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RESEARCH

Elementos da face do professor no cenário tutorial: implicações na formação de enfermeiros

Elements of the teacher's face in the tutorial setting: implications in nurses' training

Elementos en el rostro del docente en el ámbito tutorial: implicaciones en la formación de enfermeras

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ABSTRACT

Objectives: recognizing the elements present on the face of the docent that determines the process of teaching and learning in the tutorial scenario and analyzing their implications in nursing education. **Method:** this is a qualitative study conducted in a private university center located in the mountainous region of the State of Rio de Janeiro. The participants of this study were eleven students enrolled in the seventh graduation period in the year 2014. The study was approved by Research Ethics Committee under Protocol n.º 568.300. **Results:** the data converged for the construction of three categories that dispose in a particular way about the following elements on the teacher's face that imply in a pleasant and unpleasant way to the eyes of students: facial expressions, eye brows, eyes and mouth. **Conclusion:** we hope that the reflections about the known elements in the body of the teacher encourage further studies in other areas of institutional research about creating the role of being a nurse. **Descriptors:** Learning, Teaching, Nursing education, Tutoring.

RESUMO

Objetivos: conhecer os elementos presentes na face do professor que determinam o processo de ensino-aprendizagem no cenário tutorial e analisar suas implicações na formação de enfermeiros. **Método:** trata-se de um estudo qualitativo realizado em um centro universitário particular localizado na região serrana do estado do Rio de Janeiro. Os participantes deste estudo foram onze estudantes regularmente matriculados no sétimo período da graduação no ano de 2014. O estudo foi aprovado pelo Comitê de Ética em Pesquisa com protocolo n.º 568.300. **Resultados:** os dados convergiram para a construção de três categorias que dispõem de forma particular sobre os seguintes elementos da face do professor que implicam de forma agradável e desagradável aos olhos dos estudantes: expressões faciais, sobrancelhas, olhos e boca. **Conclusão:** esperamos que as reflexões sobre os elementos conhecidos no corpo do professor disparem novos estudos em outros espaços de investigação institucional sobre a criação do papel de ser enfermeiro. **Descritores:** Aprendizagem, Ensino, Educação em enfermagem, Tutoria.

RESUMEN

Objetivos: conocer los elementos presentes en el rostro del maestro que determinan el proceso de enseñanza y aprendizaje en el escenario de tutorial y analizar sus implicaciones en la formación de los enfermeros. **Método:** se trata de un estudio cualitativo efectuado en un centro universitario privado en la región montañosa del Estado de Río de Janeiro. Los participantes del estudio fueron once alumnos matriculados en el séptimo período de graduación en el año 2014. El estudio fue aprobado por el Comité de Ética en Investigación con número de protocolo 568.300. **Resultados:** los datos se volvieron para la construcción de tres categorías que disponen de cierta forma acerca de los siguientes elementos del rostro del maestro que implican de forma agradable y desagradable a los ojos de los estudiantes: expresiones faciales, cejas, ojos y boca. **Conclusión:** esperamos que las reflexiones acerca de los elementos conocidos en el cuerpo del profesor promuevan nuevos estudios en otros espacios de investigación institucional acerca de la creación del papel de ser un enfermero. **Descriptorios:** Aprendizaje, Enseñanza, Educación en enfermería, Tutoria.

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INTRODUCTION

Nowadays, nursing education has been rethought in order to awaken a new vision of the students on their field. A critical and reflective look at the constant search for creative, versatile and proactive attitudes in the teaching-learning scenarios where life and death are discussed, as well as health and disease; sometimes detailed in laboriousness and practices to learn caring mechanized.

Learning scenarios are configured in environments and/or spaces in which occur different order of interactions that are projected in the subjective plan, rational, emotional, historical of those involved; which are revealed from the encounter between the student bodies with the teacher, the student body with its own student and student body close with the client's body, which can be fitted on the professional practice settings or even in the tutorial scenario as it is of interest in this study.

It is all an experience that aims at setting where life and death are discussed and represented through theoretical and practical content to learn to be and the professional do nursing constantly drive curricular reflections with regard to nurses' training today.¹

For the need to adapt the training of nurses in contemporary days and before the current demands experienced by service networks in Brazil there are noticeable movements of curriculum changes in a number of higher education institutions that build curriculum proposals with different conformations and logical, here we highlight the active teaching methods in this context.

Active teaching methodologies (PBL - Problem Based Learning and Curriculum) aim to awaken the student's autonomy from the approaches to its insertion or stimulation of thought from present situations in professional practice scenarios with the community. In this regard, it may be clarified that the:

[...] active methodologies use the questioning as a teaching and learning strategy in order to reach and motivate the student concerning the problem; he stops, examines, reflects, relates his story and begins to reframe his findings. The questioning can take him to the contact information and the production of knowledge, mainly for the purpose of resolving the difficulties and promoting his own development.^{2:2136}

Among the scenarios that make up this methodology reinforce the presentation of the tutorial scenario, which is for the nursing student a vital physical space for the construction of knowledge and shaping the role of being a nurse in society.

In this scenario, students perform the reading of the problem situation and the formulation of explanatory hypotheses on the case based on their knowledge of the world; shortly thereafter are built learning issues and finally performed in later sessions, discussions based on the exposure of the theoretical knowledge acquired in research that are sometimes added to experience of practical scenarios where it is exercised professional procedures, such as: laboratory skills and experiences of real scenarios by the healthy or sick client in health services.

Thus it becomes evident that:

[...] the improvement of content is continuous, shaping up the ever-pressing demands of all those who grow inside them, being continually revised in the precepts of action-reflection-action. This should not be limited in certain developing local professional practices as physical spaces, but rather to represent spaces where inter and intrapersonal relations implications of the subjects are developed effectively, enabling the inclusion of the student production of service process.^{3:596}

We emphasize in the intimate tutorial scenario the straight meet established between the body of the teacher and the student body, each having its form of expression through various elements present in the body, such as how to dress, movements (in) volunteers performed by them when they teach, voice timbre, odors, and here we hold in the face that may be able to arouse pleasant or unpleasant reactions in students during their learning process.

This becomes evident in the affirmative considering the importance of both the teacher and the student nurse in capacity.

[...] to understand the possible interpretations of bodily messages, ie, to better understand non-verbal expressions that denote support, interest, confidence, disinterest, approval among others, so much to give to quality nursing practice, and to encourage the educational process in teaching, drawing the attention of the student and assisting in fixing the knowledge.^{4:18}

It is worth emphasizing our interest in the term “scenario to teach” without forgetting that there are unique issues of the environment, already denoted by the founder of modern nursing, Nightingale⁵; highlighting the interference of environmental conditions in the human body and the responses of the individual. This is due to the evidence of key factors such as light, noise, odor, scaling tight and stuffy rooms that can induce the body to learn more or less about Nursing.

In this sense, the imbalance of the environmental features such as ventilation, heat, lighting and noise control, just as in acting on the health-disease process, act on the teaching-learning student.⁵ Given that the bodies walking in this scenario are environment-when teaching or when they learn the role of care may be influenced by these elements.

Often carry on about the word “body” without even stopping the theoretical-philosophical principle that can be understood from its various conceptual approaches, such as:

[...] the minimum and single territory that the man truly has, being source and mediation of knowledge and knowledge through memories set out therein. It is place of expression and creation, direction and representation mythical listening, cognition, of image production.^{6:57}

In this context, the teacher's body endowed or not creation, versatility, reliability, representations of life and its history creates from body movements, real images, such as the frown or the stretch of the lips; which may cause the questions thoughts students and even the exposed forward error content, for example.

Here lies the particularity of this study is focused on the teacher's face elements which can be imperceptible or at the same time as evident in scenes of teaching and learning enough to generate effects in the bodies of students, with regard to apprehend whether or not the professional content.

From experiences as a teacher and university student nursing undergraduate transiting through the various tutorials scenarios recognizing them already listed environmental and physical aspects, we define as guiding question of this study: what are the facial elements of teacher who determine how nursing students learn or not the curriculum content in the tutorial scenario?

Coherently to this question emerges the circumference following study object to be seized: the determinants of the face of the teacher in student teaching-learning process in the tutorial scenario. From there we set the following objectives: recognizing the elements present on the face of the teacher who determines the teaching-learning process in the tutorial scenario and analyzing their implications in nursing education.

METHOD

We decided to conduct the research field sustained by the qualitative method. The investigator in the field of research assumes the role of observer and explorer, directly collecting data from the choice scenario where emerged the phenomena that you wish to explore. This type of research favors the accumulation of information on phenomena, but requires methodological procedures previously established.⁷

With regard to the qualitative method, we stress that it is responsible to answer very specific questions, concerned with the social sciences and with a level of reality that cannot be quantified. That is, it works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables.⁸

In qualitative research the purpose of the sampling is to produce detailed and illustrative information: whether small or large, what matters is that it is capable of producing new information. We are concerned, therefore, with aspects of reality that cannot be quantified, focusing on understanding and explaining the dynamics of social relations.⁹

The study was conducted in an graduate degree of nursing from a private university center, located in the mountainous region of the state of Rio de Janeiro presenting your resume sustained by active teaching methodologies. The active methods of teaching and learning are responsible to stimulate discussion and critical analysis of curricula taken as fundamental for learning.¹⁰

In this context, the curriculum of undergraduate nursing the scenario in question, has its conformation in eight semesters, where the skills are acquired in order of increasing complexity. Throughout the training, students pass by tutorials scenarios, classrooms, health sciences laboratories (LCS), skills lab (LH) and professional practice scenarios to primary, secondary and tertiary level, which allow them to reflection, content aggregation and practice of acquired knowledge.¹

The selected participants in this study were eleven students of the degree course of nursing who attend the seventh graduation period, because we believe that the students had contact with different bodies of teachers that influenced them learn about nursing in accordance with the teaching strategies and expressions facial created during tutorial sessions.

The entrance of the researcher in the field to make the production of data was performed from a semi-structured data collection instrument containing two research questions about the facial elements of the teacher who influenced learning in a positive way nursing graduate and negative. In this context, semi-structured interviews fit perfectly to reach the objective of the research because consist of an interview guide that addresses the theme of more targeted way based on pre-formulated questions.⁸

The collection and data production activities were preceded by signing of the request for an Informed Consent and Informed where the study was consistent with the Resolution 466/2012 of the National Health Council (CNS) establishing the rules and guidelines in research with human beings.

The anonymity of the students in the study has been maintained by assigning the identifier word "Student", followed by a number related to the ascending order of the interviews.

To perform the study it was sent a letter of authorization to the manager responsible for coordinating the graduate degree in nursing, for science to take the information on the theoretical and methodological foundations of the study and execution of the form of compiling the data. Once decided by the coordination of the course the study was submitted

to the Research Ethics Committee of that space research platform via Brazil, where he obtained the opinion of approval number 568.300.

Data analysis was performed using the produced confluences of responses, which were arranged in categories according to content in this communication. The categories are responsible for aggregating the messages of stakeholders and are employed in the data analysis to establish classifications, grouping elements, ideas or expressions around a thought; and refers to a concept that includes common characteristics that relate to each other.⁸

The type of analysis here delimited was the content that finds its theoretical framework on Laurence Bardin and consists of

[...] a set of communications techniques to obtain, procedures, systematic and objective description of the message content, indicators (quantitative or not) that allow the inference of knowledge about the conditions of production/receiving text messages.^{11:683}

RESULTS AND DISCUSSION

From the data collection we decided to hold presentation of the results and their discussion from the creation of two lines of present purposes the bodies of the students when they learn the craft care for the tutorial scenario, which in this chapter will be permeating the three empirical categories this emerging interventional trial.

By way of context, emerging categories in this study cover the following physical elements: facial expressions, eyebrows, eyes and mouth as evidenced respectively: Category I - Facial expressions of the teacher as a determinant element in the teaching-learning process in the tutorial scenario. Category II - The eyes and the mouth of the teacher: key factors in the teaching-learning process in the tutorial scenario. Category III - The professor's eyebrows decisive evidence in the teaching-learning process in the tutorial scenario.

For each category were thought two lines effects that emerged from the responses of the students. The effect Line I: pleasing to the eyes of the students when they see the face of the teacher, refers to facial elements of teacher who were positive for the training of students, namely that helped them to better develop the curriculum content covered in the tutorial. The effect of line II: unpleasant in the eyes of students when they see the face of the teacher refers to the bodily elements adopted by the face of the teachers who contributed negatively in the teaching-learning process of the contents discussed in the tutorial scenario, which brought uncertainty and demotivation students before the seizure of cognitive components present in the formation.

These lines effect permeates all categories presented and to begin this discussion of moving the results with the baseline authors on the subject, we will start with the first category that works with facial expressions.

Category I: Facial expressions of the teacher as a determinant element in the teaching-learning process in the tutorial scenario

The teacher's body may be considered by us an inducer of scientific knowledge in the field of nursing, it serves as a reference both for teaching and for the care provided and learned in scenarios of caring; body which mobilizes concerns and involves directly in the learning process of students who live near the tutorial group.

The body is "a portal that opens before those who teach care, which leaves invade the communication approach, for procedures and techniques used by different professionals"^{6:33} That's because the subjective elements present in the identity of every human being open in one movement at the moment of exchange and sharing of acquired knowledge and to be seized.

By being on this site, we consider how to express, which is a specific condition proper of man, becoming fundamental in communication, an indispensable factor "for the individual express his emotions, thoughts and feelings, after all the body language is a conduit existing and spontaneous ".^{12:134}

By using the word "BASIC" we are sure the area surrounding this study is nursing fundamentals as it adds body's own elements for us still considered a mystery to be decoded, because in its infinite different expressions are the meanings of them arising and which has a symbolic value for anyone who teaches or caregivers.

The body language conveys many rich expressions and multiple shapes and meanings, which are decoded by the look on the other when they share the same space. Therefore, educational professionals should pay attention to it, as well as include it in their teaching practices to explore the creative possibilities and instigating the student front to the learning process.¹²

When we are in the presence of another person, we are constantly sending signals to inform our feelings and emotions, which are perceivable by facial expressions. Some people acquire the ability to perceive and interpret these signs more easily than others and as acquainted with the face of another will create a facility in the interpretation of such terms also truer will these expressions the more we know the context in occurring.¹³

That familiar face is present in the tutorial scenario, where students can watch the facial expressions of each student regarded partner in the teaching-learning process and everyone is familiar with the facial elements teacher, more specifically their expressions during the processing of contents curricular activities that allow them to acquire a new way to understand the effects of lines emanated by the bodies when they teach the office to care for.

It is noteworthy that facial expressions convey states of excitement and generate effects on bodies they learn. Just as that found following

[...] the emotional expressions are modeled by the movements of the muscles of the face, which internally correspond to affective states and are considered the most basic and most common form of

expression of emotions. There are still the richest and most important means of interpersonal relationships to express the moods, emotions, the desire to communicate and the degree of expressiveness while communicating through changes in eye configuration, the mouth and the position of eyebrows.^{14:261}

So the teacher's body language induces several nice effects on the bodies of the students, since by their facial expressions the teacher motivates, excites and arouses the interest of learning, resulting in student satisfaction and confidence for it to develop content proposed. This is evidenced in the following testimony prepared:

[...] the objective facial expressions led me to further develop the proposed themes for tutoring [...]. (Student 1)

[...] facial expression that helped a lot was smiling when I leave well [...]. (Student 3)

[...] the serious expression on the face of tutor refers to the character to be professional [...]. (Student 5)

[...] the face shows a lot, a big difference I could see is when the tutor is confident [...]. (Student 6)

[...] furrowed brow which together with the hair falls close to the eyes indicating willingness to talk [...]. (Student 7)

The link encounter with the other, "interact through verbal expressions, nonverbal and aesthetic and thus we create gestures and images themselves to lead us in life - gestures and images how to care for conduct"^{6:36} Here this care this crossed the body that teaches and therefore takes care of evidenced student smiles, in serious facial expressions, stimulants, ethical and solidarity transmitted by teachers.

Facial expressions are reactions in response to an emotion, which assist in communication among humans. The expressive movements of both the face and body provide welfare to the individual. When, for example, an individual perceives sympathy on the other, through his facial expressions, it can slow down the anxiety and increase the pleasures, as perceived by the expressive movements, the other is receptive. This recognition that the individual makes facial expressions, is related to coexistence in everyday life and learning through trial and error.¹⁵

Facial expressions are inserted in non-verbal communication, which also involves all behavioral manifestations not expressed in words. All this form of communication, nonverbal, can be identified when building a scene of teaching where the teacher's body could adversely issue lines of effects that crossed the bodies of negatively students generating fear, doubt and student fail when put to think nursing in the tutorial scenario. This is in the following evidenced testimonials:

[...] what causes me creeps are serious faces [...]. (Student 3)

[...] face of questioning, making me doubt myself and the subject studied. It bothers me greatly. (Student 3)

[...] an expression of surprise or disapproval. (Student 5)

[...] firmly closed face expression [...]. (Student 11)

[...] head hanging to the right side and squeezed mouth [...]. (Student 11)

Based on these testimonials we have no doubt that non-verbal communication is present in every moment of teacher-student interaction in the teaching-learning scenes. Thus, it is essential that teachers also see the body language a great resource to learn about emotions, and here we emphasize the unpleasant effects, issued by the teacher and who is able to awaken in students a new look to learn the body care.⁴

We reflect on the negative projections of the body that teaches with emphasis on facial expressions the doubts, failures, admiration as evidence and clues to the conformation of body movements, gestures and take care of actions that can be played by future graduates in the scenarios of caring.

Finally, we know that facial expressions are observed objectively and subjectively meant in various ways by nursing students. Here is the bridge to the next category, eyes and mouth of the teacher: key factors in the teaching-learning process in the tutorial scenario, which takes us to the teacher's eyes and mouth of the discussion as elements present on the face that induce to learn more or less cognitive components of the profession.

Category II: The eyes and the teacher's smile: key elements in the teaching-learning process in the tutorial scenario.

In the nursing care education teacher uses frequently and emphasizing the language of their body to teach, even if unconsciously. The teacher's body is an element that emits signals not only the mechanics but also the emotional, why can expose feelings of serenity, balance or anxiety depending on the situation experienced by that body, which can induce positive or negative effects on students learning the craft of caring.⁴

These emotions can be perceived by students in the tutorial scenario when they begin to notice the expressive movements of teacher's face and here we look back on the eyes and the smile that brought direct implications in the teaching-learning process.

When we put in the condition of subjects to know the elements present on the face of the teacher did not have the size of the eyes and mouth (smile) as determinants in the nursing education process. From this perspective it is necessary to emphasize the eyes, especially away, beyond the physiological sense (transitive verb) to perceive with their eyes, see, look, look with the eyes, can also be understood as (intransitive verb) observe, watch, consider with goodwill, be facing. This is the sense that we use the look on learning, whereas there are other ways to learn that not only by sight.⁴

The eyes and ways of looking have different definitions, symbols and meanings when we consider the difference between people or even the individual elements of each student nurse what put us into thinking that we are brokered and daily we can manage our peers in relations daily.

This thought comes to meet the following statement that:

In our culture, talk to someone else looking into the eyes denotes interest, involvement, attention. If someone makes a contrary attitude, this can be seen as a sign of timidity, lack of responsiveness and weakness. This was the sense that students wanted to give to say that some teachers when they teach do not look in the eyes of their students. So students realize this body language that seems to discourage them to pay attention to the teacher and also in class.^{4:101}

The eyes here are meant as pairs of lenses that determine the process of training of nursing students when they are invited to learn cognitive skills of the profession during a meeting with the teacher in the tutorial scenario. This is because the ways of looking build intense forms and so influential those are expressed in the student body from lines of pleasant and unpleasant effects on the scene to teach.

With regard to the first line, ie, one that showed positive effects on the bodies of the students when looked at by teachers experienced in teaching-learning tutorial scenes in the scenario we highlight the following statements:

[...] the affection of looks and happiness tutor has been great help [...]. (Student 3)

[...] look of understanding [...]. (Student 4)

[...] it is confident even look at, [...] "the times I said something, some question (answer), which simply gaze already talked everything. (Student 6)

[...] the look of satisfaction with the speech of the student [...]. (Manager 7)

I think they are the eyes through stares during the tutorial sessions. (Student 9)

[...] look of surprise. (Student 11)

We realize that the eyes of the teachers in this line brought to analytical reflection plans to teach evidenced by looks that transmitted denoting messages of affection, clarity on past information, confidence, surprise and satisfaction, contributing this way to the future learning process nurse.

The body and its eyes are understood as an integrated and complex set that directly influence the creation and broadcasting of messages that reveal knowledge and need to be decoded, for training reflective practitioners presented before the reality.¹

We understand that in conjunction to this is an antagonistic line, as evidenced by the effects of negative order, so unpleasant to students because their bodies were crossed by looks of the teachers who broadcasted messages indifference and lack of interest to what is being taught-learned. This can be seen in the following statements:

[...] Look up and to the side, referring to doubt what was being talked about [...]. (Student 2)

[...] Looking down, saying that the speech of the student is completely wrong. (Student 3)

After a passage by line effects expressed by the bodies of nursing students when they are looked at by teachers, have in mind that teachers are looked at and observed during the teaching-learning scenes and the various modes of glances directed to nursing students have major implication in the seizure of cognitive skills in the tutorial scenario.

It should also stress the importance of the vision of the direction in educational settings where nursing teachers determine from the ways of looking professional traits that are aggregated along the bodies of the students and can be designed in future relations between nurses with their customers.

Another element in the teachers' faces and determined the teaching-learning process in the tutorial scenario was the smile and its forms of expression in the interaction established by the student in disseminating the message that contains curriculum texts.

We understand how face one that allows the person transmission of ideas, feelings and attitudes, which is the most visible part of the body, and one of the most dynamic and expressive areas. Note that the face rarely remains at rest; it is constantly changing, and experience changes at every moment in response to various stimuli, indoor and outdoor. Some of these muscle movements are recognized as reflections of emotional states, and transmit a variety of information about the emotions and intentions of the individual.¹⁶

Thus, the expressive movements of the face, especially the ways to smile, were able to generate different effects in those who observe them. Due to its multiplicity of information each student interpreted it and/or meant according to the permanence of observation and constant teacher's face changes.

The expressive movements of the face are triggered by emotions of the soul and are usually spontaneous. One of these expressive movements that interest us here is the smile. The expression of smiling has many subtleties and can be associated with a variety of moods, yielding a multiplicity of different configurations. Any movement of the brow elements changes the meaning of the smile, which in physiognomic terms results in a new expression.¹⁶

Thus, the smile is the most common non-verbal signals within the non-verbal communication kinesic, particularly of facial expression, and a facilitator of physical and psychological closeness between people.¹⁷

We understand that the smile is an impicator element in the teaching-learning process in the tutorial scenario and it often interferes with approach and departure from the students and the teacher, which made sometimes this pleasant relationship or not to all students, as also the seizure of curriculum content.

The smile is therefore the expression easier to produce and more easily recognized even from a distance and when the exposure time is limited to just a fraction of a second. Between the issuance of a smile and one's reception, suffice ³ seconds in order to have the whole picture by the party who presents.¹⁶

In this context, we see the smile as an important expression of the teacher in the tutorial scenario able to involve in the teaching-learning process, and thus allows us to bring

the nice testimony regarding the first line of effect that addresses their expressions positively to the students, as evidenced in the following testimony:

Smile during the student's speech giving the impression be positive this speech. (Student 2)

[...] which contributed much was the smile when leave me in the affairs of Situation Problems; [...]. (Student 3)

[...] smile showing joy. (Student 4)

[...] I see the smiles demonstrate when the student commits hits; [...]. (Student 5)

[...] The broad smile [...] positively gesturing with his head; mouth open and smiling [...]. (Student 11)

Based on the testimony of nursing students consider the smile expressed by Professor was an educational element in the tutorial scenario, which brought many positive effects, such as positive in relation to the student spoke, encouragement, satisfaction, support and encouragement to continue matters, which promoted the learning of curriculum components in the tutorial scenario.

However, even with all its magnificence, the smiles can be resolved when there is an intention of the individual in disguise or hide an emotion through the opposing emotion, that is, if there is a disturbance in the path of information, and is an attempt to manifest a expression that does not reproduce the emotional state, there is an inconsistency between the expression and emotion, revealing a false facial expression. Thus, the smile can be tampered with, inhibited, prevented or simulated, because of who emits be able to tailor the behavior to different situations.¹⁶

With this in mind, we bring the second line of effect of this category, in which nursing students felt hurt by the way the smile expressed by the teacher, and determined the teaching-learning negatively process, as can be identified in the statements the following:

[...] maybe a sneer [...]. (Student 5)

The dissatisfaction nozzles mainly to certain subjects such as pharmacology. (Manager 7)

[...] the arrest of the corners of the lips. (Student 11)

[...] smile with upper lip raising only one side featuring debauchery. (Student 11)

In these statements it is clear how the students feel uncomfortable and hurt by the false smiles expressed by the teacher which denote disdain, dissatisfaction and debauchery when they hear and analyze the processing of curricula for students.

In short, we can say that there is a clear relationship between non-verbal communication and the teaching-learning process of being a nurse, for we must consider the

body as something that speaks, which uses "symbols and mind tools" and that is an expression of emotions and broadcasting messages.⁴

At this time of the study already we have the certainty that the teacher is seen in the tutorial scenario and we know that by their bodily elements induces learn about the nursing profession. However we did not have the size that small details of his face as the movement of eyebrows were analyzed by them during the scenes of teaching-learning. Thus, we are invited to proceed to the third and final category of this study.

Category III: The professor's eyebrows: decisive evidence in the teaching-learning process in the tutorial scenario

The face is dominant because it is always visible and present, and always be providing some kind of information. Unlike the ability to hide his hands in his pockets, his face cannot be hidden from others (except for veils and masks). While the sounds and speech are intermittent, the face, even at rest, can be informative, revealing any emotion or mood, therefore, any movement no matter how small will induce a different expression.¹⁸

The eyebrow as a face of the element is capable of transforming the meaning of the expression is defined by the shape of the frontal bone and may be short, long, tumbling or lifted, consisting of a roughly 600 for alignment. There are elements that act as a natural barrier of protection for the eyes, and they highlight the natural beauty of the face and facial expression, as well as personal characteristics of the individual and may indicate the temperament and personality to the people.¹⁹

Any slight movement of the eyebrows along the face can change the meaning of facial expression and therefore are crucial evidence in the teaching-learning process as we discovered in this study.

We now present the first line of effect of this category, considered pleasing to the eyes of the students, and that brought positive contributions in their development as stimulating and thought-provoking questions in the construction plan of scientific knowledge in nursing in the tutorial scenario. This can be evidenced in the following testimony:

[...] raise an eyebrow in order to encourage you [...]. (Student 4)

[...] the raising of the eyebrows, which on its face demonstrates question [...]. (Student 8)

[...] In the first period facial movements were several [...] raised eyebrows or raise eyebrows occurs soon enough [...]. (Student 11)

We can reflect that eyebrows are known evidence to determine the learning process of the students mean the incentive for the student to continue the discussion of the contents, even at times be demonstrated inquiry by the teacher.

We also emphasize that the movements of the eyebrows are commonplace expressions and can occur naturally without the teacher noticing; however, students are attentive and are observers of these expressions, which induces them to knowledge positively or not.²⁰

In this context we can recognize that often the movements of the eyebrows performed by teachers are involuntary and unnoticed by them; so they are able to induce a negative interpretation in students.

This allows you to display the second line effect of this category provided that the unpleasant effects in students in acquiring knowledge about the craft of caring in tutorial sessions, being evidenced in the following testimony:

[...] when he raises his eyebrows, [...] it shows me there's something wrong. (Student 6)

[...] The raising of the eyebrows indicating estrangement even before the completion of his thought. (Manager 7)

From all the above we see how the body language, especially the face, is able to bring significant implications for college nursing students learning the skills involved in taking care of daily life that are given in the tutorial scenario in the form of problem situations, supported by real contexts where life is discussed and thought.

To do so, we highlight the lines of antagonistic effects that were able to generate effects on bodies they learn when they see the facial expressions of teachers, especially its entirety; eyes, smile, eyebrows and own facial expressions mounted by the different configurations of these elements in intersubjective meetings between the bodies that teach and learn nursing.

CONCLUSION

When we started this study we had in mind that the teacher's body induces effects on the body learning nursing, as we consider the elements of his face, we were surprised when the students put in to discuss her eyes, smile and eyebrows in the set of facial expressions.

These elements were able to generate line effects on the bodies of the students, allowing switching between the poles learn and not learn, like a pendulum that migrates from one side to the other from the moment that is induced by a motor in our case the body of the teacher.

The nice effect line found in facial expressions are in terms of how to teach nursing in the tutorial scenario induced by the teacher's body generated the main effects: motivation, instigation and interest in learning from satisfaction and trust links in established relationships with students. Contrary to nasty line facial expressions produced by teacher generated effects of fear, longing, doubt and disapproval in the bodies of nursing students.

Other known element on the face of the teacher who led pleasant and unpleasant effects on the student body who set out to think nursing in the tutorial scenario, were the eyes. Its effects alternated between the transmission of messages denoting affection, clarity on past information, confidence, surprise to indifference messages and lack of interest to what is being taught-learned.

This category also jointly analyze the effects arising from the smile element that had as expressions of positive and negative effects: positive relative to the student spoke, encouragement, support and encouragement to continue the issues, and disdain, dissatisfaction and debauchery when they hear and analyze the processing of curricula for students.

A lesser expressiveness found eyebrows and their movement inducing the following pleasing effects: stimulating and thought-provoking questions in the construction plan of scientific knowledge in nursing in the tutorial scenario and unpleasant were feeling error in the processing of matters, estrangement, uncertainties and retraction.

Finally, we hope that our reflections on the teacher's face elements contextualized to education and the creation of the role of being a nurse, be able to raise new studies in other institutional research spaces that take into account the theoretical elements: BODY, ENVIRONMENT and CARE.

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