is necessary to respect their autonomy and creativity and understand that is better for the student to discover a method of learning than to simply receive from someone else information on available scientific knowledge. In this sense, it is considered that an active subject in its essence and intelligence is built in the relations with the object of the physical and social environment. Thus, the structures of intelligence are constructed depending on the needs and situations identified in the environment⁽¹⁴⁾. Activities for encouraging teaching constitute a path for the construction of comings and goings, for the consolidation of learning, as well as for the perception that learning requires a double movement: to assimilate what is known while incorporating unknown content. It is the balance between these two complementary mechanisms that produces learning, enriching and broadening the initial schemes.

Therefore, the teaching-learning dialectical pedagogical approaches that support the conception of active methodologies are being built and aim to train professionals as active, ethical, responsible, critical, and sensitive subjects facing the challenges that life and society imposes. Through peer tutoring, it was

possible to experience moments that, although in contexts of uncertainties and complexities, generated challenges that allowed to experience the assumptions of active methodologies, which are based on a significant theoretical principle – autonomy – explained in the ideals of the educator Paulo Freire⁽¹⁰⁾.

Finally, it was verified that current education requires autonomous students capable of creating conditions and interventions that lead them to construct their own knowledge in a critical and transforming way. Therefore, it is not a matter of giving up the experiences, but to favor the individual freedom of thinking and giving opportunity to verbalize thinking. For this purpose, the proposals of active methodologies, through the problematizations and challenges imposed in everyday life, are fundamental.

The experience of working with students of the course allowed a closer look to the learning process and it will accompany the peer tutors throughout their lives.

Conclusion

The activity of encouraging teaching enabled the contact with new academic experiences through the development of actions in the Nursing Care for Child and Neonate Hospitalized course, using active methodologies such as problematization, mediated by the teaching orientation. Applying these methodologies required the students to use real or simulated experiences to consolidate knowledge, considering the previous experiences of those involved in child and neonate care, as well as the development of practical abilities for child and neonate care, besides motivating the relations of coexistence in group activities.

The experience of teaching stimulus constituted a source of strength for both professional and personal enrichment of the undergraduate students, since it approached them with the test to a future teaching practice, besides fomenting the academic formation articulated with teaching.

This experience favored the expansion and development of skills such as oratory, creativity, personal interaction, commitment, and deepening of knowledge on the area, as it encouraged interpersonal communication, development, planning, and implementation of teaching strategies, as well as the search of knowledge through the constant stimulus to find answers to the problems discussed in the classroom with the other students.

In this context, it is concluded that the experience provided the fusion of knowledge through the elaboration and implementation of active methodologies, not to mention the coexistence of professors and students, who contributed to the professional formation and also consolidated the development of actions essential to university life.

Collaborations:

1. conception, design, data analysis and interpretation: Lais Silva de Brito, Lorena de Santana Ribeiro, Larissa Oliveira Ulisses, Mara Fernanda Alves Ortiz and Maria Carolina Ortiz Whitaker;

2. drafting of the article, relevant critical review of intellectual content: Lais Silva de Brito, Lorena de Santana Ribeiro, Larissa Oliveira Ulisses, Mara Fernanda Alves Ortiz and Maria Carolina Ortiz Whitaker;

3. final approval of the version to be published: Lais Silva de Brito, Lorena de Santana Ribeiro, Larissa Oliveira Ulisses, Mara Fernanda Alves Ortiz and Maria Carolina Ortiz Whitaker.

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