

EXPERIENCE REPORT ON LEARNINGS, CHALLENGES, AND TRANSFORMATIONS EXPERIENCED BY TWO STUDENTS DURING THEIR WORK AS TEACHING ASSISTANTS IN THE NURSING COURSE

RELATO DE EXPERIENCIA SOBRE APRENDIZAJES, RETOS Y TRANSFORMACIONES VIVIDAS POR DOS ESTUDIANTES DURANTE LA TUTORÍA DEL CURSO DE ENFERMERÍA

RELATO DE EXPERIÊNCIA SOBRE APRENDIZADOS, DESAFIOS E TRANSFORMAÇÕES VIVIDAS POR DUAS ALUNAS DURANTE A MONITORIA DO CURSO DE ENFERMAGEM

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ABSTRACT

Academic monitoring has been consolidated as a relevant pedagogical strategy in higher education, particularly in nursing education, as it promotes the integration of theory and practice and encourages student protagonism. This study aimed to report the academic, professional, and personal benefits perceived by two students who worked as monitors in a practical assistance course within an undergraduate nursing program. This is a descriptive experience report with a qualitative approach, developed from the participants' experiences throughout the monitoring period and analyzed in dialogue with scientific literature on health education and educational processes. The experiences revealed important contributions to deepening content knowledge, improving practical skills, and developing pedagogical competencies such as communication, knowledge organization, and learning mediation. In addition, the monitoring activity promoted greater autonomy, increased technical confidence, and personal and emotional maturity among the monitors. The development of socio-emotional competencies essential to nursing practice, including empathy, responsibility, and ethical commitment, was also observed. It is concluded that academic monitoring represents a meaningful formative practice, contributing to comprehensive student education and to the preparation of more critical professionals committed to quality healthcare delivery.

Keywords: Academic Monitoring; Nursing; Professional Education; Higher Education; Health Education.

RESUMEN

La tutoría académica se ha consolidado como una estrategia pedagógica relevante en la educación superior, especialmente en la formación en enfermería, al favorecer la integración entre la teoría y la práctica y estimular el protagonismo de los estudiantes. El presente estudio tuvo como objetivo relatar los beneficios académicos, profesionales y personales percibidos por dos alumnas que actuaron como tutoras en una disciplina de prácticas asistenciales de un curso de enfermería. Se trata de un relato de experiencia, de naturaleza descriptiva y enfoque cualitativo, construido a partir de las vivencias de las participantes a lo largo del período de tutoría, analizadas en diálogo con la literatura sobre formación en salud y procesos educativos. Las experiencias pusieron de manifiesto contribuciones relevantes para la profundización de los contenidos, la mejora de las habilidades prácticas y el desarrollo de competencias pedagógicas, como la comunicación, la organización del conocimiento y la mediación del aprendizaje. También se observó un fortalecimiento de la autonomía, una mayor seguridad técnica y una maduración personal y emocional de las monitoras. Además, la tutoría favoreció el desarrollo de competencias socioemocionales fundamentales para el ejercicio de la enfermería, tales como la empatía, la responsabilidad y la postura ética. Se concluye que la tutoría académica constituye una práctica formativa significativa, capaz de contribuir a la formación integral del estudiante y a la capacitación de profesionales más críticos y comprometidos con la calidad de la atención sanitaria.

Palabras clave: Tutoría Académica; Enfermería; Formación Profesional; Educación Superior; Enseñanza en Salud.

RESUMO

A monitoria acadêmica tem se consolidado como uma estratégia pedagógica relevante no ensino superior, especialmente na formação em Enfermagem, ao favorecer a integração entre teoria e prática e estimular o protagonismo discente. O presente estudo teve como objetivo relatar os benefícios acadêmicos, profissionais e pessoais percebidos por duas alunas que atuaram como monitoras em uma disciplina de práticas assistenciais de um curso de Enfermagem. Trata-se de um relato de experiência, de natureza descritiva e abordagem qualitativa, construído a partir das vivências das participantes ao longo do período de monitoria, analisadas em diálogo com a literatura sobre formação em saúde e processos educativos. As experiências evidenciaram contribuições relevantes para o aprofundamento dos conteúdos, o aprimoramento das habilidades práticas e o desenvolvimento de competências pedagógicas, como comunicação, organização do conhecimento e mediação do aprendizado. Observou-se, ainda, fortalecimento da autonomia, maior segurança técnica e amadurecimento pessoal e emocional das monitoras. Ademais, a monitoria favoreceu o desenvolvimento de competências socioemocionais fundamentais ao exercício da Enfermagem, tais como empatia, responsabilidade e postura ética. Conclui-se que a monitoria acadêmica constitui uma prática formativa significativa, capaz de contribuir para a formação integral do estudante e para o preparo de profissionais mais críticos e comprometidos com a qualidade do cuidado em saúde.

Palavras-chave: Monitoria Acadêmica; Enfermagem; Formação Profissional; Ensino Superior; Ensino em Saúde.

INTRODUCTION

Academic tutoring is recognized as a teaching strategy that promotes the development of student autonomy, improves pedagogical skills, and contributes to the comprehensive training of future nursing professionals. According to Andrade et al. ⁽¹⁾, tutoring is a practice that favors collaborative learning, bringing theory and practice closer together, in addition to stimulating student leadership.

In health courses, the experience as a monitor enables technical and scientific deepening, the expansion of communication, and the development of initial teaching skills. ⁽²⁾ Thus, understanding the benefits of this experience can support improvements in institutional monitoring programs and strengthen the training process in undergraduate nursing.

Therefore, this study aims to explain the perceived benefits for academic training, clinical practice, and the development of teaching skills by two students who work as teaching assistants in the Nursing program.

Teaching assistance is an active learning tool that encourages student autonomy and co-responsibility in their training. According to Chaves et al. ⁽³⁾, the involvement of students in tutoring activities promotes the development of critical thinking and strengthens ties with faculty and students.

In addition, Bernardi ⁽²⁾ points out that tutoring contributes to student safety and technical skills by allowing for the review and practical application of content. Thus, analyzing the experiences of two nursing students who

have experienced this practice is relevant because it generates knowledge about the impact of tutoring on professional training and supports the creation of more effective pedagogical strategies.

Therefore, this report seeks to document and reflect on the benefits of this practice in undergraduate nursing, aligning with the need to promote teacher training and student leadership at the university.

GENERAL OBJECTIVE

To describe the academic, professional, and personal benefits perceived by two students who work as monitors in a nursing care practices course during their undergraduate studies.

METHODOLOGY

This work is a qualitative and descriptive experience report based on the experiences of two nursing students who work as monitors in practical subjects. The report seeks to share, in a reflective and humanized way, the lessons learned, challenges, and feelings experienced during the process.

The data will be produced through notes, personal records, and informal conversations between the participants, which will serve as the basis for organizing the text. The experiences will be analyzed in light of the literature on monitoring and professional training, allowing for the identification of aspects such as personal growth, academic maturation, and the development of pedagogical

skills, as pointed out by Andrade et al. ⁽¹⁾ and Bernardi. ⁽²⁾

As this is an educational experience, the study complies with the ethical principles of Resolution No. 466/2012, ensuring confidentiality, anonymity, and free participation of those involved. As it is a report of personal experience, there is no need to submit it to the CEP.

THEORETICAL FRAMEWORK

Recent Brazilian literature has recognized the formative role of tutoring in the development of technical, scientific, and relational skills. According to Andrade et al., ⁽¹⁾ acting as a tutor broadens theoretical and practical knowledge and strengthens student autonomy.

Bernardi ⁽²⁾ adds that tutoring is a space for pedagogical experimentation, allowing undergraduates to experience the role of educator and improve their communication skills.

Silva, Almeida, and Soares ⁽⁴⁾ indicate that active participation in teaching practices stimulates meaningful learning and critical thinking, which are essential in health education.

These studies reinforce that tutoring not only contributes to academic performance but also trains professionals to be more reflective and prepared for teamwork, fundamental characteristics in nursing care.

The tutoring experience brings significant gains in theoretical and practical learning, the development of autonomy, interpersonal communication, and the formation

of professional identity. In addition, it contributes to the appreciation of tutoring as an essential pedagogical practice in the training of nurses.

Teaching assistance consists of voluntary work by a student assisting a teacher in teaching a class that the student has already completed to other classes. It is a learning modality that combines theoretical teaching, research, and extension within the academic environment, providing students with a unique opportunity during their undergraduate studies. During the tutoring period, the tutor, together with the teacher, plans classes, talks to students, seeks to better understand each student's difficulties, and assists the teacher in ensuring that the class runs effectively. ⁽⁵⁾

To participate in this activity, there are some requirements that vary from institution to institution, some of which are: being regularly enrolled in the course, having passed with good grades in the subject of interest for tutoring, or even selection processes. Tutoring brings with it various duties and responsibilities, which also vary from institution to institution, and which must be taken seriously in order for it to be a successful experience. For example, at Florence College, students must participate in periodic meetings with the supervising professor, research the subjects studied in foreign literature, accompany and assist the professor in the classroom, guide students regarding the institution's library collection, among other functions. ⁽⁶⁾

Teaching assistantships are essential for the training of professionals, as they carry a heavy theoretical and practical load, reinforcing and consolidating everything the student has learned previously and providing closer interaction with professors and course coordinators, who can help the student-teaching assistant gain a different perspective on their professional career and open doors to other opportunities. ⁽⁷⁾

During the tutoring sessions, it was observed that the students paid close attention to everything that was being taught by the teacher and put into practice with the classes. The students recalled what they had learned and helped the class that was just beginning their studies. It is important to note that tutoring positively influences the lives of students who are beginning their journey when, at times, they do not fully understand what has been presented by the teacher and ask questions to the tutors.

According to Carneiro et al. ⁽⁸⁾, the relationship between students and monitors is essential for the learning process to occur more smoothly, as students may feel more comfortable asking questions and practicing the proposed activity with the monitor. This relationship and exchange of knowledge will favor the academic development of the student, who will have their questions answered, and the teaching assistant, who will reaffirm and remember what they already know by talking and demonstrating the correct procedure to the student, which highlights the theoretical knowledge being put into practice.

During tutoring, there is a change in the dynamics within the classroom. When the tutor is taking the course, they learn according to what is taught by the teacher during class. However, when the student becomes a tutor, they already have theoretical and practical knowledge, and this time, they will review that subject and assist others in their learning. In this way, the student-monitor will learn more actively. Instead of just receiving knowledge passively, they will already have a theoretical background and will pass this knowledge on to others, which will assist in the learning of everyone involved and encourage the student to pursue a career in teaching. ⁽⁹⁾

The experience of tutoring provides learning that goes far beyond the theory seen in the classroom. According to Monteiro et al., ⁽¹⁰⁾ participating in these activities helps students develop skills that are important for professional training, such as knowing how to communicate better, work in groups, and take on responsibilities. Being closer to the teacher and classmates allows the tutor to learn differently, exchanging experiences and strengthening everyone's learning.

In addition, the tutoring period contributes to the student's personal and emotional growth. Fontenele Lima de Carvalho et al. ⁽¹¹⁾ state that participating in tutoring helps students develop important skills, such as empathy, patience, and active listening, which are very necessary in nursing care. During this experience, the monitor interacts with colleagues and teachers, learning to deal with different

situations and better understand people's needs, which contributes to becoming a more sensitive and humane professional.

Finally, Lopes et al. ⁽¹²⁾ state that tutoring can also spark an interest in teaching, as students have the opportunity to experience a little of the role of an educator. This experience reinforces how important tutoring is as an educational practice, combining teaching, research, and outreach, and contributing to the comprehensive development of future nurses.

RESULTS AND DISCUSSION

Various situations occur in this environment provided by the undergraduate program. These situations are experienced by the teaching assistants and are relevant to their academic and professional development. Each person experiences these situations differently, but they are equally important, and their reports can influence others to embark on this unique journey.

The 21-year-old student 1 gave the following account of her experience:

Being a teaching assistant was a very good experience that went beyond what I learned in the classroom. During this internship, I experienced moments of learning, challenges, and discoveries that contributed not only to my academic growth but also to my personal and emotional maturity. Being a teaching assistant gave me a deeper understanding of the importance of empathy, listening, and sensitivity, which are essential in nursing care.

My interaction with the teacher and students led to important exchanges, in which I learned to deal with

different ways of learning, teaching, and communicating. I noticed that each question and each difficulty the students had was also an opportunity to review the content, reinforce clinical reasoning, and develop teaching skills. This constant exchange with the students showed me that teaching is both an act of learning and even improving the knowledge already obtained.

I faced some challenges, such as dealing with insecurity and the responsibility of guiding other students. I can clearly remember my first day as a teaching assistant. I was embarrassed and unsure if I would be able to assist and help the students, but that feeling passed 10 minutes after the class started, when I saw that with patience and calm, things flowed and went as expected. Another moment when I felt insecure was in a class on Medication Administration. I had questions about how to do a specific calculation, but by conducting a very educational activity with the students, I was able to remember the content and learn a little more about the class, which added a lot to my knowledge. That is why I affirm that tutoring goes far beyond assisting in the classroom and passing on knowledge. It involves welcoming, encouraging, and walking alongside others, which is deeply connected to what it means to be a nurse.

Throughout this period, I began to see nursing with an even more human and committed perspective. Mentoring made me understand the importance of teamwork, dialogue, and valuing each stage of learning. I felt more prepared to work in the future with greater ethics, sensitivity, and confidence.

Finally, I believe that tutoring is an experience that all nursing students should have, as it trains us not only as professionals but also as people who are more aware of our role in

healthcare and health education. This experience made me understand that learning is a constant exchange. That is why I want to continue growing and helping others to grow as well, just as so many people have done and continue to do for me.

The 19-year-old student 2 also shared her experience:

I learned about the tutoring program from students who were tutors when I was in my second semester of the course. Talking to one of them, I learned that it helped with admission to a residence hall, and I became interested in the program. I asked the teachers how it worked, and as soon as a spot opened up, I signed up.

At first, I thought it would just be another class I would have to take during the semester. I had no idea how much this experience would impact me. On the first day, I felt very lost. I didn't know what to say or do. It was a challenge to get along with the students and feel confident when they asked me for help with something, but as the classes went on, I began to learn how the classroom dynamics worked, and everything flowed very well. I recalled techniques and rules that I hadn't completely fixed in my memory, and I had the opportunity to learn and teach others.

One day there was a specific class on a type of injection, and I couldn't remember exactly how to perform a technique. I watched the teacher explaining it to the students very carefully, and at that moment I realized that I had really learned it. Soon after, I went to help a student in the class perform the technique and was able to explain it correctly to him. Other students also asked me for help, and I was able to help everyone who needed it.

The episode mentioned was just one of many moments that was extremely

rewarding during this tutoring experience. Being able to remember and teach is a unique dynamic that makes all the difference. During this journey, I felt more empowered and confident to move forward and seek even more learning opportunities. Now, whenever someone asks me, I can say with certainty that tutoring makes all the difference in academic life. It is a very rewarding and fulfilling experience and is worth experiencing.

It is clear from the students' accounts that the tutoring made a difference in each of their journeys in a unique way, and both encourage others to join the program, saying that it positively influenced their academic and personal journeys, which reaffirms the importance of tutoring in training more skilled professionals in the field of nursing.

CONCLUSION

Tutoring has proven to be an environment capable of promoting academic maturity, professional development, and personal growth. By accompanying colleagues, clarifying doubts, and supporting the learning process, this activity strengthens essential nursing skills, such as responsibility, empathy, sensitivity, and ethical posture. These skills contribute directly to the student's comprehensive training, making them better prepared to face the challenges of university life and healthcare practices.

This experience also helps bridge the gap between theory and reality, allowing the monitor to gain a deeper understanding of the content and recognize the importance of collaborative education in the academic

environment. This understanding is in line with what COFEN highlights in the document “Dialogues between training processes and nursing practice,” which emphasizes that educational processes integrated into everyday training increase professional maturity and strengthen healthcare. Similarly, COFEN Resolution No. 736/2024 reinforces that training practices should encourage autonomy, critical thinking, and the ability to articulate technical knowledge and reflective thinking. ^(13,14)

In view of this, it can be observed that tutoring goes beyond the idea of pedagogical support. It is a transformative strategy that contributes to the development of more sensitive, confident professionals who are committed to quality care. According to Landim, Silva, and de Matos ⁽¹⁵⁾, “[...] the educational experience of academic monitoring has become an important tool for the theoretical and practical development of the student monitor [...]”. Given its relevance, it is clear how important it is for educational institutions to continue encouraging monitoring programs, recognizing their direct contribution to the training of future nurses prepared to act in an ethical, humane, and qualified manner.

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