

Relato de Experiência EN

Célia M. G. Labegalini, Dandara N. Spigolon, Heloá C. B. Christinelli, Maria A. R. Costa, Maria L. C. Borim, Neide Derenzo.
Workshop of active methodologies: rethinking nursing education

Workshop of active methodologies: rethinking nursing education

Oficina de metodologias ativas: repensando o ensino de enfermagem

Taller de metodologías activas: repensar la educación en enfermería

RESUMO

Objetivo: Relatar a experiência de oficina sobre metodologias ativas com docentes de enfermagem. Método: Relato de experiência de oficinas sobre Metodologia Ativa com 22 docentes vinculados a um curso de graduação em enfermagem de uma universidade pública. A oficina teve duração de 12 horas, e foi organizada em dois dias, em horário e local de trabalho, durante a semana pedagógica, em março de 2020. Resultados: As atividades apresentaram os pressupostos teóricos que subsidiam as técnicas e vivenciá-las, a saber: Dinâmica do Novo, Painel integrado, Mapa conceitual, Team Based Learn, Problematização com apoio do Arco de Charles Maguerez, Photovoice, Método 300 e Avaliação participativa. Tal organização permitiu o compartilhamento de saberes e práticas e o estímulo a sua utilização. Conclusão: As oficinas estimularam os professores a correlacionar as técnicas com os conteúdos programáticos de suas disciplinas, de modo a auxiliar no planejamento e inserção de tais estratégias pedagógicas.

DESCRITORES: Aprendizagem; Aprendizagem Baseada em Problemas; Docentes de Enfermagem; Ensino; Metodologia.

ABSTRACT

Objective: To report the experience of a workshop on active methodologies with nursing professors. Method: Experience report of workshops on Active Methodology with 22 professors linked to an undergraduate nursing course at a public university. The workshop lasted 12 hours, and was organized over two days, at a time and place of work, during the pedagogical week, in March 2020. Results: The activities presented the theoretical assumptions that subsidize the techniques and experience them, namely: Dynamics of the New, Integrated Panel, Conceptual Map, Team BasedLearn, Questioning with the support of Arco de Charles Maguerez, Photovoice, Method 300 and Participatory Evaluation. Such organization allows the sharing of knowledge and practices and the encouragement of their use. Conclusion: The workshops encourage teachers to correlate the techniques with the syllabus of their disciplines, in order to assist in the planning and insertion of such pedagogical strategies.

DESCRIPTORS: Learning; Problem-Based Learning; Nursing professors; Teaching; Methodology.

RESUMEN

Objetivo: Relatar la experiencia de un taller sobre metodologías activas con profesores de enfermería. Método: Relato de experiencia de oficinas sobre Metodologia Ativa com 22 docentes vinculados a um curso de graduação em enfermagem de uma universidade pública. El taller tuvo una duración de 12 horas, y se organizó en dos días, en horario de trabajo y lugar de trabajo, durante la semana pedagógica, en marzo de 2020. Resultados: As atividades apresentaram os pressupostos teóricos que subsidiaram as técnicas e a experiência das mesmas, a saber: Dinâmica de lo Nuevo, Panel Integrado, Mapa Conceptual, Team BasedLearn, Problematización con apoyo del Arco de Charles Maguerez, Photovoice, Método 300 y Evaluación Participativa. Esta organización permite compartir conocimientos y prácticas y estimular su utilización. Conclusión: Los talleres estimulan a los profesores a correlacionar las técnicas con los programas de sus asignaturas, con el fin de ayudar en la planificación e inserción de dichas estrategias pedagógicas.

DESCRIPTORES: Aprendizaje; Aprendizaje Basado en Problemas; Profesores de Enfermería; Enseñanza; Metodología.

RECEBIDO EM: 10/03/2023 **APROVADO EM:** 03/04/2023

Célia Maria Gomes Labegalini

PhD in Nursing. Paraná State University.
ORCID:0000-0001-9469-4872

Dandara Novakowski Spigolon

PhD in Health Sciences. Paraná State University
ORCID: 0000-0002-9615-4420

Heloá Costa Borim Christinelli

PhD in Nursing. Paraná State University.
ORCID: 0000-0003-0772-4194

Maria Antonia Ramos Costa

PhD in Nursing. Paraná State University.
ORCID: 0000-0001-6906-5396

Maria Luiza Costa Borim

Master in Physical Education. State University of Maringa.
ORCID: 0000-0002-9523-4218

Neide Derenzo

PhD in Nursing. Paraná State University.
ORCID: 0000-0002-7771-816

INTRODUCTION

Currently, changes in the social, ethical, economic and political aspects of society are notorious, which strongly affect higher education, demanding a new vision of professional training with a view to the needs of the current educational standard. In this universe, the modern pedagogical trend should favor professional development focused on ethical and humanistic dimensions, with the capacity for reflection, criticism and attention to the needs of the population, in order to transform realities.⁽¹⁾

In this context, the theory of doing together with actions that modify a reality characterizes teaching in nursing, in which the professor is able to stimulate the collective construction of the critical conscience of humanity from a liberating praxis based on dialogue, reflection and transformation of reality.^(2:172) From the point of view of a sociability based on praxis, it is a permanent effort necessary for the critical perception of how, with what and with whom human beings carry out their actions and behaviors in society.^(2:100)

In this regard, professors can encourage nursing students to adopt a problema-

tizing approach that implies a constant effort to demystify and reveal and understand reality.^(2:100) Thus, the use of active methodologies in nursing graduation can enable Problem-Based Learning, in which students anticipate the reality of the professional practice scenario, thus, these students are prepared to think of new ways to solve health problems that are common in nurses' daily work, addressing the biopsychosocial needs and the integrality related to the health of SUS users, and different instruments in the development of skills and competence of the future nurse.⁽³⁾

Recognition of the responsibilities of higher education institutions, along with their professors, regarding the training of competent nurses who meet the needs required by the current context - combined with the understanding of the importance of pedagogies and methodologies that best guide teaching practice -, contributes to an understanding of the teacher's activities with organizational, critical and resolving qualities.⁽¹⁾

The realization of the workshops is due to the recent curricular change of the undergraduate nursing course, prioritizing modular activities and tutorials, in order to give prominence to students and pro-

mote meaningful learning through active, stimulating and reflective methodologies for students. Thus, nursing professors need to be sensitized and prepared to reorganize their pedagogical practices. Thus, the objective was to report the experience of a workshop on active methodologies with nursing professors.

METHOD

This is an experience report of carrying out a workshop on active methodologies with professors of an undergraduate nursing course linked to a state university located in the Northwest of the State of Paraná.

The workshop lasted 12 hours, and was organized on two consecutive days, the first day took place in the morning and afternoon shifts and the second day in the morning shift, in time and place of work of teachers, during the pedagogical week, in March 2020.

From these workshops, others were organized with the professors, focusing on the use of active methodologies and themes inherent to nursing.

22 teachers participated in the activities. The actions were planned and deve-

Relato de Experiência EN

Célia M. G. Labegaliní, Dandara N. Spigolon, Heloá C. B. Christinelli, Maria A. R. Costa, Maria L. C. Borim, Neide Derenzo.
Workshop of active methodologies: rethinking nursing education

veloped by three professors from the course who are close to the subject and had already participated in a short course on active methodologies in 2019. The workshop had as its programmatic content the theme: Active methodologies: concepts and applications, benefits and challenges, and approaches and techniques. Thus, the objective was: to share experiences of using active strategies in the classroom; understand the use of active methodologies; and insert active approaches in pedagogical activities.

The activities were organized in order to experience the approach while discussing its theoretical aspects and exchanging practical experiences, thus, the nursing professors presented and performed the following methods (Figure 1):

The report was organized according to the days of the workshops and discussed in the light of Freire's praxis.⁽²⁾

RESULTS

The undergraduate nursing course that experienced this experience does not adopt active methodologies in its curriculum as a teaching standard. But the course allows teachers to develop their disciplines and apply stimulating methods for teaching and student learning. The precepts of the course respect the national curriculum guidelines and the pedagogical model of the nursing course. The experience lived by the professors of the nursing course will be described below according to the organization and presentation of the methods that supported the workshop.

Dynamics of the New

The first day began with a dynamic entitled *Dinâmica do Novo*, which is an adaptation of the game 'Batata Quente', for which the teachers were organized in a circle, and a mediator, with his back to the group, marked the end of the game. The participants were instructed that they should fulfill the activity that was inside the package, used in the dynamic, which had a chocolate and a command inside. The rounds were repeated three times,

Figure 1 – Organization of the syllabus of the workshops. Paranavaí-PR, 2020.

1 st DAY	2 nd DAY
Dynamics of the New Integrated panel Conceitual map Team Based Learn (TBL)	Problematization with the support of the Arch of Charles Magueréz Photovoice Method 300 Participatory assessment

Source: the authors (2020).

and had as commands: Eat the chocolate! Share the chocolate with the person on your right! Give the chocolate to the oldest person in the group! The teachers actively participated in the activity, some voiced concerns about the unexpected, but all were willing to participate and were pleased to reveal that the actions involved good things like receiving the candy.

The *Dinâmica do Novo* enables the group to interact, making the environment more fun, as well as providing opportunities for reflection on changes, the new and the unexpected. Thus, pedagogical changes were introduced through the insertion of active methodologies in classes, which are challenges for teachers, but which can bring good results. Also, the use of dynamics in nursing education was discussed, whether to bring participants closer together, strengthen communication and teamwork, as well as for the development of program content.

Theorizing on the theme of Active Methodologies

This was followed by theorization on the theme of Active Methodologies, presenting the method of Professor Janaína Mourão, entitled the '4 Frontiers of Engagement', organized in: Defining the North, defining the Place of Departure, defining the trajectory and Pé na Estrada. (4) This moment enabled the collective discussion of the teachers' knowledge and practices, through the explanation of their experiences and doubts, and thus enabled the theoretical foundation of the Active Methodologies regarding the teaching-learning pedagogical strategy and its epistemological aspects,

guaranteeing the professor the scientificity of the use of this approach.

Integrated Panel

The Integrated Panel was carried out, the participants were organized into four groups and experienced this technique when answering the questions: What are the expectations with the use of active methodologies? What are the doubts about the use of active methodologies? What are the group's previous experiences with active methodologies? What are the challenges to using active methodologies?. (5) The groups had 10 minutes to answer each question using felt-tip pens, the questions were written on sheets of craft paper (about 60 cm X 100 cm). The questions were answered by the four groups, then presented by the participants. The answers to each question are described in Chart 1.

The teachers participating in the workshop present approaches to active methodologies in all their training processes, and also in their use in pedagogical activities. However, they have several doubts regarding its implementation, which are especially related to the planning and execution of participatory techniques, and how to incorporate them into their disciplines. Such questions guide the challenges presented by professors who focus around professor and student acceptance, professor preparation and the university's lack of structure for such actions. Finally, the professors presented their expectations with the use of active methodologies, and they corroborate the potential of this pedagogical approach.

All considerations in the questions were

Table 1 – Answers from the teachers participating in the workshop during the Integrated Panel on Active Methodologies (AM) activity. Paranavaí-PR, 2020.

THEMES	ANSWERS THAT BASIS THE THEMES
EXPERIENCES WITH ACTIVE METHODOLOGIES: APPROACH AND USE	<ul style="list-style-type: none"> - During academic training, as he experienced the use of AM and realized that the teacher's attitude promotes knowledge construction. - The organization of Postgraduate activities, using AM, which enabled integration and creation of bonds between those involved. - Specialization course in active methodologies, approaching forms and approaches. - Experience in the Pedagogical Week of Active Methodologies: pedagogical construction of possibilities, through tools already used in traditional teaching. - Use of AM in their teaching practices, which enabled the empowerment and appreciation of the student, increased the capacity for problem solving and decision making, relaxation, deconstruction of the teacher-student hierarchy, and stimulated the search for learning.
QUESTIONS REGARDING THE USE OF ACTIVE METHODOLOGIES	<ol style="list-style-type: none"> 1. How to use active methodology with the whole room? 2. How to evaluate the activity? Did I reach the goal? 3. How to identify the starting point on the four Engagement Frontiers? 4. When and how to assess only need to address the theory of the subject to be worked on? 5. Among the existing strategies for the application of the active methodology, which ones will be institutional? Will there be a standardization of the evaluation method? 6. Are active methodologies applicable in all disciplines? 7. How to work with active methodologies without breaking the 'hierarchy' between student and teacher? 8. What are the methodological tools that can be used? 9. Do active methodologies replace or complement the traditional teaching system?
CHALLENGES FOR IMPLEMENTING ACTIVE METHODOLOGIES	<p>Support/structure: financial, Human Resources (quantitative faculty), physical resources (materials and equipment), bibliographic collection available on the subject.</p> <p>Teaching staff: Acceptance and adherence; Teacher training and education; Adherence to active / traditional methodologies; Pedagogical support for implementation and maintenance; More time to prepare classes; Learning to conduct and evaluate results and student commitment.</p> <p>Student: Acceptance and adherence; Breaking down prejudice; Responsibility and commitment;</p>
EXPECTATIONS WITH THE USE OF ACTIVE METHODOLOGIES	<p>Improve student learning and understanding by stimulating critical thinking skills and interaction.</p> <p>Exchange of experiences between the student's (prior) knowledge and scientific knowledge.</p> <p>Develop oral skills in the student.</p> <p>Increase the theoretical-practical interaction with the active participation of the student.</p> <p>Explore interpersonal relationships.</p> <p>Stimulate the skills of each one, especially creativity and autonomy.</p> <p>Stimulus for teaching work, for leaving the comfort zone</p> <p>Unity among teachers to face the challenge, with closer ties.</p> <p>Create a Teacher Support Center on the teaching method with periodic assessment.</p>

Source: the authors (2020).

discussed in a participatory way between mediators and participants, encouraging professors to report the applicability of this technique in their disciplines. It should be noted that the points presented were debated and opposed during the responses by the participants, collectively building perspectives for the use of AM in the classroom. Then, the methodological and theoretical aspects of the integrated panel technique were presented, the professors discussed its use and illustrated moments and pro-

grammatic contents that they can use in their respective disciplines, highlighting its applicability in the diagnostic evaluation.

Conceitual map

In the second period of the first day of activities, the Conceptual Map was created⁽⁶⁾, for this, the participants received colored bond paper, felt-tip pens, adhesive tape and scissors, and prepared the maps divided into four groups. The theoretical aspects of the technique were discussed

and a conceptual map model was designed on the board to support its implementation. The following questions were also used to assist in the preparation of the activity: What is an active methodology? What is its applicability? How to use it? In which contexts? How to prepare a class using active methodology? What is the role of the student and the teacher? What are the differences from the traditional approach? Four maps were made, which dealt mainly with the difference in the role

Relato de Experiência EN

Célia M. G. Labegalini, Dandara N. Spigolon, Heloá C. B. Christinelli, Maria A. R. Costa, Maria L. C. Borim, Neide Derenzo.
Workshop of active methodologies: rethinking nursing education

of students and teachers in carrying out active techniques.

Each group presented its Conceptual Map, and some guidelines regarding the structure were given by the mediators. Then some professors shared their experiences with the technique and the others were encouraged to cite moments for its use in their discipline, with the review of the content and the organization of clinical cases being the most indicated.

Team-based learning

The first day ended with Team-based learning (TBL), teachers received five questions about the National Primary Care Policy (PNAB - Política Nacional da Atenção Básica) and the template to com-

plete, at first, they answered the questions individually, then they discussed them in small groups, at the end the mediator discussed the questions and answers, explaining the technique. The PNAB theme was chosen to exemplify to professors the practical applicability of the technique in undergraduate Nursing disciplines.⁽⁷⁾ Professors reported that the technique can be used in all disciplines, at times of diagnostic, formative or summative evaluation, and that the group discussion provided by the technique expands the group's knowledge and promotes teamwork.

Problematization with the support of the Arch of Maguerez

The second day began with a Pro-

blem-Based Learning approach through Problematization with the support of the Arch of Maguerez, initially the mediator explained the theoretical aspects, the problematization and the phases of the arch, namely: 1. Observation of reality; 2. Key Points; 3. Theorizing; 4. Solution hypotheses 5. Application to reality.⁽⁸⁾ Participants were organized into three groups and developed the technique. The participants' responses to the phases of the Arch of Maguerez are shown in Table 2.

The application to reality was done in an imaginary way, as there was no time to intervene. This phase would be the application itself. Finally, the mediator exemplified a way of evaluating the activity, the teachers' desire. The evaluation at the end

Table 2 – Responses from the groups at Arco de Maguerez. Paranaíba-PR, 2020.

PHASE	GROUP 1	GROUP 2	GROUP 3
1. Observation of reality	Implementation of the active methodology.	Inexperienced professors in active methodologies, who have difficulty in selecting different methods according to the themes to be worked on in the disciplines.	Inexperience with active methodologies in teaching practice.
2. Pontos-chave	Estratégias: Quais são as estratégias viáveis a implementação? Como organizar o cronograma a fim de disponibilizar horas de estudo ao aluno? Como alocar os recursos humanos e discentes em pequenos grupos? Qual o papel do facilitador na metodologia ativa?	Corpo docente em experiência em educação bancária. Falta de qualificação docente para o uso das metodologias ativas. Os métodos garantem a aprendizagem significativa do conteúdo.	Quais estratégias/técnicas de metodologias ativas mais adequadas na prática docente local? Existem evidências científicas disponíveis da aplicabilidade das metodologias ativas nas diferentes disciplinas de enfermagem?
3. Theorizing	Professors should discuss viable strategies for the reality of the university and the classes, considering the characteristics of each group, organizing the schedule in order to allow hours of study and moments of reflection in small groups supported by the facilitator, considering that in this methodology, the teacher is the supporting and mediator of the experiences related to this process and the student is the protagonist.	For critical and reflective professional forms, it is necessary to use methods in teaching practice that lead academics to practice the active search for knowledge, reflection and the search for solutions.	For the synthesis of the theorization of question 1, it takes a long time, therefore it will not be answered at this time. In the recently published scientific evidence, the experience of a group of professors with the use of active methodologies in disciplines of processes of caring for surgical patients at UFSC. The authors list strategies, present institutional scripts and evaluation forms that can be used and adapted to other contexts.

4. Solution hypotheses	The creation of a Support Center on Active Methodologies with periodic training enables the structuring of the implementation process of the active methodology.	Using the acquired theoretical knowledge can support the implementation of active methodologies in teaching practice. The exchange of experiences with other teaching institutions can contribute to the implementation of active methodologies in the local context.	Hold regular workshops for teacher training in active methodologies and exchange of teaching experiences.
5. Application to reality	Creation of the Support Center on Active Methodologies	Monthly meetings between professors to exchange experiences and study groups. Permanent Education.	Apply active methodologies in the disciplines we teach in 2020. Evaluate the experience with the use of active methodologies in 2020 to identify the strengths and weaknesses that occurred during this process.

Source: the authors (2020).

can be applied by asking the students to answer the following question: Based on this workshop, do you believe that the active methodology can be a proactive and creative path for teaching and learning for nursing students? Explain your answer. The teachers reported the applicability of the technique in their pedagogical activities, as well as the proposed form of evaluation, highlighting its use for solving clinical and management case studies.

Photovoice

The Photovoice (9) was carried out with the theme: Being a teacher, answering the generating question: What does being a teacher mean to you? For this, participants were asked to photograph an image that represented the theme. The images were

sent to the mediators on the first day of activity. On the second day, the teachers were organized into three groups, they were instructed to present their photo to the group and justify the reason for the choice, then the group should choose one of the images to represent them and write the reason for the choice. The chosen images and justifications are presented below:

"Being a teacher involves planning, like a trip, in which we use technologies to help and guide the way. Just like nature, to be a teacher you need strength and flexibility, yet the path and teaching practice change over time and road signs show the limits and guidelines that involve pedagogical practices. In addition, on the way there are always the presence of several people: teachers and students, and the whole route is

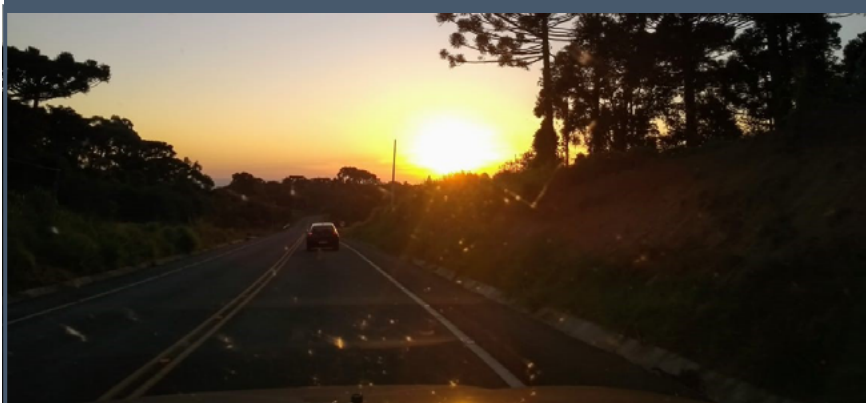
focused on the light, on the horizon and on new visions (Group 1)".

"Being a teacher is a challenge, especially when it involves changing the pedagogical approach to active methodologies. It involves the constant search for knowledge, and for that, there are the challenges and difficulties of climbing. However, the achievements that are at the top of the mountain make sense of the path taken (Group 2)".

"Teaching involves the teacher's personal training, permeated by the constant search for knowledge. And, also, encouraging students to pursue their education, in addition to supporting them. Being a teacher is a process in constant construction and the teacher blossoms according to his experiences. Still, it involves disinterested love, just like that related to family. The approvals of students and co-workers in the postgraduate course demonstrate the result of the work, the fruits of dedication and teaching involvement (Group 3)".

Then, the applicability of the technique was discussed, the teachers report it as relevant to sensitize students and also as a diagnostic evaluation strategy. Still, the teachers' reports showed that the activity allowed reflection on their profession and their posture, they reported that they liked the technique and the feelings it mobilized, and that experiencing the techniques during the workshop allows immersion in the AM theme. They highlighted the potential

Figure 1 – Being a teacher for group 1: Road. Paranavaí-PR, 2020.



Source: workshop participants (2020).

Relato de Experiência EN

Célia M. G. Labegalini, Dandara N. Spigolon, Heloá C. B. Christinelli, Maria A. R. Costa, Maria L. C. Borim, Neide Derenzo.
Workshop of active methodologies: rethinking nursing education

Figure 2 – Being a teacher for group 2: Morros. Paranaíba-PR, 2020.



Source: workshop participants (2020).

of this technique during the diagnostic evaluation, especially of sensitive, complex and multifaceted themes such as: the concept of family, death and care.

Method 300

Considering the concerns of teachers in relation to the evaluation of learning in active methodologies, Method 300 was presented through the author's video (duration of 17 minutes), as well as informing the form of access to more materials on the subject, with the proposal to insert this technique in all disciplines, with the acceptance of the professors, and insertion to be negotiated with the coordinators of the year.⁽⁸⁾ This technique was considered an important strategy for the formative assessment of students, as it allows recovering themes that were fragile in the student's education through the support of peers, mediated by teachers, giving greater autonomy and empowerment to students, and not restricting assessment to a specific moment, but to a learning process.

Participatory assessment

The participatory evaluation was carried out using the brainstorming technique, for which post-it notes and pens were made available, in a part of the blackboard the following items were arranged: doubts, suggestions and ideas. On the first day, participants were instructed to leave notes on the board in order to assist in the process

of conducting the workshops and themes, however, the activity had low adherence, which made it possible to discuss the difficulty of continuous assessment, which is essential for meaningful learning, and for teachers to replan their actions. The professors also highlighted that such an activity is easy to implement, however it needs to be accompanied by a change in the perspective of what evaluation is, considering it as an element to assist in decision-making in the process and not as an end.

DISCUSSION

Teachers have weaknesses in the conceptualization of constructivist and traditional teaching approaches, they are still concerned with theoretical content, attributing oral exposition as a way of guaranteeing the transmission of information and the fear of evaluating subjectively, either due to the partiality of the evaluation as well as the complaints of the students, who sometimes lack maturity and proximity to such an evaluation form.

Neoliberal teaching programs are organized around punctual quantitative assessment of the content apprehended in a given period of time, known as summative assessment, and this is the most used in Brazilian education, however, from Freire's perspective, evaluating is based on identifying changes in students' conceptions, also understood as emancipation,

Figure 3 – Being a teacher for group 3: Notice of approval of professors and students of the course in a graduate program. Paranaíba-PR, 2020.



Source: screenshot of a document from workshop participants (2020).

and not only focused on content.⁽²⁾ Thus, assessment becomes a means and not an end instrument in the learning process, which, when based on critical epistemology, should be organized into a diagnostic assessment of the students' prior knowledge, considering them as individuals rich in knowledge, into the formative assessment, which occurs during the educational activity and considers the students' behavioral and affective elements, in addition to the content, and finally, the most used in our educational models, the summative assessment.⁽²⁾

Inserting various forms of assessment throughout the school year is essential to monitor student learning, that is heterogeneous, and make changes to the planning during its implementation, considering that knowledge is a construction process permeated by the communion between people and their reality. The teacher in this context assumes, then, the role of facilitating and mediating critical learning, and the student assumes the protagonism of his learning process, and this process should lead the student to maturity that culminates in his self-assessment, both cognitive and socio-affective.⁽²⁾⁽¹⁰⁾

The persistence in the use of oral exposition as the only guarantee of information transmission may be associated with the fact that the expository class with dialogue is one of the teaching strategies most used and known by teachers. This practice is based on the oral exposition of the content by the teacher, with greater or lesser participation of the students, depending on the proposal and teaching objectives. This strategy makes it possible to transform a class that would simply be a transmission of ready-made knowledge on the part of the teacher, in a class where the student will have the opportunity to show their prior knowledge, associate it with the information brought by the teacher and, finally, weave a relationship between knowledge and experiences, thus allowing the emergence of questions.⁽¹¹⁾

The preparation of the expository class by the teacher becomes much easier than when compared with the use of another

strategy. In situations where there is no student participation, and the teacher does not encourage him, this becomes just a traditional methodology, with no critical thinking.⁽¹²⁾

These weaknesses presented by the professors are also described in a study that analyzed the use of the active methodology in the supervised internship of a Dentistry course, in which the challenge was highlighted, both for teachers and students, by the presence of a traditional curriculum in which there is fragmentation of knowledge and separation between theoretical and practical aspects. This same model also persists, as there is a large generation of professors who were trained in the traditional model and who corroborate this model.⁽¹³⁾

The role of professors is strategically highlighted, representing a crucial factor in the development of educational initiatives guided by competence, facing the challenges of promoting a contextualized, critical and emancipatory education; and based on active teaching-learning methodologies, which foster such skills. Despite the little investment in the pedagogical training of teachers in view of the new demands of this function, the role of the educator has been changing over the years, particularly in the sense of seeking a greater dialogue with new emerging needs in postmodern societies⁽²⁾⁽¹⁴⁾, and the new skills and abilities required of the student, future professional.

The professors showed interest in participating in the workshops developed and in continuing to carry out training and improvement within the group of professors of the nursing course during the school year. It is noted in studies that professors recognize the need for modification in their pedagogical practice, however, whether due to lack of training, of interest and/or resources, there are adaptations of the active methodology by the professor himself, which can present dubious results.⁽¹²⁾⁽¹⁵⁾⁽¹⁶⁾⁽¹⁷⁾⁽¹⁸⁾

These adaptations can occur in institutions where classes are large, and in these cases the use of active methodologies im-

plies effort and creativity on the part of the professor to overcome the adversities that override his governance. In some situations, contrary to the text of the pedagogical project and the institutional discourse, there is a lack of resources and support for the teachers themselves to implement teaching based on active methodologies.⁽¹²⁾

Thus, the change in the teaching process involves changing a hegemonic paradigm of the teaching-learning process, which collides with the training of teachers still focused on the traditional teaching model, and the physical and organizational structure of the institution. However, complex physical and material resources are not always necessary, but theoretical appropriation by teachers and prior planning of action, it can be carried out in any context as long as the teacher adapts the pedagogical technique to the learning objective of the activity, as well as the skills and abilities that he intends to develop in the students.⁽¹⁹⁾⁽²⁰⁾⁽²¹⁾

It should be noted that carrying out active learning activities can be considered effective, by enabling the individual construction of learning to be articulated with the context in which the student is inserted, promoting autonomy and criticality by stimulating students' curiosity and interest, which are essential for learning. Thus, students are stimulated both cognitively and affectively, which promote meaningful learning.⁽¹⁹⁾⁽²⁰⁾

CONCLUSION

This article made it possible to report the experience of workshops on active methodologies with nursing professors. Which were organized in order to present the theoretical assumptions that subsidize the techniques and experience them. This organization allowed nursing professors to share their knowledge and practices on Active Methodologies, as well as encourage their use.

Thus, experiencing and theoretically substantiating techniques of Active Methodologies allowed teachers to correlate

Relato de Experiência EN

Célia M. G. Labegallini, Dandara N. Spigolon, Heloá C. B. Christinelli, Maria A. R. Costa, Maria L. C. Borim, Neide Derenzo.
Workshop of active methodologies: rethinking nursing education

the techniques with the syllabus of their disciplines, so that it can help in the planning of such pedagogical strategies, which corroborate the recent assumptions of the nursing curriculum guidelines, in order to train autonomous, critical and reflective professionals.

Such activity proved to be of great relevance for the teaching training of higher education professors, however these activities must occur constantly in order to assist professors in the adoption of participatory methods and a joint process of changing

the educational paradigm of the institution's nursing course. More studies are needed in order to disseminate ways to restructure training in higher education.

REFERENCES

1. MesquitaSKC, Meneses RMV, RamosDKR. Metodologias ativas de ensino/aprendizagem: dificuldades de docentes de um curso de enfermagem. *Trab. educ. saúde*, [serial on Internet]. 2016 [cited 2020 jun 20]; 14(2): 473-486. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1981-77462016000200473&lng=en&nrm=iso
2. Freire P. *Pedagogia do oprimido*. 54. ed. Rio de Janeiro: Paz e Terra; 2013
3. Souza EFD, Silva AG, Silva AILF. Active methodologies for graduation in nursing: focus on the health care of older adults. *Rev Bras Enferm* [serial on Internet]. 2018[cited 2020 out 10]; 71(suppl 2):920-4. Available from: <http://dx.doi.org/10.1590/0034-7167-2017-0150>
4. Mourão J. *EducaEthos*; 1ª Fronteira Planejamento; 2020; 19 fev. 2020 [cited 2020 jun 21]; YouTube; Available from: <https://www.youtube.com/watch?v=aMjkY3BO9yg>
5. Inocente L, Castaman AS, Vieira ML. Painel integrado: material didático-pedagógico facilitador do processo de ensino e aprendizagem. *Anais do XIII EDUCERE – Congresso Nacional de Educação*, 28-31 agosto 2017; Curitiba, Brasil. Curitiba, EDUCERE; 2017.
6. Carabetta Junior, V. A utilização de mapas conceituais como recurso didático para a construção e inter-relação de conceitos. *Rev. bras. educ. med.* [serial on Internet]. 2013 [cited 2020 jun]; 37(3):441-447. Available from: <https://www.scielo.br/j/rbem/a/wfNvxq7hyNnPmb9ybsRZHDK/abstract/?lang=pt#:~:text=Os%20mapas%20conceituais%2C%20criados%20por,significado%20ao%20que%20est%C3%A3o%20estudando>
7. Farias, P.A.M. Martin, A.L.A.R., Cristo, C.S. Aprendizagem Ativa na Educação em Saúde: Percursos Histórico e Aplicações. *Revista Brasileira de Educação Médica ABENO* [serial on Internet]. 2015 [cited 2020 jun]; 39 (1): 143-158. Available from: <http://dx.doi.org/10.1590/1981-52712015v39n1e00602014>
8. Berbel NAN. *A Metodologia da Problematização com o Arco de Maguirez: uma reflexão teórico-epistemológica*. Londrina: EDUEL; 2012.
9. Fernandes CS, Ferreira F, Marques G. Conceito de família em estudantes de graduação em enfermagem através do Photovoice. *Avances en Enfermería*, [serial on Internet]. 2018 [cited 2020 jun]; 36(1):59-68, 2018. Available from: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0121-45002018000100059#:~:text=O%20estudante%20de%20enfermagem%20precisa,seu%20pr%C3%B3prio%20desenho%20de%20fam%C3%ADlia
10. Fragelli RR, Fragelli TBO. Trezentos: a dimensão humana do método. *Educar em Revista*, [serial on Internet]. 2017 [cited 2020 jun 20]; 63:253-265. Available from: <https://www.scielo.br/j/er/a/9wV6Rd6NXhLZPhMSwtvMD3J/abstract/?lang=pt>
11. Pisciotanni F, Costa R, Figueiredo AE, Magalhães C. R. Da teorização sobre o ensino-aprendizagem à prática da educação permanente em enfermagem e sua contribuição para a autoeficácia. *Research, Society and Development*, 2019; 8(7): 1-11.
12. Paim AS, lappe NT, Rocha DLB. Metodologias de ensino utilizadas por docentes do curso de enfermagem: enfoque na metodologia problematizadora. *Enfermería Global* [serial on Internet]. 2015; 35(1):153-169.
13. Caveião C, Zagonel IPS, Coelho ICM, Peres AM, Montezeli JH. Perception of teachers about the learning process in nursing administration. *Cogitare Enferm* [serial on Internet]. 2015 [cited 2020 jun]; 20(1):103-10. Available from: <http://revistas.ufpr.br/cogitare/article/view/40628/24854>
14. Ferraz Júnior AML, Miranda NR, Assunção R, Silva SA, Oliveira FAM, Oliveira RG. Percepção de estudantes de Odontologia sobre metodologias ativas no processo de ensino-aprendizagem. *Rev ABENO* [serial on Internet]. 2016 [cited 2020 jun]; 16(3):66-77 Available from: <https://revabeno.emnuvens.com.br/revabeno/article/view/272/248>
15. Lara, EMO, Lima VV, Mendes JD, Ribeiro ECO, Padilha RQ. O professor nas metodologias ativas e as nuances entre ensinar e aprender: desafios e possibilidades. *Interface (Botucatu)*, [serial on Internet]. 2019 [cited 2020 jun 20]; 23(1): e180393. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1414-32832019000100240&lng=en&nrm=iso
16. Borges TS, Alencar G. Metodologias ativas na promoção da formação crítica do estudante: o uso das metodologias ativas como recurso didático na formação crítica do estudante do ensino superior. *Cairu Rev.* 2014; 3(4):119-43.
17. Carrara GLR, Rigobello JL, Luize PB, Baldo PL, Bernardes A, Gabriel CS. O ensino da liderança na graduação em enfermagem. *Atas CIAIQ*. 5-7 agosto 2015; Aracaju, Brasil. Aracaju, CIAIQ; 2015.
18. Oliveira SN, Prado ML, Kempfer SS. Use of simulations in nursing education: an integrative review. *Rev Min Enferm* [serial on Internet]. 2014 [cited 2020 out 10]; 18(2):487-95. Available from: <http://www.reme.org.br/artigo/detalhes/941>
19. Wisniewski D, Papa MAF, Inoue KC, Evora YDM, Matsuda LM. The teaching of management in nursing and the needs of the market: an integrative review. *Rev Enferm UFPE* [serial on Internet]. 2014 [cited 2020 out 10]; 8(supl-2):3747-57. Available from: <http://www.revista.ufpe.br/revistaenfermagem/index.php/revista/article/viewArticle/4918>
20. Sobral FPCP, Viana MER, Livio TA, Santos AG, Costa BGS, Rozendo CA. Metodologias ativas na formação crítica de mestres em enfermagem. *Revista Cuidarte*. [serial on Internet]. 2020 [cited 2020 jun]; 11(1): E822. Available from: http://www.scielo.org.co/scielo.php?pid=S2216-09732020000100600&script=sci_abstract&tlng=pt
21. Valente GSC, Fernandes NO, Cosme FSMN, Ferreira FC, Souza CJ. A dinâmica de grupo como estratégia de ensino-aprendizagem na disciplina de gerenciamento de enfermagem. *Anais do 17o SENPE – Seminário Nacional de Pesquisa em Enfermagem*, 02-05 junho 2013; Natal, Brasil. Natal, SENPE; 2013.