

**DOCUMENTARY PRODUCTION IN HEALTH EDUCATION: AN EXPERIENCE OF
ACTIVE LEARNING IN HIGHER EDUCATION****PRODUÇÃO DE DOCUMENTÁRIOS NO ENSINO EM SAÚDE: UMA EXPERIÊNCIA
DE APRENDIZAGEM ATIVA NA GRADUAÇÃO****PRODUCCIÓN DE DOCUMENTARIOS EN LA ENSEÑANZA EN SALUD: UNA
EXPERIENCIA DE APRENDIZAJE ACTIVO EN LA GRADUACIÓN**

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ABSTRACT

Objective: To report the experience of nursing students in the production of documentaries as an active learning strategy in higher education. **Method:** This is a descriptive, experience report study. The experiment took place from September to November 2017. Thirty-six nursing students from the proponent institution participated in this activity, divided into seven groups, each one being responsible for the development of a documentary. **Result:** Seven documentaries were created following the Preparation, Recording, Editing and Presentation stages. During the preparation the students knew more about the population and the services of the accomplishment of the activity. In the recording it was possible to approach the work done. In the edition, the students used creativity in assembling the videos. For the last step, the presentation, the final product was shared in the classroom with teachers and the class. **Discussion:** It is known that the use of active teaching methodologies assists in the critical construction of knowledge, promotes reflection on the knowledge built, enabling the development of professionals capable of responding to the needs of society. However, they also demand a systematic and operational organization, so that they are not just random activities for no purpose. **Conclusion:** The documentary creation process has proven to be a valuable teaching and learning tool for students.

Descriptors: Higher Education; Teaching; Methodology; Curriculum; Learning.

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RESUMO

Objetivo: Relatar a experiência de estudantes do curso de enfermagem na produção de documentários como estratégia de aprendizagem ativa na graduação. **Método:** Trata-se de um estudo do tipo relato de experiência. A experiência aconteceu entre os meses de setembro e novembro de 2017. Participaram dessa atividade 36 estudantes de curso de enfermagem da instituição proponente, distribuído em sete grupos onde cada um ficou responsável pela criação de um documentário. **Resultado:** Foram criados sete documentários seguindo as etapas de Preparação, Gravação, Edição e Apresentação. Durante a preparação os estudantes conheceram mais sobre a população e os serviços da realização da atividade. Na gravação foi possível a aproximação com o trabalho realizado. Na edição os estudantes utilizaram a criatividade na montagem dos vídeos. E na última, etapa, a apresentação, o produto final foi compartilhado em sala de aula com professores e a turma. **Discussão:** Sabe-se que a utilização de metodologias ativas de ensino auxilia na construção crítica do conhecimento, promove a reflexão frente aos conhecimentos construídos possibilitando o desenvolvimento de profissionais capazes de responder as necessidades da sociedade, mas elas também demandam uma organização sistemática e operacional, para que não sejam apenas atividades aleatórias sem nenhuma finalidade. **Conclusão:** O processo de criação dos documentários mostrou-se uma ferramenta valiosa de ensino-aprendizagem para os estudantes.

Descritores: Educação Superior; Ensino; Metodologia; Currículo; Aprendizagem.

RESUMEN

Objetivo: Informar la experiencia de estudiantes del curso de enfermería en la producción de documentales como estrategia de aprendizaje activa en la graduación. **Método:** Se trata de un estudio descriptivo del tipo relato de experiencia. La experiencia ocurrió entre los meses de septiembre y noviembre de 2017. Participaron de esa actividad 36 estudiantes de curso de enfermería de la institución proponente, distribuido en siete grupos donde cada uno se hizo responsable de la creación de un documental. **Resultado:** Se crearon siete documentales siguiendo las etapas de Preparación, Grabación, Edición y Presentación. Durante la preparación los estudiantes conocieron más sobre la población y los servicios de la realización de la actividad. En la grabación fue posible la aproximación con el trabajo realizado. En la edición los estudiantes utilizaron la creatividad en el montaje de los vídeos. Y en la última, etapa, la presentación, el producto final fue compartido en el aula con profesores y la clase. **Discusión:** Se sabe que la utilización de metodologías activas de enseñanza auxilia en la construcción crítica del conocimiento, promueve la reflexión frente a los conocimientos construidos posibilitando el desarrollo de profesionales capaces de responder a las necesidades de la sociedad, pero ellas también demandan una organización sistemática y operativa, para que no son sólo actividades aleatorias sin ningún propósito. **Conclusión:** El proceso de creación de los documentales se mostró una herramienta valiosa de enseñanza y aprendizaje para los estudiantes.

Descriptores: Educación Superior; Enseñanza; Metodología; Curriculum; Aprendizaje..

INTRODUCTION

At present, there are several models of education that have contributed to the critical and reflexive formation. Among them, one can mention the Active Learning Methodologies (MAE), in which the teacher becomes a facilitator of knowledge and the student is the responsible for building it with the tools that are available to him during this learning process.¹

MAEs have been used as a teaching tool in health courses, as an instrument which provides students more involvement in building his procedural learning. To that end,

Audiovisual Resources (Documentaries, Films, etc.), Educational Resources, Seminars, use of Conceptual Maps, Case Studies, construction of Teaching and Evaluation Instruments, among others, can be included and are quite used to allow the scholars to develop skills that promote a more autonomous and participative vocational training.²

Audiovisual resources are being fairly used in MAE as a proficuous teaching-learning tool in the classroom. This feature can enable critical reflection on certain topics and promote debate among viewers, in

addition to being a great mediator in building student knowledge.³

Examples of audiovisual resources quite used in the classroom are the documentaries, which can have the purpose of fixing content, understanding of certain subjects, promoting discussion on certain topics, contributing directly to a learning environment favorable to critical and collective reflection.⁴

The documentaries may be the ones already produced and available in the media or may be created by the students themselves, which favors another learning aspect that arises during the creation process, which is to be the protagonist of the planning and construction of one's knowledge, which are the goals of the active methodologies.⁴

On all these issues that involve the production of documentaries on health education, this work had as objective reporting the experience in documentary production as an effective strategy of active teaching and learning and the contributions of this activity in the construction of knowledge and training of these academics.

METHODS

This is an experience report carried out from September to November 2017. The creation of the documentaries was an activity proposed by the module "Bases for intervention in health care III" offered to students of the third year of the nursing graduation course of a public higher education institution of Maceió, Alagoas. This module takes place by integrating content related to Child and Adolescent Health, Women's health, Adult and Elderly Health, Health of Specific Populations and Mental Health, related to Nursing Care in Primary Health Care.

The documentaries of this study were an integral part of content related to Health Care in Specific populations Health in Primary Care. Such activity was intended to give students the opportunity to know closely the work carried out by health professionals in the public health system (Unified Health System – SUS) to specific populations.

It was proposed the production of documentaries, which were developed in teams of five to six students. Each group was given the task of producing a documentary on the health care of specific populations: the black population, LGBT, homeless, indigenous, deprived of freedom, people with disabilities and people in palliative care.

After the distribution of the topics for the groups, students were instructed to search previously on the subject. Students also had a class with a guest lecturer on concepts of film production, filming and recording techniques and audiovisual record.

Each group was instructed to carry out visits to the institutions, departments, coordinations, secretaries, units, sectors and responsible or acting representation to the health care in specific populations as a means to collect information of these services on the work developed, through a prior authorization of the coordination of the course.

As a criterion of the activity, the documentaries had a minimum of 20 minutes and all the students of the group appeared on the recordings, besides the participation of professionals of the services, teachers that address the issues or representatives of these specific groups.

RESULTS AND DISCUSSION

The accomplishment of activities in health courses, where students can be protagonists in the construction of knowledge, has been of importance to the preparation of these future professionals and a great challenge for teaching institutions.⁵ The experience in the production of documentaries had the following steps: preparation, recording, editing and presentation. These steps are described as below.

Step 1: Preparation

With its themes established by drawing lots, the students began to search for the information about each specific population, history, profile, existing public policies, studies carried out, among other data that put the scholars closer to the subject, with help from the teachers of the discipline. After the deepening of the theme - theorizing phase -, the students drafted the script with important information that will be presented in the documentary and the strategies for the collection of this information.

Educators, as knowledge mediators need to be prepared to understand the demand of the students and provide them learning moments through the tools considered appropriate, so that the academic can build his knowledge throughout the training process.⁶

Soon after this process, each group searched for the services that meet the specific audience. When contacting these services, students introduced the proposal of the activity and invited professionals to participate in the project by providing information and, especially, booking the visit to the recording of the testimony.

This process of the documentary construction allows students to exercise responsibility and action planning, as they

need time reservations for the research, to the requests for authorizations and for trips to the services, in addition to training on how to perform audio and image recording, so that these activities can fulfill the purpose in a systematized form.^{3,4}

Step 2: Recording

The recordings took place in various scenarios: basic health units, municipal health department, prison complex, psychosocial care center, reference center to the homeless person, rehabilitation center, at the University of the students involved and other correlated environments. The proposal was to capture the testimonies of professional in the reference services to public care proposed by the module, for the documentary creation, which received authorization of the people involved in order to be used.

Professionals, through their statements, could tell about their daily life in the services, the profile of the public cared, the main actions undertaken, the work process and the frailties and potential of the services. Each group used a different method to collect the information to the documentary.

In contact with the professionals during the recording of the testimony to the documentaries, the scholars may better understand the process of health care to those specific groups. Exploring new methods of teaching and learning is something that demands the participation of all those involved in the process, also including the service professionals who share their health practices.⁷

Some groups made questions, others let the professionals speak freely, others have maintained dialogue with professionals and others were able to interview the users of the services, thus enriching the collected data for

the work. Some groups have chosen to record separately the images of the components and professionals.

For this step of the process, the research that was conducted in the weeks before the recording contributed to the students to understand the work done in the services. Thus, it was possible to make the relationship between what is advocated by the public policies and what actually has been done in health care services and other care services for the citizen, in addition to allowing students to relate theory and practice.⁸

Step 3: Editing

At all steps of the documentary construction process, the students had the support and guidance from the teachers. The presence of the teacher assisting in building science, from active methodologies, allows students to awaken a look on their academic path in a more reflective and engaged way. The student feels like a participant of that moment where the experiences that he experienced are important to the construction of the discipline.⁹

After collecting all the testimonies – speeches, images, information - students started the editing process of the audiovisual material. Each team chose a specific editing program for the preparation of the material. The groups made the documentary editing based on the roadmaps set out by the teams and the criteria established by the module.

Some teams had difficulty in the editing process. Teachers who propose these activities need to be prepared to support and provide tools for the construction. It takes preparation and organization of these activities, but the lack of familiarity with the MAEs is one of the factors that hinder its use.⁹

The testimony videos were included in the documentary, as well as images of the services, materials and professionals, speeches of the students, songs, among other resources that contributed to the final product that were the documentaries with approximately 30 minutes on health care in specific populations, determined in the process of the definition of the activity.

Step 4: Presentation

In building activities such as the documentary, students are encouraged to work in teams, because it takes organization and collaboration of everyone so that the final product comes out as expected, also producing a critical view to the work in the services and overcoming the problems found at work.⁷

With the documentaries ready, the groups presented them to the nursing class of the module that proposed the activity. The students made oral presentation through the support of slides to introduce the theme, in order to situate about definitions, concepts, policies and practice in the SUS. Soon after that, the documentary was presented in full to everyone present.

During the presentation of the documentary, some groups have held dynamics, theatrical presentation, jongleur (jogral), among other resources to complement the presentation of the project. At this time, there was an exchange of knowledge and experiences among the groups. Students reported the difficulties that each group found in the recording of the documentaries, on the particularities of each service, the impression that every visit caused to students, the learning opportunities that the activity provided for the academics.

It is known that the use of MAE assists in critical knowledge construction, promotes reflection in face of the knowledge constructed, enabling the development of professionals able to respond to the needs of the society, but they also require a systematic and operational organization, so that they are not just random activities without any purpose.¹⁰

This way, one can see the importance of the commitment on the part of the institutions and teachers about the employment of these methods at graduation, in order to provide a continuous critical and reflective thinking. The undergraduate courses need to promote, within their curricula and syllabus of the disciplines/modules, moments of teaching-service integration, in order to allow a better performance of the students.⁸

CONCLUSION

The process of creating the documentaries as a strategy to learn about nursing care in health in various populations and specific groups was conducted in four steps: preparation, recording, editing and presentation, and proved to be a valuable teaching and learning tool for the students.

During preparation, the students knew more about the population and the services of the activity. In the recording step, it was possible the approximation with the work done. In the editing step, students used creativity in assembling the videos. And in the last step, the presentation, the final product was shared in the classroom with teachers and the class.

This activity provided the scholars to enter into contact with health services, in order to learn in practice and directly from the professionals who perform the assistance how

the health care is constituted in the various groups and populations. This contact with the network professionals favors an approximation among the teaching, service and community, which is one of the main strategies that the National Curriculum Guidelines advocates.

It is worth mentioning that for these strategies of MAE, as the example of the documentary, teachers and institution as a whole need to provide tools so that they can happen, making teaching more dynamic, in addition to being programmed within the load time of the module. The student also needs to be accompanied during the process, in order to be better developed, so as he can be heading to the building of his skills and competencies.

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