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Review Article

Copious teaching methodology in nursing-quality improvement

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ABSTRACT

The concepts and techniques for instruction that teachers will use to help students learn the things they need to know make up a teaching method. These tactics are influenced by the subject matter to be taught and the learner in different ways. Nursing is a multifaceted technique that combines science and art. Teaching new nurses the finest patient care techniques as well as critical medical terms for diagnosis, sickness treatment, and medication administration are part of the job of a nurse educator or Nursing lecturer. Nursing students can be taught using a variety of methods both in the classroom and in a clinical setting. You may enhance student engagement, retention, and skill-building as a nurse educator or nurse lecturer by reviewing the tried-and-true teaching techniques.

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1. Introduction

The main goal of nursing education is to improve learning and memory retention. Similar to general education, nursing education uses a variety of teaching strategies that are appropriate for various student levels and groups. A variety of teaching techniques are used in the classroom and in the clinical setting since nursing education includes both theoretical and practical components. Students' learning is sparked and guided by the instruction. Essentially, instruction aids in pupils' knowledge acquisition. And comprehension, cultivate abilities, attitudes, values, and appreciation, and bring about a shift in behavior. The most popular teaching techniques can be divided into two categories: classroom and clinical settings.¹

2. Teaching Methods at the Classroom Setting

There are variety of teaching methods which can be used by the teacher for teaching theory and skills in the classroom

setting. These are broadly classified as:

1. Teacher centred teaching methods.
2. Student centred teaching methods. These are presented graphically underneath.²

3. Lecturer Method

3.1. Definition

It is a teaching strategy in which the instructor makes an effort to clarify concepts for the benefit of the pupils. While the students are passive listeners, the teacher is an active participant. The teacher speaks to the class in a very constant manner. The class takes notes while listening, writing, and jotting down ideas and data to remember and reflect on later. The majority of the time, students keep their conversations with the teacher during lectures. It only works one way. The students might ask a few questions to further clarify a concept, but there is typically no discussion. It has undergone numerous alterations as it is utilised in nursing education.³

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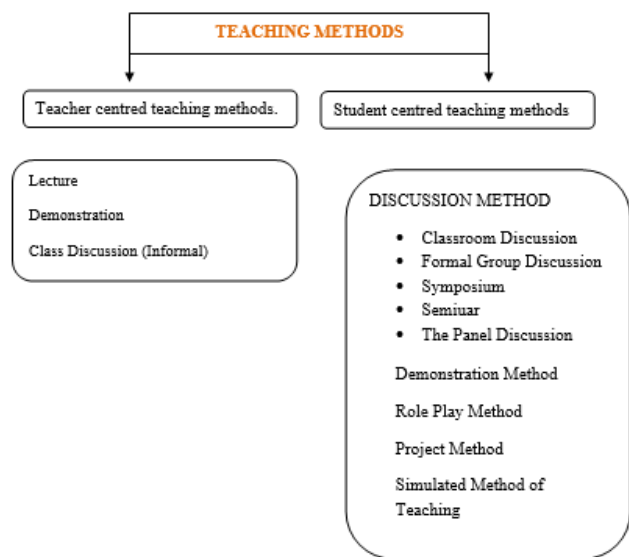


Fig. 1:



Fig. 2:

3.2. Advantages of lecture methods

1. It is cost-effective because one teacher can educate many students at once, something that is impossible with other techniques. It saves a lot of time and makes it simple to finish the syllabus in a short amount of time.
2. It makes the teacher's job easier. Less effort is required on the part of the instructor to prepare her lessons, and she is free to develop the presentation as she sees fit.
3. She doesn't need to bother about showing how to do something.
4. It is useful for disseminating accurate information and highlighting its essential components.
5. The teacher feels more secure as a result.
6. Avoiding interruptions and diversions.⁴

4. Demerits of the Lecture Methods

1. Provides very little opportunity for student activity, unless the teacher takes special care to make the class interesting.
2. Does not facilitate learning of how to solve problem.
3. Offers limited opportunities for checking learning progress, whether the students are attending and understanding all that the teacher is explaining.
4. The interests, abilities, and intelligence of students are not taken care of.
5. Does not allow individual pace of learning.
6. Has low receptivity. The rate of imparting information by the teacher may be too fast for the learner to get necessary connection of thought.⁵

4.1. Methods to increase the value of this approach

1. Refrain from verbatim reading from the lecture notes.
2. Talk to the students while maintaining eye contact with them so that their attention can be sustained.
3. Create a solid lesson plan that includes an introduction, major headers, subheadings, figures, key facts, and closing remarks.
4. Employ plain language. The kids should have little trouble understanding the vocabulary and language. During or right after class, the key topics should be reiterated in an alternate language.
5. In order to make it easier for the pupils to take notes, present the material in an organised way.
6. Utilise audiovisual tools wisely to enhance idea communication.
7. Use examples and illustrations appropriately.
8. Ensure that all viewpoints are presented fairly.
9. Many perspectives and theories.
10. During the presentation, allow for brief interruptions where students can offer provocative, interesting, and problem-solving questions.
11. Allow time for questions and clarifications at the conclusion.
12. Connect your lessons to the ward and community contexts in which students are positioned for their educational experiences.⁶

5. Discussion Method

Discussion method is a method of considering various facts about the topic under consideration; understanding of these facts by studying their relationships and drawing out conclusions of the facts and their relationship studied.

5.1. Merits of discussion

The merits of discussion method of teaching are stated underneath. It helps in:

1. A stimulating thinking process

2. Pooling of knowledge, ideas, and feelings of several persons
3. Analysis and integration of facts, ideas, and concepts
4. Rationalization of facts and thus promotes intelligent learning. r learning together, sharing responsibilities and interests. r developing team spirit in teaching-learning process. r discovering talented students.⁷

6. Disadvantages of Discussion Technique

1. Both teachers and students must put in more time and effort.
2. It might lead to pointless debates.
3. It could lead to unpleasant feelings and emotional tension.
4. r Discussions could be dominated by a few students.
5. r The conversation can veer off course.
6. Not all topics are appropriate for it.⁸

6.1. Forms of discussion (Conversation)

The conversation can take place in a formal group setting, a classroom, or during a symposium, panel, seminar, or conference.

6.2. Discussion in the class

You may understand why this belongs to the teacher-centered approach by looking at the example given. This way of engaging the class in conversation is informal. If the class size is manageable, the teacher could occasionally choose a particular topic in which the entire class will participate as a single unit. In this scenario, the teacher assumes the role of a leader, introduces the subject, and facilitates and guides the debate. A student might occasionally assume the position of a leader. Typically, the teacher makes a note of the key points on the whiteboard or may ask a student to do it.⁹

6.3. Group discussion informally

Large group discussion follows small group discussion in a formal group discussion. When there are more students present or when it would be beneficial to address different facets of a subject, it is preferable. The instructor may serve as the discussion's moderator at first. She gives a brief introduction to the subject and outlines the discussion's goals. She assists the pupils in grouping into three to five small groups. An organizer and a recorder are chosen by each group. Each small group in the subgroup discusses the subject. The group conversation is started, coordinated, and directed by the leader. The discussion points are recorded by the recorder. All the groups rejoin as one huge group at the conclusion of the given period, which cannot exceed 30 minutes. Each small group's leader or recorder gives a report; the teacher then facilitates the group discussion,

clarifies important topics, and concludes.¹⁰

6.4. Symposium

The symposium is a type of conversation in which two or more experts systematically present papers or speeches to an audience on an issue or different facets of a problem under the guidance of a chairman, followed by a general discussion.¹¹

6.5. Seminar

A symposium and a semi-annual seminar are both methods of group discussion. It is frequently applied to college and university students. Higher level pupils in the schools may also use it.¹²

7. The Definition of the Panel Discussion

The panel discussion method of instruction involves having four to six or eight students or other participants discuss a given topic, issue, or problem in front of a potential overly large audience.¹³

7.1. Conference

Conference as a teaching strategy is somewhat comparable to class discussion; however there are fewer students involved. To enable possibilities for discussion after the formal lecture or to address a chosen subject or situation, the teacher typically divides the large class into small conference groups. Additionally, the approach is employed as a pre-visit conference and a post-visit conference, respectively, before and after an observation visit. Other educators may be employed by the speaker to oversee the conference groups. She must work as a team and communicate the conference's goals to all of the participating teachers.¹⁴

7.2. Demonstration method

A demonstration is an exhibition and explanation-based teaching strategy. It suggests presenting a planned sequence of activities or tools to a group of students for their observation. Each article's salient characteristics, practicality, effectiveness, and every stage of a process and experiment are detailed. It goes beyond simple laboratory work. It combines classroom instruction with laboratory activity. In order to teach and exhibit, the teacher uses the classroom's demonstration table area. To explain the goals, materials utilized, underlying principles, and method of termination, among other things, some of the teaching is done prior to demonstration, some during demonstration, and some after demonstration. While the teacher is doing demonstrations, the pupils may or may not be present. Typically, students will make observations.¹⁵

7.3. Role play method

In order to facilitate debate among the entire class, role play is described as the spontaneous acting out of roles in the setting of clearly specified social situation(s) by two or more people. The role play is a vehicle for expressing one's thoughts and emotions regarding a particular social scenario, as well as what others may think, feel, and act as they do and what might be done to handle the circumstances through presentation and group debate. Thus, this technique can produce data regarding human behaviour and interpersonal relationships that aren't possible using more conventional techniques. For instance, students can role play nursing procedures, interpersonal concerns, gender sensitivity, large families, infertility issues, drug abuse, and other social issues; guidance and counselling; and interviewing techniques.¹⁶

7.4. Project approach

One of the most contemporary teaching approaches is the project-based learning approach, which looks at the curriculum from the perspective of the student and connects it to his needs and interests in the context of real-world circumstances. It suggests that educational activities should be directly related to students' needs and daily lives. The Pragmatic Educational philosophy of renowned American philosopher and educator John Dewey led to the development of this methodology. According to this viewpoint, kids should have a variety of rich experiences. Dr. William H. Kilpatrick is the creator of this approach.¹⁷

8. Conclusion

Teaching-learning strategies The many classroom and clinical teaching techniques frequently employed in nursing education have been covered. The methods covered include the lecture, discussion, demonstration, role-playing, project, and simulated methods. To make teaching and learning more purposeful, efficient, and goal-oriented, all approaches should be accompanied by the appropriate audio-visual tools.

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10. Conflict of Interest

None.

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