

ACTIVE LEARNING METHODOLOGIES IN PERIOPERATIVE NURSING EDUCATION

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The inclusion of active methodologies in the teaching-learning process in the Health and Nursing fields is a relevant and effective strategy that has been used in different countries. In Brazil, this practice has been driven by the National Curricular Guidelines of undergraduate nursing departments, which highlight the need for curricular transformations. The objective is to provide critical and reflexive professional training through student-centered methodologies and the inclusion of educational technologies¹.

Given this context, it is important to consider the influence of a wide variety of information that is available to students, which has no time or space restrictions and which highlights a new position for teachers as mediators in the teaching-learning process². The mediation allows for the establishment of connections between the previous knowledge of the student, the information available at the present time, and teaching expertise, all of which are fundamental aspects in view of the complex knowledge necessary for nurses to perform perioperative nursing.

Thus, the need for a careful look at the training of new professionals becomes evident, and active methodologies are an effective way to improve the quality of the teaching-learning process, as they are based on problematic situations. They consider the students' knowledge and previous experiences, in order to stimulate critical and reflexive thinking, as well as to encourage students' autonomy in their learning process^{3,4}.

Among a wide variety of active learning methodologies available today, some of which have great potential for the teaching of perioperative nursing care, are: flipped classrooms, problem-based learning, role playing, peer instruction, case studies, simulations, and team-based learning.

However, the success of these methodologies depends on paradigm changes in teacher and student work, as well as a revision of the training courses' curricula, all of which provides new challenges for everyone.

It is not a question of just replacing the traditional methodology of teaching, which is important for the approach of certain themes, but rather of adding on new methods that favor the student as a protagonist through experimentation, individual or group discussion and reflection in opportunity-rich environments. All of this results in meaningful learning⁵.

Nursing care in the pre, trans and postoperative periods is a complex activity that demands a set of knowledge, skills, behaviors and attitudes that is fundamental for safe and qualified assistance, and which requires professional nurses to take immediate and effective actions⁶.

In this regard, the inclusion of active methodologies in the teaching-learning process of perioperative nursing allows for the training of critical, reflexive and creative professionals. Once they are capable to act based off of meaningful knowledge, their theory, practice and professional reality will be more connected, stimulating active participation and clinical reasoning, in addition to promoting closer ties to the practice of care⁷.

The challenge is emerging and the need for changes in teaching-learning methods is becoming increasingly evident. The adoption of active methodologies in training course curricula can lead to profound changes in the way perioperative nursing care is provided, resulting in the promotion of safer and more qualified care.

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