Abstract

We present the results of a study that is part of the research project 421-A8-113 entitled "the educational and evaluative processes that lead to updating the curriculum degree in Nursing", which concerns the School of Nursing at the University of Costa Rica. It was approved by the Vicerrectoría of Investigation of the same educational institution. This research is part of the elements that provides research action in the classroom. The acting was that people enrolled in the course Dimensions of Knowledge in Nursing, located in the V cycle curriculum of the career degree in Nursing, which corresponded to 98 students, of which it selected a sample of 63 students which accounted for 64% of the population. For data collection, using the technique of the survey questionnaire and generate questions, as well as participant observation and field notes. The data obtained are confronted with the proposed curriculum of the School of Nursing as resolution DV-6479-98. The study showed that the experiences that take place in parallel workshops, was very important in the construction of new knowledge and the incorporation of this new cognitive structures, and teachers also need to develop educational materials that are developed from context historical, cultural, family and social life of the student to guide the teaching and learning processes; finally, the time (of course hours), physical space (classrooms) prevented real development of formative assessment.

Keywords

Educative investigation, nursing, curricular elements, courses.