

Federal University of Rio de Janeiro State



Journal of Research Fundamental Care Online

ISSN 2175-5361
DOI: 10.9789/2175-5361

INTEGRATIVE REVIEW OF THE LITERATURE

Fatores facilitadores do ensino-aprendizagem na formação do enfermeiro: uma revisão integrativa

Factors facilitating the teaching-learning in nursing education: an integrative review

Factores que favorecen el proceso de enseñanza-aprendizaje en la educación de enfermería: una revisión integradora

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ABSTRACT

Objective: To reveal the factors that facilitate the teaching-learning process in the training of nurses. **Method:** it is an integrative review, aiming to answer the following research question: What is produced on the teaching-learning process in the formation of the nurse? **Results:** we selected seven productions in scientific databases: Cochrane, Lilacs and Cinahl, using descriptors selected from the PICOS strategy. The articles were classified into two main themes: factors influencing student learning of Nursing and the difficulties that arise in seeking facilitators to achieve the goals of the teacher. **Conclusion:** it was evident that the interaction student teacher stands out as the main factor that facilitates the learning process, being mostly noted among the selected articles. **Descriptors:** Teaching, Learning, Nursing.

RESUMO

Objetivo: revelar os fatores facilitadores do processo ensino-aprendizagem na formação do Enfermeiro. **Método:** trata-se de uma revisão integrativa, com vistas a responder a seguinte questão de pesquisa: O que existe produzido sobre o processo ensino-aprendizagem na formação do Enfermeiro? **Resultados:** foram selecionadas sete produções científicas nas bases de dados: Cochrane, Lilacs e Cinahl, com a utilização de descritores selecionados a partir da estratégia PICOS. Os artigos foram classificados em 2 eixos temáticos: fatores que influenciam na aprendizagem do discente de Enfermagem e as dificuldades que surgem em busca de facilitadores para alcançar os objetivos do professor. **Conclusão:** evidenciou-se que a interação professor aluno se destaca como principal fator facilitador para o processo ensino aprendizagem, sendo majoritariamente ressaltado dentre os artigos selecionados. **Descritores:** Ensino, Aprendizagem, Enfermagem.

RESUMEN

Objetivo: revelar los factores que facilitan el proceso de enseñanza-aprendizaje en la formación de enfermeras. **Método:** se trata de una revisión integradora, con el objetivo de responder a la siguiente pregunta de investigación: Lo que se produce en el proceso de enseñanza-aprendizaje en la formación de la enfermera? **Resultados:** Seleccionados siete producciones en bases de datos científicas: Cochrane, LILACS y CINAHL, utilizando descriptores seleccionados de la estrategia PICOS. **Resultados:** los artículos se clasifican en dos grandes temas: factores que influyen en el aprendizaje del estudiante de Enfermería y las dificultades que surgen en la búsqueda de facilitadores para alcanzar los objetivos de la maestra. **Conclusión:** eres evidente que el profesor y el estudiante la interacción se destaca como el principal factor que facilita el proceso de aprendizaje, se observó principalmente entre los seleccionados. **Descriptor:** Enseñanza, Aprendizaje, Enfermería.

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INTRODUCTION

The teaching learning process in nursing is part of a human connection and the uniqueness of the teaching nurse intersubjective, enabling thereby to other ways of teaching and learning can be unveiled. The ponder about the context experienced by nurse faculty in contemporary times, in the face of activities in undergraduate courses in nursing, one can realize that time and dedicated effort, still relate mostly to traditional pedagogical design, which is directed to a curriculum where the contents are isolated, follow a hierarchy of its own, disintegrated reality and teacher-centred.

Several scholars have discussed this subject, demonstrating-if committed and concerned with the change addressed to the nursing area, which has been evaluating and signaling, by his posture, the desire for new epistemology. In search held at the site of the Brazilian Institute of geography and statistics-IBGE, relevant data were found in the number of nurses regarding population. In the year 2000 there were a total of 0,26 nurses per one million inhabitants, and in 2009 rose to 1,2.¹

Studies have revealed that the teaching of undergraduate courses in nursing in the country follow the same traditions of old, focused on the technical issues, especially for diseases. As a result, interpersonal relationships, the attention given to the feelings of the human being, as well as the responsibility of caring become very challenging, because these issues are not valued as they should be. Teacher and students need to be articulated in the process, because without these figures there is also no learning and teaching. We must establish a relationship of reciprocity, where each know your limits and responsibilities.

The Law of Guidelines and Bases for National Education (LGBNE) points out that higher education aims to stimulate reflective thinking of students through the development of research and cultural activities, to train individuals capable of acting in different professional areas contributing to the social, cultural and scientific development, as well as raise at will of constant improvement.²

It is relevant to note that the teaching learning are different processes, where teaching is geared toward transmission of knowledge and the learning capacity of the individual in taking knowledge and be able to interpret or memorize. However, even showing different principles are employed in conjunction, favoring learning education in the training of nurses.³

Accordingly, this article aims to: Achieve an integrative review to reveal the factors of the teaching-learning process facilitators in the training of nurses. Question of the study: what is produced on the teaching-learning process in the formation of the nurse?

It is expected to contribute to the training of nurses, encouraging further studies related to factors of learning education facilitators, in order to reflect on the strategies adopted for the exchange of knowledge, where teacher and student must be increasingly involved.

METHOD

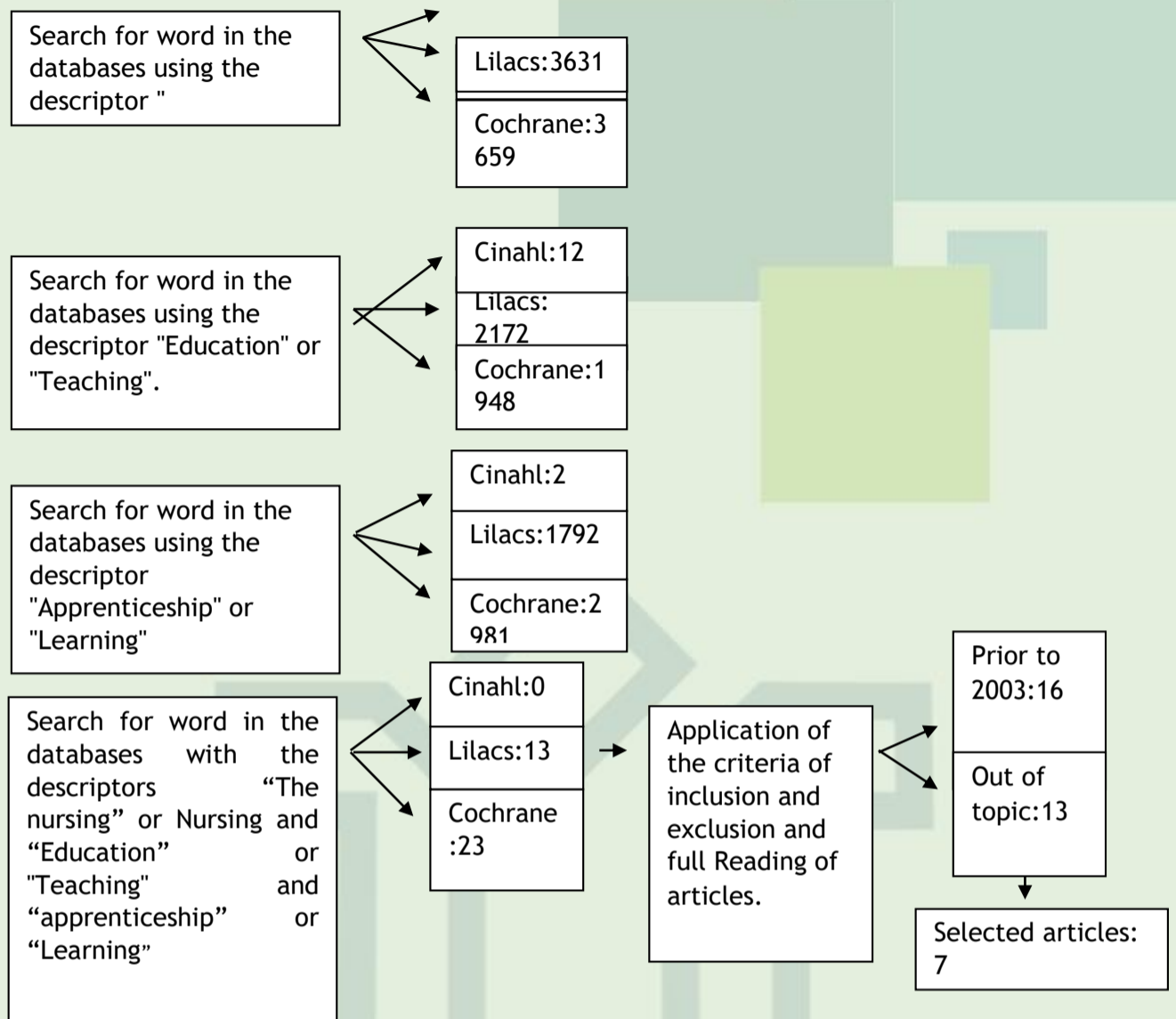
It is an integrative review of the literature. This method of research is important because it allows the compilation of several studies published and enables general conclusions about a particular area of study. Represents a valuable method for nursing, since sometimes the Professional does not have time for reading and reflection on various materials, due to the large volume of studies, in addition to the difficulty to perform critical analysis of these.⁴

The information-gathering had as a source the acquis of the Virtual Health Library (VHL) on the following databases: Latin American Literature and Caribbean Health Sciences (LILACS), Database Cumulative Index to Nursing and Allied Health Literature (CINAHL) and collection of The Cochrane Database of Systematic Reviews, in March 2013.

The Integrative Review consists of six steps that were applied in this research, the first being the theme identification and definition of the Guiding Question below: what are the teaching-learning methodologies that teachers use in the development of the undergraduate program in nursing? The second stage consisted of the establishment of the criteria for inclusion were: articles published in three selected databases; addressing the teaching process learning in teaching practice of nursing as their methodology. Exclusion criteria: items that run to the topic because they are not in specific areas of knowledge, for not addressing nursing undergraduates and with year of publication below the year 2003.

Even at this stage, the descriptors were defined to be used, from the research question, which allows the correct definition of appropriate which information may be required for the resolution of issue research clinic, recovering evidence in databases, focuses on the scope of the search and avoids unnecessary searches carried out.⁵ For this purpose was used PICO⁴ strategy that represents an acronym for Patient, Intervention, Comparison and "Outcomes" (outcome). These four components are the core elements of the research question and the construction of the inquiry to bibliographic search of evidence, where the P represented: nursing, Nursing, I: Education and the O: Learning.

From this construction were delimited the descriptors, being they: "nursing", "teaching" and "learning", using the Boolean operator "And" making up the path from the flowchart:



In the third step, the selection of scientific papers, according to the criteria of inclusion and exclusion, and from the selection, the categorisation of same. As a fourth step, the evaluation was conducted of the studies that were included in the integrative review. In the fifth stage, was performed the interpretation of results, as well as the discussion. In the sixth and last stage, was presented the synthesis of knowledge.

RESULTS AND DISCUSSION

Periodical/ Base	Year	Author	Title/Country of publication	Main results
1. The Journal of Nursing Education COCHRANE	2005	August- Brady MM ⁶	The effect of a metacognitive intervention on approach to and self-regulation of learning in baccalaureate nursing students. ⁶ (USA)	The results of this study provide empirical support for the use of concept mapping as a metacognitive intervention.
2. Danish Medical Bulletin COCHRANE	2008	Dehkor di AH, Heydar nejad MS ⁷	The impact of problem-based learning and lecturing on the behavior and attitudes of Iranian nursing students. A randomised. controlled trial. ⁷ (Iran)	The teaching method used SPs was more effective than the traditional method to improve the competence of junior nursing students' self-directed learning readiness and troubleshooting. It is therefore necessary to develop various types of scenarios and testify to its effectiveness.
3. Invest. educ. enferm LILACS	2008	Ospina Rave, Beatriz Elena; Aristiza bal Botero, CA; Toro OJA. ⁸	El seminario de investigación y su relación con las diferentes metodologías y estrategias de enseñanza aprendizaje / Seminar research and the relation with different strategies and methodologies of learning and teaching ⁸ (Turkey)	It turned out that the research seminar is designed as a formal structure, where the teacher organizes the content according to the needs that he is, has the environment for research and against which is expected to unfold the student.

Figure 1- Selected Articles and Organized - 1st category.

Factors that influence the learning of nursing students

Learning is quite complex. It can be said that learning occurs when a person expresses increasing the capacity for certain performances as a result of experiences by which passed. The educational action these days, more than at any other time, has numerous challenges.⁶ Thus, the understanding of the various theories of learning plays an important role in the formation of the teacher, since it allows a greater awareness about the complexity of factors and situations that include teaching and learning. He points to a profound change in the relationship between teacher and student, relationship that able to provoke intense transformations, both the behavior of both as in the pursuit of knowledge.⁷

The teacher, when you can find certain methods to work the knowledge and eye-catching students, will cause it to become more interested, pass the interact, making learning more interesting. The use of new methodologies, such as workshops, classes dialogadas, among others, causes the pupils to become protagonists of this whole process. However, to accomplish this task persistence is required. Because the teaching is not a simple transmission of knowledge, but a daily exchange of experiences based on theoretical knowledge about their daily experience in the profession.⁸

The teacher in search of facilitators for achieving your goals

4. <u>Rev. Latinoam. Enferm</u> LILACS	2010 Terra, MG; Gonçalves, LHT; Santos, E K A ; Erdmann, A L. ⁹	Sensitivity in relations and interactions between teaching and learning to be and do nursing. (Brazil)	The sensitivity has proved to be able to observe the details to intervene in a situation, as best as possible, also as a way to create breaks with exclusive models of the cognitive instrumental rationality of science and technology, because it is the basis for developing other ways to teach and learning to be and do nursing.
5.Cogitare Enferm. LILACS	2011 Martínez Riera, JR; SanjuánQuile, Á; Cibanal-Juan, L; Pérez-Mora, MJ. ¹⁰	Roleplaying en el proceso de enseñanza-aprendizaje de enfermería: valoración de los profesores / Roleplaying in the teaching process in nursing: evaluation by professors ¹⁰ (Spain)	Show the interpretation as selected subject category and allow classification into subcategories and codes
6.The Journal of nursing education COCHRANE	2011 Yoo MS, Chae SM ¹¹	Effects of peer review on communication skills and learning motivation among nursing students. ¹¹ (Republic of Korea).	Suggest that peer review is a method of effective learning for nursing students to improve their communication skills and increase their motivation to learn.
7.The Journal of nursing education	2011 Chen SL, Liang T, Lee ML, Liao IC ¹²	Effects of concept map teaching on students' critical thinking and approach	Mapping concept is an effective tool to improve students' ability to think critically.

COCHRANE		to learning and studying. ¹² (Taiwan)	
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Figure 2-Selected articles and Systemized 2nd category

In study on the factors that influence student learning of nursing, the author emphasizes that the student's response to situations of health/disease is based on the biography and personality of this, but also demonstrates that the relationship students establish with teachers and professionals in the exercise is critical to reduce fear and anxiety and improve safetyself-esteem and self-concept, these fundamental aspects for who has to establish the help relationship.⁹ Studying the relationship teacher/student in clinical context, another author has concluded that the quality of the relationship and affection are more valid for learning student clinic.¹⁰ So, learning in a cognitive-constructivist perspective, is a personal construction, resulting from an empirical process, inherent in the person and which manifests itself by a relatively stable behaviour modification.¹¹

Most recent searches are showing the need for introduction of new teaching practices in the training of nurses. The undergraduate nursing curriculum consists of large portion of theoretical and practical disciplines, where part of that content should be applied to situations involving problems, leading the student to exercise critical thinking about the assumption, what mostly happens not because they already receive ready, as if it were a bargaining chip, hindering your learning.¹²

The habit of reading awakens graduate student skills in nursing what causes it to be able to develop the activities proposed by teachers with better performance, exercising critical reasoning, learning, among other, what makes up a relevant factor in their training, considering that the Nurse makes use of the skills developed by reading to perform their everyday activities such as health education.¹³ In addition to the encouragement of reading, the practical activities carried out in the laboratories, make the student has access to new technologies, and prepare for the job market.¹⁴ The choice of that process, however, does not depend on just the teacher, should be based on age, intellectual development and socio-cultural characteristics so that development happen.¹⁵

It is obvious the gap in research on the teaching-learning process in the training of nurses and aspects that make it quite complex. It can be said that learning occurs when a person expresses increasing the capacity for certain performances as a result of experiences by which passed. The educational action these days, more than at any other time, is of numerous challenges.¹³

In this context 42,84% (3) of the articles in spite of different teaching methodologies approach focus on the importance of the teacher realize the troubles of his pupils and trace teaching strategies that achieve their objectives therefore Educate is also respect differences without discrimination, since this is immoral, radical democracy and denies hurts the dignity of the human being.¹⁴

It was evidenced that 14,28% of articles¹⁵ addresses the sensitivity that the teacher has to have in order to understand the student and get an effective interaction and thus motivate the student to learning. This implies the need for the teacher to find out new ways

to teach, transforming information into knowledge and, by means of the contents of the curriculum, develop skills and abilities.¹⁶

The teacher, when you can find certain methods to work the knowledge and eye-catching students, will cause it to become more interested, pass the interact, making learning more interesting. The use of new methodologies, such as workshops, classes dialogadas, among others, causes the pupils to become protagonists of this whole process. However, to accomplish this task persistence is required. Because the teaching is not a simple transmission of knowledge, but a daily exchange of experiences based on theoretical knowledge about their daily experience in the profession.¹⁷

Among the methods to work learning 28,57% of articles 2 and 3 and discuss experimental groups analyzed in pairs, one working with problem and lecture and the other with filming and external intervention. Concluding that the control group, the one who used the feature described, presented a level greater than the group that had no such intervention. Another method used was the conceptual map, where also were compared to controls groups filled out such a map and groups who did not, with the result that the control group gained a greater utilization of knowledge.

Currently, it is observed that many educational institutions with undergraduate nursing course remain using technicalities method where the teacher holds the knowledge and the student is only allowed to hear, like a tabula rasa. For most can assume active and competent control of their own history the realization of necessary social change is needed so that it can appropriate the knowledge that you are denied exactly in the name of preservation and perpetuation of this unjust and discriminatory social order.¹⁸

CONCLUSION

In fact, many are the challenges within the dichotomy of teaching and learning, and within this context, many strategies are used so that a meaningful learning is achieved. From this study, it was noticed that little is discussed about this topic and that there is still a lot to search in the area, and the authors surveyed stressed that the participation of the student in this process, leverages the knowledge exchange, facilitating the construction of knowledge.

The approach of the teacher with the student in a horizontal line of transmission, through a non-hierarchical methodology, presents itself as a facilitator of this process, as well as the studies collectively and with experiences of daily experience, questioning, aimed at training of nurses with critical thinking-reflective

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Received on: 26/01/2014
Required for review: No
Approved on: 03/09/2014
Published on: 03/04/2016

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