

Playfulness in the environment of hospital classes: a review

O lúdico no ambiente da classe hospitalar: um estudo de revisão

Lo lúdico en el ambiente de la clase hospitalaria: un estudio de revisión

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This is an integrative review that aims to verify works published about the ludic in hospital classes between the second semester of 2015 and 2017. Sixteen studies were found in the databases Google Scholar, Scielo, and Capes. These researches were separated in two categories: the ludic as humanization and as a process of learning in the context of hospital classes. The findings have shown that the ludic can contribute to the processes of learning and humanization in the context of hospital classes, indicating how technological trends contribute for the processes.

Descriptors: Teaching; Leisure activities; Child, Hospitalized.

Esta é uma revisão integrativa que teve como objetivo verificar o que foi produzido acerca do lúdico no ambiente da classe hospitalar entre o segundo semestre de 2015 e 2017. Foram encontrados 16 estudos nas bases de dados do Google Acadêmico, Scielo e Plataforma Capes. Esses estudos se organizaram em duas categorias: o lúdico como humanização e como processo de aprendizagem no contexto da classe hospitalar. Os achados mostraram que o lúdico pode contribuir no processo de aprendizagem e humanização no contexto da classe hospitalar, apontando as tendências tecnológicas como fator contribuinte para tais processos.

Descritores: Ensino; Atividades de Lazer; Criança hospitalizada.

Esta es una revisión integrativa que tuvo como objetivo verificar lo que fue producido acerca de lo lúdico en el ambiente de la clase hospitalaria entre el segundo semestre de 2015 y 2017. Fueron encontrados 16 estudios en las bases de datos del Google Académico, Scielo y Plataforma Capes. Estos estudios se organizaron en dos categorías: lo lúdico como humanización y como proceso de aprendizaje en el contexto de la clase hospitalaria. Los hallazgos mostraron que lo lúdico puede contribuir en el proceso de aprendizaje y humanización en el contexto de la clase hospitalaria, apuntando las tendencias tecnológicas como factor contribuyente para tales procesos.

Descriptores: Enseñanza; Actividades recreativas; Niño hospitalizado.

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INTRODUCTION

The hospitalization process of children and adolescent is known to lead to anguish, both for the hospitalized and to their families. To decrease the intensity of these feelings, one of the actions carried out throughout the world was the creation of the educational environment for the hospitalized, which is called "hospital class". Education for hospitalized children is another possibility of educational practice, especially when seen as a feature that stands out in the process of inclusion of children in risk situations¹.

Historically, the first educational initiatives in hospitals took place in 1935, in Paris, with Henri Sellier, the minister of health of France at the time. To him, institutions of assistance could receive orphan children, and so they did, and a system to control the hygiene services was structured² to receive this public. This idea was an advance, and spread throughout Europe and the United States. As the second world war started, the need for creating institutions that could offer care to the orphans during the war, or for children separated from their parents³.

Years passed and, with them, the hospital class model underwent changes. Currently, it is set up as a school within hospitals, in which teachers carry out pedagogical processes for children of school age who are hospitalized. In Brazil, educational actions in hospitals started in 1902, when they were introduced in the National Insane Asylum of Rio de Janeiro. Then, the children were received in the Pavillion - School Bourneville⁴.

The inclusion of hospitalized children and adolescents is legally consolidated in the country by the hospital classes, which allow for the educational process to continue, considering the feelings, needs, and rights of the hospitalized children, who deserve respect and understanding. The hospital education, while dealing with pedagogical issues, also has the responsibility of strengthening human bonds and social relations, aiming to promote the health of hospitalized children and adolescents⁵.

In Brazil, school education within hospitals was consolidated as special

education, which was intended to serve children with physical or mental disabilities. This may have been the so-called embryo of special education in the country, and the hospital class was a type of Inclusive Special Education offered to children who were hospitalized and, therefore, could not go to regular school⁶.

This environment has the support of the toy libraries, which according to the Federal Law 11,104, are spaces the hospitals need to have, and offer pediatric care for hospitalized children, and are places in which playful experiences take place, making it so the hospitalization environment is more adequate for learning, since these can happen together with hospital classes⁷. Playing is the right of every child, even those who are hospitalized. Children in hospitals have to change their habits drastically. They are away from school, home, from their friends and toys, and, depending on the illness, can never play.

The teachers of the hospital class can carry out various activities with the children, though they depend on their clinical conditions and disposition. Usually these activities have a playful character, and open up space for recreation and interaction between the children, while debunking the idea that a hospital needs to be a cold and sad environment, since this education focuses on the student as the patient in the perspective of an inventive subject, who can adapt to what is new and leave behind the chains of victimization⁸.

From 2011 to 2015, the lack of financial policies and the poor physical structures were the main challenges the teachers of hospital classes found as they tried to carry out pedagogical work that tried to be playful. It was also found that playing and learning can happen in the same pedagogical action, whose objective is the learning process of hospitalized subjects, a process in which the teaching-learning process is mediated by playfulness⁸.

Proposing playful activities throughout the hospitalization of children and adolescents is an effective strategy to diminish emotional vulnerabilities that come

from hospitalization, such as fear and anxiety, common and recurring feelings for those in this situation. When a child or adolescent faces a space dedicated to playful activities, that can decrease tensions, which means that fear and anxiety will offer space for moments of pleasure and interaction with others, since, in this space, the wellbeing of the individual is also a preoccupation⁹.

Visible changes took place in the area in the educational area through time, and teaching practices that seek improving the learning processes have been re-signified. This is a result of many factors, among which the inclusion and/or strengthening of playful strategies in a school context, leading to satisfactory results which stem from the possibility of creation, adaptation, and reinvention, all carried out in fun ways, encouraging the development of the child when it comes to learning and to the subjectivity of children towards and with reality.

Thus, games and playtime stop being seen as mere hobbies or as things that are "not serious", and start being considered relevant, which involves the active participation of children and teachers^{10,11}.

To this end, carrying out a survey about the studies produced regarding playful strategies used in hospitals become relevant, which we do here using the following question: How are ludic actions in the context of hospital classes being treated in scientific productions?

To answer that question, this study aims to verify works published about the ludic in hospital classes between the second semester of 2015 and 2017.

METHOD

This is an integrative review¹² on the ludic on the context of hospital classes. Integrative review studies contribute to the process of systematization and analysis of results and to the understanding of a specific theme, respecting its stages of the process of elaboration¹². From this perspective, it can be seen that the use of integrative reviews is made not only for the development of policies,

protocols, and/or procedures, but also influences critical thinking about everyday practices¹³.

The first stage of this study was a survey of studies about ludic activities in hospital classes, including researches available online between the second semester of 2015 and the second semester of 2017. The search tools used were: Google Scholar, SCIELO, and the Capes platform. These databases were chosen due to their high reach regarding libraries on the subject.

The Portuguese version of the following descriptors were used: playfulness/ludicity in hospital classes, playful ness/ludicity in hospital pedagogy, and hospital toys. These descriptors were used because they are the names used to refer to playful strategies in hospital classes, and had to be present in the titles and/or abstracts of the investigations.

Due to the low number of journals found in the initial analysis, were considered scientific articles published in national and international electronic journals, articles presented in the annals of symposiums and that were published in their entirety, as well as monographs, dissertations, and theses.

The following criteria were adopted to select the studies, in addition to the presence of descriptors: all types of studies (original, literature review, experience report, and others); whose abstracts and full texts were available for analysis; that were published in Portuguese since the objective was verifying the national context.

The resource "exact term" was used for collection, together with the descriptors chosen. After this selection the studies had their contents read and analyzed based on Content Analysis¹⁴, and categories representing the different types of texts were created.

RESULTS

Sixteen studies were found regarding the ludic in hospital classes. It was found that the studies are well-distributed through the regions of the country, most publications being from the north, according to Table 1.

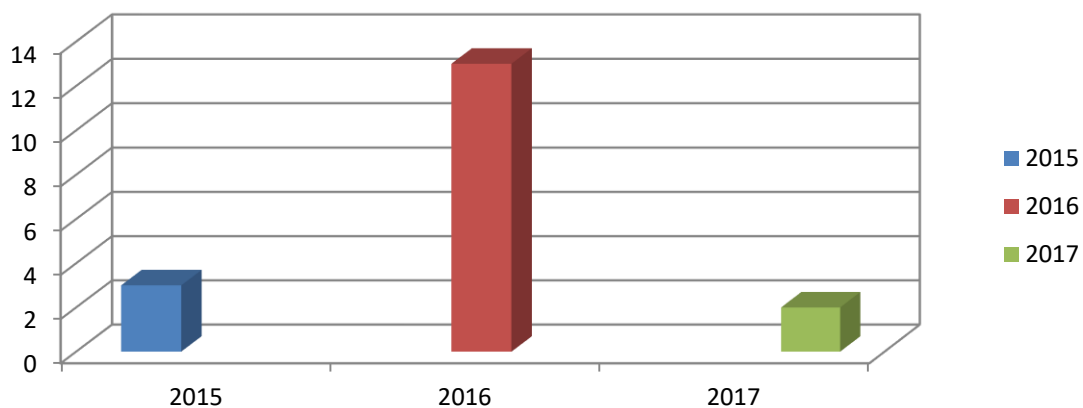
Table 1. Publications of articles on the theme of ludic strategies in the hospital environment according to the publishing region. Araçatuba/SP, Brazil, 2018.

Region	Number of studies
North	4
Northeast	2
Midwest	2
Southeast	3
South	2
International publications	3

Regarding the year of publications, it was found that the year 2016 had the highest

number, as Chart 1 indicates.

Chart 1. Year of publication of articles on the theme of ludic strategies in the hospital environment. Araçatuba/SP, 2018.



According to the material found in this survey, the modalities of the study were divided as follows: nine scientific articles published in electronic journals, three articles from the annals of events, two graduate end of course monographs, and one master's degree dissertation.

Later, each study was read, with the objective of transforming them in a group of significant information about the hospital pedagogical process, thus grouping them in an analysis unit. To do so, two categories were created, which were: *playfulness as a process*

of humanizing hospital classes; and playfulness as a process of learning in the hospital class environment.

DISCUSSION

Playfulness as a process of humanizing hospital classes

Seven works comprise this category, dealing with subjects that reflect experimentations that use ludic strategies as a source of inclusion and humanization of the subjects who attend hospital classes throughout their hospitalization process, as Table 2 shows.

Table 2. Publications from the category - *Playfulness as a process of learning in the hospital class environment*. Araçatuba, Brazil, 2018.

Place of publication	Title	Objectives	Methods	Author / Year
Universidade Estadual de Londrina	A inserção do lúdico no ambiente hospitalar para crianças e adolescentes***	Analyzing and describing the importance of playfulness in the hospital scope	Exploratory and bibliographic research	Nogueira 2016
"Revista Educativa" Journal	Brincar e aprender em hospitais: enfrentamento da doença na infância*	Checking the role of playing as a pedagogical device in the development of the hospitalized child	Non-participant observation, interviews registered in "logbooks"	Silva, Silva 2016
XII Seminar of Electronic Games Education, and Communication	Jogos digitais nas classes hospitalares: desbravando novas interfaces**	Presenting experiences that involve digital games in the activities carried out during hospital classes	Experience Report	Neves, Alves, Gonzalez 2016
Revista Sentidos da Cultura	O jogo da trilha pedagógica na unidade escolar abrigo João Paulo II: sentidos da aprendizagem nas inter-relações pessoais e inclusivas*	Utilização de um instrumento lúdico-pedagógico no desenvolvimento cognitivo e social dos alunos a partir dos mitos que permeiam o imaginário amazônico	Observação - participante	Pombo 2016
Revista Internacional de Organización Educativa y Liderazgo	Pedagogia hospitalar: pacientes de Ala Psiquiátrica vivenciam atividades lúdicas, pedagógicas e recreativas, a partir de uma visão humanista que contribui para uma melhor qualidade de vida*	Investigar a importância de os pacientes vivenciarem atividades lúdicas - educativas	Pesquisa-ação; pesquisa bibliográfica e observação-participante	Costa 2016
Enfermagem em foco	Câncer infantil: vivências de crianças em tratamento oncológico*	Conhecer a percepção da criança em tratamento oncológico sobre a vivência da doença	Estudo descritivo; observacional	Silva, Xavier, Oliveira, 2017
Universidade Regional do Noroeste do Estado do Rio Grande do Sul	As contribuições do brincar em um ambiente hospitalar***	Estudar as contribuições do brincar em um ambiente hospitalar	Pesquisa bibliográfica; aplicação de questionário	Garbinatto 2016

* Article published in an electronic journal **article published in the annals of an event***monograph ****dissertation

The understanding of the use of playfulness in the hospital classes is based on an understanding of the process of improving the health of children and adolescent in treatment, through ludic strategies¹⁵. Playing is an action that aids the children to overcome the difficulties offered by the state of their health, taking more advantage of the period of

treatment, establishing bonds by playing and being open for educational experiences, which make the stay in the hospital more pleasant and relaxed¹⁶.

One of the studies mentions digital games as a way to offer playful experiences, and states that, based on the reports of patients, the experiences with these games

offer good feelings of pleasure, diminishing anguish, anxiety, sadness, and the isolation caused during the hospitalization¹⁷.

The attention for the Young Adult and Adult Education (EJA) in the context of the hospital classes stands out not only because it is relevant, but also because it offers pedagogical attention for everyone. The game of trail, in this context, is said to be a methodology that stimulates in a pleasurable and motivating way the sharing of knowledge. In addition to being a game with specific characteristics, it also helps establishing bonds with between the teams¹⁸.

Projects for humanization in hospitals that involve the presence of pedagogical experts contribute for a better quality of life of patients, bringing art, playfulness, movement, and life to hospitals. This is leading to surprising results, as one of the texts analyzed indicates¹⁹.

Another theme discussed regarding the humanization in the works surveyed is related to the cancer diagnostic, and the hospitalizations that happens due to it, leading the child to be deprived of many things in their world, especially from play²⁰. The playful activities developed in the hospital class express, mainly through playing, improvements in the adherence to the treatment.

A research about how important playing is in a hospital environment²¹ considers that the playful practices present in the act of playing represent the life of the child itself. The ludic dimension needs to be present in any place, including hospital classes, since it is through playing that the child develops, recognizes herself, and assimilates reality. As a result, such factors will not be disregarded, even if the child is hospitalized.

It can be noticed, as a result, that the findings in this category show that playing is a viable way of humanizing, and creates a world in which experiencing new perspectives is worth it for children and adolescents who have the status of hospitalized patients. The ludic, consequently, has the role, within the

art of communication, of giving patients who are silenced the ability to escape from the ties that make them supporting actors in their formation routines, becoming the main actors⁸.

It has also been verified, regarding the impact of playing "make-believe" in the hospital context, that through this type of play the others can be seen as complete people, which was shown by the statements of physicians, nurses, parents, and by the children themselves. These statements regard the minute expressions of a type of play that can soften the tensions pervasive in this environment, offering the hospitalized subjects the opportunity of acting, despite the disease they have²².

The studies that make up this category raise the possibility of re-ordaining the senses and meanings that are usually marked by pain and anguish, opening space for mutual trust, and for gratifying debates, carried out with love. Without the shadow of a doubt, an environment filled with smiles and feelings reflects on the improvement of the clinical situation of the students hospitalized.

The studies have shown that as this environment becomes more playful, hospital routines become lighter (routines that are usually filled with clinical exams and other procedures) when the patients are involved in the activities.

These pedagogical actions promote the right of being free to know the world around us, to play for the sake of playing, and therefore work to defuse the anxiety while simultaneously attending to emotional and affective needs through physical contact, which directly contributes for the recovery of the child.

Playfulness as a process of learning in the hospital class environment

This category included studies that discuss aspects of playfulness as linked to the learning process in the context of the hospital classes. Nine studies presented in Table 3 fit in this category.

Table 3. Publications in the category - *Playfulness as a process of learning in the hospital class environment.* Araçatuba/SP, Brazil, 2018.

Place of publication	Title	Objective	Methods	Author/Year
University Federal do Mato Grosso	O papel do jogo nos processos de aprendizagem de crianças hospitalizadas****	Understanding the role of the game, considered as a mediating element, in the learning process of hospitalized children.	Semi-structured interview; participant observation; document analysis	Alves 2015
University Federal do Rio Grande do Norte	O brincar no contexto hospitalar e sua relevância na aprendizagem infantil***	Verifying the contribution of playing in the children learning process in a hospital context	Exploratory research; structured interview	Batista 2016
Centro Universitário Jorge Amado	A influência do lúdico no processo de desenvolvimento-aprendizagem de crianças hospitalizadas*	Analyse the influence of playfulness on the learning process of hospitalized children	Systematic observation; document analysis	Conceição 2017
Farociência Journal	O lúdico na educação das crianças hospitalizadas*	Developing a research on playfulness in the education of hospitalized children	Bibliographic search; semi-structured questionnaire	Rocha, Porfiro 2015
ARTEFACTUM Estudos em Linguagens e Tecnologia	Tablets na pedagogia hospitalar: reflexões e possibilidades de uso numa brinquedoteca*	Describing the use of the tablet from educational and non-educational perspectives regarding Hospital Pedagogy	Bibliographic research	Sousa, Pinel, Louzada 2016
SIMEDUC International Symposium of Education and Communication	A inclusão das mídias como estratégia da pedagogia hospitalar**	Presenting studies on the inclusion of media in teaching-learning processes of hospitalized children and adolescents	Bibliographic research, document analysis	Source 2016
WIE School computer workshop	Brincando e aprendendo: uma proposta lúdica de inclusão social e digital para pacientes de serviços de Oncologia Pediátrica**	Presenting the use of online games in conjunction with the contents presented in a hospital class	Participant observation	Santos, Santos, Gomes 2016
Journal from the Fundação Vida Cristã (Christian Life Foundation)	O brincar de crianças com doenças crônicas hospitalizadas*	Describing the play of children hospitalized due to chronic diseases	Applying the Knox pre-school play scale	Grigolatto, Sposito, Panúncio, Pinto 2016
Conexão Journal	As concepções de acadêmicos sobre práticas lúdicas em um projeto de extensão em hemocentro*	Presenting the perspectives of Pedagogy and Physical Education undergrads on the challenges and reflections of an extension project that is developed in a Hemocentro of the interior of Paraná	Intervention research, semi-structured questionnaires	Paula, Silva, Silva, Rodrigues 2016

* Article published in an electronic journal **article published in the annals of an event***monograph ****dissertation

Hospital classes and the Toy Library are considered as spaces for learning, playing, and developing, and games are the precursor and mediator of various processes among people, especially the hospitalized pupils, who attend

there. Such an environment encourages the development of bonds, the learning of rules, the scope of new experiences and the coping with illness and hospitalization²³.

Playing contributes significantly to child learning, collaborating with the procedures proper to the hospital environment and involving the hospitalised child in the universe of school learning²⁴. It was found that play has a positive influence on the process of development of sociocultural learning of children who are hospitalized, in addition to being a facilitator for them to adapt to routine, adhere to treatment, and during activities of the hospital class²⁵.

Playfulness in the education of hospitalised children is important both for recovery and in the teaching and learning process²⁶. In a thesis published in 2014²⁷ revealed possible uses for the potential of tablets (and related technologies) in the development and learning of people in a toy library. These gadgets are said to facilitate learning in school hospital pedagogy.

Two other studies also point out that the use of tablets will make them increasingly human, that is, its purpose depend on how it is used. It is an "thing and object", and as such, can mobilize knowledge in the learning process of hospital classes^{28, 29}, which confirms the potential of the using tablets and digital games as a source of fun in the learning process for hospitalized students.

The use of the Knox Pre-school Play Scale (revised and adapted culturally to Brazil), shows the existence of lags in the playful behavior for children in hospitals, meaning that it is important to encourage play in the atmosphere of the hospital class, as an attempt to minimize the symptoms of the pathology and the negative effects of the hospitalization³⁰.

An extension project resulting from a partnership between the courses of Pedagogy and Physical Education and the Blood Center involving hospital classes was the focus of another study and sheds light on the fact that playing allows for patient interaction, in a process of mutual teaching and learning, while it simultaneously gives new meaning to their practices³¹.

In general, playful activities span the social and artistic memories of human history, exercising an important function in the cognitive, motor, social, affective, emotional,

physical, and cultural development. The process through which knowledge is constituted passes through the dimension of play, considering that when playing, the child creates and recreates knowledge³².

As teachers reconcile systematized education with the classes of the hospital, they should realize that their work goes beyond those advocated and established legally by their training, that is, in the hospital environment the dimension of humanity holds great pedagogical value, since it becomes warm, fun, and pleasurable, a space that enables the process of learning.

Despite this, playful activities are not so often used^{8,22}, and therefore, they are suggested as a way to mitigate the negative consequences arising from the hospitalization. The use of toys and games should be considered a facilitator in educational issues regarding school content, especially in children's learning.

The findings that make up this category show that the playful as a facilitator of learning in the class hospital is increasingly waking a path that goes through the elaboration of activities that involve not only the content to be taught, but also involve the possibility of accessing digital environments, since the digital language is part of the lives of these children, despite being hospitalized. Therefore, through this perspective, is possible for them to change their patterns of thinking, and the way they think, act, and learn³³.

CONCLUSION

The period evaluated by this study is one of its limitations. However, it was found that many studies are divulged through scientific articles that are available online, in addition to being presented in symposiums. The number of dissertations and PhD theses was small.

This theme needs to receive more attention within universities, including post-graduation programs. The higher the number of places who consider issues of play within hospital classes as a field for conducting scientific and educational researches, the higher the chances of attributing humane and pedagogical features to these hospital

environments, and higher the amount of scientific productions and the better the contributions to the field.

Hospital classes and toy libraries are highly attractive and have enormous potential for the humanization of hospitalized children and adolescents, since they are, most of the time, in anguish due to the hospitalization process. Therefore, any place where they can play and interact becomes attractive and humane.

The teachers that teach hospital classes certainly can use the spaces of the toy library, to work together in the development of activities involving situations that, through play, can lead the hospitalized students to solve any problems required.

This can lead to overcoming the traditional and instructional level, while also integrating, through playful and pedagogical activities, many possibilities, also leading to other ways to continue the school life of the hospitalized student.

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CONTRIBUTIONS

Júlio César Rodrigues took part in data collection and analysis, and in the writing of the article. **Regina Maria Rovigati Simões** and **Elaine Prodocimo** took part in the elaboration and design of the study, as well as in data analysis and review.

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