Nursing education, social media, and management skills

RESUMO | Objetivo: Descrever o uso de mídias sociais como recurso para a formação em enfermagem a partir da implementação de competências gerenciais. Método: Trata-se de relato de experiência, executado a partir dos relatórios de um projeto de extensão universitária, executado entre 2020 e 2021, usando como análise, por meio da teoria de aprendizagem de Vygotsky. Resultado: O estudo mostra as atividades executadas ao gerenciamento nas redes sociais, colaborou com habilidades que corroboram para competências interligadas a autogestão, liderança, práticas colaborativas e o dimensionamento da equipe, a partir do uso da Tecnologia de Informação e Comunicação como mediador no processo de aprendizagem e formação em enfermagem. Conclusão: O desenvolvimento de competências gerenciais, ultrapassa o critério de conhecimento, mas também deve agregar as atitudes e habilidades para fortalecimento das mesmas, a partir da mediação por tecnologias para aprendizagem e formação.
Descritores: Administração das Tecnologias da Informação; Enfermagem; Competência profissional

ABSTRACT | Objective: To describe the use of social media as a resource for nursing education from the implementation of managerial skills. Method: This is an experience report, executed from the reports of a university extension project, executed between 2020 and 2021, using as analysis, through Vygotsky's learning theory. Result: The study shows the activities performed to management in social networks, collaborated with competencies that corroborate skills interconnected to self-management, leadership, collaborative practices and team sizing, since the use of Information and Communication Technologies as a mediator in the learning process and training in nursing. Conclusion: The development of management skills goes beyond the criterion of knowledge, but should also add the attitudes and skills to strengthen them, from the mediation by technologies for learning and training.
Keywords: Information Technology Management; Nursing; Professional Competence

RESUMEN | Objectivo: Describir el uso de los medios sociales como recurso para la formación en enfermería a partir de la implementación de competencias gerenciales. Método: Se trata de un relato de experiencia, ejecutado a partir de los relatos de un proyecto de extensión universitaria, ejecutado entre 2020 y 2021, utilizando como análisis, por medio de la teoría de aprendizaje de Vygotsky. Resultados: El estudio muestra las actividades realizadas en la gestión de las redes sociales, colaborando con habilidades que corroboran para las competencias interligadas a la autogestión, el liderazgo, las prácticas colaborativas y el dimensionamiento del equipo, a partir del uso de la Tecnología de la Información y la Comunicación como mediador en el proceso de aprendizaje y formación en enfermería. Conclusión: El desarrollo de competencias gerenciales, ultrapasa el criterio de conocimiento, pero también debe agregar las actitudes y habilidades para el fortalecimiento de las mesmas, a partir de la mediatización por tecnologías para el aprendizaje y la formación.
Palabras claves: Gestión de las tecnologías de la información; Enfermería; Competencia profesional

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INTRODUCTION

Currently, the term social network incorporates another meaning, as a result of the speed of technological changes and information flows, distinct from the interpersonal structure observed in the 1930s. Therefore, social networks currently present themselves through social media, incorporated into forms of sociability and social relationships through internet resources with the support of Social Media and the mediation of Information and Communication Technologies (ICT's). [1,2]

It is known that ICTs have appeared in education with a proposal to

help the teaching-learning process [3], becoming an instrument to mediate teaching activities based on the inclusion of new methods of thinking about educational practices. [4] This promotes interactions for autonomy in the construction of knowledge, providing more active, interesting and meaningful learning. [3,5] Therefore, it is in line with creative and innovative nursing training, as they contribute to the incorporation of potential learning tools that favor the student's creativity and reflection. [6]

The appropriation of technological innovations 3 from educational practices has allowed the teaching-learning process to be participatory and dialogic, where the student is the protagonist. [7] In this scenario, processes for competences and skills for communication, leadership, administration, management and decision-making stand out. [8] The managerial dimension is evident, as it has the purpose of ensuring the quality of care and a good functioning of the services, through dynamism, capacity for critical analysis, dialogue and bond with the health team [9], skills that must be trained by professionals in training, being essential for effective nursing care. [8]

It is worth mentioning that there are some definitions around the concept of competence, being one of these, its understanding as knowing how to act responsibly and recognized that causes to mobilize, integrate, transfer knowledge, resources and skills, so that they add economic value to the organization and social value to the individual. [10] It is carried out through organizational strategies, for recruitment and selection, training, career management and formation of strategic alliances to obtain and develop the necessary competences to achieve its objectives.[11]

It is an important discussion, given that, with globalization and changes in work, the health service provision sector has brought changes in the profile of skills of the professional nurse, which aims to meet health needs, so that they know how to act, mobilize, transfer knowledge to solve practical

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situations, constantly learn and engage in face of the demands and needs of each area of activity. [12] In the past, according to the National Curriculum Guidelines (DCN - Diretrizes Curriculares Nacionais) the need to provide nurses with general and specific competences for work is emphasized, as support for the entire organization in order to align with organizational objectives. [11]

Bringing these studies to Vygotsky's perspective, it is essential to understand the role of learning as a driving force for human development, marked and influenced by the cultural environment. [13] Vygotsky brings a central concept to his conceptions about psychological functioning, the concept of mediation. Mediation is the process of intervention of an intermediate element in a relationship, thus, the relationship becomes mediated by this element.

One of the mediating elements is then brought up, the instrument. This instrument is an element interposed between the worker and the object of his work, a social object and mediator of the relationship between the individual and the world. In this sense, Vygotsky works with the idea that man's relationship with the world is not a direct relationship, but a mediated one. Therefore, it is the educator who has an essential role, as he is the mediator of knowledge, he is the one who promotes interactions between the subject and the object of knowledge, promotes learning situations, organizes materials and promotes challenging situations. [14]

It is noted that mediation by ICT and social media is a potential instrument for training management skills. However, there is still a gap in studies that demonstrate experiences on the use of social media and ICT as tools for training human resources in education and for training in Nursing.

In these terms, the present work aims to describe the use of social media as a resource for nursing education based on the implementation of managerial competences.

METHOD

This is an experience report of a university extension project, thematic area of education carried out from a federal university in the Amazon region of the State of Pará, carried out by remote modality. It took place between March 2020 and March 2021. Refers to the use of social media to train skills to act in managing social networks, Instagram® and Facebook ®, belonging to the project mediated by ICT.

The participants of the experience for media management in the first year were four Nursing students and a Project Coordinator. These participants followed a hierarchy of the extension exercise, starting from the project coordinator and listed: the demands and the themes. Subsequently, it was organized and planned by the Manager of the social networks, fulfilling the objectives related to health education and the training and/or dissemination of health in the area of action of the project. At that moment, they assigned the functions to the remaining extension workers and the summoning of possible collaborators to carry out the tasks to be performed, which is the dissemination, training, production of educational materials and/or technological products, alignment and supervision of the team.

The realization and analysis of activities was based on Vygotsky's theory, with the organization of learning in: a) Selection of types of educational materials and technological products, as well as the creation of a posting schedule and creation by the subjects; b) Search in bibliographic references, selection of mediators, construction of Facebook Page profile and selection of image and video editors: Platform Canva® and Inshot®; c) Selection of event triggers and certificates: Doity®; and the creation of monitoring documents and flows: Google Education Institutional®, such as Documents®,

Spreadsheet®, Gmail®, Form®, Calendar®, Drive® and Google Meet®.

The experience comes from the authors' own report and carried out with the sole purpose of education, teaching or training, without the need to be evaluated by the CEP/CONEP system according to current resolutions.
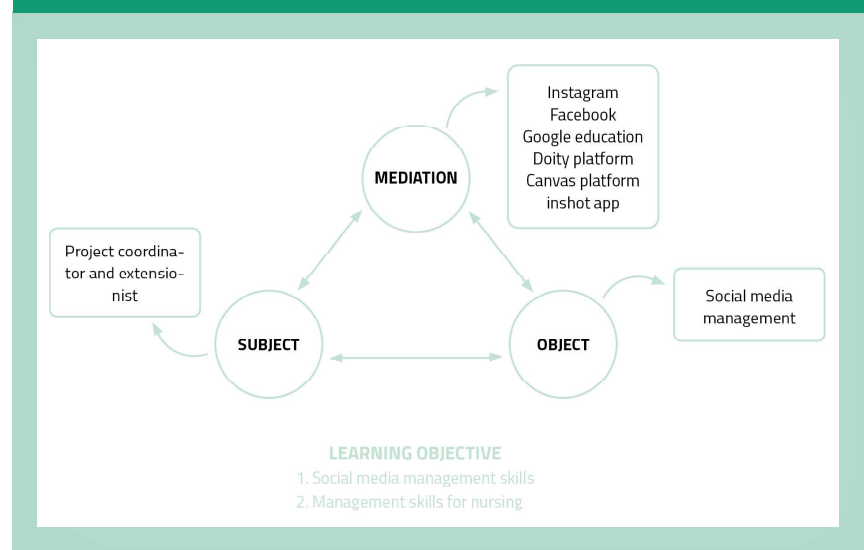
RESULTS

The results of the experience pointed to the processes that involved the construction of management competences and the potential of the media. At first, due to the need to adapt to the pandemic scenario, social media management took place to train skills for the use of ICT. This process made it possible to develop actions to organize the tasks assigned to the extensionist-responsible for the social network, from dialectical decisions, collaborators together with the project team and the coordination, as well as the social-cultural environment, favoring assimilation, accommodation and epistemological relationships, linked to the performance as shown in Figure 1.

Activities were identified in the area of organization, planning and distribution of the flow of social media. It was possible to observe the collaborative participation of non-responsible social networks as subjects of action from the presented elements of the triangulation: mediation, subject and object for the execution of the central objective: learning by competences.

The following elements are pointed out for network management: visual identity, dissemination, monitoring of metrics and schedules. The social media manager utilized the resource of Instagram algorithms using the strategic hashtags for greater reach, as well as scheduling through the browser extension Google Chrome® by the web assistant for Instagram®, Inssist®, which facilitated the management of networks and schedule by computer and/or notebook. Three management and internal monitoring documents were built aimed at three aspects: 1) interaction of technological products, 2) Social media, 2) Team production flow. The material was organized, stored and shared with team members

Figure 1: Process and development in the view of Vygotsky's learning theory

MEDIATION

Instagram
Facebook
Google education
Doity platform
Canvas platform
inshot app

Project coordinator and extensionist

SUBJECT

OBJECT

Social media management

LEARNING OBJECTIVE
1. Social media management skills
2. Management skills for nursing

Source: Adapted from Vygotsky's learning theory, 2021.

on Google Drive®. It is noted that the activities performed are presented as 15 tasks that involved creation, maintenance, planning and organization of the Products as seen in Figure 2. They were supported by instruments such as Canva®, Google Education Institutional®, Doity®, InShot® and Whatsapp ®, as identified in Table 1.

The performance of the execution of the tasks depended on the mediation of ICT'S, partnership involvement and collaboration of the project members and others involved, and the manager's evaluation in the executions in social networks. The latter showed a reflection on the difficulties and possible limitations, as well as the role for performing tasks such as the semiotics of social networks, promoting signs and meaning of the mediators' appropriation and nursing training in health management aspects, resulting from learning in social media activities and management skills, expressed in table 1.

DISCUSSION

It was recorded that technological resources stimulate the construction of new knowledge in a participatory manner. [14] Thus, teachers and students can make critical use of technology in order to facilitate the knowledge construction process [15], and for training of diverse competences guided by elements that must be inserted to reach the learning objective. It is evident, therefore, that the use of technological resources enhances the teaching-learning process [16], favoring learning, in a creative way and as a mediator and interaction for the acquisition of knowledge. [4]

It was found that teaching mediated by digital platforms presents itself as a way for communication and implementation of management skills. It makes the learning process dynamic and contributes to better professional

Figure 2: Activities developed and management skills
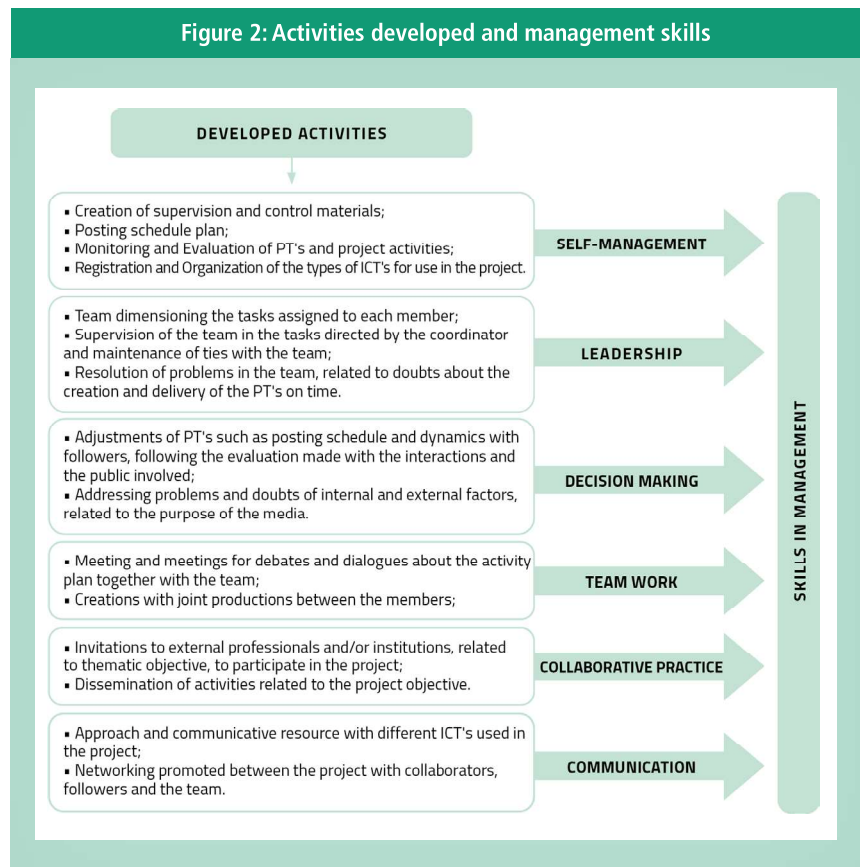
Caption: TP's: Technical projects. Source: The Author, 2021.

Table 1 - Potential of social media and management skills

Social Media	Self-Management	Leadership	Decision making	Teamwork	Collaborative practice	Communication
Instagram		X			X	X
Facebook		X			X	X
Whatsapp				X		X
Canva	X				X	
Inshot			X			X
Google Education	X		X	X		
Doity	X				X	

Source: The Author, 2021.

training. [18] It has been shown that the insertion of training through social media for professional development is related to interdisciplinary practices and the practice of the cognitive-attitude-motivational triad. It is noted, therefore, that it meets the National Curriculum Guidelines of the Undergraduate Nursing Course as learning that presents itself through autonomy and dialectic-problematizing. [11]

It is noteworthy that teaching in Nursing must have a learning process linked to exercise and training, within the service and teaching in nursing. Therefore, from the perspective of addressing the fragilities of future nurses, attribution and attitudinal and motivational positioning, in the face of decisions and demands of the labor market, are essential. [19] In addition, the contextualization of transversality observed in Figure 1 reflects care and teaching, associated with the knowledge developed in teaching about the service experienced, dissemination strategies and applicability in the integration in the formation of the student. [8,12] These applied attributions were developed with experience, directed towards people management, interpersonal relationships and leadership, as well as the planning and administration of the care service. [20]

It was noticed that social media as-sume a prominent role when instituted for the production and dissemination of information for teaching and health practices. [22] Sharing information promotes human resource interactions in a structured way and as a record of actions, as perceived by Table 1. [23]

The use of social networks as a tool in the teaching-learning process, especially for undergraduate students [3, 21] offers as benefits the possibility of sharing academic content and the promotion of an online environment for the development of discussions on various topics, sharing opinions, knowledge and clinical experience. The presence of Digital Information and Communication Technologies in different educational scenarios "implies a social and cultural change that values a new type of knowledge and requires knowledge and mastery of new intellectual and practical/experiential skills". [24]

The experience demonstrates an important opening for new ways of working teaching and learning inside and outside the classroom 16, the management of networks is carried out in an organized way, favoring access to information in a dynamic way, also being a tool to stimulate the mediator teacher with the students involved in the execution of the experience in achieving the objectives and resignifying the technology used in the pre-vention and promotion of health care. [23, 25]

CONCLUSION

The use of social media in the training of nurses must be observed from the point of view of technology skills, methodologies that embrace digital resources and human skills, being a potential instrument for the health teaching process in the field of nursing. Technologies for communication and information are considered to facilitate the access and consumption of products, but it is necessary to use social media resources for other purposes, such as skills training through the management of the various technological instruments, observing the competences that one wants to achieve.

The study was limited to the use of social media, not being evaluated if each competence was achieved, requiring further evaluation and a study with the students involved. It is suggested that further studies be carried out addressing social media as a resource for skills training based on interaction and teamwork, since the strategy has proved to be effective in improving management and health care, optimizing time and planning.

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