PERCEPTION OF NURSING GRADUATES ABOUT METHODOLOGIES AND STRATEGIES FOR TEACHING-LEARNING

Objective: To know the perception of nursing students on methods and strategies for teaching and learning adopted in the institution they attend. Method: Cross-sectional study with qualitative approach, with 26 trainee nurses. Data collection was performed using a questionnaire and analysis; we chose the technique of content analysis. Finally, there was the organization and coding of the material, with the categorization of the data, which was produced in five categories: 1. Methodologies of higher learning, 2. Teaching methods and teaching resources 3. Strategies utilized in the teaching-learning process, 4. Technological innovations in higher education, 5. Teaching-learning process. The study was conducted after approval by the Research Ethics Committee, protocol nº 207/2009. Results: A significant portion of respondents is dissatisfied with partially or completely methodologies and teaching strategies used in the institution they attend, saying that it needs to be improved. Conclusion: There is commitment in the educational process and flaws in the conduct of teachers.

Descriptors: Higher Education; Nursing Education; Technological Development.

RESUMO

Descriptors: Educação Superior; Educação em Enfermagem; Desenvolvimento Tecnológico.

RESUMEN
Objetivo: conocer la percepción de los estudiantes de enfermería en los métodos y estrategias de enseñanza y aprendizaje adoptados en la institución a la que asisten. Método: estudio transversal, con abordaje cualitativo, con 26 alumnos de Enfermería. La recolección de datos se realizó mediante un cuestionario y el análisis, se optó por la técnica de análisis de contenido. Por último, no hubo la organización y codificación del material, con la categorización de los datos, que se produjo en cinco categorías: 1. Metodologías de enseñanza superior, 2. Métodos de enseñanza y recursos didácticos 3. Las estrategias utilizadas en el proceso de enseñanza-aprendizaje, 4. Las innovaciones tecnológicas en la educación superior, 5. Proceso de enseñanza-aprendizaje. El estudio se llevó a cabo después de la aprobación por el Comité de Ética de la Investigación, el protocolo n º 207/2009. Resultados: porción significativa de los encuestados están satisfechos con parcial o totalmente las metodologías y estrategias de enseñanza utilizados en la institución a la que asisten, diciendo que hay que mejorar. Conclusión: existe un compromiso en el proceso educativo y las fallas en la conducta de los docentes.

Descriptors: Educación Superior; Educación en Enfermería; Desarrollo Tecnológico.
INTRODUCTION

The quality of education offered courses in the area of health, for some Higher Education Institutions (HEI), has become subject under discussion in the Brazilian scenario. Among the concerns inherent, is the adoption of new methodologies and teaching strategies that may favor the teaching-learning process, which is entitled to nursing courses. The training of health professionals, emphasizing nursing, has been permeated by new definitions, terms and references, which stem from the propositions embedded in national education policies as institutional initiatives, or even individual, to make innovations in the process of training.¹

There are numerous changes that occur constantly in methodological proposals of higher education, whose purpose is to train individuals committed towards both professional and social, this does not differ with future nurses must have a quality education at the academy to take the job with responsibility and commitment to society.² Nursing is a profession general, given this fact, the formation of these individuals needs to be permeated with experiences and learning. The theory and practice need to be articulated so that the construction of knowledge does not occur in a piecemeal fashion, for it is necessary to break the traditional methods, which are still prioritized in some higher education courses.

Education should be able to trigger the student to holistic, interdependent and transdisciplinary, besides enabling the construction of networks of social change with subsequent expansion of individual and collective consciousness. Therefore, one of its merits is precisely the growing tendency to search for innovative methods, which allow a pedagogical practice ethical, critical, reflective and transformative, thus exceeding the limits of purely technical training, to effectively achieve the formation of man as a historical, inscribed in the dialectic of action-reflection-action.³

The problems seen in the educational process in the area of health care, emphasizing nursing concerns the difficulty that some HEIS, as well as teachers have to adhere changes, which in turn may hamper the learning of students who, not having been pointed to stimulate their critical ability to develop hypotheses for certain problems or even tempt them to solve, are restricted to passive learning as it is taught.

Given the importance given to training in the area of health, there is international recognition of the need for change in the education of these professionals across the inefficiency of the educational system to respond to social demands. Institutions have been encouraged to turn in the direction of a school that values equity, quality of care, efficiency and relevance of health work. The process of change in education brings many challenges, among them, to break with crystallized structures and models of traditional teaching and training health professionals with skills to enable them to recover the essential dimension of care: the relationship between humans.⁴

It is expected that HEIS guide their pedagogical perspectives with more humanistic and less vertically integrated. The commitment and responsibility are inseparable elements of these institutions for the academic teaching quality is, therefore, the student should also be considered as active subjects of the educational process and contribute in a critical and reflective towards their training.

One of the key changes that need to occur in higher education is entering a critical pedagogy, which has as one of its representatives the educator Paulo Freire, and their foundations have funded numerous educational experiences in healthcare. For this teacher, the student must be the protagonists of their learning process and it is up to the teacher to awaken the exercise epistemological curiosity.⁵

The implementation of active methods in undergraduate healthcare implies facing numerous challenges, since the structural organization as the academic and administrative institutions and courses, as well as the pedagogical concepts as beliefs, values and ways of doing the teachers and students.⁶

Given the above, the study aims to know the perception of nursing students on methods and strategies for teaching and learning adopted in the institution they attend.

METHOD

Cross-sectional study using a qualitative method. This research was conducted in a public institution of higher education located in a municipality located in the state of Bahia, northeastern Brazil. The university, field of study, has several courses in the area of health, and the study subjects were 26 nursing students, morning shift, and one class of the semester. Data collection was conducted in HEIs with date and time previously scheduled, in March 2012.
Was used as an instrument of data collection an open questionnaire self-administered collectively what occurred in the classroom itself, seeking to emphasize the methodologies and strategies for higher education. The inclusion criteria were: age less than 18 years, being a student of the last half of the undergraduate nursing program and are enrolled regularly. For data analysis, we chose to Conteúdo7 Analysis technique, which is composed of three phases to be followed: pre-analysis, material exploration and using the results.

A priori, in the pre-analysis was complete reading responses typed each questionnaire. Later, there was the reading of this material, recording the frequency of appearance of the recording units so that they could raise impressions and orientations.

Then, the holding of the material held more detailed and thorough reading of each response observed thus appeared that the more significant. Finally, there was the organization and coding of the material, which followed the treatment of the results, with the categorization of the data, which was produced in five categories:

1) Methodologies higher education
2) Teaching and learning resources
3) Strategies used in the teaching-learning process
4) Technological innovations in higher education
5) The process of teaching and learning.

This study is supported by Resolution 196/96 of the National Health Council, which regulates research with humans. The start of data collection occurred after the approval of the Ethics Committee in Research of the State University of Southwest Bahia, campus Jequie, Bahia, under protocol nº 207/2009. The subjects signed an informed consent after being informed about the objectives, methods, risks and benefits of research.

RESULTS AND DISCUSSION

The subjects are characterized by 26 nursing students, including 8 men and 18 women. The age varies between 18 and 36 years: 12 18 to 23 years, 12 between 24 and 29 years and 2 between 30-36 years.

Through the analysis of the collected material were seized Nursing perceptions of graduates on the methodologies and strategies for higher education. The use of the method of analysis Conteúdo7 themes emerged, emerging between them resulting five categories of students’ responses collected in open questionnaires.

Higher education methodology

The reveal of this category shows how study participants understand about the term Teaching Methodology. Several present superficial knowledge, although, in general, defined as a term used to describe teaching strategies aimed at both teacher practice, when defining the objectives proposed in the course of discipline, as well as in respect of the efficiency of the teaching-learning. It became evident in the sections:

[...] The route, walking school, to be followed by institutions in order to meet the needs of the course. (Compass)
 [...] Are the means used during the learning process of individuals’ graduation. (Pen)
 [...] Ways (methods) used to achieve learning and develop learning in higher education. (Ruler)
 [...] Teaching strategies that enable the best improvement of the learning process. (Chalk)

The teaching methodologies are the following stages in the educational process, which occurs through the analysis of numerous methods and techniques that can be used to cover the objectives of this process. In higher education, the methodologies are able to facilitate the choice and conduct of strategies to be adopted by teachers, as well as contribute to the improvement of academic, since, with its use it is possible to assess the potential and limitations of teaching strategies.

Regarding the degree of satisfaction of students with the teaching methods used at the institution where they are studying, there is the description of a significant portion of respondents’ dissatisfaction complete or partial:

There is no complete satisfaction. (Brush)
 [...] The traditional model is prevalent in the institution, should be more dynamic. (Chalk Board)

The methodology requires some adjustments to better prepare the academic [...]. (Pen)

There is still lack of incorporation of new technologies or even doesn't exist the use of these methodologies for all teachers still returning to traditional education. (Paper)

Lacks resources and forms of education that facilitates learning [...]. (Pilot)

Could merge method based problems. (Chalk)

Study on prospects for trainees about the training of nurses showed that most respondents do not agree with the teaching methodology adopted in the institution they attend.2
Believes that teaching experience, apparently punctual, created in the context of conflicts and contradictions of institutional relations, focused on change processes, relationships and content, may represent an innovative trend in terms of the process of reworking knowledge more meaningful to students, allowing breaks with the traditional teaching model can lead to broader movements for change.  

From the perspective of complex thinking is essential in teaching practice, provoke questions, working with uncertainties rather than deny them, seeks to promote understanding of integrative and totalizing definitions, content and topics to be addressed along with the students. This implies (re) connecting knowledge hitherto fragmented and presented separately.  

When questioning whether respondents believe that the teaching methodologies of your institution need to be improved, the results show that many students claim that even before the relevance of traditional practices, it is necessary to associate them or even replace them Methodologies for Active learning, in order to improve the quality of teaching and learning process:  

*The traditional method is not always the facilitator for learning.* (Concealer)  
*Like any other IES is necessary to improve future professionals who have trained and excellence […].* (Bracket)  
*It is necessary to make an assessment and some changes in the methodology for learning to be optimized.* (Concealer)  
*There is always room for improvement […].* (Handbook)  
*Need to improve the didactic form which is given the contents.* (Notebook)  
*Institutions should be aware of the difficulties related to teaching and learning.* (Handbook)  
*Must adopt and incorporate new methodologies and adapt to the evolutionary process of the means of communication and transmission of knowledge.* (Paper)  
*Follow the methodology combining traditional teaching methods and problem-based (tutorials).* (Chalk)  

Even if there is difficulty in breaking with the traditional methods of teaching, educational institutions and some nursing care recognize the need for change in the training and professional performance. Teachers, nurses are considered the most engage in applicability of pedagogical innovations. However, difficulties such as shortage of support from governmental spheres and educational institutions sometimes have unvielable radical changes in education.  

In Brazil, since the 2000s, with the implementation of the National Curriculum Guidelines for Undergraduate Courses in Health, has been applied Methodology Active in formal education, in order to get a training of health-oriented System Unified Health.  

The active methods are educational concepts that stimulate processes of teaching and learning critical and reflective, in which students participate and commit to their learning. These methodologies use questioning as a strategy for teaching and learning, with the purpose of motivating students because the problems ahead, they hold, examine, reflect, relate their stories and begin to reframe their findings. The questioning can take them to the contact information and the production of knowledge. Is strongly marked by the political dimension of education, committed to a critical view of the relationship between education and society.  

The dimension of the problem-solving teaching-learning process is identified two proposals to the Curriculum and Pedagogy of Problem-Based Learning (PBL). The Curriculum as formulations Paulo Freire has a sense of inclusion criticism actually going to extract elements that confer meaning and direction to learning. On motion action-reflection-action are built knowledge, thus considering network contextual determinants, personal implications and interactions between the different subjects they teach and learn.  

Both problematization PBL promotes breaks with the traditional way of teaching and learning, stimulating, participation of actors in the experience and reorganization of the theory and practice, but have different potentials in design education. Therefore, we need to identify possibilities and limitations of each of these proposals, drawing upon the analysis of its theoretical and methodological foundations, also considering the actual conditions of each institution that represents a possibility to seek models of teaching and learning that respond the expectations of that involved.  

The Curriculum has as reference the arc method of Charles Maguerz, this was applied a priori in 1982 by Bordenave and Pereira. Refers to a methodological approach able to guide the teacher’s pedagogic practice concerned with the development and intellectual autonomy of their students, seeking creative and critical thinking, as well as preparation for political action.
Anjos KF dos, Santos VC, Almeida OS et al.

From the application of the Arch of Charles Maguerez is possible to develop a process of action-reflection-action activities and teaching assistants. This method is a construction of history teaching in the teaching-learning process. For students, transforming reality during the development of a particular theme, considering that is capable of stimulating the curiosity and keeps the interest of students. This activity leads students to learn to learn, rethink and rebuild the education based on practical daily work with future implications in the qualification and professional development.5

▶ Teaching methods and learning resources

The analysis of this category shows that, in most cases, students are confuse what methods and teaching resources. They cite the teaching methods used by teachers as lectures followed by tutorials.

The methods used are seminars, tutorials, discussions [...]. (Concealer)

[…] Case studies, lectures, technical sessions, technical visits. (Bracket)

 […] Laboratory practice, class discussion, tutorials, practice off campus. (Microscope)

 […] Discussion topics, lectures, seminar presentation, fostering technical session [...]. (Notebook)

Even before the creation of new communication technologies applied to education, the lectures are still the most used by teachers. What explains this fact is not related solely to factors of an educational-learning method, but also economic and administrative factors. Among the factors that explain the wide use of exposure of Higher Education are the economy, flexibility, versatility, speed and emphasis on content.12

As for teaching resources preferably teachers used in the classroom, the visuals (PowerPoint) and audiovisual (TV and DVD) were the most commonly described by students:

Audiovisual resources such as computers and data show, exercises, discussion papers. (Brush)

Power Point (PC), classroom whiteboard and discussion groups c / scientific articles [...]. (Hidrocor)

Data Show, articles, books, journals, internet, power point, videos. (Pointer)

TV, video, DVD, computer, data show. (Paper)

Slides, nursing lab resources. (Slate)

 […] Clinical cases, data show, anatomical dolls. (Pencil)

For the use of technological resources to be effective, require teachers not only to identify their advantages and limitations, but also know how to use them consciously and appropriately. On Higher Education, teaching resources most used include some traditional aids like leaves, various types of frames, paper pads. In addition to the more sophisticated, such as overhead projector, multimedia projector, VCR and DVD, E-mail, discussion forums online.12

▶ Strategies used in the teaching-learning process

Regarding the assessment of the students’ teaching practice, if their teachers are trained to associate productively teaching methodologies and tools used in the classroom, the responses indicate positive and negative points. Among the findings related to the positive indicators:

The quality and competence of teachers of this institution is indisputable. (Compass)

 […] Show very skilled, but the changes in methodologies come, in our case, changes in higher order. (Pointer)

 […] Employ and interact with the various resources effectively. (Pilot)

To work in education is indispensable knowledge of different teaching approaches and pedagogical trends, which can support the teaching practice, given that they reflect the ideological character that permeates the educational system of certain contexts. In this context, it is necessary for teachers, from the critical awareness, to reassess educational models and analyze the influences exerted by them in their educational practice.13

It is important that teachers know a variety of educational activities in order to create new forms of teaching; this is because there is no method better than the other to address all content. The key is to learn to associate the most varied methods to keep the student’s interest, increase learning opportunities and achieve the proposed objectives in teaching.9

In the classroom, many teachers perform self-styled innovative practices. However, this occurs without the domain, including theoretical, for this, which results, in fact, playing the traditional model, albeit with new settings. There is mismatch between the speech here, which progresses, seems progressive and innovative, and practical, which preserves reiteratively and traditional way.1

Still, in the case of the perception of students toward the practice of their teachers, it was found that most negatively evaluated, revealing in their opinions be necessary changes to improve the process of teaching and learning:
Perception of nursing graduates about methodologies...

to support education, which can contribute to better and easier learning, but it is necessary to exercise caution in their use, for example, the Power Point, which despite being welcome in the classroom, should be dominated by the teacher, given that its use in excess, as well as the way to expose the contents can hinder the process of teaching and learning.2

Because of the many changes that have occurred in the methods and materials used in the classroom, we question the extent to which new technologies can positively contribute to the educational process without making teachers and students into slaves of modern innovations.2

Significant portion of the students realize that with the new social contexts and scientific developments that have occurred mainly in the area of health, we need to rethink the educational system, which requires more engaging pedagogical practices with methods and techniques that stimulate interaction student / teacher. In this context, several methodological suggestions are pointed out by the students to enhance the teaching-learning process.

With the use of Power Point teachers stopped using creative ways to “pass” content. (Notebook)

[…] That would be exploited more intensively teaching method based on questioning. (Brush)

A method of teaching in which teachers are able to see the students, as well as collectively, more individual, recognizing and helping each in their particular difficulty. (Pen)

There are still very conservative about the relationship student teacher, the teacher dominates everything and the student is a deposit that knowledge. (Agenda)

Classes less expository, decreased use of theoretical tests, should be used for other resources such as tutorials, discussions, seminars. (Classifier)

[…] Greater diversification of methods and including tutorials as a major resource. (Book)

We need to reflect on the education that is currently offered by IES, emphasizing health, therefore it is observed that in fact is something that should be carefully reviewed and reconsidered.2

Currently seen in the social context in which the media are enhanced by technological advancement and perception of the living world as a network of dynamic and constant metamorphoses, has discussed the need for urgent changes in higher education
aimed, inter alia, reconstruction of their role.2

Reassess the current process of teaching and learning adopted by HEIs is necessary, since the traditional pedagogy alone does not account for the formation of critical and reflective. Training requires the deployment and implementation of innovative methodologies, able to promote reflection on the relationship of hegemonic teaching-learning process is reversed, ie, capable of transforming the student into the subject of the proceedings.13

Teaching-learning process

In this category it is found that nursing graduates took their concerns about difficulties in the learning process. It is placed by many experience difficulties expressing objectively which may compromise the learning in the classroom.

I can follow the lessons without problems [...]. (Hidecor)

Sometimes the content presented is not passed clearly by teachers. (Handbook)

[...] I try to study at home which does not learn here. (Compass)

The greatest difficulty is when in some subjects [...] are not available time for discussion of the content. (Slate)

Many contents are transmitted in a superficial way, without true learning. (Backpack)

Sometimes there is a large number of lectures which ends up getting tiresome for students and undermining the process of teaching and learning. (Book)

The teacher is seen as motivating student learning and active subject in this process. Soon, the pedagogy of higher education, the primary attention in educational practice is transferred in significant part, from teaching to learning. Several factors exist that interfere with the learning process, including the social environment, study habits, creativity, encouragement and motivation.12

The proposal of an innovative pedagogical practice is a starting point for the unknown, and is often threatens to put conquered. However, the unknown opens new horizons and possibilities of transformation. The collective and democratic participation is essential in the implementation of changes, since individuals are networked. Through reflective practice, critical and committed can promote autonomy, freedom, dialogue and confrontation of resistance and conflict.1

The pedagogical education suffer constantly changes to suit the contemporary needs of teaching and learning and, as education is a science, it is necessary methodological innovations occur systematically. The educational pedagogy needs to be changed for various reasons, among them, due to the existence of failures in the educational process, and deficit of training some teachers.2

CONCLUSION

When referring to higher education, the study has linked the methodologies and strategies used in the teaching-learning process in the conduct of teachers in the use of material resources used in the classroom from technological innovations.

Although many students have presented superficial knowledge about the term teaching methodology, significant part is partially or completely dissatisfied with those adopted in the institution they attend, saying that need to be improved. These trainees have suggested that certain traditional practices need to be associated with or even replaced by more active methodological proposals, with the aim of providing improved quality of teaching-learning process.

Students assessed teaching practice as associate teaching methodologies and tools used in the classroom, the responses indicated positive and negative points. When it emphasized the use of Power Point, the majority stated that its use has become practical technicalities, rather than being used only as an aid.

Finally, the results indicate involvement in the educational process and flaws in the conduct of some teachers as the methodologies and teaching strategies used to build the knowledge of students of nursing in question. Therefore, it is expected that new methodologies and strategies are implemented in the institution studied, so that future nursing professionals can act in a committed humanist and social issues.

REFERENCES


Anjos KF dos, Santos VC, Almeida OS et al.

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