



TEACHING TRAINING IN CONSTRUCTION OF KNOWLEDGE TO TEACH: INTEGRATIVE REVIEW

ESTÁGIO DE DOCÊNCIA NA CONSTRUÇÃO DE SABERES PARA ENSINAR: REVISÃO INTEGRATIVA

PRÁCTICA EN DOCENCIA EM LA CONSTRUCCIÓN DE SABERES PARA ENSEÑANZA: REVISIÓN INTEGRADORA

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ABSTRACT

Objective: to analyze the scientific production related to the contribution of practical teaching training to the construction of professional knowledge during graduation in health area. **Method:** this is an integrative review guided by the question << *What do scientific papers reveal on the contribution of teaching internship in the qualification process of graduate students?* >>. Data were collected in LILACS and SciELO library, using the descriptors higher education, professors, education, graduate education, health, internship and teaching. Eight publications were grouped by content similarities. **Results:** two analytical categories emerged after data analysis: << Graduate student approaching with the various contexts of teaching practice and << Construction of professional teaching knowledge >>. **Conclusion:** teaching internship provides opportunities for future teachers and doctors to experience teaching practices and methodologies that integrate teaching and service, which build the body of professional knowledge of higher education professors. **Descriptors:** Professors; Education, Nursing; Graduate Education.

RESUMO

Objetivo: analisar a produção científica relacionada à contribuição do estágio de docência para a construção dos saberes profissionais durante a pós-graduação na área da saúde. **Método:** revisão integrativa norteada pela questão << *O que revelam as produções científicas sobre a contribuição do estágio de docência no processo de qualificação dos alunos de pós-graduação?* >>. Os dados foram coletados na base de dados Lilacs e na biblioteca da Scielo, utilizando-se os descritores educação superior, docentes, ensino, educação de pós-graduação, saúde, estágio e docência. Oito publicações foram agrupadas por similaridades de conteúdos. **Resultados:** duas categorias de análise emergiram após a análise dos dados: << Aproximação do pós-graduando com os diversos contextos da prática docente e << Construção dos saberes profissionais docentes >>. **Conclusão:** o estágio de docência oportuniza aos futuros mestres e doutores a vivência de práticas pedagógicas e metodologias que integram o ensino e o serviço, as quais constroem o corpo de saberes profissionais dos professores de ensino superior. **Descritores:** Docentes; Educação em Enfermagem; Educação de Pós-Graduação.

RESUMEN

Objetivo: analizar la producción científica relacionada a la contribución de la práctica en docencia para la construcción de los saberes profesionales durante el postgrado en el área de la salud. **Método:** revisión integradora norteada por la cuestión << *Lo que revelan las producciones científicas sobre la contribución de la práctica en docencia en el proceso de calificación de los alumnos de postgrado?* >>. Los datos fueron recolectados en la base de datos Lilacs y en la biblioteca de Scielo, utilizándose los descriptors educación superior, docentes, enseñanza, educación de postgrado, salud, práctica y docencia. Ocho publicaciones fueron agrupadas por semejantes contenidos. **Resultados:** dos categorías de análisis emergieran después del análisis de los datos: << Aproximación de los Estudiantes de postgrado con los diversos contextos de la práctica docente y << Construcción de los saberes profesionales docentes >>. **Conclusión:** la práctica de docencia ofrece oportunidad al futuros mestres y doctores en la vivencia de prácticas pedagógicas y metodologías que integran la enseñanza y el servicio, las cuales construyen el cuerpo de saberes profesionales de los profesores de enseñanza superior. **Descriptores:** Docentes; Educación en Enfermería; Educación de Postgrado.

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INTRODUCTION

Qualification of professional learning, education of reflective teachers and pedagogical practices in health area has been improving due to significant growth of graduate programs in this area, observed in the last 30 years in Brazil. This transformation in higher education causes movements related to research on training and professional performance of university teachers, committed to research, extension and their qualification.^{1,2}

Knowledge provided by practice is not sufficient to provide teachers the skills necessary for teaching practice. In this sense, professionals add to their formation other knowledge that composes the solid theoretical foundation with which every teacher should have. They distinguish that pedagogical knowledge need to be constructed and reconstructed from an educational movement in constant transformation.³

Linked to this moment of deep encouragement of professional teaching qualification, there has been focus on research, responsible for a significant investment by professors and higher education institutions (HEIs) in order to meet the current requirements of financing entities. Studies have shown that, currently, professors and doctors are better able to search and less prepared for the demands of higher education.^{1,2}

Contrary to these trends in health, there has been a concern with the teaching profession itself, whose purpose is as noble as the research purpose. The commitment of university professors occurs from vocational training to the conception of ethical and committed individuals with humanity. Thus, both the act of researching and teaching must permeate the education of future professors in master's degree and doctorate courses in the health area.⁴

Higher education in health requires the commitment of HEIs with the needs of the Unified Health System (UHS) users, based on comprehensive care.⁵ In this perspective, the Higher Education Personnel Training Coordination (Capes), in partnership with the Department of Labor Management and Health Education (SGETES) of the Ministry of Health, launched the Pro-Education of Health edict in order to encourage professors and researchers from public and private Brazilian institutions to think projects to support education and research within the health training. Pro-Education aims to encourage the production of scientific and technological research and

the training of professors, doctors and post-doctoral training geared to education in health, in order to consolidate this training area considered strategic for the consolidation of the Unified Health System (UHS).⁶

In the qualification process of future masters and doctors in health area, completion of teaching internship provides opportunities for graduate students to acquire knowledge and skills to the teaching exercise. With this experience, future teachers may find grants to build themselves up as educators, appropriating the advocated National Curriculum Guidelines (NCG). The living given by this unique opportunity for interaction between professors, future professors and graduate students favors the development of reflective student on social reality, from pedagogical strategies that articulate the "learning to learn" and lifelong learning, a key condition for the training of health professionals.⁷

Actions related to higher education has been seeking, currently, strategies that result in the qualification of health courses, especially encouraging changes in undergraduate and graduate education, with a view to meeting the National Curriculum Guidelines and the principles and guidelines of UHS. In this perspective, the approach to the context of practice and to diversification of scenarios and learning environments should occur since the beginning of training. Teaching and learning process should be guided from skills and be compatible with the demands of the community, anchoring in active methodologies centered on students, as a subject of learning, and on professors, as a facilitator of training process.⁵

It is considered the assumption that sharing ideas and experience between masters and doctoral students in the health area contributes to the construction of professional teaching knowledge. In this study, we aimed to:

- ♦ Analyze scientific production related to the contribution of teaching internship to the construction of professional knowledge during graduation in health.

METHOD

Descriptive exploratory research was conducted in documentary basis, based on the assumptions of literature integrative review.⁸ It was intended to investigate all productions of knowledge in full article format on Lilacs and Scielo. The search was driven from the following question: << What do scientific papers reveal on the contribution of teaching

internship in the qualification process of graduate students? >>. Lilacs database was accessed by capes journals portal via bu.ufsc.br . SciELO has been accessed in <http://www.scielo.br/> website.

Besides establishing criteria for data collection, analysis and presentation of results, through a research protocol previously developed and validated, the six tasks set for the constitution of integrative literature review were also observed: selection of research question; definition of inclusion criteria and sample selection; representation of selected studies in table format; critical analysis of the findings; interpretation of results; and clear reproduction of the review.⁸

Primary search was conducted in February 2012 from the combination of the following keywords: Higher Education and Professors and Teaching; Graduate Education and Education and Health; Graduate Education and Professors; Internships and Teaching.

We considered the following inclusion criteria:

- a) studies on the contribution of teaching internship in the qualification process of graduate students;
- b) works published in English, Portuguese and Spanish from 2002 to 2012;

- c) articles from experience reports, systematic reviews and reflection papers, available in full in the online format.

We considered as exclusion criteria:

- a) studies whose theme is shown only in the literature review or theoretical framework;
- b) works that do not relate, directly or indirectly, to teaching internship as qualification process of graduate students;
- c) theses and dissertations, monographs, editorials, letters, protocols and books.

The first list of publications comprised 268 works, of which we proceeded to read the titles and abstracts, excluding those who did not meet the inclusion criteria established in the research protocol. Thus, we excluded 260 publications. The eight selected articles were grouped in a figure containing the following indicators: authorship, title, journal, year of publication, studied university category of the study, contributions of teaching internship to professional practice and professional knowledge of future professors.

It was held bibliometric analysis to characterize the selected studies. Figure 1 addresses the methodological steps used in this research.

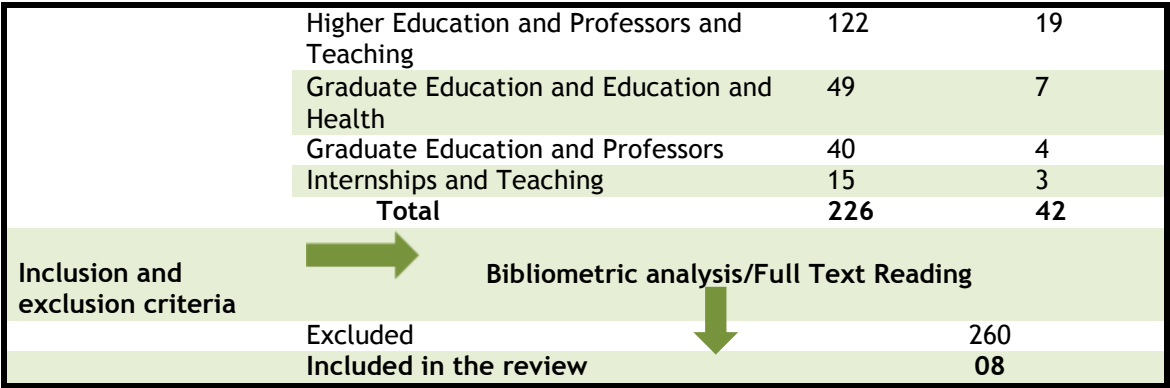


Figure 1. Flowchart of the methodological approach, Florianópolis, 2012.

After these steps, teaching professional knowledge and the contribution of teaching internship to professional teaching practice, addressed in each article, were extracted. Publications were grouped by content similarities, in empirical categories, determining two categories of analysis presented in this study: approaching the graduate student with the various contexts of teaching practice and construction of professional teaching knowledge.

RESULTS AND DISCUSSION

To analyze and discuss the results of studies that present the contribution of teaching internship to the construction of professional teaching knowledge in the qualification process of graduate students in

health, it was performed, initially, the analysis of methodological structures of articles for exploration of concepts and results of the findings in the literature.

It was found that the eight articles (100%) analyzed corresponded to nursing area. Publications were held in seven different journals. We highlight the *Revista da Escola de Enfermagem* (Journal of Nursing School) - USP, which had, in the period of interest, two articles concerning the subject. We also highlight the productions found in national journals, with only one study published in journals outside Brazil. These findings demonstrate the national interest on the subject, as well as the relevance of the subject in Brazilian nursing area.

With regard to the years of publication of the articles, it was found that four (50%) studies were published in the years 2007 and 2009, with two (25%) studies each year. The other articles (50%) correspond to the years 2004, 2006, 2008 and 2009, with a publication (12.5%) in each year, respectively.

Regarding the category of articles analyzed, experience reports accounted for 75% and theoretical reflections 25%, pointing to the lack of research on the subject.

Figure 2 shows the eight selected productions and some of the information exploited:

1. Gonçalves L; Ferraz F, Kirchhof ALC; Backes VMS.	Different methodological approach in practical classes of nursing administration	Rev Bras Enferm / 2004	Experience report
2. Pinho LB; Santos SMA	Teaching internship in psychiatric nursing: an experience during graduation	Rev Gaucha Enferm / 2006	Experience report
3. Dal Pai D; Lautert L	Virtual discussion groups: a proposal for nursing education	Rev. Esc. Enferm. / 2007	Experience report
4. Pimentel V; Mota DDCF; Kimura, M	Thoughts on the preparation for teaching in graduate nursing	Rev. Esc. Enferm. / 2007	Theoretical reflection
5. Wall ML; Prado ML, Carraro TE	Experience of undergoing a Teaching Internship applying active methodologies	Acta paul enferm / 2008	Experience report
6. Mielke FB, Olschowsky A	Teaching internship experience	Cogitare enferm / 2009	Experience report
7. Schaurich D	Understandings of nursing students on families: some reflections	Nery Rev Enferm / 2009	Theoretical reflection
8. Baggio MA; Nascimento KC, Arzuaga MA, Erdtmann, AL	Problem-Based Learning: communication in theoretical-practical integration in Nursing	Rev Cubana Enferm / 2010	Experience report

Figure 2. Productions selected, sorted by year of publication , Florianópolis, 2012.

♦ **Approaching the graduate student with the various contexts of teaching practice**

In general, the publications found show relative contribution of teaching internships to qualification process of graduate students.

Among the methodological possibilities used in this practice, we used the problem-based learning method (PBL) as an important strategy for interdisciplinary communication development during internships. Still in this perspective, studies have shown that comprehensive teaching assumes the communication process within training centers and contributes substantially to the training and qualification of professionals able to reflect on their work reality, through a dialectical and investigative attitude. This activity becomes even more significant when contributes to the education of the worker, which is not only based on physical ability to perform their job, but in training in the form of knowledge, preparing them to act on their own initiative, due to their knowledge and to make decisions.^{1,4,9-11}

These findings confirm that working in the formation of critical professionals, developers of changes in reality, requires guidance of professors to pursue the reflection on their daily lives, as a researcher of their teaching practice. It is the continuous reflective process that produces teaching knowledge, originated from the commitment to change and transformation of teaching practices. Teaching practice should go beyond the act of transmitting knowledge. The teacher is

assigned of the role of mediator in the teaching-learning process, helping students to expand their human possibilities to know, ask and interact with the world through a new way of educating.¹²

In this perspective, higher education is critical for consolidation of ministerial proposals to the articulation of teaching and work in order to meet the demands of population. Health professionals, teachers and students need to be committed¹³ to question the work process problems, discussing them together with the users of the health system, with representatives of educational institutions and service managers. Thus, experiences in the working world can be meaningful learning experiences, which impact the quality in meeting individual and collective needs of the population. It is assumed that education processes in health area require constant updating of knowledge, for improving the quality of services requires a change in care practices from the transformation of work processes.¹⁴ Approaching relationship between training and the world of work, through the understanding of the work process and social reality, causes the subjects involved to drop passivity and contemplative attitude, enabling learning experiences in multidisciplinary and interdisciplinary groups.¹⁵

As process of building new educational possibilities, it was observed in some studies, that field diary appears as important method of approach between theory and practice. Its use, associated with virtual learning

environment, is presented as a method that enables the exchange of knowledge on various aspects that interrelate in academic experience and therefore in the formation of nursing professional. In addition, it favors the use of technology as a tool that allows interactivity and bidirectional and multi-dimensional communication, presenting different aspects of the construction of knowledge. Another positive aspect of the virtual space is the ability to answer questions of students and exchange information establishing ties and enhancing learning through the use of an innovative technique.^{9,16}

The impression of alumni who come from supervised nursing internships in hospitals demonstrates the strengthening of integration between undergraduate and graduate, from the teaching internship. The approach to the practice allows that the graduate student is inserted in the current context of vocational training in their area.^{4,17-8} This diversification of scenarios seems to be a positive strategy as it promotes the exchange of knowledge among undergraduate levels and provides the graduate student's insertion in the current educational context. The student appropriates the educational perspectives adopted in institutions, in face of changes in the training process in recent years. It is also a unique opportunity offered to postgraduate students, who will experience the creative practice of teaching from the moment of planning to the implementation of educational activities. In time, it allows students to understand and critically evaluate different teaching strategies applied in higher education.^{1,2}

Studies show the possibility of using the teaching internship to collect data for dissertation, which shows, besides the ability to make use of innovative methodologies, that experience can be favorable to approach researcher and research subjects.¹⁰

Training in strict sense graduate courses has prioritized research activities and often associates these activities with the essence of teaching. This recognition, supported by higher education institutions, demonstrates the important role of teachers in the development of new knowledge by conducting research, however, the exercise of teaching must have the same importance, for teaching in higher education is a simultaneous process of human education, involving students and professors, in which teaching with social quality integrates, necessarily, research, teaching and extension.¹⁹ Experience in teaching proves to be of fundamental importance as part of training of masters and doctors, at the same time they develop

research, produce and disseminate knowledge of their area, which will certainly provide a contingent of masters and doctors better prepared to face the many challenges of this activity, with a view to a more qualified higher education.¹

♦ Construction of professional teaching knowledge in teaching internships

Construction of professors' professional knowledge occurs through combination of different knowledge acquired in their life story; through personal and school culture experienced, professional experience of the teacher himself, experience of other teachers with whom they have lived during the training process. This knowledge is renovated in daily teaching practice and is temporal, plural, heterogeneous, personalized and situated.²⁰ In selected studies, it is observed that these characteristics, related to professional knowledge, are already present in initial teacher education to the extent that the authors reflect on the experience in teaching internship. Qualification of teaching practice during internship occurs when approaching post-graduate student of educational reality, making use of methodologies that respond to questions arising from the reality where the experience is developed.^{1,4,16,17} Teaching internship provides an opportunity for graduate student to build professional knowledge for teaching practice as it provides diverse experiences of pedagogical practice, to approach and (re) cognize innovative teaching-learning methodologies.

Teaching activity requires skills to reflect and discuss the views of practice, both in relation to the role of professors and in the role played by higher education.²¹ This function requires awareness of social and political commitment by professors regarding the production and dissemination of knowledge and also for qualification of care practice and articulation of theory and practice.²² Thus, teaching practice should be permeated by a pedagogical training that considers teaching experiences from discussions, debates and reflections on theoretical principles of education. This may provide to professors possibilities for critically analyze their teaching practice, in order to find new and better ways for development of teaching.²¹

Integration between undergraduate and graduate courses, found in studies, awakens in the future teacher a critical and facilitating awareness of teaching-learning process, favoring the exchange of experiences, enabling the graduate student to reflect on the articulation of knowledge, while observing

how professor guide their students in planning care.^{9,15,18} In this sense, construction of knowledge of future masters and doctors is based on certain knowledge acquired at the university, in certain didactic and pedagogical knowledge from training and experience of other professors.²⁰

We highlight a growing search for qualification in Masters and PhD programs, which requires the need for extended discussions of a pedagogical practices that should be critical-reflective and promoter change.²³ This building process has reflected the need to rethink and reframe the pedagogical training of professors who work in health.²¹ Search for qualification in teacher education contributes for professors to build themselves as subjects, realizing their (co) responsibility in the development of educational institutions, in the teaching-learning process and in critical thinking exercise on the pedagogical practice offered to the academic community.³

In refereed publications, critical and reflective pedagogical practice seems to positively influence the construction of professional knowledge of future masters and doctors, as they articulate different types of knowledge, skills and abilities required for different situations. It is noteworthy, according to studies^{9,10,17,18}, the importance of methodologies that favor the exchange between teacher and student, taking as its starting point reality.

Professors' professional knowledge is permanently developing and is influenced by several factors, whether personal or professional. This movement of construction and reconstruction of teaching exercise is necessary and seeks innovative ways and new outlines to pedagogical practice in higher education.³

Temporality is a primary factor, because the first years of professional experience are decisive in structuring teaching practice. Thus, teaching internship contributes to the establishment of diversified professional knowledge (knowledge, skills and competencies) regarding a discipline or teaching module, with possibility of using theories, concepts and techniques, consistent with the reality of each academic moment. It also contributes for this knowledge to be located and customized from a concrete specific situation in training exercise for the practice of teaching in higher education.²⁰ Likewise, it contributes for the education of reflective teachers as pedagogical practice in their daily action as trainers and researchers professionals.²⁴

In the specific area of nursing, we highlight that teaching internship is a primordial experience in teacher education and contributes to the construction of professional knowledge in the teaching profession. Although it is mandatory for graduate scholars, little disclosure of this experience in scientific articles is observed, reinforcing the importance of research to the detriment of teacher education.

CONCLUSION

This review identified the different methodologies used by graduate students in the discipline of teaching internship, highlighting the interest of nursing in the field of teacher education. It was observed that the reported teaching practices in publications are developed by reality of professors and undergraduate and graduate students.

The experience of teaching in teacher education contributes so that they are more prepared to teach in higher education and to face the numerous challenges for the quality of professional training in health.

Articles analyzed have significant experiences that generate reflection of the importance of completing teaching internship for the qualification of masters and doctoral students of graduate programs. Dissemination of practices developed during teaching internship serves as the impetus for other students to disclose their practices, enabling exchange of experiences publishing their experiences in scientific journals. Scarcity of publications on the subject stimulates a reflection on the importance of this experience in training of future health professors.

Development of teaching internship provides graduate students to experience different pedagogical practices, as well as help them familiarize with the innovative methodologies of teaching-learning process. Add to this the different knowledge of future masters and doctors. Therefore, it is built up the body of professional knowledge of professors of higher education.

Considering the few publications found in scientific journals, it is suggested to reflect on the need to conduct and disseminate research in the form of articles that address the experiences developed by graduate students during teaching internship.

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