



THE DISTANCE EDUCATION IN TEACHING AND NURSING PRACTICE: INTEGRATIVE REVIEW

A EDUCAÇÃO A DISTÂNCIA NO ENSINO E NA PRÁTICA DE ENFERMAGEM: REVISÃO INTEGRATIVA

LA EDUCACIÓN A DISTANCIA EN LA ENSEÑANZA Y EN LA PRÁCTICA DE ENFERMERÍA: REVISIÓN INTEGRADORA

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ABSTRACT

Objective: to identify the scientific evidence on the applicability of educational media in education and nursing practice in Brazil. **Method:** integrative review to answer the question << *What are the scientific evidence on current trends in the applicability of educational media in teaching and practice of Brazilian nursing?* >> A search of the scientific production from 2006 to 2014 in the databases LILACS, MEDLINE and SciELO library, was conducted, using the descriptors Distance Education, Nursing Education, Technology, Educational Technology and Information Technology. **Results:** the applicability used in distance education are media, hypermedia and educational software, online courses, virtual learning environment/Moodle, integrative teaching methodology, navigation training and handling of used platform and presence of active teacher-tutor. **Conclusion:** distance nursing education should be widely developed, using strategies and varied educational and scientifically informed requirements, aimed at enhancing the process of knowledge construction, currently indispensable. **Descriptors:** Distance Education; Nursing Education; Technology; Educational Technology; Information Technology.

RESUMO

Objetivo: identificar as evidências científicas sobre a aplicabilidade de mídias educativas no ensino e na prática da Enfermagem no Brasil. **Método:** revisão Integrativa com vistas a responder a questão << *Quais as evidências científicas sobre as tendências atuais na aplicabilidade de mídias educativas no ensino e na prática da Enfermagem brasileira?* >> Realizou-se busca da produção científica, entre 2006 e 2014, nas bases de dados LILACS, MEDLINE e biblioteca SciELO, empregando os descritores *Educação a Distância, Educação em Enfermagem, Tecnologia, Tecnologia Educacional e Tecnologia da Informação*. **Resultados:** diversas são as aplicabilidades utilizadas em EaD, como: mídias, hiper mídias e softwares educativos, cursos on-line, ambiente virtual de aprendizagem/plataforma Moodle, metodologia de ensino integrativa, treinamento de navegação e manuseio da plataforma utilizada e presença de professor-tutor ativo. **Conclusão:** o ensino da enfermagem a distância deve ser amplamente elaborado, fazendo uso de estratégias e exigências educacionais variadas e embasadas cientificamente, que visem potencializar o processo de construção do conhecimento, indispensáveis atualmente. **Descritores:** Educação a Distância; Educação em Enfermagem; Tecnologia; Tecnologia Educacional; Tecnologia da Informação.

RESUMEN

Objetivo: identificar las evidencias científicas sobre la aplicabilidad de medias educativas en la enseñanza y en la práctica da enfermería en Brasil. **Método:** revisión Integradora para responder a la pregunta << *¿Cuáles son las evidencias científicas sobre las tendencias actuales en la aplicabilidad de medias educativas en la enseñanza y en la práctica de la enfermería brasileña?* >> Se realizaron búsquedas de la producción científica, entre 2006 a 2014, en las bases de datos LILACS, MEDLINE y biblioteca SciELO, empleando los descriptores *Educación a Distancia, Educación en Enfermería, Tecnología, Tecnología Educacional y Tecnología de la Información*. **Resultados:** diversas son las aplicabilidades utilizadas en EAD, como: medias, hipermedias y softwares educativos, cursos online, ambiente virtual de aprendizaje/plataforma Moodle, metodología de enseñanza integradora, entrenamiento de navegación y manoseo de la plataforma utilizada y presencia de profesor-tutor activo. **Conclusión:** la enseñanza de la enfermería a distancia debe ser ampliamente elaborada, usando estrategias y exigencias educacionales variadas y basadas científicamente, que potencialicen el proceso de construcción del conocimiento, indispensables actualmente. **Descriptores:** Educación a Distancia; Educación en Enfermería; Tecnología; Tecnología Educacional; Tecnología de la Información.

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INTRODUCTION

With the aim of offering development possibilities and professional progress, Distance Education (EAD) has progressed efficiently from the early twentieth century, being able to provide all levels of education, formal and informal programs, easier access to the different professions within the framework of continued and permanent education.¹

The creation of the Open University of London in 1970 contributed in an indispensable way to the progression of technological development of methods and materials that would shape the EAD and would base the use of different media in education processes. Later, the emergence of the National University of Distance Education (UNED) in 1972 in Madrid was considered one of the great victories of initiatives and as an example to be followed by other countries.¹

Even before its continued progress, EAD also has some weaknesses that have been little discussed in depth for its real optimization. As a result of its complexity, there is a need to integrate in a systemic way, quality references of pedagogical aspects, human resources and infrastructure of this model. Thus, the educational project of a distance learning course should emphasize the appropriateness of the course curriculum to its goals, the methodology, the aesthetic presentation of teaching platform, the updated material, forms of mentoring, communication and evaluation.¹⁻²

The constant state of evolution of technological tools in distance learning, as well as globalization and the growth of the roles of professions, has required increasingly to educational institutions discuss the concepts relevant to distance education modality, such as time, distance education, education, meeting the demands of the labor market and the speed of its growth. Technological advances should enable the integration of different forms of media offering students varieties within the learning process so that they effectively and efficiently meets the multiple forms of learning.¹⁻³

Most EAD students are adults. Thus, it is extremely important to understanding how this audience learns. Andragogy, dealing with the study and the discovery of a way to

assist the adults in their learning, valuing their experiences and removing them hotspots that will serve as a basis for the development of a process aimed at the optimization of learning, it is essential for the construction of distance education.³

The different communication tools available to stimulate the critical autonomy of the students as a way of learning and content have been discussed by the academic community, since the use of these tools has proven optimizer and enriching the educational process, favoring creativity, flexibility, critical thinking and the construction of collaborative learning networks.⁴⁻⁵

The media available and new teaching strategies such as EAD have generated greater autonomy to the students. The traditional model of one-way communication allowing only the transmission of the sender's message to the receiver via a single media, has been replaced by the cyclical and dynamic communicative and pedagogical model that favors communication dynamically, as it allows both the sender and the receiver to switch roles constantly, encouraging two-way communication through media that allow the "coming and going" message, enabling the knowledge construction process.⁵⁻⁶

Educational processes in distance education have been articulated through the virtual learning environments (VLE) allowing students better accessing the information through the Health Information and Communication Technologies (TICS). It is known that the use of these tools has been widely implemented in distance courses in health and especially in Nursing, allowing the development of new products and services that have influenced the decision process of the interventions of health professionals through the continued and permanent education. However, it is necessary to establish criteria to assess strengths and weaknesses as the use of TICS and the VLE and its use together given the students.⁷⁻¹⁰

OBJECTIVE

- To identify the scientific evidence on the applicability of educational media in education and Nursing practice in Brazil.

METHOD

Integrative Review, one of the features of Evidence-Based Practice (EBP)¹¹ was performed as method¹²⁻¹³ in which the six steps have been taken: the first step was to define the main question of the research, in the second step the inclusion and exclusion criteria were delimited, the third step was the databases elected and held the pursuit of scientific production, in the fourth step, there was carried out the analysis of four data, in the fifth step, the discussion of the data was developed and in the sixth step the summary review was presented.¹⁴

The main question of the study was: what are the scientific evidence of current trends in the applicability of educational media in teaching and practice of Brazilian Nursing? In this sense, the inclusion criteria for the study were full-text articles, articles with the free online version, national and international productions, published in Portuguese, Spanish or English. The enclosed timeline were the years 2006-2014 to outline the relevance of scientific production. Dissertations, monographs, and articles that after reading the abstracts did not converge with the proposed subject of study, in addition to double-indexed publications were excluded.

The search was conducted by two reviewers, ensuring rigor in the selection process of the articles in the databases Latin American and Caribbean Health Sciences (LILACS), Medical Literature Analysis and Retrieval System Online (MEDLINE) and the library Scientific Electronic Library Online (SciELO), in the second half of 2014, with standardized and available keywords in the Health Sciences Descriptors (DeCS): Distance Education, Nursing Education, Technology, Educational Technology and Information Technology. For the articles' analysis, 16 scientific publications met the inclusion criteria. Descriptors in Health Sciences (DeCS) were: "distance" [and] "Nursing education" [and] "technology" [and] "educational technology" [and] "Information technology".

After reading the titles and abstracts, the selected studies were analyzed using an already validated instrument, evaluating data relating to the identification of the original article, methodological characteristics of the study, assessment of

the methodological rigor of measured interventions and the results found in articles to the journal, author, study and the level of evidence: level 1 are systematic reviews or meta-analysis, level 2 is at least one well-designed randomized controlled trial, on level 3 of evidence, there are well-designed clinical trials without randomization, at level 4, cohort studies and well-designed case-control predominated, at level 5 have been a systematic review of descriptive and qualitative studies at level 6, there are the evidence derived from a single descriptive study or qualitative, and at level 7, the opinions of authorities or report of expert committees.¹²⁻¹³

By the theme or category analysis type of content analysis technique, the text break was operated in units (categories), according to systematic analog regroupings.¹²⁻¹³ The analysis is constituted by reading the 16 articles selected, later sought to discover the meaning clusters that make up the corpus of the study, concerned with the frequency of these topic, in the form of targetable similar data and there was a new analysis, with the following categories emerged: applicability of software in healthcare practice and applicability of software in Nursing education.

RESULTS

References surveyed in this study were properly referenced, following and citing sources of research, also observed the ethical precepts (opinion research ethics committee in humans), related to the texts that were analyzed in the content and quote of the parties consulted.

Data were organized in Figure 1, from the Microsoft Office Word 2013 software, featuring the following variables: year of publication, article title, author, publication journal, research type and purpose of the study.

The analysis demonstrates the presence of 16 national journals (100%), as described in Figure 1.

The results show that 14 scientific publications (84.32%) are related to the applicability of software in education in Nursing, and two journals (15.68%) have an emphasis on the applicability of software in healthcare practice.

In the timeline list of studies, 7 (43.75%) were in 2013, 4 (25%) were found in 2012, 2 (12.5%) in 2011 and 2010, 2009 and 2008, there was only 1 (6.25%) article in each year. From the publications, 8 (50%) had an evidence level V, and 8 (50%) had evidence level VI, as shown in Figure 1.

Year	Title	Authors	Journal	Type of Research	Level of Evidence	Objective
2013	Technological resources in Nursing education. ¹⁵	Tobase L, Guareschi APD, Frias MAE, Prado C, Peres HHC.	Journal of Health Informatics	Quantitative, exploratory, descriptive	V	To identify the use of technological resources in Nursing education.
2013	Use of educational technologies in Nursing education. ¹⁶	Cogo ALP, Pedro ENR, Silva APSS, Alves EATD, Váli GP.	Ciencia Y Enfermeria	Quantitative, exploratory, descriptive	V	To describe the use of educational technologies in Nursing education in Higher Education Institution.
2013	Using Moodle in Nursing computer subject. ¹⁷	Salvador ME, SaKumoto M, Marin HF.	Journal of Health Informatics	Quantitative, Cross-sectoral, descriptive	V	To know about the Nursing students as the Course in Moodle Nursing Informatics.
2013	Tele Breastfeeding in Tele Health National Program in Brazil: the experience of Tele-Nursing. ¹⁸	Prado C, Silva IA, Soares AVN, et al.	Revista da Escola de Enfermagem da USP	Experience report	VI	To report the experience of Tele-Nursing in Tele Breastfeeding of the National Tele-Health Program in Brazil in São Paulo Center.
2012	Virtual Learning Environment in Nursing education: experience report. ¹⁹	Prado C, Santiago LC, Silva JAM, et al.	Revista Brasileira de Enfermagem	Experience report	VI	To show the experience in Nursing education for students of the 4 th semester of the Undergraduate Course in Nursing at the University of São Paulo School of Nursing, Subject "Nursing Education: Trends and Challenges".
2012	Physical examination in prenatal care: construction and validation of educational hypermedia for Nursing. ²⁰	Freitas LV, Teles LMR, Lima TM, et al.	Acta Paul Enferm	Experience report	VI	To describe the process of developing an educational hypermedia for undergraduate students and Nursing professionals about the physical examination technique in prenatal care.
2013	The construction of a virtual environment of distance learning: an educational strategy in service. ²¹	Grossi MG, Kobayashi RM.	Revista da Escola de Enfermagem da USP	Experience report	VI	To describe building a Virtual Learning Environment on the social network for the implementation of Distance Learning, developed in public hospital cardiologic by 23 nurses of the Education Group.
2013	The educational website evaluation in first aid. ²²	Mori S, Whitaker IY, Marin HF.	Revista da Escola de Enfermagem da USP	Quantitative, Descriptive	V	To evaluate the structure, the quality of information and the navigability of the website in First Aid.
2012	Virtual space of a research group: the point of view of the tutors. ²³	Prado C, Casteli PM, Lopes TO, et al.	Revista da Escola de Enfermagem da USP	Experience report	VI	To report the construction of the virtual learning environment (VLE) and the experience of the tutors as mediators of a research group in Moodle.
2012	Virtual Learning Environment: script structure for online course. ²⁴	Seixas CA, Mendes IA, Godoy S, et al.	Revista Brasileira de Enfermagem	Descriptive, cross-sectoral	V	To describe the steps for developing a course and its structure in virtual learning environment Moodle.
2013	virtual development environment of the Learning in Nursing on cardiopulmonary	Rodrigues RC, Peres HHC.	Revista da Escola de Enfermagem da USP	Experience report	VI	To develop and evaluate a virtual learning environment (VLE) for continuing Nursing education.

	resuscitation in neonatology. ²⁵					
2011	Transdisciplinary in distance education: a new paradigm in Nursing education. ²⁶	Martins TYC, Ribeiro RC, Prado C.	Revista Brasileira de Enfermagem	Reflection Article	VI	To reflect on the transdisciplinary in distance education.
2011	Educational chat in Nursing: possibilities of interaction in the virtual environment. ²⁷	Silva APSS, Pedro ENR, Cogo ALP.	Revista da Escola de Enfermagem da USP	Qualitative, case study, retrospective	VI	To analyze the dialogues produced by Nursing students in a context mediated by educational chat in Virtual Learning Environment, after carrying out the activity called Virtual Client.
2010	Learning vitals using digital learning objects: opinion of Nursing students. ²⁸	Cogo ALP, Silveira DT, Pedro ENR, et al.	Revista Gaúcha de Enfermagem	Qualitative, descriptive	V	To check the opinion of Nursing students about the teaching method of learning vital signs in digital environments.
2009	digital educational objectives in Nursing: assessment by professors from an undergraduate course. ²⁹	Cogo ALP, Pedro ENR, Silva APSS, et al.	Revista da Escola de Enfermagem da USP	Descriptive, exploratory	V	To show data obtained through educational materials in Nursing.
2008	Brazilian Panorama Online Nursing education. ³⁰	Rodrigues RCV, Peres HHC.	Revista da Escola de Enfermagem da USP	Descriptive exploratory	V	To identify the National Higher Education courses in distance education by concentration area, geographic region, education level and distance education courses in higher education Nursing.

Figure 1. Grouping according to articles title, authors, publication year, journal, research type and purpose.

The findings of these studies were the most discussed topics on pedagogical practices, distance learning and learning objects, applied in teaching Nursing and continuing education, coming from public universities in the Southeast, investigating students, Nursing professionals, and nurses, using reporting experience as predominant methodology.¹⁵

In one study, there was support for the development of educational technologies in 90% of the institutions, of which 77.8% have specialized sectors in the production of the material. Three graduate courses (30%) offer discipline distance, and 47.3% of teachers did qualifying courses. The most widely used resource for teachers in class is the video (82.4%). It was concluded that higher education institutions offer technological and/or teaching infrastructure to the growing demand for care in the use of information technology in teaching. However, actions in distance education are still limited in the teaching of Nursing, highlighting the use of educational technologies in classroom teaching.¹⁶

It is noted that most students participate in the exercises, and most of these have grades greater than 70 in the evaluations. The Moodle favors extra-institutional learning and enables adjustment of school hours and a continuous learning process.¹⁷

The Tele-Nursing requires deeper changes than a simple transposition of classroom practice to the virtual world, focusing exclusively on hardware issues, connectivity or specialized software for care, teaching or research via the Internet. It is highlighted the importance of Tele-Nursing be integrated the characteristics of the profession and the ethical and political reflection, as opposed to technological trends and economic interests that put the focus of attention in the tool.¹⁸

The proposed semi-distance education for Nursing students is a challenge for students and tutors and, for them, conducting virtual classes generates new challenges in their teaching practices. The involvement of students in virtual activities exceeds the expectations of the tutors when compared to the traditional model of classroom lessons. The presence of the tutor and the link established to contribute to the development of students along the proposed tasks. Students show to be more committed to their learning and achievement of results

achieved often requesting the feedback of tutors in seeking improvement of their knowledge.¹⁹

Hypertexts, hyperlinks, audio-visual resources, communication spaces, reviews and collateral were developed. The seven Nursing experts considered the fully adequate consistency of hypermedia for Nursing practice and to facilitate the teaching-learning process. Of the three experts in computer, two of them considered fully adequate the functionality of hypermedia.²⁰

It was found that there were learning and progress of technical knowledge and appreciation of the construction and use of the VLE. To make the project viable, the nurse developed skills and specific technical knowledge updated, creativity, search for alternative resources to overcome structural difficulties, collective mobilization and implementation of innovative educational processes in service.²¹

The responses obtained by the professionals showed that there was no agreement between responses of computer professionals (0.047), indicating that the structure of the website should be reviewed. In the assessment of health professionals (-0062), it was found that, although there is no agreement, the quality of information is appropriate because of the marked positive scores. In assessing the seaworthiness of instrument, reliability was obtained $\alpha = 0.974$. Despite improvements in the structure of the website are indicated, the quality of information is good, and its use contributed to student learning.²²

A VLE held the mediation under the theme mentoring and initial diagnosis regarding the difficulties in the use of technology in interaction and communication, which allowed the proposition of continued use of the platform as a resource to support the research activities, offer leading researchers mechanisms for socialization of projects and guidance opportunities for distance.²³

During the research, different stages were recorded from the course design through construction and transformation of content, available to students. Interactive activities and contents were prepared by teachers with technical staff to participate. The work presents specific procedures and roles to be played by teachers, experts,

students, and technicians. The results of development and offering the online course pointed out some aspects to be improved in the work process, in the content format and the use of tools.²⁴

The virtual environment allows access to a variety of digital resources as well as being objective and clear. The evaluation of the perception of the system was mostly excellent. The VLE has improved the knowledge and computer skills and the use of alternative methods of education.²⁵

The EAD must be seen with a transdisciplinary vision, that is where all the professionals (professionals in the information and communication area, designers, and educators) work as a team, interacting with each other to produce qualified courseware, given the characteristics of the profile of students of the contemporary era, that is a digital generation, and the demands of the working world.²⁶

The results revealed feelings like anxiety, fear and motivation before the hospital practice and dichotomous placement of students in front of the proposed activity: some liked the virtual discussions, while others preferred the face to face course. The article presents recommendations for the use of educational chat in Nursing education.²⁷

The use of interactive methodologies was met with approval by the participating students. The virtual environment and the use of multimedia resources and teamwork boosted curiosity and quality of research and approached the students. The student developed more autonomy and could govern their time with discipline and organization to carry out the activities. However, the lack of ability was a factor that minimized the interaction.²⁸

It is believed that the implementation of this technology with the teachers and students go beyond learning and its update. The digital learning objects promote more boldly in search of new knowledge that enables Nursing students to advance in the construction of their learning.²⁹

Only two post-graduation courses were identified offering specifically in Nursing. Thus, there is need for greater investment of Nursing IES in creating and evaluating distance education courses as well as infrastructure and implementing a technology training policy.³⁰

DISCUSSION

Nursing is a science that has been expanding in recent years and it requires greater professional knowledge, updating and improvement. Therefore, it is necessary to seek new ways and learning alternatives that enable students and professionals constantly upgrade to care with excellence. One way to reach this growing demand in the field of Nursing is through the use of health information and communication technology.

From the analysis of the results, it is observed that it is essentially important to understand the technology and innovation as an enhancement tool in education in Nursing, relevant to the improvement of teaching practice and in everyday planning and interventions.

♦ Applicability of software in care practice

The use of media and software specifically designed to enhance the continuing education activities has been increasingly introduced in care practice. Nursing is composed of professionals who often have more than a professional relationship with a workload that does not always makes room for training courses and improvement. However, the type of education meets the needs of both professionals, the health services that every day use more such technology.

During the development of a study on the construction and validation of an educational hypermedia for Nursing regarding the physical examination in the prenatal, it was considered to host students and provide them with the safer use of hypermedia and higher familiarity with the content being displayed. It also highlights the use of various audiovisual resources, a clear, objective and accessible language to approach the student reality, illustrating and setting the information presented.²⁰

The Ministry of Health supports the use of technological media in the training process for healthcare practice. An example found in the literature are educational activities about Tele breastfeeding integrating the National Tele-Health Program whose actions are seen as an important strategy, as well as disseminating scientific knowledge about the importance of breastfeeding, inserted into the experience of professional new

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ways of teaching that tend to enhance the learning process.¹⁸

The great technological development, theoretical scientific innovations, and practices require the Nursing professional regarding their professional training. The online learning through appropriate educational plan tends to accompany these innovations; this form is required for students/professionals degree of discipline and creativity in addressing the possible difficulties.²¹

The use of virtual learning environments, when used within a contemporary pedagogical plan and appropriate teaching method has proven effective, as it assists the student in the perception of responsibility in the production of knowledge and prepares him to act out of an excessive dependency of the teacher.^{25,28}

Online courses facilitate learning and help increase the number of informed people, even with the rush of day-to-day as they allow students flexibility in organizing their study time. It is necessary to evaluate online courses regarding its structure, quality of information and navigability, to know the opinion of many involved in the process because it is possible to identify factors that can interfere with adherence and learning related to all major axes planning. Thus, making methodological adjustments, educational restructuring, and especially the choice of software and appropriate technical infrastructure is part of planning an EAD course, and are essential to achieving the goals successfully.²²

Nursing is defined as a predominantly practical science, despite this fact was not taken as an obstacle to the insertion of the EAD mode of education. The student should be aware of which mode comes against his need, ability, and interest since the literature shows duality between the different forms of techniques vehemently: distance education and classroom education.^{27,30}

Even with all the possibilities of educational software, it cannot be forgotten the importance and necessity of humanistic aspect of care. Interaction with the patient is irreplaceable, and active subject in responsibility on the restoration/maintenance of health and no attention to this aspect becomes all unnecessary and outdated training practices.²¹

♦ Applicability of software in Nursing education

The advent of technology in Nursing education requires an adaptation of teaching practices, and it breaks the paradigm of traditional teaching methodology, enabling greater interaction and interactivity, where the student becomes a co-author in the production of knowledge. However, it is essential that nurses learn to evaluate critically the knowledge produced, and its best way of implementation to be in education, management or the provision of Nursing care because science is the basis of this investment.^{15,25-6}

Multimedia through its contents and modern, interactive simulations gives the professional the ability to see reality and act on it through an exciting new learning opportunity. It recreates a realistic environment which instigates research and participation, making the environment more pleasant and harmonious learning. Thus, it was observed that the Moodle platform allowed enhancing the communication outside the classroom and school hours, favoring an interactive and continuous teaching-learning process through synchronous and asynchronous media. The way the construction and methodology of the course is addressed, making the students feel welcomed as an important detail during the preparation of a discipline or the EAD course is a presentation of it and its objectives, as well as training how to navigate and handle the platform used for both students as teachers and tutors; because the lack of habit in the virtual environment and the differences noted between the traditional way of learning, and new forms of digital communication can directly interfere with adhesion and student learning.¹⁷

After the evaluation of digital learning objects in Nursing by teachers of the area that work in the graduation, it can be concluded that the implementation of information technology with the teachers and students goes beyond updating and learning, it requires teachers' willingness to improve their teaching methods, breaking the traditional education paradigm, proposing a new way of teaching the interaction and interactivity. About students, it allows the awakening skills that lead them to exercise and improve

creativity, criticality and the pursuit of knowledge through research, thereby generating more daring and autonomy in the construction of their own learning.^{16,29}

The personal characteristics of teachers, such as dedication and steadfastness, and their active participation, have a direct influence on participation and student learning, because in this case the teacher assumes a posture developer and provocative, allowing a culture of sharing of scientific knowledge. The inclusion of content on Health Informatics for Nursing Graduate promotes the good professional practice, enabling the student to current market requirements, considering the rapid incorporation of technological resources for health services. One of the most complex stages is the transformation of classroom lectures and their suitability for the ODL teaching, so that was not lost the core elements of the educational process since there is the physical absence of the teacher.^{17,24}

Through technological inclusion, it is possible that nurses develop the know-learn, related the need to update and applicability of learning, to make the practice of daily care, and also the power of knowledge to be the nurse committed to their work and development realizing in this way that the EAD can exploit the potential of those involved, by exchanging experiences, sharing and learning search, and joint construction of knowledge.²¹

Within the teaching of the EAD stage, there is the figure of the tutor. It is very important pedagogical training of these professionals, as this required some skills and abilities, since he acts as a link between students with students and students with teachers, and must be able to guide students in constructing knowledge and ensuring that the objectives are achieved.^{19,23}

FINAL REMARKS

This study found the lack of intervention studies demonstrating strong evidence, and the studies were descriptive, qualified with evidence level 5 and 6, which are considered less trust/validity.

The study showed that the use of educational software and distance education in teaching Nursing enhance the process of knowledge construction, facilitating the learning process. The result

consists of a cycle, as it is observable in the most accurate health care, as well as reflecting some scientific productions that become part of the collection of books used as bases for their professional practice.

Nursing is considered a profession, in its essence, practice and Nursing education to distance as an innovative field, to nevertheless fled to the basic precepts required for the learning process. It is believed that requirements such as behavior, time availability, involvement and basic knowledge of computer, are not unique requirements of distance education because the educational strategies are focusing on the dissemination of the idea of the student responsibility for their learning. Such requirements are also observed in the classroom teaching.

Educating is not simply to impart knowledge. Within the educational process, there is an ideal, a professional framework that wants to build and launch in the labor market. Society as a whole is constantly changing, especially in the aspects of interpersonal relationships, values, beliefs, and consequently, the educational process needs to innovate to achieve these transformations. In this sense, the applicability of educational media in the learning mode the distance, linked to training and development courses include the need for professionals and students who are already in the labor market, and it cannot be absent in search of new knowledge.

Do the distance education programs and new technologies of the Ministry of Health, for example, are contemplating solidly professionals involved in this type of education? Are professionals looking for and putting in place quality content taught in these courses in distance education? Are all professionals who are forced to conduct courses in distance education, to any mandatory continuing education learning? These are questions that generate subsidies for new studies, always seeking quality in the teaching-learning process.

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