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CASE REPORT ARTICLE

GROUP DYNAMICS AS FACILITATOR OF THE PROCESS OF TEACHING-LEARNING STRATEGY: EXPERIENCE REPORT

DINÂMICA DE GRUPO COMO ESTRATÉGIA FACILITADORA DO PROCESSO DE ENSINO-APRENDIZAGEM: RELATO DE EXPERIÊNCIA

DINÁMICA DE GRUPO COMO ESTRATÉGIA FACILITADORA DEL PROCESO DE ENSEÑANZA-APRENDIZAJE: RELATO DE EXPERIENCIA

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ABSTRACT

Objective: to report the experience post-graduation students in undergraduate education courses of bachelor's and bachelor's degree and degree in Nursing from the realization of group dynamics. ***Method:*** report of descriptive experience, developed in the context of a subject taught in the second degree course in Nursing period of a public higher education institution in Southeastern Brazil. ***Results:*** the dynamic content has been prepared in a playful mood, from questions and answers entered separately in A4 type sheet, based on recommended reading. Initially, it was asked to undergraduate students who would group and organize the questions to the answers, by discussing them in small groups. Then the students exposed content before other colleagues and teachers, providing experience-sharing space, opinions and views on the topics discussed. ***Conclusion:*** the application of a active and participative strategy of education contributed to the teacher training of post-graduation courses. ***Descriptors***: Learning; Education Nursing; Teaching; Students Nursing.

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RESUMO

Objetivo: relatar a experiência de pós-graduandas no ensino de graduação dos cursos de bacharelado e bacharelado e licenciatura em Enfermagem, a partir da realização de dinâmica de grupo. ***Método:*** relato de experiência descritivo, elaborado no contexto de uma disciplina ministrada no segundo período do curso de graduação em Enfermagem de uma instituição de ensino superior pública da região Sudeste brasileira. ***Resultados:*** o conteúdo da dinâmica foi elaborado de modo lúdico, a partir de perguntas e respostas digitadas separadamente, em folha tipo A4, com base em bibliografia recomendada. Inicialmente, foi solicitado aos graduandos que agrupassem e organizassem as perguntas às respostas, discutindo-as em pequenos grupos. Em seguida, os alunos expuseram o conteúdo diante dos demais colegas e docentes, proporcionando um espaço de troca de experiências, opiniões e visões sobre os assuntos abordados. ***Conclusão:*** a aplicação dessa estratégia ativa e participativa de ensino concorreu para a formação docente das pós-graduandas. ***Descritores***: Aprendizagem; Educação em Enfermagem; Ensino; Estudantes de Enfermagem.

RESUMEN

Objetivo: relatar la experiencia de estudiantes de pos grado en la enseñanza de graduación de los cursos de bachillerato y bachillerato y licenciatura en Enfermería desde da realización de dinámica de grupo. ***Método:*** relato de experiencia descriptivo, elaborado en el contexto de una cátedra ministrada en el segundo período del curso de graduación en enfermería de una institución de enseñanza superior pública de la región Sudeste brasileña. ***Resultados:*** el contenido de la dinámica fue elaborado de modo lúdico, a partir de preguntas y respuestas digitadas separadamente, en hoja tipo A4, con base en bibliografía recomendada. Inicialmente, fue solicitado a los estudiantes que agruparon y organizaron las preguntas y las respuestas, discutiéndolas en pequeños grupos. En seguida, los alumnos expusieron el contenido delante los demás colegas y docentes, proporcionando un espacio de cambio de experiencias, opiniones y visiones sobre los asuntos abordados. ***Conclusión:*** la aplicación de esa estrategia activa y participativa de enseñanza concurrió para la formación docente de los estudiantes de pos graduación. ***Descriptores***: Aprendizaje; Educación en Enfermería; Enseñanza; Estudiantes de Enfermería.

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INTRODUCTION

The expression *group dynamic* originated in the 30s and is associated with the German psychologist Kurt Lewin, who began the studies of this practice in social science.[1-2] The term is polysemous and may refer to: a political ideology, [1] a search field, is discipline or science,[1,3-4] a set of techniques [1,3] or a thought that seeks a common goal.[3]

Contemporaneously, the group dynamic has been defined by social psychology as a form of communication, interaction and collective relationship that provides learning.[5-7] This activity has several purposes and can be used in different areas,[6-8] working with: education in classrooms, businesses, communities and therapeutic groups.[6-7]

The first possibility, may interfere with the teaching-learning process, improving results in studies and work, [6-7] in that the actors of this movement feel subject constructors of knowledge in a dialogical relationship that involves the teacher and the learner [5] sharing knowledge and life experiences.

In the second, it contributes to the recruitment, selection, training and development of organizational skills.[6,9] In the third, identifies local needs and resources, and analyze the interactions of a particular community group. And on Wednesday, may in different spheres, to promote acceptance of the therapeutic process and improvement of symptoms in participants.[6]

In this study, we used the group dynamics as a set of techniques applied in the classroom in order to facilitate the process of teaching and learning and providing an interactive environment and exchange of experiences and opinions with the undergraduate students of courses bachelor's and bachelor's degree in Nursing and a Higher Education public Institution (HEI) of Southeastern Brazil. Thus, the study aims to report the use of group dynamics in the teaching-learning process, from the perspective of post-graduate students of the Graduate Program in Nursing in Public Health (stricto sensu).

METHOD

A descriptive study type experience report on the use of group dynamics as a tool/teaching strategy in the teaching-learning process with the discipline of Politics and Organization of Health Services (POSS), given in the second period for the courses degree in Nursing (bachelor's and bachelor's degree) of a public HEI of Brazil Southeastern region, in the 2012 to 2015 period.

The goal of discipline is to make undergraduates recognize the social, political, economic and cultural setting in which conform health policies and the organization of health services and understand their transformations over the public health history of Brazil.

RESULTS AND DISCUSSION

The syllabus of the course was articulated to the group dynamics for post-graduation courses nurses a program of Graduate Nursing in Public Health (strictly speaking) of that HEI, under the supervision of the teacher responsible for discipline. The dynamics were applied in the classroom, students of undergraduate courses in Nursing, baccalaureate classes and bachelor's degree, and in the years 2012, 2013, 2014 and 2015.

To achieve the goal outlined previously, the development of dynamics, adjusted to disciplinary content was carefully planned, [7.10] taking into account the following themes: the process of formulating social policies and their meanings in the historical context and its impact on policies health from 1890 to the present day; organization of health care, the campaigner model to the Unified Health System (UHS); structuring of primary care and decisions about health care in the industry.

In order to implement dynamic, themes were organized in a format of questions and answers typed on A4 paper and, later, the questions and answers were cut apart into small pieces of paper, fitting to point out that these were based on references indicated by the discipline and others relevant in the historical field of public health in Brazil. Still, if it obeyed a chronological order highlighting four themes: the main facts of national public health, 1500 to 1988; Articles of the Constitution of 1988 relating to the provision of health care; the principles and regulations governing the UHS, according to Figure 1.

Themes	Number of questions and answers formulated in the dynamic
Facts of the national public health 1500-1988	17
Constitutional articles that deal with health care	05
Principles of the Unified Health System	05
Legislation of the Unified Health System	09
Total	36

Figura 1. Number of questions and group dynamics responses, according to the topics in the bachelor's degree and teaching degree in the 2012-2015 period.

The 17 questions and answers for the first theme encompassed issues: the foundation for the portuguese colonization, of the first Holy House in the city of Santos, in 1543; the serious public health problems due to the advancement of smallpox epidemics, cholera and yellow fever; the State's commitment to take the health issues and ensure the improvement of individual and collective health; the birth of new scientific areas that began to contribute to the prevention of diseases; the reorganization of health services after the Proclamation of the Republic; state intervention in the formulation and implementation of social policies[11] and, yet, this first issue: the establishment of the first type of insurance, assistance and Caixa Pensions (CAPs); the decree num 4682; the organization of the social security system of the 20's,[11] models of social protection, the replacement of[12] CAPs by Institutes of Retirement and Pensions (IRPs); the capitalization system of social security; the Organic Law of Social Security; the creation of the National Institute of Social Security (NISS).[11]

The five questions and the second theme responses involved: the social context of the promulgation of the Greater Charter and the setting of items in 196, 197, 198 and 199.13 The five questions and answers of the third theme encompassed the principles of universality, decentralization, equity, social participation [13] and completeness;[13-16] and nine questions and answers about SUS legislation included: the law in 8080, 1990;[17] the Basic Operational rules 1991, 1993 and 1996;[18] the assistance of Operational Standards for Health 2001 and 2002;[19] the Pact for Health;[20] the ordinance in 2488, 2011;[21] the care networks to health[22] and care Basic National Policy.[23]

The distribution of questions in the courses of the bachelor's degree and bachelor's and followed a previous division of students in 8 and 5 working groups, respectively, with, a maximum of 10 members each, as shown in Figures 2 and 3.

Distribution of questions and answers according to topics				
	Facts of the national public health 1500-1988	Constitutional articles that deal with health care	Principles of the Unified Health System	Legislation of the Unified Health System
Group 1	04	-	-	-
Group 2	04	-	-	-
Group 3	04	-	-	-
Group 4	05		-	-
Group 5	-	05	-	-
Group 6	-	-	05	-
Group 7	-	-	-	05
Group 8	-	-	-	04
Total	17	05	05	09

Figure 2. Distribution of questions and group dynamics responses, according to the issues and the division of the groups, for the bachelor's program of classes in the 2012-2015 period.

Distribution of questions and answers according to topics				
	Facts of the national public health 1500-1988	Constitutional articles that deal with health care	Principles of the Unified Health System	Legislation of the Unified Health System
Group 1	07	-	-	-
Group 2	07	-	-	-
Group 3	03	05	-	-
Group 4	-	-	05	02
Group 5	-	-	-	07
Total	17	05	05	09

Figure 3. Distribution of questions and group dynamics responses, according to the issues and the division of the groups, for the classes in the bachelor degree and the 2012-2015 period.

Set information and the dynamic content of the organization with the discipline in the days and scheduled sites for its implementation, post-graduation courses, in the activity of mediators quality, y explained the rules, the purpose and dynamic technique to undergraduates [6] which consisted of two steps. At first, the students, divided into working groups, in 20 minutes together and organized chronologically questions to answers for each of the themes; and, second, with an approximate duration of 90 minutes showed the product of discussions in groups to the other members of the group, playing the whole content of the questions and answers.

Graduating students have joined in its working groups for discussions in the first phase of the dynamics, and each group was guided by the mediators and teachers responsible for discipline, who watched the whole process of dynamics, in order to assist students and post-graduation courses , to achieve the initially proposed objective to group responses and answers.[6] Once the members of each group signaled the end of the first stage, if requested so, the meeting of all groups for their members to expose the questions and answers identified, recalling and discussing the issues raised in the discipline, in order to consolidate the content.[24]

As an important result, it was observed that, in the second phase, in every year in which the dynamics were applied, only the group leaders were demonstrating commenting on the item prepared by the other students of the class. At this time, the post-graduation courses, respecting the individuality of each element of the observed groups in the first part, stimulated the participation and involvement of others in the activity,[24] requesting and referring to practical examples of the day to day about the above for addressed items.[6-7,10,25] And to confirm the understanding of the dynamics and, therefore, of the theme, students were asked for feedback, [6,10,24] to recognize weaknesses that deserve more practical and theoretical support.[10 24]

Thus, the mediators led the work, by its characteristics, also allowed the intervention of responsible teachers, a fact that has enriched the discussion in groups of two courses, as well as the evaluation of various attributes, including: interpersonal relationships;[26] the skills and technical and scientific limitations of practiced post-graduate students[26] and didactics, content and dynamics of the technique were suitable as a tool/teaching strategy in teaching-learning.[6] This process is important to note that these aspects were also relevant to the evaluation of other activities, participatory characters, applied in the teaching-learning process with a degree in Nursing.[24]

It is worth mentioning that over the four years, the actors involved in the work making the updated dynamic content: including, excluding and/or reformulating some questions and answers, since new laws were operated in the UHS.

FINAL REMARKS

The experience of the realization of group dynamics with the discipline of Politics and Organization of Health Services enabled the post-graduation courses of nurse planning, organization, facilitation and discussion of the main themes present in the panorama in which we shape public health policies and in shaping health care in Brazil.

Additionally, it allowed the experience of tools and teaching strategies more active and participatory by post-graduation courses, adding different elements in their teacher training. At the same time, the possibility to use different pedagogical alternatives led undergraduates to develop greater autonomy and awareness in the teaching-learning process in the classroom, enhancing exchanges and the seizure of the syllabus of the course.

Thus, this exercise allowed an exchange of knowledge and experiences among teachers and undergraduate and graduate students that, through dialogue and horizontality, ran, in our opinion, to: the collective construction and consolidation of knowledge in that the shortcomings of certain issues were identified and clarified.

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