

# Teaching internship of academic master in family health: Use of digital technologies

Estágio à docência de mestrado acadêmico em saúde da família: Utilização de tecnologias digitais

Práctica docente de maestría académica en salud familiar: Uso de tecnologías digitales

## RESUMO

**INTRODUÇÃO:** A pandemia da COVID-19 modificou o ensino, tornando necessária a adequação das aulas para o ensino remoto. Com isso, o estágio à docência de uma enfermeira no Mestrado Acadêmico em Saúde da Família, buscou facilitar o processo de ensino-aprendizagem com uso de tecnologias digitais. **OBJETIVO:** relatar experiência na difusão de práticas de promoção docente através de metodologias ativas para uma turma de acadêmicos de um curso de medicina. **MÉTODO:** Trabalho qualitativo, tipo relato de experiência que descreve as práticas de educação realizadas no ano letivo de 2021.2 na disciplina de Desenvolvimento Pessoal. **RESULTADO:** Os assuntos abordavam o processo científico, profissional e político na universidade, introduzindo à organização da vida universitária e ética do estudante enquanto futuro profissional da saúde. **CONCLUSÃO:** Dessa forma, o estágio à docência mostrou-se capaz de modificar as tradicionais práticas de ensino, conduzindo os conteúdos abordados de maneira inovadora e complementar.

**DESCRIPTORES:** Tecnologias em Saúde; Ensino; Pandemia Covid-19; Promoção da Saúde.

## ABSTRACT

**INTRODUCTION:** The COVID-19 pandemic has changed teaching, making it necessary to adapt classes for remote teaching. Thus, the teaching internship of a nurse in the Academic Master's Degree in Family Health sought to facilitate the teaching-learning process using digital technologies. **OBJECTIVE:** to report an experience in the dissemination of teaching promotion practices through active methodologies for a group of academics from a medical course. **METHOD:** Qualitative work, experience report type, describing the educational practices carried out in the 2021.2 school year in the subject of Personal Development. **RESULT:** The subjects addressed the scientific, professional and political process at the university, introducing the organization of university life and the ethics of the student as a future health professional. **CONCLUSION:** Thus, the teaching internship proved to be capable of modifying traditional teaching practices, conducting the contents addressed in an innovative and complementary way.

**DESCRIPTORS:** Health Technologies; Teaching; Covid-19 pandemic; Health promotion.

## RESUMEN

**INTRODUCCIÓN:** La pandemia del COVID-19 ha cambiado la enseñanza, siendo necesaria la adaptación de las clases para la enseñanza a distancia. Así, la pasantía docente de una enfermera en la Maestría Académica en Salud de la Familia buscó facilitar el proceso de enseñanza-aprendizaje utilizando tecnologías digitales. **OBJETIVO:** relatar una experiencia en la difusión de prácticas de promoción docente a través de metodologías activas para un grupo de académicos de una carrera de medicina. **MÉTODO:** Trabajo cualitativo, tipo informe de experiencia, describiendo las prácticas educativas realizadas en el curso 2021.2 en la asignatura de Desarrollo Personal. **RESULTADO:** Los temas abordaron el proceso científico, profesional y político en la universidad, introduciendo la organización de la vida universitaria y la ética del estudiante como futuro profesional de la salud. **CONCLUSIÓN:** Así, la pasantía docente demostró ser capaz de modificar las prácticas tradicionales de enseñanza, conduciendo los contenidos abordados de forma innovadora y complementaria.

**DESCRIPTORES:** Tecnologías en Salud; Enseñando; Pandemia de COVID-19; Promoción de la salud.

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## INTRODUCTION

The World Health Organization (WHO) declared on March 11, 2020 that the outbreak of the disease caused by the new coronavirus, SARS-CoV-2, called COVID-19, classified as a Public Health Emergency of international importance, being characterized as a pandemic.<sup>(1)</sup>

In Brazil, public and private education networks temporarily suspended classes in March 2020, in an attempt to contain the pandemic of the new coronavirus. The Organization for Economic Co-operation and Development (OECD) report, proposed to leaders of educational systems and organizations that they seek to develop plans for the continuity of studies through alternative modalities, while the period of social isolation lasted, given the need to maintain education.<sup>(2)</sup>

As a result, many institutions adopted remote teaching, in which educators had to adapt their content to an online format in order to maintain educational activities during the period of social isolation. These remote activities aimed at students, despite all their challenges and obstacles, were and still are crucial to minimize the damage caused by the absence of face-to-face classes and the spread of the virus.<sup>(3)</sup>

Falkenberg et al.,<sup>(4)</sup> state that health education is a political pedagogical process that requires the development of critical and reflective thinking, allowing unveiling reality and proposing transformative actions that lead the individual to his autonomy and emancipation as a historical and social subject, capable of proposing and giving an opinion on health decisions to take care of himself, his family and his community.

Thus, the concept of health education is added to the concept of health promotion, using education as a form of care, transcending the basic precepts of care. By educating, this capacity is enhanced in a cyclical system of interpersonal relationships, within a cultural

historical reality, in which one learns from the other, and the latter learns and enables the transformation of both, of those around them and the environment in which they are inserted, transcending

**These remote activities aimed at students, despite all their challenges and obstacles, were and still are crucial to minimize the damage caused by the absence of face-to-face classes and the spread of the virus.**

the time in which care and education take place.<sup>(5)</sup>

All organizations around the world had to adapt so that they would not be paralyzed in the face of all the tightness

caused by the pandemic and social isolation. Therefore, it was necessary to make adaptations and reinvent itself with the available tools, linked to the use of active methodologies, these teaching strategies being centered on the effective participation of students, in the construction of the teaching-learning process, in a flexible, interconnected and hybrid way.<sup>(6)</sup>

Active methodologies, especially hybrid teaching, with the help of synchronous and asynchronous tools, are being inserted into educational systems, seeking to innovate and expand students' creativity and motivation. To carry out this personalization, it is necessary to use methods so that the student is inserted in the process and becomes the main protagonist of the teaching-learning process.<sup>(6)</sup>

The teaching internship of a master's course carried out by a professional working in Primary Health Care is able to provide the necessary experience for the initiation of teaching practice, through pedagogical experiences, emerging and developing skills and competences inherent to the teaching activity carried out by the student under the guidance of a teacher, integrating the practices of academic life with learning into teaching practice. The teaching internship programs are a tool that enables the exchange of knowledge and helps in the training of students during the training period.<sup>(7-8)</sup>

In this way, the teaching internship is a teaching-learning modality that meets the training needs and is aimed at students regularly enrolled in academic master's courses. It is based on an active methodology, precisely to encourage master's students to develop reflection and become participants in the construction of their knowledge, however, it is necessary that the activities meet the needs of each group of people.<sup>(9-7)</sup>

Based on this, this work aims to report the didactic practices carried out in the teaching internship of an academic master's degree in family health at a federal institution in the teaching-learning

process towards the various audiences in times of the COVID-19 pandemic.

## METHOD

This is a descriptive study of the experience report type, whose narrative is based on a systematic observation of reality, relating the discoveries with the existing theoretical foundations.<sup>10</sup>

The study deals with the experiences of a master's student, under the supervision of her advisor, who is also a professor of the Personal Development discipline, a component of the curricular matrix of the First Semester of the Medicine Course at the Federal University of Ceará, Sobral campus, in carrying out an internship in remote teaching, during the 2021.2 school year. The meetings took place through the Google Meet virtual platform, on Tuesday afternoons, during the months of October 2021 to January 2022, making a total of 64 class hours.

## RESULTS

The actions performed in the teaching internship, within the pedagogical context, encompass the teaching practiced in teaching, naturally performed with a focus and approach on the training of students included in the discipline.

It is known that remote teaching is challenging nowadays, but necessary due to the situation of isolation adhered to as a way to prevent the transmission of the COVID-19 virus to the population. Teachers facing emergency remote teaching had to use different platforms such as Google Meet and Google Classroom.

The following active teaching methodologies were used in this remote teaching context:

- Problem based learning - Through this problematization, the student initiates studies and investigations, reflecting on facts that can give a greater understanding of the case. This method, based on research, seeks to train critical and creative professionals, aware of their work.

- Gamification - use of game design techniques that utilize game mechanics and game-oriented thinking to enrich diverse contexts not normally related to games

- Flipped classroom - change in the traditional way of teaching. The content starts to be studied at home and the activities carried out in the classroom. The student leaves behind that passive attitude of listener and assumes the role of protagonist of his learning.

- Brainstorming - technique used in group dynamics, its main feature is to explore a person's skills, potential and creativity.

- Team-Based Learning (TBL) - Learning in Pairs or Teams and Think Pair Share (TPS) - active methodology with a collaborative approach, which uses a teaching strategy focused on the student, promoting autonomy and pro-activity. Peer-to-peer learning enables student interaction, as they must think

together (in pairs and in groups).

The students emphasized the well-organized and creative web classes, with interaction and dialogue, resolution of examples and presentation of activities, always making links with reality and exemplifying cases that occur in public health care, seeking to lead them to have a critical thinking in the reality that is presented, making them seek a critical and reflective humanized posture about the reality that they will know in the future, as medical interns or even as professionals inserted in the Brazilian public health.

As well as, experiments were carried out by the teacher, activities on Google forms, activities that sought to raise self-esteem and motivate, in addition to suggestions for carrying out gamification by students during the seminars they carried out, through challenges proposed during the web classes, with brainstorming ga-

Table 1- Technologies and purpose of their use in classes and teaching internship, 2022.

Technologies	Materials and Environments	Process description
Hosting through Brainstorming and gamification	Meeting via Google Meet, use of the MindManager tool to brainstorm ideas	Initial moment of the discipline, with the presentation of the professors, and the master's student, dynamics of the classes and moments, and answers to possible doubts related to the discipline. Brainstorming and gamification about Health, Society and Intercultural Values. Cartoons were shown with the following themes: Terraplanism; Race; LGBTQIAP+ Population, Denialism, Religious Intolerance, Afro-descendant Regionality. After discussing these themes, using the Mentimeter program, keywords for possible solutions or coping strategies were requested through the "word cloud". This technology was also used throughout the semester
Practices in teams	Meet via Google Meet. Use of Google Classroom to support material and insert built work	Inverted Classroom: Students should previously watch the films: 2001- a space odyssey; Dead Poets Society; Patch Adams; Scent of a Woman. Later, the students should make a mental map using appropriate software, listing themes present in the films (human evolution, existentialism, technology, artificial intelligence, humanization, human relations, inclusion) and making links to the educational process at the university, such as personal, scientific, professional and political and after presenting his film to the whole class making a link with modern medicine and the current context.

mes, interactive games, content-related challenges, and quizzes (synchronous or asynchronous).

Therefore, the teaching internship has an important role, as it matches the experiences lived in the classroom with those in the practical field in the internships and in the professional life of each student. In this sense, in the condition of this report, the handling of technologies using digital platforms, preferably adaptive, which enabled teachers to design learning paths aligned with the needs of each student and/or groups of students. This customization is possible through the functionalities of the platforms, which allow follow-up activities, continuous assessments and access to analytical learning data, as described in Table 1.

## DISCUSSION

Using active methodologies, through these learning technologies that are offered free of charge, potentialities were perceived in the dynamics of classes offered in synchronous and asynchronous ways, such as: there was respect for the pace and style of students' learning; The students' autonomy and protagonism were provided; High student engagement was provided; Personalization of learning was offered.

During social isolation, the height of the coronavirus pandemic, the question of teachers, specialists and society was how to adapt new forms of teaching, as no system was prepared for a pandemic of such proportions that it devastated the world at the beginning of 2020, leading to a worldwide standstill. Thus, remote teaching solutions through the use of digital technology proved to be extremely important to face emergency demands.<sup>(11)</sup>

Remote Teaching used on an emergency basis in Brazil is similar to Distance Learning (DL) only in terms of technology-mediated education. But the principles remained the same as in face-to-face education.

In this sense, adaptations to the di-

Team Based Learning (TBL)

Meeting via Google Meet where students presented the lyrics of a song listing the history and evolution of Brazilian society and used gamification at the end to verify the class's learning

In the Problematization methodology, the students worked with songs relating social and medical reality with the context of the songs' messages, namely: Alucinação – Belchior; A Day In The Life - The Beatles; Araguaia – Ednardo; O que Será - Chico Buarque e Milton Nascimento; Pra Não Dizer Que Não Falei da Flores - Geraldo Vandré; Como uma onda - Lulu Santos; Reconvevo - Caetano Veloso; Chiclete com Banana - Jackson do Pandeiro; Eduardo e Mônica - Renato Russo. They identified the problems by observing the context of the music with those of reality, in which the study questions occurred. Reality is problematized by the students and there were no restrictions on the aspects included in the formulation of the problems, since they are extracted from the social, dynamic and complex reality. This method allowed the development of the student's reflective and critical reasoning, through a problematization of reality, and the search for the resolution of the detected problem.

Gamification

Meeting via Google Meet where students presented their work using the kahoot platform

Students sought to present their work and check the participation of colleagues using kahoot, which is a game-based learning platform used as an educational technology. Their learning games, "Kahoots", are multiple-choice quizzes that allow for user generation and can be accessed through a web browser or the Kahoot app.

Gamificação

Encontro via Google Meet onde os alunos apresentavam seus trabalhos utilizando a plataforma kahoot

Alunos buscavam apresentar seus trabalhos e verificar participação dos colegas utilizando o kahoot que é uma plataforma de aprendizado baseada em jogos, usada como tecnologia educacional. Seus jogos de aprendizado, "Kahoots", são testes de múltipla escolha que permitem a geração de usuários e podem ser acessados por meio de um navegador da Web ou do aplicativo Kahoot.

Source: elaborated by the authors, 2022.

gital world took place in all education systems in the country, some early and some later, through the use of videoconferencing applications, social networks and even the adaptation to the Distance Education modality through the creation of virtual learning environments. Relearning to teach and relearning to learn are the challenges, amid the pandemic, in the country's education.<sup>(11)</sup>

In this process, many educators adapted their classes to resources that could be used in digital media and in this regard, becoming familiar with technology to be able to teach at a distance through remote teaching.<sup>(12-13)</sup>

The review of the contents, the contextualization of the practices and the

relationship between the undergraduate students and the master's student in the teaching internship allowed the classes to flow and happen better in this virtual environment. In this sense, the education process was strengthened and consisted of pedagogical practices through didactic and technological resources.

It can be said that teaching internships constitute a formative and dynamic teaching instrument, which are carried out in different environments of the university. Due to the proximity of the students to the master's student, the existence of a less rigorous and informal teaching became a lighter means of learning and easier to assimilate in pandemic times. Thus, it was proved that stimulating teaching

initiation practices is an alternative with double returns.

## CONCLUSION

The importance of propagating knowledge inherent to the current reality is highlighted. Thus, the master's student in this context must exercise all didactic practices to achieve effectiveness in the established goal, which is change. Thus, it can be said that the teaching practices,

together with the teaching internship, when added and disseminated result in Health Promotion practices, which have education as their main purpose. Education is capable of transforming the lives of those who learn and those around them, with new habits and understandings, understanding and vision of a given subject.

The teaching internship is capable of transcending traditional teaching practices, with innovation and intersector-

ality. It is effective in providing unique experiences in divergent fields, adopting didactics and education as a basis. In a pandemic context, it proved indispensable to complement virtualized classes, with alternative teaching methods and interaction based on active methodologies, the main tool that allows a more interactive, informal and dynamic approach, without the usual barriers in the student-teacher dialogue.

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