

## Implementation of active teaching and learning methodology in the nursing course at a higher education institution: Literature review

## Implantação da metodologia ativa de ensino e aprendizagem no curso de enfermagem em instituição de ensino superior : Revisão de literatura

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**Keywords** — Teaching, Learning, active methodology

**Palavras chaves:** Ensino, Aprendizagem, Metodologia ativa

**Abstract**— The active methodology or modern methodology is a type of learning that has a broad process with the main characteristics of the insertion of the student/student, being him the fundamental piece or the main primordial agent for the learning itself. It's different from any other methodology, that is, and unlike anything we've learned in the traditional way. The aim of the study is to relate issues related to active methodology and how it has been accepted in the daily lives of students in higher education institutions. The methodology and literature review type focusing on the main Brazilian health journals, the bibliographic surveys included publications in LILACS, BDNF, MEDLINE, SCIELO, BVS and REBEN databases from 2010 to 2019. of the methodology as used throughout the research, which shows that as the nursing student is not financially dependent and has to work to maintain the course, acceptance, performance, and line of reasoning can still be a milestone to be studied, as it still lacks more studies in relation to nursing. The higher education institution in Cacoal-RO has not yet fully consolidated, but it already has results showing that its real influences on the teaching and learning process have consequently been using new paradigms in the practice of teaching..

**Resumo** — A metodologia ativa ou metodologia moderna é um tipo de aprendizagem que possui um amplo processo com principais

*características da inserção do discente/estudante sendo ele a peça fundamental ou o principal agente primordial para a própria aprendizagem. É diferente de qualquer outra metodologia, ou seja, e diferente de tudo que aprendemos de forma tradicional. O objetivo do estudo é relacionar assuntos referente a metodologia ativa e como ela vem sendo aceita no dia a dia dos discente nas instituições de ensino superior . A metodologia e do tipo revisão de literaturas com enfoque nas principais revistas brasileira de saúde, os levantamentos bibliográficos incluíram as publicações em bancos de dados LILACS, BDNF, MEDLINE, SCIELO, BVS e REBEN entre o período de 2010 a 2019. Concluir que a implantação da metodologia conforme empregado no decorrer da pesquisa, que mostra que como o aluno de enfermagem não é dependente financeiramente e tem que trabalhar para manter o curso, a aceitação, o desempenho, e a linha de raciocínio pode ser ainda um marco a ser estudado, pois ainda carece de mais estudos em relação a enfermagem. A instituição de ensino superior de Cacoal-RO ainda não consolidou totalmente, mais já tem resultados mostrando que suas reais influencias no processo de ensino e aprendizados vem consequentemente utilizando novos paradigmas na pratica do ensino.*

## I. INTRODUCTION

Teaching and learning in Brazil has been driven by traditional teaching methodologies, thus, knowledge on the part of the teacher (professor) is restricted to teaching learning, who by taking on the role of transmitting the line of reasoning to the student (student) makes the same learn peacefully without the much-needed criticisms and reflections of the content being carried out (GOMES & REGO, 2011; MITER et al., 2008).

Currently, where the technological world has gained great prominence in the modern world, there are still needs to be implemented in educational institutions, such as the social role of teachers and professional training so that both will interconnect for better performance in the current world of work ( VIANNA, BONDIOLI, 2017).

Over the years, the implementation of the active methodology has been conquering its spaces in the institutions, they have been invited to participate in the transformation, changing their pedagogical methods and increasingly bringing the reality of learning between professors/students closer. having the experience of conquering what he wants for himself (DELORS, 2012; NISKIER, 1996).

By being in a higher education institution, we know that the course lasts only a few semesters, soon that student will conquer the long-awaited graduation, the active methodology has been encouraging the student/professor to allow it, as knowledge can remain for decades and each achievement, knowledge becomes essential, centralizing training and making them become a good professional (DELORS, 2012; NISKIER, 1996).

The aim of the study is to relate issues related to active methodology and how it has been accepted in the daily lives of students in higher education institutions.

## II. METHODOLOGY

The research is about review studies, with no need for submission to the Brazil platform or approval by the Research Ethics Committee (CEP) of the higher education institution in Cacoal-RO.

The present work was presented as a descriptive and exploratory study, retrospective observational or experimental studies of recovery and critical analysis carried out through a bibliographic review, with the purpose of analyzing the productions in journals analyzing the articles, dissertations and thesis, about the importance of reasoning looking for key words such as: Teaching; Learning; Active methodology.

The bibliographic research had as a problem question: What is the importance of implementing an active teaching and learning methodology in the nursing course at a higher education institution.

In the inclusion criteria, it was possible to search for articles that sought to explain the definition of the active methodology and also based on key words, already published in scientific journals, which could be developed from books, articles and dissertations in Portuguese, English and Spanish, were used to translate the articles into another language, the translator available on the website <https://translate.google.com.br/>. In the exclusion criteria, everything that was incongruent and had no

connection with the general objective of the research, and asks the problem of the subject.

No data collection instrument was used, as, as reported throughout the text, the study is a literature review, so, not being necessary to use it, all data for the analysis were written in Microsoft Word ®.

It was structured and carried out in the period from May 2019 to August 2019. In this way, the literature review study provided guidance for the researcher in relation to the topic addressed, so that he could create hypotheses and formulate more problems accurate or that can be researched by further studies. Informed consent (FICF) was not used as it is a literature review and does not involve any human beings.

The data contained throughout the article were extracted from a journal available on the internet in a database (LILACS, BVS, SciELO, REBEN) on the subject discussed. Thirty-five articles referring to the topic were analyzed, in the end, 15 articles were evidenced containing publications between the years 2010 and 2019, which had more to do with the objective of the article.

### III. LITERATURE REVISION

The active methodology has not yet been fully accepted by many of the students, as it breaks the paradigm of the student being self-taught and still a subject that must be worked on in everyday life in educational institutions. The methodology has already been implemented in some courses, some with one hundred percent of the workload, others still in the adaptation phase. There is always the positive and negative question, the positive that seek knowledge in the use of a search tool and the search for formulating new syntheses. At the beginning, when it was implemented, there was a repercussion, a large part of the students highlighted their reports of doubts, concerns, anxieties, as they left a comfort zone where the teacher passed everything ready to the student and suddenly the student had to seek knowledge by self-taught methods (FERRAZ JÚNIOR et al., 2016).

The experiences in higher education institutions visualized a progression of acquiring security for oneself, where he calmly had to provide confidence to implement the method (LUNA and BERNARDES, 2017).

Like everything new, the great impact of insertion. When implemented, the methodology was always associated with practices, thus providing a better fixation on the subject. The nurse teacher carries out a broad critical reflection on the context employed, going well beyond that, as the student inserted in the active

methodology has a broad approach to the topic, and can at any time reverberate with any question associated with the subject, with the teacher being responsible for remedying and remove all doubts related to the approach of the student, in this way the role of the teaching nurse is valued (PARANHOS and MENDES, 2010; GOMES et al., 2010).

In practice, analyzing the effectiveness of implementing the nursing course methodology highlights the challenge for both the teaching professional and the student. The active methodology allows both sides within a higher education institution to analyze the large number of professionals trained through the traditional methodology and now the active one (PARANHOS and MENDES, 2010).

There will always be repercussions, some will question the implementation and prefer the old traditional method, as the convenience is still present in the classrooms, although many students leave to study only in weeks of assessments (LUNA and BERNARDES, 2017).

The nursing course has not yet been fully employed using the active methodology, they are being inserted in stages so that the student can, over the semesters, become increasingly familiar with the new learning methodology. Each year it is evaluated by the group of professors at the institution, thus allowing for adaptation over the years (DIAZ-BORDENAVE and PEREIRA, 2010).

The central focus of the active methodology is that the main objective of the proposal is centered on the student. Thus, the teaching and learning process differs from the traditional method, generating actions for the center of the transmission of knowledge of the teacher/student (SILVA and SÁ-CHAVES, 2010).

The teacher is the center, that is, the transmission conductor for the student, is responsible for granting teaching and learning strategies, being the highest responsible authority in the educational process. The active methodology has become an innovative pedagogical trend, with the emergence of critical pedagogy in which the teacher has the role of mediator by conducting the apprehension of the content, making the educational process be observed and extracted from it, with a transformative, political and social vision (LUCKESI, 1991 apud SOBRAL and CAMPOS, 2011).

Amidst the negative repercussion that emerged at the beginning of the implementation of the methodology in the nursing course, today the acceptance is well balanced, students are already likely to be interested in the new discoveries that the methodology has been employing over the semesters, thus generating positive feedback to the teaching staff of educational institutions (DIAZ-BORDENAVE and PEREIRA, 2010).

When some type of rejection arises, teachers must use strategies to insert the student through groups so that both feel innovated and have developments that can enable the line of reasoning and learning, thus, making the student endowed with knowledge and preparing the even having its own line of reasoning through group discussions (VIANNA, BONDIOLI, 2017).

For nursing, it is understood that teaching methods are still challenging, they demand a lot from students, because, unlike the medical course, where most of them are available to study, and in nursing, many are the students who pay for the course. , having to work during the day and attend at night. Therefore, the student does not have much availability to be engaged in the active methodology to have a good development. In this regard, the teacher must have their role, know each student well and their difficulties, and have a wide variety of activities and strategies to implement and create new teaching situations, as they do not leave the student helpless and bring the same interest and pass on to carry out the possibility of believing and achieving every day the proposal employed by the teacher in the teaching and learning process (WALL, PRADO and CARRARO, 2010).

However, the teacher has a great role to do the essentials, because the critical and methodological planning must be carried out in a conscious way for the actions performed, having to define accessible tools and techniques for the pedagogical and methodological design, discriminated against the learning procedures (ALMEIDA, FERRAZ, 2010).

#### IV. CONCLUSION

The study, through the analysis of literature published in the main Brazilian journals, can observe that although there is still some acceptance, many professors are enjoying the active methodology and are getting good positive feedback.

There is still no full support from governments and institutions, as the new method is still having difficulty in innovative training from traditional to current changes, thus forcing the teacher to constantly adapt to the active method without providing resources to the Work. Having didactic and essential, professors without didactics, they do not have good acceptance in the classroom, student and curious, and the professor must be prepared for the emergence of extraordinary doubts, therefore, they must overvalue learning, always seeking alternatives that facilitate and enable theories to the individual capacity of the student.

It is observed that the implementation of the methodology as used throughout the research, which shows that as the nursing student is not financially dependent and has to work to maintain the course, acceptance, performance, and the line of reasoning can still be a milestone to be studied, as there is still a need for more studies in relation to nursing. Higher education institutions in Rondônia have not yet been fully consolidated, but they already have results showing that their real influences on the teaching and learning process have consequently been using new paradigms in teaching practice.

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