







EXPERIENCE OF VIRTUAL TRAINING DURING COVID-19: STRENGTHENING THE TEACHING OF NURSING HISTORY

EXPERIÊNCIA DE UMA CAPACITAÇÃO VIRTUAL DURANTE A COVID-19: FORTALECIMENTO DO ENSINO DA HISTÓRIA DA ENFERMAGEM

EXPERIENCIA SOBRE UNA FORMACIÓN VIRTUAL DURANTE LA COVID-19: REFORZAR LA ENSEÑANZA DE LA HISTORIA DE LA ENFERMERÍA

-  Mayra Raquel Fantinati dos Reis¹
-  Davi Milleli Silva²
-  Fernanda Batista Oliveira Santos³
-  Maria Angelica de Almeida Peres²
-  Pacita Geovana Gama de Sousa Aperibense⁴
-  Maria Lúgia dos Reis Bellaguarda⁵

¹Universidade Federal de Minas Gerais - UFMG, Escola de Enfermagem - EE. Belo Horizonte, MG - Brazil.

²Universidade Federal do Rio de Janeiro - UFRJ, Escola de Enfermagem Anna Nery - EEAN. Rio de Janeiro, RJ - Brazil.

³Universidade Federal de Minas Gerais - UFMG, Departamento de Enfermagem Básica da Escola de Enfermagem - EE. Belo Horizonte, MG - Brazil.

⁴Universidade Federal do Rio de Janeiro - UFRJ, Instituto de Enfermagem do Centro Multidisciplinar. Rio de Janeiro, RJ - Brazil.

⁵Universidade Federal de Santa Catarina - UFSC, Departamento de Enfermagem. São José, SC - Brazil.

Corresponding Author: Mayra Raquel Fantinati dos Reis
E-mail: mayrafanreis@gmail.com

Authors' Contributions:

Conceptualization: Fernanda B. O. Santos, Maria A. A. Peres, Pacita G. G. S. Aperibense, Maria L. R. Bellaguarda; **Data Collection:** Mayra R. F. Reis, Davi M. Silva, Fernanda B. O. Santos, Maria A. A. Peres, Pacita G. G. S. Aperibense, Maria L. R. Bellaguarda; **Funding Acquisition:** Fernanda B. O. Santos; **Investigation:** Fernanda B. O. Santos, Maria A. A. Peres; **Methodology:** Mayra R. F. Reis, Davi M. Silva, Fernanda B. O. Santos, Maria A. A. Peres; **Resources Management:** Fernanda B. O. Santos; **Project Management:** Fernanda B. O. Santos; **Writing - Original Draft Preparation:** Mayra R. F. Reis, Davi M. Silva, Fernanda B. O. Santos, Maria A. A. Peres, Pacita G. G. S. Aperibense, Maria L. R. Bellaguarda; **Writing - Review and Editing:** Fernanda B. O. Santos, Maria A. A. Peres, Pacita G. G. S. Aperibense, Maria L. R. Bellaguarda.

Funding: Rede de Museus da Universidade Federal de Minas Gerais [Museum Network of the Federal University of Minas Gerais] - UFMG. Public Notice PBEXT 01/2019.

Submitted on: 2021/12/03
Approved on: 2022/12/12

Responsible Editors:

-  Allana dos Reis Corrêa
-  Tânia Couto Machado Chianca

ABSTRACT

Objective: to report the experiences obtained in the Virtual Training in Nursing History in the period of social distancing resulting from the COVID-19 pandemic. **Method:** experience report on the construction and implementation of training through virtual media, carried out in the year 2020 in a partnership between extensionist actions of the museums of the Schools of Nursing of federal public universities in Brazil, with the support of the Brazilian Association of Nursing Section Minas Gerais (ABEn). In the experiences, the fields of History of Nursing and Education were discussed. **Results:** with a total of 132 subscribers, the Training was carried out through four live broadcasts on Instagram. The use of lives with free access to the public made it possible to reach, on average, 358 people. The forms prepared and distributed to those enrolled supported the following steps: structuring the content addressed during the meetings; the creation of active methodologies available to participants to support the teaching of History of Nursing; and the final evaluation of the Training. **Conclusion:** training made it possible to overcome the difficulties imposed by social distancing and contributed to giving prominence to those involved, constituting a support network in the teaching of Nursing History.

Keywords: History of Nursing; Museums; Teaching; Community-Institutional Relations; COVID-19.

RESUMO

Objetivo: relatar as experiências obtidas na Capacitação Virtual em História da Enfermagem no período de distanciamento social decorrente da pandemia de COVID-19. **Método:** relato de experiência da construção e execução de uma capacitação por meio de mídia virtual, realizada no ano de 2020 em uma parceria entre ações extensionistas dos museus das Escolas de Enfermagem de universidades públicas federais do Brasil, com apoio da Associação Brasileira de Enfermagem (ABEn). Nas experiências, foram discutidos os campos da História da Enfermagem e da Educação. **Resultados:** com um total de 132 inscritos, a Capacitação foi realizada por meio de quatro transmissões ao vivo no Instagram. A utilização de lives de acesso livre ao público possibilitou alcançar, em média, 358 pessoas. Os formulários elaborados e distribuídos aos inscritos subsidiaram as seguintes etapas: a estruturação dos conteúdos abordados durante os encontros; a criação de metodologias ativas disponibilizadas aos participantes para apoiar o ensino de História da Enfermagem; e a avaliação final da Capacitação. **Conclusão:** a Capacitação permitiu contornar as dificuldades impostas pelo distanciamento social e contribuiu para dar protagonismo aos envolvidos, constituindo uma rede de apoio no ensino de História da Enfermagem.

Palavras-chave: História da Enfermagem; Museus; Ensino; Relações Comunidade-Instituição; COVID-19.

RESUMEN

Objetivo: contar las experiencias de la Formación Virtual en Historia de la Enfermería en el período de distanciamiento social de la pandemia del COVID-19. **Método:** relato de cómo fue la experiencia de la creación y ejecución de una Formación a través de medios virtuales, desarrollada en el año 2020, en una alianza entre acciones extensionistas de los museos de las Escuelas de Enfermería de las Universidades Públicas Federales/Brasil, con apoyo de la Asociación Brasileña de Enfermería. Las experiencias fueron discutidas en los campos de Historia de la Enfermería y de la Educación. **Resultados:** con un total de 132 inscritos, la Formación se llevó a cabo mediante cuatro transmisiones en directo a través de Instagram. El uso de "en directos" de libre acceso al público permitió llegar a una media de 358 personas. Los formularios elaborados y distribuidos a los participantes apoyaron la estructuración

How to cite this article:

Reis MRF, Silva DM, Santos FBO, Peres MAA, Aperibense PGG, Bellaguarda MLR. Experience of virtual training during COVID-19: strengthening the teaching of Nursing history. REME - Rev Min Enferm. 2023[cited ____];27:e-1491. Available from: <https://doi.org/10.35699/2316-9389.2023.37354>

de los contenidos abordados durante los encuentros, la creación de metodologías activas a disposición de los participantes para apoyar la enseñanza de la Historia de la Enfermería y también la evaluación final de la Formación. **Conclusión:** la Formación permitió superar las dificultades impuestas por el distanciamiento social y contribuyó a dar protagonismo a los implicados, constituyendo una red de apoyo a la enseñanza de la Historia de la Enfermería.

Palabras clave: Historia de la Enfermería; Museos; Enseñanza; Relaciones Comunidad-Institución; COVID-19.

INTRODUCTION

Upon emerging as a public health crisis at the end of 2019 and beginning of 2020, COVID-19 (Coronavirus Disease 2019) emerged as the protagonist of a pandemic. After the initial outbreak of the disease, initially with cases in the Asian continent and later in Italy, records of virus infection began to be reported on Brazilian soil. As new cases emerged, social distancing measures were adopted, which had impacts on commerce, urban mobility, and education.¹

Public and private institutions had to structurally reorganize themselves to provide the usual services to the population, which, due to social distancing, was isolated at home. The measures adopted, such as delivery, home office and remote teaching services, were being encouraged by the World Health Organization (WHO), so that, as far as possible, personal, and professional connections were maintained.²

Higher Education was shaken, as well as other levels of education. It is known that the university is a space that enables the integration of numerous types of knowledge, being the basis for academic training and for professional and personal development. University extension, an inseparable pillar of teaching and research, is responsible for integrating the academy with the community in general, allowing exchanges between popular knowledge and scientific knowledge. This important feedback from the university to society was also affected by the pandemic.

In the field of Nursing, extension activities allow students to develop skills for a holistic view of the demands of the community in which they are inserted, contributing to the constitution of a critical-reflective look in relation to their environment. These activities make it possible to articulate interdisciplinary teaching and research with the real and urgent demands of society, being an essential instrument for the training of nurses.³

Regarding the emergency organization of university extension in the pandemic context, a good example was the solution found by the extension projects of the Memory Centers of the Nursing Schools of the *Universidade Federal de Minas Gerais* (UFMG) and the

Universidade Federal do Rio de Janeiro (UFRJ). Faced with a previously diagnosed demand for these spaces in relation to structuring concepts for Nursing education, the Museums and Research Laboratories in History of Nursing joined together and organized an extensionist activity that was called "Virtual Training in History of Nursing".

It is understood that teaching and extension strategies, such as "Virtual Training", are instruments that contribute to facing the difficulties caused by the pandemic and those that existed before this situation, such as: physical and financial barriers to congregate researchers from different locations in Brazil in the same space; deficit of applied social media technologies in favor of teaching and university extension; and the need to innovate the way of sharing the History of Nursing and its teaching.⁴

In addition, the dissemination of experiences allows the strategy to be replicated in other scenarios, expanding, and strengthening education and training in Nursing - especially when talking about the identity of nurses, a central theme in discussions in the field of Nursing History.⁵

Thus, the objective of this article is to report the experiences obtained with the Virtual Training in Nursing History in the period of social distancing of the COVID-19 pandemic.

METHOD

This is an experience report on the construction and execution of a Virtual Training in Nursing History carried out during the COVID-19 pandemic, developed in a partnership between Nursing Schools and Nursing History researchers in the states of *Minas Gerais*, *Rio de Janeiro*, and *Santa Catarina*. The Memory Centers of the School of Nursing of the *Universidade Federal de Minas Gerais* (EE/UFMG), of the Anna Nery School of Nursing of the *Universidade Federal do Rio de Janeiro* (EEAN/UFRJ) and of the Brazilian Association of Nursing Section *Minas Gerais* (ABEn-MG, *Associação Brasileira de Enfermagem Seção Minas Gerais*), responsible for certifying activities and participants.

It is pointed out that, in the scenario of Brazilian Nursing History, some institutions carry out the work of guarding and preserving their stories and memories. These initiatives are increasingly supported by the Brazilian Association of Nursing Section *Minas Gerais* (ABEn-MG, *Associação Brasileira de Enfermagem Seção Minas Gerais*), with activities involving the Scientific Department of Nursing History and the consolidation of spaces such as the EEAN/UFRJ Museum and the Nursing School Memory Center (CEMENF) from UFMG, respectively the

first (1923) and second (1933) Nursing schools⁶ created in Brazil under the Anglo-American model.⁷

In carrying out the Training, four professors from federal public universities were involved, namely UFMG, UFRJ, UFRJ-Macaé and the *Universidade Federal de Santa Catarina* (UFSC). All the active researchers have expertise in the line of research and in the teaching of History of Nursing. Furthermore, there was the participation of 15 undergraduate Nursing students, four from EE/UFMG and the others from EEAN/UFRJ. The Training also included the work of two extension fellows linked to the projects registered and developed in each of the Nursing memory spaces.

The entire organization took place in virtual meetings held through the Google Meet[®] and WhatsApp[®] platforms, with the participation of the entire working group. An inter-institutional extensionist project was confirmed for the provision of Training, which included, in its instructional planning, six stages for structuring and execution. These steps were performed based on two online meetings lasting 2 hours each, and a WhatsApp[®] group with everyone involved. This group facilitated the exchange of image/text messages to resolve some issues, such as validation of promotional pieces and support for quick communication during lives (when necessary). To this end, an average of 2 hours/live was dedicated to resolving demands in the four days they were held.

The outline, objectives, skills, budget and schedule of the Training were outlined, as well as evaluative strategies and active methodologies for teaching the History of Nursing, which were made available to participants throughout the Training. Active methodologies were used with the purpose of encouraging the development of Nursing History contents in an autonomous and participatory manner. The moment was used as a strategy for teaching the History of Nursing, exercising and encouraging trained professors to incorporate such methodologies into their disciplinary programs.

For better use of the Training and interaction with the participants, enrollments were limited to 132 people. However, it should be noted that the extensionist activity had a higher demand than could be absorbed, generating a waiting list even during the action. This motivated the elaboration of a second version of the Training, which took place in June and July 2020, with ABEn certification.

Registration was carried out using forms (Google Forms[®]), and all meetings took place in live broadcasts on Instagram[®] from the museography spaces (@museuean and @ufmgcemenf). The choice of the platform used was due to the possibility of a greater reach of the public, in

order to enable participation beyond the subscribers. Training took place during the months of April, May and June 2020. The duration of its activities was aligned according to the limit of minutes allowed by the adopted platform and the topics covered. Therefore, each meeting accounted for one hour live, with the possibility of archiving the meetings on the same platform.

It was determined that to receive Virtual Training certification, participants must be present for all four broadcasts. The activity was carried out with a total workload of four hours, distributed in four virtual meetings transmitted live. It had the participation of professors from UFMG, UFRJ and UFSC.

The monitors' participation involved two main work fronts. An organizational-administrative one, dedicated to controlling the presence of the participants, creating the links, opening the virtual room, preparing the artwork for each meeting for dissemination on social networks, communicating administrative demands to the participants and other needs that arose. The second work front was didactic-pedagogical, dedicated to the development of active methodologies aimed at the content of the History of Nursing, forwarding complementary material and references to the classes/lives taught by the professors. To this end, the participants were divided into five groups, which were proportionally responsible for the number of enrolled participants.

A form for opening the Training was prepared in order to collect the demands of the public regarding the teaching of the History of Nursing. An evaluation tool was also created for participants to record their impressions of the activities carried out.

The experiences were discussed based on the bibliographic reference of the field of History of Nursing in interface with that of Education. As for ethical aspects, it should be noted that the data disclosed here are part of public virtual collections with unrestricted access, available on the communication channels of the Memory Centers that participated in the experience.

RESULTS

The extension activity entitled "Virtual Training in Nursing History" was a strategy developed so that the extension actions of the projects "Mediated visit: CEMENF with open doors", from EE/UFMG, and "Walking in the history of health: trajectory and memory of the Anna Nery School of Nursing at the Federal University of Rio de Janeiro", by EEAN/UFRJ, continued during the period of social distancing caused by the advance of COVID-19 in Brazil.

In this sense, at first, its offer was aimed at those who had already participated in some extension activity of the respective universities (UFMG and UFRJ) and were registered in the Memory Centers database. However, wishing to expand the scope of the strategy and cover other people interested in the History of Nursing, the group expanded the target audience. Thus, nursing assistant nurses, teaching nurses, students and Nursing technicians participated in the Training (Figure 1).

The extension students supervised by the professors were responsible for creating, preparing, and tabulating information on two forms: one at the beginning,

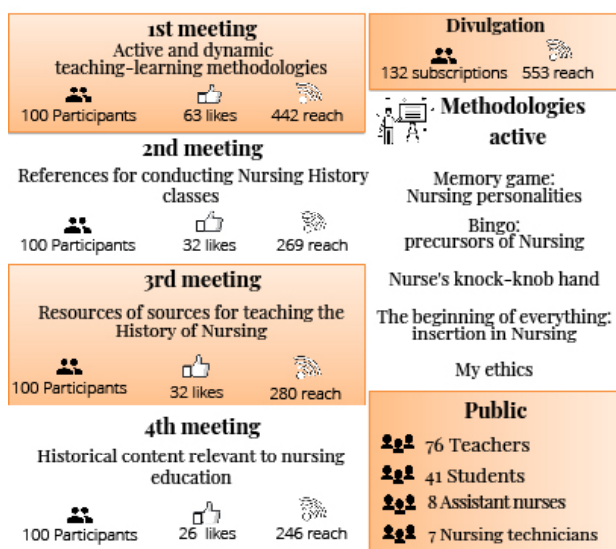


Figure 1 - Content and scope of the Virtual Training broadcast.

characterizing, and recognizing the demands of the participants in relation to the teaching of Nursing History; another at the end, focused on the evaluation of Training. Both were made available on the social networks of the respective museography centers.

It should be noted that these forms proved to be very effective strategies for achieving the objectives of group recognition and recording feedback from the Training. The answers given in the opening form supported the structuring of the contents addressed during the lives. The instrument used at the end addressed questions regarding the participants' perception of training. Regarding the content covered in the meetings, 73.6% of those enrolled classified it as excellent, and 79.2% stated that the course was of great relevance for their training. The main suggestions were related to the workload, considered small by the participants; in addition, 100% of participants would recommend the course to others. The Training included

participants from the Southeast, South and North regions of the country.

Likewise, didactic-pedagogical strategies based on active methodologies were created and made available to participants throughout the Training based on the themes worked on in each meeting, as observed in Figure 1. The strategies address issues relevant to the History of Nursing, its national personalities and international, the important milestones of the profession, the entry formats in Brazilian Nursing Schools and the importance of the Code of Ethics for professionals. This was done through tools that enable the development of initiation skills and active action, in addition to exploring curiosity and problematizing knowledge.

The use of the Instagram® platform to publicize the course and deliver it reached an average of 358 people. Likewise, teaching the Training course in a live format aimed to streamline and popularize the way of discussing the History of Nursing. In this regard, the lives themselves maintained an audience of 100 people per meeting. It should be noted that the form received 132 entries and was closed on the day of the first live, so that the organizers had control over the generation of certificates.

With regard to institutions involved in training beyond public universities (UFMG, UFRJ), the importance of the partnership established with the Brazilian Association of Nursing Section *Minas Gerais* (ABEn-MG, *Associação Brasileira de Enfermagem Seção Minas Gerais*) stands out, which endorsed the course by issuing certifications for everyone involved. Taking the course together with ABEn-MG expanded its dissemination and reach beyond the borders of the Southeast region, even enabling the offer of a second Training for other regions and the partnership with other sections of ABEn.

As the title itself, the Training dealt with themes that involve the different ways of teaching and approaching the History of Nursing. Throughout the Training, it was possible to verify that, in addition to the didactics, there is a deficiency in the conceptual bases of the History of Brazilian Nursing, which made the extensionist group adapt the theme that would be worked on in the last meeting, approaching historical themes central to the training of Brazilian nurses.

DISCUSSION

The didactic-pedagogical strategy as a way of disseminating knowledge and making history teaching visible

With the modernization of society in the 21st century and the increase of digital means in the production of

scientific knowledge, the elaboration of debates within the academy could gradually acquire new contours. It gradually became more accessible and broad to interested groups, reversing what, in the last century, was limited to a regional debate that spread slowly throughout the national territory. The easily passed to extrapolate the borders of the States of the Union and even the international borders.

In this way, the evolution of digital technology and the internet in the 21st century allowed knowledge to become more accessible, flexible, and expanding; thus, over the years, digital mechanisms have been incorporated into teaching practices. The pandemic caused by the new coronavirus brought this urgent need for a union between technology and scientific thinking, as it was essential to find effective ways to continue learning in times of social isolation.¹

It is emphasized that virtualization is a powerful tool for the training process in Nursing; however, it cannot happen exclusively through this aspect, as the being/doing of the nurse occurs in the singularity of the encounter with another human being. Efforts have been made to validate technology as one of the metaparadigms of Nursing,⁵ but without losing the centrality of the others, considered structuring for this training.

The Virtual Training in the History of Nursing, built from the need to continue its work and its feedback to society, combined new forms of teaching with a current need, incorporating new teaching paradigms imposed by the pandemic. In this sense, the vision of the process of formation and teaching-learning of the history of the itinerary and events of Nursing changes, with transformations in the daily know-how of Nursing.

The use of social networks for the popularization of Training has become essential to achieve success at this time, since it is a space with access and allows different groups to be reached at the same time. This was noticed with the participation of people from different states of Brazil in the live and who were not enrolled in the course.

The strategies used throughout the Training were designed in order to reach the greatest number of people. The lives that took place on Instagram counted not only on registered participants, but also on the general public, as the transmissions were free and could happen to an unlimited number of listeners. This enabled the socialization of knowledge in the History of Nursing produced at the university.⁸

Learning for extension students: approach to teaching

The actions promoted by the Formation allowed the extension workers involved to measure their skills and knowledge, given the transformative potential of university extension, which must be able to innovate pedagogically and socialize the knowledge produced.

The didactic materials were produced by the extensionists with the help of the advisors. Such materials were based on the demands raised by the forms and were made from active methodologies, which provide students with autonomy and protagonism in the construction of knowledge. Thus, active learning allows training humanistic, critical, and opinion-forming professionals, with teachers facilitating the teaching-learning process.⁹

The formulation of these didactic-pedagogical strategies in Nursing has at its epistemological core the construction of a self-critical and reflective thought. It is intended to promote, in students, the intellectual autonomy necessary for making decisions related to their experience. In the practice of health education, the dynamics are based on the action-reflection-action triad, in which the participant is led to problematize their actions and, later, to theorize, solve the problem and apply it to their reality.¹⁰

In Nursing, the use of active methodologies contributes to breaking the biomedical teaching model. The materials prepared by the Training, for example, address the learning of the History of Nursing in such a way that the use of these methods presents positive aspects in its transformation, motivating the student to have an active construction of their knowledge, given the importance of the discipline to provide a critical view of future nurses.⁸

The experience of coping with the difficulties of social isolation with COVID-19: changes to be implemented

As it was necessary to maintain social distancing across the country to contain the spread of the novel coronavirus, teaching activities were halted at universities. In many localities, it was the extension and research actions that prevented their total paralysis.⁴

The COVID-19 pandemic has brought to light a fragility of Brazilian public higher education, which is very focused on learning in the classroom and which does not encourage its true protagonists to seek knowledge in non-formal education spaces. In this logic, we sought to adapt the extension projects to the new reality of knowledge dissemination, which almost entirely involved the use of social networks and the virtual world of the internet. Thus, investments were made in virtual activities, lives, courses and other actions related to the interests of those involved, seeking to bring society closer to academic

knowledge that must be disseminated, promoting effective communication between institutions.

Partnerships as a strategy to strengthen teaching, learning through practice, effective participation as people making history

Regarding museum education, memory spaces encourage the strengthening of historical processes and structurally shape a society. In Nursing, a Memory Center reverberates its influences in the constructive process of the profession over the years and, in the context of the COVID-19 pandemic, helps to strengthen the social image of Nursing, since the class is strongly linked to major humanitarian crises of the past.⁸

The evidence that there is a gap in the content to be taught in the History of Nursing discipline - as well as a repressed need for the History of Nursing professors in Brazil regarding Training - sparked discussions with the working group for future partnerships, mainly with the Scientific Department of History of Nursing (DHE, *Departamento Científico de História da Enfermagem*) of ABEn Nacional, regarding the recognition of a specialization in History of Nursing.

The Training emphasized the different possibilities of implementing the teaching of this history in a dynamic way, such as visits to museums, production of biographies beyond the most famous personalities (such as Florence and Anna Nery), the incentive to the production of historical sources and, mainly, the participation of those involved as protagonists of the story to be told in their particularity, in the micro space.⁸

Study limitations

The reported experience occurred in an atypical and emergency period, and its development was faced with the limitations established by social isolation, which imposed the creation of new work relationships that, until then, were little experienced by members of the extension activity. It should be noted that the scarcity of digital and technological resources made it impossible for an even larger audience to participate, since the distribution of such resources is uneven in the country.

Contributions to the field of Nursing

This experience contributes to reflections and promotion of new experiences in extension and teaching in the History of Nursing. It also shows that the critical and well-founded use and historical recognition of health and the profession help to create changes in teaching, care, and research practices. The virtualization of activities is

an approach to access and breadth of teaching, but it is not characterized as unique and restricted. This extensionist contributes to the possibilities of changes in educational and assistance relationships and methodologies, showing that history is a reference. Reiterates the assumptions defended for the training of Nurses in the context of Brazilian professional training.

CONCLUSION

In the context of Training, extension activities promoted students to develop critical thinking in group management and protagonism in decision-making. Furthermore, it reaffirmed moral and ethical values already established in their undergraduate curricula, put into practice during the dynamics between the participants. These activities enable its actors to develop characteristics of leadership, autonomy, creativity and belonging, essential for the conformation of a professional identity.

The university extension activity presented in this report, at first, was a way to circumvent the difficulties imposed by social distancing, seeking strategies for not paralyzing the actions of mediated visits developed in museums. It was an adaptation to the new reality; however, given the success and good acceptance by the public, it is considered that such initiatives should be carried out and incorporated into the work plan as a course to be offered in more editions, expanding its themes, and improving its structure.

It is concluded that the union of efforts between projects that disseminate the History of Nursing has become essential for the protagonism of students, professors, managers, and participants in the professional training of the largest class of work in Brazilian health, establishing a support network for the teaching of History of Nursing in the country.

REFERENCES

1. Peres MAA, Brandão MAG, Aperibense PGG, Lacerda AC, Paim L, Ferreira MA. Facing up COVID-19: what cannot be relativized in Nursing higher education. *Texto & Contexto Enferm.* [Internet]. 2020[cited 2021 Aug 18];29:e20200236. Available from: <https://doi.org/10.1590/1980-265X-TCE-2020-0236>
2. World Health Organization. Coronavirus disease 2019 (COVID-19) - Situation Report 72. Geneva: WHO; 2021[cited 2021 Aug 18]. Available from: <https://apps.who.int/iris/bitstream/handle/10665/331685/nCoVsitrep01Apr2020-eng.pdf?sequence=1&isAllowed=y>
3. Ferreira PB, Suriano MLF, Domenico EBL. Contribuição da Extensão Universitária na formação de graduandos em Enfermagem. *Rev Ciênc Ext.* [Internet]. 2018[cited 2021 July 2];14(3):31-49. Available from: https://ojs.unesp.br/index.php/revista_proex/article/view/1874/2080
4. Diniz EGM, Silva AM, Nunes PHV, Franca WWM, Rocha JVR, Silva DVSP, et al. A extensão universitária frente ao isolamento social

- imposto pela COVID-19. *Braz J Dev.* [Internet]. 2020[cited 2021 Oct 2];6(9):7299-301. Available from: <https://doi.org/10.34117/bjdv6n9-669>
5. Johnson E, Carrington, JM. Revisiting the Nursing metaparadigm: acknowledging technology as foundational to progressing Nursing knowledge. *Nurs Inq.* [Internet]. 2022[cited 2022 Aug 30];e12502. Available from: <https://doi.org/10.1111/nin.12502>
 6. Carregal FAS, Santos BM, Souza HP, Santos FBO, Peres MAA, Padilha MICS. Historicity of Nursing graduate studies in Brazil: an analysis of the Sociology of the Professions. *Rev Bras Enferm.* [Internet]. 2021[cited 2021 Oct 2];74(6):20190827. Available from: <https://doi.org/10.1590/0034-7167-2019-0827>
 7. Peters AA, Peres, MAA, Antonio PD. The Influences of the Anglo-American Teaching System in Brazil: Contributions by the Parsons Mission (1921-1925). *Online J Issues Nurs.* [Internet]. 2020[cited 2021 Oct 2];25(2):3-11. Available from: <https://www.doi.org/10.3912/OJIN.Vol25No02Man06>
 8. Peres MAA, Souza ABSF, Silva DM, Aperibense PGGs, Duarte SCM, Santos TCF. Museu como estratégia de difusão do conhecimento em história da Enfermagem. *Hist Enferm Rev Eletronica* [Internet]. 2019[cited 2020 Oct 8];10(02):10-22. Available from: <http://here.abennacional.org.br/here/v10/n2/a1.pdf>
 9. Alves SM, Teo CRPA. O ativo das metodologias ativas: contribuições da teoria histórico-cultural para os processos de ensinar e aprender na educação superior. *Educ Rev.* [Internet]. 2020[cited 2021 Oct 2];36:e229610. Available from: <https://doi.org/10.1590/0102-4698229619>
 10. Vendruscolo C, Klön D, Pozzenbon A, Zanatta EA, Bender JW, Zocche DAA, et al. Estratégias pedagógicas que norteiam a prática de enfermeiros professores: interfaces com educação libertadora de Paulo Freire. *Inova Saúde* [Internet]. 2018[cited 2022 Aug 25];7(1):93-110. Available from: <https://periodicos.unesc.net/ojs/index.php/Inovasaude/article/view/3388/4169>
-