

Use of Multiple Teaching Learning Strategies and Their Effectiveness in a Private Nursing College: A Student Perspective

Khairunnisa Sadruddin Uttanwalla¹, Shahzad Inayat²

¹Principal and Associate Professor, Isra College of Nursing Islamabad Campus, Lehtrar Road, Phase-II Frash Town, Islamabad, Islamabad Capital Territory, Pakistan

²Assistant Professor, Isra College of Nursing Islamabad Campus, Lehtrar Road, Phase-II Frash Town, Islamabad, Islamabad Capital Territory, Pakistan

*Corresponding author: Khairunnisa S Uttanwalla

| Received: 09.03.2019 | Accepted: 18.03.2019 | Published: 30.03.2019

DOI: [10.21276/sjmps.2019.5.3.8](https://doi.org/10.21276/sjmps.2019.5.3.8)

Abstract

Objective: To determine students perspectives about effectiveness of teaching learning strategies used by nurse educators. **Study Design:** A cross- sectional study. **Place and Duration:** Isra College of Nursing Islamabad from June 2017 to September 2018. **Methodology:** A Structured questionnaire, including demographic information and questions regarding use of teaching learning strategies, was used. To assess the students perspectives about the effectiveness of these strategies five-point likert scale was used which include from marking point 1 for not effective to 5 for very effective. Data was analyzed using SPSS version 22. **Results:** Mean age and standard deviation of the participants was 28.5 ± 4.7 years respectively. In total, 36 students participated out of which 11 (30.5%) were male, whereas 25 (69.5%) were female. The most effective teaching learning strategy student perceived was case scenario and 77.8% found it very effective followed by group teaching which was found very effective by 47.2% of students, However the least effective strategy was cooperative teaching because only 11% of the students established it as effective. **Conclusion:** This study concluded that student perceived case based teaching as most effective teaching learning strategy than other educational methods, however students also forechoose the use of multiple teaching learning strategies for overall group learning.

Keywords: Nursing students, Nurse Educators, Teaching learning strategies, case Scenario.

Copyright @ 2019: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

INTRODUCTION

Education is fundamental for human beings to move in the right direction. The real meaning of education is not to create a student who is literate also to nurture critical thinking tendencies in the student. In order to take critical decisions, student must be self directed and knowledgeable [1]. For the nurses working in the field of nursing, the skills and clinical knowledge has become crucial element to care for ill and to help families of patients [2]. Nursing students should be prepared enough in their study period to work competently in the divers, extremely intricate and ever shifting situations and environments. Since nursing students are supposed to provide care and perform in real life situation, hence their skill set should be unique. To provide effective, safe and competent care to patients' critical thinking is vital [3]. Nursing faculties and educators have responsibilities to offer useful guidance and facilities for better learning of the students.

It is the professional obligation for nurse educators to create such an environment in the class

room where critical thinking enhances. What the students are learning is not only important but how the students are learning is evenly important [4]. Teaching learning strategies and methods that are traditionally used by nurse educators should be replaced for lifelong learning. Educational strategies that promote learning by doing are effective and produce lasting effects. Nurse educators use strategies' for teaching what they believe are best for students learning. This is why any strategy that is used without eliminating the objectives of the session considered is fruitful. Implementation of effective strategies in the educational institution empowers people and also aid in overall development of the country [5]. A research study documented that utilizing more creative teaching strategies like portfolios, web based teaching, case studies and different other strategies, promote competencies in contrast to traditional strategies like lecture methods [6]. There are various teaching learning strategies for classroom learning, including web based, lecture method, laboratory, simulation, demonstration, discussion, symposium, problem based learning, case based learning, computer based instruction, self

directed learning and many more. However all these methods are not modern and promising. As far as innovation is concerned it depends upon teachers how they use instructional strategies to deliver lectures in class room setting.

In classroom setting students represents vast variety in terms of age, experience, and aptitude [7]. Nurse educator's needs to keep in their minds how these factors affect the thinking, actions and learning of students, and also help educators to develop strategies based on effective pedagogy principles [8]. No single strategy is thought to be effective; in fact consideration of multiple teaching learning strategies will cater the need of these diverse groups of learner [9, 10]. Therefore educational strategies should be comprehensive in order to increase student's involvement in self directed learning in order to enhance in-depth understanding of more complex phenomena. Consequently this study was planned to find out what different strategies nurse educators use in class room setting and how the students perceive the effectiveness of these strategies in terms of learning.

METHODOLOGY

Descriptive cross sectional study was conducted at a private college of nursing Islamabad Pakistan from June 2017 to September 2018. Population of the study was nursing students of Post Registered Nurse Bachelorette of science in nursing (Post RN BScN) year I. All the students from the

mentioned class (36) were included in the study. A self administered structured questionnaire was distributed to all the students at the end of class session. The questionnaire includes the demographic information of the students like age, gender, background qualification etc. There were questions relating to the teaching learning strategies used by nurse educators and how student feels about the effectiveness of these strategies. Students rated the effectiveness of these strategies against five point likert scale ranging as from 1 = Not Effective, 2 = Somewhat Effective, 3 = Neutral/No Opinion, 4 = Effective, 5 = Very Effective. The different strategies rated, were case scenario, Cooperative teaching, Reflective practices, Simulated Teaching, Group Teaching, Community project, Lecture, PowerPoint presentation, Question and Answer session and group activity. Data was analyzed using SPSS version 22 and presented using charts, tables. Frequencies and percentage of responses was calculated. The study was conducted under the full guidance of ethical principal, and ethic approval was taken from institutional review board and ethics committee.

RESULTS

Mean age and standard deviation of the participants was 28.5 ± 4.7 years respectively. The mean working experience along with standard deviation was 4.8 ± 1.2 years. The results about the gender distribution of the participants are shown in Figure-1.

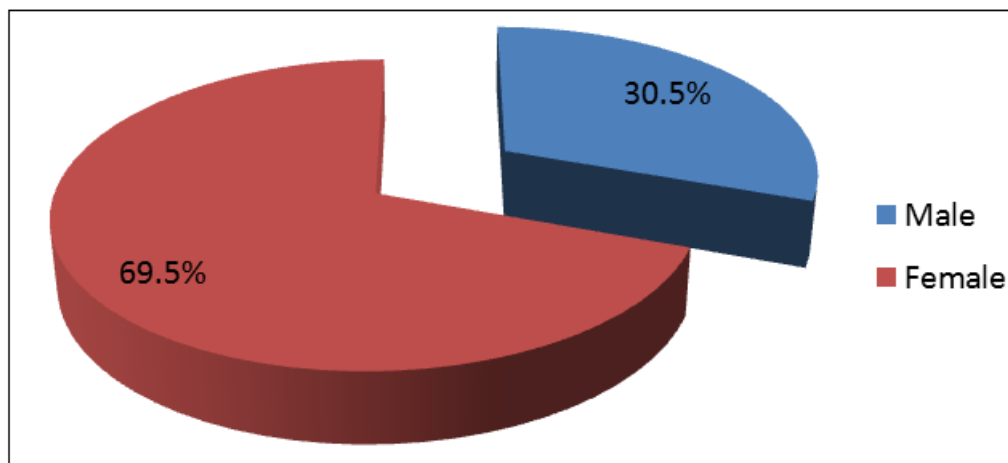


Fig-1: Gender distribution of study participants (N=36)

In the above diagram 11 out of 36 were male (30.5%), whereas 25 were female (69.5%). The results showed drastic variations about the strategies used by the nurse educators and perceptions of the students

about their effectiveness. The students only rated the five major strategies and the results are illustrated in Table-1.

Table-1: Perception of students about the effectiveness of teaching learning strategies used by Nurse Educators (N=36)

S#	Teaching learning strategy	Very effective F (%)	Effective F (%)	Neutral/ no opinion F (%)	Somewhat effective F (%)	Not effective F (%)	Total F (%)
1	Case scenario	28 (77.8%)	2(5.5%)	0	2(5.5%)	4(11.11%)	36(100%)
2	Group teaching	17(47.2%)	5(13.88%)	1(2.7%)	5(13.88%)	8(22.2%)	36(100%)
3	Reflective practice	16(44.4%)	0	0	10(27.7%)	10(27.7%)	36(100%)
4	Community projects	17(47.2%)	8(22.2%)	5(13.88%)	1(2.7%)	5(13.88%)	36(100%)
5	Cooperative teaching	4(11.1%)	10(27.7%)	5(13.88%)	10(27.7%)	7(19.44%)	36(100%)

In the above given table the results showed that the highly effective strategy that students perceive better for their learning is case scenario, whereas the least effective strategy was considered as the cooperative teaching. However reflective practices, community projects and group teachings were considered effective strategy by less number of students after case scenarios. A variety of reasons were given, but the most frequently cited reasons from the faculty for being effective were promotion of active learning and critical thinking. Other reasons included enhancement and reinforcement of learning, promotion of teamwork, and facilitation of problem solving, interaction with peers, incorporation of all learning styles and preparation of exams.

DISCUSSION

In the present study the participants reported that among all the strategies utilized by nurse educators in the class room, case based learning was most effective than any other strategies for their learning. In a study conducted by Fredholm Nilsson it was reported that problem based learning is one way that increased students awareness about the context of the problem and gave students an opportunity to learn in-depth about the problem through the given scenario [11]. The results of the current study are consistent with another study conducted by Majeed F, more than 71% of students gave feedback that case based teaching enhanced their learning in much better way than traditional lecture method. Among those 70% thought that case based teaching was useful to increase thinking and to generate their own ideas [12]. Several other researches also documented that student performed better after case based teaching methods [13-15]. In other researches done by different researchers who used questionnaires based on likert scale to get students feedback reported that students enjoyed case based learning because it increased their ability to think logically, improved their clinical reasoning and enhanced diagnostic interpretations [16-18]. One major advantage of this strategy is that student can apply critical thinking and can analyze in-depth more complex clinical situations.

In the present study the student, perceive group teaching or small group discussion as the second most effective teaching learning strategy for better learning. The results are similar to a research done by

Dupuis and Persky who made comparison of three different teaching learning strategies. The researcher reported that in clinical pharmacokinetics small group discussion was much more effective than large group discussion because students were much satisfied in small groups and their performance was excellent in small groups as compared to large groups [19]. In the current study students found least effective methods like book reading and cooperative teaching methods. The results are constant with the research conducted by Bonney KM who reported that traditional teaching methods like lecture giving and book reading in the class room setting was least effective than case based discussion [20]. Various teaching learning strategies have different impact on students learning. According to Pintrich PR students thinking about learning gain is fundamental and motivating factor for engagement in class room performance, so it is important to analyze any teaching learning method in such context [21].

CONCLUSION

From the results of this study it has been concluded that students can learn in a better way if nurse educators incorporate case based teaching learning strategy because it can improve critical thinking of students and augment reasoning, however consideration of multiple teaching learning strategies is essential for entire group of students because every individual has different learning style. The nurse educator should also emphasize the utilization of more advance methods than traditional educational methods.

Conflict of interest: None

Author's contribution

Khairunnisa Sadruddin Uttanwalla:
Conceive Idea, plan the study, Manuscript writing

Shahzad Inayat:
Literature review, Data collection Data analysis, Results writing

REFERENCES

1. Ruban, A. (2014). A Study on Innovative Teaching Learning Practices in Colleges; Conference proceedings; International conference on enhancing

- excellence, equity and efficiency in higher education, Chennai, India.
2. Kalaivani, A. (2014). Role of E-Learning in the Quality Improvement of Higher Education. *Journal Of Humanities And Social Science*, 19(11), 15-17.
3. Heaslip, P. (2008). Critical Thinking and Nursing. Thompson Rivers University, Kamloops, Canada.
4. Nabors, K. (2012). Active learning strategies in classroom teaching: Practices of associate degree nurse educators in a southern state. Department of Educational Leadership, Policy, and Technology Studies in the Graduate School of the University of Alabama, Alabama.
5. Jayalaxmi. (2016). Importance of innovative teaching methods an evaluative study of traditional and modern teaching techniques-a survey. *International Journal of Current Research and Modern Education*, 1(1).
6. Mary, S. S. (2014). Current pedagogical teaching strategies being used by educators at the Kwazulu - Natal college of nursing campuses Across varied subjects and their views regarding Innovative methodologies. A dissertation, Department of Nursing, Durban University of Technology, South Africa.
7. Rothgeb, M. K. (2008). Creating a nursing simulation laboratory: A literature review. *Journal of Nursing Education*, 47(11), 489-494.
8. Johnson, S. A., & Romanello, M. L. (2005). Generational diversity: teaching and learning approaches. *Nurse educator*, 30(5), 212-216.
9. Flanagan, N. A., & McCausland, L. I. (2007). Teaching around the cycle: Strategies for teaching theory to undergraduate nursing students. *Nursing education perspectives*, 28(6), 310-314.
10. Royse, M. A., & Newton, S. E. (2007). How gaming is used as an innovative strategy for nursing education. *Nursing Education Perspectives*, 28(5), 263-267.
11. Nilsson, A. F., & Silén, C. (2010). "You Have to Know Why": The Influence of Different Curricula on Nursing Students' Perceptions of Nursing. *Scandinavian Journal of Educational Research*, 54(6), 631-642.
12. Majeed, F. (2014). Effectiveness of case-based teaching of physiology for nursing students. *Journal of Taibah University Medical Sciences*, 9(4), 289-292.
13. Abraham, R., Ramnarayan, K., & Kamath, A. (2008). Validating the effectiveness of Clinically Oriented Physiology Teaching (COPT) in undergraduate physiology curriculum. *BMC medical education*, 8(1), 40.
14. Grossman, S., Krom, Z. R., & O'Connor, R. (2010). Innovative solutions: using case studies to generate increased nurse's clinical decision-making ability in critical care. *Dimensions of Critical Care Nursing*, 29(3), 138-142.
15. Vorderstrasse, A. A., & Zychowicz, M. E. (2012). Case studies for an accelerated bachelor of science in nursing pathophysiology course. *Journal of Nursing Education*, 51(6), 358-358.
16. Kawai, Y., Yazaki, T., Matsumaru, Y., Senzaki, K., Asai, H., Imamichi, Y., ... & Izawa, T. (2007). Comparative analysis of learning effect for students who experienced both lecture-based learning and problem-based learning in a complete denture course. *Nihon Hotetsu Shika Gakkai Zasshi*, 51(3), 572-581.
17. Hsu, L. L. (2011). Blended learning in ethics education: A survey of nursing students. *Nursing ethics*, 18(3), 418-430.
18. Flanagan, N. A., & McCausland, L. I. (2007). Teaching around the cycle: Strategies for teaching theory to undergraduate nursing students. *Nursing education perspectives*, 28(6), 310-314.
19. Dupuis, R. E., & Persky, A. M. (2008). Use of case-based learning in a clinical pharmacokinetics course. *American journal of pharmaceutical education*, 72(2), 29.
20. Bonney, K. M. (2015). Case study teaching method improves student performance and perceptions of learning gains. *Journal of microbiology & biology education*, 16(1), 21.
21. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. Prentice Hall.