

E-Learning Aimed at Healthcare Profession - as an Organizational Strategy

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Abstract

The e-Learning is an important strategic tool for the survival of the professionals, in addition to leveraging the organizations which struggle to remain solid and gain market share. Goal: identifying and updating the knowledge of healthcare professionals in the treatment of the basic and advanced Cardiorespiratory Arrest (PCR) by means of E-Learning. Methodology: case study accomplished at Hospital Sírío-Libanês in partnership with Senac-São Paulo (Brazil). It involved 2012 and 2013 and 5.195 healthcare professionals from the units of the hospital group. The research individuals were eight healthcare professionals, with at least 6 months of work in the service and/or at the hospital who took part of the Case Study which analyzed the e-Learning Course made at such Hospital. Analysis and Discussion: There was good acceptance of the programs in the e-Learning modality; when appraising the course, the answers showed its positive aspects and suggestions for accomplishment of new course editions. Conclusion: in the healthcare sector, the e-Learning is an educational practice and an efficient strategy when facing the challenges which are present in the daily routine of work of the healthcare professionals. In Brazil, it has been developing in several higher education institutions, aimed at personal and collective enhancement.

1. Introduction

Creation of a team of healthcare professionals is a challenging process which passes by the political definitions and the institutional practices in order to meet the expectations in quality of service to the community [42].

Thus, education has been worried about highlighting the importance of taking the student to experience knowledge in practice, but, so that it may happen the technology should be a tool able to value the school knowledge and adapt it to the students' reality, both in the Presence Learning and in the e-Learning.

Morin considers that education is a social and universal phenomenon, a human activity required to life and development of the whole society,

therefore, it should be responsible for education of people, helping them in the development of their physical and spiritual capacities and preparing them for active and transforming participation in the several stages of the social life [33]. Although education is not deemed as a mere requirement in the life in society, it is a process to provide the individuals with knowledge and cultural, scientific, moral and adaptive experiences so they may be able to live in the social means, thus, one may observe that it depends on union of the knowledge [39].

The Brazilian Single Healthcare System (SUS) due to its dimension and scope is prominent in the healthcare educational process sectors, as a privileged place for education and learning, moreover in the healthcare assistance. Educating "in" and "for" the work is a prerogative of the Permanent Healthcare Education proposal (PHE). The care production sites, aimed at integrality, joint responsibility and resolutivity are, at the same time, "settings of pedagogic production, because they concentrate the creative meeting between workers and users [18].

The PHE proposal came in the 1980's, by initiative of the Pan-American Organization of Healthcare and the World Health Organization (PAOH/WHO) for development of the Human Resources in Healthcare. In Brazil, it was released as a National Policy in 2003, being an important role in healthcare education in the creation of a democratic, fair and efficient SUS.

The PHE was created as a tool to transform the healthcare professional into a deep knower of its local reality. But locating the education inside a regionalization landmark was required, with programs adapted to the professionals and the healthcare teams in each local level of the healthcare system [28].

In the Country, there were two moments aimed at formation of PHE facilitators. In the beginning, a movement was arranged by the Health Department (HD) and aimed at the poles and afterwards, another one with assistance of the HD and the National Public Health School (ENSP), but, under the responsibility of the collaborator municipalities.

The network of PHE collaborator municipalities is created for the purpose of expanding the capacity to formulate the education-learning, development and action of the municipalities, thus education of tutors and PHE facilitators is a recent initiative and

no one knows how these processes were developed, and whether the course brought contributions and which were the difficulties experienced by the tutors and facilitators during the education process [30].

Situation of the Brazilian healthcare sector is more complex than that of the developed countries. In view of the territorial dimensions of our Country, concentration of the richness and knowledge of the Southeastern and Southern regions and thinking about enhancing the education quality of the healthcare professionals, we see the e-Learning as a strategy for permanent education in view of the new technologies and as a pedagogic innovation in education [36].

The globalization procedure leveraged by the neo-liberal wave in the fields of economy and accelerated by introduction of new communication technologies in the different areas of knowledge and credibility of the e-Learning, failing to occupy a hidden space in the educational systems, came as important in the politics and economy [40].

Thus, the e-Learning starts to be a strategic and relevant tool for survival of the professionals. Furthermore, it has been leveraging the organizations which fight to keep solid and gain market share.

In Brazil, the e-Learning is recent and has been reaching impulse and political expression with the new Act for Guidelines and Foundations of the National Education and the Act no. 9.394 approved on December 20, 1996, which placed it as an education modality which facilitates self-learning, upon assistance of organized didactic resources, presented in different information supports and may be used in several communication means [36].

The healthcare sector is aimed at qualifying the professionals in the short term, upon use of significant learning, with interactive strategies and in simulating environments.

Qualification of the professional for the early service in emergency situations of the basic and advanced support of life is essential to save lives and prevent consequences.

In the healthcare scenario in Brazil, the professionals face challenges to access permanent education, thus, the e-Learning is a strategy for permanent education in view of the new technologies, being a pedagogic innovation. The e-Learning, in addition to updating the professionals, makes their access to the new technologies easier so as to keep them up-to-date and has as its main goal the democratization of access to education with quality, serving the students in the most varied educational and situation needs.

Thus, it makes possible and respects time, space, actions and processes which adapt to the requirements of each individual, encouraging permanent education and reducing costs for the student [25].

In the healthcare sector, the e-Learning trend faces the political prerogative adopted by the Health Department, which has in the permanent Education in healthcare means to change the work practices for new political, attention, management, popular participation and social control formation models in the sector [36].

Thus, the permanent education may be made through e-Learning as a strategy to educate and qualify healthcare professionals, providing competence and quality in the service to the patients.

Therefore, the e-Learning is currently seen as resulting from the possibilities that the New Information and Communication Technologies (NTIC) brought to the current information age, initiated upon arrival of the IT (1960's).

The e-Learning is an important strategic tool for survival of the professionals, in addition to leveraging the organizations which fight to keep solid and gain market share, because it updates the professionals and makes their access to the new technologies easier to keep them in the marketplace.

Its goal is democratization of the access to education with quality, serving the students in the most varied educational needs and situations.

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As regards the organizational strategy, we understand it to be the form of using different resources that the organization has so as to reach their goals [1].

In view of that, we may note that the Brazilian Healthcare Market has been worried with the permanent education as a means to transform the educational practices for the qualification, attention, management and creation of public policies. The e-Learning modality allows for the healthcare professionals to constantly update knowledge, without relieving them from their routine activities and the resources make possible for reproducing learning situations, many times, better than in conventional classroom, in addition to allowing for student X teacher interaction due to short time.

Thus, we understand that e-Learning should be considered and defined as an educational modality which makes self-learning easier, with assistance of organized didactic resources, presented in different information supports, and that may be used by several communication means. Thus, it is able to provide creation of new course modalities, so as to incorporate new contents, pedagogical practices and appraisal procedures.

Therefore, permanent education may also be deemed as learning – work, i.e., it takes place in the routine of people and organizations. It is designed

based on the problems presented in the daily routine of the institutions and considers the knowledge and experiences people already carry in their professional experience. Thus, it is important to stress that Permanent Healthcare Education may only be developed in collective spaces in an articulated fashion between the concerned actors.

Such educational modality makes it easier, therefore, for learning of the professional at the own institution without relieving him/her from his/her activities.

The e-Learning is being attested as an efficient educational modality, making it possible for service and quality, access to learning comprising a means of knowledge democratization. The healthcare professional should struggle to apply this facilitating continued educational method in the institutions, understanding it as education means that comes to meet the requirements of the contemporary world, where use of several means for production of knowledge allows for choosing how, when e where to learn. There are structural and conjunctural factors that were favorable to implementation of e-Learning policies, systems and programs.

The structural changes arising out of the “information and knowledge society” cause reorganizations in several segments of the society (social, political, cultural and economic). We could consider that we are facing a new society arrangement, as stated by Castells, “This new means of social arrangement, within its globality which penetrates all levels of the society, is being disclosed around the world” [52]. Consequently, there appears a complex work market, which requires increasing professional qualification, associated with an accelerated pace of technological change, which incites the individuals to seek new knowledge, under penalty of not inserting them into the society. A new arrangement which demands permanent professional qualification, aimed at increasing productivity and insertion into the work market.

For Silva the work market searches for professionals increasingly qualified, who are able to permanently learn [48]. Such assertion should be analyzed, not only under the point of view of the information development, which has transformed the society and its relationship with knowledge, but also, within the context in the Brazilian work market, specifically in relation to employability and contribution towards education for insertion of the professional. Thus, our need to learn and renew the knowledge, are added to those related to the professional scope, we seek, then, qualification and strive to the task of acquiring culturally relevant knowledge to social insertion, thus contributing towards professional construction.

In such new work nature, in which renewal of the knowledge takes place in high speed, the search

for professional enhancement requires continuity of the professional qualification, it being by means of qualification and/or post-graduate courses.

Many studies point out the e-Learning within the context of the flexible education models, created as of the 1980’s, which refer to an education modality committed to innovation, i.e., to education, school and professional qualification. As regards the work market perspective, imperatives like employability, qualification according to the profile required by the market, start to guide the routine of the courses and guide the educational policies, consubstantiated in the decrees and ministerial ordinances which comprise the regulatory and encouraging set of the e-Learning [4].

When we reflect on e-Learning, even starting from the assumption that it is an educational innovation process comprising the new information and communication technologies, playing the role of pedagogical tool extremely rich and useful for enhancement and expansion of education, we cannot fail to consider that the e-Learning programs have been suffering criticism as to their credibility and recognition [5] [12] [29].

Knowledge construction requires much more than transposition of the content of the present courses to the e-courses. Developing appropriate pedagogical projects is required for the e-Learning to be not only a means for speeding up the learning process and cheapening the continued qualification for the purpose of meeting the work market requirements [17]. Education, in any teaching modality, needs to incorporate a strict planning, a suitable implementation process and consistent organization, so as to meet the social demands.

In relation to the content aspects, we understand that instruction material, learning objects and other elements, moreover, used for the purpose of appropriation of the knowledge are related to the type of content intended to be worked (conceptual, factual, attitude-related, procedural) in accordance with one of the scores accepted in education [51]. Such set of elements should be carefully planned so that, from them, it may be possible to build knowledge, develop capacities, abilities and competencies.

For Ferreira, the e-Learning is in the pedagogical sphere as another methodological option, which carries a series of characteristics which impose the need for new learning by who is to use it (planning, development and appraisal), because understanding a new teaching-learning process is required [14].

Ferreira observes that under the sociological point of view we can realize that e-Learning is a kind of education which should be conceived the same way as the regular education, and it is a preliminary right of citizenship, priority duty of the

Government, a basic and mandatory public policy for action of any government level [14].

Therefore, it should be considered in the Education within the same historical, political and social context in which it is made as a social practice of cultural nature.

- From the pedagogical point of view, the e-Learning should be viewed as a tool for qualification which brings an essential contribution towards the pedagogical process and the educational service. In order to confirm such assertion, its usage potential in the qualification and update of the education professionals and formation and specialization in new positions and professions should be analyzed. In both educational fields, the e-Learning had significant growth in the medium and superior levels of education. Furthermore, due to its own features, it is a privileged channel of interaction to the statements of the scientific and technological development in the field of communications. However, the aforementioned author warns that much clarity is required on the conditions to have the e-Learning as an alternative for educational democratization. The educational matters are not solved by the simple technical and bureaucratic application of a sophisticated communication system, in one "cosmetic modernization" process. Under the social point of view, the e-Learning, as any means of education, needs to be made as a significant and consequent social practice in relation to the philosophical principles of any pedagogic project: the search for autonomy, respect to freedom and reason.

One needs to be clear as to the conditions of having the e-Learning as an alternative for teaching democratization. The educational problematic may not be solved by means of techniques, of a sophisticated communication system in a "modernization" process. For the e-Learning to be significant, it should aim to enhancement of the society, being a social practice based on philosophic principles aimed at construction of knowledge, autonomy and critical awareness of the student.

2. Goals

Identifying and updating the knowledge of the healthcare professionals in the treatment of the cardio-respiratory arrest (basic and advanced PCR), by means of e-Learning.

Assessing application of the e-Learning in the qualification of the healthcare professionals, as of insertion into the work market.

3. Method

The research was descriptive, with qualitative approach and the technique selected for data

gathering was the Case Study, for considering that the interest in such pedagogic modality has increased over the last years in the psychosocial and educational areas and, among them, in the nursing [23].

For Franco, the Case Study associated with the methodological focuses which prioritize the qualitative aspects, may be seen as a modality which is opposed to methods in which they are required, pre-established and focused on quantification of the results [19].

The research individuals were eight healthcare professionals, with a minimum of 6 months of work in the service and /or teaching in the hospital where the research was carried out, i.e., Hospital Sírío – Libanês (SP – BR) in partnership with Instituição Senac (SP-BR).

3.1. Place of study

Hospital Sírío – Libanês is a private, philanthropic institution which develops integrated social assistance, healthcare, learning and research actions. It is internationally acknowledged for its excellence, quality, leadership and pioneering in healthcare and generation of knowledge, with social, environmental and self-sustainability accountability, attracting and retaining talents.

Instituição Senac, i.e., National Commercial Learning Service, is a renowned Brazilian education institution; which is known for its excellence and quality of learning in our Country. It has an important University Center which, in addition to operating in the educational and Healthcare areas for 68 years, it offers professional qualification courses and higher education.

3.2. The case study

In the Case Study made in such hospital, a strategy was planned for the first e-Learning Program which, by means of a campaign, used explanatory communication material on the program and the e-Learning modality. The participants received earphones as incentive to entering the course. The campaign made disclosure of the e-Learning modality program easier and attained its goal, which was introduction of the e-Learning methodology in the work of a multi-professional team of the hospital, known as "Education group".

The significant learning was used as pedagogic basis in which the knowledge acquired should be related to the prior knowledge of the student; and as didactic strategy, an interactive animation was designed, showing the sequence of the service of Cardiorespiratory Arrest (Basic Courses for laics and Advanced for Adults and in Pediatrics) under

the e-Learning methodology which used texts, images, illustrations and videos.

The Program has been made, since 2012 and 2013; after its application, an online appraisal was made for checking the knowledge of the healthcare professionals of the several units of the hospital group which took part of the training.

In 2012, there was training for: 4.247 professionals, out of whom 2.140 basic PCR; 1.770 Adult PCR and 337 Pediatrics PCR. In 2013, there were 893 Basic PCR, PCR 540 Adult PCR and 149 Pediatric PCR.

Hospital Sírío – Libanês has units in several regions of Brazil as a need to learn to work so as to improve its contact with the user in the individualized services.

Usually, it means for the professional the possibility of appropriating of healthcare education techniques, and as such it is claimed by it.

To the collaborators who took part of the training, there was concern to establish a cordial environment, so as to favor a clear and simple communication, for the purpose of ensuring understanding of the target audience on the course goals, as proposed by Minayo [31].

Thus, the course goal identifies and updates the knowledge of the healthcare professionals in the treatment of the Cardiorespiratory Arrest. We note that in the period set forth, 5.195 professionals from several hospital institution units were trained.

By the appraisal instrument applied, after accomplishment of the course, there was good acceptance of the programs in the e-Learning modality and we noted that there were no barriers for adoption of the methodology.

4. Presentation and Discussion

In the study groups, the data obtained was analyzed by the E-Learning technique which was:

1. The professionals represented that “motivation to make the course was the knowledge to “acquire, expand, enhance, build and deepen”.
2. In the core idea, the word order was the knowledge, since the answers on motivation in the accomplishment of the course were about such term.
3. The professionals represented to be interested “in the interactive technologies”, whether in information/communication, so as to be ready for the new educational modality, which may bring enhancements to our healthcare system;
4. The “interest in research” was also mentioned by the participants, so as to be ready for accomplishment of academic researches in the social and healthcare networks.

5. As a positive point of the e-Learning, the students answered that they realized the theoretical-methodological maturity it results, among other aspects the quality improvement in the patient’s treatment with a cardio-respiratory arrest.
6. “Qualification and performance in the healthcare area” was mentioned as parallel result, in order to also obtain more guidance for better operating in the offer of consistent courses allowing for mitigating the problem of lack of digital knowledge in the healthcare area.
7. “Qualification and operation in the healthcare area” was mentioned as parallel result, in order to also obtain more guidelines to better operate in the offer of consistent courses which allow for mitigating the issue of the lack of digital learning in the healthcare area.
8. In relation to the method used during the course, the participants emphasized the possibility of looking at the own work practice, putting it into doubt by means of the action-reflection-action activity.
9. As to assessment of the methodology, the group considered it as “perfect for proposing the putting-into-doubt by means of the e-Learning”. “You need to have a look at the practice, based on such reflection, you are aimed at the didactic material and theorizes”.
10. In the final appraisal of the course, one observed that the answers were comprised of positive aspects, as well as the issues for the next course editions, among others:

The participant students asserted to feel safer “to continue the planning and appraisal actions which were being developed”.

They noted that “the course brought the possibility to continue the process they had started previously”.

The search for qualification appeared in the speech of professionals.

The work carried out by a tutor professor causes the student and the environment to have a harmonic relationship, in addition to several challenges to be faced by the professor such as approaching the student at distance, “learning to integrate the human and the technological [47].

Education is in all stages of the individual’s life, being really important in the personal, social and political relations. It promotes instrumentalization of the individual so that he/she may compete in the current market [36].

We note that education is always present; when people develop and enhance themselves. We note that, in all social practices which suppose interaction between people and relationship of the practices with the world around them, there is a

search for personal and collective enhancement in search for transformation, therefore, in educational practice.

Oliveira considers that the essential characteristic of the e-Learning is that the student involves in the learning activity in a place where the professor is not physically present [36]. Thus, due to the distance between professor-student, the e-Learning needs to be based on use of technologies to transmit the professor's message to the student [10].

As a tool for the e-Learning, printed material is used supported by the TV broadcasting, video and audio tapes, CD-ROM, experimental material kits, computer-assisted guidelines, videoconferences, teleconferences, email, forum, chat, present guidelines and by mail [36].

Thus, it may be noted that the e-Learning comes as a major strategic tool of personal and professional survival and leverages the organizations which struggle to keep solid and gaining market share. In addition to being a possibility of democratization of knowing and doing for the healthcare area professionals in the graduation, because, as a strategy it assists in awareness raising, by the professionals, of the advancements promoted in the knowledge area, thus generating continued processes for access to information, as pointed out by Koelling: Lantarini [24].

5. Results

5.1. Permanent education in health: a new look on graduation learning

The permanent education is one of the strategies which make possible to build a new style in the qualification and that may be made by means of joint works between the teachers in the educational institutions. Thus, one may note that permanent education meets the needs of the professionals who are subject to their history, and e critical and active being inserted into the educational context.

In Brazil, the healthcare sector is responsible for the greatest Brazilian policy of social inclusion. For such, the Single Health System (SUS in Portuguese acronym) was created in order to serve all individuals, has been the most important Governmental reform ongoing in the Country. We note that strengthening of the SUS is everyone's interest, moreover the healthcare professionals.

Creation of the SUS has been causing many changes to the health practices, but we know it is not ideal yet. But, for such changes to take place deep transformations in the qualification and development of the healthcare professionals are required. Thus, we'll only be able to change our way to educate, care, treat and follow up the health

of Brazilian citizens if we're able to change the ways of teaching and learning as well [36].

Such change should be incorporated into the life of the healthcare professional, encouraging a new professional attitude which does not make him/her feel excluded from the change process and not knowing the importance of permanent education in healthcare to improve his/her qualification and strengthen the SUS.

We noted that permanent healthcare education is aimed at enhancing the qualification and, on the other hand, strengthening the SUS.

Therefore, the Brazilian Health Department states "permanent education makes possible, at the same time, for personal development of those who work in healthcare area and the development of the institution" [7].

As to the profile of this new professional the Education Department considers:

Cooperation, participation, accountability, decision and intervention capacity by this new kind of professional, a new worker, with a good general qualification, with capacity to realize ongoing phenomena, raising analyses and proposing solutions, with greater autonomy and sense of organizational accountability.

The permanent education may also be deemed as learning-work, i.e., it takes place on the daily routine of the people and the organizations. It is built based on the issues presented in the routine of the institutions and takes into consideration the knowledge and experiences the people already carry in their professional living.

Thus, it is important to stress that Permanent Education in Healthcare may only be developed in collective spaces and in an articulated manner between the concerned individuals.

In our reality, the healthcare professionals, moreover those who are at the academy have two or more labor relationships, for a matter of survival, have difficulties of taking part of refreshers in their knowledge areas, do not take part of collective spaces for discussion of problems inherent to the course or, even, the subjects they teach.

Therefore, they are not prepared to cope with the scientific and technological advances in the healthcare area and, in the specific case, without taking part in a collective way of the process, without incorporating their experience to the set of knowledge in their operating area.

5.2. Requirements and history of innovation in education

The educational systems, as well as the culture and the labor relationships have suffered deep changes upon arrival of the information technologies (TICS), which have caused significant tension and evolution in such contexts. In view of such reality one may check a socialization and

qualification decrease caused by the contemporary educational systems, which were based on the models from the XIX and XX centuries and, therefore, do not respond to the current requirements any longer [11].

The solutions pointed out are aimed at adapting the education to the demands of such new society, which have been based on two large axes: continued education and e-Learning. For such new social-economic conjuncture, education is a permanent process, not being a characteristic of a specific phase of life, to become a constant need. The professional needs to become a restless researcher, reinvent him/herself each and every day, accept the challenges and the unpredictability of the time to enhance more and more [20] [22].

Development of the TICs in such paradoxal and complex environment found in the e-Learning a feasible alternative able to provide countless possibilities of expansion of the educational offers in continued process, moreover for the fact that the e-Learning is flexible and uses technological mediations which articulate the qualification center, the inter-relationships of circumstances and adequacy of the action to the mediations used to approach the actual contexts of professional insertion [44] [49].

5.3. Context of innovation at the Brazilian e-Learning

There is a significant theoretical subsidy with several e-Learning definitions and concepts which were built throughout time. Thus, in search for a consensual and wide definition, we may understand it based on the definition proposed by the decree number 5.622 as “an educational modality in which the didactic-pedagogical mediation in the teaching-learning processes occurred with the use of means and information and communication technologies, with students and professors developing educational activities in different places and times” [7].

As a consequence, one may assert that the e-Learning is a planned learning which usually occurs in a place different from the typical site of teaching, using course creation and teaching-learning techniques, which are mediated by several special technologies and organizational and administrative arrangements [32].

In Brazil, as well as in the world, the historic evolution of the innovation in e-Learning was marked by the arrival and dissemination of the communication means: we went through a stage of mail learning, by radio transmission, then, TV broadcast; we used IT until the current conjugated means usage process (telematics and multimedia).

In summary, such evolution was built throughout five generations: a) 1st generation: mail; b) 2nd generation: radio and TV broadcast; c) 3rd

generation – open universities; d) 4th generation: teleconference, e) 5th generation: internet/web.

5.4. From one-sided language to dialogue communication in the e-Learning courses

Koelling; Lanzarini point out that the technological discoveries took the e-Learning to expand its operation in the world setting, in addition to requiring implementations and professional qualification [24]. Thus, many innovations took place since, in 1983, the State of New York authorized issuing diplomas to an educational institute in the modality.

In Brazil, the first experiences of e-Learning were with mail courses. In such methodology, the education occurred from study guides with activities sent through mail. The age made of printed paper, in which the language was characterized by one-side, because the students received printed texts in notebooks and needed, after reading and understanding, to return the learned content.

The same is noted with tele-education or tele-videoconference; the material is changed which, from printed goes to visual, with the arrival of the TV, but the student remains in his/her role of assistant or passive, in view of the now oral words of the professor. Even with possibility of return, interaction is minimal, since the number of parties involved and the instruments used do not favor the exchange of information [13].

Thus, in the three first generations of e-Learning the educational process was almost always solely through content transmission. This learning model which believes in the transfer of the knowledge from professor to student was called by Paulo Freire “banking education” and suffered severe criticisms [15].

From the known “fourth generation of e-Learning”, upon use of virtual environments are aimed at the learning democratization, promoting the dialogue between professors-students-tutors in a horizontal process of knowledge construction.

The advances started to be used by superior education institutions in 1997, according to Vianney; Torres; Silva, which encourages communication of the groups by means of tools such as forums and chats, for example [50]. These devices, synchronous and asynchronous, make possible for the pedagogical action to supply the need for interaction previously verified in the e-Learning modality. In addition, breaking with the hierarchy between the educational process agents, because it allows for issuance of knowledge not being an exclusive task of the professor.

In an inverse direction to the banking education the e-Learning modality, based on interaction; and allows for the learning to assume its position as Paulo Freire calls libertarian education, because the

virtual environments by means of the communication tools allow for dialogue between the parties concerned. The fact makes possible for the student to play an active role in the process based on his/her statement and involvement of the student in the (re)construction of knowledge [24].

In this regard, the language used in the material produced for the e-Learning courses may not be discrepant from the conception presented, and shall comprise these features.

Thus, in order to encourage participation of the students, favoring interaction, the texts for the modality should have more of the technical-scientific abilities. For Santari and Roeslec (2005, p.64): “the didactic material has specific internal dynamics of construction and structure, because it presupposes the readers and needs to acquire signification from them. In e-Learning, interaction between the individuals is persecuted, by the technological mediation.

5.4.1. The material produced for the e-Learning modality. The didactic material needs to be attractive in relation to the visual and dialogical aspect from the linguistic point of view. It is a joint authorship process in which the technical-pedagogical graphical design teams are involved, as well as the revision and resource management teams.

Thus, learning of the e-Learning presupposes careful preparation for the purpose of comprising all possibilities, whether technological, linguistic and mediatic. The fact shows the concern with the cultural changes and, also, recognition that elaboration of the material for the e-Learning presupposes development of several competencies, among them the communicative one.

In this regard, the professor has an essential role, for being the architect of the paths outlined by the students and tutors, in addition to being a mobilizer of multiple and collective intelligences, as mentioned by Sartori and Roesler, he/she needs to formulate situation issues [46].

The branch of the modern linguistics was developed in the 1960's, the theory of the text or Analysis of the Speech which investigates the text from the point of view of the production and reception context. For such reason, in the e-Learning the text (speech) is the mediation element between writer – professor and his/her student-reader [16].

The professor and the teams concerned in the production of the didactic material should be qualified, to know the several strategies that may contribute towards the learning process. Such strategies make it easier for dialogue of the participants of courses in the modality, encouraging the respect between the several pieces of knowledge and the new signification of the knowledge of the most varied areas [46].

6. Final Considerations

Brazil is a Latin-American country which has struggled not to lose the technological battle. In 2001, it had about 6 million people connected to the Internet [21].

Our country has countless excellence centers in education and research in the medical area, even if these are focused on the Southern and Southeastern regions. Therefore, the e-Learning may be a means to allow for such excellence to be better distributed throughout our territory, making it easier for access to knowledge and professional enhancement of those who reside in distant places and whose populations suffer even more with bad quality of the healthcare assistance.

In Brazil, the e-Learning has been developing in several higher education institutions. Then, this study was developed at Hospital Sírío-Libanês in partnership with the Institution Senac, recognized as an excellence center in studies on healthcare sciences.

Then, this study was developed at Hospital Sírío-Libanês in partnership with Instituição Senac, acknowledged as excellence centers in studies on health sciences.

Thus, we note in the conclusion of our Case Study that:

In the healthcare sector, the e-Learning is deemed as an educational practice and an efficient strategy in facing the challenges which are present in the work routine of the healthcare professionals.

The e-Learning cannot be conceived as a means of information or training, but, educational qualification, a possibility for social transformation, beginning with decrease of the inequalities in the access to the educational institutions comprising the Brazilian educational system.

However, there is need to beat the challenges of the Permanent Education in healthcare, sharing and rendering accessible the scientific knowledge produced in the problem solving of the sector. Therefore, an e-Learning program with the use of networks may be a new paradigm.

For the results obtained, we may note that, in a short period, it was possible to update the collaborators in these procedures and constantly, we note that the program may be accessible to new healthcare professionals hired.

The Hospital Sírío-Libanês is accredited by the International Standard Joint Commission, which makes it internationally acknowledged for provision of safe assistance and the importance to offer the constant training of its professionals in the clinical protocols is one of the requirements required by the Standard.

It is an important issue, at the same time, it is a challenge due to the time of such teams.

Therefore, the e-Learning modality made such access easier and, currently, it is the third year that the Hospital applies such educational tool, being a reality in the hospital; however, new programs were designed and implemented, but it was acknowledged as powerless in the healthcare sector.

Thus, I was able to incite interest of other institutions including the public ones which started to hire the National Commercial Learning Service (SENAC) to develop similar e-Learning programs.

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