



Pedagogical practices, processes of subjectification and desire to learn from the institutionalist perspective*

Práticas pedagógicas, processos de subjetivação e desejo de aprender na perspectiva institucionalista

Prácticas pedagógicas, procesos de subjetivación y deseo de aprender en la perspectiva institucionalista

Wilza Rocha Pereira¹, Mara Regina Rosa Ribeiro², Neuci Cunha Dos Santos³,
Valeria Binato Santilli Depes⁴

ABSTRACT

Objective: To understand the pedagogical practices developed in teaching undergraduate courses in nursing, to identify and analyze those that promote processes of subjectification that reinforce the students' desire to learn. **Methods:** This was a qualitative research study, of the comparative and field case study type. The study subjects were 44 teachers and 76 students from two undergraduate courses in nursing at Public Federal Universities. The data were collected through interviews and focus groups and analyzed from the perspective of Institutional Analysis. **Results:** We identified diverse teaching practices, from the most traditional to several considered innovative and, the latter proved to be more prone to subjective processes that provided a more significant and enjoyable learning experience. **Conclusion:** The innovative practices are the result of a combination of factors provoked by doubts about some pedagogical values that are beginning to be considered insufficient by the study subjects who innovate in their pedagogical practices, which has led to qualitative differences in the learning process in nursing.

Keywords: Nursing; Education, higher; Organizational innovation; Behavior

RESUMO

Objetivo: Conhecer as práticas pedagógicas desenvolvidas no ensino de cursos de graduação em Enfermagem para identificar e analisar aquelas que promovem processos de subjetivação que reforçam o desejo de aprender dos alunos. **Métodos:** Pesquisa de abordagem qualitativa, tipo estudo de caso comparativo e de campo. Os sujeitos do estudo foram 44 docentes e 76 discentes de dois cursos de graduação em Enfermagem de Universidades Públicas Federais. Os dados foram obtidos por entrevistas e grupos focais e analisados na perspectiva da Análise Institucional. **Resultados:** Foram identificadas práticas pedagógicas diversificadas, desde as mais tradicionais como várias consideradas inovadoras e, estas últimas, revelaram-se mais propícias a processos de subjetivação que envidam um aprendizado mais significativo e prazeroso. **Conclusão:** As práticas inovadoras são resultados de um conjunto de fatores provocados pela dúvida em alguns valores pedagógicos que começam a ser considerados insuficientes pelos próprios sujeitos pesquisados que inovam nas suas práticas pedagógicas, o que vem provocando diferenças qualitativas no processo de aprender em enfermagem.

Descritores: Enfermagem; Ensino superior; Inovação organizacional; Comportamento

RESUMEN

Objetivo: Conocer las prácticas pedagógicas desarrolladas en la enseñanza de cursos de pregrado en Enfermería para identificar y analizar aquellas que promueven procesos de subjetivación que refuerzan el deseo de aprender de los alumnos. **Métodos:** Investigación de abordaje cualitativa, tipo estudio de caso comparativo y de campo. Los sujetos del estudio fueron 44 docentes y 76 discentes de dos cursos de pregrado en Enfermería de Universidades Públicas Federales. Los datos fueron obtenidos por entrevistas y grupos focales y analizados en la perspectiva del Análisis Institucional. **Resultados:** Se identificaron prácticas pedagógicas diversificadas, desde las más tradicionales así como varias consideradas innovadoras y, estas últimas, se revelaron más propicias a procesos de subjetivación que apuestan por un aprendizaje más significativo y placentero. **Conclusión:** Las prácticas innovadoras son resultados de un conjunto de factores provocados por la duda en algunos valores pedagógicos que comienzan a ser considerados insuficientes por los propios sujetos investigados que innovan en sus prácticas pedagógicas, situación que viene provocando diferencias cualitativas en el proceso de aprender en enfermería.

Descriptor: Enfermería; Educación superior; Innovación organizacional; Conducta

* Article extracted from a Multicentric Research funded by CNPQ, Process 409575/2006-2; Notice MCT/ CNPQ/MS-SCTIE-DECIT 23/2006.

¹ Associate Professor, School of Nursing, Federal University of Mato Grosso – UFMT – Cuiabá (MT), Brazil.

² Associate Professor, School of Nursing, Federal University of Mato Grosso – UFMT – Cuiabá (MT), Brazil.

³ Associate Professor, School of Nursing, Federal University of Mato Grosso – UFMT – Cuiabá (MT), Brazil.

⁴ Masters Student, School of Nursing, Federal University of Mato Grosso – UFMT – Cuiabá (MT), Brazil.

INTRODUCTION

Innovations which are currently desired, both in health practices and in training those who will work in this area are the result of the impact of the reorganization of the health system from the pressures of university reform and from the political decentralization of the administrative State reform process. Several actions in the field of training and development of health professionals today are subject of debate and government interventions. The Ministry of Health/Brazil, fulfilling its mission of Unified Health System (UHS) to organize the training of human resources for health in recent decades have stimulated innovation and articulation of policies involving social and educational areas and provision of services in health ⁽¹⁾.

The research presented here is a result of one of these policies, because not only stimulated the association between two nursing schools to analyze alternatives and innovative pedagogical practices happening at that moment, but also created a source of funding for research of a similar nature held throughout Brazil.

Innovate is to 'transform practice itself', keeping in mind that the source of endogenous innovation is the reflective practice, as this proves itself as "mobilizing an awareness and development of alternative projects" ⁽²⁾. We believe that the Institutional Analysis gave us the opportunity to discuss and analyze the results of the study, recognizing subjects in their instituted actions and also instituting, and how they materialized that in their pedagogical practices of daily lives ⁽³⁾.

The assumption was that innovative practices were happening in both institutions studied, but they were, for various reasons, not valued even by those who performed them. Thus, the main justification for the research was to visualize and enhance these practices, helping the emergence of their potential, which seems transforming and instituting. Getting to know subjects and their practices is important because we need, in pedagogical processes, both to identify what brings the new, motivation, 'cheers', and also to understand what prevents these processes and subjects from consolidating themselves in their environments and being accepted in their instituting initiatives ⁽³⁾.

The objective was to understand the pedagogical practices that were already being developed in education of undergraduate nursing courses at the Federal University of Mato Grosso (UFMT) and the Fluminense Federal University (UFF), to identify and analyze those which caused changes and pedagogical innovations in both courses and changes in values from the perspective of the subjects who have implemented, as well as meet some of the motivations and strategies of these subjects in their everyday work and the ways they think about

teaching and learning in nursing. Among the limitations, we emphasize that this is a qualitative study, which does not allow generalization of the results to other realities, since each setting has its very unique aspects in their internal movements and in their relations with the society where it operates.

METHODS

This is a qualitative approach study using a comparative case study, conducted between the School of Nursing of Federal University of Mato Grosso (FAEN/UFMT) and the School of Nursing Aurora Afonso Costa at Fluminense Federal University (EAAAC/UFF). The nursing courses from these schools were the case-units of the comparative case study performed ⁽⁴⁻¹³⁸⁾. This design in the form of case study was chosen to bring elements of two geographically distinct realities, but which have, among themselves, several similarities ⁽⁵⁾ and also because it allows a greater level of depth when analyzing data, as required by the theoretical perspective adopted.

The investigated scenarios were the two undergraduate programs in nursing of UFMT and UFF. Both FAEN as EAAAC are academic units of the respective universities that carry out most of its activities within the network of the UHS and have similar curriculum structures. Both have recently undergone a curriculum renovation and their number of professors and students are approximate, but with a larger contingent of both in EAAAC. This unit is older than FAEN, however, both schools are recognized and respected as developing good nurses in their states, in 2007 FAEN presented a concept ENADE 4 (four) and EAAAC concept 3 (three) ⁽⁶⁾. Both offer a graduate program, masters level.

The subjects of the research were professors and students, who, once informed about the research objectives, agreed to participate of the research and in the focus group. The criteria for choosing these subjects were the following: all professors should be permanent staff or students who were regularly enrolled in one of the courses studied, voluntarily agree to participate of the research, respond to interviews and discussions in focus groups, as well as sign the consent form as required by Norm 196/MS. Exclusion criteria were professors with temporary contracts and students with irregular enrollment.

As a strategy to enter into the field, we went from room to room, in both schools, inviting all students and all professors to participate. From EAAAC 64 undergraduate nursing students agreed to participate, from a total of 540 and 12 of the 263 from FAEN. We were able to include students from all semesters in both schools, an important fact considered for the research to

represent relatively large part of the universe studied. A total of 19 professors from a total of 45 in FAEN and 25 professors from a total of 70 in EEAAC.

The techniques chosen for data collection were differentiated according to phase and research objectives. In the first phase the opened interview technique was used and in the second phase, the focus group technique, these two techniques were applied both with professors and with the students of the two courses. There were two questions asked in the interviews: 1) What do you, as a student/professor, understand by change and innovation in the context of nursing education? 2) From teaching practices taught by you/professors or experienced/students, which ones did you recognize as innovative or that caused changes in the educational process in nursing? The period of data collection in both modalities and case-units lasted from March to August 2008.

The interviews were conducted and then transcribed. A large volume of data was generated, with which we first organized the material so that we could better know our subjects and their motivations through the analysis of the data collected in interviews. From this first analysis we started building the instrument for the second phase of data collection through focus groups, which constituted a script of variety topics that were discussed in the focus groups organized with all research subjects. The FG of professors and students were organized separately by the unique experiences that being a student and being a professor cause in the subject. The strategy proved to be positive, because we got an excellent quality material from the FGs.

The main theoretical background of this study was based on the concept of innovation of Perrenoud, when he says that to innovate is to 'transform practice itself'; which cannot happen without an analysis of what is done and the reasons to keep or change them. The source of endogenous innovation is the reflexive practice, which is mobilizing an awareness and development of alternative projects' (2). Through the method of Institutional Analysis of Baremlitt (3) the results were discussed and analyzed in order to recognize the instituting and instituted subjects and their representation in pedagogical practices. Note that the method used to analyze data is also based in Institutional Analysis, through strategies of data collection where we used focus groups as analytical and reflexive devices.

In Institutional Analysis a device or agency is 'an assembly or a device producing innovations' (3), which places the agents face to face for self-analysis in terms of a process, in the case of this research they were their own experiences of professors and students around the Education institution in two different realities, but with similarities which allowed an approach in this research.

The method is based on these references, all of them in agreement with the theoretical framework.

Focus groups functioned as a device to mobilize participants for the central theme of the research, this is, the processes of changes and innovations that generate new subjectivities in the formative process in both schools.

Study subjects reported the perceived changes in qualification. Professors and students reported their experiences and noticed that those that were highlighted by students as the most striking and which made them identify themselves the most, as the primary object of nursing, were related to human care.

To analyze the results we were guided by the theoretical perspective of Institutional Analysis. Using Baremlitt (3) as our foundation, the needs of the institutions are historically forged, produced within a context in which deserve to be evaluated and questioned. We started the process from *self-analysis* performed within the group and by the group itself that allow participants to evaluate the conditions in which they belong and seek solutions to their problems.

Self-analysis is a concept that has its roots in psychoanalysis and it consists of putting 'communities as protagonists of their problems, their needs, their demands' (3) thus being able to 'articulate, understand, acquire or reacquire a unique vocabulary that allows them to understand their own life' (3). Self-analysis allows subjects to reappropriate their experiences and reflect on them, discussing and modifying them in the encounter with the other, a process that occurred during the focus groups and that was desired in the research.

In presenting the results we used the acronyms ST for students' testimonials and PT for professors' testimonials, followed by the initials of each university in order to distinguish the two case-units and their peculiarities and similarities.

All the guidelines of Resolution 196/1996 of MS were followed and all people involved were informed about the objectives, phase and methods used in the research. We also obtained the consent of the schools for the development of planned activities and we kept confidentiality, respect for individuality and freedom to participate or not in the research. The project was approved by the Research Ethics Committee (CEP), accredited by the National Commission on Research Ethics (CONEP/MS), from the Júlio Muller University Hospital under the number 316/2006.

RESULTS

The institutional analysis in dialogue with data from the research: the practice of teaching and desire to learn.

Institution is all that, by its degree of social or symbolic objectification, is expressed in laws, principles or

fundamentals, but it can also be expressed in norms or agendas. The more institutionalized aspects are established by an institution, the more it is expressed in laws, and otherwise it is manifested in agendas, informal agreements that do not reach large groups. In the institution of education, for example, we have the National Education Guidelines and Framework Law (LDB) and the National Curriculum Guidelines (DCNs) dictate how we must think about the educational projects of different courses. Both courses, which are part of this study, they performed curricular reforms according to the DCNs for Nursing, approved by the National Council of Education in 2001.

'Institutions are logical decision trees that regulate human activities, indicating what is prohibited, what is allowed and what is indifferent'; the considered institutions are: family, religion, government, the State, among others. In this research we used the institution of education ⁽³⁾.

Working with Institutionalism imposes a shift in our way of thinking, because the institution is everything that surrounds us and not the place where we work; for an institution – in our study, education – specifically perform its function, it needs to materialize organizations and establishments. ⁽³⁾

To illustrate and locate the reader, we remember that in this theoretical perspective the Ministry of Education is an organization and not an institution, as this is the setting where people think, organize and approve laws and standards of education. However, educational institutions in general and the university where our study take place, are seen as an establishment, where the laws and standards of education materialize, take shape, always mediated by numerous subjectivities of its agents. These are the agents that materialize in their everyday actions the pedagogical practices and they can do this in a more conservative and instituted or more revolutionary and instituting.

In every institution there are always two theories that oppose dialectically. On the one hand, we have the instituting theory, and secondly, its part instituted. The instituting side always appears as a process and the instituted always as a result, something that is already done, well defined. The Ministry of Education, define how it should functioning, happening and performing the education. It evidences the more established face of education as a good example. Agents with their practices may be – or not – the most instituting part, where changes can originate.

There is a constant dialectical tension between these two poles, because instituting always transmits a dynamic, changeable and changing characteristic. That's where the new emerge and reasserts itself, it is the instituting who brings the transformative, creative

and revolutionary side of education, however we must not forget that it is always informed by the instituted which generates the instituting, which raises and then ends up being regenerated by it. Thus, both are necessary and neither exists without its opposite, they are complementary, they coexist in an always unstable balance, provisional, setting up and being modified for each other and in one another.

In this unstable process, it is build up the subjectivity of individuals living that institution and the more instituting aspects be there, the more dissatisfactions, doubts, concerns and movements there will be. If there is accommodation, stillness, compliance, there will be a shaping processes more uniform, subjected subjectivities, however, if the opposite happens the more "heterogeneous processes and possibly more free subjectivity production, productive, and desiring revolutionary will occur" ⁽³⁾. Ongoing tension that exists between the instituting and the instituted processes causes in the same pedagogical act, both emerge as instituting and instituted forces, depending on the subject who interprets them, who is part of them. We can see this in the following statement, when a student expressed herself to talk about the experience of tutoring in a semester:

One thing that has happened this semester that I do not like, (...) professors pick up people and form groups (...) unintentionally, we end up moving away right? (...) We have different working groups, sometimes people who are not the ones we used to work with, the good point is that it prepares us for the professional world (...) I think this is their intention, (...). In contrast, it becomes more complicated (...). Suddenly, when you work in a group that is different, you do not choose, there's this other side to articulate ... there are matters such as different timetables to study, because one usually approach people with similar activities or who have similar views (...) But you have to work all this tiresome part, it is part of the training, but sometimes, I find it so very early, it ends up being very stressful! (ST-UFMT)

The intent of the professor to define the members of group randomly, per se, seems to represent what is traditionally, consolidated, organized and corresponding to the role of professor, which would be to determine the groups to encourage interaction among people with different expectations, an exercise in living with a difference, but for a student such pre-determination eventually created a very stressful situation in which one need to accommodate new requirements facing new colleagues with whom is not used to working. Although, for another student in the same focus group, the process was interpreted differently:

It is extremely shocking when you walk out of the first, second, third and into the fourth semester, because you really feel welcomed by professors. (...) Because they know how to deal with us; when we start with nursing professors, there is a very good point! I thought it was the part that we had tutoring, each group

had a tutor (...) when each professor sits and evaluates the group, at the end or beginning when they say what is the intention, which was quite interesting for us there, in our fourth semester (...) the professor who behaves in closer and accessible way (...) nurture changes, even by picking up students, she gave us the best means of observing our development as students. (ST-UFMT)

For this academic student, instituting prevailed in the professor's action, because the professor group's intended to work towards tutoring with predefined groups, born of a movement within the established and interrogated because the predefined groups by students brings comfort elements, the work with known colleagues, to foresee how this group will operate, who will do what, all this brings with it something of the old, a review of known experiences. But the challenge of change, to move in groups already constituted, for this student brought the new, the unthought, which shook him, something of micro-revolutionary, which broke with the traditional, repetitive and brought the organized, the new.

In this clash between one choice and another, between one experience and another, between the new and the old, new subjects emerge and realize their potential desires in the pedagogical process, while others have difficulty in doing so. Those who are for the new, seem to have a unique and differentiated access to the experiences through which to construct their subjectivity. However, when we speak of the professor profession, there are always other ways to create paths through the pedagogical experience to bring new elements to these subjects, more resistant to changes because they are in both sides, on the professors' and the students'. Here we point one of the limits of this study, once we get into the subjective experience of each professor who directs his desire now to try new experiences and also for the accommodation. But this subjective experience can be worked by those who 'govern' the institution of education, making these subjects more desirous and instituting through various stimuli, which may range from the salary increase for some, to creating a pleasant atmosphere for a group that teaches within the organization.

Each subject's learning comes with some predisposition to learn (or not to learn) a new knowledge or broaden their horizons through a new experience, and this predisposition (or lack of it) of the learner can be 'captured' by experienced sensitive professors who are permanently interested in their expertise. Here is another limitation of the study, as there are processes that are not easily led by the professor still undergoing initiation into teaching, which has been slowly and through the will to become better and better at their teaching expertise. By continuing the same focus group, we saw that each student received differently tutoring

proposed by the group of professors of the subject. So different testimonials in the same group show the richness of the chosen strategy for data collection, we can infer that for a student the experience was exhausting, because it was new, for the other, it was rewarding and productive.

As professors, we need to refuse 'routines effective' because they come just to give comfort to the human being who aspires by repeating and dispense questions, also resulting in a non-reflexive practice, which does not ask for adjustments or innovations⁽²⁾. But the professors need – in their live work, in action in the classroom⁽⁸⁾ – make a deliberate and immediate adjustment to each new situation that presents itself in this space/territory that is the pedagogical practice.

The professor uses resources that occur at the time of interaction with the learner, barely visible when looking outside, still unprepared to see these almost immediate adjustments that are made every moment by the professor in their task to teach better. As well as the professor explains:

(...) You pass a lot of content to them, (...) and will only get a certain amount of ... information there. Whereas if you change your strategy and make the student more participatory in class, you can make it more dynamic ... the student ends up more interested, he begins to reflect on that. Look at the reflection of this girl, who realized inducing responses when she did anamnesis of patients, "Professor, I do it a lot. What can I do in order not to do that anymore? "Students end up interacting a lot and give suggestions, help drive the lesson. (...) To invent, create many teaching strategies there. And they themselves say: Here we look at the professor's face, we talk ... And we have a class where we don't realize how much time has gone, we also teach so addictive. The day I have to give a traditional class, which is also sometimes necessary, I get kind of frustrated, but I also think that sometimes teaching a good lesson in the most traditional way is also important'(PT-UFMT)

In the experience of a professor from EEAAC/UFF, a story headed in the same direction, talking about different teaching experiences, she says:

"In one semester I suggested an activity that students were not prepared for. For the next semester I started working with an awareness activity. My proposal was for students to see themselves as the hospitalized patient. Most had never entered a hospital. They used blindfolding, we use the sounds of intensive care. The student only listened, but could not interfere. We worked touching with towels, wet cotton etc. We worked the odor, the smell of burnt hair. The objective was to generate extreme sensory experience. After this experience we discussed with students. With time we saturate the experience, because it needs to be new to the students, but also bring something new to the professor" (PT – UFF).

The subjects' subjective processes are unique and work aggregating or disaggregating new knowledge, and these can be recreated from the interest of everyone,

but when it comes to teaching and learning we need to replace the professor needs to identify, visualize and exploit among the many pedagogical attempts, those that lead to greater motivation and involvement, i.e. produced more desiring subjectivities of new knowledge, than those shaped with the old method of banking and reproductive teaching⁽⁹⁾.

The different theoretical lines of institutional analysis have something in common, because they all intend to foster, support, triggering in communities, in collectives, in sets of people, processes of self-analysis and self-management⁽³⁾. When performing a research using focus groups the intentionality was set, because this type of data collection involves agents and makes them reflect on their expertise. In a dialogue with professors in the focus group emerged the reflexive-action in form of testimony about pedagogical practices, the professors said, in this continued dialogue:

It ... a pedagogical practice that I thought was very significant and it was recent on a course of specialization in early childhood education at the Institute of Education. All students were working with preschool, kindergarten. And then one of the topics that emerged was the issue of safety in playgrounds, playgrounds saying 'kindergarten are inadequate, and puts children at risk ...' We then brought this content to the ABNT ... [inquiry someone] There is a ABNT for this? [Answers the professor] Since 2000 and it talks about safety in playgrounds, children parks... As it should be, height, surface, several things. But for this norm to be instituted, even enforced, local governments, municipal governments, have to have a municipal law to supervise. Oh we got into an argument: 'Ah! So if the norm is there, but it has no legal validity, what is the purpose of having it? Is there a way to solicit the creation of this law? How do we do that? Then I asked, 'Who makes the laws?' It is the Legislative. Who is the city councilman? So, can we make a request on this to be presented for the City Councilman House? So we made this requirement with the students of the course. We sent an email to the councilman and the result was that the law had been presented to the City Councilman House, isn't it? So I think, it was a discussion and a meaningful experience for everyone. Because they saw an opportunity to be proactive, to see how thing works. So I think this was a very remarkable experience (PT-UFMT).

In this testimonial we see that the professor did a process of self-analysis with a group of students and led them to question the ways we can intervene in the institutional power to create new devices that interfere with reality.

In communities, the processes of self-analysis occur simultaneously with the "self-organization processes, in which the community is articulated, institutionalized, organized to build the devices needed to produce, herself, or to get resources you need to improve your life on the earth"⁽³⁾.

The professor has the privilege of questioning reality through their own teaching practice, work on

action in the classroom. By producing an assemblage of subjects in the classroom it forwards the group to generate motion in the social structure and also for the subjects to interrogate the intervention possibilities in favor of the community.

The processes of **self-analysis** and **self-management** are the 'soul' and 'heart' of institutional analysis and in the pedagogical process it has a unique meaning. In this movement of thinking in ways to learn intervening in reality, the subjects – professors and students – come together to learn to have confidence in their own judgments, regaining the power to manage their own lives in their various aspects. Movements are to be constructed by the professor committed to the empowerment of individuals in legitimate educational process. Education needs to produce autonomous subjects with formal competence and politics, so that they might pursue, in fact, their role as citizens⁽¹⁰⁾.

It is important to remember that this organization occurs in a parallel movement with self-analysis and that it happens on the basis of public interest, revealing the emergence of real needs, not being a merely manifestation of a demand modulated by professionals/professors who tell the students what are their 'needs.'

How the subject identification, recovery and analysis of their experiences is one of the objectives of this research, we realized that the "change" as a phenomenon, are already emerging in the course of a set of changes, caused by disruption with values or assumptions that begin to be considered inadequate or inappropriate.

As the professor said below:

Let me give an example: we have a content that draws mental examination. He is very dull. Assess the patient's sense perception, from the person, from the user. It's a boring content. So we created a strategy of dramatization. So we gave each group of students a particular situation, they watched a movie, chosen by us or by themselves, but would have to speak, for example, about depression, maniac phase (...). And it was really cool when the group dramatized. So that's what I call a laboratory, you know? (...) To use the classroom as a laboratory for innovation. (...) But in itself we already see new questions ... And we moved again, is a bit of what we did and we add new things ... we never stop (PT-UFMT).

We live today a process of exhaustion of the traditional model of education and qualification of human resources, while we need to reanalyze the old for questioning and from there to renew our everyday experience as educators of health professionals. Although this is done in an incipient form and little visible, new process occur in micro ways yet, but as a rhizome, start adding more and more subjects around, subjects who realize intense exchanges among themselves and starting from, reinventing their ways of teaching⁽¹⁰⁾.

By using the research as a device, we capture these movements more molecular than molars, and we saw

that they occur transversely to pedagogical processes and also are creative, therefore cause the institution and the organized to break here and there the instituting and organizing, which aim to qualify new professionals, more sensitive and competent in relation to the true needs of the Brazilian population that uses the UHS as its largest provider of health services ⁽¹¹⁾.

Since the objective of the study was to understand the pedagogical practices that were already being developed in education in undergraduate nursing courses at the Federal University of Mato Grosso (UFMT) and the Fluminense Federal University (UFF), we consider that we identified several aspects that are causing changes and even pedagogical innovations in both courses and they were revealed by changes in values occurred in the focus group discussions, where subjects were able to understand and relocate several changes which have been implemented, they began to appreciate what they already do and also managing to reanalyze their motivations and strategies for better in everyday teaching and learning in nursing.

There seems to be currently a different look for the qualification of health professionals, not only based on technical competence, but challenging institutions in the formation of professional educators, scientists, researchers. The idea reinforces that this is not just a requirement of the job market, but the world in which we live in ⁽¹²⁾.

We see in the theoretical framework and in the analytical method the greatest opportunity for expansion of studies in the field of nursing education, because it presents huge potential for this, since it repositions the subjects as the true agents of pedagogical practice, causing them to continually reflect on limitations, while

bringing the numerous possibilities that occur at all time in the nursing teaching process.

CONCLUSION

It was observed along the data analysis that, professors, who are motivated and confident in their role as educators, may stimulate the creation of subjectivities and natural desiring, since many of the students not only see them as role models, but also strive to achieve and become professionals with the same qualities that they identify in these professors.

It was found in institutional analysis, elements that allowed us to move forward in identifying the subjects and more instituting practices, we identify who they are, what they do, how they do and what are their motivations, also, we saw that they are both on the professors and students side, there are practices that encourage more subjects to learn, but there are others, from different natures, which also involve and give life to those who teach in health care. Several of these instituting elements appears throughout the analysis, but there are also those which are strongly institutionalized, eventually restricts innovation and the emergence of libertarian and innovative subjectivities.

There are advances in proposing a paradigm shift in health care and new guidelines for the qualification of nurses are being incorporated, but it can be said that the transformation expected by critical perspective has been assimilated in an unequal manner by the group of subjects in this study, but what must be emphasized is that the collective processes has an expectation of uniqueness, it is part of the movements that are always encouraging – giving ‘soul’ and life to the institution of education.

REFERENCES

- Haddad AE, et al. Formação de profissionais de saúde no Brasil: uma análise no período de 1991 a 2008. *Rev. Saúde Pública* [online]. 2010, [acesso em 2011-03-14]; 44(3):383-93. Disponível em <http://www.scielo.br/pdf/rsp/v32n4/a2431.pdf>.
- Perrenoud P. Construindo competências. *Nova Escola* (Brasil). 2000 Set: 19-31.
- Barembliitt G. *Compêndio de análise institucional e outras correntes*. Rio de Janeiro: Rosa dos Tempos; 1996.
- Gil AC. *Como elaborar projetos de pesquisa*. 4ª Ed. São Paulo: Atlas, 2002.
- Triviños ANS. *Introdução à pesquisa em ciências sociais: a pesquisa qualitativa em educação*. São Paulo: Atlas; 1987.
6. Brasil.Ministério da Educação. INEP [Internet]. 2012. citado 2012 Set 21]. Disponível em: http://www.inep.gov.br/superior/enade/planilhas_enade.htm
- Brasil/MEC. *Diretrizes Curriculares Nacionais dos Cursos de Graduação em Enfermagem, Medicina e Nutrição*. Parecer CNE/CES, 1.133, outubro. 2001.
- Merhy EE. *A cartografia do trabalho vivo*. São Paulo: Hucitec; 2002.
- Pereira WR. [Higher education in nursing: between symbolic domination and political emancipation] *Rev Esc Enferm USP*. 2011; 45(4):981-8. Portuguese.
- Pereira, WR. Entre a dominação simbólica e a emancipação política no Ensino Superior em Enfermagem: *Rev. Esc. Enferm. USP*, Ago 2011, vol.45, no.4, p.981-988.
- Pereira WR; Tavares CMM *Práticas pedagógicas no ensino de enfermagem: um estudo na perspectiva da análise institucional*. *Rev. Esc. Enferm. USP*, Dez 2010, vol.44, no.4, p.1077-1084.
- Ramos FRS; Borges LM; Brehmer LC; Farias LR. *Formação ética do enfermeiro – indicativos de mudança na percepção de professores*. *Acta Paul Enferm*. 2011;24(4): 485-92.