Research Article

Social Networking - Internet: contribution to the teaching-learning process in nursing

José Cláudio de Souza, Cavalcanti Geilsa Soraia Valente and Ana Claudia Gonçalves da Silva

Faculty of Graduate Studies and the Graduate School Bezerra de Araujo (FABA), Universidade Federal Fluminense - UFF. Fellow CNPq. Rio de Janeiro, Brazil.

Department of Nursing Fundamentals and Administration, School of Nursing Dawn of Afonso Costa, universidade Federal Fluminense - UFF. Fellow CNPq. Rio de Janeiro, Brazil.

*Corresponding Author E-mail: claudioenfo@gmail.com

Abstract

Objective: To analyze the contributions of the use of social networks - internet for teaching and learning of nursing students. Method: This is a descriptive quantitative research, conducted in a particular institution West of the Rio de Janeiro - Brazil. Was used for data collection, a semi-structured questionnaire with fifty (50) participants of the 7th and 8th period of nursing degree. The study was approved under No 414 428. Results: We sought to describe statistically the simple variables, like personal characteristics such as gender, age, frequency of use of social media - internet, how many times per week and how many hours per day, type of site survey, the contribution to teaching and learning reliability of the sites surveyed. Conclusion: Social networks - Internet, this educational institution is an instrument that contributes to the process of academic training of future graduates of nursing.

Keywords: Professional Competence; technology; Nursing informatics; Internet

INTRODUCTION

The world is undergoing significant changes and transformations that have impacted on practice areas such as health education which must be in line with the prevailing paradigms of education aiming to promote what all proposed academy, which is a critical teaching -reflective and quality.

In this scenario of constant transitions, one realizes that education had developments on the means of teaching and learning, especially with the advent of the era of globalization. Thus, at present, will identify that slowly but more effectively, the academy adheres to new forms of knowledge production by digital means.

Over the past 30 years, the books, as inputs knowledge practically gave rise to queries made through the internet and its social networks. In the contemporary world, who, before doing any research in a traditional library, no resorts to access some websites available to know what has been published on the subject to be studied? In academic language, called this search for "state of the art". This practice demonstrates, the facility offered by the digital age while teaching-learning resources from the search that produces current on various research topics.

These transformations have directed the academy to adapt to this new model of conceiving and doing education, adding in their educational practices tools that need to be properly addressed and explored the viability of differentiated teaching and learning with a view to better understanding of the content by students (Mourao and L'Abbate, 2011).

In his book, Emergence: the integrated life of ants, brains, cities and software, Johnson (2003) invited us to think
about the phenomenon of collective joints through social networks, bringing some important reflections on this reality and how this mobilization among individuals would impact on current social relations.

Recent study by Health On the Net Foundation - HON,(Pletneva et al., 2011) demonstrated that health professionals have routinely used the internet as a research resource and means of communication when it comes to health, this reason, perhaps, by which they experience the phenomenon of the digital divide, the Internet is a tool for easily accessible, convenient and sometimes anonymous.

Then it is believed that as educators knowledge takes place in a ubiquitous manner, making it a permanent search for all those who aspire to personal, social and professional development. This is because knowledge has practical nature, since it gives thanks to the everyday experiences of the subject that relates the experiences permanently with the object.

When considering that knowledge is social, dialectical inter-subject-object relationship is only possible in relation to the construction of knowledge in complex and varied fabric of men's relationships with other men. However, it is understood that knowledge is historical, built by men for ages, in a ceaseless struggle for seizure of the object. The path from ignorance to knowledge is long and hard and makes a case that, as social practice itself, will the shallow thinking to more complex thinking (Ahmad and Garcia, 2011).

Some words have plural polysemous concept. Thus, while forming opinions should be careful about the use of certain terminology so there is no misrepresentation nor ambiguous sense.

The concept of social networking has been employed with some frequency after the advent of the internet and the consolidation of health technologies. The use of this terminology has generated discussion in various fields of knowledge is in its home base (Social Sciences) or in related area that has the use of the term. To experience this unique moment of the era of digital inclusion in much of the country, the concept of vernacular word yet creates contradictions as what is really meant when talking about social networks.

Clarifying and plural sense that polissemic networking, Ferreira (5:749-750), brings some definitions. According to the proposals of this study, we chose to use the definition: "a set of interconnected by lines of communication devices capable of receiving a message and make it transit through these channels of communication so that, starting from a point origin to its destination."

It is thought that the concept be more appropriate when referring to the use of the internet as a vehicle for the transmission not only of learning, but the socialization of personal, academic, professional and everyday experiences. On analysis, it appears that users generally do not utilize fully all existing tools, but those that have interrelationship with their everyday life and their daily needs.

Thus, this study was delimited as guiding question for the study as follows: How social networks - the Internet have contributed to the teaching and learning of nursing students? The objective of this study was to analyze the contributions of the use of social networks - internet for teaching and learning of nursing students.

METHODOLOGY

To elucidate the issues related to the proposed problem, the quantitative descriptive method was implemented. This is a survey of information through a questionnaire considered as a structured self-report. The research scenario was a private institution of higher education in Nursing, located in the western area of the city of Rio de Janeiro, with over 40 years of history, the renowned Brazilian scenario, regarding the training of professionals in the health, especially in nursing, with its own publishing house, published numerous textbooks, founded and administered by a nurse to the present day.

Participated in the investigation 50 nursing students who met the following inclusion criteria: academics of the seventh and eighth period of the old curriculum. Those academics who were excluded: not signed the consent form; who were on medical leave; who filled out incorrectly or did not complete the instrument of data collection; and those who did not return to the researchers. Given the Resolution 466/12, the study was approved by the National Research Ethics Estacio de Sá University, in the city of Rio de Janeiro (RJ) 414 428 under the report.

For the study we selected only simple variables such as personal characteristics (gender, age, frequency of use of social-networks internet, type of site research, contribution to the teaching-learning and reliability of the sites surveyed. Upon application of this instrument data collection to research participants, the 50 questionnaires that had clear information were analyzed. produced data were stored on computer using Epi-Info was used and descriptive statistics, considering the absolute and relative frequency of the data.

Because it is a survey to analyze the contributions that social networks have for learning of nursing students, we
opted for the description of results by the predominance of the percentage frequency of data on selected variables for the study.

**RESULTS**

The personal characteristics of nursing students that deserve attention are described below.

**Gender:** The sample consisted of 50 individuals, aged between 20 and 50 years. Were female, 94% of the sample, which shows that even today there is a predominance of females in the nursing profession that institution.

**Age group:** The largest number of individuals 78% concentrated between the ages of 20 and 30 years, 18% of participants were between 31 and 40 years, 4% were 41-50 years. For the sample, we evaluate the quantitative majority was in a favorable phase to learn and operate information technology, increasing the likelihood of use of social media - the internet.

**Frequency of Internet use:** According to the data obtained in the question about the weekly Internet usage, 68% replied that used all seven days of the week; 22% reported using four times a week; 6% used three times a week and 4% said they used the internet twice a week. Thus, more than half used daily social networks - internet for any personal or academic reasons.

**Type of site search**

Being a private institution of nature was observed that a portion of the nursing students had difficulty accessing the Virtual Health Library Two factors may explain this finding (Mourao and L'Abbate, 2011) the institution was devoid of scientific initiation and (Johnson, 2003) teachers who ministered a discipline research methodology unaware of the proper way to conduct searches on that basis to dados.Evidencia then that the majority (38%) used only for search engines to conduct their academic activities. Said access the Virtual Health Library (36%) of the sample, and all of these subjects were students guided by faculty entered into other research projects in educational institutions. The (26%) reported the use of the institution's own library. According to current trends, that institution loses in scientific production by lack of knowledge of databases that can contribute to research that meets the current paradigms of education on health.

**Contribution to teaching and learning:** According to 62% of the samples, social networks - internet contribute to its teaching and learning; 28% rated the contribution of such access as excellent, 8% fair and 2% as poor. Even without using the websites of academic reference, social networking - internet, according to the opinion of scholars contribute to teaching and learning in undergraduate Nursing.

**Reliability of sites surveyed:** The accuracy of the surveyed sites was rated as excellent by 20%; 68% rated it as good and 8% characterized it as indifferent. This finding draws attention because most of those surveyed do not use the Virtual Health Library as a source of information and search other databases or suggested by funding agencies as Portal Coordination of Improvement of Higher Education Personnel (CAPES) and other bases Brazilian data as the documentation system - Base MINERVA, Federal University of the State of Rio de Janeiro (UFRJ). This finding emphasizes the need for teachers who teach the discipline of Research Methodology as well as those that guide Jobs End of Course (TCC) students to target their searches of trusted sites in order to obtain precise information, that can add value knowledge and training of these future graduates.

**DISCUSSION**

The National Board of Education Resolution / Board of Higher Education (CNE / CES) paragraph 31 that, nationwide, introduced the National Curriculum Guidelines for Undergraduate Nursing, provides in its art (Ferreira, 2011), that nurse training aims to equip the professional knowledge required for the exercise of specific skills and abilities that indicate the proper use of new technologies. It also recommends the application of technologies to implement strategies on behalf of an active and lifelong learning, based on the review and reflection (Brazil Ministry of Education, 2001)

By understanding which the National Curriculum Guidelines for Undergraduate Nursing, in the course of your paragraphs and sections directly focusing on the competencies to be developed during graduation is ratified that the
future of nursing egress should dominate not only the content taught in classroom or in the field of stage room, but also communication and information technologies, essential nowadays to their professional practice. However, this academic in their training needs to be exploited in the right way by teachers in order to also use correctly the instrument enabling a source of apprehension of knowledge for its formation (Tanabe and Kobayashi, 2013).

It is known that access to computing resources during graduation is recent and new technologies are being introduced on nursing education. According Apostolic Egry and (Apostolico and Egry, 2013), it was found that due to the current context of globalization and rapid technological advances, the skills to use computational tools have been developed earlier and earlier, in gyms, or even before, resulting significant change in the process of teaching and learning which impacts significantly on the world of work. Taking into account that the use of computerized and digital media is booming and that graduate students are being trained in this context, it is expected that in the near future, professionals dominate the computational tools and make them instruments role in everyday health services, enabling an education in which searches the quality and accuracy of information are the main intensities.

There, in Brazil, a shortage of trained nurses in the area of information technology specifically the internet, reflecting significantly in this area of knowledge. The uncertainty of a minimum content to be covered in the training of students may contribute to the low supply of this discipline - applied health informatics, in higher education institutions. Then it is suggested that studies investigating the causes of low supply of computer courses in the curriculum of nursing and to propose minimum curriculum for the disciplines of Health Informatics are developed, since the academy itself promotes the use of this tool like search feature material for conducting research (Sanches et al., 2011).

The use of virtual environment for teaching and learning through social networks - Internet, were considered positively by the majority of nursing students assessed. For teachers, there is an evident need to understand and incorporate the virtual learning environment as an effective educational tool. This knowledge should serve as a strategy to add new experiences and values of professional nursing practice, aiming to meet the laws of higher education whose attention are guided by quality education enabling an education professional who can educate in order to achieve the necessary skills to their professional practice (Goyatá et al., 2012).

Furthermore, should ratify that social networks - internet can be a vehicle not only to seize knowledge with the reports described above. At the moment this tool is used as a conduit of information between the nursing professionals, such as the Virtual Health Library that conveys a range of information relevant to health sciences she should be able to develop communication skills to improve not only the professional category, but the target audience you want to reach. It is believed that the inclusion and use of this powerful tool the company can ensure the progress of the profession, its social mission and health gains it generates and therefore potentiate the growth of a core discipline for the sector of Health (Cardoso et al., 2014).

By understanding that nursing is a profession dependent on the communication process in which instance it is, it must provide the understanding of elements such as: interaction, communication and participation in all environments in which the profession might be, promoting the need for these professionals in virtual communities regarding the age of digital globalization, expanding boundaries and targeting new opportunities for visibility in society through social networks - internet (Martins et al., 2009).

Among the many benefits that the digital era can provide the nursing staff, it is important to emphasize that because the speed of information dissemination of the internet this professional can update faster. However, in Brazil, it is considered that most nurses do not have adequate knowledge of computing, although this, a great ally in your daily work (Liapa et al., 2008).

Based on these analyzes we front up to a challenging perspective to witness the area of education in Nursing. This approach instills teachers to know, analyze and transform these new technologies in an educational instrument articulated the political, economic, social and cultural conditions in which teaching takes place, as well as meet the demands of a college clientele considered a digital generation (Costa, 2014).

CONCLUSION

Social networks - Internet, contribute to the process of teaching and learning in this institution. However, from the above, it is analyzed that institutions of higher education in nursing need to foster discussions about the need for creating projects in the field of continuing education, in order, equip teachers to be facilitators for proper use of these information technologies in favor of professional skills development. It is believed that a nursing professional authorized to work in
this area should be of great value in apprehending knowledge of all areas of education that comprise the nursing degree.

References


