

**VALIDATION OF A GLOSSARY OF TECHNICAL TERMS:
CARE-EDUCATIONAL TECHNOLOGY IN THE NURSING
TEACHING-LEARNING PROCESS**

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Highlights: (1) Validation of a care-educational technology with a global CVI of 0.96. (2) Use of Paulo Freire's framework as the theoretical support for the study. (3) The glossary was validated by 23 expert judges in a single evaluation.

PRE-PROOF

(as accepted)

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ABSTRACT

Objective: To validate the educational health content of the glossary of technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology, according to expert judges. **Methodology:** Methodological research with 23 nurses, who were recruited through the virtual snowball method. Data collection took place in June and July 2024, using the Educational Health Content Validation Instrument, made available on Google Forms. The obtained data were submitted to content analysis. **Results:** The educational health content of the glossary was validated by expert judges, with a Content Validity Index (CVI) above 0.80 in all categories and a global CVI of 0.96. The feedback from the expert judges about the glossary indicates that it is educational, with clear and objective language, and light illustrations that spark the reader's interest in the presented topics. **Conclusion:** It is organized and composed of the main information regarding the consultation of technical terms, presenting relevance and practical applicability not only for students during the teaching-learning process but also for health professionals working in the areas of gynecology and obstetrics, breastfeeding, neonatology, and pediatrics.

Keywords: Validation Study; Educational Technology; Teaching Materials; Dictionary; Methodological Nursing Research.

INTRODUCTION

Education has been seeking contextualized ways to create or recreate teaching possibilities, facing the challenges that permeate the educational environment, and higher education is no different. There is a need for continuing education, directed towards new teaching methodologies and techniques (comic books, educational games, serialized albums, booklets, brochures, podcasts, e-books, and guides), to competently work in the teaching-learning process¹.

Continuing education for university teachers is extremely important, since these professionals need to constantly improve their activities, which directly reflects on the improvement of the didactic methods of the delivered content, the used pedagogical resources, and the activities carried out during teaching practice. In this scenario, it is evident

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that Freire's thinking, due to its dynamic nature, stimulates the critical sense of both teachers and students in various educational contexts, including the university setting².

Bibliographic research on the training of university teachers and the teaching methods they use, based on Paulo Freire's principles, pointed out the importance of the teacher realizing that practice involves planning and evaluation. Therefore, action and reflection on the pedagogical act are necessary. Another point is to understand the use of new technologies as tools that will assist in the teaching-learning process, since teachers will transform and innovate their knowledge by mastering technology³.

Teachers are not individuals who merely transmit information, but rather facilitators capable of providing scientific knowledge and reflections for the development of a critical citizen. To achieve this, they must master teaching methods and techniques, as well as have concrete training with theoretical and practical foundations, in order to ensure an improvement in teaching and learning³.

Improvements are justified from the moment the challenges surrounding higher education are recognized². In 2019, a study conducted at a public university in Bahia with higher education teachers pointed out some challenges in the context of university teaching. It highlighted the lack of materials (updated computers), poor physical infrastructure, constant absence of internet, and the lack of training for teachers to deal with new technologies, including active methodologies, whose potential can make classes more dynamic and engaging⁴.

In this regard, the use of Care-Educational Technologies (CETs) emerges as a facilitator of the teaching-learning process, based on the construction of collective and individual knowledge, providing the enhancement of skills. With the potential to provide information, clarify doubts, and reduce anxieties, it is achieved through educational materials such as brochures, flyers, and simulators, with the purpose of facilitating the work process, providing autonomy, and stimulating learning⁵.

As a branch of nursing knowledge, the caring and educational practice enables the creation, evaluation, validation, and use of technologies that can promote the autonomy of those involved during the act of caring-educating and educating-caring⁶. Specifically, in the maternal and child health area, research on the use of CETs is predominantly focused on women and their caregivers, addressing labor, puerperium, and breastfeeding⁷⁻¹⁰. The state of

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the art indicates a gap in research on the use of CETs aimed at higher education students, which could contribute to content comprehension and assist in the teaching-learning process and academic training.

With that in mind, the aim is to contribute to the academic training of nurses by investing in a CET that, drawing on knowledge related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology, can help stimulate critical thinking and facilitate the teaching-learning process.

The glossary emerges as a possibility for students to exercise empowerment in the teaching-learning process, since it constitutes a tool at their disposal to resolve doubts about the terminology surrounding pregnancy, childbirth, puerperium, breastfeeding, and neonatology, as well as to encourage the pursuit of knowledge.

According to Paulo Freire, teaching is not simply the transfer of content from the teacher to the student, but rather stimulating a critical and curious individual, who seeks access to knowledge on his/her own, through methods, techniques, and materials. Thus, he/she is someone who questions, who pursues, who consults various sources, dictionaries, materials, and computers, becoming the subject and protagonist in the quest for knowledge¹¹.

Based on Paulo Freire's principles on education, the importance of the current research should be emphasized, using a tool that will assist teachers, but especially students in the university context. In view of the above, the objective of this study is to validate the educational health content of the glossary of technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology, according to expert judges.

METHODOLOGY

Methodological research, which aims to investigate methods that will be developed, validated, and evaluated, with the objective of developing new instruments. This methodology may present, depending on the study, three phases or stages, which include the development of an educational technology, validation by expert judges, and approval by the target audience¹²⁻¹³.

The development of the glossary was carried out between the years 2021 and 2023, based on searches in the literature on the technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology. It is divided into five chapters, according to the

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following themes: pregnancy, childbirth, puerperium, breastfeeding, and neonatology. Photos provided by women depicting moments of pregnancy, childbirth, puerperium, breastfeeding, and the arrival of the newborn (neonate) were used for the illustrations on the cover and the chapters. These materials were edited using the free online graphic design tool named *Canva*, and the text was edited in the *Microsoft Word* application, version 2019.

In the current research, we will present the phase of validating the educational health content of the glossary by expert judges. The research was conducted in a virtual environment with the aim of reaching a variety of participants. In this study, WhatsApp was chosen because it is one of the most widely used mobile applications in the health area, and is known worldwide as a multiplatform for sending instant messages, where it is possible to send and receive various media files, such as texts, photos, videos, documents, location, as well as voice messages and calls, allowing thousands of people to have access to a wide range of information, including in the health area, quickly, easily, and conveniently¹⁴.

Nurses with experience in the area of operation or with a specialist title, with expertise in gynecology, obstetrics, breastfeeding, pediatrics, or neonatology, participated in this research as expert judges. In order to establish parameters for the selection of expert judges, the criteria proposed by Fehring¹⁵ were used as a model, with the areas of interest for the study being gynecology and obstetrics, breastfeeding, pediatrics, or neonatology. Thus, nurses who, according to the criteria, reached the minimum score of five points were sought (Figure 1). Specialists who agreed to participate but did not complete the instrument in full and submit it for evaluation by the established deadline, which was until July 31, 2024, were excluded¹⁶.

CRITERIA	SCORES
Thesis/dissertation/specialization in the area of interest*	2 points/work
Participation in groups/projects in the area of interest *	1 point/year
Teaching practice in the area of interest*	2 points/year
Professional practice in the area of interest*	2 points/year
Published works in the area of interest (in journals and/or event proceedings)*	1 point/work
Experience in the validation of educational instruments or materials*	2 points/year

Figure 1. Selection chart for expert judges in terms of nursing content.

Source: Adapted from Fehring's model¹⁵.

*Area of interest: gynecology and obstetrics, breastfeeding, pediatrics, or neonatology.

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A total of 27 potential participants responded to IVCES. Of these, four were excluded because they did not meet the inclusion criteria (three were not nurses and one did not reach the minimum score of five points to participate in the research). Accordingly, there were a total of 23 qualified expert judges.

This is a non-probabilistic purposive sample in which the population has a known probability of participating in the study, being a deliberate choice of the sample elements, which depends on the criteria and judgment of the researcher. In this type of sampling, the probability of selection cannot be calculated¹⁷.

Data collection took place between June and July 2024. The Educational Health Content Validation Instrument (IVCES, as per its Portuguese acronym) was used to validate the glossary, adapted from other studies on the validation of educational materials¹⁸⁻¹⁹.

The expert judges were recruited through the virtual snowball method, starting with the invitation to participate in the research, which included the link to access the IVCES tool. The message was sent individually via *WhatsApp* by two nurses, who were key informants.

After receiving the invitation, the participants clicked on the provided link and were redirected to *Google Forms*, where the Free and Informed Consent Form (FICF) was on the first page. The survey only continued after confirming their agreement with the form. Participants received a copy of the FICF, automatically sent to their email, after completing and submitting their responses to IVCES.

Next, the judges had access to the glossary and the data collection instrument. The instrument comprises 24 items, subdivided into the following categories: content, language, illustrations, layout, organization, relevance, and practical applicability in the teaching-learning process, scored with the values 0=disagree, 1=partially agree, and 2=totally agree.

In addition to these items, the instrument explores the characterization of the research participants (expert judges) through sociodemographic data (sex, age, and race), education, and professional experience (degree, time since graduation, area of operation, years of experience, and scientific output in the area of expertise). The instrument also includes a space for feedback, with suggestions and criticisms regarding the evaluated items.

As regards the analysis of the IVCES data, the Content Validation Index (CVI) was used, determined by the sum of responses “partially agree” and “totally agree” (scored with values 1 and 2) for each item, divided by the total number of judges. In addition, the CVI for

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the categories was also calculated by averaging the CVI of each item in the specific category. In turn, the Global CVI was obtained by summing all the CVIs of the categories and dividing by their total number²⁰⁻²¹.

From this, an agreement level of 0.80 or higher was adopted as acceptable for the glossary, since this is the index indicated by the literature on content validation¹⁸. Items that showed indices below 0.80 were reformulated according to the suggestions given by the participants.

The analysis of the feedback with participants' suggestions and criticisms regarding the glossary involved categorization according to their similarities. To that end, content analysis (CA), proposed by Bardin, was used, which, through systematic and objective description procedures, aims to obtain indicators (quantitative or not) that allow the inference of knowledge related to the conditions of production/reception (inferred variables) of messages²².

There are different analytical processes for applying CA at the time of data coding, which also vary according to the researcher's approach. Directed CA was used for the analysis of the results of the current research, based on the pre-established categories of IVCES. In this process, concepts are used as guides for the initial CA codes. The codes are defined before and during data analysis and are derived from theory or from previous relevant research results²³.

In order to ensure the anonymity of all participants, their feedback was identified by the letter "E," followed by the number corresponding to the sequence in which the data was collected (E1, E2, E3, etc.).

The current research was conducted in accordance with the ethical principles of Resolution n.º 466/2012 of the National Health Council of the Ministry of Health, which addresses research involving human beings²⁴, and also complies with the guidelines of Circular Letter n.º 2/2021/CONEP/SECNS/MS concerning research conducted in virtual environments²⁵. It was submitted to *Plataforma Brasil* for review by the Research Ethics Committee, obtaining approval through Opinion n.º 6.835.982 and the Certificate of Presentation for Ethical Appraisal n.º 79744124.6.0000.5316, on May 20, 2024.

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RESULTS

The characterization of the study participants, the content validation index of the glossary, and the central category named “feedback: suggestions and criticisms from expert judges regarding the glossary” will be presented below, which emerged from the content analysis along with its respective subcategories: content, language, illustrations, layout, organization, relevance, and practical applicability in the teaching-learning process.

Participant characterization

The research involved the participation of 23 nurses as expert judges, predominantly female (n=21), white (n=19), aged between 31 and 39 years, with an average age of 38 years, and holding a master (n=9) or doctoral (n=7) degree. The average length of professional training was 14 years, with the minimum training period among the specialists being four years and the maximum 40 years. The average length of experience in their area of expertise was 12 years, with a minimum of one year and a maximum of 37 years.

Regarding the area of operation and/or expertise, 10 participants have training in care for women during the pregnancy-puerperal period; five have training in care for children and newborns; four have concurrent training in care for women during the pregnancy-puerperal period, care for children and newborns, and breastfeeding; three have concurrent training in care for women during the pregnancy-puerperal period and breastfeeding; and one has concurrent training in care for women during the pregnancy-puerperal period and care for children and newborns.

Glossary Content Validation Index

The material, entitled “Glossary – Technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology,” contains a total of 65 pages and is divided into five chapters, according to the topics: pregnancy, childbirth, puerperium, breastfeeding, and neonatology, respectively. The glossary is composed of the following parts: cover (with illustrations for each of the chapters), table of contents, acknowledgments, presentation, followed by the chapter, with its respective illustration and authors, as well as the technical terms in alphabetical order and the references used in it.

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The glossary was validated with a CVI above 0.80 in all categories and a global CVI of 0.96. The categories that achieved the highest CVI were language (0.98) and practical applicability in the teaching-learning process (0.98), showing that the language and writing style of the glossary are suitable and compatible with the target audience, and the definitions of the presented terms are also clear and objective.

The item “writing style suitable for the target audience” should be emphasized, which achieved the maximum score (1.00). It is also noted that the material has practical applicability in the teaching-learning process, showing a good level of agreement on this item (0.98).

Even the categories that obtained the lowest CVI scores, illustrations (0.92) and layout (0.92), had a level of agreement above 0.80 (Table 1).

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Table 1. Distribution of the Content Validation Index of expert judges according to criteria of content, language, illustrations, layout, organization, relevance, and practical applicability in the teaching-learning process. Pelotas, RS, 2024.

Variables	CVI*
1. Content	
1.1 Is the content scientifically accurate?	0.91
1.2 Is the content suitable for the target audience (nursing students)?	0.98
1.3 Is the division of chapters in the glossary relevant?	0.96
1.4 Is the sequence of chapters logical?	0.96
1.5 Does the presentation of content promote learning?	0.98
CVI* for the content category	0.96
2. Language	
2.1 Is the language used in the glossary suitable for the target audience?	0.98
2.2 Is the writing style compatible with the target audience?	1.00
2.3 Are the definitions of the terms presented in the glossary clear and objective?	0.96
CVI* for the language category	0.98
3. Illustrations	
3.1 Are the illustrations suitable for the glossary content?	0.96
3.2 Do the illustrations complement the glossary content?	0.87
3.3 Is the presence of each illustration in the glossary relevant?	0.93
CVI* for the illustrations category	0.92
4. Layout	
4.1 Does the used font make reading easier?	0.91
4.2 Are the colors applied to the text relevant and do they make reading easier?	0.89
4.3 Is the visual composition engaging and well organized?	0.96
CVI* for the layout category	0.92
5. Organization	
5.1 Is the glossary suitable for the teaching-learning process on the topics: pregnancy, childbirth, puerperium, breastfeeding, or neonatology?	0.96
5.2 Is the information well structured in terms of agreement and spelling?	0.98
5.3 Is the information on the cover, table of contents, acknowledgments, and/or presentation coherent?	0.96
5.4 Is the length of the chapters suitable?	0.98
5.5 Is the number of pages suitable?	0.96
CVI* for the organization category	0.97
6. Relevance	
6.1 Do the chapters cover key aspects that should be reinforced?	1.00
6.2 Does the glossary allow for the transfer and generalization of learning?	0.93
6.3 Does the glossary cover key terms for learning about the topics of pregnancy, childbirth, puerperium, breastfeeding, or neonatology?	1.00
6.4 Is the glossary suitable for use by any nursing student?	0.96
CVI* for the relevance category	0.97
7. Practical applicability in the teaching-learning process	
7.1 Does the glossary have practical applicability in the teaching-learning process?	0.98
CVI* of the practical applicability in the teaching-learning process category	0.98
Global CVI*	0.96

Source: Adapted from other studies²⁰⁻²¹.

*CVI – Content Validation Index.

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Feedback: suggestions and criticisms from the expert judges about the glossary

In IVCES, there was a space for the expert judges to provide feedback, with suggestions and criticisms regarding the material, in order to contribute to its improvement. All contributions were extremely important, enabling the necessary adjustments and corrections to be made.

Content

Regarding content-related feedback, the expert judges pointed out that it is well-developed, educational, and easy to use to assist in the teaching-learning process both in theory and in practice.

It is beautiful and very didactic. It will certainly help in many study moments. It is also easy to use. (E2)

I really liked it, especially regarding the newborn, addressing the primitive reflexes and explaining each one. As I read, I could visualize the content in practice. (E11)

The suggestions and criticisms from the expert judges were predominantly related to the content, with their comments aimed at adjusting, correcting, complementing, summarizing, and/or correctly defining the technical terms in the glossary, thus relocating terms that were in the wrong chapter and adding new terms that were important but were not included in the material.

I would associate the term “rooming-in” with the item “puerperium”. (E8)

Foley catheter – it is not a method of induction, but an instrument for it. It is called the Krause method, a “mechanical” method of induction that can be combined with other induction methods (misoprostol, oxytocin). (E23)

Language

Regarding the feedback on the language category of the glossary, the expert judges considered it clear, objective, and easy to understand.

It is nice. Language that is easy to understand, objective, maintains a logical sequence. (E9)

Language that is easy for the student to understand. (E17).

In the glossary language category, according to suggestions and criticisms, there was a disagreement between two expert judges, one of whom pointed out the need to make the language simpler and clearer, while the other thought it could be more robust and scientific in nature.

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Overuse of scientific terms can make it difficult to understand. For instance, Leopold's maneuvers (it was not very clear each of the maneuvers. It lacks simpler language). (E15)

I could use more scientific language, since students will be professionals. (E21)

Illustrations

The judges evaluated that the illustrations presented in the glossary are light and in line with the proposed material, sparking the reader's interest in the terms.

I found the images beautiful and in line with the proposed material. (E9)

The illustrations are so wonderful that they engage the reader, making him/her want to learn more about the terms. (E16)

The expert judges E15 and E17 pointed out that the glossary could contain more illustrations to make it more engaging. Conversely, E20 understands that there is no need to add more images, since it is not the purpose of this glossary.

It could have more images. (E15)

If there are small figures in some items, I believe it would be more engaging. Of course, not all definitions are relevant for figures. (E17)

Illustrations are marking the divisions of the chapters; I do not see the need to include other illustrations since the purpose of this glossary is to provide the definitions of terms. (E20)

Layout

Regarding the layout, suggestions and differing criticisms were listed concerning the use of lighter and darker colors and font changes. There were also comments related to text formatting and font size enlargement.

I suggest a layout change (font and colors), considering that students might print in black and white, I believe neutral colors could facilitate photocopying and printing. (E1)

I suggest larger letters. (E11)

I suggest lighter colors. (E17)

Organization

As for the organization of the glossary, the expert judges considered it to be well-organized, educational, and concise, providing the necessary information for consulting the terms.

The format is concise, providing all the necessary information, making it easy to consult. (E16)

It is very educational and well-organized material. (E20).

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Relevance

Concerning its relevance, the expert judges point out that the glossary is valuable not only for students but also for health professionals, covering many concepts that are essential for daily routines in a practical, direct, and quick way.

It will be an excellent support not only for students but also for professionals in Primary Health Care. (E11)

Students can find responses to everyday questions in a practical and quick way. (E18)

Practical applicability in the teaching-learning process

According to the expert judges, the glossary is a material that has practical applicability and will assist both students in the teaching-learning process during theoretical-practical classes, as a way to complement the content learned, and health professionals who work with this target audience (pregnant women, puerperal women, and newborns), improving their professional practices.

It will be very helpful for students in the working field. It can be used digitally or, if the student prefers, printed as a little booklet. (E2)

The preparation of the glossary will greatly contribute to professional practice, as the health of women and newborns, although covered throughout all nursing undergraduate courses, leaves many gaps, causing professionals to feel hesitant in the job market when it comes to carrying out their activities with this specific population, not knowing the terms, their meanings, and their applicability to practice. (E19)

Wonderful material! Rich in vocabulary and will help not only students but also professionals working in the field! Congratulations on the development. (E23)

DISCUSSION

The use of CETs emerges as a new resource in the nursing and health areas with the objective of unifying care and teaching practices for the production of knowledge. Therefore, the construction and validation of educational materials aim to contribute to an individual's health-disease process, as well as to the teaching-learning process, strengthening the autonomy of the subjects involved and their empowerment in the pursuit of knowledge⁶.

Accordingly, materials that are evaluated and validated, especially regarding content and appearance, provide greater support and confidence to their target audience. In addition, the participation of qualified expert judges can increase the credibility and acceptance of

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educational technologies, allowing their recommendations to be gathered for the qualification of the material^{7,19,26}.

A total of 23 nurses, predominantly female (n=21), participated in this study as expert judges, including doctors (n=9), with training in care for women during the pregnancy-puerperal period (n=10). The average age was 38 years, with an average professional experience of 14 years and an average length of operation in their area of expertise of 12 years.

Similarly, a study on the development of a booklet as an educational technology for pain relief during childbirth involved the participation of 24 judges in the content validation stage. All were nurses (100%), with an average age of 40.4 years, exclusively female (100%), working in the teaching area and specializing in women's health, obstetrics, prenatal care, and childbirth, with an average of 15.5 years of experience⁹.

The glossary was validated by expert judges, showing a CVI above 0.80 in all items and categories, as well as a global CVI of 0.96. Based on this, similar studies involving the validation of educational materials on the thematic areas of pregnancy, childbirth, puerperium, breastfeeding, and neonatology were also validated^{7-9,13,19,26-28}.

A study on the development and validation of an educational brochure for health and well-being in the postpartum period was validated regarding content by 26 specialists. In a single evaluation, it obtained a global CVI of 0.80⁷.

Another methodological study on the validation of an educational brochure for parental co-participation in terms of promoting breastfeeding was validated by 31 expert judges, showing a global CVI of 0.92 regarding content and a global CVI of 0.97 regarding appearance²⁷. Similarly, a methodological study on the development and validation of an educational brochure for a breastfeeding support room was validated by nine expert judges and obtained a global CVI of 0.81 related to content⁸.

In the current study, in IVCES, the expert judges could provide feedback, with suggestions and criticisms regarding the material in each of the categories: content, language, illustrations, layout, organization, relevance, and practical applicability in the teaching-learning process. In terms of content, following the recommendations of the expert judges, adjustments and corrections were made to terms that were incorrect, incomplete, and/or

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lengthy, as well as the relocation of terms that appeared in the wrong chapter and the insertion of new terms, based on the current scientific literature recommended for the topics²⁹⁻³⁴.

A study on the development and validation of a brochure about care for premature infants during the hospital discharge process, carried out with 13 expert judges, pointed out that they judged it necessary to restructure information, add new information, and modify technical terms. Accordingly, the proposed recommendations were considered for the adjustment of the final version of the educational brochure²⁸.

In the glossary now validated, the language was considered clear, objective, and easy to understand. The use of accessible language aligns with the theoretical framework designed by Paulo Freire, who points out that the duty of the writer is to have simple writing that makes reading easier for the reader, without giving the reader ready-made responses and making the text comprehensible³⁵.

Regarding the glossary content, the expert judges pointed out that it is well-prepared, didactic, and easy to use, aiming to assist in the teaching-learning process. The illustrations are considered light, according to the proposed material, and they spark the reader's interest in the content. Furthermore, the material has practical applicability in the teaching-learning process both for students, as a way to complement the studied content, and for health professionals who work with pregnant women, puerperal women, and newborns.

Concurrently, a study conducted with the objective of creating and validating an educational brochure for healthy eating during pregnancy found that 22 judges evaluated the content and illustrations as relevant for motivating and educating the target population, in addition to agreeing with the applicability of the educational material for the clinical practice of nursing professionals¹³.

Discussing the layout of the glossary in this research, the suggestions and criticisms were related to increasing the font size of the text. A review of the text formatting was carried out, and the font size was maintained following the standard of the Brazilian Association of Technical Standards, where the standardized font is 12³⁶, as used in the glossary. Regarding the font color, the dark magenta 2 used, as well as the suggested color (black), contrasts with the white tone of the paper. For this reason, it was decided to keep it. Additionally, in the future, if the student wishes to print it, there is the option of black and white printing.

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In line with the above, the methodological study on the development and validation of a brochure on care for premature infants during the hospital discharge process, whose target audience consisted of 20 parents and/or guardians, pointed out that they requested an increase in the font size of this brochure; however, this suggestion was not considered, as the CVI was above average and generally judged as satisfactory by the other participants²⁸.

When evaluating the organization, the expert judges indicated that the glossary contains essential terms and information according to each chapter, being evaluated as organized, concise, and educational. Concerning the illustrations, it was suggested to include more images to make it more engaging, which was not considered, since it is a glossary. It is important to emphasize that the material was validated globally by the expert judges in a single evaluation, obtaining all CVI categories above 0.80.

Oppositely, research on the development and validation of the brochure content on chemotherapy treatment for children with cancer was validated after two rounds of evaluation. In the first round, the brochure obtained a global CVI of 0.78. A total of 10 judges participated and pointed out, regarding organization, that the information was not well structured in terms of agreement and spelling. The information on the cover, back cover, abstract, acknowledgments, and/or introduction was not coherent, and the sizes of the title and topics were not suitable¹⁹.

In the same study, regarding the illustrations, the judges encouraged the use of more images that clarified the adverse effects of chemotherapeutic drugs. As a result, all suggestions were accepted. In the second round of evaluation, eight judges participated, and the brochure was validated with a CVI above 0.80 in all categories and a global CVI of 0.92¹⁹.

In the current study, in the relevance category, the expert judges considered the glossary to be a material of extreme importance, helping in daily routines in a practical, direct, and quick way. In this sense, a study on the development and validation of an educational handbook for caregivers during labor and childbirth pointed out that nine experts considered it a relevant and timely tool to work with caregivers who intend to assist in natural childbirth, coherent from an educational point of view, and recommended for circulation in the scientific area of obstetrics²⁶.

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Thus, the process of creating and validating educational materials is essential, as it is through this process that the certification of the content being shared will be granted, thus ensuring, through evaluators, the effectiveness of the material made available for use³⁷.

CONCLUSION

The research allowed for the construction and validation of the glossary of technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology, according to the expert judges. The search in the literature for technical terms relevant to each of the topics. Based on other validation studies, It is highlighted the importance of adapting the IVCES tool and applying it to the expert judges to validate the educational health content of the glossary and reformulate the material, according to participants' suggestions and criticisms.

The characterization of the expert judges who participated in the validation of the health educational content of this glossary indicates that they are competent and qualified professionals according to all selection criteria proposed by this study. The results of the current research show that the health educational content of the glossary of technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology was validated by the expert judges, with a CVI above 0.80 in all categories and items of the IVCES tool, in a single evaluation, and also showing a global CVI equal to 0.96.

It is noteworthy that the categories that achieved the highest CVI were language (0.98) and practical applicability in the teaching-learning process (0.98), highlighting that the material is objective and easy to understand both for students and health professionals, thus contributing to the teaching-learning process and applicability in daily practice.

The feedback from the expert judges was mainly focused on the content category, pointing out that it is suitable and relevant to the target audience (nursing students). They also suggested the inclusion and correction of terms and concepts, indicating a desire for authentic educational material that addresses specific aspects of the areas covered in the glossary.

The recommendations of the expert judges allowed the necessary adjustments and corrections for the qualification of the material to be made. In addition, Paulo Freire's theoretical framework made it possible to uncover the use of the glossary based on the educator's principles, such as encouraging student autonomy and empowerment, since it

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provided material that favors the development of knowledge and learning, without giving them something ready-made, so that they have to access, search, and pursue it themselves.

As a suggestion and proposal for subsequent studies, the validation of the glossary by the target audience will enable its use by nursing students as a study material during theoretical-practical classes, as a way to assist in consulting technical terms related to pregnancy, childbirth, puerperium, breastfeeding, and neonatology, resolving the main doubts and contributing to the teaching-learning process by stimulating the quest for knowledge and the training of critical, reflective, and empowered nurses. Additionally, it is intended to publish and disseminate it digitally within the academic community.

As a limitation of the study, it is pointed out that the glossary was validated in full, since it is believed that validation by chapters (pregnancy, childbirth, puerperium, breastfeeding, and neonatology) would have allowed referral to specialists in specific areas. In addition, the length would have become more engaging for the participation of a larger number of expert judges.

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