



Educating and learning: the teaching of nursing history in a convergent care research project

Educar e aprender: o ensino da história da enfermagem em uma pesquisa convergente assistencial

Educar y aprender: la enseñanza de la historia de la enfermería en una investigación convergente asistencial

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ABSTRACT

Objective: to describe perceptions and experiences regarding the application of innovative strategies for teaching nursing history to undergraduate nursing students. **Method:** convergent care research based on Paulo Freire's Theory of Education, carried out in April 2024, with 34 students and two professors. Data were collected through a self-administered questionnaire, conversational interviews, and a script for developing educational practices. The data were organized by similarity, generating codes that formed analytical categories. **Results:** four educational strategies were described: debate, photographic exhibition, educational game, and theatrical play addressing professional organizations, aspects of historical eras, the evolution of nursing, the pioneers of Brazilian nursing, and uniforms throughout history. **Final considerations and implications for practice:** educational strategies foster creativity, enhance interest in learning, and ensure active and collective participation in teaching and learning the history of nursing. The use of active and dialogical methods aligned with the Freirean perspective enhances the development of social skills such as communication, teamwork, and leadership, which are essential for professional practice.

Keywords: Teaching; Nursing; Students, Nursing; History of Nursing; Interdisciplinary Placement.

RESUMO

Objetivo: descrever percepções e vivências sobre a aplicação de estratégias inovadoras para o ensino de história da enfermagem com discentes de graduação em enfermagem. **Método:** pesquisa convergente assistencial sob a Teoria da Educação de Paulo Freire, desenvolvida em abril de 2024, com 34 estudantes e duas professoras envolvidas. A coleta de dados aconteceu via questionário autoaplicável, entrevista-conversa e roteiro para construção de prática educativa. Os dados foram organizados e, por similitude, elencaram-se códigos que formaram categorias. **Resultados:** foram descritas quatro estratégias educativas: debate, exposição fotográfica, jogo educativo e peça teatral sobre organizações profissionais, aspectos das eras históricas, a evolução da enfermagem, as precursoras da enfermagem brasileira e os uniformes ao longo dos tempos históricos. **Considerações finais e implicações para a prática:** estratégias educativas fazem emergir a criatividade, potencializam o interesse pelo aprendizado e garantem a participação ativa e coletiva no ensinar e no aprender a história da enfermagem. A utilização de métodos ativos e dialógicos alinhados com a perspectiva Freiriana potencializa o desenvolvimento de habilidades sociais como a comunicação, trabalho em equipe e liderança, essenciais para a prática profissional.

Palavras-chave: Ensino; Enfermagem; Estudantes de Enfermagem; História de Enfermagem Práticas Interdisciplinares.

RESUMEN

Objetivo: describir percepciones y vivencias sobre la aplicación de estrategias innovadoras para la enseñanza de la historia de la enfermería con estudiantes de pregrado en enfermería. **Método:** investigación convergente asistencial basada en la Teoría de la Educación de Paulo Freire, realizada en abril de 2024, con la participación de 34 estudiantes y dos profesoras. La recolección de datos se realizó mediante cuestionario autoadministrado, entrevista-conversación y guión para la construcción de una práctica educativa. Los datos fueron organizados por similitud, generando códigos que conformaron categorías analíticas. **Resultados:** se describieron cuatro estrategias educativas: debate, exposición fotográfica, juego educativo y obra teatral sobre organizaciones profesionales, aspectos de las eras históricas y la evolución de la enfermería, precursoras de la enfermería brasileña y los uniformes a lo largo de los periodos históricos. **Consideraciones finales e implicaciones para la práctica:** las estrategias educativas favorecen la creatividad, potencian el interés por el aprendizaje y garantizan la participación activa y colectiva en la enseñanza y el aprendizaje de la historia de la enfermería. La utilización de métodos activos y dialógicos, alineados con la perspectiva Freireana, potencia el desarrollo de habilidades sociales como la comunicación, el trabajo en equipo y el liderazgo, esenciales para el ejercicio profesional.

Palabras-clave: Enseñanza; Enfermería; Estudiantes de Enfermería; Historia de la Enfermería; Prácticas Interdisciplinares.

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INTRODUCTION

Education is a continuous and dynamic process that plays a fundamental role in professional training and development. In the context of nursing, learning about the history of this profession not only provides a deeper understanding of its origins and evolution but also strengthens the professional identity of nurses.¹

Nursing is a profession whose development is intrinsically linked to the history of humanity. Florence Nightingale, a central figure in the history of nursing, played a decisive role in this evolutionary process. Known as the “Lady with the Lamp,” Florence not only revolutionized nursing practices during the Crimean War but also laid the foundations of modern nursing.² Her evidence-based approach, emphasizing hygiene and compassionate care, transformed nursing into a respected and recognized profession.³

In terms of formal nursing education, Florence was a pioneer, founding the first nursing school in London in 1860. This school was the first institution to offer a structured and formalized curriculum for nurse training.⁴ This highlighted the importance of theoretical and practical education to ensure that nurses were well prepared to provide quality care. This educational model made a significant contribution to the advancement of nursing education.

In Brazil, in 1921, the Nursing School of the National Department of Public Health (DNSP, as per its acronym in Portuguese) was created, precursor to the Anna Nery Nursing School (EEAN).⁵ Established in Rio de Janeiro in 1923, EEAN aimed to train nurses for the country's public and military health services and was a pioneer in adopting the Nightingale model, representing a significant milestone in the history of nursing. For 18 years, the institution maintained a dominant and influential position as a national reference in the field of nursing education.⁶

The strategic collaboration between the DNSP and the Rockefeller Foundation played a crucial role in advancing public health in Brazil, particularly under the leadership of Carlos Chagas, a renowned public health expert who contributed significantly to important transformations in the field. The partnership with the Rockefeller Foundation made it possible to award scholarships that enabled individuals to perform strategic functions in government health agencies, as well as to serve as leaders and educators in health education institutions.⁷

In this context, the person responsible for the general supervision of the DNSP Nursing Service was the American nurse Ethel Parsons, who, together with seven other nurses, promoted professional organization in the country regarding education for work in the health field. When Ethel began her work in Rio de Janeiro, she conducted an assessment of the current situation in the capital and found that nursing schools did not meet the minimum standards adopted in Anglo-Saxon countries.⁸

Regarding the nursing curriculum in Brazil, EEAN was a pioneer in incorporating the teaching of Nursing History into its educational program, consolidated by Decree No. 27,426 of November 14, 1949. This decree made Nursing History a mandatory subject, offering nurses a critical understanding of the evolution of the profession, its origins, and contributions over time. Despite subsequent challenges, the subject has endured, integrating

with other content related to the profession. It is currently part of the National Curriculum Guidelines for Undergraduate Nursing Courses, in accordance with Resolution No. 573 of 2018.

In view of the above, this study aims to address the issue of teaching nursing history and explore methodological strategies for its effective dissemination in the classroom. Thus, the objective of this study was to describe the perceptions and experiences of students regarding the application of innovative strategies for teaching nursing history in an undergraduate nursing program.

The relevance of studying the history of nursing lies in rescuing its memory and valuing the contributions of nurses over the years, as well as in highlighting professional identity for future professionals.

METHOD

This is a qualitative, descriptive, and exploratory study based on the Convergent Case Research (CCR) methodological approach,⁹ which is suitable for integrating research and educational practice, allowing for the collective construction of knowledge. The study was conducted between January and March 2024 in the Nursing Undergraduate Program at the Health Sciences Center of a federal university located in southern Brazil.

Twenty-nine students enrolled in the second phase of the course participated in the study, as well as five students from the eighth phase who had already taken the History of Nursing module, and two professors responsible for the discipline. The inclusion criteria were to be regularly enrolled in the core discipline of the second phase or in the eighth phase (having already taken the module) and, in the case of professors, to teach the Nursing History discipline. Students and professors on leave or absent for health or other reasons were excluded. Data saturation was considered when no new relevant information emerged.

Three main instruments were used to collect data: (1) a self-administered questionnaire with an average completion time of 20 minutes, consisting of open and closed questions addressing the importance of Nursing History for professional training, the time and period in which the subject should be offered, content, and teaching strategies; (2) conversation-style interviews, allowing free dialogue about the participants' experiences and perceptions; and (3) a stage of collective construction of strategies for dynamic and enthusiastic teaching of Nursing History.

The activities were carried out in the classroom, within the context of the module “Nursing, Profession, History, and Anthropology,” which is part of the course “Human Life Process II – Health Practices,” offered in person over five days (20 hours), linked to the 36-hour course load of the curriculum component. During the educational practices, materials such as a multimedia projector, audiovisual resources (movies), and printed and Google Docs® forms were used to collect and systematize student assessments. The researcher recorded her observations, reflections, and impressions in a field journal.

The data were organized according to the stages of CCR—conception, instrumentation, scrutiny, and analysis. The processing involved a thorough reading of the material, coding,

grouping by similarity, and categorization of the data, enabling subsequent theorization linked to the Pedagogy of Autonomy.¹⁰ This allowed the findings to be discussed in light of critical and transformative educational practice.¹⁰ As this is a qualitative study, no statistical processing was used, but rather a thematic analysis that highlighted meanings and convergences between research and practice.

The research was approved by the institution's Human Research Ethics Committee, according to Opinion No. 6.560.014 and CAAE No. 175874723.8.0000.0121, issued in January 2024. All participants signed a Free and Informed Consent Form, ensuring voluntary participation and confidentiality of information. To preserve anonymity, participants were identified by the initials Ss (second-phase students), Es (eighth-phase students), and P (professors), followed by a number corresponding to the order of responses. The writing of this method was guided by the principles of the COREQ (Consolidated Criteria for Reporting Qualitative Research) guide from the EQUATOR Network, which is appropriate for qualitative studies.

RESULTS

The participants were 34 students between the ages of 18 and 33, divided between the second phase, currently enrolled in the Nursing Profession, History, and Anthropology subject, and eighth-phase students who had already completed the history module.

The data obtained from the self-administered questionnaire and interviews/conversations are presented below. They were categorized into three groups and coded, as shown in Chart 1.

Desire for dynamic learning in nursing history education

The teaching of Nursing History is enriched when we adopt dynamic and interactive strategies. In this category, students

highlighted several approaches that promote meaningful and engaging learning, as can be seen in the following statements:

[...] It could be taught in a more dynamic way with the class, such as with movies and discussion groups (Ss12).

It is important to expose historical figures to foster a sense of belonging, but we also need to develop our vision as a class through debates and issues involving gender, class, and race in the history of nursing (Ss21).

The students expressed a desire for more active participation in their learning process within a dynamic and engaging environment. However, they noted a connection between the course load and learning, suggesting that the module-based course, with its reduced workload, may not lead to effective learning.

I think it could be taught over a longer period of time, with more depth, especially in terms of achievements and overcoming challenges. Demonstrating possibilities for the future and highlighting changes that need to be made, with active student participation, to prevent it from becoming tiring (Ss20).

In agreement, the professors emphasized the need for a broader course load to spark students' interest and participation in this content, which is so fundamental to professional training:

I believe that the time allocated to this subject does not encourage interest and participation; the number of hours is too few for content that is fundamental to professional training. (P1)

I think it should be a specific subject with at least 45 hours so that all the content can be covered calmly and learning can be ensured. It should also perhaps be taught in the fourth semester of the course rather than the second. (P2)

Chart 1. Aspects addressed and strategies in the teaching of Nursing History.

Aspects addressed	Strategies used	Meanings and contributions
Culture, religiosity, gender and race issues, work processes and the evolution of care, Anna Nery, the first nurses in Brazil and Santa Catarina, life stories, pioneers, nursing in times of war, advances and challenges.	Dynamic strategies: picnics, seminars, movie discussions, movies, reflective reading. Course offered twice during the program: at the beginning and end.	Critical and reflective training: reading history to understand past mistakes and move forward in the present and future; evolution of health and disease and the role of nurses; politicization; autonomy; reading the world to transform it; active participation in learning and teaching; critical thinking; dialogue; reflection; exchange of experiences between students and professors.
Convergent care research: collective construction of strategies by students, evaluation, and presentation of what was produced.		Educational practice built together, strengthening dynamic learning.

When students were asked about the content they considered essential for the Nursing History discipline, recurring themes emerged, such as cultural, religious, gender, and racial aspects, as well as historical events and the challenges of the profession. There is also a demand to understand the origins and development of nursing, as well as the cultural factors that have shaped its practice over time:

Culture of other countries in nursing, trajectory of how nursing took shape (Ss13).

Religiousness and culture (Ss2).

Diverse cultures, historical events (Ss7).

During the investigation of topics to be covered in the Nursing History discipline, students highlighted various perspectives and areas of interest. Below are the main topics listed by them:

Racial, gender, and historical issues in general, such as nursing during the dictatorship (Ss6).

It is interesting to learn about the history of nursing at important moments in history [...]. Wars, dictatorship, slavery (Ss16).

Content on the origins of nursing, the evolution of nursing over time, contributions of important people in the history of nursing beyond the most famous, nursing and how it works in other countries, the impacts of historical events on the context of nursing, and advances and challenges for nursing to be what it is today (Ss29).

Reading the History of Nursing to learn how to be a professional

Analysis of the students' responses revealed themes about the evolution of nursing and the role of nurses in healthcare. There was consensus that studying the history of nursing is crucial for learning from past mistakes, improving current practice, and guiding the future of nursing.

The history of nursing is important for us, as academicians, to understand the evolution of the health-disease process and the role of nurses in health care [...]. It helps us fight for our rights, always seeking to improve and expand our knowledge, while also alerting us to mistakes made in the past, teaching us not to repeat them (Ss14).

This historical awareness is considered essential for professional development and to ensure more ethical and effective nursing practice.

[...] It is important to know the past in order to recognize the mistakes that were made at that time so that they do not happen now in the present (Ss11).

Knowledge of the history of nursing is highlighted as a factor that provides greater autonomy during the academic period and for the future professional, allowing students to better understand the course and prepare for the challenges of the profession.

Knowing the history of nursing is important because understanding it makes us understand a little more about the course and also gives us more autonomy during the academic period and for our professional future as well (Ss9).

Special attention is also given to the importance of "knowing how to be a nurse." The history of nursing is essential for professional development, allowing nurses to understand the origin and development of the ethical principles and values that guide their practice.

It was very important for my development in the nursing course. Without understanding the origins of nursing and the reasons behind it, I would not have been able to grow as a professional (Ss17).

Students in the eighth phase reinforce the importance of nursing history in academic and professional training. They emphasize that understanding this history helps professionals recognize their importance in society and value the contributions of nursing pioneers.

The history of nursing is of great importance in playing an essential role in the academic and professional training of nurses [...] Knowing the history of nursing also helps professionals recognize the importance of their role in society, understand the origin and development of the ethical principles and values that guide the practice, and value the contributions of nursing pioneers who shaped its modern form (Es14).

Politicization is an essential theme in the study of nursing history, when historical social facts are recognized. Even without a clear understanding of the influences on training, historical knowledge enhances the practice of nursing:

I believe that understanding the history of nursing is extremely important, given that this profession is politically fragmented due to a lack of awareness of the class struggles that workers have faced and continue to face. This can only be achieved through the politicization and unity of nurses and an understanding of this historical class (Ss22).

For my professional training, I don't think it will change anything, but I think it's necessary to further enhance what I'm going to do (Ss14).

Furthermore, understanding the origin and social process of the profession's evolution highlights a distinct identity and competence in providing care to individuals. In line with this perspective, reflecting on and revisiting the historical development of the profession contributes to fostering and advancing professional growth.

Understanding the evolution of our profession and how it has developed over time, comprehending what has happened in the history of nursing, so that we can shape

our current practice and understand the roots of our profession, our value, and our mission (Ss29).

When introduced to Paulo Freire's theoretical framework, which promotes autonomy, most of the class demonstrated familiarity with the theory, showing interest in exploring this framework in Nursing History classes. From this perspective, students point to autonomy and participation in the learning and teaching process.

Paulo Freire used an innovative method, employing personal interaction to teach adults to read and write [...]. This approach, combining technological and modern methodologies with fewer classrooms, would make teaching more dynamic and less tiring. Having contact with what we will experience in the future would also be a dynamic way of studying. I believe that methods involving our daily lives and our future are more effective for long-term teaching and more motivating (Ss17).

The strategies presented above enable greater student autonomy in the subject matter, particularly in terms of the content covered. In this way, students become present alongside the professor for learning, sharing knowledge and experiences, and building a journey of great importance for their personal, academic, and professional lives (Ss22).

This dialogical process favors the professor/student relationship and creativity in proposing different strategies for teaching the history of nursing.

An effective strategy that may be implemented is combining lectures with interactive activities. It is easier for students to remain engaged when participating in dynamics and quizzes, as these methods make them active participants in the class. When the class consists solely of lectures, in which the professor speaks and explains the content, it often becomes monotonous and tiring for students. This can make it difficult to sustain attention throughout the lesson. Even with breaks, the extended hours and large amount of information make it increasingly difficult to absorb and understand the material (Ss20).

From convergent care research to a collectively constructed educational practice

At this stage of the study, the students used the information gathered during the convergence of research and practice to revisit topics of interest and propose strategies for developing the activity.

The suggested strategies and topics were fully incorporated, with each group of eight students presenting according to their areas of affinity. The themes were divided into historical periods, ranging from antiquity to contemporary times. The presentations addressed curiosities, issues related to politicization, and a holistic perspective on nursing. The strategies included virtual and dynamic games, theatrical performances, photographic murals, interactive video lessons, group activities, and dramatization.

Among these practices, a theatrical activity stands out, in which participants portrayed different phases of nursing, from the

period of Florence Nightingale to the present day. Each student played a historical character, wearing uniforms characteristic of each era, as well as symbolic materials and items relevant to the context represented. Through monologues, they introduced themselves to the audience, describing the character they represented, the historical context in which they lived, and the main legacies they left to nursing, providing an experience that combined knowledge, reflection, and identity building.

Another strategy employed was the creation of a photographic mural, in which participants selected and attached historical images representative of different periods in nursing. The photographs formed a visual timeline that allowed the main milestones and transformations of the profession to be identified concretely. Each image was accompanied by brief descriptions that provided context for the historical moment depicted.

In addition, the students developed an interactive video lesson, in which they addressed nursing representative entities. Using resources such as drawings, audio narration, and images, participants creatively explained the roles, responsibilities, and contributions of these entities in strengthening the profession.

Finally, group games and activities were applied, such as hangman, in which the words and themes were directly related to the content on the History of Nursing. These playful activities served as tools for enhancing content retention, stimulating critical thinking, memorization, and student engagement in the learning process.

These results demonstrate how research converges with practice, addressing the research questions on educational strategies in teaching the History of Nursing and its contribution to the learning process in nursing education.

These are some expressions that evaluate the convergence between research and educational practice.

I found it very interesting how the groups conducted the activities on the History of Nursing. I think that presenting topics in a more dynamic way makes content retention more effective (Ss3).

I thought the activity was interesting, but I wish we had more time to research and gather materials. But overall, it went smoothly (Ss13).

DISCUSSION

The findings highlight students' pursuit of a more dynamic and participatory approach to learning in the History of Nursing course. This shared learning process reflects their desire for teaching strategies that go beyond traditional lectures, favoring more interactive methods such as debates, group work, and the use of audiovisual resources. Additionally, the successful implementation of classes in outdoor environments demonstrates an interest in contextualizing learning and making it more relevant to real-life situations—especially when educators adopt educational strategies that foster greater student engagement. The proposal

to incorporate digital tools also indicates an adaptation to new technologies aimed at enhancing student involvement.

It is noteworthy that both early- and final-stage students, as well as their professors, recognize the need for a broader course load to adequately explore the course content. The perception that limited time may compromise the quality of learning underscores the need to reevaluate the curriculum structure to ensure a more comprehensive and solid educational foundation.

Indeed, addressing a broad and complex subject matter requires more time to ensure effective learning, as emphasized by students who expressed interest in studying a wide variety of topics. Due to the reduced time available, students often revisit these topics independently. These findings are supported by previous research,⁵ which revealed that an average of 28.4 hours from the total course load is allocated to the History of Nursing, raising important reflections on the course's title and thematic scope. This approach tends to prioritize general content over specific emphasis on pioneering figures in nursing.¹¹

The diversity of topics raised by students—from cultural and religious aspects to issues of gender and race—demonstrates the richness and complexity of teaching the History of Nursing.

Suggested themes such as the lives of significant nursing figures and the profession's advancements and challenges over time underscore the importance of a curriculum that promotes not only theoretical knowledge but also critical reflection and a broader understanding of the nurse's societal role. It is essential to adopt a dynamic and inclusive approach to teaching the History of Nursing, which considers the demands and interests of students, while encouraging critical and contextualized thinking about the role of this profession throughout history. Only through awareness can students develop a critical, reflective, and committed attitude toward action.¹²

Regarding the essential study of nursing history, students demonstrated a profound understanding of its relevance to their professional training. They recognize that understanding past developments is crucial for guiding present and future nursing practices, preventing the repetition of past mistakes, and promoting improvements in current care. From this perspective, the entire historical process experienced by nursing professionals contributes to shaping a collective identity and validating nursing knowledge, thereby reinforcing professional autonomy.¹³

Educational institutions play a crucial role in promoting visibility and societal recognition of the nursing profession by teaching its history. Historical studies are significant in that they help contextualize and expand the understanding of the profession and its identity.¹⁴

One comment that stands out is that of student Ss14, who presented a unique perspective on the importance of the History of Nursing. While most participants associated historical knowledge with technical and critical training, Ss14 highlighted the symbolic and social value of nursing history. The student recognized that, although teaching the History of Nursing does not directly impact their practical or technical skills, it is essential to foster recognition, respect, and dignity for the profession in

society. This view emphasizes the identity and political role of history as an instrument of collective appreciation rather than as a tool for technical training.

This perspective contrasts with other statements that emphasize the value of history as a constituent part of professional training and, therefore, deserves special attention. It allows us to reflect on how students perceive the relationship between historical knowledge and the construction of professional identity, suggesting that some view history more as an external resource for social legitimation rather than as a formative element. This suggests a need to rethink pedagogical strategies so that the History of Nursing is not only seen as "valuable content," but as an integral and fundamental part of the critical training of nurses.

In addition, students emphasize the importance of "knowing how to be a nurse," highlighting that understanding the History of Nursing involves not only acquiring theoretical knowledge but also internalizing the ethical principles and values that guide professional practice. This historical awareness is considered essential and significantly contributes to the development of a more ethical, sound, and effective nursing practice.

Another relevant point is the influence of politicization and the search for answers to concerns in the professional training of students. They recognize the importance of understanding the class struggles faced by nursing workers and the need for unity within the profession to promote improvements. The recognition and appreciation of nursing as a profession in society are strongly influenced by the actions of the entities that represent it, and the unity of these entities, whether political or organizational, is considered not only necessary but also urgent.¹³

By recognizing the importance of understanding the class struggles faced by nursing workers, students demonstrate critical awareness of social inequalities and injustices. This perspective empowers them to look beyond clinical practice and understand the impact of public policies, working conditions, and socioeconomic factors on health and well-being. This thinking aligns with an emancipatory process that dialogues with experience and awareness through the active participation of students in the convergence of learning and teaching.¹⁰

The theoretical framework of Paulo Freire is positively regarded by students, who express interest in exploring this model in the History of Nursing course. They value autonomy and participation in the learning process, highlighting the importance of dynamic teaching methods that foster the development of critical and reflective thinking. Freire's concept of autonomy offers a broad perspective, as his work consistently advocates for a fair education, which empowers individuals to transform reality through experience and resists all forms of oppression.¹⁵ Freire is recognized for his contribution to a liberating pedagogy that emphasizes the importance of student autonomy, critical reflection, and the collective construction of knowledge.

By expressing interest in exploring this perspective in History of Nursing classes, students demonstrate an understanding of the relevance of teaching methods that go beyond the passive transmission of information. They value the opportunity to be active agents in

their own learning process, actively participating in discussions, problematizations, and reflections proposed in the classroom.

This pedagogical model, based on Paulo Freire's principles, is also aligned with the specific needs of nursing education. By developing critical and reflective thinking, students prepare themselves to face the complex challenges of health care, where it is essential to question, analyze, and seek creative and innovative solutions. Recognizing and respecting the autonomy, dignity, and identity of students is crucial in educational practice. Acting in accordance with these principles promotes the authenticity and effectiveness of the teaching process, preventing it from becoming mere empty rhetoric discourse, with no impact.¹⁰

Regarding the third category, there was effective integration between CCR and collective educational practice, where students demonstrated critical and reflective engagement with topics related to the History of Nursing. Creativity in the choice of educational strategies and the use of visual and textual resources demonstrated meaningful student engagement. The use of various strategies, including virtual games, theater, and interactive video lessons, enriched the learning experience, sparking interest and encouraging active participation. Thus, these results indicate a significant contribution of educational strategies in teaching the History of Nursing, promoting more engaging, effective, and meaningful learning for nursing students.

This highlights the value of collectively building educational strategies, as such methods promote active student participation and create a dynamic, collaborative learning environment between students, professors, and researcher. Incorporating different strategies proposed by students not only diversifies the teaching process but also caters to varying learning preferences, offering a more personalized and engaging experience. Above all, the emphasis on critical reflection and collective knowledge construction, aligned with Freirean principles, demonstrates an educational integration that goes beyond information transmission, encouraging students to think autonomously and become active agents in their own learning journeys. The specificities that characterize the development of the nursing profession must be recognized and understood by students throughout their education, particularly in relation to historical, sociocultural, and political contexts—so they can transcend existing paradigms and drive the profession forward.¹⁶

The students' testimonials highlight the value of interdisciplinary practices and their contribution to a deeper and more meaningful understanding of the History of Nursing. This approach reinforces the effectiveness of participatory learning by enhancing knowledge retention and promoting the development of key professional skills, such as teamwork, creativity, and critical thinking, which are essential skills for future nursing practice.

FINAL CONSIDERATIONS AND IMPLICATIONS FOR PRACTICE

There is a growing demand for more dynamic, participatory, and contextualized educational approaches in the teaching of

the History of Nursing. This involves building on the importance of the History of Nursing for professional training, highlighting the need to go beyond what has been established and known in the history of professional development, and providing opportunities for guidance toward a new present and future for the profession. The internalization of ethical principles and values in nursing is recognized as fundamental to the development of a more efficient and effective practice.

The limitations of this study are mainly related to the time allocated to the module covering history, anthropology, culture, and profession, which may have restricted the depth of the analyses. In addition, there is a scarcity of specific academic articles and materials on the teaching of the History of Nursing, which limited the range of references used. Also noteworthy is the lack of practical validation of the proposed pedagogical strategies, which constitutes an important restriction on the applicability of the results. Furthermore, the particular institutional context of southern Brazil constitutes another limitation, as it reinforces the need for caution when generalizing or replicating the findings in other contexts.

Critical reflection and collective knowledge construction result in autonomous skills and knowledge and continuous learning based on a pedagogy of autonomy. This demonstrates the search for a more cross-cutting education, in which students and professors share knowledge. This approach not only trains students to be competent professionals, but also critical citizens engaged in building a more just and egalitarian society.

Finally, the application of four educational and collective strategies to the teaching of the History of Nursing promoted an effective movement, helping not only to understand the content, but also to develop essential skills for future professional practice, critical thinking, and autonomy.

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DATA AVAILABILITY RESEARCH

The contents underlying the research text are included in the article.

CONFLICT OF INTEREST

None.

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