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ARTICLE NOTE PREVIEW

PARTICIPATORY EDUCATIONAL TECHNOLOGIES IN NURSING GRADUATE: A LEARNING FACILITATOR?

TECNOLOGIAS EDUCACIONAIS PARTICIPATIVAS NA GRADUAÇÃO DE ENFERMAGEM: UM FACILITADOR DA APRENDIZAGEM?

¿TECNOLOGÍAS EDUCATIVAS PARTICIPATIVAS EN GRADO DE ENFERMERÍA: UN FACILITADOR DE APRENDIZAJE?

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ABSTRACT

Objective: describing the main educational technologies used by teachers in classes in nursing graduate education of Estácio de Sá University/UNESA. **Method:** a descriptive study, exploratory, qualitative approach, field research, participative, with teachers and students of the University Estácio de Sá/UNESA, municipality of Nova Iguaçu, located in the state of Rio de Janeiro/RJ, with analysis of the data by Content Analysis technique. The project was approved by the Research Ethics Committee, CAAE 35030314.3.0000.5243. **Expected results:** describing the main educational technologies used by teachers in classes in nursing graduate education as a facilitator of the teaching-learning process in nursing education; also, make the raised issues, knowledge production as foundation in building new knowledge for the students contributing to improvement and quality of care provided as future nurses, through reflection and sensitization. **Descriptors:** Educational Technology; Graduate Nursing; Facilitators of Learning.

RESUMO

Objetivo: descrever as principais tecnologias educacionais utilizadas pelos docentes nas aulas no ensino de graduação de enfermagem da Universidade Estácio de Sá/UNESA. **Método:** estudo descritivo, exploratório, de abordagem qualitativa, pesquisa de campo, participativa, com os docentes e discentes da Universidade Estácio de Sá/UNESA, município de Nova Iguaçu, situado no Estado do Rio de Janeiro/RJ, com análise dos dados pela Técnica de Análise de Conteúdo. O projeto foi aprovado pelo Comitê de Ética em Pesquisa, CAAE 35030314.3.0000.5243. **Resultados esperados:** descrever as principais tecnologias educacionais utilizadas pelos docentes nas aulas no ensino de graduação de enfermagem como elemento facilitador do processo ensino-aprendizagem na formação do enfermeiro; também, fazer dos aspectos levantados, produção de conhecimentos como alicerces na construção de novos saberes para os discentes contribuindo para aprimoramento e qualidade do cuidado prestado como futuros enfermeiros, por meio de reflexões e sensibilizações. **Descritores:** Tecnologias Educacionais; Graduação de Enfermagem; Facilitadores da Aprendizagem.

RESUMEN

Objetivo: describir las principales tecnologías educativas utilizadas por los profesores en las clases de educación de pregrado de enfermería de la Universidad Estácio de Sá/UNESA. **Método:** un estudio descriptivo, exploratorio, de enfoque cualitativo, la investigación de campo, participativa, con los profesores y estudiantes de la Universidad Estácio de Sá/UNESA, municipio de Nova Iguaçu, situado en el Estado de Río de Janeiro/RJ, con el análisis de los datos por técnica de Análisis de Contenido. El proyecto fue aprobado por el Comité de Ética en la Investigación, CAAE 35030314.3.0000.5243. **Resultados esperados:** describir las principales tecnologías educativas utilizadas por los profesores en las clases de pregrado de enfermería como facilitador del proceso de enseñanza-aprendizaje en la educación de enfermería; además, hacer las cuestiones planteadas Marlene Vitorino Florêncio, estudiantes que contribuyen a la mejora y la calidad de la atención prestada como enfermeras futuras, a través de la reflexión y la sensibilización. **Descriptor:** Tecnología Educativa; Grado de Enfermería; Los Facilitadores del Aprendizaje.

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INTRODUCTION

Educational technologies are features designed for teaching and learning purposes which, adapted to the training space needs, the sharing and the rise of science and knowledge, with teaching purposes, preparation and adaptation to life in all its spheres contribute to educators turning an even better, easier, faster and effective education.¹

Among the scientific advances, it is predominant feature of the modern world conceptualize technology as a device, showing only a technical function in production processes. However, as we know, the equipments are products of a certain technological knowledge that adhered to building an effective procedure because of an objective.²

They are configured in different formats, ranging from pencils, notebooks and books to the information and communication technologies such as computers, internet, tablets, educational games, e-books, and videos, mobiles, among others. Thus, the design of teaching materials that incorporate new technologies, able to offer a restructuring of the learning process depends on the effort to relate new theoretical approaches to learning the instructional design. Taking, however, the example of research in the field of educational computing in the last ten years can be seen that the transfer of discoveries in cognitive and social sciences to the practice of planning educational material is rarely as straightforward³, which it is the great challenge to the projects of technological innovations in school. Confirms that speaks when he says that the traditional model of education, we have a didactic, seated in cultural transmission, conceiving the student as a being receptive/passive, giving it a dogmatic character to educational content and methods⁴. Learning happens when a person demonstrates increased interest for certain performances due to experiences, refers to the acquisition of knowledge and or development of experienced skills.⁵

This study has as guiding questions, namely: How has been held the teaching practice in this graduate course, with a view to the use of educational technologies? What is the view/opinion of students and teachers on the use of participatory educational technologies? How the use of participatory educational technologies can contribute to the formative process of the nurse? And the following objectives:

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- Describing the main educational technologies used by teachers in classes in nursing graduate education of Estácio de Sá University/UNESA.
- Analyzing the function/vision of participatory educational technologies, according to participants/research subjects.
- Discussing the use of participatory educational technologies in nurses training.
- Conducting a workshop with teachers and students, considering the use of participatory TEs in the professional perspective of care actions.

METHOD

This is a qualitative approach study, exploratory and descriptive. The research subjects are students enrolled in university and faculty of the permanent staff of the graduate course in nursing. The scenario is a private university located in the State of Rio de Janeiro, located in Nova Iguaçu. Data collection procedures will be semi-structured interview, where the main advantage is that almost always produces a better sample of the population of interest. The interview has an index of more comprehensive answers, since it is more common to accept talk about certain subjects⁶.

The research project was submitted to the Ethics Committee of the Fluminense Federal University, according to Resolution nº. 466/2012 of NHC/MoH⁷ approved with the CAAE 35030314.3.0000.5243.

As data collection instrument will be used semi-structured interviews to be conducted after approval of the unit and responsible for the institution and the Research Committee that always happen to the presence of the researcher. The interviews will be recorded with subsequent transcription and analysis.

The technique used for data analysis will be Content Analysis⁸ which is characterized by joint research techniques through objective description, systematic and quantitative course clear content of communications; it has to the interpretation of such communications to reach more accurately the obvious and latent meanings brought by the subjects.

EXPECTED RESULTS

Describing the main educational technologies used by teachers in classes in nursing graduate education as a facilitator of the teaching-learning process in nursing education; also, make the raised issues, knowledge production as foundation in building new knowledge for the students

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contributing to improvement and quality of care provided as future nurses, through reflection and sensitization. Educational technologies discussed in this study will focus on the development of strategies that facilitate teaching and learning between clients and professionals or students and teachers in academia.

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