

## E-learning in the Undergraduate Nursing Course

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### Abstract and Objective

*This study aimed to show validity of the experience of e-learning in a discipline with students in 4th semester of the Undergraduate Nursing Program of Nursing School, Sao Paulo University. The Nursing Education: Trends and Challenges discipline, intends to demonstrate that the educational process is inherent in nursing work in all its aspects. The workload is composed of 60 hours, with 30 hours devoted to classroom teaching and the other 30 hours to e-learning. The platform chosen for structuring the discipline was Moodle, because it has online open access. At the end of the course, students performed a simulation of educational action for evaluation purposes. Participation in virtual activities was also evaluated. This strategy enabled the collective construction of knowledge through discussions, studies and richer conclusions.*

### Keywords:

Education nursing, Distance education

### Introduction

The use of ICTs, mediated by virtual learning environments (VLE), optimizes the relationship between nursing faculty and the students, by the way this environment makes possible a rethinking of our educational practices, which enables a new way of interactivity in the daily nursing education. The VLE involves various medias, provides interaction and social construction, and also develops skills to write, read and interpret texts. Before this world-changing technological way of communication and information, it seems imperative that the nursing teacher should seek out new strategies that lead the optimization of the teaching-learning process, as well to essentially comprehend and increase interacting with their students as a decisive factor inherent in the practice of their work.

### Methods

The Nursing Education Trends and Challenges discipline is based on socio-cultural perspective. Had the object in showing the educational process as inherent in the nurse's work process, to analyze the current teaching and its applicability in nursing, to understand and apply the action of planning nursing education, to develop a program of educational activities

in the socio-cultural communication exercise inside a situation of teaching and learning in nursing, self-assessment and training process with the professional integration of students, teachers and professionals. We made use of the VLE because it consists of a tool that enhances teaching, learning and communication between students and teachers providing greater financial autonomy and development of new skills. Moodle was the chosen platform for the development of the discipline because it is a free opensource learning support software carried out in a virtual environment. Beyond this system, was developed an environment similar to a real classroom with the provision of subjects and auxiliary material for the development of virtual classes and attendance. The used tools in the VLE were forums, tasks, videos and complementary texts.

### Results and Discussion

The platform was organized in topics as daily schedule drawn up in advance. The first topic is the opening of discipline to the program schedule, a tutorial on Moodle to assist the students' activities, a motivational video and a forum to answer the questions. The topics discussed are about health education and the nursing work process, the study on teaching trends, health education, popular health education, artifacts in educational content, teaching strategies and assessment methods. After that, the students had a moment to start to prepare a simulation of an educational activity, used as evaluation later on. At the end of the course the students developed a lesson plan and performed to colleagues the simulation of the teaching process. Each group of ten students had a tutor who guided and kept along with them throughout the discipline. This experience gave to the students the opportunity of learning in group.

### Conclusion

The students completed an instrument to assess the discipline and experienced the teaching and learning through a VLE. The evaluations were positive and focused on the possibility of studying at spare times, and worked together with the regular conditions. It's a striking feature in professional nursing. Teachers and tutors rated the course as challenging, requiring a lot of dedication for the material preparation and for the platform's organization. The feedback for the students was given

by virtual activities. This strategy allowed an active student's participation raising the reflective and problem-solving ability of the students. Therefore, the VLE proved to be an important and viable strategy for the joint construction of knowledge through discussions, studies and richer conclusions.