

Telenursing Bulletin: an active methodology of learning

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Abstract

Introduction: The active methodologies are being increasingly used in the training process in the nursing area. Objective: The article discusses the use and benefits of the active methodology of learning in the health area, contextualizing with the experience of the School of Nursing of the Federal University of Minas Gerais in the creation of the Tele Nursing Newsletter. Method: It was identified and described aspects for the structuring of a bulletin in the telenursing. The content of the already structured bulletins was described, as well its theme. For the evaluation of the project, a conversation circle methodology was used. Results: The themes discussed over these 10 years of Telenursing project were analyzed to serve as subject for publication. The Bulletin consisted in a bimonthly periodic, produced in up to 6 pages and digitally distributed by the website. Up until now four bulletins were produced. As for the learning process, the students as well as the teachers evaluated that this space allows a better appropriation of the exposed content, with deepening of the theme of each bulletin, with many dimensions being worked out at the same time: the selection of the aspects of theme that are more important, requiring that the students search and read the previous material about the theme; opportunity to engage with specialists on the theme, allowing a well detailed vision for the public health area, clarifying doubts from an active process and the own process of producing the bulletin. Conclusion: The use of active methodologies could favor the formation of subjects with widen vision in health, active and committed with the transformation of the reality.

Keywords: Telehealth; Telenursing; Active Learning Methodology.

Resumen

Boletín de Telenfermería: una metodología activa de aprendizaje.

Introducción: Las metodologías activas se utilizan cada vez más en el proceso de capacitación en el área de enfermería. Objetivo: El artículo discute el uso y los beneficios de la metodología activa de aprendizaje en el área de la salud, contextualizando con la experiencia de la Escuela de Enfermería de la Universidad Federal de Minas Gerais en la creación del Boletín Tele Enfermería. Método: Se identificaron y describieron aspectos para la estructuración de un boletín en el telenursing. Se describió el contenido de los boletines ya estructurados, así como su tema. Para la evaluación del proyecto, se utilizó una metodología de círculo de conversación. Resultados: Los temas discutidos durante estos 10 años del proyecto Telenursing fueron analizados para servir como tema de publicación. El Boletín consistía en un periódico bimestral, producido en hasta 6 páginas y distribuido digitalmente por el sitio web. Hasta ahora se han producido cuatro boletines. En cuanto al proceso de aprendizaje, tanto los estudiantes como los docentes evaluaron que permite una mejor apropiación del contenido expuesto, con una profundización del tema de cada boletín, con múltiples dimensiones que se elaboran al mismo tiempo: la selección del aspectos del tema que son más importantes, que requieren que los estudiantes busquen y lean el material anterior sobre el tema; oportunidad de involucrarse con especialistas en el tema, lo que permite una visión bien detallada para el área de salud pública, aclarar dudas de un proceso activo y el propio proceso de producción del boletín. Conclusión: El uso de metodologías activas podría favorecer la formación de sujetos con visión amplia en salud, activos y comprometidos con la transformación de la realidad.

Palabras-clave: Telesalud; Telenfermería; Metodología Activa de Aprendizaje.

Boletim de Telenfermagem: uma metodologia ativa de aprendizado

Introdução: As metodologias ativas estão sendo cada vez mais utilizadas no processo de formação na área da enfermagem. *Objetivo:* O artigo discute o uso e os benefícios da metodologia ativa de aprendizagem na área da saúde, contextualizando com a experiência da Escola de Enfermagem da Universidade Federal de Minas Gerais na criação do Boletim de Telenfermagem. *Método:* Foram identificados e descritos aspectos para a estruturação de um boletim na telenfermagem. O conteúdo dos boletins já estruturados foi descrito, assim como seu tema. *Para a avaliação do projeto, foi utilizada uma metodologia de círculo de conversação.* *Resultados:* Os temas discutidos ao longo destes 10 anos de projeto de telenfermagem foram analisados para servir como assunto para publicação. O Boletim consistia em um periódico bimestral, produzido em até 6 páginas e distribuído digitalmente pelo site. Até agora foram produzidos quatro boletins. Quanto ao processo de aprendizagem, tanto os alunos como os professores avaliaram que este espaço permite uma melhor apropriação do conteúdo exposto, com aprofundamento do tema de cada boletim, com muitas dimensões sendo trabalhadas ao mesmo tempo: a seleção do tema, aspectos do tema que são mais importantes, exigindo que os alunos pesquisem e leiam o material anterior sobre o tema; oportunidade de se engajar com especialistas no tema, permitindo uma visão bem detalhada da área de saúde pública, esclarecendo dúvidas de um processo ativo e do próprio processo de produção do boletim. *Conclusão:* O uso de metodologias ativas poderia favorecer a formação de sujeitos com visão ampliada em saúde, ativa e comprometida com a transformação da realidade.

Palavras-chave: Telessaúde; Telenfermagem; Metodologia Ativa de Aprendizado.

Introduction

The adoption of methodologies that favor the development of the critical thinking, of the capacity of reflection and the active participation of the students in the construction of the knowledge is important so that the students can become committed with the needs of the health system¹.

The active methodology is an educational conception that puts the graduation students as main agents of its learning. In it, the stimulation to criticism and reflection is encouraged by the teacher that conducts the class, but the center of this process is, in fact, the own student. The big proposal of this method is to improve the individual autonomy of a student, developing it. In this way, it will be able to comprehend cognitive, socioeconomical, affective, political and cultural aspects.

The application of these methodologies active with the set of the health sciences is justified by the need to break with the model of traditional teaching, in order to form professionals that have the ability to reconstruct the know-how and not only reproduce what was learnt in an acritical and mechanical way. In addition, it enables the construction of knowledge by the interface theory and practice, making the graduated professionals more concerned with the humanized care and able to solve problems from the global analysis of the context of each case².

The focus starts to be the dialogue with the students, the survey of previous knowledges and perceptions about the given topic with incidence in the problematization, contextualization and practical application of the knowledges.

Many articles^{3,4} systematize the conquers from the use of active methodologies. From a concept that the student will come out better prepared to discuss ideas in the working environment, propose innovative solutions for the problems that may arise and highlight in front of others. He will have a bigger capacity to lead teams, since this ability is encouraged in the classroom. The following positive aspects were identified:

- Acquires more easiness to develop team activities;
- Learns to investigate other sources of information before defending an idea;

- Understands the need to respect different opinions;
- Gives bigger importance to meeting deadlines and plans, which later reflects on the career;
- Enhances the oral and written communication skills;
- “Learn to learn”, which results in a person capable of comprehending new subjects by their own;
- Develops more initiative and entrepreneur spirit, characteristic that is well rated by managers in the corporative world.

Other benefits of active methodologies⁵ are also identified in the student's point of view: acquire more autonomy; develop trust; start to see learning as something calm; become able to solve problems; become more qualified and valued professionals as much as protagonists of their own learning. For the teaching institution, the benefits show mainly with: bigger satisfaction by the part of the students with the classroom environment; improvement of the student's perception with the institution; raise in the market recognition.

In the last decades, the formation of the health professionals became an important point to be discussed². The new professional, desired by the last curricular reforms of the health courses has a humanistic, critical and reflexive profile, to act in all levels of attention in health. Despite that, the education of the health professionals still is, mostly, based in a fragmented knowledge model, disregarding the need of acting in practice. It is in this context that arise the active methodologies of learning-teaching, that propose challenges to be overcome by the students, allowing the to occupy the space of subjects in the construction of knowledge.

More complex practices involving talking, debating, illustrating, reproduction, dramatization, teaching and exposing resumed ideas, among others, are more effective in retaining the knowledge in the learning process.

The active teaching-learning methodologies allow the articulation between the university, the service and the community, by allowing a reading and consistent intervention about the reality, and by valuing all the actors in the pro-

cess of collective construction and its different knowledges, by promoting the freedom in the process of thinking and in team work and by searching models in which the academic formation incorporates the practices of the health system⁹.

The technological advance has provided us more and more ease of access to the internet and its digital medias, and with this the role played by these new technologies are becoming important and significative in education and dissemination of knowledges, allowing a new way of teaching and learning with resources and different objects of the traditional model, constituting itself as an important space for the application of active methodologies.

The Telenursing Project of the UFMG's Nursing School⁶ has as objective to capacitate professionals of the nursing teams inserted in the public health network, through continued education, by thematical Webconferences and Teleconsultings. It is known that the Telenursing has been positively contributing since 2008⁷, in the professional improvement so that a quality assistance is offered to the user served in the Basic Health Units. With this action, the Telenursing Project elaborated an extension project with the goal to create an informative Bulletin to serve as a tool to be applied as active learning methodology for the professionals and workers of SUS contemplating emerging themed worked in the Webconferences. This article intends to analyze the experience of elaborating a Telenursing bulleting as active learning methodology.

Method

Many steps were crossed. Initially, it was identified and described the distinct necessary aspects for the structuring of a bulletin in the Telenursing area involving team, technical process of producing a bulletin, strategies related to the definition of a theme and production of its content.

Afterwards, the structuring of the first bulleting was detailed, and its main challenges were identified which allowed the structuration of a process for conducting the project of elaboration of the other bulletins.

The content of the already structured bulletins was described, as well its theme.

For the evaluation of the project, a conversation circle methodology was used, from the following guide questions; comprehension of the telehealth project; learning process from the touched subjects and limits of the experience. The results were systematized.

Results

For the construction of the Bulletin's first edition, a work team was structured, constituted by the teachers and scholarship holders, volunteers and communication professionals, in order to have a discussion about the technical information that was necessary to compose an electronic

editorial. After this step, the themes discussed over these 10 years of Telenursing project were analyzed to serve as subject for publication. Considering the need to recue the memory about the Telehealth Project, the team decided to launch the first bulletin contemplating about the history of permanent education mediated by the technology inside the University, presenting the experience of the coordinators that act in the Telenursing, Telemedicine and Teledentistry project in the NuTelMG/UFMG.

The participating students watch all the Webconferences from the Telenursing area that are carried out from 15 to 15 days by the telehealth center of the Medicine College.

The steps for the structuring of the Bulletin start after the definition of the theme, with the choosing of specialist professionals in the theme to be interviewed. In this moment questions are elaborated to be used in the interview to direct the content to the given topic. After this phase, the interviews are fully transcribed. In this moment the reading of the materials is made, so that this may be worked for the edition and diagramation of the Bulletin.

There is a preoccupation with the quality of the text, being fundamental to evaluate the way to present the text, for it is comprehended that it makes a difference if the content will really get to the readers in the best way. It becomes necessary to employ a language that is permanently adequate to the target audience. Searching to guarantee a communication with quality with the public, the relevance of this theme, must be guided and edited as news. Another punctual aspect regards the agility of the Bulletin, for it is up to the editor to make the product more informative, analytical, complete and strict in the least amount of time. As for the applied graphic art, it is necessary to dispose of the texts, photos and other elements in order to form a straight vertical line to the right. For each edition of the themes, a database that contains information that will be consulted during the edition will be constructed.

The art of the bulletin is important since its use will attract the reader, more that the text itself, on the first moment. For this it is fundamental that the arts are carefully produced and reviewed. Art is a visual language, that brings a complementary information to the text, having to be, first, concise.

The Bulletin reserves the right to not publish interviews that, in the opinion of its technical assistance, communicates libel, defamation or insult, or that can, by any other legal reason, give margin to a judicial process based on the legislation in force. Although the legal responsibility for the interview is to whoever signs it, the journalistic and political responsibility is of the Bulletin.

For the publication of the interview, this will contain the author's signature, on the top of the text. In the process of the edition of the interview it must respect the author's positions, avoiding altering the text in a significative way or in important parts.

The proposal is to work in each edition a theme that is more pressing in the Webconferences carried out since

2008 by the Telenursing project. It will be inserted in the sequential bulletins, information about the important subjects for the public health area, professional experiences, Webconferences schedule, among other relevant events that might directly influence in the communication between the academia and the professionals of the Basic Health Units.

The Bulletin consisted in a bimonthly periodic, produced in up to 6 pages and digitally distributed by the website of the UFMG's Technology Center of the Medicine College, that hosts archives of the Telenursing, Telemedicine and Teledentistry projects. After researches and surveys regarding the bulletin's characteristics, the visual

identity of the informative bulletin "The Telenursing project presents – telehealth moment" was decided, following a pattern that showed the least amount of visual pollution, avoiding that the information for the reader was damaged. The content constructed in the bulletin allowed to present the Telehealth Program, inside of a historical and methodological context, highlighting its effectiveness in the wide dissemination of knowledges through the need and the demand of those involved, approximating the professionals to the academia and allowing the qualified exchange of experiences and information.

Up until now four bulletins were produced, as observed in table I, with its related contents.

Table I - Content of the bulletins produced by the Telenursing project

I Bulletin	II Bulletin	III Bulletin	IV Bulletin
General Theme: Telenursing – opportunity of capacitation in service	General Theme: Violence against women	General Theme: Yellow Fever – A public health problem	General Theme: Integral health of the women
The construction of a new learning way	Professor of the Medicine College of UFMG, Elza Melo reports experiences in the fight against violence through the Project "From them, for them, by us".	Nurse Érika Santos talks about the current cases of Yellow Fever in Minas Gerais.	Challenges and perspectives in Women's Health
Simone Dutra, professor in UFMG, talks about the insertion of Teledentistry in the University	Maxillofacial traumas in women victim of violence	Epidemiological situation of the Yellow Fever in Minas Gerais	Preventive Exams that all women should do
Professor Alaneir tells how was the idealization and creation of the Telehealth Project in UFMG as a new health tool	ROUND OF CONVERSATION TELENURSING: Violence, have you ever suffered any?	Clinical evaluation of Yellow Fever	Family Planning

The evaluation of the teachers and students that participate in the project, using the methodology of round of conversation, regarding the guiding question about the comprehension of the telehealth project, is that the process of elaborating the bulletin allowed a wider view of the potentials of using the telehealth in the nursing area, enabling the rescue of its history, the more detailed perception of Telenursing potential as well as its importance for the structure of primary care in the country.

As for the learning process for the elaboration of the bulletin, the students as well as the teachers evaluated that this space allows a better appropriation of the exposed content, with deepening of the theme of each bulletin, with many dimensions being worked out at the same time: the selection of the aspects of theme that are more important, requiring

that the students search and read the previous material about the theme; opportunity to engage with specialists on the theme, allowing a well detailed vision for the public health area, clarifying doubts from an active process and the own process of producing the bulletin, that demands a concentration about the content that will be presented, resulting from the fact that they transcribed and presented the theme in a clear and concise way.

As for the identified limits, there are: difficulty in electing a theme; difficulty in transforming the interview material into something to be presented in a clear way and the bulletin's own periodicity.

Despite the limits, the participants consider that the active process of constructing the bulletin contributes a lot for the process of learning the addressed theme.

Discussion

Many experiences of the application of the active methodologies in the nursing area support the findings in this study with positive evaluations. Studies applying progression exams in nursing courses³ and the use of strategies of active methodologies during the workshop in health of first aid. Other experience⁹ describes positive evaluation of the graduates of the Nursing course in the activity of stimulus to teaching, in the curricular component Nursing in the Care to Children and to Newborn, that provided the fusion of knowledges through the elaboration and execution of the active methodologies and through the interaction with professors and students that contributed for the professional formation.

As in this, many studies identified limits in the process of using active methodologies. A study carried out¹⁰ about the limits identified by the professors in active methodologies are situated in two categories of analysis: curricular problems as obstacle for the application of active methodologies of teaching/learning and resistance of the teacher in implementing active methodologies of teaching/learning in the teaching practice. These limits identified in these experiences are due to the processes still incipient in which it refers the use of active methodologies also related the use of many technological resources, which widens the complexity.

Regarding the identification and selection of content, perceived as one of the problems of this experience, some authors also punctuate problems. The contents¹¹ must be significant, need to be presented situations-problems to provoke the interest of the students, and must respect the culture and their previous knowledge. This author highlights that it is necessary to propose contents and models compatible with the experiences of the students, so that they mobilize for an active participation. The teaching, when dismantled from reality, focuses the content by itself, generating a distorted view of reality and alienating the students from their true professional responsibility. This kind of teaching¹² creates the dissociation between the thinking and the doing, limiting the questioning, since what matters is the volume produced in the less amount of time. Therefore, these contents must be surpassed, to provide answers for a better understanding in life. In this analyzed experience, the question of the volume of production in a narrow time can be interfering in the identification of the limits of the experience. The contents are renewed in each period, requiring a great mobilization of the students.

It should be kept in mind that also for the professors it is about an innovative experience. In a study it was noted⁵ that the teaching practices are directly related to the old models, just as the own professors learned, reflecting difficulties in the adhesion of new practices. Many of the current teaching practices are related to the experiences lived as students.

The teachers absorbed visions of the world, epistemological conceptions, political positions and didactic experiences. By them they formed and organized, in a conscious or unconscious way, their cognitive and affectionate schemes, that ended supporting their future teaching. To intervene in this process of professional naturalization demands a systematized energy of reflection, based on the deconstruction of the experience. The professors subjects only change their practices when they are capable of reflecting about themselves and their formation. In this experience, the professors identified many positive aspects in the experience, but also noticed limits.

As other studies⁴, the results showed that the use of these active methodologies motivates the teacher and directs it to search information with the purpose to solve impasse and promote their own development, so that he notices that the new learning is a necessary and significant instrument to widen their possibilities and ways. These methodologies also have contributed for changes in the way of thinking and acting of the health professionals, whom started to interact a plural space of interests, potentialities and capacities.

The valorization of the formation for the acquisition of knowledges based on reality is being fairly discussed, which favors the approach of theory and practice and demands of the future professionals a critical view with the purpose of working with the real problems found in the services.

Regarding the nursing professionals, this new context requires the formation of active, critical, reflexive and creative nurses, especially with the certainty that the learning is a dynamic and without limitations state.

The use of active methodologies could favor the formation of subjects with widen vision in health, active and committed with the transformation of the reality. To comprehend the use of active methodologies is fundamental to attend to the suppositions of the contemporary educational paradigm.

Conclusion

In the Telenursing project through the introduction of the formulation and execution of a bulletin, the use of the active methodology allowed the nursing students a better appropriation of the content, developing different dimensions in the process of learning.

The electronic informative bulletin widened the communication between the professionals and workers of SUS, especially the Strategy of Family Health, of the municipalities registered by the Telehealth Brazil Networks Program, contributing in the process of teaching-learning. It is understood that these means of communication is a promising tool, because it widens the diffusion of knowledges, through the presentation of emerging themes in the face of the UBS's demands, sustained by scientific evidences.

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