

SECTION 15: PRINCIPLES & METHODS OF TEACHING–LEARNING

15.1 Course Syllabi

- 15.1.1 Course title: Principle and Methods of Teaching – Learning
15.1.2 Course Code: NPT 305
15.1.3 Course Credit: Theory 3 + Practical 2+ Clinical 0 = 5
15.1.4 Prerequisites: Semester III courses
15.1.5 Name of the faculty: Dr. Arnel Banaga Salgado
15.1.6 Office no: 534
15.1.7 Office timing: 08:30 am – 04:30 pm
15.1.8 Course duration and sequence:

Year	Semester	
First		
Second		
Third	I	II
Fourth		

15.2 Course catalog:

NPT 405 Principle and Methods of teaching – Learning

(3-2-0=5)

This course includes the philosophy and objectives of nursing education, concepts and principles of curriculum development, evaluation and guidance and counselling including methods teaching.

15.3 Course Learning Outcomes:

15.3.1 General:

This course aims to provide knowledge and opportunity to students to implement and incorporate principles and concepts such as teaching/learning styles, the educational process and outcome methodology.

15.4 Specific:

15.4.1 Knowledge: (A)

On successful completion of the course the student will be able to:

- Describe the philosophy and objectives of nursing education.
- Explain the selected learning theories and expected outcomes.
- Describe the impact of various learning styles on teaching and learning.
- Incorporate principles in the development of behavioral objectives and outcomes measures.
- Recognize the socio cultural factors that influence the teaching/learning process.

15.4.2 Skills: (B)

On successful completion of the course the student will be able to:

- Recognize the needs of the learners and facilitate appropriate learning environment
- Select appropriate communication strategies to provide health education to the diverse population.
- Demonstrate a beginning level of competence as teacher, counselor and consultant

15.4.3 Competence (C)

Autonomy and responsibility (C1)

- Demonstrate skills in providing competent individualized and group teaching.

Self-development (C2)

- Develop and optimize personal improvement and resourcefulness in teaching
- Demonstrate professional competence in planning, teaching and evaluating the teaching- learning process

Role in context (C3)

- Plan implement and evaluate the teaching –learning experiences of the learners.
- Use communication skills and appropriate teaching strategy to improve the learning in terms of student /client outcomes

15.5 Course content:

Week / Date	Topic	Content	Teaching-Learning Methodology	Hrs	Faculty evaluation
1 st week	Introduction to Principles & Methods of Teaching-Learning	Course syllabi, Course objectives and course content & mode of delivery and evaluation methods.	<ul style="list-style-type: none"> ▪ Discussion ▪ Finding resources-library search & Group presentation 	1 2	Asking questions
2 nd & 3 rd , week	Learning Theories	<ul style="list-style-type: none"> ▪ Introduction: Philosophy, Education – Definition of terms, ▪ Educational philosophies: Idealism, Realism Pragmatism, Existentialism ▪ Theories of learning: Behavioral, Cognitive, Humanist, Social learning & Adult Learning, and patient education: health promotion, health belief model. 	<ul style="list-style-type: none"> ▪ Self reflection: Writing one's own philosophy and sharing in pairs ▪ Lecture cum discussion ▪ Lecture cum discussion 	3 3	Quiz , asking questions & mid sem. exam
4 th & 5 th week	Learning styles on teaching and learning	<ul style="list-style-type: none"> ▪ Assessing learning needs; readiness to learn; Developmental factors; ▪ Motivation; internal, external factors in teaching and learning; ▪ Learning styles; traits of the effective educator. 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Lecture cum discussion ▪ Lecture cum discussion ▪ Quiz I 	2 2 2 1	Quiz , asking questions & mid / final exam Quiz I

6 th week	Principles in the development of behavioral objectives and outcome measures.	Establishing goals, objectives, Characteristics of goals and objectives, writing behavioral objectives, link objectives with appropriate educational methods;	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Preparation of objectives for a given course- Group work ▪ Written assignment 	2 1 1	Quiz , asking questions & mid / final exam Written assignment
7 th week		Evaluation of educator ; Evaluation process and product/ outcome, evaluation strategies/methods, evaluation tools/instruments- Classroom & Clinical (Tests Construction),	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	2	
8 th & 9 th week		The dynamics of teaching/learning process in varied settings and situations	<ul style="list-style-type: none"> ▪ Staff education, client education. ▪ Formal nursing education in University setting and clinical setting, ▪ Continuing education. 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Role play ▪ Lecture cum discussion 	
10 th &	Teaching strategies to promote health in a variety of populations	▪ Special population needs	Lecture cum discussion Quiz II	3	Quiz II
		▪ Mid semester continuous Assessment		2	
11 th week	Teaching strategies to promote health in a variety of populations	<ul style="list-style-type: none"> ▪ Audiovisual materials; ▪ Demonstration and role modeling. 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ 	3	Written assignment II
12 th week					
14 th week	Socio cultural factors that influence the teaching/learning process.	<ul style="list-style-type: none"> ▪ Role of gender, socioeconomic factors in teaching and learning. ▪ cultural factors (ethnicity) 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Value clarification exercise 	3	Quiz , asking questions & mid / final exam

15 th week	Competence as educator, counselor, and consultant	Developing critical thinking; values	▪ Lecture cum discussion	3	Quiz , asking questions & mid / final exam
16 th week	Practice teaching			7	Evaluation using practice teaching tool
17 th week	Practice teaching			7	
18 th week	Practice teaching			7	
19 th week	3	Revision			Asking questions

50% marks is allotted for continuous assessment and 50% for end semester exam.

Practice Teaching

Instructions to students:

1. Every student is expected to do **THREE** practice teaching session (Peer teaching) out of which one should be a demonstration of a clinical skill and the other can be a lecture combined with any other teaching method.
2. The duration of the lecture sessions will be **one hour** and the demonstration can be planned for **45 minutes** each.
3. The skill demonstration should be planned well in Advance with instructors responsible for clinical skills lab and the demonstration is done in the same lab.
4. Evaluation is based on the given criteria.

Practice Teaching:

1 Credit – Practice teaching by students = 1 credit,
SDL = 1 credit for faculty guidance.

15.6 Assessment: Grading system

S. No	Evaluation	Weightage
1.	Mid semester, Continuous Assessment Test & Test 1	30%
2.	Written assignment	10%
3.	Practice Teaching	10%
4.	Quiz	10%
Total		60%
End semester exam		40%
Total		100%

15.7 Text books (TB):

Author	Title	Published Year	Publisher
Bastable, S.B.	Nurse as educator: Principles of teaching and learning	2008 III Edition	Jones and Bartlett Boston
Billings, D.M., & J.A Halstead	Teaching in nursing: A guide for faculty	2009 III Edition	Saunders, Philadelphia
Neeraja KP	Textbook of Nursing Education	2003	Jaypee Brothers

15.8 Reference Books (RB):

Author	Title	Published Year	Publisher
O'Conner Andrea B.	Clinical Instruction & Evaluation: A Teaching Resource (NLN Series)	2006 II Edition	Jones and Bartlett Boston
Joyce B & M. Weil.	Models of Teaching	2004 VII Edition	Allyn & Bacon, Boston
Young Sandra D	Teaching Strategies for Nurse Educators	2009 III Edition	Prentice Hall
Keating Sarah B.	Curriculum Development & Evaluation in Nursing	2006	Lippincott Williams & Wilkins
Peter Cantillon, Linda, Hutchinson & Diana Wood	ABC of learning and teaching in medicine	2003	BMJ Publishing Group