

Empowering the Nurse Educator Role to Sustain the Educational Quality Indicator: A Literature Review

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Increasing globalization and technological development raise questions about the work of university teachers in the teaching-learning process in the face of the challenges imposed by society. The critical role of the teacher in the development of specific competencies in the different ways of being, knowing, doing and living together is part of the fundamental strategy to promote sustainable change. The objective is to analyze the scientific evidence on the role of teachers in nursing training and the convergence around educational quality. Literature was reviewed by searching in different databases, including Scopus, Ebsco, Scielo, Redalyc, Dialnet, and Google Scholar. Articles in English, Spanish and Portuguese from 2015-2022 that referred to a teaching role, higher education, teaching-learning, nursing, education, teaching, student, university professor, educational quality, nursing training and nursing, met the criteria for inclusion and were selected. The development of teaching falls into three categories: teaching role, qualities that the teacher possesses and as a learning strategist in the nursing student who will develop cognitive, procedural and attitudinal skills.

Keywords: teaching role, nursing education, educational quality

INTRODUCTION

United Nations Educational, Scientific and Cultural Organization (UNESCO) (Organización de las Naciones Unidas, 2017) argues that in a society that is constantly changing, the concern for approaching and maintaining the conditions inherent to educational quality leads to questions about how the different social actors evaluate the teaching provided in higher education institutions. Therefore, as one of the relevant university functions is the generation of knowledge, there is a need for university lecturers to

promote the training of individuals who are builders of knowledge, capable of applying critical thinking, and who favor the development of cognitive skills.

Likewise, at an international level, the United Nations International Children's Emergency Fund (UNICEF) and the Economic Commission for Latin America (ECLAC) promote the best educational conditions for society, for which the millennium objective of quality education with inclusion is highlighted (Organización de las Naciones Unidas, 2005; Organización de las Naciones Unidas, 2017; CEPAL, 2017). Furthermore, the teaching role has evolved within the teaching-learning process from a passive to an active teacher who accompanies students during competency development training (Aburto Jarquín, 2020).

In this sense, the continuous change in the scientific, technological, economic, and social areas demand greater determination to achieve quality and constant improvement. This requires education systems to ensure that professionals acquire competencies that respond proactively to the needs of a constantly changing society. The achievement of educational quality is important in the university system because it allows solving academic problems, restructuring teaching work, and promoting training. This permits educational administrators to develop academic strategies and achieve the educational purposes of the curriculum with the competence approach (Pecina, 2019).

Likewise, in Peru, through the national system of evaluation, accreditation, and certification of the quality of public and private education, through the work of highly trained teachers identified with their vocational choice, teachers have the role of ensuring the achievement of competencies and skills in their personal and professional development. The university is responsible for training quality students and generating knowledge to solve economic, social, and environmental demands to benefit society's development (SINEACE, 2018).

In this order of ideas, university teaching requires assuming new forms for the practice of teaching-learning based on responsibilities that transcend its role as an educator in an efficient and quality manner to encourage students to perform in the competencies developed according to their professional profile (Merellano-Navarro et al., 2016). Therefore, it is important to reflect and analyze the different perspectives of scientific evidence on the teaching role in nursing education and the convergence around educational quality. The analysis of the scientific articles will allow the analysis of the various positions that will serve as a basis for understanding the phenomenon, based on the existing literature, under the premise that it is always possible to perform processes in a better way. Continuous improvement is the source of people's progress and the happiness of the sense of achievement when people gain access to the knowledge that guides their decisions and gives them a quality of life.

METHODOLOGY

A qualitative literature review was conducted by searching the following databases: Scopus, Ebsco, Scielo, Redalyc, Dialnet, and Google Scholar. English, Spanish, and Portuguese articles from 2015-2022 that referred to the following descriptors: teaching role, higher education, teaching-learning, nursing, education, teaching, student, university teacher, educational quality, education in nursing, and nursing were selected. Articles lacking methodological quality, duplicity, not having open access, in the pre-publication phase, letters to the editor, and reviews, were excluded from the literature review. A total of 72 articles were selected by title, abstract, and full article; however, only 18 were related to the subject matter and therefore analyzed in full text to meet the study's objectives.

RESULTS AND DISCUSSION

The literature review revealed several categories regarding the teacher in the university environment, such as their role, qualities, and as a learning strategist.

The Teachers' Role

The teachers' role in quality education is linked to expanding systemic interactions and partnerships and strengthening the dialogue with the complex and constantly changing reality. Complex thinking

emphasizes quality education; it transcends the sovereignty of the instituted order and conceives the dialogical relationship between order, disorder, and organization. In this relationship, the teacher assumes the role of learning mediator, which implies valuing and enhancing human singularities and apprehending phenomena in a multidimensional way (Backes et al., 2018).

In this sense, nursing education needs to focus on training from an integral perspective through interdisciplinarity, with the curriculum oriented towards the solution of relevant problems, where the human component, sensitivity, and the pillars of knowledge are the bases that direct the steps of the teacher, as well as each student in training (Montilla, 2020).

There is a need for ongoing evaluation of teaching practice in the training of students. Reflection and self-reflection allow the practice to be done differently and better. In addition, emphasis is placed on promoting meaningful learning through the insertion of alternative spaces and dialogues in the traditional and expository class. However, there are challenges to overcome, such as moving students out of the “comfort zone” provided by the traditional method and revising an assessment model more consistent with the Active Teaching and Learning Methodology (Fabbro et al., 2018).

Qualities of the Teacher

The university teacher is a critical factor in the quality of nursing education because they must train cognitive, procedural, and attitudinal competencies to reinforce attributes that develop a humanizing perspective in the healthcare field. Likewise, the significant challenges they face from health problems from a nursing education approach to improving the patients’ quality of life (Gonzales-Escobar, 2019), especially those related to meeting increasingly complex human needs. For this reason, nursing professionals imbued with professional, ethical, and spiritual values are required. That is, nursing professionals competent to promote good interpersonal relationships, with good assertive communication, manager and innovator of teaching, guide, and promoter of life skills (Bueno et al., 2017).

The Teacher as a Learning Strategist

The concept of nursing education has been updated according to social needs and the speed of information associated with the progress of knowledge. This requires a renewal in teaching and methodologies that provide critical and dynamic training, to prepare professionals and respond to the needs of the population from the development of their psychomotor and cognitive skills (Bezerril et al., 2018).

Constructivism has implications for how teachers teach and learn to teach; people construct knowledge and meaning from their experiences. Therefore, teachers need to reflect on the methodologies they are using. Constructivist teachers encourage students to constantly evaluate how the activity is helping them gain understanding (Olusegun, 2015).

Para Basante & Gómez (2019) point out that one of the teaching and learning strategies most used by teachers is the master class supported by the use of video (board), followed by the socialization of the topics by the students; teachers say that both strategies reduce student participation in class because they do not allow for feedback from the teacher. On the other hand, strategies such as laboratories, practice, and workshops encourage performance and allow competencies to be achieved. For the application of teaching-learning strategies, it is important to consider the students’ learning styles because they do not learn in the same way, favoring the achievement of the proposed competencies.

The use of teaching and learning strategies contributes to preparing students to face new challenges and solve societal problems. However, it is important to increase demands on the student to diminish the culture of little effort. The teacher needs to consider new teaching strategies, which extrapolate the simple transmission of knowledge, creating a critical conscience in the student to help establish new nursing. Professional training should privilege learning situations, providing creative, critical, and transformative attitudes capable of fostering greater reflection on nursing teaching practices (Leite et al., 2018).

In this sense, from the perspective of care and management, a critical and reflective intervention is necessary in academic training to provide tools capable of preparing the student for effective confrontation in the workplace. From this viewpoint, the student interprets the teaching-learning process (Silva et al., 2018).

Training health professionals who are critical, reflective and transformers of their realities is linked to pedagogical conceptions that stimulate learning. These methodologies can become an important strategy for the instrumentalization and performance of these teachers.

Conversely, articulating the teaching style to the student's learning styles is not a panacea for classroom problems. Factors such as classroom climate, background, motivation, gender, and multicultural aspects influence the quantity and quality of learning (Chiang et al., 2016).

The concept of content transmission is still present. Expository lectures and the observation/repetition system can strengthen instrumental and fragmented teaching that contribute little to critical, creative, and reflective learning. Regarding assessment, the difficulties lie in the construction of forms and the aspects to be assessed, when to assess, and how the teacher will develop this process (Morais et al., 2018). In this sense, international nursing organizations indicate that the training of nursing professionals requires a teacher who understands that their role transcends when learning is collaborative and emphasizes the solution of problems articulated with the processes of knowledge construction based on scientific evidence (ALADEFE, 2016).

Conversely, when teachers can visualize multiple forms of learning in the training process, they diversify their teaching strategies to enable students to participate more in the topics to be studied. However, students still need to find alternative methods to help them learn. For example, dynamic classes, group work, and problematization were shown to facilitate teaching methodologies as strategies to develop the student competencies required for their professional performance (Peres et al., 2018).

Teachers must incorporate Problem-Based Learning (PBL) into the curriculum design to strengthen students' clinical reasoning. The effectiveness of PBL aims to improve students' clinical reasoning and collaborative skills (Wosinski et al., 2018). In this regard, the findings of the study conducted by Oyelana (2018) revealed the need to educate students and nursing staff about Teaching-Centered Learning (TCL) (Oyelana et al., 2018). Providing educational workshops and peer mentoring can facilitate the incorporation of TBI in practice settings by the clinical faculty.

Macedo et al. (2018) reflected and discussed Active Methodology (AM) as an innovative strategy and proposed opportunities and ways to apply the activation of learning (Macedo et al., 2018). It promoted understanding through experiences in the workshops, highlighting the step of theorizing with the Constructivist Spiral (CS) and the classroom approach with the Problem Situation (PS). The choice of theorization topics, including assessment, portfolio, and the Conceptual Map (CM), showed that the participants wanted to study and learn new methods to apply in their teaching practices. The understanding of the application of AM contributed to the transformation of teaching practices, creating possibilities for action in this higher education institution.

Paim et al. (2015) point out that teachers can reflect on problematizing methodology and how to use it in teaching practice to achieve quality education (Paim et al., 2015). Teaching and learning today requires going beyond transmitting and reproducing knowledge. Likewise, the teacher must function as a mediator who guides the way so students can discuss and propose solutions, considering the reality and the context in which they are inserted.

By proposing the metaphorical experience of problematic situations that belong to the nurse's professional routine, the game makes it possible for students to test, simulate and (re)create imaginary scenarios, promoting the development of autonomy and critical-reflective thinking concerning training and future professional practice (Soares et al., 2015).

Rangel et al. (2017) highlights that teachers and students recognize that holistic/integrative care should permeate the actions of nursing knowledge and nursing practice. However, problem-based learning (PBL) is an important strategy in the teaching-learning process, which motivates research, facilitates interpersonal, and links between theory and practice (Alarcon et al., 2018).

CONCLUSIONS

The quality of nursing education will improve as long as it continues to promote the strengthening of personal qualities and the quality of the teacher as a strategist for student learning.

The studies on nursing education emphasize the need to update and apply diverse and active methodological strategies to develop the competencies of the new profession graduate, who will be inserted into a world that demands great proactivity and an interdisciplinary sense. Educational quality encompasses not only structural aspects but also a new disposition towards teaching and a permanently renewed commitment to the student's needs and the development of nations. Doing the teaching job well is an ethical responsibility because the present and future of individual and community life depend on the educational experience.

In this context of the 21st century, where there is a need to transform educational scenarios and to retake the importance of educational quality, especially in nursing, it is essential to develop future research that allows reflection on the evolutionary dynamics of nursing education, making it possible to implement transcendental changes in the teaching-learning process.

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