

## BOOK REVIEW

### WORK IDENTIFICATION

Between technical and pedagogical knowledge: reflections and the teaching practice in higher education in Nursing / Organizers: Joice Claret Neves, Nair Chase da Silva. – Embu das Artes, SP: Alexa Cultural; Manaus, AM: Edua, 2020.

E-book available at:

[https://riu.ufam.edu.br/bitstream/prefix/6065/6/E-book\\_JoiceClaret\\_NairChase.pdf](https://riu.ufam.edu.br/bitstream/prefix/6065/6/E-book_JoiceClaret_NairChase.pdf)

The professional training in health has been one of the great challenges of recent decades, considering the nature and complexity of this field to meet the needs of individuals, families, and communities. Training policies point to the need for critical-creative and innovative professionals who are capable of responding to a reality in which changes (knowledge and technologies) assume a challenging pace. Moreover, new events in this field, as evidenced by the COVID-19 pandemic, suggest that the 21st-century professional needs to develop specific skills to operate in this ever-changing reality.

Higher Education Institutions (HEI) have been pointed out as a fundamental locus in the construction of this new professional. Many diverse forums (academic and professional) have expanded the debate on this subject, pointing out numerous challenges and proposing strategies for the necessary responses to society. In this context, a great challenge in the field of professional health training concerns teacher training and pedagogical practices that can contribute to this transformation.

The training of health professionals needs to go beyond objectives restricted to technical mastery, fragmented knowledge based on disciplines and specialization, and methodologies centered on the transfer and memorization of knowledge, as if it were permanent and immutable. Educators and students need to reflect on their beliefs and values and the purpose of education for the formation, not only of competent professionals but also politically and ethically committed to their surroundings. For this, the pedagogical process needs to promote critical-creative thinking among students, with dialogic and participative pedagogical practices, overcoming the limits of traditional and technicist education. The teacher's challenge is to promote a critical-reflective professional with an active stance, autonomy, and political and social responsibility.

As Yuval Harari states when discussing the challenges of the 21st century, it is necessary to prepare students for an uncertain future where skills such as adaptability, critical thinking, and emotional resilience will be more valued than just memorization or the mastery of technical skills that may become obsolete. This understanding is fundamental for educators to develop pedagogical practices that not only inform but also prepare students to navigate a constantly changing world.

This work addresses this theme: the pedagogical practice in the professional teaching in higher education in health, specifically in Nursing. It highlights the importance of educators understanding their practices from a pedagogical perspective to achieve a meaningful teaching-learning process for the student. It analyzes the pedagogical practice of nurse educators in a nursing undergraduate course, relating the facilitating and limiting factors of pedagogical practice and describing what can contribute to a critical-emancipatory pedagogical practice.

The work is organized into seven chapters, which guide the reader through this field of knowledge, delving into the daily reality of teaching practice in a public university in northern Brazil.

Chapter 1 presents a theoretical framework related to the theme. The authors emphasize the importance of investigating the subject within academia, discussing the conceptions of pedagogical practice and teaching practice as reflections of theoretical understandings. In this context, the trajectory of higher education in nursing emerges, its pedagogical and teaching practices, aligned with the National Curriculum Guidelines (DCNs). Chapter 2 presents the study's methodological pathway, explaining how and in which way the empirical data supporting the discussion of the theme were obtained and analyzed.

The following chapters present the study's findings, discussing them alongside the existing literature on the subject. Chapter 3 outlines the technical-pedagogical profile of nurse educators in terms of sex, age, graduation time, teaching tenure in nursing, qualifications, and work regime. Chapter 4, based on empirical evidence, examines the pedagogical practices developed by the nurse educators at the studied Higher Education Institution (HEI), highlighting the planning of activities, teaching strategies, and the various settings for the teaching-learning process. The changes produced and the factors that contributed to them in the educators' practices over time are pointed out as they adopt the role of facilitators of learning in a more horizontal relationship with students. Chapter 5 reflects on the facilitating and constraining issues in pedagogical practice, including theoretical-conceptual issues related to educator training, infrastructure, and the organization of teaching work. Chapter 6 describes the contributive factors for critical-emancipatory pedagogical practice

In the final chapter (7), the authors synthesize the findings and reflections on the study's object, presenting propositions for advancing pedagogical teaching practices in light of the contemporary demands for professional training in health.

The reading of this work is inspiring for everyone involved in the health training process - teachers, students, managers, and professionals in care settings - since, by unveiling a reality, even if specific to an HEI, it prompts self-reflection on one's own educational context.

The authors share a perspective that grants them legitimacy to discuss the theme. They are nurses who face the challenge of becoming nurse educators in their daily lives and, above all, recognizing the limitations of any training process, maintain themselves in continuous learning.

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