

**AS DISCIPLINAS SEMIPRESENCIAIS NO ENSINO SUPERIOR EM ENFERMAGEM
SEMI-PRESENTIAL CLASSES IN HIGHER EDUCATION IN NURSING
LAS ASIGNATURAS SEMIPRESENCIALES EN LA EDUCACION SUPERIOR EN ENFERMERÍA**

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RESUMO

Objetivo: compreender a importância das disciplinas semipresenciais no Ensino Superior em Enfermagem. **Método:** trata-se de um estudo bibliográfico, descritivo, tipo revisão integrativa, por meio de busca de artigos na íntegra nas bases de dados LILACS, BDENF e biblioteca virtual SciELO. Selecionaram-se artigos trilingues, disponíveis na íntegra, empregando os descritores selecionados. Discutiram-se os resultados de forma descritiva e a partir dos dados gerados. **Resultados:** elegeram-se 15 artigos para a análise. Observaram-se como pontos importantes para as disciplinas semipresenciais na Enfermagem: a inclusão digital e a propagação da informática no ensino de Enfermagem; a flexibilização do acesso; o tempo. **Conclusão:** propõe-se que as disciplinas semipresenciais constituem recurso que favorece o processo de ensino-aprendizagem, que permitem capacitação e geram estímulos para profissionais com maior autonomia, criatividade e capacitação para o mercado de trabalho cada vez mais informatizado.

Descritores: Educação em Enfermagem; Educação a Distância; Educação em Saúde; Disciplinas das Ciências Biológicas; Educação Superior; Estudantes de Enfermagem.

ABSTRACT

Objective: to understand the importance of semi-presential classes in the Nursing course. **Method:** This is a bibliographic, descriptive, integrative review type study, through the search of articles in their entirety in the LILACS, BDENF and SciELO virtual libraries. Trilingual articles were selected, available in full, using the selected descriptors. The results were discussed in a descriptive way and from the generated data. **Results:** 15 articles were elected for the analysis. The following were observed as important points for the semi-presential classes in Nursing: the digital inclusion and the propagation of information technology in Nursing teaching; the flexibility of access; time. **Conclusion:** it is proposed that the semi-presential classes represent a resource that promotes the teaching-learning process, which allows qualification and generates stimuli for professionals with greater autonomy, creativity and qualification for the increasingly computerized labor market.

Descriptors: Nursing Education; Distance Education; Health Education; Biological Science Classes; Higher Education; Nursing Students.

RESUMEN

Objetivo: comprender la importancia de las asignaturas semipresenciales en la Educación Superior en Enfermería. **Método:** se trata de un estudio tipo revisión bibliográfica, descriptiva, integradora, mediante la búsqueda de artículos completos en las bases de datos de la biblioteca virtual LILACS, BDNF y SciELO. Se seleccionaron artículos trilingües, disponibles en su totalidad, utilizando los descriptores seleccionados. Los resultados se discutieron de forma descriptiva y en base a los datos generados. **Resultados:** se eligieron 15 artículos para análisis. Se observaron puntos importantes para las asignaturas semipresenciales en Enfermería: inclusión digital y difusión de las tecnologías de la información en la enseñanza de Enfermería; acceso flexible; el tiempo. **Conclusión:** se propone que las asignaturas semipresenciales son un recurso que favorece el proceso de enseñanza-aprendizaje, lo que permite la formación y genera incentivos para profesionales con mayor autonomía, creatividad y formación para el mercado laboral cada vez más informatizado.

Descriptores: Educación en Enfermería; Educación a Distancia; Educación en Salud; Disciplinas de las Ciencias Biológicas; Educación Superior; Estudiantes de Enfermería.

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INTRODUCTION

It is evident that the world is currently going through a period in which it is necessary to use all the technologies available for teaching-learning due to the Coronavirus pandemic, quarantine and social isolation applied to the Brazilian population as a whole. Distance learning was considered as the use of Virtual Learning Environments (VLEs), along with virtual classes between students and teachers, tutorials, videoconferences and other methods, which have been tools to supply the need in a time of crisis. A potential for development is demonstrated through a critical-reflexive attitude and with technical skills associated with high quality content.

It is known that distance learning has many advantages over in-person teaching, and is highly adaptable, including novel forms of conducting activities between teachers and students in the interactive teaching-learning process, which contributes to high-quality teamwork.¹ It is important to understand this new dynamic of teaching where the student is empowered and can be inserted into this virtual reality, allowing for interactivity and the discovery of new technologies. It is also

described that the undergraduate courses in Nursing have employed Distance Learning (DL), in face-to-face courses, qualifying Nursing professionals according to the needs of the labor market.²

The reflective need for the purpose of semi-presential classes as a complement and improvement of the teaching experience is emphasized, and DL emerges as a distinctive teaching strategy. It has been observed, in a modern world that is constantly evolving, the possibility of changes in the in-person classes. These changes seek to unite education and technology, offering a process of integrated learning in an effective and efficient way with the involvement of technological and innovative resources to contribute to the teaching-learning process. It is important to point out that, as the semi-presential classes are theoretical within the presential courses of Nursing, it is encouraged that the student can make use of new technologies and that they can take some courses of the semester at a distance.

DL is considered part of the present and future of education in general, within the perspective of being inserted in the digital world. It is regarded as an innovative approach, seeking to break the obstacles in teaching, space, time, processes, procedures, and in the financial area. It provides opportunities for people with limited financial conditions, those who have not been able to study at a young age and/or due to work and other responsibilities. Also accommodates those who need a course with flexible schedules, who can socialize and meet people in a democratic and more egalitarian ways with education. It is believed that distance learning requires autonomy of the student in seeking knowledge and being able to work with virtual communication with colleagues and the teacher through multiple technologies.³

It is pointed out that the health professional should have computer science teaching in his training, where an association with Information and Communication Technologies (ICTs) with health practice occurs, thus making the student capable of having the understanding of how the technology can be used in the professional field. It is believed that information technology becomes a contribution of the educational process as a pedagogical support tool, being an important resource for the association between teaching-learning and new interpretations for the student's practice and his/her professional future, being able to be used in several classes throughout the graduation course. It is warned that, even using AVA and numerous digital tools to improve interactivity and how to pass on content, it is necessary to have mastery of these resources.⁴

This association between face-to-face and distance learning is an important step forward, in order to demonstrate that nurses should be trained and have an exchange of experiences with technological innovations. This tool has been used by public and private higher education institutions so that professionals have better capacity in the digital field, improving interactive activities, because Nursing should have mastery of digital technologies.

It is noteworthy that to combine non-traditional methods in virtual environments, there is a benefit to learning due to the interaction and sharing of experiences, learning by the discovery itself and building knowledge in a cooperative way. Teaching should be worked as a form of love for teaching-learning, where there is a change in the process that can understand reality and thus be able to act. It is understood that virtual classes are constant challenges for a part of the students, being worked on the conception of the term love worked in the teaching-learning, leading these students to feel a connection with the information and activities passed on in distance learning, thus overcoming obstacles and difficulties.⁵

It is known that, in professional practice, they are expanding with the use of electronic medical records and applications that help in speeding up and more complete care through more reliable patient data. It is understood that there is a relevant need, because the association between the presence and the EaD should motivate students and future professionals to develop forms of learning.

OBJECTIVE

To understand the importance of semi-presential classes in the Nursing course.

METHOD

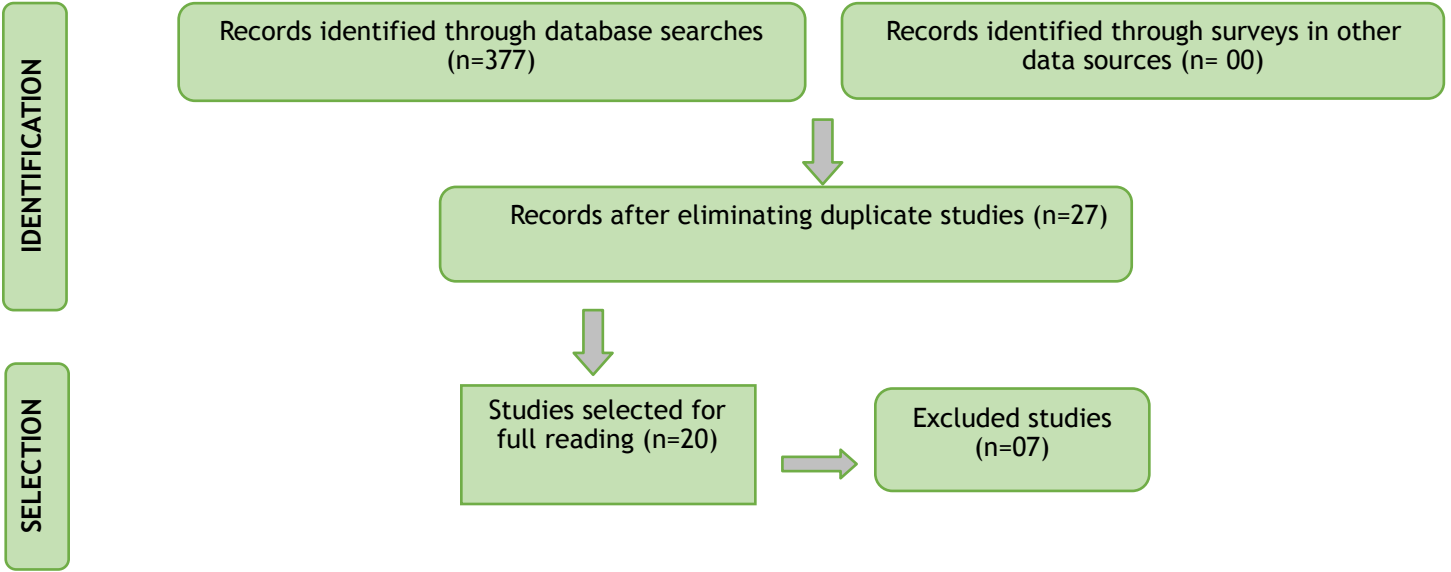
It is a bibliographic, descriptive, integrative literature review type study, which develops a mixed research aspect, being both quantitative and qualitative, since mixed studies present a broad view of the problem. To carry out this type of research, the following steps were adopted: working with sampling; research methods; choosing inclusion and exclusion criteria for the research of the articles; identifying the studies chosen to generate a research with original information.⁶

The scientific papers were evaluated by reading the titles and abstracts, which were in accordance with the objective and corresponded to the guiding question proposed by the research. The research was conceived, in what concerns data collection and critical analysis of the scientific articles based on inclusion criteria, through the formulation of an adequate instrument to implement the data collection of the scientific articles. In the survey of the integrative review, six steps were taken.⁷

It was structured, in the first stage, as a guiding question of the integrative literature review and research problem: "What is the importance of the semi-presential classes in Higher Education in Nursing? In this perspective, the study presents the following guiding question: "What is the knowledge produced about the importance of the semi-presential classes in Higher Education in Nursing?".

For the second stage, search or sampling in literature, for the search of articles, the following databases were elected: Latin American Literature (LILACS), Databases in Nursing (BDENF) and Scientific Electronic Library Online (SciELO). The following inclusion criteria were listed: articles published in Portuguese, English and Spanish; that all articles be complete in their entirety available in the chosen databases; with a time cut in the period from January 2009 to December 2019. The following exclusion criteria were established: articles that were not in accordance with the theme by reading the title and abstract; repeated articles indexed in different databases. The following descriptors and the Boolean marker "and" were used, with the Descriptors in Health Sciences - DeCS: Nursing Education; Distance Education; Higher Education and Biological Sciences Classes. It should be noted that the survey was conducted by two reviewers, independently, until a decision was reached after comparing the differentiated results.

The third stage of data collection was carried out during February 2020 when, during the article selection procedure, a flowchart (Figure 1) was assembled with the following topics: identification of the articles in the indexed databases; sorting using the criteria for inclusion in the databases; sorting (referring to repeated titles and non-associated themes) and the reading of the abstracts of interest for the research. To make sure that the information is significant and accurate, the program Microsoft Office Word, version 2010, was used, selecting through the following aspects: database; title of the article; name of the authors; year of publication; journal; objectives; methods and completion of researches.



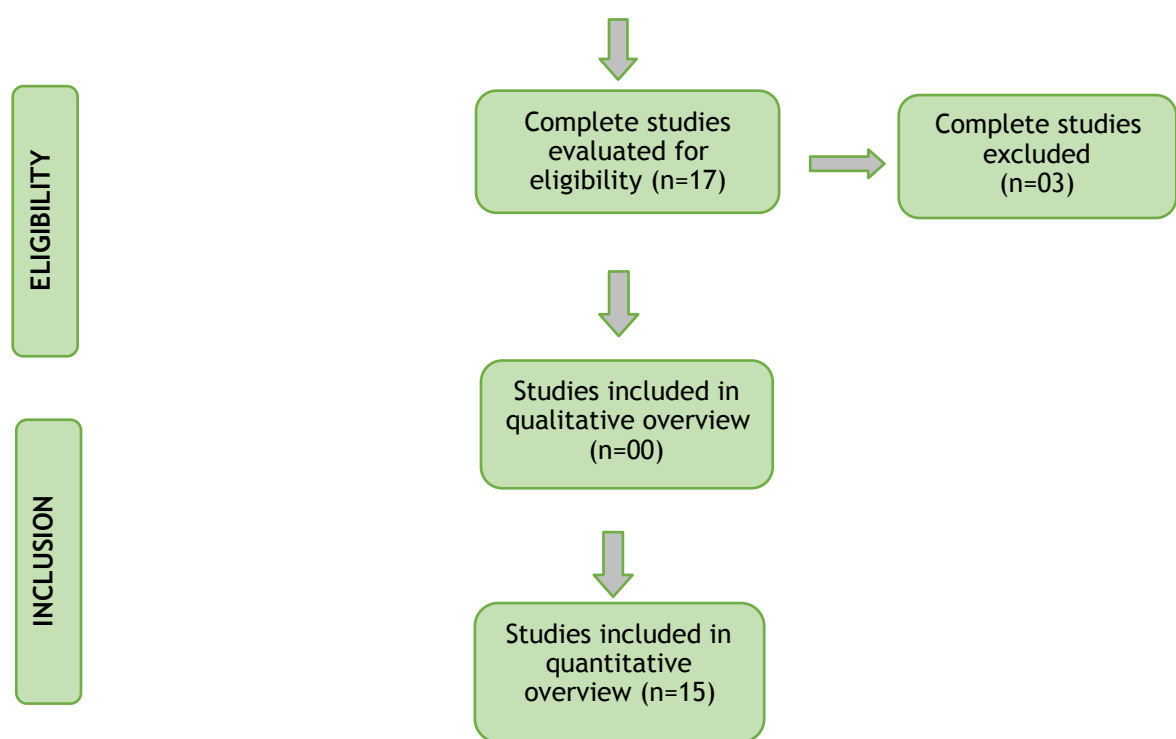


Figure 1. Study selection flowchart adapted from Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2009). Manaus (AM), Brazil, 2020.

In the fourth stage, the critical analysis of the included studies was carried out, through the critical reading of the selected articles in their entirety, trying to determine if they respond to the objective of the research. It was revealed that the total of selected articles was fifteen publications. It is described that, due to the expansion of publications related to the Evidence Based Practice (EBP), it is considered a problem-solving approach to decision making that seeks the best and the latest evidence, capacity for professional clinical performance, its standards, thus performing a quality care to the patient.⁶

In the fifth stage, the analysis and discussion of the results were verified, after the analysis of the articles regarding the response to the research problem and, after the analysis of the texts, two categories were verified: (1) The use of Digital Educational Technologies by teachers and students and (2) The important characteristics of DL in Nursing and the semi-presential classes.

In the sixth phase, it was reached the presentation of the review on the importance of the semi-presential classes in the graduation courses in Nursing presential.

A total of 83 articles were identified in SciELO, but only six were selected. Four out of 155 articles were found in the LILACS database. There were 139 articles in BDFEN, five of which were used. It can be observed that, in this review, 15 articles met the inclusion and exclusion criteria. The following is a synoptic table (Figure 2) of the selected articles, being all scientific articles.

Authors	Year	Title	Databases	Type of study	Results
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Camacho ⁸	2009	Report of experience in online education in the discipline of legislation, ethics and exercise of Nursing	BDENF	Experience report	It is known that there is a need to build new foundations and tools for reflection and educational possibilities that allow a continuous process of digital knowledge in Nursing, with teaching strategies articulated with the content of the discipline in the virtual environment, generating nurses with critical and reflective thinking.
Camacho ²	2009	Analysis of national publications on distance education in Nursing: integrative review	BDENF	Systematic literature review	An evolution of online education of Nursing in Brazil is demonstrated in which the possibilities of teaching in the virtual learning environment are inexhaustible and take into consideration some relevant conditions for interactivity such as the availability of training courses and subjects in undergraduate courses.
Camacho ⁹	2009	Distance Education in the Discipline of Legislation, Ethics and Exercise of Nursing	SciELO	Experience report	It is understood that the construction of interactivity in distance education is a continuous planning in the virtual environment, working skills and competencies in students with the teaching strategy of the Political Pedagogical Project of the Course allied to the current needs of the profession on legislation in Nursing, training nurses with critical-reflective development.
Silva, Pedro ¹⁰	2010	Autonomy in the process of building the knowledge of Nursing students: the educational chat as a teaching tool	SciELO	Documentary research, retrospective, with qualitative approach of the case study type	It is possible for the student of Nursing to develop autonomy through the support of teachers who adopt the methodology of problematization and the development of critical dialogic relations. The educational chat is a tool that encourages students to seek knowledge in an autonomous manner.
Feijó, Tavares ¹¹	2010	Distance learning: implementation of semi-presential subjects in the Nursing undergraduate course	BDENF	Descriptive study	It is understandable that the strong model of face-to-face education in Brazil makes it difficult to accept distance learning. It requires institutional strength, ease with technology, frequent training of students, monitors and teachers, improvement of the didactic materials elaborated, the system tools and support. The objective is to have more subjects at a distance in the Nursing undergraduate program for the improvement of teaching quality, critical and reflective development of the nurse.
Silva, Pedro, Cogo ¹²	2011	<i>Educational Chat in Nursing: possibilities of interaction in the virtual environment</i>	SciELO	Documentary research, retrospective, with qualitative approach of the case study type	It is noticeable that feelings such as anxiety, fear and motivation towards hospital practice, as well as the dichotomous positioning of students in front of the proposed activity: some liked the virtual discussions, while others preferred the face-to-face ones.

<i>Martins, Ribeiro, Prado¹</i> <i>Peixoto, Peixoto, Dornelles¹³</i> <i>Prado, Santiago, Silva, Pereira, Leonello, Otrenti, et al.¹⁴</i> <i>Jesus, Diogo, Santos¹⁵</i> <i>Camacho¹⁶</i>	2011	Transdisciplinarity in distance education: a new paradigm in nursing education	SciELO	Conceptual Review	It is necessary to question which tools should be used, how they should be elaborated and which professionals can contribute to the formulation and assembly of the material. In relation to the DL in Nursing, it is disposed to have a transdisciplinary vision, team work, to produce qualified didactic material, attending the profile of the students of a digital generation and the demands of the world of work.
	2012	Aspects related to the permanence of undergraduates and postgraduates in semi-presential classes	SciELO	Quantitative and exploratory approach research of original validated questionnaire data	It is stated that undergraduates and postgraduates considered that the study environment and its interaction facilitate the permanence in the classes, with the use of the virtual environment, the flexibility of time and space, the costs involved, the use of the computational tools and the interaction procedures, being these well evaluated.
	2012	Virtual learning environment in nursing teaching: experience report	LILACS	Experience report	In the proposal of semi-presential teaching, in the formation of students of Nursing, a challenge for the tutors in the conduction of the virtual classes and the involvement of the students in the activities are developed. It is concluded that the link established between student and tutor improves the development of students throughout the proposed tasks, where AVA has revealed potential for its use for other subjects in the curriculum of the course.
	2012	Assessment of graduate satisfaction in relation to online courses	LILACS	Descriptive-exploratory field study, with quantitative approach	It was identified that students have not incorporated the paradigm shift that online teaching proposes and prefer the face-to-face teaching method, although they are satisfied or partially satisfied with online subjects.
	2013	Necessary approach on didactic design for online classes in Nursing: reflective analysis	BDENF	Reflective Analysis	It is perceived as a cooperative and collaborative work and learning, with exchange of information through dialogue and criticism between teacher-student, to have quality information in the virtual learning environment. It is evident that there is didactic-methodological planning, mediated by the virtual library, depending on previous knowledge, worldview, social and professional practices of the teacher, to exercise an attitude of reflection and criticism in the content researched.

Salvador, Sakumoto, Marin ¹⁷	2013	Use of Moodle in the Informatics Classes in Nursing	LILACS	Cross-sectional study	Moodle is perceived as a complementary method to face-to-face teaching, introducing knowledge of Information Technology during graduation to assist in the training of future nurses, capable of producing services and managing safe and effective care. It is shown, through new skills and technological competencies, that these professionals will be able to respond to the demand for specialized training for the health sector.
Cogo, Czerwinski, Bonmann ¹⁸	2015	Course assessment in the distance mode by undergraduate students of nursing	LILACS	Quantitative exploratory-descriptive approach	It is emphasized that the students found that the distance discipline is an option to reconcile study and work. With interaction and availability of the teacher and the learning materials, the student works on the organization of time, encouraging autonomy, conquering its protagonism in the learning process. It is necessary to improve communication between teacher and student in order to clarify doubts and strategies that allow cooperation and promotion of better interaction between participants.
Silva, Diniz, Gontijo, Machado, Cavalcante ¹⁹	2016	Perceptions of Nursing students about distance education	SciELO	Qualitative approach through interviews	It was verified that the students of Nursing have experiences in DL, leading them to the search for knowledge, professional development and updating, flexibility of schedules, reduction of costs, displacements and stimulus to self-learning, however, they highlighted difficulties such as technical issues, overload of activities and difficulties for the exercise of their autonomy due to the absence of continuous training for the use of technologies in DL.
Tavares, Leite, Silveira, Santos, Brito; Camacho ²⁰	2018	Analysis of national publications on distance education in Nursing: integrative review	BDENF	Systematic Review	The focus is that DL is an effective teaching and learning strategy in distance education in Brazilian Nursing, favoring the production and exchange of knowledge, stimulating the exercise of autonomy of the subjects involved. It is known that the method allows teaching in several health scenarios. This model of efficient education is considered, besides the quality of contents exposed and the establishment of an active teaching environment that allows for the interaction among participants.

Figure 2 - Results found in the studies according to the authors, the year, the title, the database, the type of study and the results. Manaus (AM), Brazil, 2020.

The following stand out in association with the type of research design of the studies evaluated: four experience report articles; two systematic literature review articles; one case study retrospective documentary research; one descriptive study; one conceptual review; two with a

quantitative and exploratory approach; one field research; one reflective analysis article; one cross-sectional article and one with a qualitative approach.

It is defined with regard to the journals where the articles included in the review were published: four articles for both the Nursing Journal UFPE On Line and the Brazilian Journal of Nursing (Reben), there are two articles from the Journal Health Informatics; one article from the Journal of the School of Nursing of USP, as well as the Latin American Journal of Nursing; Acta Paul Nursing; Cogitare Nursing Journal and *Revista Ciencia y Enfermerla*.

DISCUSSION

Regarding the distribution of the articles, it is reported that most of the works were published in Nursing journals, thus observing that there is a difficulty in integrating knowledge between teaching, technologies and health. It is necessary, in order to have a greater visibility and propagate a work, that it should be carried out in a transdisciplinary way, seeking to change paradigms within the Nursing course.

It is certified that, after reading the articles, it was found that qualitative research is used in most studies, demonstrating the interest for the need to make comparisons of positive and negative points within DL, thus characterizing that the union of technologies comes to add new educational methods. It appears the occurrence of an adaptation of the teaching-learning in the graduation in Nursing, extending the knowledge and skills to prepare the professional future.

the work was separated between the two thematic axes for discussion: The use of digital educational technologies by teachers and students, where articles II, III, V, VII, VIII, IX, X, XI and XII and The important characteristics of DL in Nursing and semi-presential classes, incorporated by articles I, IV, VI, XIII, XIV and XV.

The use of digital educational technologies by teachers and students

It is currently reported that the use of technologies for teaching and education cannot be ignored for the preparation of the nurse, being fundamental that there are specific concrete changes in the organizational environment for the training of professionals based on learning and knowledge exchange. It is inferred that public and private Higher Education institutions have sought to insert Nursing professionals with mastery of digital technologies for better problem solving and interactive Nursing assistance. This new teaching model is pointed out, which allows the construction of educational possibilities that end up demystifying previous concepts, carrying out a continuous conduct of incentive to the student, understanding that he has his concepts and beliefs and that it will be a construction of knowledge, thus collaborating to the decision making in the proposed activities.⁹

This situation conditions the facilitating aspects that the course in DL demonstrates, such as the union of the activities, conciliating the discipline with other study activities and with family commitments, the availability of constant access, where the student can schedule his or her studies and at predetermined times without leaving his or her home and the reduction of the financial cost. This concept of studying and carrying out professional activities is aligned, having access to the administrative area of the institution in order to make consultations, forum and chats for communication with tutors and colleagues, thus favoring teaching-learning and meeting both academic and administrative problems through messages.¹³

It is considered essential that health professionals should be trained to make use of new technologies and seek new knowledge in order to keep themselves updated regarding procedures and actions that may influence the care process. It is added that the procedure of evaluation and integration of new technologies in the Brazilian health area has already advanced a lot in the last years. It is pointed out that more improvements and research are needed; however, there are costs of new systems focused on health, continuous technological development, which ends up making pressure for the emergence of innovations and improvements, guaranteeing a better service and safety in the service.²¹

It is noted that in Brazil, during the last decades, there has been a policy of expansion in Higher Education where the needs of the labor market and society itself, generated by new educational trends, transform the axis of knowledge and competence of students, and there is an important relationship between the quality of teaching and learning with the way of conducting and interacting in DL through criteria and evaluation models with certified standards that ensure this quality.²²

In this sense, it is emphasized that some institutions still have few resources to use this semi-presential modality and need to have more investment in the digital area where the DL in Nursing should take over the new technologies, making it easier to teach and learn online, using the new technologies. It is necessary to change the pedagogical conception that is still predominantly traditional and to implement an organized and permanent policy regarding the updating of the teaching qualification with the tools used in the DL modality.

It should be noted that the evolution of equipment, methods and tools for use in DL is continuous due to constant technological changes and updates, and teachers and students should always be aware of these changes. This has led to a search for this modality of teaching-learning and, with this, to an increase in the supply of semi-presential subjects in the Nursing course.¹¹

An essential factor is the permanent formation of the teaching team, where teachers need to have the knowledge of ICTs to help the student work and interact in the virtual environment, thus

favoring the production, exchange of knowledge and autonomy of the subjects involved, thus serving the labor market with professionals. The integration of teaching, the social part, the collaboration and the cognitive part have also been identified as important, which is still little recognized and, therefore, more monitoring and work by institutions, teachers and students is needed for a quality interaction to occur.

The DL shows many benefits compared to face-to-face teaching due to its flexibility in schedules, more agility in the interactive and transdisciplinary teaching and learning process of the people involved and the adjustment in the classes and between them, adapted to reality and with the same shared purpose, also creating procedures to act in the existing difficulties, in the search for a better evaluation of social needs in an inclusive manner in the interactive system used.¹

Some difficulties stand out, such as the lack of having the establishment of specialized sectors that guarantee quality technical-pedagogical support for the semi-presential classes, where DL needs to have a transdisciplinary vision, where all professionals work in teams, in response to the demand of the labor market so that egress can be inserted in the knowledge and mastery of new technologies.

It is observed that the students have had constant and reflective action regarding the resolution of problems, stimulated by the use of AVA through the Moodle platform, with technical and methodological innovations, using socio-cultural ideas for health education. It is known that, even though teachers are qualified to mediate teaching on the subject, semi-presential teaching in the Nursing course is a constant challenge for teachers and students due to the constant technological innovations worked on in the educational area, generating interest in virtual activities in comparison to face-to-face classes. The teacher is needed to work with the students, working to stimulate the evolution, leading to a greater commitment of students in the search for knowledge and thus improving their knowledge and understanding about the issues and questions proposed.¹⁴

The idea is formed that a continuous effort is needed to use ICTs and technological innovations in the teaching-learning process of undergraduate students in Nursing, and the semi-presential classes have emerged to meet the lack of knowledge of technology and in improving the quality of teaching. As a result, there has been great expansion in Higher Education in Brazil.¹⁵ It is exposed that there is a complexity in the various dimensions of DL, highlighting the practice of collaborative learning and the teacher as a mediator in the use of the many tools available for DL with activities that can generate critical and reflective thinking and knowledge in future professional practice. In order for semi-presential education to be successful, it is necessary to have a commitment of teachers and students in structuring knowledge in discussions in a continuous way, contributing with new points of understanding and perceptions on the proposed subject.¹⁶

The understanding has arisen that the curriculum of the Nursing undergraduate course has been modified in order to meet the needs of the labor market in health services and, for this adaptation to take place, through more innovative and targeted teaching methods that address the quality content, the infrastructure must be adapted so that the virtual environment can be used in the semi-presential classes. In this way, an improvement in communication, in the exchange of knowledge between teachers and students is provided, making use of ICTs, leading to a qualification for the labor market, the mastery of information technology resources used in health services, with commitment to teaching being motivated by teachers and, thus, seeking to work with good professional practices.¹⁷

It focuses on the need for permanent training of the concept and pedagogical part involving ICTs in an active and committed way by all participants of the academic community, identifying ICT indicators for the improvement of decision making in a holistic way, working the theoretical-practical part, the human being, where the material used can generate positive aspects and integrated in teaching-learning. The mastery and competence of the teacher, the planning of classes making use of ICTs through informative dialogue and Internet-oriented activities, making use of coordinated, interactive evaluations, using virtual means and being considered technological mediation, are highlighted.²³

The important characteristics of DL in Nursing and the semi-presential classes

It was observed, after the analysis of the articles, that the digital inclusion and the spread of informatics in the Nursing course are the main relevance of the semi-presential classes. Some items that favor DL were presented in the studies evaluated, such as work, flexible access, time, displacement and reduced cost for the student and this provides support to the vast majority of students who need to combine work and study, seeking a job at the end of their academic life so they can have the mastery of digital inclusion.

It should be noted that students of Nursing at DL identified the diversity of possibilities and contexts of learning, noting the flexibility, innovations and the issue of time as of great relevance in the training of nurses in the field of operation inserted in a society in the digital age and an increasingly competitive market. It is necessary to develop knowledge in Nursing ahead of the traditional teaching aspect, where the network of knowledge at DL is used to share and interact. In this way, new stimuli and challenges are potentiated, motivating student autonomy and being fundamental for the formation of professionals in Brazil.¹⁹

It is focused that, through the experience of the educational practice of teacher-tutors in DL, it is essential to have an online pedagogical mediation work, because, as the student is not physically present, there must be this interpersonal interaction so that the teaching-learning occurs to meet

the needs of the student, making use of directed strategies to teach and clarify doubts. It was identified that this teacher must have mastery of the content approached, of the teaching technology, know how to dispose of his time and work the best way to interact with the student.²⁴

Difficulties can also be observed, such as the relationship of interaction in communication between teacher and student, the constant dependence on the teacher, the student with problems with the organization of their study time, and these repercussions on the development of the course in the distance modality end up leading to the withdrawal of many students. It is reported that the construction of the pedagogical model, its formation and the technological part must be aligned so that the teaching-learning is carried out in a way that prepares students and teachers to interact in order to act in distance education in Nursing.

It is understood that due to ICTs and teaching in DL, higher education institutions in Nursing must be prepared, carrying out the training of teachers and students and, as Nursing includes teaching practice, there are still doubts about this modality. We propose educational chats prepared to improve teaching-learning and assisting classroom teaching, making use of teamwork and providing autonomy, evolution in learning and independence in study, human and creative. It is known that the semi-presential classes within the courses of Nursing have been well accepted, demonstrating the training of the professional and his dominion with the use of new technologies that permeate the area of health. In Brazil, it is important to point out that DL changes have been expected for the Nursing courses because of the technological development and the demands of the labor market to have more capable nurses with autonomy in their area of work.^{10,12,18,25}

It is understood that it is essential to support the changes that have been implemented due to the introduction of information technology and the use of technologies in the practice of Nursing, working to solve the challenges to the continuous adaptation of the tools and contents to be worked on in DL. The use of playful means of learning is highlighted so that students and teachers are working in a unified way in the development and expansion of these new technologies in the teaching-learning, however, there is still resistance to their use by teachers and students who still cling to vertical methods of teaching.²⁶

It is observed the scarcity of works involving DL and how it has been used and improved in the academic sphere, mainly in the Nursing area, where the improvement in the work environment allows the exchange of experiences and knowledge, working with humanized actions and with the mastery of the multidisciplinary team.⁸ It is added that new languages and technology need trained people, where pedagogical practices are influenced. It is shown that the teacher must be conscious in perfecting himself/herself in ICTs and interact in order to have a result for the directional planning in the classroom, because the technological advance is fast and constantly new things

appear, and the interaction between teacher, student and ICT must be something to be worked on in the institutions of Higher Education in Nursing for these professionals to be successful in the job market.²⁷

It is verified that DL has been evaluated as an effective teaching and learning strategy in the Nursing course in Brazil, being worked on as a development in face-to-face teaching, improving the autonomy of teachers and students, the construction and exchange of knowledge. It is attentive to maintain the quality of the contents worked and to have an interactive virtual environment for teachers and students, using situations of problems found in the health system and that is efficient to meet the need for current information for a better mastery of content.²⁰

CONCLUSION

The importance of the semi-presential classes in the graduation course in Nursing is considered as the flexibilization of the access, the time, the reduction of the cost with displacement for the student, propitiating an important factor for the students who need to work and study. It is worth mentioning the digital domain in which the market needs trained professionals who are integrated with the needs of society. It is recommended that the DL modality constitutes a resource that favors the teaching-learning process, where strategies of access to virtual learning environments are developed that allow training and generate stimuli for professionals with greater autonomy and creativity.

It is considered that, during the analysis of the articles, some difficulties were identified, such as the need to have, in the institutions of Higher Education, the creation of specialized sectors that can give the technical-pedagogical support of quality to the semi-presential classes. It is observed that DL needs to have a transdisciplinary vision where all professionals work in teams, and there are difficulties such as the relationship of interaction in communication between teacher and student, and there is still a dependence on the teacher so that there is evolution in the study of the subjects. It is shown that some students presented difficulties in organizing the time between their activities and the study, where there is the process of training assistance, insufficient and with repercussions on the development of the course in the distance modality, and there is still a path to be traveled in this direction to achieve an improvement in teaching for all students through adequacy and stimuli to study and commitment to education.

It is certified that, in some institutions, there are still few resources to use this semi-presential modality, requiring more investment in the digital area, where the DL in Nursing should take over the new technologies, making it easier to teach and learn online, using the new technologies. It is necessary to change the pedagogical conception that is still predominantly traditional both in the

curricular part and in the training of the teachers for the elaboration and dynamization of the offered material.

It is concluded that there are many benefits for the use of the semi-presential classes in the Nursing undergraduate courses, training professionals better prepared for the job market and with a vision of transdisciplinarity, humanization, interaction and mastery of a content. Thus, it is confirmed that the research demonstrates the need to carry out new studies that work on the importance of the semi-presential classes in the nursing undergraduate courses in order to seek constant improvement in the quality of teaching and learning and the professional future.

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