

**HIGHER EDUCATION IN NURSING IN THE FACE OF THE COVID-19
PANDEMIC**

**O ENSINO SUPERIOR EM ENFERMAGEM DIANTE DA PANDEMIA DA COVID-
19**

**LA ENSEÑANZA SUPERIOR EN ENFERMERÍA ANTE LA PANDEMIA DE
COVID-19**

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ABSTRACT

The COVID-19 pandemic has prompted discussions about nursing education practices in a model that has been little explored in institutions, with nurse educators and public and private institutions taking action to enable the educational development of nursing students in the current context. This is a descriptive study based on a narrative review of the literature. Searches were conducted in the Latin American and Caribbean Health Sciences Literature (LILACS), Scientific Electronic Library Online and National Library of Medicine (PubMed), and Scientific Electronic Library Online (SciELO) databases. Eight articles were selected for this study, which were analyzed and discussed under three themes: the shift from face-to-face to remote teaching, the use of Information and Communication Technologies, and the development of students' critical thinking. Thus, this study demonstrated that there was a need to reinvent and develop new teaching strategies, use technologies combined with teaching, and find ways to foster critical thinking in students, enabling them to apply their knowledge in real practice under any circumstances. In addition, it is evident that social inequality and lack of access to technologies directly affected remote teaching during the pandemic.

Keywords: COVID-19. Higher Education. Nurse Professor.

RESUMO

A pandemia da COVID19 demandou discussões da prática de ensino de enfermagem em um modelo pouco explorado anteriormente em instituições, cabendo aos professores-enfermeiros e instituições públicas e privadas tomarem atitudes para possibilitar o desenvolvimento educacional dos alunos de enfermagem no atual contexto. Trata-se de um estudo de caráter descritivo com base na revisão narrativa da literatura. As buscas foram realizadas nas bases de dados Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), Scientific Electronic Library Online e National Library of Medicine (PubMed), Scientific Electronic Library Online (SciELO). Foram escolhidos 8 artigos para compor o presente estudo, onde foram analisados e discutidos em três temas: Mudança do presencial para o ensino remoto, uso de Tecnologias de Informação e Comunicação e formação do pensamento crítico do discente. Assim o presente estudo demonstrou que houve necessidade de reinvenção e desenvolvimento de novas estratégias de ensino, utilização de tecnologias aliadas ao ensino e meios de alcançar o pensamento crítico do discente possibilitando a aplicação de seus conhecimentos na prática real sob quaisquer

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circunstâncias. Além disso, evidencia-se que a desigualdade social e a falta de acesso às tecnologias afetou diretamente o ensino remoto na pandemia.

Palavras-chave: COVID-19. Ensino Superior. Enfermeiro Docente.

RESUMEN

La pandemia de COVID-19 ha exigido debates sobre la práctica de la enseñanza de enfermería en un modelo poco explorado anteriormente en las instituciones, correspondiendo a los profesores de enfermería y a las instituciones públicas y privadas tomar medidas para posibilitar el desarrollo educativo de los estudiantes de enfermería en el contexto actual. Se trata de un estudio descriptivo basado en una revisión narrativa de la literatura. Las búsquedas se realizaron en las bases de datos Literatura Latinoamericana y del Caribe en Ciencias de la Salud (LILACS), Scientific Electronic Library Online y National Library of Medicine (PubMed), Scientific Electronic Library Online (SciELO). Se seleccionaron ocho artículos para componer el presente estudio, que se analizaron y discutieron en tres temas: cambio de la enseñanza presencial a la enseñanza a distancia, uso de las tecnologías de la información y la comunicación y formación del pensamiento crítico del estudiante. Así, el presente estudio demostró que era necesario reinventar y desarrollar nuevas estrategias de enseñanza, utilizar tecnologías aliadas a la enseñanza y medios para alcanzar el pensamiento crítico del estudiante, permitiendo la aplicación de sus conocimientos en la práctica real bajo cualquier circunstancia. Además, se evidencia que la desigualdad social y la falta de acceso a las tecnologías afectaron directamente a la enseñanza a distancia durante la pandemia.

Palabras clave: COVID-19. Educación Superior. Enfermero Docente.



1 INTRODUCTION

Education is nothing more than a perceived idea about knowledge combined with practice, so educating is promoting knowledge from a rational line, whether scientific or philosophical, which is based on a process of action and reflection defended by Paulo Freire as a social process of transformation of reality. ¹

The role of the educator, and here we will deal with it as a teacher, goes far beyond the teaching of memorization and copying, the teacher, especially the one who applies his technical pedagogical knowledge in higher education, must contribute to the reflective formation of the space in which he teaches. It is a professional who produces knowledge who, based on training, experiences and understandings about reality, can multiply their knowledge. ^{2 3}

Considering that the teacher being in higher education must go beyond the contribution to the learning and specific development of each area, but for the formation of a reflective and critical character of the student, the teacher's understanding is necessary for this need. ³

In 2001, the National Curriculum Guidelines for the Undergraduate Nursing Course were created, based on the creation of a "Nurse with generalist, humanistic, critical and reflective training". ⁴ Education also establishes a flaw in the pedagogical processes for teaching, so it is understood that it is not enough just to be a nurse to be a teacher, but that it requires a great technical and pedagogical improvement for teaching in colleges or technical courses. ³

It is clear that there is a huge gap in relation to knowledge linked to practice and knowledge linked to theory, and many higher education professors think from the perspective of teaching a specific scientific field in their area without worrying about or relying on pedagogical-based knowledge. ⁵ The COVID19 pandemic demanded discussions of nursing teaching practice in a model that had been little previously explored in institutions, and it is up to professor-nurses and public and private institutions to take actions to enable the educational development of nursing students in the current context. ⁶

At the end of 2019, China identified the outbreak of a respiratory disease in the capital of Hubei province, Wuhan, which later attributed the cause to the new coronavirus called SARS-Cov-2 of the coronaviridae family. ⁷



On August 27, 2022, the World Health Organization (WHO) confirmed 596,873,121 cases and 6,459,684 deaths worldwide. On the same day, 34,368,909 cases and 683,397 deaths were confirmed in Brazilian territory. ⁸

In this context, classes in higher education were replaced by remote or distance learning classes, educational institutions had to adapt to the moment and outline strategies to maintain the teaching project for students and teachers had to rethink teaching practices and put into practice new teaching strategies and measures that could make the student participate and learn even in the face of distance. In addition, the socioeconomic impact, learning changes, and students' need for focus and dedication were important factors for the teaching measures. ⁹

The objectives of the present study were to discuss the changes in higher education in nursing in the context of COVID19 and to discuss the approaches of nurse professors in higher education in nursing in the face of the COVID19 pandemic;

2 METHOD

This is a descriptive study based on a narrative review of the literature. The searches were carried out in the Latin American and Caribbean Literature on Health Sciences (LILACS), Scientific Electronic Library Online and National Library of Medicine (PubMed), Scientific Electronic Library Online (SciELO) databases with the following associated health descriptors "COVID19", "Higher education" and "teaching nurse", using the search list "AND" among them.

The selection criteria were: research articles, in full, available in Portuguese, English or Spanish, that addressed the researched theme, articles published in the last 5 years, and were available online and free of charge. Duplicate articles and articles that did not include the previously exposed definitions were excluded.

3 RESULTS AND DISCUSSION

A total of 53 articles were found, 34 from LILACS, 3 from SciELO and 16 from PubMed. The abstracts were read, where 11 were selected for full reading, and after selective and exploratory reading, 8 articles were chosen to compose the present study. The narrative review is a broad review allied to continuing education and allows a discussion from a theoretical or contextual point of view ¹⁰.



Categories were created based on the selected articles that were considered relevant to the research objective.

3.1 FROM FACE-TO-FACE TO REMOTE

Faced with a scenario of uncertainty, higher education is faced with the need to adapt and transform itself into new teaching and learning processes, replacing face-to-face classes with live and recorded online classes, thus starting an emergency remote teaching process (ERE).^{11 12 13 14 15 16 17 18}

The implementation of the ERE was initiated through a health crisis that aimed to meet the training and teaching needs of Brazilian higher education students, who demand creativity from institutions and teachers in the way they teach.¹¹

The authorization to replace face-to-face classes in progress with remote classes even for undergraduate nursing courses came with ordinance 343 of March 17, 2020 of the Ministry of Education, so HEIs had to exceptionally adapt to the national scope, in order to contain the health crisis.^{11 12}

It is evident that the implementation of the ERE was given quickly to adapt to national regulations within higher education institutions (HEIs), so short-term planning made it difficult for teachers and students to make adequate use, in addition to evidencing the uncertainty of the isolation period and remote education.^{11 12}

In view of the need for implementation and planning, the implementation and dissemination of the uses of Technologies and Communication (ICTs) and the use of social media to enable remote teaching were also extended, so that there was the use of video classes, online materials and live classes via digital platforms.^{11 13}

A point to highlight was the need for the teacher to adapt in the context of teaching and working from home, since it was necessary to adapt to the new ways of teaching outside the student-teacher contact and thus becoming distant from the teaching process and having to adapt to domestic tasks, other activities at home and teaching.^{12 13}

The change in the teaching process, despite being classified as the most appropriate in the midst of the world context, had problems beyond the learning processes, deeper than that many students and even teachers had difficulties connecting and using technologies since 92% of households in Brazil have a cell phone, only 29% have a notebook and 23% have desktop computers.¹¹ Data such as these bring to light the reality of students and



Brazilians as a whole, as it makes explicit the low access to technologies, social inequality and fragility in the education system. ¹⁷

3.2 TECHNOLOGICAL AND COMMUNICATION STRATEGIES

In the implementation of ICTs, the lack of training and even some skills on the part of teachers was evidenced, which requires an innovation and technological education project, which was often not carried out and which generated resistance to changes from the face-to-face to remote teaching mode. ¹⁴

Teaching measures were adopted in order to increase student learning, such as live classes, recorded videos, use of slides with narrations, use of music, use of social networks, follow-ups in chats, groups and virtual learning environment the so-called VLE's, so it was possible to establish a range of strategies by managers of institutions and teachers to achieve greater student performance. ^{14 17 18}

In addition to the measures already explained, some institutions used three-dimensional simulations, online lectures, activities and questionnaires, flexibility in teaching methods, in addition to virtual meetings to discuss clinical practices. ¹⁵

Teachers played an essential role in the implementation of remote teaching measures, using existing ICTs, but little explored before the evident need, so the use of methods were inventions and reinventions of asynchronous and synchronous teaching materials, in addition to the use of virtual reality and augmented reality to enable the student to have a greater reach than the teacher's remote theoretical explanation. ¹⁶

3.3 CRITICAL THINKING TRAINING AND IMPACT ON THE TRAINING OF NEW NURSES

It is noted that the critical education of nurses and all higher education students is based on aspects of the application of their own profession, so a higher education education is based on the concepts of professional practice and theory. In the context of a pandemic, nursing students are encouraged to think critically and face any adversity that may occur in their daily practice and professional principles. ¹⁵

In Freire's education, the need for a didactic-pedagogical training is highlighted beyond a single knowledge, but for what is expected from current contexts, not based on the educator, but on the reality of the student in training. ¹⁶

It is known that in the context of nursing education, the student must have a learning concept based on the reflection of critical thinking based on evidence and on the possibility

of acting in the face of the principles that govern the Unified Health System (SUS) in health promotion, prevention and action, so in the face of the pandemic, nursing professors had to make use of even more advanced measures to be able to put into practice what is asked to the training of a nurse. ¹²

The use of ICTs in a strategic way was essential to maintain the application of the student's critical thinking even remotely, with the use of different ways of visualizing professional practice, theoretical thinking and the real applicability of what is learned. ^{12 14 17}

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4 FINAL CONSIDERATIONS

With the COVID19 pandemic, the need for reinvention and development of teaching strategies became evident, as well as investment in higher education given the problem of social inequality and the lack of access to technologies that have proven effective in remote teaching.

Information and communication technologies were great allies to professors in remote teaching processes since they made it possible to develop the didactic-pedagogical need for nursing education, even in the face of radical changes and personal needs of professors, virtual learning environments and asynchronous educational methods were the basis of remote teaching.

It is known the need to train students who can act and put into practice what is necessary even in adversity, so there was a need to emphasize the critical thinking of the student trained in an emergency context.

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