



REQUIRED APPROACH ABOUT DIDACTIC DESIGN FOR ONLINE COURSES IN NURSING: A REFLECTIVE ANALYSIS

ABORDAGEM NECESSÁRIA SOBRE DESIGN DIDÁTICO PARA DISCIPLINAS ONLINE NA ENFERMAGEM: ANÁLISE REFLEXIVA

ENFOQUE NECESARIO SOBRE DISEÑO DIDÁCTICO PARA LA ENSEÑANZA DE CURSOS EN LÍNEA EN ENFERMERÍA: ANÁLISIS REFLEXIVO

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ABSTRACT

Objective: to analyze the importance of the didactic Design for a course in nursing online. **Method:** a theoretical study of reflective analysis about the importance of didactic Design for an online nursing discipline and their teaching strategies with a view to proposing an interactive teaching. It is based on a literature review with narrative discussion of the following points: Pedagogical Strategies and Expected Results and Form of assessment activities. **Results:** the teachers of nursing working in the area of distance education need a mediator role of knowledge by the student who seeks knowledge. Interactive activities and content are developed with a view to collaborative learning. **Conclusion:** through this perspective it is understood that the development of Didactic Design should be constructed with a view to constantly improving the process of distance learning in the format of the contents and use of the tools of the virtual learning environment. **Descriptors:** Education; Distance Education; Nursing; Educational Technology.

RESUMO

Objetivo: analisar a importância do Design didático para uma disciplina online na enfermagem. **Método:** estudo teórico de análise reflexiva sobre a importância do Design didático para uma disciplina online na enfermagem e suas estratégias de ensino com vistas à proposição de um ensino interativo. Está fundamentado em uma revisão de literatura narrativa com discussão dos seguintes pontos: Estratégias pedagógicas e os Resultados esperados e A Forma de avaliação das atividades. **Resultados:** os docentes de enfermagem que atuam na área da Educação a Distância precisam de uma atuação de mediador do conhecimento junto ao aluno que busca o conhecimento. As atividades interativas e conteúdos são elaborados com vistas ao aprendizado colaborativo. **Conclusão:** com essa perspectiva entende-se que o desenvolvimento do Design Didático deve ser construído constantemente com vistas ao aperfeiçoamento no processo do ensino a distância, no formato dos conteúdos e na utilização das ferramentas do ambiente virtual de aprendizagem. **Descritores:** Educação; Educação à Distância; Enfermagem; Tecnologia Educacional.

RESUMEN

Objetivo: analizar la importancia del Design didáctico para la enseñanza de un curso de enfermería en línea. **Método:** estudio teórico de análisis reflexivo sobre la importancia del Design para la enseñanza de la disciplina de enfermería en línea y sus estrategias de enseñanza con el fin de proponer una enseñanza interactiva. Se basa en una revisión de literatura narrativa, con discusión de los siguientes puntos: Estrategias pedagógicas y Resultados esperados y La Forma de evaluación de las actividades. **Resultados:** los docentes de enfermería que trabajan en el ámbito de la educación a distancia necesitan un papel de mediador del conocimiento junto al estudiante que busca el conocimiento. Actividades interactivas y contenidos se desarrollan con miras al aprendizaje colaborativo. **Conclusión:** Con esta perspectiva se entiende que el desarrollo de la enseñanza del Design Didáctico debe ser construido con el fin de mejorar constantemente el proceso de aprendizaje a distancia, en el formato de los contenidos y el uso de las herramientas del entorno virtual de aprendizaje. **Descriptor:** Educación; Educación a Distancia; Enfermería; Tecnología Educativa.

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INTRODUCTION

The online courses are in constant process of construction and planning is a challenge in the field of Nursing.

The teacher profile must be necessarily nurses having a degree of discipline as an area of interest Teachers must have the ability to act in online teaching articulating the theoretical content with the tools available on the website.

The identity of the nursing profession was being built throughout history and can be expressed in its philosophical, psycho-pedagogical and didactic methodology those guide their practice. The human being, seen as a subject of education is embedded in a socio-economic-cultural-political and historical. Then has a dimension active, creative and refreshing. In its interaction with other beings and with the environment, produces knowledge.

It is understood that knowledge is the product of this social interaction and understands that its role is to work in the perspective of knowledge production and preservation, putting them at the service of society. It is understood the need to promote the participation of individuals as subjects of society, culture and history, prioritizing autonomy, questioning and awareness. This fact is possible to develop the virtual learning environment.¹

Learning as a process eminently social, as an active process and complete the subject in the construction of knowledge, which emphasizes the influence of culture and social relations, we tried to consider the student as the subject of their educational process, seeking to implement a pedagogical committed to the process of construction and reconstruction of knowledge in the social and affective relationship with the theory and practice and the contextualization of knowledge.

In this sense, the curriculum design favors a methodological approach that brings the central place of training practices and reflection on them. The focus is still the adoption of active methodologies, consistent with the objectives and content of education and considers the concrete experience of the student as a starting point the pedagogical work. The teaching has been understood as a process that aims to associate the construction of knowledge critical to the knowledge produced in a continuous process and articulate.

Thus, it is intended as an investigation of knowledge, and not as a process that is limited to the transmission of content, as a practice focused on the progressive construction of learner autonomy in the pursuit of scientific and professional, in a particular field knowledge. The process of teaching aims, ultimately, to the development of cognitive abilities of the students and their preparation for the social and professional life. Teaching is an intentional process and systematic, targeted the development of skills and abilities of students. Has a bilateral character, since it combines the activity of the teacher to the student.

The role of the teacher is seen as inseparable from the social, cultural and emotional needs of students. Accordingly, it seeks to reference the reality of students. The teaching is thus understood as a practice concretely situated, facing certain student learning, with socio-cultural characteristics.

The student is the builder of his knowledge from reflection and questioning of their practice. Their participation in the training process will take so active, creative, critical, a continuous exercise that is able to perform analysis, interpretation and synthesis of the object to be learned, and also the commitment to your training. The student is expected to know what you know, as you know, because you know what you know and transmit to others.

The teacher is the facilitator, driver of the process, provocative of doubt, the competent authority is in fact responsible for the tasks of teaching, explanation of matter, orientation activities, exercises, control and verification of learning. The teacher must understand the student as a person specific, objective, that determines and is determined by the society in which he lives. Should know and consider the prior knowledge of the problems of students, taking as its starting point what the student knows about the content you want to teach. It should also guide the search method and these responses be guiding the preparation of the synthesis of content built by students.

The practice of mediation training in Distance Learning (ODL) provides some clues about the ways that we are moving and we constantly provides critical reflection in relation to students, but also our educational practice. It is a process of mutual growth that constantly makes and remakes this collaborative learning environment. Collaborative learning in ODL shows the complexity that is the context in all its multiple dimensions and at the same time not

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losing sight of a particular topic by which they intend to study for part of the pedagogical mediator.

A major challenge for universities is to create space that challenge to respond to current issues for collaborative learning.² In fact the possibilities are actually useful in the concepts worked for them. One of these capabilities is interactivity as a possibility for reflection and exchange of knowledge in the construction to be used by the mediator.

By using communication devices in developing skills and competencies creates moments of interaction possibilities and concrete implementation of collaborative works. Hence the emerging use of the Internet in order to search in digital libraries to facilitate the mediation process at its interfaces and that requires teaching strategies designed for use.³

Thus I bring as a contribution on the actions that I consider priorities for a Mediator Pedagogical and highlights are relevant to building a Didactic Design, proposal of this article: 1- Encourage constantly connecting to the work done by students in relation to the contents developed. It is up to the mediator to provide a means for discussion and reflection of their own learning experiences. This requires the development of critical and therefore provides subsidies to end evaluation practice that will occur at the end of the process; 2- Develop collaborative work and interactions that are established between students and between students and mediator. These guide the process of motivation for the students in the development of learning through participation are individual or group in accordance with the specifics. I emphasize that these are not exhausted but bring significant contributions to the scaffolding process in ODL.

Given the above I think that at the current stage of technology, all media and media writing persist and persist and society comes incorporate, in an increasingly renewed, digital media, in order to communicate and inform. The digital media technology represents a new medium and support, but not a break in the way of creating and communicating the contents of thought.⁴ This is a quest for the development of writing by the student based on content previously studied for the construction of knowledge.

The relevance is inserted in a discussion relevant to the nursing faculty working in the area of distance education and need a constant reflection on its role as mediator of knowledge by the student constantly seeking knowledge. Therefore, the aim of this study is

to analyze the importance of the Design for teaching a course in nursing online.

METHOD

This is a study on the reflection of the importance of Didactic Design for an online course in nursing and their teaching strategies with a view to proposing an interactive teaching.

It is based on a narrative review of the literature by discussing the following points: Pedagogical Strategies and Expected Results and Form of assessment activities.

♦ Pedagogical strategies

For purposes of the contextual Design Didactic via online teaching concerns the situation prepared by the teacher, with the artifact computational and educational software, requires rethinking the planning and use of a methodology with computer learning resources in the classroom. The methods and goals set by the teacher, for the appropriation of the content of knowledge by learners with educational software math mediated computational artifact, depend on your field of computer teaching resources, their worldview, their social practices and of professional teaching knowledge to enable the educator to reflect and evaluate their own practice, avoiding slips and exerting an attitude of reflection and criticism.⁵

Didactic Design presents techniques and fundamentals necessary for the planning and preparation of lessons and educational programs that use different technologies applied to education. Its focus is the analysis of pedagogical and communicational aspects that may favor the balance between student learning and interaction of the participants of the educational act. Thus, it is important to understand deeply the fundamentals of design and applicability for training courseware multiplier (teacher/mediator) that will make use of new technologies applied to education.

The Didactic Design brings a paradigm shift in what is often called instructional design, courseware design or planning. It is essential to understand what is and what WEB didactics is, so that the teacher can draw your own course, participate in multidisciplinary teams on different projects or train new teachers to use technologies applied to education in school. In this sense the proposed method of discipline Didactic Design has the basics: The collective construction of knowledge, from the principles of cooperative learning, and the vision of multiplier educator, who seeks to pass his experience and track their colleagues

and students unraveling along new paths and possibilities.

The student is expected to develop in the content critically reflect on the practice of nursing, considering the broader ethical, political, economic and social influences that since the dawn historical, valuing the human being in its entirety and citizenship.

In the online course the student also has the opportunity to use scientific knowledge in everyday life and use new technologies appropriately, information and communication, the edge to nursing care through the discipline of nursing online mitigated by encouraging research. The update is permanently from their scientific knowledge to the improvement in their training and in their daily practice is present when the student perceives the possibility of exercising continuously communication as a basic tool for the job.

♦ The expected results and how to evaluate activities

The evaluation should occur throughout the process. The teacher should observe, especially if there was a proper understanding of the information presented through the use of reading strategies and not just a simple translation of the texts, especially during the debate of the forum as well as the activities arising during the course.

It is appropriate to make some considerations on which the virtual classroom content taught via online.

The evaluation of learning has as principle the development of skills, the ability to build expertise, technology and management, from the needs observed in practice social and professional. Using criteria clearly stated, are evaluated knowledge and how students make use of them. This allows, when needed, a shift in the process of training students, with support activities, in order to allow the supply of their difficulties. Another relevant aspect is the principle of self-assessment as a tool to further the implementation of critical analysis, perception of student growth, allowing the acquisition of an intellectual autonomy and a real insight into their own training.⁶

It is understood the assessment as an activity that provides information and issues so that we can reflect on the best way to be constructed during the professional training, trying to rescue the potential of each student. The evaluation is seen as an essential process for the redesign of educational activities. It does not occupy a unique and specific in order to assess what the student has produced, but

part of a continuous and ongoing process, enabling breakthroughs without hurting institutionally pre-established rules, as to when and how to record the results obtained by the students.

To train professionals able to think, decide, plan, and carry out assistance activities in several instances and levels, and to meet the requirements of the university, it is important to evaluate students' varied activities. This design meets the expectation of the students in order to better understand the society in which they live, perceive the relationship between academic work and social practice, in its entirety, thus contributing to the formation of a professional with a more critical reflection and suitable for processing of reality.⁷

It is important to bear in mind that Didactic Design is a concept built from the scientific knowledge of learning theories and practical knowledge or experience of project development. Learning theories in order to subsidize the carry on educational projects in which we believe. It depends on the teacher your educational project and its philosophical belief, work with students.

The Didactic Design is not intended as a prescription for how to design a course or a class; on the contrary, it should serve as a guideline for the teacher to develop their own procedures, adapting them to the various contexts in virtual classroom.⁸⁻⁹

New technologies-multimedia, hypermedia, networks, videos and tools for cooperative work- require a new design that favors the acquisition of skills needed for the search, selection of information and the building of knowledge.⁹ Educational activities should consider regional specificities the training needs of professionals and the ability to share offering formal education in health.¹⁰

The access to information on-line, through which content can be found, change the reference allowing science to be written every day, at an accelerated rate of acquisition of new information.

CONCLUSION

Reformulate and conduct suitability constant Didactic Design is a necessary challenge in teaching practice online to account for this new way of learning that permeates the virtual classroom. To do this we must introduce a work and a cooperative and collaborative learning, where information exchanges are performed with dialogue and criticality in the teacher-student relationship in the same space, to develop awareness of

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the quality of research information in the virtual learning environment.

The didactic situation calls for a reflection on the planning and use of a methodology with computer learning resources in the classroom. The methods and goals set by the teacher, for the appropriation of the content of knowledge by the student through the virtual library mediated computational artifact, depend on your field of computer teaching resources, their worldview, their social practices and knowledge professional teachers to enable the educator to reflect and evaluate their own practice care, avoiding unnecessary lookups and exerting an attitude of reflection and criticism in the searched content.

The practice of mediation training in Distance Learning (ODL) provides some clues about the ways that we are moving and we constantly provides critical reflection in relation to students, but also our educational practice. It is a process of mutual growth that constantly makes and remakes this collaborative learning environment. Collaborative learning in ODL shows the complexity that is the context in all its multiple dimensions and at the same time not losing sight of a particular topic by which they intend to study for part of the pedagogical mediator.

It should be remembered that, to succeed in this process, it is very important that each (student and teacher) to become an active member of this learning community we are forming, always participating in discussions, not only reading the contributions of colleagues, but mainly collaborating with new interventions.

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