

Systematization: Course Strengthening Teacher Development in University Extension 2020

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Abstract

This systematization aims to objectify the trajectory of the Strengthening course support to consolidate the empowerment of the function of University Extension in the Faculty of Nursing from the enrichment of contributions. Adding the disciplinary role, “the Care” that identifies the infirmary, from the link with him/the others in different circumstances, leading to a permanent contact with social reality, the exchange of knowledge, enriched with interdiscipline and the integral gaze; for its best development is strengthened from university teaching. From the Extension and Activities Unit in the Middle with the Extension Relationship Commission composed of teachers of the whole faculty, the aforementioned course is carried out, in synchronous mode, lasting 30hs, divided into 4 virtual activities in which the exchange was favored, supported by the participations in the forums on the Uneva platform. For accreditation with the aim of keeping an eye on the future and viewing content from disclosure, the evaluation of the course an article based on one of the topics developed, with structure for its publication, is requested.

In this context, the objective is to: Reflect on the main defining characteristics of the course process to be considered in the continuity of the strengthening of the teaching development in the University Extension, of the Faculty of Nursing. For its achievement is part of the contents of the course, organizing the main data characterizing the participants, interventions in the forums, course evaluations and articles presented for further analysis and conclusions.

Keywords: *College; Teaching; Extension; Systematization*

Introduction

The Faculty of Nursing (Fenf) is dedicated to the development of the new Study Plan, with the manifestation in its curriculum of the function of Extension, formalized in the academic organization, based on its historical experience extensionist.

Already, in the Strategic Plan 2015-2019, it was sought to increase the quality of the extension work of the University Nursing community aimed at society, contributing to raise the quality of life of citizens, assuming it as a networked and participatory process, from a comprehensive and interdisciplinary educational work that aims at self-management of health.

Currently, given the effectiveness of the new Teaching Statute, this process requires the conceptual updating and practice implemented by teachers, as strengtheners of the profile of the professional future. Therefore, from the Extension and Activities in the Environment Unit (UEyAM) together with the Commission: Extension Relacionamiento (CRE), the Course Strengthening of Teaching Development in University Extension (EU) was coordinated, in order to: Update contents and methodologies related to the development of the EU, in

reference to the Nursing discipline; Aimed at teachers (doc) of the Fenf, in a total of 30 hours, from the Virtual Learning Space (Eva), with synchronous mode by Zoom platform.

The accreditation was granted with the participation in a minimum of 3 instances, the delivery of the evaluation of the course and an article related to one of the topics addressed, both based on a guide.

In this framework, the systematization is carried out, from the understanding of Jara who expresses that: "Systematization is that critical interpretation of one or more experiences, which, from its ordering and reconstruction, discovers or makes explicit the logic of the process lived, the factors that have intervened in that process, how they have been related to each other and why they have done so and not in another way. The systematization of experiences produces significant knowledge and learning that make it possible to critically appropriate the experiences lived (their knowledge and feelings), understand them theoretically and orient them towards the future with one. transformative perspective [1].

In this context, starting from the contextualization and methodological development of the course, the main data, the characterization of the participants, their main assessments in the forums of the Eva platform, evaluations and articles, for their subsequent analysis and conclusions.

Contextualization of the course

The coordination of the course, "Strengthening of the Teaching Development in University Extension"; aimed at teachers of the Fenf, was in charge of the EU and AM and the CRE (integrated with teachers of the Departments, Units and Headquarters of the Fenf). It was developed in 30 hours adding the activities (readings, written participations, etc).

The activities were developed from the methodologies, synchronous, by the Zoom platform, in 4 meetings of reflective and critical exchanges repeated in the morning and afternoon, giving greater possibility of access to the course; coordinated and dictated by doc with knowledge of the subjects, from Montevideo, Rivera, Salto and Paysandú. Adding the asynchronous modality was developed by the Eva platform, organizing the content in 4 spaces corresponding to the units of the course:

1. Orientation to the course, generalities and concepts.
2. Pillars of extension.
3. Development of the extension.
4. Evaluation.

Each unit had a space for support materials, exchange forums, coordinated by the doc responsible for the topic, forums for news and consultations.

The accreditation was granted to those who: Intervened in a minimum of 3 instances, delivered the evaluation of the course and article. While the certificate of participation to those who only attended the same.

For the construction of the evaluation and article, a guide was distributed per platform and a space was generated to upload the documents made.

Methodology

The methodological development is framed in the reference of authors who analyze the systematization as a process, considering it increasingly necessary, since it allows to know the experiences in development projects among others in the socio-educational field.

For his part K. De Jongh [2] stresses that systematization has to generate a new model or a new generalized proposal.

Concluding from the understanding of Antillón [1]; que is not only a work of recovery of experiences and their consequent interpretation, but also a permanent task of construction of a system of ideas, concepts and symbols.

Considering that this process was executed in the educational field, related to a university community that represents the discipline of nursing and that is part of a process of continuity.

In this sense, the methodology is not established sequentially, it aims to reflect on the process to be systematized conceived as a learning that starts from a practice, reconstructed and analyzed that will allow to improve others. In this context for its development is based on the consideration of the moments referred to by Van de Velde [3].

Based on the ethical considerations of anonymity, the answers are cited with initials of the names.

Definition of the objective

General: Reflect on the main defining characteristics of the course process to be considered in the continuity of the strengthening of teaching development in the University Extension, of the Faculty of Nursing.

Specifics:

- Identify the main contextual characteristics of the participants in the course.
- Know the main perceptions and criteria on the topics expressed in the forums of the virtual learning space.
- Know the main assessments issued in the course evaluations.
- Estimate the main assessments that make up the articles based on the topics developed.
- Reflect on the established contents considering the process of continuity.

Definition of the systematization axis: The main axis was related to the development of the EU Function in the Fenf.

The object of systematization

As such, the course taught is considered, comprising the period of registration, development, evaluation and return of the items sent.

Carried out by members of the EU and AM, considering the process and interventions of teachers who participated from their records, in order to obtain elements to strengthen future activities.

The elaboration of a systematization plan

It characterizes those who intervene, considering their main estimates, explicit in the records of the forums, evaluations issued and elaborated article.

The historical recovery

The key moments of the course considered are:

- Registration is guided by certain reasons.
- The interventions in the forums where it is reflected, thoughts and knowledge of the subject that lead to the exchange.
- The evaluation of the course with a critical and creative look and the article that entails in some cases the group work, the thinking and inquiring.

Period of experience

The systematization took 3 months, in which the most relevant data to be examined were considered, the existing records were ordered, the contents were categorized respecting testimonies and the construction of ideas.

The critical interpretation

It reflects on the experience lived by the protagonists, considering the subjective interpretation, the senses and the identification of key elements that potentiated or weakened the experience.

Elaboration of conclusions

The learnings that will improve one's practice are determined, as well as lessons learned that can be generalized.

Results

Characterization of the participants

76 teachers were registered (doc), representing all the venues, the majority of Montevideo (Mvd) 55 (72%), CURE 9 (12%), CUR 7 (9%), CUS 5 (7%).

The teaching experience is varied. 24 (32%), over 10 years old, 15 (19%) aged 4 to 6 years, 13 (17%) aged 7 to 9 years, 12 (16%) aged 1 to 3 years and 12 (16%) under 1 year old.

Regarding the training in University Extension (EU) 28, (37%) did not have, if they presented it 48 (63%). As for the experience in the US, 48 (63%) indicate having it, 32 from teaching, 5 as students, 11 from both and 28 did not have.

Regarding the reason for enrolling in the course, the majority 55 (72%) was for improving the professional level, 18 for work requirement (24%) and 3 for training and area of interest (4%) Of the 76 enrolled, 64 (84%) enrolled in the Eva platform.

Exchange in forum U- I: Orientation to the course generalities and concepts

For the intervention, guiding questions were established: 1) Any questions about the development of the course? 2) What reflection does the historical background of university extension and the relationship with the discipline of Nursing generate for you? 3) Aiming at teacher strengthening. What do you consider as strategic points to strengthen in the organization of the management of the Ext Univ in the Fenf? Ex: CRE, Information Integration, Links: External, University and non-University. 4) What reflection does the definition of extension of the Fenf deserve? Would it be necessary to adjust or consider the processes that lead to fulfill its expression?

36 doc participated, with presentations in one or more of the questions, respecting anonymity the identification of the answers is made with Initials of Name and Surname.

Congratulations on the interesting proposal, which allowed to share experiences and exchange knowledge with different realities of the country.

It was considered important to deepen on the topics and obtain the necessary tools to travel along the path of the EU considering it “fundamental to incorporate the student into the community” MF.

There is talk that “the visualization of the extension should be strengthened” JT and that the possibility of acquiring new knowledge is very rich. The initiative of holding a meeting focused on the exchange of knowledge is fundamental, being able to reach an agreement between different conceptions depending on the current context. It was stated that “University extension is a fundamental pillar for the approach of the University to society, from another perspective with paradigm shifts, to make the whole society have access to it” JL. “The evolution of Extension has gone hand in hand with (social) political decisions” SG.

According to the historical review of the EU: “the exposed antecedents demonstrate the path traveled and clarify the elements and tools we have to generate a starting point on the road to build” BM.

It was emphasized that in the discipline of nursing the development of the EU has been very important, allowing to expand and strengthen the knowledge and links outside the university and to get involved with organizations and disciplines that contribute to the development of individuals.

In relation to the historical review, it is concluded that it is not possible to understand the EU function without knowing its historical background in order to relate them to nursing.

The importance of work, interdisciplinary and interdepartmental, was highlighted, since it is of great importance along with our role, to work together with other professionals, actors and social referents, necessary for the construction of responses to existing needs, interests and problems, generating a comprehensive and humanized attention, with the holistic approach that characterizes us.

A topic considered relevant was that of the 10 credits that were granted to the EU in the 2016 Curriculum, in addition to the fact that “all teachers of clinical practices must have EU activities as part of the subject approval and teacher assessment requirements” DB.

It was highlighted that the training, updating and deepening of the US theme is very necessary within the framework of the new 2016 Curriculum and trigger for proposals.

“In the new Curriculum 2016, the curricularization of the extension is an instance important and necessary” CO.

It was noted as the first time a course on the U.S. had been held, adding that “Since the formation this pillar was not strengthened, which now has the opportunity to strengthen from the teaching role promoting the implementation and application of the extension in the New Curriculum” NG.

“In my experience as a student I must say that I do not remember having taken into account the function of Ext within the functions of the University professional” GIVES.

From another point of view it is considered that extension was always carried out: “Surely we always carry out extension! I am generation 80 and in those years, we did a lot of work in and with the community” SR. Clarifying that, although without visualizing the importance of extension; it does not mean that we did not carry out activities regarding this function.

The idea is reaffirmed by expressing “Today and as a teacher I have asked some students if they identify the extension function and unfortunately, I see that despite the passage of time some of our students still do not know what the EU is” GIVES.

It is added that day by day paradigms are changing, social policies and this leads to the EU is conditioned to new realities.

It is proposed to be able to combine teaching, research and extension in practical experiences such as strengthening and revolution in the Fenf being a challenge to promote this pillar, generating integral practices, highlighting that exchanging knowledge regarding extension allows us to enrich our knowledge, empower us of our role and above all strengthen it with society and with other teams. “The training of the Lic in Enf in degree, postgraduate needs the integration of the Extension” MF.

Exchanges in the U II Forum - Territory and extension

How important is the territory for the work in Extension?

17 (28%) participated; proposing to be of extreme importance for the profession the relationship of the territory with the Extension. “They are proposals that go hand in hand and together both territory and extension, that is, that one of the other could not exist” CO.

“Curricular incorporation and extension work to the training student will give tools to strengthen professional development” JL.

The issue of territory is broad, complex and a great challenge, it is necessary to know their needs, limitations of the team. Mainly from the doc-student role interacting with the population, configuring reality, which is constantly created and recreated; being essential as professionals to manage the territories.

By way of conclusion “Having knowledge of all the elements mentioned that make the “territorial management” would allow the insertion of the group of teachers and students from the first experiences with the populations in a way in which the extension would be based on respect for other knowledge.

The experiences held in these territories would make visible the contribution of our discipline, as well as a better and adequate systematization accompanied by a relevant evaluation process.

Achieving changes, as well as the generation of knowledge is imperative and necessary for the improvement of the quality of life of our citizens” MA.

Exchange in FORUM U II integrality-Limits and potentialities

What are the limits and potentialities of the Faculty of Nursing in the promotion and development of integral practices?

13 (22%) participated, highlighting in the Fenf the great integration between extension and education, where the promotion and development of integral practices arises, achieving the articulation between them with other disciplines. Another potential is the progress in dtos and venues with the integration of other actors towards a common end.

We talk about the holistic concept of the profession, defining health as a right, considering social determination as a key factor when we participate in the health and disease process of the community we care for and of which we are part.

“The potential that Nursing has to work on integral practices is the essence of the discipline itself. Care, in its genesis and development, is built collectively so that makes it have an integral look where contributions are made from different actors with their different looks and positions” SG.

It is highlighted that the concept of EU, refers us to a flexible, broad characterization and as a starting point for the development of integral practices, from the interaction in the educational act.

It is cited from the book "Integrality: tensions and perspectives" [4], which refers to the fact that integrality implies working in the territory, interacting, as an example, with public policies.

As a necessity, it arises that it must be overcome, covered and reached more places and accompany the students in each project.

By way of conclusion, it is expressed that, perhaps, it is necessary to advance in the integral vision of the different departments through which students travel.

In the 2016 plan, these objectives have been integrated, proposing a more active student, committed to their teaching-learning process, with participatory methodology.

In this context and with these proposals, without a doubt that the faculty must be present, in the territory and all spaces, either through activities in the middle, as well as with integral extension projects and be able to strengthen all teachers so that our faculty as Carrasco said continues to be a "pedagogical beacon" [5] and thus not lose the integral perspective that has been achieved.

Evaluations: Assessments issued

45 evaluations were received, in whose contents related to the proposed Items were highlights:

1. Fulfillment of the objective: "Update contents and methodologies related to the development of the University Extension, in reference to the discipline Nursing".

It stands out: 28 (62%) express that the objective was adequately met, managing to update knowledge and incorporate new ones.

2. Methodology used (Time, days, schedules, tools, bibliography, etc.): This item is completed in 24 of the evaluations (53%). In 21 of them (47%) it is considered adequate, emphasizing as a strength the possibility of participating in two schedules and in 10 (22%) the participation from all venues is valued.

In 24 of them (53%) they indicate that the proposal, evaluation tools and meetings were adequate, guiding, dynamic, adjusted to reality, promoting the exchange of knowledge.

They mention as relevant the inclusion of Forums on the platform, highlighting in 5 (11%) an adequate use of it, while in 2 (4%) they express difficulty in its use.

The literature in 16 (36%) was adequate and interesting and for 17 (38%) it was excessive.

3. Topics addressed: In 40 (89%) the topics are considered adequate, important, necessary, broad, strengthening the exchange, with a view to Nursing, current approaches and interesting personal experiences. As negative in 2 (4%) they perceive that there were few approached but loaded.

4. Development of the course (exhibitions participation and exchange): In 20 (44%), it is considered that the development of the units with an adequate approach allowed the strengthening exchange, valuing the different perspectives and knowledge.

In 19 (43%) it is understood that the presentations were clear, with contributions and level of excellence; in 2 (4%) state that the methodology was a generator of enthusiasm deepening the theme. Finally, in 3 (7%) the good anchoring in concrete activities, systematization of experiences and time for exchange stands out.

5. Future proposals and elements to add: As the largest proposal in 14 (31%) refer to the formation of groups and include in the thematic units the development of extension projects, promote the participation of different actors, greater workload, participation of teachers and students of others faculties and guests from abroad. In the same number of evaluations, the replica of the course, or training continues to integrate all venues.

As a negative factor in 2 of them (4%) the short time of the face-to-face meetings is mentioned, as well as presentations of activities carried out in the different venues.

Another 4 (9%) propose to include students and generate spaces for the design of extension projects. Adding in another 2 (4%) the integration of extension and research.

Articles

The articles presented are based on one of the topics addressed, in order to propose it for publication in the *Uruguayan Journal of Nursing*.

With the shipment of the article, the criterion for accreditation was considered fulfilled.

Through reading considering the rules of the journal, appraisals of its content are made, returning them to the authors and being available to be received again before being sent to the journal.

17 articles are received, prepared by 35 teachers, 6 single-person 7 in a team of 3 teachers and 4 in a team of 2. In general, all the issues were considered as well as the relationship between them and the EU.

In the contents it stands out: In some cases, the impossibility of being treated separately for the development of the same.

A greater link towards the disciplinary perspective from the curricular development.

Concern remains about the knowledge and development of the EU as a function of the Udelar.

7 topics were developed with 3 different methodologies (Table 1).

Theme	Methodology		
Infirmery	Reflection (2)	Practice	Narrative
Extension	Reflection (3)		Narrative
Territory	Reflection	Practice	
Interdiscipline	Reflection (2)		
Integrality	Reflection (2)		
Exchange of knowledge	Reflection		
Systematization		Practice	Narrative
Total: 7	11	3	3

Table 1: Topics and methodologies developed in the articles.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

12 sub-themes are distinguished, reiterating 4 of them as for the contents are diverse, but all are identified to the topics (Table 2-8).

Subtopics	Contents
Education	Process - Teacher training - Adaptation of the form of study Higher education with sustainable knowledge - Teacher Development - Curricular recognition - Educational links of the subject.
Society	- Extension Expansion - Political Ethical Dimension - Pedagogical - Methodological - Student commitment.
Pandemic	Epidemiological situation. - Covid-19 and University - Context.
Management	-Planning - Strategy - Health Policy - Networking - First level of attention - Reference and counter-reference.
Feeding	- Breastfeeding - Unsatisfied feeding - Popular pots.

Table 2: Topic: Extension: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Education	- Teaching-learning process - Student pedagogical proposal - Integrality of knowledge - Integral Formation.
Pandemic	- Comprehensive interventions.
University	- Research function - Extension process.
Activities	- EFI - Professions - Professional role from the story - Educational.

Table 3: Theme: Integrality: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Society	-Socio-educational links.
Teacher	-Collective responsibility - Visualizer of difficulties - Empathy.
Student	-Inter-trans disciplinary challenge.

Table 4: Topic: Interdiscipline: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Education	- University reflection
Society	- Health promotion – Social participation - Interaction
Activities	- Participation - Extension - Promotion and prevention

Table 5: Topic: Exchange of knowledge: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Society	-Socio-economic and health policies.
Pandemic	-Health context.
Management	-Approach - Territorial Organization of Work (RAP) - Intervention.
Teacher	-Development Promotion and prevention - Collaborative planning.

Table 6: Topic: Territory: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Education	-Health education - Learning exchange space - Teacher tutoring - Knowledge generation - Experience.
Pandemic	- Health Emergency - Vulnerable people - Promotion - Prevention measures.
Activities	- Promotion strategies - Teleconsultation - Vaccination - Networking - Self-care - Student internships - Palliative care - Internship program 2019.
Areas	Health - Seniors - Community Nursing - Breastfeeding - Adolescent - Pediatrics. -Maternal and child nursing.

Table 7: Topic: Nursing: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Subtopics	Contents
Knowledge production	- Recovery of the lived - Experience - Activity - Information obtained.
Strategies	-Analysis of experience.
Activities	-Extension - Health (promotion and prevention) - Udelar - Organizational – Educational.

Table 8: Topic: Systematization: Subtopics and contents.

Elaboration: Graciela Umpiérrez and Anaclara Romero. Sources: Reports of students of the course.

Analysis

Taking the figure of 76 teachers enrolled in the course and that in the platform are 64, 86% of those enrolled, invites us prior to other instances to strengthen the registration in the platform considering the different situations that prevent it.

The fact that most of them claim to have experience in the US and the feeling that the nursing discipline has been very important in the development of it, confirms that the profession has been developing this function, which is ratified by the fact that the greatest reason for

registration is to improve the professional level, although it would be necessary to consider that a quarter of those present are registered due to work requirements.

In the context of strengthening the function, it is understood that its historical evolution has gone hand in hand with paradigmatic and socio-political changes, reaffirming in turn that these elements of the development of the EU, which are changing day by day, lead to the EU is conditioned to new realities, also constituting a pillar in the approach of the University to society and that it is not possible to understand the EU function without knowing its historical background.

For this evolutionary process, nursing presents in its essence the potential for the development of integral practices, from the collective construction of care.

It is this framework the proposal of the course is considered interesting allowing experiences and exchange of knowledge with different realities of the country, reflecting on the main defining characteristics of the EU that contribute to the strengthening of teacher development in the EU, of the Fenf.

As well as promoting the implementation and application of the extension in the New Curriculum 2016, supported by the basis of transmitted experiences.

Among the topics considered most relevant for extension practice, the importance of the territory is mentioned and analyzed, understanding that both go hand in hand "that is, that one without the other could not exist", in addition territorial management is a relevant factor for the insertion of the group of teachers and students from the first experiences with the populations in a way in which the extension is based on respect for other knowledge.

The importance of work, interdisciplinary and interdepartmental, was also highlighted, since it is of great importance along with our role, to work together with other professionals, actors and social referents, which is necessary for the construction of responses to existing needs, interests and problems, generating a comprehensive and humanized attention, with the holistic approach that characterizes us.

Throughout the context, the importance of deepening on the different topics and obtaining the necessary tools to travel along the path of the EU was considered, considering it fundamental to incorporate the student into the community, from the curricular process of degree that in turn will give tools to strengthen professional development.

Confirming the idea about the importance of the realization of the course, strengthened with the reflections of the experiences raised, measuring the subjective interpretation, the senses and identification of key elements that potentiated or weakened the experience; allows to identify it as a strengthening of the teaching role that fosters the implementation and application of the extension in the 2016 Curriculum. Based on the consideration that the university extension was always developed, it is clarified that, without visualizing the importance of the function, which is not remembered to have been kept in mind as such in the student period, as well as the confirmation that despite the passage of the years some of the students still do not identify it.

Therefore, it was highlighted that training, updating and deepening in the subject of the EU is very necessary within the framework of the 2016 Curriculum, with the curricularization of the Extension will be the trigger for many proposals and ideas understanding that the training of the Lic in Enf in undergraduate and postgraduate needs the integration of the Extension, it is proposed to combine teaching, research and extension in practical experiences in the different services is a strengthening and a revolution, in which the Faculty is located, with the challenge of promoting this pillar, generating integral practices, emphasizing that exchanging knowledge regarding extension allows us to enrich our knowledge, empower us of our role and above all strengthen it with society and with other teams.

In this context, it arises as a need to overcome reaching more places and accompanying students in each project, as well as advancing in the integral view of the different departments through which students travel.

The formation of groups and include in the thematic units the development of extension projects, promoting the participation of different actors, greater workload, participation of teachers and students from other faculties and guests from abroad arise as proposals. In the same number of evaluations, the replication of the course, continuous training or implement presentations of activities carried out in the different venues are shared.

At all times, critical interventions were expressed, based on the experiences lived and those exposed, identifying key elements that continue to be factors of potentiation, as well as the relationship with other factors on the topics addressed, considered as strengthening.

As a negative factor related to the course the short time of the face-to-face meetings.

Finally, the systematization provides from the articles presented the richness of the looks towards the different topics related to the EU [6-8].

Conclusion

It can be concluded that the objective set for both the course and the systematization was met, since from the reflection elements that will strengthen the learning are determined, which will allow to improve the practice itself, as well as lessons learned that can be generalized giving continuity to the strengthening of the teaching development in the University Extension, of the Faculty of Nursing.

The development of the course facilitated the knowledge of characteristics to be considered as strengthening the teaching development in the EU of the Fenf, mainly among the participating teachers allowing to reflect on the importance and interest of the same, from the update of knowledge.

Participation with different perceptions and criteria gave contents that contributed to the reflection.

The development of the evaluations allows more than identifying the measurement of the process, to reaffirm the importance of evaluating from the perspective of those involved allowing a perception closer to the real one.

The experience of the development of topics, in a discipline where the writing of articles is not strengthened, gave it a nuance that went beyond the topics addressed and objectives set, allowing to encourage analysis, reflection and the same writing.

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