

SECTION 8: PRINCIPLES AND METHODS OF TEACHING LEARNING

(Sem I & II)

1.1 Course syllabi

- 1.1.1 Course Title: Principles & Methods of Teaching–Learning
- 1.1.2 Course no: NPT 306
- 1.1.3 No. of Credits: Theory 3 + Practical 2 + Clinical 0 = 5
- 1.1.4 Course Prerequisites: Semester I: Theory 2 + Practical 1.5 + Clinical 0 = 3.5
Semester II: Theory 1 + Practical 1.5 + Clinical 0 = 2.5
- 1.1.5. Name of the faculty: Dr. Arnel Banaga Salgado
- 1.1.6. Place of office: Room 534
- 1.1.7. Office hours: 08:30 am to 04:30 pm
- 1.1.8. Course Duration and Sequence

Year	Semester	
First		
Second	I	II

1.2 Course Catalog

NPT 306 Principles and Methods of Teaching – Learning

(3-4=7)

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

1.3.1 Learning Outcomes

1.3.2 General:

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

1.3.3 Specific:

1.3.3.1 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 outcome measures.
- Recognize the socio-cultural factors that influence the teaching/learning process.

1.3.3.2 Skills: (B)

On successful completion of this course, the students 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

13.4.3 Competencies (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 for the learners.
- Use communication skills and appropriate teaching strategy to improve the learning in terms of student /client outcomes

1.4 Course Content :

Week	Topic	Content	Teaching Method	Hours	Evaluation
1 st week	Introduction to Principles & Methods of Teaching-Learning	Course description, 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 	<ul style="list-style-type: none"> ▪ Self reflection: Writing one's own philosophy and sharing in pairs ▪ Lecture cum discussion 	3	Quiz I , asking questions . Continuous assessment
4 th & 5 th week		<ul style="list-style-type: none"> ▪ Theories of learning: Behavioral, Cognitive, Humanist, Social learning & Adult Learning, and patient education: health promotion, health belief model. 	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	3	
▪ Continuous Assessment Test I				2	
6 th & 7 th week	Learning styles on teaching and learning	<ul style="list-style-type: none"> ▪ Assessing learning needs; readiness to learn; Developmental factors; 	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Lecture cum discussion 	2 2	Quiz II, asking questions . Final exam
8 th week		<ul style="list-style-type: none"> ▪ Motivation; internal, external factors in teaching and learning; 	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	2 1	
		<ul style="list-style-type: none"> ▪ Learning styles; traits of the effective educator. 			

9 th week	Principles in the development of behavioral objectives and outcome measures.	Establishing goals, objectives, Characteristics of goals and objectives, writing behavioral objectives,	<ul style="list-style-type: none"> ▪ Lecture cum discussion ▪ Preparation of objectives for a given course- Group work 	2 1	Quiz , asking questions Continuo us / final exam
10 th – 12 th week		link objectives with appropriate educational methods;	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	1	Assignment I
		Evaluation of educator ; Evaluation process and product/ outcome, evaluation strategies/methods, evaluation tools/instruments- Classroom & Clinical (Tests Construction)		2	
	▪ Continuous Assessment Test II			2	
13 th – 18 th week	Practice teaching I for 12 days 5-6 students per day			64	Practice teaching evaluation form
I Semester break and II Semester starts					
1 st – 3 rd 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 	2 2	Asking questions & final exam Quiz III
4 th week		<ul style="list-style-type: none"> ▪ Special population needs 	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	2	

5 th -7 th week	Continuous Assessment Test III			2	
	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 	2	Assignment II
8 th – 10 th week	Practice teaching II: Skill teaching 6 days for 32 students			32	Skill teaching evaluation checklist
11 th – 12 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 	2	Quiz , asking questions & mid / final exam
13 th & 14 th week	Competence as educator, counselor, and consultant	Developing critical thinking; values	<ul style="list-style-type: none"> ▪ Lecture cum discussion 	3	Quiz , asking questions & mid / final exam
15 th – 17 th week	Practice teaching II: Skill teaching 6 days for 32 students			32	Evaluation using practice teaching tool
18 th week	Revision			3	Asking questions
19 th week	End semester examination				

Practice Teaching

Instructions to students:

1. Every student is expected to do **TWO** 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.

1.5 Assessment Grading system:

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

1.6 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	2012	Saunders, Philadelphia
Neeraja KP	Textbook of Nursing Education	2007	Jaypee Brothers India

1.7 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	2015	Allyn & Bacon, Boston
Young Sandra D	Teaching Strategies for Nurse Educators	2015	Prentice Hall
Keating Sarah B.	Curriculum Development & Evaluation in Nursing	2015	Lippincott Williams & Wilkins
Peter Cantillon, Linda,Hutchinson& Diana Wood	ABC of learning and teaching in medicine	2010	BMJ Publishing Group