

## A UTILIZAÇÃO DO LÚDICO COMO ESTRATÉGIA DE INOVAÇÃO NO ENSINO DA ENFERMAGEM

### THE USE OF LUDIC ACTIVITIES AS INNOVATION IN NURSING TEACHING

### USO DE LO LUDICO COMO ESTRATEGIA DE INNOVACIÓN EN LA ENSEÑANZA DE LA ENFERMERÍA

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#### RESUMO

**Objetivo:** compartilhar a experiência desenvolvida através de uma gincana teórica como estratégia de avaliação no processo ensino aprendizagem. **Método:** Os acadêmicos foram divididos em grupos, onde desenvolveram atividades previamente estabelecidas no início do semestre. No último dia de aula, os grupos apresentaram suas produções e participaram ativamente da gincana, com perguntas referentes aos conteúdos trabalhados e brincadeiras interativas. **Resultados:** Constatou-se a importância do lúdico no desenvolvimento e avaliação dos conteúdos, uma vez que possibilitou aos estudantes a participação ativa na construção do conhecimento, através do aprofundamento dos conteúdos, da reflexão e interação com os colegas da equipe. **Conclusão:** Considera-se relevante a utilização do lúdico como ferramenta didática no processo ensino aprendizagem, possibilitando ao estudante o protagonismo na construção do seu conhecimento.

**Descritores:** Enfermagem; Aprendizagem baseada em problemas; Docentes; Avaliação educacional.

#### ABSTRACT

**Objective:** To share the experience developed through a theoretical gymkhana as an evaluation strategy in the learning teaching process. **Method:** The students were divided into groups, where they developed activities previously established at the beginning of the semester. On the last class, the groups presented their productions and participated actively in the gymkhana, with questions related to the content worked and interactive games. **Results:** The importance of the playful element in the development and evaluation of the contents was evident, because it enabled active participation of the students in the construction of knowledge, through the deepening of contents, reflection and interaction with the team mates. **Conclusion:** The use of ludic strategies is confirmed as a relevant didactic tool in the learning teaching process, allowing protagonism to students in the construction of their own knowledge.

**Descriptors:** Nursing; Problem-based learning; Teachers; Educational evaluation.

#### RESUMEN

**Objetivo:** Compartir la experiencia desarrollada a través de un concurso teórico como una estrategia de evaluación en el proceso de aprendizaje. **Método:** Los alumnos se dividieron en grupos, donde desarrollaron actividades previamente establecidas al inicio del semestre. En el último día de clase, los grupos presentaron sus producciones y participaron activamente en el concurso, con preguntas relacionadas con los contenidos trabajados y juegos interactivos. **Resultados:** Se destacó la importancia del juego en el desarrollo y la evaluación de los contenidos, ya que permitió a los estudiantes a participar activamente en la construcción del conocimiento, mediante la profundización de los contenidos, la reflexión y la interacción con los compañeros de equipo. **Conclusión:** Se considera relevante el uso del juego como herramienta de enseñanza en el proceso de aprendizaje, lo que permite que el alumno sea protagonista en la construcción de su propio conocimiento.

**Descriptores:** Enfermería; Aprendizaje basado en problemas; Docentes; Evaluación educacional.

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## INTRODUCTION

The globalized world and its accelerated scientific and technological modernization call for the need of new forms of knowledge construction, including changes in the training process of professionals responsible for the health care of the population<sup>(1)</sup>. With the advent of globalization, knowledge began to be shared with everyone in real time, requiring adaptations of teachers and students. In this way, the traditional teaching model, widely used in higher education in the health area, no longer meets the need to train critical and reflexive professionals capable of transforming social reality in order to minimize injustice and inequality<sup>(1)</sup>.

However, in order to have professionals who work with the desire to minimize inequalities, commitment to society, to those who need care, needs to be instigated since undergraduate training in order to seek quality in health care and humanization in services, as recommended in the Unified Health System (SUS)<sup>(2)</sup>. Thus, it is the responsibility of training institutions to plan and implement pedagogical practices aimed at the reorientation of the training process, for development of skills and abilities capable of responding to the principles proposed by SUS.

It is essential to search for new methodologies with active participation of students in the construction of knowledge. These must enable them to become protagonists and co-responsible for their learning, assuming the direction of their advancement and building their learning path, anchored in their life history and accumulated experiences, as well as in the reality in which this is inserted<sup>(3)</sup>. This way, the student starts to occupy the place of subject in the construction of knowledge, that is, he learns by performing through action-reflection-action, and developing a critical, reflexive and emancipatory attitude. As for the teacher, this must assume the role of facilitator/mediator of the learning teaching process<sup>(1)</sup>.

In this direction, the four fundamental pillars of education in the 21st century proposed by Unesco in 1996 with a view to achieving what Delors<sup>(4)</sup> calls the necessary utopia, quality education and equity are: learning to know, learning to do, learning to live together and learning to be. Learning to know refers to the

possibility of studying a subject in depth, so that it can be maintained throughout life, arousing curiosity and autonomy. Thinking about the new, rebuilding the old, and reinventing thinking are the competencies of this pillar. Learning to do requires professional qualification, preparing for the world of individual and collective work within the local, regional or national social context. Learning to live together implies developing the ability to understand others and the perception of interdependencies, considering the communication process, conflict management, flexibility and respect for the values of pluralism. Learning to be demands the ability to act with autonomy, discernment, personal responsibility, through critical thinking, ethics and aesthetics<sup>(4)</sup>.

Based on these four pillars, the construction of knowledge in the health area requires a pedagogical approach in which the students are subject of the apprehension of their own knowledge. In this sense, it is understood that the use of playful, or ludic, activities as a teaching and learning strategy provides the complete experience of the moment, associating the act, the thought and the feeling.

Ludic activities favor the performance of teachers, because they make it possible to educate with creativity, dynamicity and responsibility, discovering interesting and relaxed ways of working different themes and contents according to the students' reality. In this conception, ludic strategies represent an excellent instrument to stimulate learning, bringing the fun and joyful characteristic of playing to the classroom, which reflects the etymology of the word 'ludic', derived from 'Ludus', which in Latin means to play<sup>(5)</sup>.

In this context, teachers of the curriculum component 'Care in the Human Living Process I' of the sixth phase of the Nursing Undergraduate course at the Federal University of the Southern Frontier (UFFS) have launched the challenge of experiencing a 'new way' to proceed the bi-annual evaluation of the content. They proposed the development of a theoretical gymkhana with the objective of contributing to students' knowledge acquisition through an interactive and collective ludic activity. Such activity made it possible to consider and evaluate integral learning, that is, learning 'to know', 'to do', 'to live together' and 'to be', in order to avoid

neglecting any potential of students. In addition, the gymkhana provided a warm and challenging environment, rich in opportunities and experiences of growth.

The present report came from the objective of sharing the successful experience with the ludic activity developed through a theoretical gymkhana as a strategy of evaluation in the learning teaching process.

## METHOD

The curriculum component 'Care in the Human Living Process I' was developed in the second half of 2014. For the planning, the responsible teachers met to evaluate previous experiences and attempt to create new actions to improve teaching and assessment methods. The critical view of previous experiences and the desire to stimulate more protagonism on the part of the students led to the decision to innovate in the final evaluation by using a theoretical gymkhana involving all the content taught and whose guideline would be the playfulness.

The six teams, with five students each, were organized according to the groups formed in the practical activities. The teachers chose the tasks that would be developed/presented on the day of the gymkhana, among them: construction of a video (3-5 minutes) and a parody, both discussing topics addressed in the component, which were chosen by the students. Besides the development of the tasks, scores were based on the punctuality of group members, the choice of an identity for the group (color of the shirt) and the provision of food for the confraternization.

After the presentation of the video and the parody, each group, arranged in a small circle, received plaques with the letters 'A' to 'E', which represented the response options (A, B, C, D and E) and questions were asked about the various contents addressed in the component and related to the health care of adults and the elderly. In this step, each group was given time to reflect and lift the plaques with the correct option while the question and the options of answers would be projected onto the screen. In each round of questions there was a game, where the winning group gained immunity on one of the questions of the next round. The games involved: 'hula hoop dance', in which one member of each group would spin hula hoop until only one person remained, who would be considered the winner; 'who eats first', a game that rewarded the group whose member was faster to consume a type of

food; 'biggest chewing bubble gum', where the winner was the one who could make the biggest bubble; 'burst balloon', where a member of each group would fill up the balloon with air and the person who first burst it would be considered winner.

The games were intended for relaxation, diluting the tension usually attached to evaluations and the anxiety when it comes to answering questions. Throughout the evaluation process of the gymkhanas, the teachers of the curricular component, who developed the theoretical content and the theoretical and practical activities with the students, were the judges using a previously elaborated evaluation instrument previously presented and discussed with the students.

## RESULTS AND DISCUSSION

On the first day of class, the teaching plan was presented to the students and at this moment it was already possible to perceive motivation on their part to engage in the gymkhana as instrument to the final evaluation of the component.

We believe that the main role of the teacher is to stimulate the students to build knowledge. As soon as in the initial moment, the students were challenged to produce new knowledge in a creative way, thus, learning to know. The enthusiastic response from the students met the teachers' intentions to promote a differentiated and meaningful form of learning.

Although traditional lectures have undeniable value, it is important that the teachers use ways to reconcile the content to be studied with dynamic lessons and assessments that stimulate the thinking and participation of students. However, this is only possible with dedication, preparation and motivation. In innovative pedagogical practice, it is up to the teachers to drive the required changes and, to this end, they must be psychologically motivated, technically qualified and professionally engaged, with the feeling of belonging, since their predominant role is no longer to teach, but to help the student how to learn<sup>(2)</sup>.

It was in this climate and feeling that the teachers of the component carried out the several ludic activities described above throughout the semester, to be used in the gymkhana programmed to the end of the semester, after the theoretical contents and practical activities were finished.

On the day of the gymkhana, everything was prepared: scenery set, teachers in the role of judges and students organized to share their production. The activity started with the presentation of the videos produced by each group and, in the sequence, the more momentous scene came, the presentation of the parody. During the presentation of the two initial tasks, it was possible to identify innumerable individual and collective skills, such as search for knowledge, reflection, creativity, dynamism, engagement, dedication, organization and teamwork. These aspects were evidenced in the different ways that the students found to present the theme chosen by them in the form of film and music, establishing and evidencing relations between scientific knowledge and practical experience.

The groups demonstrated to be aware of limitations and potentialities of health care and especially of nursing care for adults and the elderly. The opinion that the production of videos and of the parody demanded daily attention from each and of everyone in practical scenarios, as well as the articulation of the group for the definition of work schedules and strategies, was unanimous among students.

After a brief interval, the round of questions and answers began, which was another moment of adrenaline and competition, permeated by conquests and defeats. At this stage, the focus was directed more specifically to the whole scientific content on care for adults and the elderly addressed in the component. The questions elaborated by the teachers contemplated technical questions relevant to the professional exercise. It was also a time to clarify doubts, make questions and review contents when incorrect answers would be given by the teams. Certainly, the gymkhana made it possible to have reflections, add knowledge, and build knowledge.

This experience enabled the students to take responsibility for the production of their knowledge, acting themselves as subjects of their own learning process. Thus, through this theoretical gymkhana, it was possible to stimulate curiosity to the extent students inserted themselves in the theorization through the ludic activity, favoring the awakening of autonomous motivation by including the strengthening of their perception of being the origin of their own action<sup>(6)</sup>.

Regarding the evaluative process, the previously agreed criteria (theme, time, creativity, participation) were fulfilled by all teams in the presentation of the video and the parody, thus reaching the maximum score. This was also an opportunity to return to the content worked during the semester, as well as a space for discovering new talents, as 'singers', 'actors', 'dancers' and 'journalists' were revealed in the group.

As for the round of questions, there were different levels of correctness, but in general, the level of knowledge was high and all teams reached the goal, with above-average scores. It is important to note that the 'hula hoop dance', 'who eats first', 'biggest chewing bubble gum' and 'burst balloon' games played through the question blocks for the winning teams to gain immunity generated a lot of excitement, competition and joy. It is important to stress out that the use of ludic activities do not only serve for knowledge and learning, but also for awakening other skills such as creativity, interest in learning by having fun and teamwork<sup>(7)</sup>.

It is important to highlight that, in nursing, the concept of 'team' is widely used to assign groups formed by nurses, nursing technicians and nursing assistants. Teamwork in health arises from the need to establish common objectives and goals with a defined work plan, with a view to developing individual and group growth and a care centered in the user and the community<sup>(8)</sup>. A team is more than the mere meeting of people working in the same space; a team is founded in the relations established between members and with the environment in which they live, through their practice, action, thinking and feelings<sup>(9)</sup>.

Teachers of the component see the stimulus to teamwork as a central point in the development of any group activity, since the exchange of experiences, the relationship of help and the companionship are stimulating and motivating for the construction of group knowledge, facilitating the work and collaborating towards a dynamic and competent learning process. The ludic activities of the gymkhana were important to develop and improve precisely the ability to conceive and develop a team activity, knowing how to live together.

The gymkhana was closed in the form of a party, with ambient music and a delicious snack prepared and organized by students and teachers. It was also an important moment of interaction between those involved in the

learning and evaluation process, where they happily left the semester with a feeling of gratitude, friendship and longing.

### FINAL CONSIDERATIONS

The experience made it evident that it is possible to acquire and construct knowledge by playing, because ludic activities represent an opportunity to learn to live, to win or to lose, learning even to deal with possible frustrations, such as those resulting from the loss of points for not giving correct answers to the questions. It was possible to perceive that the ludic activities offer real conditions for the student to have experiences with logic and reasoning, involving physical and mental activities that favor sociability and stimulate affective, moral, creative and cultural responses.

In this classroom experience, the importance of playfulness in the development and evaluation of content was observed, since it enabled the students to actively participate in the construction of knowledge through the deepening of contents, reflection and interaction with team mates. It allowed the exercise of autonomy and the ability to express feelings, perceptions and ideas. We believed that the evaluative process contributed to the formation of critical professionals, able to learn how to know, to do, to live together and to be. All of these elements were contemplated during all the stages of the evaluative process, since the first day of the component class to the last day with the gymkhana.

Developing the gymkhana challenged teachers and students to dare, overcome shyness and the very fear of not being creative enough to propose and develop activities that necessarily require exposure of each and of everyone for evaluation. After all, it is not an easy thing to receive and accept criticism! For the teachers, who were very accustomed to direct the teaching process from their own choices, the development of this activity demanded tolerance to the uncertainty, since the success of the activity was mainly on the students' hands.

On the part of the students, perhaps the greatest difficulty was to organize themselves to develop the activities within schedules that were compatible to all, since many of them worked in the shifts in which they were not in class and or in practical activities. In order to alleviate difficulties and stimulate overcoming the challenges, the culmination was the enthusiasm with which

students engaged in the activity, with which they got involved throughout the semester, because if the gymkhana happened one morning, the planning and organization took up the entire academic semester.

As teachers, we considered that this was a unique experience, initially permeated by insecurity towards the 'new/different', but during the process, this was replaced by the feeling of belonging and success. Teachers are encouraged to use games as a didactic tool in the learning teaching process, assuming the role of mediators/facilitators, enabling students to play a leading role in building their own knowledge.

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