Abstract

This experience report had as purpose to describe the evaluation process in curriculum clerkship of nursing administration in the Nursing Course of the School of Nursing at the University of São Paulo, in the light of dialectical methodology. In this perspective, knowledge is constructed in three stages: síncrese, analysis and synthesis, in which the pedagogical task of the teacher is mediating the steps of mobilization, construction and synthesis of knowledge through the doubt and criticism. It was concluded that assessment of learning valued interpersonal relations and participation of the subjects involved, through the host and establishment of links in the process, encouraging the development of knowledge from the practice of creating problem situations constructive and meaningful, developing multiple competences.

Keywords

Nursing, Teaching, Learning.