



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research
Vol. 09, Issue, 11, pp. 31728-31733, November, 2019



RESEARCH ARTICLE

OPEN ACCESS

TEACHERS 'PRACTICES AND CHALLENGES OF A NURSING COURSE IN THE STATE OF TOCANTINS, BRAZIL

Hanari santos de Almeida Tavares^{1*}, Luciana do Socorro Lima da Silva², Maria Lúcia Paulino Silva², Juno Brasil Custódio de Souza¹, Ricardo Henrique Paes Barreto Peixoto¹, Alírio Sérgio Mareco Batista¹, Joceane Silva Parente¹, Renilda da Silva Soares³ and Cristiana Maria de Araújo Soares Gomes³

¹Universidade Estadual do Tocantins/UNITINS

²Acadêmica do Curso de Psicologia da Escola Superior da Amazônia/ESAMAZ

³Bibliotecária-Documentalista do Instituto Federal do Tocantins/IFTO

ARTICLE INFO

Article History:

Received 03rd August, 2019
Received in revised form
11th September, 2019
Accepted 16th October, 2019
Published online 30th November, 2019

Key Words:

Education,
Pedagogical Practices,
Upper Level.

*Corresponding author:

Hanari Santos de Almeida Tavares

ABSTRACT

This paper discusses the pedagogical practice of the university teacher, focusing on their initial and ongoing training in educational practice and to reflect this practice seeking to build a relationship with the knowledge necessary for a role as a teacher. We know that with so many technological advances, we see the need to adapt the professional level above ordinary life in a globalized society. This is a qualitative research, important benchmarks were used to achieve the proposed objectives at work. The studies showed a need to consider the pedagogical practice within a training context, therefore, the discussion revolved around a competent practice as a result of a training focused on the action with teacher quality, research directed to the acceptance of the fact that IES does not give the process of initial training of these professionals, the professor of higher education itself is responsible to give future teachers a theoretical and empirical support facing a good practical education development. Sharing this idea that the professor is the greatest trainer of young professionals that seek to discuss various issues in the course of this study emerged.

Copyright © 2019, Hanari santos de Almeida Tavares et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Hanari santos de Almeida Tavares, Luciana do Socorro Lima da Silva et al. 2019. "Teachers 'practices and challenges of a nursing course in the state of tocantins, Brazil", *International Journal of Development Research*, 09, (11), 31728-31733.

INTRODUCTION

Law of guidelines and base of education (LDB) considers that Higher Education Institutions as an instrument of diffusion and materialization of teaching, in research and extension, the foundation that support the path to knowledge, develops the character and understanding of man and the living environment (MESQUITA, 2012). The foundation that directs higher education is not exclusively related to the teacher's pedagogical formation, graduating and specializing in the qualified area is not enough to prepare the teacher for teaching, continuing training is necessary to pedagogically enable the teacher, giving you conditions to accompany and know changes that occur in education and that may contribute to your professional and personal progress. Nowadays, with technologies and constant changes in the professional sector in general, it is necessary to use tools that make life easier for

teachers and students. However, academia requires a more up-to-date professional who responds to the constant changes in technology and society. We know, however, habits, behaviors and practices do not change with the same speed that changes occur in society. In our country, traditional higher education is still worked on, in which the teacher is the main agent in the teaching-learning process, developing a methodology focused on the transmission of knowledge (SEVERINO, 2011). Many teachers are still far from innovative pedagogical practices, remaining conservative, resisting leaving outdated methods where the teacher has all knowledge, where teaching is teacher-centered. The analysis of this context motivated us to develop this investigative work, motivated by the interest and the need to better understand how the pedagogical practice of the higher level teacher is established and the difficulties encountered in his career. In this article we aim to trace the professional profile of the university professor, characterizing the pedagogical practice used in his experience as a teacher.

To carry out this work, a qualitative research was used, in which the interlocutors register their speeches through writing. This approach seeks to describe the teacher's experiences and experience, to characterize the pedagogical practice developed by him.

METHODOLOGY

Five (5) university professors of the nursing course of a public institution in the teaching profession with different degrees and degrees were researched. Teachers were invited to participate in the study. The researcher explained what the study was about and guaranteeing that the participants, committing that there would be no physical or psychological form. All participants answered the questionnaire after the informed consent form (ICF) was signed. During the data collection process, two instruments were used: the questionnaire and the written narrative. The first with open questions and the second closed to profile the research subject. The research process was done through e-mail, sent the questionnaire to the teacher to be answered in a timely manner and not to hinder his work.

activities related to research and extension, as mentioned. As previously described, the axes of analysis were built taking into account the fundamental aspects established in the objectives proposed to characterize the pedagogical practice of the nursing teacher, identifying how these professionals, in the experience of the teaching profession, consolidate being a teacher and which are the main ones. aspects marked the processes of becoming a teacher by profession, as shown in Table 2 below:

It is pertinent then to highlight here the distinction between being and being in the teaching profession. On the one hand, the "being" teacher refers to a state of mind, of personal and professional fulfillment, of the awareness of his role in society and of his total involvement with the profession. On the other hand, "being" a teacher configures a transitory, transient and circumstantial situation (HELMER, 2012). In this sense, the analysis of the narratives of the interlocutors, regarding the way they entered teaching, reveals teaching as a secondary professional activity, although, in general, the investigated subjects demonstrate identification with the teaching profession.

Table 1. Characterization of the research interlocutors

Participant	Age Range	Titration	Titration Area	IES Work Regime	Exercise time in Higher Teaching	Professional Exercise Outside Teaching
01	31-40	Doctor	Nurse	Integral	07 months	Not
02	31-40	Expert	Nurse	Integral	09 Years	Not
03	25-30	Master	Nurse	Integral	05 Years	yes
04	31-40	Expert	Nurse	Integral	04 Years	Not
05	31-40	Expert	Psychologist	Parcial	08 Years	Not

Source: Research Data (2016)

Table 02. Analysis and Indicator Axes

ANALYSIS AXES	INDICATORS
I. Professional qualification	The encounter with the teaching profession - Striking aspects experienced in the initial phase of the teaching exercise
II. Professional Trajectory	- Challenges faced in the daily life of the profession - Forms of resignification of the way of being a teacher - Need to seek a pedagogical formation.
III. Pedagogical Practice	- Ways of developing pedagogical practice. Relevant aspects for the development of Pedagogical practice. - Learning acquired in the experience of Pedagogical practice.

Source: Research Data

RESULTS AND DISCUSSION

Based on the data collected through the closed question questionnaire, we draw the profile of the research interlocutors, according to table 01. In order to preserve the identity of the subjects, the teachers were enumerated. The demonstration of figure 01: indicates that 92% of the students interviewed can define the purpose of the seminar, while 8% are not aware of this purpose. The data summarized in table 01 indicate that the study interlocutors are teachers at different career stages. They indicate that most professionals only work in teaching, except for one who has another employment relationship. The teachers surveyed are between 31 and 40 years old. Of this set of teachers, 01 subject has a doctorate title, 03 have the title of specialist and 01 title of master. As for the work regime, most have exclusive dedication, and only one is hired on a partial basis. Within their workload, time for the development of other professional activities outside the classroom context, such as extension activities, participation in internal committees, among others. The teachers hired with part and full work regime develop, besides teaching, other

Thus, the narratives of the interlocutors related to their teaching career, particularly regarding the encounter with teaching, are full of facts and discoveries, and it can be observed that the entry into teaching was motivated by various factors, as shown. in the following reports:

I always wanted to be a teacher. The claim dates back to the times of elementary and high school. The immense admiration for the good masters kept burning this flame of one day becoming a master too. After college, the first concern was the Masters selective. Overcoming this step the next step was to do the doctorate (Subject 01)

After completion of specialization, doing didactic training (subject 02)

Even when a nursing student was awakened in me the desire to be a teacher and always put among my professional goals to prepare for it. Upon completion of my undergraduate degree I entered the master's degree, but my encounter with the teaching profession took place while I was studying for the master's degree (subject03).

My first contact with the classroom was due to my financial need, due to the lack of opportunity to practice my profession as a nurse. After finishing my specialization, I participated in a selective for a designer teacher, in which I am a teacher and course coordinator until the end of the year. I develop teaching with a lot of love and pride (subject04)

From an early age I always wanted to be a teacher. I was also a private calculus teacher (subject05).

It is pertinent then to highlight here the distinction between being and being in the teaching profession. On the one hand, the "being" teacher refers to a state of mind, of personal and professional fulfillment, of the awareness of his role in society and of his total involvement with the profession. On the other hand, "being" a teacher configures a transitory, transient and circumstantial situation (HELMER, 2012). In this sense, the analysis of the narratives of the interlocutors, regarding the way they entered teaching, reveals teaching as a secondary professional activity, although, in general, the investigated subjects demonstrate identification with the teaching profession. Thus, the narratives of the interlocutors related to their teaching career, particularly with regard to the encounter with teaching, are full of facts and discoveries, and it can be observed that the entry into teaching was motivated by various factors, as shown. demonstrado nos relatos a seguir:

I always wanted to be a teacher. The claim dates back to the times of elementary and high school. The immense admiration for the good masters kept burning this flame of one day becoming a master too. After college, the first concern was the Masters selective. Overcoming this step the next step was to do the doctorate (Subject 01)

After completion of specialization, doing didactic training (subject 02)

Even when a nursing student was awakened in me the desire to be a teacher and always put among my professional goals to prepare for it. Upon completion of my undergraduate degree I entered the master's degree, but my encounter with the teaching profession took place while I was studying for the master's degree (subject03).

My first contact with the classroom was due to my financial need, due to the lack of opportunity to practice my profession as a nurse, after finishing my specialization I participated in a selective for a designer teacher, in which I am a teacher and coordinator of the course until time. I develop teaching with a lot of love and pride (subject04)

From an early age I always wanted to be a teacher. I was also a private calculus teacher (subject05).

Striking aspects experienced in the initial phase of the teaching exercise

The entry into the teaching career is characterized as a moment marked by significant situations for the teacher. The exercise of any profession is characterized by various events that can mean positive or negative experiences. In this way, the teacher builds competences and skills that will give him / her subsidies for the development of the teaching work, because teaching is

a complex task that involves much more than the domain of specific content, including also the domain of pedagogical content, the teachers. which are constituted to the extent that the teacher experiences the teaching-learning processes, through their relationship with their peers, which makes them learn at the same time (AZEVEDO, 2011).

We sought to know which aspects marked the initial phase of the teaching exercise of our teachers, which highlighted the following narratives:

Within the teaching activity, I can say that there are many challenges faced in daily life, most notably as important for this activity, the constant search to organize classes that are dynamic and innovative, as well as always stay up to date. (subject01)

The biggest challenge is to teach students who often do not want to learn but only have a degree in the future. (subject02)

The most striking aspects of the beginning of my career as a teacher were the satisfaction of working on what I like, the happiness of my students recognizing my work. (subject03)

I started my life as a little shy teacher, but always trying to excel in respect and commitment to the students. Little by little I increased my classes. (subject04)

I can highlight as a striking aspect in which I experienced in the early phase of my teaching career, the small (but good quality) number of students who were really interested in the subjects. Most students are disinterested, which makes our work within the classroom difficult. (subject05)

Based on this set of narratives, we realized that the aspects that marked the beginning of the teaching exercise of the interlocutors were insecurity, the search for a good relationship with the students and the concern to develop attractive didactic activities for student motivation.

By the way, the narrative analysis reveals its insecurity at the beginning of the function in the higher teaching. From the logic of survival in the teaching profession and according to Felden (2013), this phase of career initiation, loaded with tensions, strengthens knowledge and the ability to teach.

Professional career

In this topic we present reports of the interlocutors about their professional career in higher education. Therefore, we established three indicators of analysis related to this axis, as indicated by the narratives: knowing what are the challenges faced in the daily life of the profession; what are the ways of reframing the way of being a teacher, that is, in what way, starting from the confrontations experienced in the day-to-day teaching practice, the teacher finds strategies, creates new mechanisms and acts to overcome these dilemmas; Finally, we seek to understand how this group of teachers reveals their needs and seek to train themselves pedagogically for a better development of their pedagogical practice. O professor do ensino superior depara-se constantemente com inúmeras situações que podem marcar sua trajetória como já dissemos,

de forma positiva ou negativa. No desenvolvimento da prática pedagógica, surgem inúmeros desafios que devem ser enfrentados.

The main challenges experienced were reported below.

I find it extremely relevant and rewarding to find ways to make things interesting, but I also consider it one of the biggest challenges we have to face. In addition, I add that every day new challenges come up, but the biggest one is getting the motivation of the class. (subject01)

As a professional career it is possible to highlight that the Biological teacher has to have deep experience with what he is teaching and, at the same time, try to pass this knowledge in a more simplified way to the students, so that the contents are better absorbed by them. . (subject02)

Considering the discipline that I minister already arises a first obstacle is the antipathy that, among students, nourish in relation to biostatistics. (subject03)

The biggest challenge in the early stages of my teaching career was overcoming this insecurity, but as I knew I had mastery of content and practical experience, I soon felt more comfortable in the classroom. (subject04)

With the first class, I had difficulties to reconcile the content of the discipline with the workload offered. However, this aspect was overcome in the following semester, when I was able to plan the theme needed for each chapter and to exercise greater control over student participation. (subject05)

According to Lima and Reali (2010), initial insecurity appears as a challenge in the report of several interlocutors, and this period of initiation to teaching has proved to be an important moment for the process of learning to be a teacher.

The ways of reframing the way of being a teacher

By following the paths of teaching practice and the confrontations experienced in this course, the teacher is implementing changes, while seeking alternatives to innovate his teaching action. In this process, the exercise of reflection is important, because, in addition to the knowledge and know-how proper to their specific professional action, indispensable for the teaching exercise, the teacher also needs to develop daily ways that improve his class and his pedagogical practice.

At the beginning of my career I was a harsher and more adamant teacher, with timings, frequencies and grades. Today I adopt a slightly more flexible posture so as not to be intolerant. This attitude was acquired with time and maturity in the profession. (subject01)

With the experience of the teaching profession, I can say that I changed my attitude towards my students, because I am aware that I must be open to learn from the students themselves. Also, today I can say that I am a more mature professional and I owe it mainly to my willpower to learn and give good quality classes. (subject02).

With the first class, I struggled to reconcile the content of the discipline with the workload offered by my work

outside the university environment, after some time I managed to reconcile without problems and improve my classes. Of course, only living in the classroom makes it possible to improve activities. Each class has its peculiarities and represents a challenge, providing a different learning. (subject03)

Early in my teaching career to this day, I certainly matured in many ways. At the core of my beliefs, however, I remain the same: a teacher who has a transparent relationship with his students. (subject04)

Before I used only a whiteboard. Later I started to use slides, videos, walk classes, visits, finally, make the classes taught by me dynamic and attractive. (subject 05).

From this perspective, the daily pedagogical practice must be accompanied by a critical-reflexive behavior on the part of the teacher, which leads him to overcome the instrumental dimension of teaching activity and lead him to the appreciation of a more critical and participatory practice (BRITO 2007). It is noticeable in these reports how much the teacher is constantly questioning what he thinks and what he does. In this process, as he begins to reflect as a natural consequence of his actions, this attitude is incorporated into his practice.

Need to seek pedagogical training

Pedagogical training still seems to be neglected by many teachers. Teachers who share this thinking rely exclusively on the mastery of the specific content and professional experience of their education as sufficient requirements for the good development of their activity in higher teaching, thus acting as reproducers of knowledge and disregarding that teaching knowledge is built and improved in the daily exercise of pedagogical practice. In this context, continuing education can provide teachers not only intellectual, but also emotional and ethical preparation to practice teaching. Mendonça (2015) points out that the teacher's responsibility to pursue continuing education is the greatest indication of their professional commitment.

Turning to the specific case of the interlocutors of this study, we saw that, in general, most seek continuing education as a form of personal investment in the teaching of law, as shown below:

I find pedagogical training important, since there are methodological aspects that serve as guidance for teachers' pedagogical practice regarding, for example, variations in techniques used in and outside the classroom, improvising to avoid predictable and monotonous classes. I have done some refresher courses in this area. (subject01)

I think it is necessary. I became a much better teacher after this training, and during the continuing education courses. I attended training courses at the Federal University of Pará, besides reading books on the subject. (subject02)

Pedagogical training is certainly important in teacher education. My educational background is mainly due to the readings and my daily experience. (subject03)

I consider the pedagogical formation essential, and in this we teachers feel a gap. We were not trained to be a teacher. I seek to update myself on pedagogical practices by reading about the subject. (subject 04)

I think pedagogical training is of the utmost importance; I imagine, even, that every educational institution, not only colleges should have a great concern with such training, because, beyond that, surely, there will be immediate return for them, as their professionals will always improve their performance. (subject05).

Thus, we understand continuing education as being necessary to improve and deepen the studies and professional development techniques already obtained, taking place in a contextualized way and enabling the construction of knowledge about the pedagogical practice, from a critical reflection on the universe in which the teacher is inserted. This critical reflection process involves the thinking and doing of teachers, in which teacher education programs are based, starting from the educational conception that conceives teaching as a complex activity that demands from teachers an appropriate pedagogical formation and that goes beyond mere development. of technical skills and mastery of specific knowledge. Thus, the pedagogical formation should include dimensions related to ethical, affective and political-social aspects related to teaching.

The pedagogical practice

As a last axis of analysis, we seek to apprehend and characterize the forms of professional development of the college teacher, what aspects this professional value and consider relevant in this process and what are the main lessons learned and acquired in teaching. Let's see below what the narratives of the interlocutors revealed about the development, relevance and learning from their professional career in higher teaching. The contemporary educational paradigm makes us reflect on the development of pedagogical practice based on a reflective teaching action based on dialogue, exchange of experiences, research and applicability of content, requiring greater involvement of all subjects participating in the process of teaching. teaching-learning. In this context, one of the main competences required of the teacher is his ability to articulate curriculum contents with the social reality in which the student is inserted, in order to contextualize teaching.

To understand how the interlocutors develop their pedagogical practice in the daily life of their teaching action, let's see what their narratives reveal:

In my classes, I try to develop well my pedagogical practice in the elaboration of the course plan, lesson plans, class scripts, complementary texts, practical activities, scavenger hunts and so on. I also believe that making the entire class scripts available to students before class greatly enhances learning. (subject01)

I work with distance education, assisting in the preparation of tasks and calendars of the semester. The practice is developed within this, following the methodology that is determined during these meetings. (subject02)

I always try to make myself understood, but without being superficial. I only teach subjects that I have mastery and always seek to respect students, believing in their potentials and worrying about the critical and humanistic formation of students. (subject03)

In my specific case, even after structuring the slides according to the course syllabus, I still try to make a previous review and update the examples, and change the configuration of the slides. [...] I also try to prioritize the practical aspect of the discipline through exercises developed from concrete cases. (subject04)

Today, in my classes, I seek, besides transmitting the content of the subjects, relating them to the everyday examples of each one, as well as alerting students to specific points that deserve greater attention, as they are required in exams for internship contest, for public office contest. (subject05)

Relevant aspects for the development of pedagogical practice

In this indicator we seek to understand within the teaching narratives, which aspects consider most relevant to the development of their pedagogical practice. This analysis makes it possible to discover what meanings are attributed to the teaching action and what is its importance in the development of its professional career in higher teaching.

Let's look at the following reports:

It is also relevant that I always worry about passing on knowledge linked to life experience and practical utility, so I see a growing admiration and respect from my students. (subject01)

Develop different methodologies, never the same, which becomes tiresome and repetitive. Using a constructivist dynamic is also crucial for students to be part of the learning process. (subject02).

I consider it extremely relevant that the teacher seeks ways to articulate theory to practice, contextualizing the subject given in the classroom and making the subject attractive and pleasurable for the student. (subject03)

I consider relevant to always be looking for quality classes, reconciling theory with practice, making students experience in practice what is discussed in the classroom. (subject04)

I can say that the most relevant aspects in the development of my pedagogical practice occur in the search for the best effectiveness of knowledge transmission. (subject05)

In general, the reports reveal that the interlocutors have as a way to guide the teaching work, the concern to create strategies and apply new forms and didactic contents that favor their role as mediator and articulator of the teaching-learning process, which are conducive to the development of student critical thinking, respecting mutual respect and admiration, rather than prioritizing power structures between teacher and student. These innovations are important, especially at the

moment when we live marked by constant changes (MIZUKAMI, 2010).

Learning acquired in the experience of pedagogical practice

In his role as an educator, the higher education teacher, as he teaches, also learns, a process that makes him an active subject and responsible for his own knowledge. Thus, teaching also becomes a source of knowledge and knowledge construction. Seeking to understand how teachers build learning in the different contexts in which they act throughout their teaching career, we analyze the teachers' narratives, as follows:

Each day, starting from my experience as a teacher, I am creating better strategies to promote the articulation between theoretical knowledge and its practical application and, consequently, this increases the students interest in the subject. (subject01)

I am learning a lot from this current moment. Practices developed as directed studies, group work such as theater, lectures, serial album, documentaries. (subject02)

As ways of learning in my teaching path, I can say that I learned to plan and organize my classes every day, in order to prioritize the teaching process in an articulated and contextualized way. (subject03)

I learned how to plan the goals I want to achieve with students in and out of the classroom. (subject04)

As constant learning in the experience of pedagogical practice highlights that, for an effective transmission of knowledge, it is necessary: first not to think that you know everything; second, to seek to transmit their knowledge in a more humble manner, making interpretative reductions within the reach of the students; Third, listen carefully to the student's question and then try to best solve their doubts, always observing the previous steps. (subject05).

No geral, contém elementos articulados de processos reflexivos e ações efetivas de práticas pedagógicas coerentes. Dessa forma, a docência no ensino superior é desenvolvida de maneira que vai além da mera dimensão técnica, constituindo-se também de conhecimento e conteúdos práticos contextualizados, prezando pela ética e valorizando o respeito e o relacionamento afetivo entre professor e aluno (PEREIRA, 2006).

Conclusion

The lack of pedagogical knowledge of university professors, is also the result of their own education, can affect the formation of future professionals who need knowledge. Generally, university teachers are not stimulated by this issue of teacher education and their pedagogical self-education. This formation can be well conducted, critical, with good pedagogical foundations, in contact with the SUS school, in the form of research, trying to overcome, in this process, the pedagogical model that the students experienced most - transmission / reception. The teacher, in interaction with his students and based on the knowledge already established by the various sciences, can effectively produce, create and recreate knowledge proper to student activity and teaching.

This enables each member of society to participate responsibly in the creation / recreation of their environment, modifying and rectifying mistaken decisions. The subject's mind is never ready, it is elastic, it can constantly change in social and cultural interaction, so that this process happens it is necessary to review the practices and methods used in teaching.

REFERENCES

- AZEVEDO, M. R. D. C. 2011. Teaching to research: what university professors who guide monographs learn. 271f. Doctoral Thesis - Federal University of Ceará, Fortaleza, 2011.
- FELDEN, E. DE L. 2013. Professional Development Teacher: Challenges and tensions in higher education from the perspective of area and course coordinators. 2013. 281f. Doctoral Thesis - University of the Rio dos Sinos Valley, São Leopoldo, 2013.
- FERNANDES, Cleoni M. Barboza. Teacher education, ethics, solidarity and citizenship: seeking the humanity of the human. Ethics and Teacher Education: policies, responsibility and authority in question. Sao Paulo: Cortez Publisher, 2011.
- HELMER, E. A. The process of building professional teaching at the Federal Institute of Education, Science and Technology of São Paulo. 2012. 259f. Doctoral Thesis - Federal University of São Carlos, São Carlos, 2012.
- IMBERNÓN, F. Teacher and Professional Education: training for change and uncertainty. 9. ed. Sao Paulo: Cortez, 2011.
- LIMA, S.M. ; REALI, A.M.M.R. The role of basic education in the professional learning of teaching (can one learn to teach in the basic education course?). In: REALI, A.M.M.R; MIZUKAMI, M.G.N. (Eds.). Teacher training, pedagogical practices and school. São Carlos: EdUFSCar, 2010.
- MENDONÇA, Erica Toledo de; et al. Paradigms and trends of university education: the action research methodology as a teacher education strategy. Interface, Communication Health Education, 2015; 19 (53): 373-86. Available at: <http://www.scielo.br/pdf/icse/v19n53/1807-5762-icse-19-53-0373.pdf>
- MIZUKAMI, M.G.N. (Eds.). Teacher training, pedagogical practices and school. São Carlos: EdUFSCar, 2010.
- MOSQUE, Simone Karine da Costa. Pedagogical approaches in nursing education: understanding of nursing teachers. Dissertation (Master) - Federal University of Rio Grande do Norte, Health Sciences Center, Nursing Department, 2012. Available at: https://repositorio.ufrn.br/jspui/bitstream/123456789/14754/1/SimoneKCM_DISSERT.pdf
- OLIVEIRA, Agostinho Carlos; ARAÚJO, Samira, Maria. Active learning methods: a brief introduction. 2015. Available from: Access on: SEPTEMBER 22, 2019.
- PEREIRA, J.E.D. Teacher education: research, representations and power. 2. ed. Belo Horizonte: Authentic, 2006.
- SEVERINO, Antonio; SEVERINO, Francisca Eleodora Santos, (org). Teacher education, ethics, solidarity, and citizenship: seeking humanity in the human. Sao Paulo. Cortez, 2011.