



Active methodologies as strategies to develop education in values in nursing graduation

As metodologias ativas como estratégias para desenvolver a educação em valores na graduação em enfermagem

Las metodologías activas como estrategias para desarrollar la educación en valores en la graduación de enfermería

Lumaira Maria Nascimento Silva da
Rocha Marques¹

1. Universidade Federal Fluminense.
Niterói, RJ, Brasil.

ABSTRACT

Objective: To reflect how active learning teaching methodologies are important strategies for teachers to work on education in values in nursing graduation. **Method:** It is a reflection, therefore, as theoretical reference it was used the productions of the Group of Research of Moral Education of the University of Barcelona (Spain). **Results:** Active methodologies contribute to create conditions that enhance moral sensitivity, situations that allow the living of moral conflicts, stimulating dialogue and scenarios that allow the recognition of difference, favoring the construction of consensus. There are numerous strategies of active methodologies that contribute to the moral formation of the individual, but this article will focus on the main forms problema based learning (PBL) and the methodology of problematization. **Final considerations and implications for practice:** It becomes indispensable to transform theoretical foundations on education in values into viable pedagogical practices for their implementation in nursing curricula.

Keywords: Education Nursing; Moral; Ethic.

RESUMO

Objetivo: Refletir sobre como as metodologias ativas de ensino-aprendizado são importantes estratégias para os professores trabalharem a educação em valores na graduação em enfermagem. **Método:** Trata-se de uma reflexão e, para tal, utilizaram-se como referencial teórico as produções do Grupo de Pesquisa de Educação Moral da Universidade de Barcelona (Espanha). **Resultados:** As metodologias ativas contribuem para criar condições que potencializem a sensibilidade moral, situações que permitam a vivência de conflitos morais, estimulando o diálogo e cenários que proporcionem o reconhecimento da diferença, favorecendo a construção de consensos. Há inúmeras estratégias de metodologias ativas que contribuem para a formação moral do indivíduo, mas este artigo focará as principais formas: aprendizagem baseada em problemas (ABP) e a metodologia da problematização. **Considerações finais e implicações para a prática:** Torna-se indispensável transformar as fundamentações teóricas sobre educação em valores em práticas pedagógicas viáveis para a sua implementação nos currículos de enfermagem.

Palavras-chave: Educação em Enfermagem; Moral; Ética.

RESUMEN

Objetivo: Reflexionar sobre cómo las metodologías activas de enseñanza aprendizaje son importantes estrategias para que los profesores trabajen la educación en valores en la graduación de enfermería. **Método:** Se trata de una reflexión y para tal se utilizó como referencial teórico las producciones del Grup de Recerca de Educació Moral de la Universitat de Barcelona (Espanya). **Resultados:** Las metodologías activas contribuyen a crear condiciones que potencien la sensibilidad moral, situaciones que permitan la vivencia de los conflictos morales, estimulando el diálogo y escenarios que proporcionen el reconocimiento de la diferencia, favoreciendo la construcción de consensos. Hay numerosas estrategias de metodologías activas que contribuyen a la formación moral del individuo, pero este artículo se centrará en las principales formas: el aprendizaje basada en problemas (ABP) y la metodología de la problematización. **Consideraciones finales e implicaciones para la práctica:** Es indispensable transformar las fundaciones teóricas sobre educación en valores en prácticas pedagógicas viables para su implementación en los currículos de enfermería.

Palabras clave: Educación en Enfermería; Moral; Ética.

Corresponding author:

Lumaira Maria Nascimento Silva da Rocha
Marques.
E-mail: lumaira_@hotmail.com

Submitted on 02/10/2018.
Accepted on 06/01/2018.

DOI: 10.1590/2177-9465-EAN-2018-0023

INTRODUCTION

In conversations among teachers, the complaint about the student not being the same as before is frequent. So, if students changed, why do pedagogical practices are still rooted in educational ideas from the 20th century? Have these teachers reflected on their classes and on the way of teaching they have been using? Buxarrais¹ endorses the critique on the current educational system, claiming it was planned and structured in a past epoch and, thus, it values individual effort, memorization, homogeneity and alienation, reinforcing the productivist logic. In contrast, values such as creative thought, bond and care are neglected in teaching.

Excellence in care is recognized as a pillar on nurses' training and, for this to occur, it is needed to promote technical and scientific competences but also relational skills. Nursing is still constructing its professionals' groundwork; thus, the need to affirm itself in the market results in excessive preoccupation with specialization,² valuing technical and scientific knowledge, evidenced by the emphasis given to biological issues in the health-illness process -, known as biomedical model - to the detriment of psycho-affective and socioeconomic issues, that provokes a marginalization of moral discussions.

Adding to the critique of the biological model still in force in a scenery of excessive creation of nursing courses, there's low quality of teaching³ and to moral values in crisis in the current society,^{1,4-7} the training of the nurse is questioned.

Study by Lopes, Azeredo and Rodrigues⁸ identified skills nursing students consider important for nursing training. Knowing how was valued, more specifically, the appreciation of procedures and techniques. This fact is worrisome, because the nursing professional can develop a specific technique with perfection, but not be respectful to the health user, which characterizes oneself as an unqualified professional to practice the profession, once it's necessary to know, to know how to do and to know how to be.

Thus, working with moral training in the undergraduate program of nursing enables the student to comprehend the responsibility of his/her profession, that has on its essence the care for the other, an individual with other values and beliefs. It becomes evident, therefore, the professional-user relationship, the need for respect, dialogue, bond, that must follow the technical knowledge, since mastery of cognitive knowledge for effective care also demonstrates respect and commitment to others.

For this integral training to happen, Ministry of Education (MEC)⁹ instituted, in 2001, National Curricular Guidelines (NCG) of the undergraduate course, instrument of pedagogical practices, outlining professional profile that are expected to be trained, assuring the use of methodologies that stimulate reflection on social reality and that promote the learning to learn.

Therefore, banking education,¹⁰ considered that in which the teacher is the knowledge holder and deposits in the students

several knowledges, in a fragmented form, passive and acritical, it's not enough to the individual's moral formation, once the promotion of moral values must be developed beyond theoretical activities proposed in the classroom. Experience and discussion of ethical issues must permeate the whole curriculum, in a cross-sectional way, forming the guiding axis of school culture.

There are several pedagogical practices that contribute to the individual's moral formation, such as learning in the service (ApS), the construction of reflexive narratives, discussion of moral dilemmas, case study, problematization methodology, learning based on problems (LBP), among others.^{11,12} These are some strategies of active methodologies of teaching and learning that stimulate the student to acquire skills, not just techniques, but also humanistic and ethical ones.

Aim

This article's aim is to reflect on how active teaching-learning methodologies contribute to education in values for nursing students and offer subsidies to its utilization in the undergraduate program.

Method

It's a theoretical reflection and, for such, we used as theoretical referential the concept of moral education, from the Research Group of Moral Education (Grup de Recerca en Educació Moral - GREM), from the University of Barcelona. GREM is part of an Education Faculty, it emerged in 1988, it works with the concept of education in values and, nowadays, its production is recognized in the academic world. It has a research line called "Ethical learning and university", in which it acts rethinking the university mission in the 21st century, with the ethical and moral focus, identifying dimensions that construct the moral personality and ethical competences of universities; developing proposals to feed ethical skills in universities and analyzing the impact of learning based on social responsibility and commitment that university has with society and its preoccupation to form citizens.¹³

THEORETICAL REFERENTIAL

Education in Values

Martínez, Esteban and Buxarrais¹⁴ suggest three proposals to assist in developing education in values: working the student's autonomy, working with the concept of school as a community and stimulating the pluralism as a value.

The teacher must promote the student's autonomy, valuing individual peculiarities through diversity present in the classroom and, at the same time, stimulating students to choose moral values related to the community they are a part of, that is, related to tradition.⁵ Stimulating autonomy so that students choose moral values without relating them to the tradition is a risk, once the aim is to construct more just societies; this, individual moral values and communities must be allied.¹⁴

The concept of tradition, according to MacIntyre,⁵ is referred to the set of practical knowledge that justifies customs of a group, transmitted through generations. It believes that the moral subject must be inserted in a tradition because that way one acquires reference in relation to needed virtues to live in community, such as justice, trust, generosity and patience.

At the same time the school must stimulate student's autonomy, it must promote respect to other cultural groups, constructing the concept of school as a community. Martínez, Esteban and Buxarrais¹⁴ defend that, to occur education in values, one must work with an intercultural education, in order to potentialize harmonious coexistence among groups. Through moral education, individuals must understand that human beings are vulnerable beings and this generates a mutual dependency among them; thus, helping the other must be worked as a moral duty and not as an individual preference.

MacIntyre¹⁵ also wrote about the importance of people to comprehend mutual dependency among them, in response to the fragility of the community ties arising from modernity. As a consequence of this fragility, a fragmented society was developed and with simulacra of morality, a present challenge until today.

To train individual belonging to a plural world, firstly one must learn community's values so then the teacher promotes dialogue and respect among different ones. Pluralism must be conceived as a value in school. Therefore, education in values intend to train authentic individuals because, even after present certain moral horizons that guide the well being of the community, students can elicit those values they identify themselves. Promoting pluralism is promoting respect, tolerance and justice.¹⁴

Thus, educate in values consist in creating conditions that potentialize moral sensibility, situations that enable experience of moral conflict, stimulate dialogue and scenery that enable recognizing differences, favouring constructing consensus.¹⁴

Active methodologies of teaching-learning

Active methodologies are ways of teaching that use real or simulated experiences, aiming stimulating solution of challenges from social practice, in different contexts, and that enable formation of active, critical, reflexive and ethical individual through meaningful learning.¹²

The new emphasis given to the process of learning through the action comes from the influence of the North American philosopher, psychologist and pedagogue John Dewey, whose ideas arrived in Brazil through Anísio Teixeira.¹⁶ Active methodologies bring the student to the center of the educational process, raising one's responsibility in relation of one's training. Therefore the role of the teacher also suffer changes, he is in charge of presenting the world to the student and, at the same time, leave one walk alone. Considering a world in constant changing, traditional teaching that aims transmitting knowledge loses space, because Professional profile required by the work market begins to value not only technical knowledge, but also abilities of communication, interpersonal relationship, posture, among others.

There are many possibilities of active methodologies and, in nursing, the use of these pedagogical practices are being highlighted, mainly after NCG. However, there are still several mistakes as for its application, having many times divergences between what pedagogical practices describe and the way they really happen, therefore, more discussion is needed. In this article, the main forms of active methodology will be presented: Problem Based Learning (PBL) and problematization methodology.

PBL is a learning method that works with problem situations, elaborated previously by a team of teachers, that aims to stimulate cognitive processes in relation of a determined subject. Problems are carefully planned by a commission that aims to integrate theoretical contents and are distributed in the curricular matrix according to a learning sequence, that is, with growing complexity degrees.

PBL happens in tutorial groups, from 8 to 10 students. The problem is presented and, in a first moment, students must discuss about the case, exploring previous knowledges and raising issues about learning. In a second moment, students develop individual studies, outside the tutorial section, seeking to answer questions raised after the first approach with the case. Lastly, students return to the group and rediscuss the problem in light of acquired knowledge.¹⁷ This, PBL composes a main theoretical learning axis of the curriculum, having more disciplines in the curricular matrix, not being able, this way, to be just a methodology chosen by a teacher. PBL is an institutional option, because it requires curricular and structural changes – arrange libraries, laboratories, provide a bigger number of rooms, hire teachers trained in this methodology, program free time for studying, "break" with disciplines, among others.

It is worth highlighting the difference among PBL, case study and moral dilemmas discussion. The last ones also work with situations- problems and can be used in isolated disciplines, because they depend on the teacher's pedagogical plan, being on his criteria to use one or more situations/cases throughout the discipline. Case study works with clinical or organizational situations and generally is used before the theoretical study on some theme, as a triggering situation for the presentation of the programmed content, that can be followed by a dialogued class, providing texts for the discussion in groups or raising learning issues and requiring individual searches. The discussion of moral dilemmas presents situations in which there is necessarily a conflict between moral values, requiring moral deliberation by the student, so it is widely used in disciplines of ethics and bioethics.

Problematization methodology uses the Charles Maguerez Arch, it is applied to practical themes, related to life in society, it also happens in small groups and it develops in five steps: reality observation, key-points, theorizing, solutions' hypotheses and application to reality.¹⁸ The first step is observation to social reality, with watchful eye and registering what is perceived. The teacher may direct observation to certain issues and students will be able to identify difficulties and discrepancies present in the studied reality. On the second step - key points - academics should reflect on the possible causes of the problem experienced

and chosen for study. They will be capable of realize that problems are complex and need theoretical deepening, which implicates in learning issues. The third step- theorizing - is the search for diverse information that will help on comprehend the problem. The fourth one is constructing solution hypotheses for the observed reality, after group discussion with theoretical foundation. E, lastly, the fifth step involves excusion of decisions made in a group, applying these hypotheses to reality, aiming to transform them to some degree. The exercise of the dialectic chain action-reflection-transforming action reinforces the student's social commitment to the environment.¹⁸

The problematization methodology has great potential to approach social and human issues, that are essential to the characteristic nursing process of caring. It is intended to prepare the student to be conscious about the world around him, making him act intentionally, with the aim of transforming society through a more dignified and just environment.¹⁸

Different from PBL, the problematization method can be used in determined disciplines, independently from curricular structure, because it doesn't require physical or material changes in the school; thus, it can be a pedagogical option from the teacher, as long as he changes his posture. Another difference related to PBL is that problems are identified by students from an observed reality; therefore, there are no restrictions as far as content to be learned, once social reality is dynamic and complex.¹⁸

Another important caveat is the difference between using a problematization methodology and problematizing a discussed content. Problematizate means to instigate the student on knowledge construction, therefore it is a teaching-learning strategy on diverse active methodology forms. The methodology of problematization uses necessarily steps from the Maguerez Arch.

RESULTS AND DISCUSSION

Interfaces of Education in values with active methodologies

Interfaces of Education in values with active methodologies will be presented, once the first seeks to promote autonomy, the concept of school as a community and pluralism and active methodologies enable the formation of an active, critical, reflexive and ethical professional.

The first interface to be discussed is the relation between active methodologies and promoting autonomy. Active methodologies stimulate autonomy when they put the student in the center of pedagogical process and, thus, co-responsabilize him by his/her learning. Both in PBL and in the methodology of problematization, the student is motivated to construct his/her knowledge, and it is up to the teachers to instigate and facilitate the way.

In order for the promotion of autonomy to be effective, it is necessary that the student is personally committed, experience the horizontal relationship with his/her teacher and has flexibility in executing proposed tasks.¹²

Personal commitment can be worked through motivation, on being enabled to him a meaningful learning, that is considered the base of active methodologies. Horizontal relationship between the teacher and the student also contributes to motivation, because to incentive, praise, point errors and show oneself willingly to assist him facilitate interest by the discipline. This proximity is only possible to work in small groups, because it enables the teacher to identify educational gaps of each student and therefore promote deal learning with individual needs.

Flexibility shows in several moments of using active methodologies, enabling students to come up with constant choices and decision making. For exemple, they enable flexibilization of some content to be discussed, once each group present previous distinctive knoweldge, differing, then, in elaborated learning issues and even in the choice of days to answer them in group, or even related to pratical activities to be organized, in case of problematization method, because each pratical field has it's specificity; therefore a group can opt to work with health education with elderly and another with children. Going beyond, when the teaching institution enables, students can help construct an activity cronogram, agreeing on work deadlines, days of final evaluations, time of begining of classes, rules of tolerance for delays, among other ways of flexibilizations that raise the student's responsabilization in it's teaching-learning process.

Still discussing promotion of autonomy through active methodologies, the student is stimulated to develop responsibilities, being of groups or individuals, becoming important to be assiduous and punctual. On working with small groups, students realize that the participation of each participant is fundamental to construct a collective knowledge; therefore, it notices that his commitment has a direct relationship with the final result of all, which encourages in him the sense of responsibility. The same way, it happens when students are inserted in professional practice and enable care of nursing in health users, according to it's complexity level. These experiences demand some degree of intervention, stimulating responsibility to th health of those users.

The second presented interface is the relation of active methodologies with the concept of school as a community. Once more it is evident the importance of working with small groups, once this potent pedagogical strategy amplifies the possibility of more solidary relationships on making the student learn to construct ideas collectively, beyond enable dialogue, communication, integration and cooperation between different ones.¹⁹

To estimate harmonious coexistence inside the school is primordial so that the student also respect other groups outside the school, as the health team and users. When inserting the student in the professional practice, he learns the importance of interdisciplinary and intersetorial work, essential for intergrity of care, as well as the importance of bonding in the relationship professional-user. These experiences promote reflection that there is a mutual dependency among human beings, comprehended to recognize oneself that each health professional has his part in the care and that stabilshed bonds

maintain themselves in an exchange relationship, stimulating the value of communitary bonds.

The third and last interface of active methodologies with education in values is promoting pluralism. This relationship is complementary to the discussion of concept in school while a community. To favour respect to different, stimulate reflections about other points of view, being in contact with several socio-economical realities are attributes contemplated through active methodologies, either because they give the opportunity to work in a group, to insert the student in health units in peripheral neighborhoods or for enabling moral dilemmas discussions.

To many students, work in group is a new process, that generate resistances, because dealing with another requires learning different skills, such as accepting differences, learning to listen, learning with the other can also teach and learning to speak in a group. Therefore, it doesn't mean to work without conflicts, it means to work with respect through diversity.¹⁹

Puig²⁰ discourse about the importance of experiences in the life of an individual, raising, thus, the probability of facing moral conflict situations. In order for the perception of the moral problematic to occur, in addition to providing the experience, the teacher must give rise to situations that arouse sensitivity and dialogue. That's why, concretization of moral education implicates in inserting students in sceneries that there is socioeconomical and cultural contrast, preferably out of school, in order of them to experience, problematize and, then, mobilize themselves to transform that reality.

How to educate in values?

The teacher

Being a teacher requires ethical and social commitment and, therefore, it must be aware of the grandiosity of one's role, once he's responsible not only by training professionals but also because he has the mission to contribute to the development of the personality of future adults in society.^{16,21}

That way, education in values prevails for constructing bonds between the teacher and the student. An authentic relationship that enables the teacher to welcome, recognize and accept the student, stimulating dialogue and helping him on what's needed, stabilising, that way, a trust relationship. Once created the bond, this tends to become a value for the student and the educator to promote discussion on moral values with a greater probability of, in fact, students rethink their conducts, because of the feelings attributed to the relationship.^{22,23}

In addition, the interpersonal relation has an irreplaceable character in the formation of the morality.²² The teacher is seen as a source of inspiration; he must also teach values acting morally, that is, being a model mediated in the practice of moral actions, acting as a good person, because consequently he is teaching morality.²⁴

Interpersonal relationships are part of the whole educational process and are impregnated with values; that's why, they are educational practices considered cross-sectional and omnipresent and should therefore be planned and reflected.²²

The curriculum

Another form to make education in values feasible is through the so called curricular tasks. They can be disposed in a cross-sectional way, on diverse disciplines, condensed in a few, such as the case of ethics and/or bioethics, present in nursing curriculum. What is important is that the curricular tasks of education in values have a defined and delimited time frame for such.²²

These disciplines must offer a space to welcome group's worries, to treat issues make the group uneasy and to talk about social relevant problems. That said, the next step should be to assist in moral deliberation, that is, to provide the use of moral intelligence by constructing moral arguments in the face of conflicts of values.²²

It happens that spaces provided in the curricula for these disciplines most of the time are reduced and overcharged with theoretical content, not leaving time for other reflections that can exist in that group. Another problem is the form these contents are approached: frequently in an expositive way, without promoting spaces for dialogue and construct consensus. Therefore, the defense is for institutions value more disciplines potentially turned to education in values.

The institution

Lastly, permeating all the bonds and the curricular tasks directed to the education in values, it is necessary to create a moral culture, because it is recognized that the institutional environment also contributes to the formation of the individual.

Moral culture incides on students' habits and virtues, because, once immerse in expressed values by institution, this invites them to experience them in their daily life, making it possible to cristalize them. Institutional educational practices must be coherent, involving didactics and coexistence to the organization of moments of fraternization and extra-class projects.²²

FINAL CONSIDERATIONS AND IMPLICATIONS FOR PRACTICE

Since active methodologies contribute to the education of values within the curriculum, promoting desired characteristics for future nurses, it becomes indispensable to transform the theoretical foundations on education in values into viable pedagogical practices for its implementation in the nursing curricula. However, implementation of the step by step of these methodologies is not enough to obtain success in training, it is necessary to have a director and teaching body engaged in training citizens. Forthat, it's indispensable that they appropriate themselves of knowledges from philosophy, antropology, sociology, pedagogy, among other areas of knowledges, which may occur through capacitation way. In addition, it is necessary that this training is not on time, but that it is part of the work process, with frequent meetings so that the teachers can expose their doubts and anxieties, since the great majority of the faculty members were educated in teaching traditional, and when faced with active methodologies, it is natural to face difficulties.

In order to establish a horizontal relationship between teacher and student, as valued as inside active methodologies and education in values, is needed to care for relationships between leaders/teachers and teachers/teachers, because these reflect the way the teacher welcomes (or not) the student.

Lastly, education in values must crosspass disciplines of ethics and bioethics, it must happen in a cross-sectional way, composing the guiding axis of the curriculum. Concerning education in values in the nursing curriculum is to train, besides competent professionals committed to the health area, citizens engaged in the construction of a more dignified and just world.

REFERENCES

- Buxarrais MR. Nuevos valores para una nueva sociedad: un cambio de paradigma en educación. *Edetania* [Internet]. 2013 Jul; 43:53-65. Available from: <https://dialnet.unirioja.es/servlet/articulo?codigo=4406338>
- Santos EF. A enfermagem no espelho: suas concepções sobre a profissão, a formação, a prática profissional e as especialidades [tese]. Rio de Janeiro (RJ): Instituto de Medicina Social, Universidade do Estado do Rio de Janeiro; 2010.
- Teixeira E, Fernandes JD, Andrade AC, Silva KL, Rocha MEMO, Lima RJO. Panorama dos cursos de Graduação em Enfermagem no Brasil na década das Diretrizes Curriculares Nacionais. *Rev Bras Enferm* [Internet]. 2013 Sep; 66(no.spe):102-10. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0034-71672013000700014
- Yves de La T, Menin MSS. Crise de valores ou valores em crise? Porto Alegre: Artmed; 2009.
- MacIntyre A. *After virtue: a study in moral theory*. 3rd ed. Indiana: University of Notre Dame Press; 2007.
- Bauman Z, Donskis L. *Cegueira moral: a perda da sensibilidade na modernidade líquida*. Rio de Janeiro: Zahar; 2014.
- Rego S, Palácios M. Ética e democracia em tempos de crise. *Saúde Debate* [Internet]. 2016 Dec; 40(no.esp):63-72. Available from: <http://www.scielo.br/pdf/sdeb/v40nspe/0103-1104-sdeb-40-spe-0063.pdf>
- Lopes RCC, Azeredo ZAS, Rodrigues RMC. Competências relacionais: necessidades sentidas pelos estudantes de enfermagem. *Rev Latino Am Enferm* [Internet]. 2012 Nov/Dec; 20(6):1-10. Available from: http://www.scielo.br/pdf/rlae/v20n6/pt_10.pdf
- Ministério da Educação (BR). Resolução CNE/CES Nº 3, de 7 de novembro de 2001 (BR). Institui Diretrizes Curriculares Nacionais do Curso de Graduação em Enfermagem. Brasília (DF): Ministério da Educação; 2001. Available from: <http://portal.mec.gov.br/cne/arquivos/pdf/CES03.pdf>
- Freire P. *Pedagogia do oprimido*. 50ª ed. São Paulo: Paz e Terra; 2001.
- Rovira JMP, García XM. Para un curriculum de educación en valores. *Folios* [Internet]. 2015 Sep; 41:7-22. Available from: <http://www.scielo.org.co/pdf/folios/n41/n41a01.pdf>
- Berbel NAN. As metodologias ativas e a promoção da autonomia de estudantes. *Semin Ciênc Soc Hum* [Internet]. 2011 Jan/Jun; 32(1):25-40. Available from: <http://www.uel.br/revistas/uel/index.php/seminasoc/article/view/10326/10999>
- Grup de Recerca en Educació Moral, Barcelona. Available from: <http://www.ub.edu/GREM/inicio/>
- Martín MM, Bara FE, Estrada MRB. School, Teachers and Values. *Rev Educ* [Internet]. 2011; 95-113. Available from: http://www.revistaeducacion.educacion.es/re2011/re2011_05.pdf
- MacIntyre A. *Dependent rational animals: why human beings need the virtues*. Chicago: Open Court; 1999.
- Lins MJSC. A filosofia da educação de John Dewey: reflexões e perspectivas atuais para a escola brasileira. *Filos Educ* [Internet]. 2015 Jul/Sep; 7(2):19-46. Available from: <https://periodicos.sbu.unicamp.br/ojs/index.php/rfe/article/view/8637547>
- Campos LRG, Ribeiro MRR, Depes VBS. Autonomia do graduando em enfermagem na (re)construção do conhecimento mediado pela aprendizagem baseada em problemas. *Rev Bras Enferm* [Internet]. 2014 Sep/Oct; 67(5):818-24. Available from: <http://www.scielo.br/pdf/reben/v67n5/0034-7167-reben-67-05-0818.pdf>
- Berbel NAN. A utilização da metodologia da problematização com o Arco de Maguerez no cuidar em saúde. In: *O processo de ensino e aprendizagem de profissionais de saúde: a metodologia da problematização por meio do Arco de Maguerez*. Brasília: Universidade de Brasília; 2016.
- Barbarato RG, Corrêa AK, Souza MCBM. Aprender em grupo: experiência de estudantes de enfermagem e implicações para a formação profissional. *Esc Anna Nery* [Internet]. 2010 Jan/Mar; 14(1):48-55. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1414-81452010000100008
- Puig JM. Aproximação à educação moral. In: Puig, JM, org. *Ética e valores: métodos para um ensino transversal*. 2nd ed. São Paulo: Casa do Psicólogo; 1998.
- Martínez M. La función del profesorado universitario en la formación del carácter y la construcción de la personalidad moral de los docentes. In: Carrillo I, org. *Democracia y educación en la formación docente*. Barcelona: Universitat de Vic; 2016.
- Puig JM. Aprender a viver. In: Arantes VA, org. *Educação e valores: pontos e contrapontos*. São Paulo: Summus; 2007.
- Araújo UF. A construção social e psicológica dos valores. In: Arantes VA, org. *Educação e valores*. 2ª ed. São Paulo: Summus; 2007.
- Fenstermacher GD, Osguthorpe RD, Sanger MN. Teaching morally and teaching morality. *Teacher Educ Quart* [Internet]. 2009; 36(3):7-19. Available from: <https://eric.ed.gov/?id=EJ858720>