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Efeitos das estratégias de ensino-aprendizagem: um ensaio sobre as respostas do corpo que aprende no cenário tutorial

Effects of teaching-learning strategies: an essay on the responses of body responses in the tutorial scenario

Efectos de las estrategias de enseñanza-aprendizaje: un ensayo sobre las respuestas de aprendizaje del cuerpo en lo escenario tutorial

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ABSTRACT

Objective: to Describe the teaching strategies used by professors in the tutorial scenario. **Method:** this is a qualitative study conducted in a private university located in the mountainous region of the state of Rio de Janeiro. The subject-objects of this study were sixteen students regularly enrolled in the first semester of 2012 and the analysis was performed according to the theoretical framework of Bardin. **Results:** we defined the following category: The effects of teaching strategies in the learning body. It is about the effects on the bodies of the students from teaching strategies used in the tutorial scenario. **Conclusion:** we conclude that in terms of ways of teaching, students bring as fundamental the characteristics of knowing how to do, which are tied to the professor's life experiences, the discovery of singularities, strengths and weaknesses of students, and also the use of drawings.

Descriptors: learning; teaching; education Nursing; preceptorship.

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RESUMO

Objetivo: descrever os efeitos das estratégias de ensino-aprendizagem que são utilizadas pelo corpo do professor no cenário tutorial. **Método:** trata-se de um estudo qualitativo realizado em um centro universitário particular localizado na região serrana do estado do Rio de Janeiro. Os sujeitos-objeto deste estudo foram dezesseis estudantes regularmente matriculados no primeiro semestre de 2012 e a análise foi realizada segundo referencial teórico de Bardin. **Resultados:** definimos a seguinte categoria: Os efeitos das estratégias de ensinar no corpo que aprende. Trata dos efeitos nos corpos dos estudantes a partir de estratégias pedagógicas utilizadas no cenário tutorial. **Conclusão:** no plano das formas de ensinar, os estudantes trazem como fundamental as características de saber fazer, que estiveram atreladas as experiências e vivências do professor, descoberta de singularidades, potencialidades e deficiências deles, além do uso de desenhos.

Descritores: aprendizagem; ensino; educação em Enfermagem; tutoria.

RESUMEN

Objetivo: describir las estrategias de enseñanza utilizadas por los cuerpos de los docentes en el escenario tutorial. **Método:** estudio cualitativo realizado en un centro universitario particular localizado en la región serrana de la provincia de Rio de Janeiro. Los sujetos-objetos de este estudio fueron dieciséis estudiantes regularmente matriculados en el primer semestre de 2012 y el análisis fue realizado usando el marco teórico de Bardin. **Resultados:** definimos la siguiente categoría: Los efectos de las estrategias de enseñanza en el cuerpo que aprende. Trata de los efectos en los os cuerpos de los estudiantes a partir estrategias pedagógicas utilizadas en el escenario tutorial. **Conclusión:** en el plan de las formas de enseñar los estudiantes traen como fundamental las características de saber hacer, que están ligadas a las experiencias de profesor, la descubierta de singularidades, potencialidades y deficiencias de los estudiantes, además del uso de dibujos.

Descriptores: aprendizaje; enseñanza; educación en Enfermería; tutoría.

INTRODUCTION

The motivations to study the spaces in which individuals move to teach and learn nursing care starts with the understanding that a play goes on in the class room. In this scenario, the teaching practice takes form before teaching actions and acts operated through the bodies and expressed in them.

This is about a whole experience that happens in the scenario where life is discussed and represented through theoretical and practical contents on learning how to do, supported in a curricular text interpreted and spread by the teacher's body.

The teacher, based on theoretical, philosophical, technical and scientific principles, research, in the different teaching-learning strategies, for contents that can facilitate the students comprehension, as well as allowing the establishment of existing relations among the phenomena related to the nursing professional area.

In the enlarged field of higher education, when actions and acts were mentioned, herein seen in context with the

teaching-learning strategic pedagogical activities oriented to the formation of our nurses, the term "action" is understood as a set of our acts, especially the voluntary acts susceptible to receive moral qualification. The action supposes freedom, implying the exceeding of nature order.¹

Yes, the actions do depend on the bodies of the teachers, who, with new teaching-learning strategies, bet on the acceptance of the new and the availability of taking chances as criteria to refuse the old. This means what is configured as standardized manners to teach curriculum components that can be seen in context as act, herein.

Currently, there are numerous studies that show the fractioning and abusive simplifications that occur in the teaching activities during the nursing professional training. Content is transmitted through rigid and mechanic pedagogical strategies, not giving any opportunity for the student to develop creativity in the relationship within the teaching-learning scenario of which he/she is part.²

This way, the teaching activities that guide the nurse training, are many times reduced to simple pedagogical strategies that imprison the students in the vertical transmission of knowledge, herein metaphorically seen in context as the manifestation of a shadow of knowledge projected from the teacher to the student.

From this thematic contextualization, the following guiding question comes up and must be answered in this study: What are the effects manifested in the students bodies when they experience the pedagogical strategies developed by the teacher in the tutorial scenario?

All of this allows us to define that the determinations of the study object to the captured and investigated are: the effects of the teaching-learning strategies developed by the teacher's body when teaching the care profession in the tutorial scenario.

To contemplate the study subject areas, we specifically developed the following objective: to describe the effects of the teaching-learning strategies that are used by the teacher's body in the tutorial scenario.

METHODS

The search for methodological fundaments to support this study is a challenge because the knowledge that surrounds it may involve drama and nursing, which must be, indifferently from the art and healthcare area, aimed at the expressive bodies of the teachers, when teaching the care profession.

In this sense, we understand that the qualitative method is capable of producing data to explore the effects of the teaching-learning strategies expressed by the body of the teacher that are projected in the mind, in the imagination and arouse desire in the bodies that learn nursing.³

The choice to use it rests in in the ability to realize the meanings and subjectivities contained in the bodies as well as studies of expressions and effects constructed in

the scenario where students learn to care or (re)learn to be subjects, when provoked.

In this sense, four major methodological steps were defined, which correspond to: I – determination of the institutional investigation space, II – delimitation of the social group involved in the research followed by its respective inclusion criteria, III – research ethical moment, and, finally, IV – the strategy used for data production.

The institutional investigation space selected to conduct this study was a private university in the mountainous region in the state of Rio de Janeiro destined to train nurses at a curricular concept supported by active teaching-learning methodologies.

The social group involved was comprised of sixteen students regularly enrolled in the first semester of 2012 of the nursing graduation course, who were in the last training period. It should be noted that this total number of participants was included in the study regardless of having previous activity in the profession as nursing technicians.

The study was submitted to review by the Ethics Committee of the higher education institution mentioned, for the proper observance of the study's legal and ethical aspects, when it was 'APPROVED' before memo number 685-11.

The individuals involved declared their wish to participate in the study and signed an Informed Consent, which authorizes the study conduction before the observance of resolution 466/2012 of the National Health Council, which addresses researches with humans and updates resolution 196/96, which provides the legal and ethical principles in researches with humans.

It was decided to ensure the group secrecy by assigning the letter "E" for students, along the data production strategy process. A random number was assigned to the individuals involved for organization and systematization of the data produced for assessment.

In the last step of this study, we invested the qualitative method with elements inherent to the drama area, specifically due to the adequacy of the drama play strategies.

The drama play is accessible for individuals open to adventure and its proposal is the "tearing down of barriers between actors and the so-called non-actors", meaning those individuals who, regardless of age or insertion, are open to the drama experience, without linking it to any career intention.⁴

In spite of the fact that we had no specific drama training, we can be players searching for the unexpected, willing to take chances, connecting with the reality-imagination mixture that is present in the world of the others, represented by their verbal or corporeal meanings. Therefore, the central question is on the importance of addressing the game as an engine and taking advantage of this for the different areas of our interest.⁴

Thus, we have limited two major methodological moments for the data production, from the use of pedagogy in the drama play: game opening and image induction.

In the first moment, the researchers were careful to ensure that the game opening occurred efficiently, and

for this they invited the students to participate in the data production strategy, activity scheduling and preparation of the space for the game.

The invitation to participate in the study was made in the opening class of the first semester of 2012, where thirty two students of the eighth period were gathered in the campus of the institutional investigation for an activity that precedes the nursing supervised training, called technological immersion.

This allowed the access to the group of students selected, when it was communicated that, throughout the school year, the date, time and location would be scheduled for those interested in participating in the research. The schedule of the activities observed the availability of the students, in order not to interfere with their curricular activities.

This way, four students were gathered per meeting for the processing of the drama game, which is part of the data production that was worked with the UNIRIO Post-Graduation (Master) in Nursing, in the paper called: "Effects of the TEACHING SCENARIOS on the NURSING STUDENTS in the DRAMA perspective: an essay on the responses of the body that learns".

The total number of meeting scheduled was four and total number of participating students was sixteen. The meetings were held in the classroom previously chosen for the drama game, seen by us as a pedagogical experiment laboratory. The classroom choice is justified because it is a living research laboratory for the production and reflection on knowledge related to teaching, research and nursing care.⁵

On the second moment, six steps were created (A, B, C, D, E and F) with specific instructions for the use of image inducers that allowed the participants to enter the drama game. About the use of the image inducer,

[...] the students, upon performing the drama games, become creators and "readers" of images, deconstructed or reconstructed in the classroom, from pictorial or photographic images presented to them.⁶

Step A was marked by the meeting of the participant bodies (four per game), who were invited to occupy the area marked for the game (classroom) as free and comfortable as possible, including the use or not of chairs, shoes, etc.

Step B was the distribution of imaginary "tickets", which was comprised of inducing questions (game password) that stimulated the rescue of mental images potentially experienced by the nursing students as regards the teaching-learning strategies used in the tutorial scenario.

These retrospective gymnastics for the imagination were triggered by the following questions, induced by the researcher with no structure: based on past experiences and mental images experienced in daily life in the tutorial scenario with the teachers and their pedagogical strategies, how did your learning process in nursing took place?

This ritual,

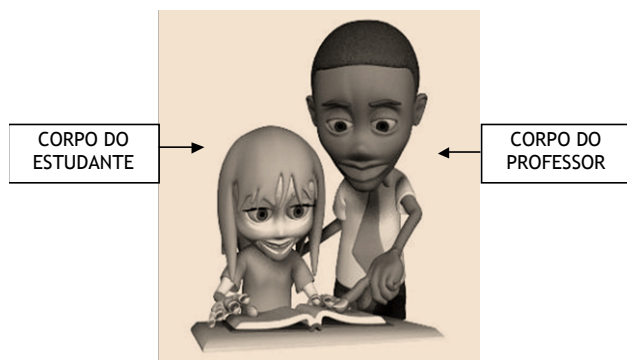
[...] dislodges the interest to the player himself/herself, who is, at the same time, the model and expressive instrument. However, this is not a psychological study nor a citation disguised as psychodrama. Our repeated daily behaviors, sometimes unconsciously, become starting points for exercises and improvisations, according to the processes that engage the whole group's work.⁴

After the distribution of the imaginary tickets, we engaged step 3 triggering, when an interval of approximately 20 minutes was conceded to discuss the experiences and share the mental images experienced by the participants (players) during the training process. At this moment, the researcher did not interfere in any aspect arising from the possible thematic axes that emerged.

After this time, the participants were invited to enter step D, which was the distribution of a fixed inducer image that allowed the (re)creation of thought on the teaching activities oriented to nursing.

The inducer image chosen shows the relationship established between a teacher's body and a female student's body. The choice of this fixed image is justified by the possibility to be applied regardless of the curricular structure that guides the nurse training and the possibility of expressing effects on the body that learns from the intimate relationship with the body that teaches and follows in figure 1, below:

Figure 1: inducer image used in step D of the Drama Game for data production.



Source of image selection: <http://narusunflower09.files.wordpress.com/2011/08/teacher-and-student4.jpg> Access date: November 27, 2011

In step E, the players and observers from each group were invited to talk about the mental images experienced with the fixed image and articulate possible new meanings to the teaching-learning process experienced in the tutorial scenario training period. Finally, on step F, the game conductor transcribed and organized all the speeches on an MP3 player to assess the contents in the Bardin analytical reference.⁷

RESULTS

The students' thought images transformed into graphical images on the tutorial scenario produced effects on their bodies that put us before "inaccuracies", but on a construction of knowledge that is as necessary as the sciences that privilege experimentation with results obtained from the strictness of rationality, represented by measure controls and results evidenced in a measure of exact sciences.

It is in this context that we start the limitations of these apparently vague lines, that gain form and precision as we limit the body that uses different pedagogical strategies and recognize the value of each scene occurred in the tutorial scenarios and that were projected based on the experiences of the mind and on the future wishes of each participant in this study, and that allowed us to create the following category for this study: *The effects of teaching strategies on the body that learns.*

We know of the need of having at least two bodies that interact from the use of pedagogical strategies for the teaching-learning process to occur. In this context in which the transmitter and receptor bodies are presented, from a verbal or body message, the possibilities to model the knowledge and actions scientifically in several learning scenarios are presented.

For this moment of data discussion, the teacher's body and the student's body and the scenario are understood as one integrated and complex set that directly influence the creation and transmission of messages, that reveal knowledge and need to be decoded, for the training of thinking professional before the reality presented.

In this sense, a reflection on the creation of knowledge from different pedagogical strategies invites us to think about

[...] the increasingly more serious effects of the fragmentation of knowledge and the inability to articulate them to one another; on the other hand, considering that the ability to contextualize and integrate is a fundamental quality of the human mind that needs to be developed and not stunted.⁸

Teaching has always been a challenge to many of us, especially when it comes to a way of getting nursing students who are used to a teaching method that privileges biological aspects, oriented to disease signs and symptoms, to learn from another perspective, from other dynamics, and with other objectives.⁹

These objectives cross over the desired ability to understand the individual as a single being with different needs that include physiological, economic, social, cultural factors, among others. Also, the ways of teaching must include the concern with discussing, encompassing and amplifying this biomedical vision to integrate humans with the world's diversity, this, currently, changes its contexts rapidly and devastatingly.

Another aspect to be considered as a challenge, many times, is the fact that we do not realize, when teaching or producing scientific texts oriented to the nursing training, the effects that are produced when the students are invited to learn nursing.

Therefore, we assume that the different pedagogical strategies are used to create the role of being a nurse. These ways to mold the professional future can oscillate in a continuous movement between encouraging freedom and imprisoning in the teaching scenario.

In this category, the decoding units found as teaching-learning strategies that were able to generate effects on the students bodies are described, as follows for discussion: I - experiences, II – use of drawings, III - questioning, IV – individual and oriented approaches and the last unit dedicated to V – teacher-student assessment.

The first unit reveals the importance of articulating theoretical and practical aspects triggered by the teacher in the tutorial scenario as a teaching strategy. The students showed positive effects on their bodies when the teacher created, among the discussions, mental images experienced in relation with their actuation area in nursing or when he/she used the images given by the students in previous activities in the profession.

About teaching and apprehending reality, it is understood as

[...] a fundamental knowledge for the educational experience and as regards its nature. As a teacher, I need to move with clarity in my practice. I need to know the several dimensions that characterize the essence of the practice, which can make me more confident in my own performance.¹⁰

This is evidenced in the organization of the testimonies selected and listed below:

I believe that it enriches our knowledge, when the teacher brings his/her experiences, knowledge exchange with colleagues, to put into practice.(E 1)

It is really a matter of the teacher's practice, he would bring his experiences with his patients, it was enriching to us, (...) (E 2)

The knowledge is enriched when the teacher brings his/her experiences. (...) showing his/her practice can make up a relation. (E 3)

When the tutor was the teacher in supervised training, it added up to tutorship (...) (E 7)

About decoding unit number two, the teacher's body interacts with the student's body, from invitations to create

drawings that reflect the curricular text previously studied by the students and will be processes, i.e., discussed with the teacher and the other students, in the tutorial sessions.

Thus, we are involved by the exploitation of the learning process basic sequence, from this teaching strategy: a) the student explores the linguistic images presented in the researched texts and books, b) the student produces mental images consisting in the projection of curricular content in his/her imagination, and, finally c) the student creates a drawing and explores in the fixed image what was learned on the subject. This confirmation is related with the following testimonies:

(...) some tutors, like student "six" mentioned, that stimulated us to draw (...) thus, everything you write and draw is recorded in memory. (E 8)

(...) the visual with the theory, how important it is. You're there, you brought the study done at home and visualizes it in the board, it's so much easier. (E 9)

As regards the tutor that I remember who used drawings and paintings, (...) indeed, It facilitates learning. (E 10)

(...) there was a lot of drawings on the board and the tutor explained and everyone interacted really well, it was easy to learn. When the tutor was the training teacher, he ended up adding in tutorship (...) (E 11)

In this aspect,

[...] the complementarity of the images and words is also in the fact that they feed on each other. There is no need of a co-presence of image and the text for the existence of the phenomenon. Images engineer words that engineer images in an endless movement.¹¹

The third decoding unit alternated between the positive and negative effects on the bodies that learn or not in the tutorial scenario. It was evident, in the testimonies, that the questions, when delivered and properly explored on the theoretical point of view, facilitated the learning process.

Conversely, when the teacher discussed a certain subject and offered no return of the information, the learning was incomplete, and this generated anxiety, uncertainty and inference by the students about the lack of domain of the content in matter. For assessment purposes, we listed two testimonies that illustrate each effect of this unit that can be shown as follows:

(...) what really helps is to arouse curiosity in the student. All those approved did exactly this, they sort of asked from us "are you really certain of this? (E 13)

I had good tutors, they were always questioning us: "why this? Why that? What is the nurse's role in this?" (E 16)

(...) raising a lot of questions: "why? How?". This doesn't actually encourages us to research and search (...) (E 14)

Because just asking, interrogating, it adds nothing to me, (...) (E 15)

The teacher's body, sometimes mentioned as tutor by the students in this study, acts as a teaching process facilitator, and must ask: how, why and when we learn; how we experience and feel learning; and what are the consequences on life.¹²

As shown in the testimonies in the third decoding unit, the participants showed that, many times, the teacher's body caused unpleasant effects on their bodies (abusive questioning), from this teaching strategy, because most of the times they could not guide the discussion, only told the students to discuss and the questions were not answered.

The fourth assessment unit leads us to reflect on the body that teaches and, at the same time, cares for the body that learns. This occurred from teaching approaches and strategies, which are individualized and proper to the single needs of each person. This can be seen in the following testimonies:

(...) he (teacher) talked to me in private and said: "you need this, this and this, I know you have content, you just get lost sometimes, you need to organize yourself better." (E 1)

She asked to speak to each of the students in the end, and this was important (...) (E 2)

(...) the teacher approached the subject and tried to explain to that "student" differently. And that is how we learned, (...) (E 8)

From these considerations and in agreement with the testimonies, we believe that the teacher's body, when listening and respecting the thoughts of each student, recognizing/stimulating his/her individual abilities and make extracurricular appointments were responsible for facilitating the learning of curricular texts on nursing, played in the tutorial scenario.

The last decoding unit is comprised of the assessment as a teaching methodological strategy and showed dubious character in the students' testimonies, because it alternated between encouragement and discouragement to search for knowledge in nursing.

In terms, the assessment consists on the last step of a teaching modelled from problems and that is routinely done with the purpose to strengthen the group learning. At this moment, the student is invited, in addition to self-

assessment and student-student assessment, to assess the tutor development, in order to improve the collective learning process.

About this, it is important to emphasize that:

[...] it still necessary to make our peers aware that the process demands an ever greater will to renew our thoughts on education, and that our active methods facilitate the significant learning supported on trust and communication with no obstacles of ideological and selective inequality among the individuals.¹³

The assessment as teaching methodological strategy oscillated and showed inaccurate character in the students' testimonies, because it alternated between encouragement and discouragement to search for knowledge in nursing, as shown in the testimonies below:

Some teachers don't know how to assess the student. This is very serious because it discourages the student, he goes to tutorship, he studies and then the teacher lowers his grade (...) (E 2)

I did not like the way some tutors acted with us, when one student assessed the other (...). I think this disturbed and inhibited the colleagues and embarrassed them (...) (E 4)

(...) a very good thing that the tutors did was the assessment at the end of tutorship. In a way, they encouraged you to study and to bring knowledge there, (...) (E 8)

(...) the insufficient makes us reflect on something left in deficit, to return in this study and bring to tutorship with more justification. (E 9)

It can be said, undoubtedly, that the continuous assessment is still a challenge in pedagogical teaching practices in the integrated curriculum, once the body that that teaches, many times, must recognize the limits of its knowledge and the significant gain from its interaction with the student's body.

CONCLUSION

We knew the importance of drama games in nursing teaching; however, we took the chance to assume them as methodological strategy, in which, from the live art, we produced carefully prepared and strictly random instants, which allowed us to visualize the contours of the students' mental images, represented by their content units.

In the field of the ways of teaching and their influences, the nursing students bring up, as fundamental, the characteristics of knowing how to do, which were coupled to the teachers' experiences.

In the field of teaching practice action, the discovery of singularities, potentialities and deficiencies during assessment processes were pointed out, in addition to the use of questions and drawings (creation of images) to facilitate the comprehension of curricular texts.

We believe that other original essays that link the nursing teaching with methodological elements of drama, herein represented by the use of drama games to produce data, are conducted in other investigation studies on the perspective of pedagogical strategies, which are performed by the teachers bodies when teaching the exercise of caring to the students.

At last, we emphasize the need for pedagogical strategies that are less rigid and integrated that forward the nursing students from the production of pleasant effects on their bodies for the interpretation of sensible caring behaviors that the profession and the clients deserve.

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