

PEDAGOGICAL TRAINING IN NURSING GRADUATE COURSES IN BRAZIL

Mariana Alvina dos Santos¹ 

Bruna Moretti Luchesi¹ 

Noeli Prestes Padilha Rivas² 

Vilanice Alves de Araújo Püschel³ 

¹Universidade Federal de Mato Grosso do Sul, Programa de Pós-Graduação em Enfermagem. Três Lagoas, Mato Grosso do Sul, Brasil.

²Universidade de São Paulo, Programa de Pós-Graduação em Educação da Faculdade de Filosofia, Ciências e Letras. Ribeirão Preto, São Paulo, Brasil.

³Universidade de São Paulo, Programa de Pós-Graduação em Enfermagem na Saúde do Adulto. São Paulo, São Paulo, Brasil.

ABSTRACT

Objective: to analyze how professors' education takes place in Graduate Programs in Nursing in Brazil.

Method: this is an exploratory and descriptive study that used as a technique document analysis of data obtained from the examined programs. Data collection was carried out in May 2020. Numerical data were analyzed using simple and relative frequency. Course description and other information of the available courses were grouped according to the themes addressed.

Results: fifty-three stricto sensu graduate programs in nursing were identified that offered 61 courses related to pedagogical training. Of these, 28 had a course description/information available online, and they were analyzed. The themes emerging from the analyzes were grouped into two dimensions: "The pillars of faculty training" and "Didactics" both indicate essential elements for faculty training. The training of professors who work in higher education, especially in the health area, is of fundamental importance due to today's demands, which require competent and versatile professionals, capable of solving problems and working as a team.

Conclusion: pedagogical training is inherent to teaching and requires educational intentions, in addition to encouraging self-reflection processes on new ways of planning and executing the teaching and learning process. In nursing, it is necessary to encourage professor trainers to expand the offer of pedagogical training courses, make course descriptions available and produce knowledge in the area aiming at exchanging experiences.

DESCRIPTORS: Teaching. Education, Graduate. Education, Nursing. Nursing.

HOW CITED: Santos MA, Luchesi BM, Rivas NPP, Puschel VAA. Pedagogical training in Nursing Graduate Courses in Brazil. *Texto Contexto Enferm* [Internet]. 2021 [cited YEAR MONTH DAY]; 30:e20200466. Available from: <https://doi.org/10.1590/1980-265X-TCE-2020-0466>

FORMAÇÃO PEDAGÓGICA NA PÓS-GRADUAÇÃO EM ENFERMAGEM NO BRASIL

RESUMO

Objetivo: analisar como ocorre a formação do professor nos Programas de Pós-Graduação em Enfermagem no Brasil.

Método: trata-se de um estudo exploratório e descritivo que utilizou como técnica a Análise Documental dos dados obtidos dos programas examinados. A coleta foi realizada no mês de maio de 2020. Os dados numéricos foram analisados utilizando frequência simples e relativa. As ementas e outras informações das disciplinas disponíveis foram agrupadas conforme as temáticas abordadas.

Resultados: foram identificados 53 Programas de Pós-Graduação em Enfermagem *stricto sensu* que ofereciam 61 disciplinas relacionadas à formação pedagógica. Dessas, 28 possuíam ementa/informações disponíveis *on-line*; e estas foram analisadas. As temáticas emergentes das análises foram agrupadas em duas dimensões: Os pilares da formação docente e a Didática, ambas indicam elementos essenciais para a formação docente. A formação do professor que atua no Ensino Superior, principalmente na área da saúde, reveste-se de fundamental importância em razão das demandas hodiernas, que exigem profissionais competentes, versáteis, capazes de solucionar problemas e trabalhar em equipe.

Conclusão: a formação pedagógica é inerente à docência e requer intencionalidade educativa, além de estímulos aos processos de autorreflexão sobre novos modos de planejar e executar o processo de ensino e aprendizagem. Na enfermagem é necessário estímulo aos docentes formadores para que ampliem a oferta de disciplinas de formação pedagógica, disponibilizem as ementas das disciplinas e produzam conhecimento na área visando à troca de experiências.

DESCRITORES: Docência. Educação de Pós-Graduação. Educação em Enfermagem. Ensino. Enfermagem.

FORMACIÓN PEDAGÓGICA DE POSGRADO EN ENFERMERÍA EN BRASIL

RESUMEN

Objetivo: analizar cómo ocurre la formación docente en los programas de posgrado en enfermería en Brasil.

Método: se trata de un estudio exploratorio y descriptivo que utilizó como técnica el análisis documental de los datos obtenidos de los programas examinados. La recolección de datos se llevó a cabo en mayo de 2020. Los datos numéricos se analizaron utilizando una frecuencia simple y relativa. Los planes de estudio y otra información de las asignaturas disponibles se agruparon según los temas abordados.

Resultados: se identificaron 53 Programas de Posgrado en Enfermería *stricto sensu*, que ofrecen 61 asignaturas relacionadas con la formación pedagógica. De estos, 28 tenían un menú/información disponible en línea; y estos fueron analizados. Los temas emergentes de los análisis se agruparon en dos dimensiones: "Los pilares de la formación del profesorado y la Didáctica indican elementos esenciales para la formación del profesorado. La formación de los docentes que laboran en la Educación Superior, especialmente en el área de la salud, es de fundamental importancia debido a las exigencias actuales, que requieren de profesionales competentes, polivalentes, capaces de resolver problemas y trabajar en equipo.

Conclusión: la formación pedagógica es inherente a la enseñanza y requiere intenciones educativas, además de fomentar procesos de autorreflexión sobre nuevas formas de planificar y ejecutar el proceso de enseñanza y aprendizaje. En enfermería, es necesario incentivar a los formadores de docentes a ampliar la oferta de cursos de formación pedagógica, poner a disposición los temarios de los cursos y producir conocimientos en el área con miras al intercambio de experiencias.

DESCRIPTORES: Enseñanza. Educación de Postgrado. Educación en Enfermería. Enfermería.

INTRODUCTION

The construction of the knowledge necessary for an excellent pedagogical practice is a current challenge for university teaching due to the growing demands for a professional capable of thinking, reflecting, articulating knowledge for evidence-based decision-making, all aimed at transforming realities in which it is inserted. If, on the one hand, students need to be trained in this way, on the other hand, the professor needs pedagogical preparation for such training.

In addition to expertise in the area of knowledge, training in the pedagogical field and the use of educational processes that lead students to reflect on their commitment to building their own knowledge is essential¹. In Brazil, preparation for teaching practice occurs mainly in *stricto sensu* graduate programs (GP), which prioritize research and knowledge production and place little emphasis on the pedagogical training of professors². However, the qualification of the teaching staff does not guarantee quality of training in higher education, and many professors do not have pedagogical preparation for teaching³.

An ideal preparation of professionals to work in society requires new perspectives from the university to compose its teaching staff⁴; for this, faculty training in the pedagogical field is fundamental to the exercise of teaching in any profession.

The Brazilian National Curriculum Guidelines (DCN – *Diretrizes Curriculares Nacionais*) of undergraduate courses in health value teaching in higher education and the use of teaching methodologies that promote collaborative⁵ and meaningful learning, understood by non-literal and non-arbitrary interaction between specifically prior knowledge relevant and new knowledge. Although there is a growing trend towards the use of active methodologies focused on student learning in undergraduate health courses⁶⁻⁷, the nursing DCNs were published in 2001⁸, a fact that, added to the increase in supply and demand by higher education courses in Brazil, it was not accompanied by better professor preparation.

The draft of new DCN in nursing was sent, in 2018, to the Brazilian National Council of Education (CNE – *Conselho Nacional da Educação*) and the Brazilian National Health Council (CNS – *Conselho Nacional de Saúde*) for consideration. There was no response from CNE, but CNS published Resolution number 573 of January 31, 2018⁹, related to DCN for the Bachelor's Degree in Nursing, which specifies the role of professors as facilitator and mediator of the process of teaching-learning; implementation of active teaching-learning methodologies that encourage students to reflect on social reality; adoption of innovative and reality-connected approaches that encourage meaningful learning and students' role in building their learning process. It is also explained that teaching methodologies "should have as a principle the training of a proactive, critical nurse, in a plural perspective and respect for the dimensions of subjective diversities, considering historical-social, political, legal, cultural and ethical contexts"⁹.

Having mastery of knowledge and professional experience in the field of nursing are no guarantees for their teaching to meet these guidelines set out by CNS. To this end, in the exercise of teaching, conditions for training, qualification and development of the teaching staff related to the pedagogical field, the political-social perspective and research must be offered¹⁰.

From this perspective, it is relevant to identify and reflect on the characteristics of the processes of pedagogical training in higher education and how training of professors in GP in nursing in Brazil takes place. In an attempt to better understand this issue, the following questions were raised: what courses/didactic-pedagogical content are offered in GP in nursing in Brazil? What themes predominate in the courses of these programs?

This study is justified because no research was identified in the literature that answered these questions. Thus, the aim of this study was to analyze how professors' training occurs in GP in nursing in Brazil.

METHOD

This is an exploratory and descriptive study that used as a technique document analysis of data obtained from the websites of GP in nursing in Brazil, registered in the *Sucupira* Platform of the Coordination of Higher Education Personnel Improvement (CAPES – *Coordenação de Aperfeiçoamento Pessoal de Nível Superior*)¹¹. GP in the area of nursing assessment, registered at CAPES and offering *stricto sensu* graduate courses, at master's or doctoral degree levels, were included. GP from which it was not possible to access the site were excluded.

Data collection took place in four stages, all carried out in May 2020. In the first stage, we searched for Higher Education Institutions (HEIs) in the CAPES *Sucupira* Platform, which had a GP in the Nursing Assessment Area, resulting in 61 HEIs. Of these, 14 were excluded because they only offered professional GP at master's/doctoral degree levels. In the remaining 47 HEIs, 54 GP were identified, 15 of them with a master's degree, two with a doctorate and 37 with a master's and doctoral degree. It was not possible to access a GP's website during the data collection period, which is why it was not included in the analyses.

In the second stage, the website of each of the 53 GP was accessed and data were collected regarding the Federative Unit (FU) in which it was located, the year the GP started and whether a theoretical or theoretical-practical course related to the pedagogical was offered training. Teaching internship courses, teaching practice and teaching improvement program or similar, which were essentially practical, were not considered. Sixty-one pedagogical training courses were identified.

In the third stage, the 61 courses were characterized by name, workload, type (mandatory, optional, not informed or not divided into types) and whether they had a course description/information available online (yes or no).

In the fourth stage, the course description and information available (goals, program content, and procedures) were analyzed in order to identify the themes addressed. For this, the researchers carried out a thorough reading of the information from each course and these were introduced in a chart. When two courses addressed similar topics, the researchers discussed and reached a consensus on the name of the topic that best reflected the content addressed by the courses. The main themes addressed were: higher and health education, nursing education, curriculum, professors and teaching action, teaching-learning process, planning, assessment, teaching techniques, didactic resources/teaching methodologies, active methodologies/pedagogical innovation, and digital technologies.

After the discussion and consensus of the researchers, the themes were grouped into two large dimensions: "The pillars of faculty training" (covering higher education and health, nursing education, curriculum, professors and teaching action and teaching-learning process) and "Didactics" (covering planning, assessment, teaching techniques, teaching resources/methodologies teaching, active methodologies/pedagogical innovation and digital technologies), which served as foundation for data discussion.

Numeric data were entered into a Microsoft Excel[®] spreadsheet and analyzed using simple and relative frequency.

As this is a document analysis study of published and available data, there was no need for approval by an Institutional Review Board.

RESULTS

Fifty-three GP were analyzed. Regarding the FU where each GP was located, 13 were in São Paulo (24.5%) and five in Minas Gerais (9.4%); Rio de Janeiro, Ceará, Paraná and Rio Grande do Sul had four each (7.5%); Bahia, Goiás, Mato Grosso do Sul, Pará and Pernambuco offered two programs (3.8%) each and the other FU (Alagoas, Federal District, Maranhão, Sergipe, Piauí, Paraíba,

Mato Grosso, Santa Catarina and Rio Grande do Norte), one GP each. Acre, Amazonas, Amapá, Espírito Santo, Rondônia, Roraima and Tocantins did not offer a GP in nursing of a master's and/or academic doctoral degree type.

The oldest master's GP in nursing in Brazil started in 1973, at *Universidade de São Paulo* School of Nursing, followed by another GP from the same university, in Ribeirão Preto, in 1975. It was observed that there was an increase in the number of GP in the last two decades. From 1970-1979, five GP were created (9.4%), one GP (1.9%) from 1980-1989, three (5, 7%) from 1990-1999 and 11 (20.7%) from 2000-2009. From 2010 to 2019, 33 academic GP in nursing were created in Brazil, corresponding to 62.3% of the total.

Chart 1 contains the courses related to pedagogical training identified in the analyzed GP and their respective workloads by region of Brazil.

Chart 1 – Graduate programs in nursing in Brazil, according to region and pedagogical training courses. Três Lagoas, Mato Grosso do Sul, MS, Brazil, 2020.

Region	Number of GP*	Courses	CL†
Center-West	6	Teaching and Teaching Practice	60
		Theories and Pedagogical Processes in Nursing and Health Education	45
		Teaching Methodology of Higher Education	30
		Approaches to the Teaching Process	60
		Methodology of Higher Education	60
Northeast	14	Theoretical-Methodological Framework for Teaching Practice	45
		Didactic and Pedagogical Fundamentals for Professor-Researcher Training	45
		Didactics Applied to Nursing	45
		Methodology of Higher Education in Health and Nursing	60
		Teaching Methodology of Higher Education	60
		Health and Nursing Education: Perspectives of Approaches	45
		Methodology of Nursing Teaching in Health	30
		Teaching-Learning Process in Health Sciences	30
		Didactic-Pedagogical Training in Nursing and Health	51
		Pedagogical Approaches to Teaching Practice	60
		Teaching Methodology	60
		Health Education in Nursing	60
		Theoretical-Methodological Conceptions and Higher Education Practices	60
		Technologies in Health Education and Basic Education	30
		Health Education in Basic Education	60
		Teaching Methodology	64
		Education and Care Practices	45
		Pedagogical Practices in Health	45
Methodology of Higher Education	60		
North	2	Teaching and Education Methodologies in Nursing	45
		Education, Training and Management in Health and Nursing	45

Chart 1 – Cont.

Region	Number of GP*	Courses	CL†
South	9	Special Topics in Teaching	30
		Professor Epistemology and Teaching Action	30
		Higher Education Methodology for Nursing	68
		Professor Training and Development in Health and Nursing	40
		Theoretical-Methodological Frameworks for Teaching Practice	45
		Faculty Training Tutorial with Active Learning Methodologies for the Health Area	45
		Pedagogical Process and Educational Technologies of Higher Education	45
		Theoretical-Methodological Conceptions of Nursing/Health Education	45
		Teaching Approaches	45
Southeast	22	Paulo Freire in Adult Education and Teaching Practice	60
		Innovation in the Educational Process in the Digital Age	120
		Pedagogical Practice in Higher Education	90
		Planning of Teaching Work in Higher Education	90
		University Teaching in Health: Professional Identity Formation	60
		University Teaching: Conceptions, Professionalization and Didactic Fundamentals	90
		Teaching in Health Education: Knowledge and Practices	60
		University Teaching in Health	90
		University Teaching in Health: Professional Identity Formation	60
		Pedagogical Practices Applied to Teaching in Health and Nursing	30
		Teaching Practice and Teaching Issues I	75
		Teaching Practice and Teaching Issues II	75
		Teaching Practice in Courses in Health	30
		Active Teaching-Learning Methodologies	30
		Teaching Methodology	45
		Education in Nursing	30
		Theoretical-Methodological Foundations of Management and Education	45
		Teaching Practice in Health and Nursing	30
		Qualifying for Teaching Practice in Health	60
		Teaching and Teaching Practice	60
		Active Educational Strategies - Innovation in the Teaching/Learning Process	60
		Nursing and Teaching Practice	30
Pedagogical Strategies Mediators of Teaching Practice	60		
Teaching-Learning Practices in Healthcare	60		
Education and Didactics of Higher Education	45		
Educational Processes	NI‡		

*GP: graduate program; †CL: Course load in hours; ‡NI: not informed.
Source: *Sucupira* Platform - CAPES¹¹ and graduate programs websites (2020).

Sixty-one courses related to pedagogical training were identified. Four GP (7.5%) did not have courses with this training and, in one (1.9%), information about courses was not available. Eight GP (15.1%) offered two courses related to teaching; one GP (1.9%), three; and one (1.9%), four.

Individual courses' nomenclatures varied. Most mentioned Teaching and Teaching Practice. They also cited teaching and education methodologies; pedagogical practices, processes and strategies; teaching-learning process; teaching methodology of higher education in health and nursing; nursing education and fundamentals of education and training. Two courses pointed to basic education. Four courses were specifically aimed at active teaching-learning methodologies and innovation in education in the digital age.

The course load ranged from 30 to 120 hours with an average of 53 hours. Most were offered on a mandatory basis (42.6%); 34.4%, optional; 6.5% had no division between mandatory and optional; 3.3% were optional for the doctorate; 3.3%, mandatory for the doctorate; and 10.0% did not have this information available.

Of the 61 courses analyzed, 28 (45.9%) had description and information available on the website. Regarding the themes addressed, 23 mentioned higher education and in health in the Brazilian pedagogical context and 10 referred directly to nursing education. The Law of Guidelines and Bases of Education¹², DCN⁸ and the nursing curricula were explained in six courses.

The professors and the teaching action were mentioned in 16 courses; the teaching-learning process was mentioned in nine; professor planning, in 14 courses; followed by assessment, teaching techniques, teaching resources and teaching methodologies. Active methodologies and pedagogical innovation consisted of seven courses. One course was exclusively focused on digital technologies.

Chart 2 synthesizes the themes addressed in pedagogical training courses in GP in nursing in Brazil.

DISCUSSION

Most GP in nursing in Brazil offer one or more courses related to pedagogical training, which is important in the current scenario, in which the training of university professors is expected to take place during *stricto sensu* graduate courses. Despite this, training varies and has different approaches. No course analyzed covered all identified themes. This fact may be related to variation in course load (from 30 to 120 hours). A lack of content focused mainly on digital technologies, active methodologies and innovation was detected.

The themes that emerged from course description/information, which were grouped into dimensions: "The pillars of faculty training" and "Didactics" are equally important in the current context of nursing teaching. "The pillars of faculty training" comprise a set of knowledge that permeates the education of university professors, in the social, political, economic, pedagogical, historical and cultural spheres and involves conceptions, ideas of analysis, understanding, criticism, intercourse, among other aspects.

Reflecting on teaching presupposes considering it a complex and theoretical-practical activity that constitutes the professional identity, considering that faculty training is a living and constant process and related to family education, culture and formal and academic trajectories¹³. Due to its "heterogeneous and laborious nature, teaching involves uniqueness between theory and practice, a critical-reflective attitude, necessary for personal, professional and institutional development"¹⁴.

Teaching in higher education and pedagogical practice are predominant themes in the courses offered by GP. However, considering that teaching is a complex action, it needs to be analyzed "in light of the rationales that characterize it"¹⁵ and be structured in its own professional and scientific knowledge,

Chart 2 – Topics covered in pedagogical training courses in graduate programs in nursing.
 Três Lagoas, Mato Grosso do Sul, MS, Brazil, 2020.

Institution	GP* in	Course	Higher Education and in Health	Nursing Education	Curriculum	Professors and Teaching Action	Teaching-Learning Process	Planning	Appreciation	Teaching Techniques	Didactic Resources/ Teaching Methodologies	MA†/Pedagogical Innovation	Digital Technologies
<i>Fundação Universidade Federal do Piauí</i>	Nursing	Didactics Applied to Nursing	X	X		X	X				X		
		Didactic-Pedagogical Fundamentals for Professor-Researcher Training	X	X		X						X	
<i>Universidade de São Paulo</i>	Nursing Management	Innovation in the Educational Process in the Digital Age											X
	Adult Health Nursing	Pedagogical Practice in Higher Education	X	X	X	X	X		X	X	X	X	
<i>Universidade de São Paulo, Ribeirão Preto</i>	Psychiatric-mental health nursing	Planning of teaching work in Higher Education	X		X	X	X	X	X	X	X		
	Fundamental nursing	University Teaching in Health: Professional Identity Formation	X			X		X	X	X			
		University Teaching: Conceptions, Professionalization and Didactic Fundamentals	X		X	X	X	X	X	X			
	Nursing in Collective Health	Teaching in Health Education: Knowledge and Practices	X			X	X	X	X	X	X	X	
		University Teaching in Health	X						X			X	X
		University Teaching in Health: Professional Identity Formation	X						X			X	X

Chart 2 – Cont.

Institution	GP* in	Course	Higher Education and in Health	Nursing Education	Curriculum	Professors and Teaching Action	Teaching-Learning Process	Planning	Appreciation	Teaching Techniques	Didactic Resources/ Teaching Methodologies	MA+/Pedagogical Innovation	Digital Technologies
<i>Universidade do Estado do Pará</i>	Nursing	Teaching and Education Methodologies in Nursing	X	X	X	X		X	X	X			
<i>Universidade do Estado do Rio De Janeiro</i>	Nursing	Pedagogical Practices Applied to Teaching in Health and Nursing	X	X	X	X	X	X					
<i>Universidade Estadual de Campinas</i>	Nursing	Teaching Practice and Teaching Issues I				X		X	X	X	X		
		Teaching Practice and Teaching Issues II				X		X	X	X	X		
<i>Universidade Estadual Paulista Júlio de Mesquita Filho, Botucatu</i>	Nursing	Teaching Practice in Courses in Health	X		X			X	X	X			
		Active Teaching-Learning Methodologies					X					X	
<i>Universidade Federal de Alagoas</i>	Nursing	Teaching Methodology	X	X		X							
<i>Universidade Federal de Alfenas</i>	Nursing	Teaching Methodology	X			X			X	X			
<i>Universidade Federal de Minas Gerais</i>	Nursing	Theoretical-Methodological Fundamentals of Management and Education	X	X							X		
		Teaching Practice in Health and Nursing	X		X				X				



Chart 2 – Cont.

Institution	GP* in	Course	Higher Education and in Health	Nursing Education	Curriculum	Professors and Teaching Action	Teaching-Learning Process	Planning	Appreciation	Teaching Techniques	Didactic Resources/ Teaching Methodologies	MA†/Pedagogical Innovation	Digital Technologies
<i>Universidade Federal de Santa Catarina</i>	Nursing	Professor Training and Development in Health and Nursing	X	X		X			X				
<i>Universidade Federal de São João Del-Rei</i>	Nursing	Teaching and Teaching Practice	X	X			X	X	X	X		X	
<i>Universidade Federal do Maranhão</i>	Nursing	Education and Care Practices	X					X	X	X			
<i>Universidade Federal do Pará</i>	Nursing	Education, Training and Management in Health and Nursing	X	X									
<i>Universidade Federal do Rio Grande do Sul</i>	Nursing	Teaching Approaches	X	X		X	X						
<i>Universidade Federal do Triângulo Mineiro</i>	Nursing	Pedagogical Strategies Mediators of Teaching Practice	X			X							
		Teaching-Learning Practices in Healthcare								X			
<i>Universidade Regional do Cariri</i>	Nursing	Methodology of Higher Education	X				X		X	X	X	X	

*GP: graduate program; †AM: active methodologies. Source: graduate program websites (2020).

in addition to encompassing theoretical and epistemological bases in the field of education, which, in general, were not identified in the courses analyzed. The logic in the construction of rationality is based on knowledge that permeates the context of pedagogical practice, the relational and collective dimension of training processes, ambivalence of learning, students' socio-historical context, the planning of teaching activities, class conduction in its several possibilities and the assessment of learning¹⁵, which could be elements to be more addressed in GP in nursing.

The issue of faculty training implies thinking about the place in which teaching is produced as a profession, since "there are no professors in a vacuum, in an ethereal vision, proposing displacements between subject and context"¹⁶. In this regard, the constitution of teaching materializes in practices and discourses carried out by HEIs¹⁶. In the case of GP in the field of nursing, there was relevance in the offer of themes that permeate pedagogical training in 61 courses, with "The pillars of faculty training" anchored in higher education and in health, nursing education, curriculum, professors and teaching action and the teaching-learning process.

In the field of nursing, the triangulation that the professor establishes in teaching-learning - assistance is evident, which is fundamental in the construction of knowledge and professional practices. Studies show that, usually, higher education professors in nursing start their teaching activities in private institutions, are hired for their experience as clinical nurses and do not have pedagogical training, in addition to having no desire or plans to enter the profession^{11,17-19}, which makes it necessary to approach the contents directed to the teaching-learning and didactic processes in the courses offered.

Professors point out that success as professors is essentially related to professional experience and pedagogical practices arising from the field of work¹⁹, which is a worrying fact. The importance of professional experience in nursing education cannot be minimized, however, specific pedagogical training is important and essential, since there is a theoretical framework that permeates this teaching. The approach to theoretical-philosophical aspects, as well as the policies that guide learning, although not predominant in the courses analyzed, leads to a reflection on the importance of this theme that makes up the social construction of the teaching role.

The need for pedagogical training for the construction of teaching identity is reported in several studies, although many indicate its absence throughout professors' career^{17,19-20}. Training in a profession focused on health is marked by the plurality of knowledge, skills and competences that professors need to have as a pedagogical arsenal in their work. The biggest challenge in professors' work and professional training is to articulate specific knowledge in the area with pedagogical knowledge¹⁶, which was evident in the courses analyzed, which include both practical aspects of education directed towards nursing and pedagogical dimensions and didactic knowledge inherent to teaching performance.

A special preparation for teaching will support the professor in promoting changes that result in meaningful learning and critical and reflective thinking skills on the part of students; a change that is urgent, but requires patience, persistence, planning time and theoretical-pedagogical foundation³. This tendency to provide students with the management of their learning was addressed in the courses that were analyzed, since active methodologies and pedagogical trends were contemplated, albeit sparsely.

This aspect needs to be better addressed in graduate courses, considering that nursing professors need to be trained to deal with the indications of a training that is transformative, reflective, collaborative²¹ and that prepares young people to be active, critical and political agents, capable of reflecting on the reality in which they are and considering the historical-social, political, legal, cultural and ethical contexts, as indicated by CNS⁵. Having only knowledge of professional nursing is not enough for the profile of a professor who needs to train young professionals today, with the desired professional profile.

The other dimension anchored in the analyzes concerns “Didactics”, which, in a multidimensional perspective, focuses on the “production of intellectual activity in students and by students, articulated to contexts in which the processes of teaching and learning occur”²². It is based on a pedagogy of dialogue, whose learning takes place through mediation between professors and students²³. Therefore, didactics deals with teaching in its various determinations, which requires from professors “specific knowledge, consolidated through pedagogical training aimed especially for this purpose, as well as constant updating of content approaches and new didactic ways of teaching them”¹⁵, articulating theoretical and practical reflexive processes. The teaching process involves knowledge/knowledge related to planning, assessment, teaching techniques, didactic resources/teaching methodologies, active methodologies/pedagogical innovation and digital technologies, aspects identified in the analyzed courses.

Practices and challenges related to the ways of teaching are increasingly focused on the reality in which students face and must form a critical and reflective professional^{18,24}. The professor is no longer a mere transmitter of knowledge to guide and guide students to reflect and find answers¹⁸. Therefore, it needs to look for tools to arouse the interest and attention of students, which go beyond audiovisual equipment, but include planning, technique, assessment, diversified resources and innovation²⁴. Thus, faculty training must cover these aspects thinking about teaching techniques, didactic and methodological resources, as well as digital technologies capable of understanding and arousing the interest of students. Professors must adapt their methodological choices to the current moment and need to be trained for this¹⁸, which was observed in the approach of innovative trends in some courses.

It is noteworthy that it is necessary for professors to constantly rethink their practice, to plan teaching, based on the pillars of faculty training, already mentioned, to seek pedagogical training, which encourages students to develop the critical and reflective capacity so necessary for professionals in nursing, which in turn requires the professor to be a critical and reflective being^{18,24}. Planning teaching action as a guide for practice is widely addressed in course description. As important as planning is evaluation, which is usually seen as an instrument of power. Assessment should not only include content, but cover abilities and skills required of nursing practitioners (healthcare, decision-making, communication, leadership, administration and management, and continuing education)⁸.

In nursing, specifically, there is a significant offer of content that needs technical-practical improvement; and the professor uses their own experience and knowledge acquired in practice to convey confidence to students, as well as spreading the understanding of what characterizes good professors. The need to early put nursing students into the practical field is highlighted so that they experience practical situations and develop care skills that go beyond the theoretical content.

This guideline is based on DCN⁸ and structures most academic curricula. DCN also reinforce the need for changes in nursing education and encourage innovation movements in teaching-learning, in addition to citing as essential content, in undergraduate nursing courses, themes relevant to the pedagogical training of nurses, regardless of the degree⁸. This aspect was addressed by GP, as the teaching-learning processes and the development of basic skills for teaching in higher education in nursing were observed in course descriptions.

It is also necessary to value the relationships among teaching-learning process subjects. The horizontality of learning as a discussion in small groups, in the practice setting, the use of a simulated situation in professional practice and the adoption of active methodologies favor and can contribute to the development of skills and the construction of student autonomy²⁵. Therefore, a professor with knowledge and pedagogical training becomes a facilitator in the educational process.

The use of new technologies, which was little addressed in course description, is one of the challenges pointed out by nursing professors, as technology can be a great ally, but also a great villain for professors²⁶. Students of an undergraduate nursing course point out that the use of technological resources by professors is important, as it facilitates learning. However, they must be applied properly

so as not to reproduce the lecture on the white chart; and even with technology, skills related to humanization, understanding and empathy are essential for nursing education²⁷.

Lack of physical, material and financial structures necessary for the teaching action, students' unpreparedness and immaturity, devaluation of professors, work overload²⁶ and excess of management and bureaucratic activities hinder the full performance of the teaching role and are issues that need to be discussed in pedagogical training courses.

Although most GP offer courses of a pedagogical nature, this is often the only moment students have to reflect on the teaching role and to be in contact with content related to the educational process. The greater emphasis on offering these courses, with a mandatory character, would contribute to the construction of a teaching action consistent with the real need of the labor world, as GP students tend to formally enter teaching in public and private HEIs.

The themes addressed in the courses point to the main elements necessary for teaching practice, in addition to qualifying the understanding of knowledge in the pedagogical field. The trend is to train professionals based on teaching-learning processes with pedagogical skills and didactic knowledge. Reflections on the management of learning and the interaction of subjects seem, albeit timidly, to lead to innovative educational practices. The new educational paradigms and political-pedagogical references applicable to education in the field of health support the objectives presented in the courses offered.

As a limitation of the present study, the use of information obtained from the GP site stands out, many of which do not provide course description. This limitation is also characterized as an alert about the importance of making this information available to nurses, graduate students and other professors who teach courses of a pedagogical nature, aiming at the exchange of experiences.

This study provides important contributions to the field of nursing, as it characterizes GP in the national scenario and lists fundamental aspects that are addressed in the courses offered by such programs. Deepening the study of the syllabuses, especially in the references, can list other relevant and essential themes for the understanding of the contents and for the theoretical and philosophical foundation of the pedagogical training of graduate students.

CONCLUSION

The study analyzed 61 courses of pedagogical training of 53 GP in nursing in Brazil. Most GP were in the Southeast region (41.5%), which, at the time of this research, offered 42.6% of pedagogical training courses, followed by the Northeast region (26.4% of GP), which had 36.0% of courses.

When analyzing how the training of professors by GP in nursing occurs, it was found that there were courses offered as mandatory and optional and these, according to contents in course description, were grouped, in this research, in the dimension entitled "The pillars of faculty training", with thematic approach focused on higher education and on health, nursing education, curriculum, professors and teaching action, teaching-learning process; and, in the "Didactics" dimension, with an approach to themes related to planning, assessment, teaching techniques, didactic resources/teaching methodologies, active methodologies/pedagogical innovation and digital technologies.

Teaching in nursing is a complex action that involves professional and scientific knowledge and knowledge in the area and should encompass theoretical and epistemological foundations in the field of education. In this sense, professors need to be trained so that they can train nurses capable of responding to health demands and with a professional profile compatible with the national and international guidelines and guidelines for training in a changing world. Thus, the courses offered by GP are initiatives that, in a way, respond to such indications, but it was detected that only 42.6% were mandatory and had varied training and different approaches. No course analyzed covered all identified themes.

Most GP in nursing, at the end of this research, offered one or more courses related to pedagogical training, which is an important finding, since graduate courses are the locus of professors' education for higher education, despite historically turn to the training of researchers. Pedagogical training is inherent to the exercise of university teaching and requires educational intentions, infrastructure and curriculum devices that can stimulate self-reflection on new ways of planning and carrying out the teaching and learning process and the mobilization of students for a new relationship with knowledge, with leading role and autonomy.

It is demanded by professors' pedagogical training to help them define the meanings of their pedagogical work through a multidimensional didactic approach, which considers problematization, coping with complex teaching situations, among other issues. It is important that GP in nursing expand the offer of courses aimed at pedagogical training and that they are mandatory curricular components for all graduate students.

REFERENCES

1. Hees LWB. O início da docência de professores da educação superior [tese]. São Paulo. Pontifícia Universidade Católica de São Paulo; 2016.
2. Pimenta SG, Anastasiou LGC. Docência no ensino superior. São Paulo, SP(BR): Cortez; 2002. v. 1.
3. Marzari M. Didática no ensino superior: perspectivas de mudanças. Instrumento: Rev Est Pesq Educ [Internet]. 2015 [cited 2020 Apr 28];17(1):79-88. Available from: <https://periodicos.ufjf.br/index.php/revistainstrumento/article/view/18930>
4. Anastasiou L, Alves L. Processo de ensinagem na universidade: pressupostos para as estratégias de trabalho em aula. Joinville, SC(BR): Universille; 2015.
5. Conselho Nacional de Saúde. Resolução nº 569, de 8 de dezembro de 2017. Trata dos Princípios Gerais para as Diretrizes Curriculares Nacionais dos Cursos de Graduação da Área da Saúde. Diário Oficial da União. 2018 Fev 26;38 (seção 01): 85-90 [cited 2020 May 06]. Available from: <http://conselho.saude.gov.br/resolucoes/2017/Reso569.pdf>
6. Conselho Nacional de Educação. Resolução nº 3, 20 de junho de 2014. Institui Diretrizes Curriculares Nacionais do Curso de Graduação em Medicina e dá outras providências. Diário Oficial da União. 2016 Jun 23;(seção 01): 8-11 [cited 2020 May 06]. Available from: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=15874-rces003-14&category_slug=junho-2014-pdf&Itemid=30192
7. Conselho Nacional de Educação. Resolução nº 6, de 19 de outubro de 2017. Institui Diretrizes Curriculares Nacionais do Curso de Graduação em Farmácia e dá outras providências. Diário Oficial da União. 2017 Out 30(seção 01): 30 [cited 2020 May 06]. Available from: https://www.in.gov.br/materia/-/asset_publisher/Kujrw0TZC2Mb/content/id/19363913/do1-2017-10-20-resolucao-n-6-de-19-de-outubro-de-2017-19363904
8. Conselho Nacional de Educação. Resolução nº 3, de 07 de novembro de 2001. Institui Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem. Diário Oficial da União. 2001 Nov 09;(seção 01): 37 [cited 2020 Apr 02]. Available from: <http://portal.mec.gov.br/cne/arquivos/pdf/CES03.pdf>
9. Conselho Nacional de Saúde. Resolução nº 573, de 31 de janeiro de 2018. Aprova o Parecer Técnico nº 28/2018 contendo recomendações do Conselho Nacional de Saúde (CNS) à proposta de Diretrizes Curriculares Nacionais (DCN) para o curso de graduação Bacharelado em Enfermagem. Diário Oficial da União. 2018 Nov 11;(seção 01): 38 [cited 2021Fev 20]. Available from: <https://conselho.saude.gov.br/resolucoes/2018/Reso573.pdf>

10. Pivetta HMF, Schlemmer N, Roveda PO, Isaia SMA, Porolnik S, Cocco VM. Percalços da Docência Universitária nas Ciências da Saúde. *Educ Real*. 2019 [cited 2020 Apr 21];44:e75639. Available from: <https://doi.org/10.1590/2175-623675639>
11. CAPES - Coordenação de Aperfeiçoamento Pessoal de Nível Superior. Plataforma Sucupira. [cited 2020 Apr 01]. Available from: <https://sucupira.capes.gov.br/sucupira/public/consultas/coleta/programa/quantitativos/quantitativoAreaConhecimento.jsf?areaAvaliacao=20>
12. Brasil. Lei nº 9.394 de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. *Diário Oficial da União*. 1996 Dez 23;(seção 01): 27833 [cited 2021 Feb 15]. Available from: http://portal.mec.gov.br/seesp/arquivos/pdf/lei9394_ldbn1.pdf
13. Cunha MI. Docência na Educação Superior: a professoralidade em construção. *Educação* [Internet]. 2018 [cited 2020 Jul 29];41(1):6-11. Available from: <https://doi.org/10.15448/1981-2582.2018.1.29725>
14. Veiga I, Silva E. Docência na educação superior: problematizadora e tecnocientífica. *Rev Diálogo Educ* [Internet]. 2020 [cited 2020 Jul 29];20(65):580-607. Available from: <https://doi.org/10.7213/1981-416X.20.065.DS04>
15. Cunha MI, ed. *Trajetórias e lugares da formação da docência universitária: da perspectiva individual ao espaço institucional*. Araraquara, SP(BR): Junqueira & Marin. Brasília, SP(BR): CAPES, CNPq; 2010.
16. Cunha, MI. O tema da formação de professores: trajetórias e tendências do campo na pesquisa e na ação. *Educ Pesqui* [Internet]. 2013 [cited 2021 Feb 15];39(3):609-26. Available from: <https://doi.org/10.1590/S1517-97022013005000014>.
17. Fernandes CNS, Souza MCB de M. Teaching in higher education in nursing and identity construction: entry, career and permanence. *Rev Gaúcha Enferm* [Internet]. 2017 [cited 2020 Apr 20];38(1):e64495. Available from: <https://doi.org/10.1590/1983-1447.2017.01.64495>
18. Paulino VCP, Silva LA, Prado MA, Barbosa MA, Porto CC. Formação e saberes para a docência nos cursos de graduação em Enfermagem. *J Health NPEPS* [Internet]. 2017 [cited 2020 Apr 20];2(1):272-84. Available from: <https://periodicos.unemat.br/index.php/jhnpeps/article/view/1822/1676>
19. Lazzari DD, Martini JG, Prado ML, Backes VMS, Rodrigues J, Testoni AK. Between those who think and those who do: practice and theory in nursing teaching. *Texto Contexto Enferm* [Internet]. 2019 [cited 2020 June 30];28:e20170459. Available from: <https://doi.org/10.1590/1980-265X-TCE-2017-0459>
20. Almeida M. Por uma didática para tempos de resistência no contexto da educação superior mercantilizada e competitiva. In: Pimenta SG, D'Ávila C, Pedroso CCA, Mussi AA, eds. *A didática e os desafios políticos da atualidade (XIX ENDIPE FAGED/UFBA)*, 2018. Salvador: EDUFBA; 2019. p. 19-36.
21. Frenk J, Chen L, Bhutta ZA, Cohen J, Crisp N, Evans T et al. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet* [Internet]. 2010 [cited 2021 Feb 15];376(9756):1923-58. Available from: [https://doi.org/10.1016/S0140-6736\(10\)61854-5](https://doi.org/10.1016/S0140-6736(10)61854-5)
22. Scremin G, Isaia SMA. Pedagogias universitárias: as influências das diferentes áreas do conhecimento na atuação docente. *Educ Pesqui* [Internet]. 2018 [cited 2020 May 06] 44:e177719. Available from: <https://doi.org/10.1590/s1678-4634201844177719>.
23. Franco MAS, Pimenta SG. Didática multidimensional: por uma sistematização conceitual. *Educ Soc* [Internet]. 2016 [cited 2020 Mai 22];37(135):539-53. Available from: <https://doi.org/10.1590/ES0101-73302016136048>

24. Almeida HM. A didática no ensino superior: práticas e desafios. *Estação Científica* [Internet]. 2015 [cited 2020 May 22];14:1–8. Available from: https://portal.estacio.br/docs%5Crevista_estacao_cientifica/07-14.pdf
25. Makuch DMV, Zagonel IPS. Pedagogical approach in the implementation of curriculum programs in nurse training. *Esc Anna Nery* [Internet]. 2017 [cited 2020 Apr 21];21(4):e20170025. Available from: <https://doi.org/10.1590/2177-9465-ean-2017-0025>.
26. Fontes FLL, Santana RS, Soares JC, Pereira RIN, Espírito Santo IMB, Sousa MSR et al. Desafios e dificuldades enfrentadas pelo enfermeiro docente para o exercício da docência no ensino superior. *Rev Eletrônica Acervo Saúde* [Internet]. 2019 [cited 2020 Apr 20];24:e300. Available from: <https://acervomais.com.br/index.php/saude/article/view/300/465>
27. Pissaia LF, Monteiro S, Thomas J, Costa AEK. Uso da tecnologia como recurso didático no Ensino em enfermagem: percepções dos estudantes. *Rev Sustinere* [Internet]. 2019 [cited 2020 Apr 20];7(2):286-300. Available from: <https://doi.org/10.12957/sustinere.2019.38455>.

NOTES

CONTRIBUTION OF AUTHORITY

Study design: Santos MA, Luchesi BM.

Data collection: Santos MA, Luchesi BM.

Data analysis and interpretation: Santos MA, Luchesi BM, Rivas NPP, Puschel VAA.

Discussion of results: Santos MA, Luchesi BM, Rivas NPP, Puschel VAA.

Writing and/or critical review of content: Santos MA, Luchesi BM, Rivas NPP, Puschel VAA.

Review and final approval of the final version: Santos MA, Luchesi BM, Rivas NPP, Puschel VAA.

FUNDING INFORMATION

This study was financed in part by the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – Brasil (CAPES) – Finance Code 001.

CONFLICT OF INTEREST

There is no conflict of interest.

EDITORS

Associated Editors: Selma Regina de Andrade, Gisele Cristina Manfrini, Natália Gonçalves, Monica Motta Lino.

Editor-in-chief: Roberta Costa.

HISTORICAL

Received: October 6, 2020.

Approved: May 28, 2021.

CORRESPONDING AUTHOR

Mariana Alvina dos Santos

mariana.alvina@ufms.br

