



TEACHER PLANNING: REPORT ON METHODS OF ASSETS USED IN NURSING EDUCATION

O PLANEJAR DOCENTE: RELATO SOBRE USO DE MÉTODOS ATIVOS NO ENSINO DE ENFERMAGEM

PLANEAMIENTO DOCENTE: RELATO SOBRE USO DE MÉTODO ACTIVO EN LA ENSEÑANZA DE ENFERMERÍA

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ABSTRACT

Objective: to report the experience of an assessment activity of using active methods in graduation courses in Nursing. **Method:** descriptive and critical-reflective study, type experience report developed by Master's students and faculty of the Academic Master's Degree in Nursing from a public university in the state of Ceará, in the months from May to August 2014. **Results:** the activities evaluation consisted of the following steps: theoretical basis; critical reading of the syllabus; discussion in small groups; filling didactic-pedagogic verification forms; analysis of the teaching plan based on guiding questions; Thematic Seminar; and feedback from teachers. **Conclusion:** the experience of activity strengthened knowledge about teaching problem-solving methods; it aroused the consideration of planning in teaching practice and contributed to deconstruct a "look" limited on the process of teaching and learning, first guided by the traditional training of participants. **Descriptors:** Education; Planning; Nursing Education; Academic Institutions.

RESUMO

Objetivo: relatar a experiência de uma atividade de avaliação do uso de metodologias ativas em disciplinas da graduação em Enfermagem. **Método:** estudo descritivo e crítico-reflexivo, do tipo relato de experiência, desenvolvido por mestrandas e docentes do Curso de Mestrado Acadêmico em Enfermagem de uma universidade pública do interior do Ceará, nos meses de maio a agosto de 2014. **Resultados:** as atividades de avaliação consistiram nas seguintes etapas: fundamentação teórica; leitura crítica do plano de ensino; debate em pequenos grupos; preenchimento de formulário de verificação didático-pedagógica; análise do plano de ensino com base em questões norteadoras; seminário temático; e *feedback* por parte dos docentes. **Conclusão:** a vivência da atividade fortaleceu os conhecimentos acerca dos métodos problematizadores de ensino, despertou a reflexão sobre o planejamento na prática docente e contribuiu para desconstruir um "olhar" limitado sobre o processo de ensino-aprendizagem, antes norteado pela formação tradicional das participantes. **Descritores:** Ensino; Planejamento; Educação em Enfermagem; Instituições Acadêmicas.

RESUMEN

Objetivo: relatar la experiencia de una actividad de evaluación del uso de metodologías activas en disciplinas de la graduación en Enfermería. **Método:** estudio descriptivo y crítico-reflexivo, del tipo relato de experiencia, desarrollado por alumnos de maestría y docentes del Curso de Maestría Académico en Enfermería de una universidad pública del interior de Ceará, en los meses de mayo a agosto de 2014. **Resultados:** las actividades de evaluación consistieron en las siguientes etapas: fundamentación teórica; lectura crítica del plano de enseñanza; debate en pequeños grupos; completar el formulario de verificación didáctico-pedagógica; análisis del plano de enseñanza con base en preguntas guidoras; seminario temático; y *feedback* por parte de los docentes. **Conclusión:** la vivencia de la actividad fortaleció los conocimientos acerca de los métodos problemáticos de enseñanza; despertó la reflexión sobre el planeamiento en la práctica docente y contribuyó para desconstruir un "ver" limitado sobre el proceso de enseñanza-aprendizaje, antes guiado por la formación tradicional de las participantes. **Descritores:** Enseñanza; Planeamiento; Educación en Enfermería; Instituciones Académicas.

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INTRODUCTION

Facing the globalized society in constant development and transformation, knowledge is an important resource for human beings. This fact introduces, in education, expectation and responsibility to train and educate, to meet social needs.¹ In this context, universities represent great value spaces for exercising essential educational activities for humanity, providing trainers spaces of opinion and knowledge generators.²

In the health sector, there is the education of health professionals as one of the most important sources of the possibility of implementation of a counter-hegemonic model of care and consolidation of the Unified Health System (SUS) regarding principles and guidelines.³ In this perspective, education in health has undergone profound changes to form an autonomous, creative and critical professional, capable of understanding and problem solving.⁴

Rethinking training requires strengthening the movement that involves proposals ranging from a curriculum reform, with consequent modifications of the educational projects, up to a level of innovation of a subject, as both can contribute to the transformation of teaching and learning in the health process.^{5,6}

By the possibilities of transformation, there is the evident choice of learning methods called “active,” which adopt the discourse of problematizing education. Thus, the active methodology is used, defined as an educational action that instigates critical-reflective teaching-learning procedures, allowing the student to be a protagonist of his knowledge. These methodologies are based on two approaches: pedagogy of questioning and problem-based learning.^{7,8}

It is noticed that it is necessary that the teacher offers the knowledge of various methods, functions, objectives and application forms, which should allow combining strategies to maintain the active student in the process.^{9,10} However, it is clear that only through the planning exercise, the teacher/facilitator anticipates what methods and techniques can be implemented in his educational context, in anticipation of expanding learning opportunities. Thus, it is not enough to define the techniques and instruments, but, above all, it should perform critical and conscious planning of the teaching-learning process.⁹

It is understood that the interrelation between the critical planning, inflectional and collective nature along the use of innovative

teaching and learning strategies, allows the teacher to mediate a process that results in the unfolding of trained and aware professionals to transform reality that surrounds him.¹

Studies on nursing education have sought to report, analyze, reflect and evaluate the use of active methods of training, and many show such strategies as ideal resource for nursing education.²⁻⁷

Having knowledge that the experience brought by problem-solving assumptions need to be shared to enable the production of knowledge that strengthens the change, it becomes relevant to the preparation and dissemination of this report. Thus, the objective was to report the experience of an activity evaluation of the use of active methods of teaching plan and subjects' schedules of undergraduate nursing course.

METHOD

Descriptive and critical-reflective study, type of experience report, of the experience of the verification activities and analysis of teaching plans and syllabus of the graduation courses in Nursing, developed by Master's students and faculty of the Master's degree in Nursing.

The institutional setting was a public university in the interior of the State of Ceará, which had undergraduate and graduate nursing courses. The period of the activity consisted of approximately three months, from May to July 2014.

The activity was developed by 11 Master's students in Nursing divided into five groups, under the supervision of three teachers, during Higher Education Methodology, which had a goal to enable students to develop consistent, effective and meaningful strategies with the active methods.

This report presents the experience gained by teachers and students, who actively participated in designing actions. A feature of the subject process was the “learning by doing”, in which the production of knowledge about active methods was structured after practice and analysis of such teaching strategies.

The expectation was to evaluate the documents of educational planning, as indicative aspects of the use of active methods in the teaching-learning process. The selection of the five subjects that were the focus of the work by a lot of the set of subjects of the five years of the undergraduate course in Nursing at the Regional University of Cariri (URCA).

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Biostatistics; Process of taking care of children and adolescents; Process of caring adult in clinical and surgical situations; Care in women's health; and Public Health II were evaluated.

It is imperative to mention that the proposal of the activity was preceded by a case-analysis aimed to simulate problem-solving teaching contexts in undergraduate and trigger reflection on the scenarios of higher education in nursing; a dialogue-exhibition, conducted by teachers, about the active teaching methods; a directed study, by reading of current scientific publications

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related to the theme; and, finally, a discussion in small groups. This method enabled a better theoretical foundation for Master's students so they could conduct the activity.

As didactic-pedagogic verification instrument, a form (Figure 1) created by teachers as a guide for analysis was used. The form consisted of 12 questions related to the course subjects, inquiring about the syllabus, the proposed contents, discipline's goals, teaching strategies, the evaluation process of the students and the recommended bibliography.

Teaching plan verification form	Yes	No
Does the subject have a syllabus?		
Are the contents presented according to the course syllabus?		
Are the objectives in line with the proposed content?		
Are the teaching strategies described in the syllabus?		
Does the syllabus include the resources available at the university?		
Does the syllabus describe the evaluation process?		
Does the evaluation consider the evolution of student during the semester?		
Are the evaluation criteria described in the syllabus?		
Is there bibliography cited in the syllabus?		
Is the literature current?		
Is the indicated literature easily accessible?		
Does the syllabus have a schedule?		
Does the schedule have teaching strategies?		
Do the explicit teaching strategies in the schedule include teaching methods assets?		

Figure 1. Didactic and Pedagogical verification form used for analysis of the syllabus.

The schedules were evaluated to support the analysis. This study aimed to identify the presence of specific objectives, teaching strategies and activities, and classify them as the student activation perspective on their learning.

This procedure was carried out aiming at a better theoretical study on the teaching plan and schedule discipline, and priority support for the resolution of two issues that guided the activity: Does the pedagogical proposal contemplates the use of active methods? What active methodologies are used?

To reach the objective of the activity, the following steps were developed: theoretical basis about the forms of planning and teaching strategies; deep and critical reading of the teaching plans and schedules, with small group discussion; filling in the form of didactic-pedagogic verification; resolution of the guiding questions of the activity; and presentation of results by a seminar.

RESULTS

Given the demand for teacher, nurses trained and aligned with transformative educational trends, whether experienced problem-learning strategies, as to evaluate the possible presence of such methods in educational plans and discipline schedules of undergraduate nursing.

The theoretical foundation, the first stage of activity, have subjects from the role of planning in higher education, the relevance of teaching plans, objectives and uses in teaching practice, to the types of teaching and learning strategies based on active methods. That moment led a cognitive exercise that enables, in the later stages, a critical and reflective approach to the subject.

The address in theory also provided a “wake up”, given that some Master's students, trained in traditional education institutions, had the first contact with this innovative form of learning.

The second stage of activity, understood the critical and reflective reading of the teaching and schedule plan, consisted at the time of contact with the available data and reasoned debate in small groups, allowing gain knowledge about what was documented and discuss the plan content and directed and endorsed all development activity. The experience promoted strengthening knowledge about how to plan the teaching.

The completion of the didactic-pedagogic verification form (Figure 1), the third stage of the activity, was carried out individually by each member of the group, intentionally aiming to bias reduction interpretation of the teaching plan.

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The answers to the form were compared and discussed between the components of the groups and based the resolution of questions guiding the activity, allowing for a deeper understanding of the data contained in the plan.

During filling the form, it was sought to evaluate the proposed contents of the course objectives and teaching strategies, as their interrelationship with the speech delivered on the syllabus. The experience sought to elucidate and illustrate how a discipline plan should relate parts.

Several developments occurred: reading and analysis of the syllabus to identify the teaching concept of the subject; reading the contents seeking to identify aspects based on the subject syllabus; analysis of the subject’s objectives to relate them to the syllabus and content; evaluation of proposed activities in teaching methodology, trying to identify which of them were related to active approaches to learning and to the other parts of the plan; verification of the evaluation process, seeking to identify aspects that substantiate and endorse both the syllabus as teaching strategies.

It is essential to report that the experience of the activity awaken reflection on the relationship between the plan and practicing teachers. This provided an opportunity debate and reflection about the relevance of the planned teaching in pedagogical practice and the need to fulfill requirements such as clarity and consistency between parts, considered essential to their understanding and their application by any teacher who enter into the subject. Therefore, it should be understood that the teaching plan is a reflection of the practices carried out in the subject and teaching concepts of the educational process.

In the schedule there can be found the educational skills to be developed at the end of the course and the tools selected for the achievement of knowledge, skills and attitudes drawn.

The first guiding question, Does the pedagogical proposal contemplate the use of active methods? Could be answered by reading and analyzing the syllabus and objectives of the subject. This allows knowing five subjects that even immersed in a higher education institution promoter of traditional teaching practices, presented, most innovative proposals in addition to the methods that surrounded it.

Later, it was experienced the resolution of the second question, What are active methodologies used through reading and

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analysis of the item, the teaching methodology, the subject plan and the schedules teaching strategies - which had the description of the strategies to be used by teachers, it is possible to identify the existence or absence of activities that meet the active methodologies.

The fifth stage, corresponding to the completion of the activity was carried out by presenting the results to teachers and students in the form of a thematic seminar, which permeated all activity and addressing the issues that guided the study. They presented the results in the form of dialogic exhibition, which included, in addition to the presentation of results, the discussion of the limits and difficulties and problems experienced in the educational institution.

The conclusion of the activity between the action members provided an opportunity to interact and share knowledge as well as conducting individual studies. The review of educational planning documents, based on an investigative process throughout the semester, constitutes a valuable tool, capable of enriching both: the teaching reflection and greater student achievement. In any activity, the teachers acted to mediate the discussions to the analysis of the plan - a fact that provided feedback at all stages of the activity.

It can be noticed that the analyzed subjects have an innovative pedagogy based on the student as the protagonist of his learning -discourse present in their syllabus and extending its objectives, strategies and forms of assessment. However, aspects of traditional pedagogy are still predominant, being related to knowledge of basic and vocational cycles, such as biostatistics and process of caring adult in the clinical and surgical situations.

DISCUSSION

For the teacher who tries to use innovative and different methods of teaching, the selection of activities to be developed with students is an important step, which should occur through a critical view of the teacher to describe and explain their goals and teaching strategies, as an structured collectively evaluation in educational plans and schedule, also called syllabus.²

A teaching plan is a working tool that expresses the practice defined in a document containing the consolidated decisions to be performed.¹¹ The teaching plan consists of the syllabus of the course, which consists of summary of the pedagogical proposal of the

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course; teaching objectives, which goals are elaborated from the perspective of skills training to be developed by students; content, composed of the subjects that will be covered in class; teaching methodology, comprising the teaching strategies; the resources used that match the materials used during and before class; and evaluation, which is a step present daily in the classroom and should consider the progress that that student has obtained during the course.¹²

However, the schedule explains the daily life of an educational process, and it should contain the dates and themes/contents to be addressed, and be constructed from the elaborate skills, which are explained in the form of specific learning objectives. Moreover, there are the activities, educational strategies and the teachers responsible for conducting the actions. The schedule enables students to track their instructional process over intercourse module or subject to be taught.

For some advocates authors of educational planning carried out under a critical perspective of education, it must go beyond the simple task of drawing up a document containing all the technical components recommended by proposing the need for this act be linked to the relationships between the educational institution and the historical reality.^{1,13}

Therefore, no plan can be considered sufficiently complete or perfect, so it cannot be changed in the process - because some changes in the dynamics are likely to happen, and those involved should be aware of the new teaching and learning strategies surrounding its practice, looking constants plan updates and consequently practice.¹³

The inclusion of active learning methodologies, from the teaching planning, could be considered a change from a traditional education for a learning-based skill, even in a micro-political level. In this context, studies show that the restructuring of a subject can install new conceptions of health and education, to guide a new path in professional training.^{5,14}

It is assumed that teaching and learning practices that promote paradigm breaks require an “a priori,” which may consist in the determination of an institution with teaching models contrary to traditional or in defending teachers conceptions of change.

About traditional teaching practices, a study with universities students showed that they realize the need for associations or even replacement of the methodological proposals

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of teaching-learning for more active methods.¹⁵ In this perspective, the teacher has an important role, acting as a key player for the insertion of a process of teaching and learning to awaken in the student, the look of a discoverer and an investigative attitude towards the world.¹⁶ Thus, given the demand for flexible professional, competent and able to work in a group, use of active methods can be envisioned as a strategy to promote the realization of this cenário.^{17,18}

CONCLUSION

It can be seen that the experience promoted a critical-reflective activity successful analysis of the planning active methodologies in the curriculum of nursing. Throughout the experience, they felt difficulties, specifically in the first stage of the activity, that is the theoretical foundations of the subject, related to the lack of scientific literature that addressed the use of teaching plans on teaching practice.

The address in the literature concerning the topic, the discussion in small groups and discussion in the classroom contributed to the deconstruction of the limited focus on teaching-learning process - before guided by the traditional training of Master’s students.

This activity had a positive impact also on teachers of Higher Education Methodology course that among the students were able to review their professional practice and the influence of active methodologies in the educational process. Therefore, the application of active methods is preceded by introduction into the curriculum of nursing, planning consists of a practice of paramount importance. Thus, it is up to the teacher to empower these methods and modify the practice that has been reproduced in higher education, thereby promoting transformative education beyond the paradigms internalized by a Cartesian training, banking and limited.

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