PRINCIPLES OF TEACHING AND LEARNING

NSG322

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka
Vice-Chancellor

Foreword

As part of its vision of providing   education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.
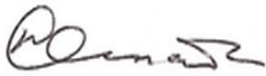
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

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About this course manual

PRINCIPLES OF TEACHING AND LEARNINGNSG322 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centreare structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.

- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing PRINCIPLES OF TEACHING AND LEARNING we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to PRINCIPLES OF TEACHING AND LEARNING NSG322

The course is designed to introduce you to concept of education, educational methodology and principles of teaching and learning. It will stress the skills necessary for you as a nurse to function effectively as a teacher and health educator in the primary, secondary and tertiary health institutions. The national policy and philosophy of education as they relate to nursing will be highlighted. The course is also designed to expose you to a variety of models for curriculum design and uses of elements in curriculum development. Selection and organization of methods and organization of methods and materials for curriculum implementation will be discussed. The role of National and International bodies in the pursuance of the goals of Nursing as a profession and of Nursing education.

Course outcomes

Upon completion of PRINCIPLES OF TEACHING AND LEARNING NSG322, you will be able to:

Outcomes

- 1.   Possess the beginning skills in teaching which is necessary for you to function in the health care delivery system.
- 2.   Identify a philosophy of teaching in nursing practice
- 3.   Plan, implement and evaluate the various educational programmes for client, family and community.
- 4.   Work effectively and collaboratively with nursing personnel in the primary, secondary and tertiary health settings.
- 5.   Identify elements of the curriculum and the relationship of elements in the process of curriculum

development.
- 6.   Utilize the knowledge of curriculum process in the development of a health educational problem.
- 7.   Identify the role of national and international bodies in the pursuance and the goals of Nursing as a profession and of the Nursing Education.
- 8.   Acquire knowledge and skills in evaluating self and others in the classroom and clinical settings.
-

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to "signpost" a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

Activity	Assessment	*Assignment*	Case study
Discussion	*Group Activity*	Help	Outcomes
Note	*Reflection*	Reading	Study skills
Summary	Terminology	Time	Tip

Study Session 1

Introduction to Education and Teaching

Introduction

In this study session, you will be introduced to the concept of education and how it relates to nursing. Since education is dependent upon a philosophy of life among other considerations, I will explain to you what philosophy is and its function and relationship with education. This will give you a clear picture of nursing education. It will assist you to understand subsequent discussion.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

1.1 Describe the concept of education .

1.2 Explain the meaning of philosophy.

1.3 Identify the relationship between education and philosophy of education.

1.4 Discuss the relationship between the philosophy of education and philosophy of nursing education.

Terminology

Education	Impartation or acquisition of knowledge, skills and attitudes which enables one to contribute to the environment.
Nursing Education	This consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nursing care professionals.
Philosophy	Philosophy is the study of the fundamental nature of knowledge, reality, and existence.
Philosophy of Education	This is based on the premise that all students are deserving of a holistic education.

1.1 Concept of Education

The first thing we are going to do is to define education. According to some learned people, the word "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training. A group of educationists say that it has come from another Latin word "Educare" which means "to bring up" or "to raise."

All these meanings indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man.

By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking.

1. Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".

2. Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

3. Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.

Webber's Dictionary defines Education as the process of training and developing knowledge, skill, mind, character and information especially by formal schooling or training.

Terrant J.S Defines education as the total process of human learning by which knowledge is impacted, facilities trained with skills developed.

Manneheim/K defines education as methods of influencing human behavior so that it fixes with the prevailing patterns of social interaction and organization.

Durheim – Defines education as the influence exercise by the adult generations on those that are not yet ready for social life.

Education draws inspiration and strength from the society and in term contributes to the growth, renewal and development of that society.

ITQ

Question

Give the definition of education as postulated by Socrates, Plato, Aristotle and Durheim.

Feedback

Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".
Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."
Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.
Durheim – Defines education as the influence exercise by the adult generations on those that are not yet ready for social life.

Types /Forms of Education

Education is categorized into formal and informal.

- Formal one is the western education/school.
- Informal is the family, group, community etc.; agencies – Homes, schools, communities and various communication media.

1.2 The Meaning of Philosophy

Now lets us try and define philosophy. Philosophy is an everyday way of thought used by ordinary people in every walk of life. He who faces happiness and misfortune, prosperity and poverty, health and sickness, with the same inward calm is a philosopher. Some have a purposeful, planned philosophy, either constructive or destructive. Each individual has a philosophy of life, that is, he has a set of standards and ideals which are based on principles that he has chosen as being acceptable.

When we talk about philosophy, we are really referring to the thoughts and ideas that began in Asia Minor around 600 B.C. The word "philosophy" comes from the Greek words phileo, which means "to love" and sophia, which means "wisdom." So "philosophy" literally means the "love of wisdom." Philosophy is a study of the principle of being, the origin, the nature and activities of all that is. It investigates the causes and reasons for all things.

Philosophy has been described in various perspectives:

- As the study of the principles being, of all that is – God, the world and man himself.
- As the study of the origin, the nature and all the activities of all that is.
- As the means through which man tries to understand himself and the world in which he lives.
- It investigates the causes and the reasons for all things.
- As a factor in supplying the answer to the "why" of all things. The aim of philosophy is to inquire into the wholeness of things.
- As the science of all things through their ultimate reasons and causes as discovered by the unaided light of natural reason.
- As man's guide in acquiring a concrete outlook on the world, on life and on human conduct

Activity 1.1

Philosophy has been described in various perspectives. Mention five of these perspective.

Feedback

Philosophy has been described as:

(i)   the study of the principles being, of all that is – God, the world and man himself.
(ii)   man's guide in acquiring a concrete outlook on the world, on life and on human conduct.
(iii)   the study of the origin, the nature and all the activities of all that is.
(iv)   the science of all things through their ultimate reasons and causes as discovered by the unaided light of natural reason.
(v)   the means through which man tries to understand himself and the world in which he lives.

1.3 Philosophy and Education

The philosophy of education is based on the premise that all students are deserving of a holistic education. This includes an education that will allow them to discover themselves, their strengths and weaknesses as well as their full potential. Students must be taught in such a way that they learn to become problem

solvers and analytical thinkers. Employing teaching and learning theories that allow the students to socialize during the learning process allows students to teach as well as learn from one another.

Philosophy and education are closely connected that one without the other is meaningless. Many bonds unite education with philosophy. These are:

a) **Natural bonds** – there is a natural association between the spiritual life and education, as well as between the ideals and the cultural standards of the adult generation. Pluto made the remark that "we must educate the young in order that we may hand on the torch of life to posterity"

b) **Logical bonds** – once ideals have been established, it may be said to follow logically that a system of education must be set up in order to perpetuate them.

c) **Social bonds** - education aims at the perpetuation of social institutions which are based on a philosophy of life and the progress of society.

d) **Cultural bonds** – culture embraces the sum total of people's accomplishment s, the ideals and the virtue after which they strive. Philosophy determines ideals. Culture in all its phases; including philosophy is transmitted through the institution of education.

e) **Human bonds** – psychology, or the dealing in human relationships, is the basis for education. A recognized of education is to develop the personality of the ideal that will best serve as a model for his education. If education is not supported by all that is fine and noble in human nature, it ceases to be education, it descends to the lowly levels of mechanical activity.

f) **Religious bonds** -- philosophy and education are joined by religious bonds in addition to other bonds. Education realizes its finest expression, man attains not merely an ordinary philosophy of life in religious education but a philosophy inspired from on High.

List the bonds that unite education with philosophy.

Feedback

Activity 1.2

a) Natural bonds
b) Logical bonds
c) Social bonds

d) Cultural bonds
e) Human bonds
f) Religious bonds

1.4 Philosophy of Education in Nigeria

1. A nation's policy on education is government's way of realizing that part of the national goals which can achieve, using education as a tool. No policy on education, however, can be formulated without first identifying the overall philosophy and goals of the nation.

2. The overall philosophy of Nigeria is to:
   (a) live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principal of freedom, equally and justice;
   Promote inter-African solidarity and world peace through understanding.

3. The five main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on education, are the building of:-
   a) a free and democratic society
   b) a just egalitarian society;
   c) a united, strong and self-reliant nations;
   d) a great and dynamic economy;
   e) a land full of bright opportunities for all citizens.

4. In Nigeria's philosophy of Education, it is believed that:-
   - education is an instrument for national development, and the interaction of persons and ideas are all aspects of education;
   - education fosters the worth development of the individual, for each individual's sake, and for general development of the society
   - the training of the mind in the understanding of the world around;
   - the acquisition of appropriate skills and competencies as equipment for the individual to live in and contribute to the development of the society

5. In consequence, the quality of instruction at all levels has to be oriented towards inculcating the following value;
   a) respect for the worth and dignity of the individual;
   b) faith in man's ability to make rational decisions;

c) moral and spiritual principle in inter-personal and human relations

d) shared responsibility for the common good of society;

e) promotion of the physical, emotional and psychological development of all children;

f) acquisition of competencies necessary for self-reliance

6. In order to realize fully the potentials of the contributions of education to the achievement of these goals and values, all other agencies will operate in concert with education. To that end, Government shall take various measures to implement the policy, accordingly:

a) education shall continue to be highly rated in the national development plans because education is the most important instrument of charge; any fundamental change in the intellectual and social outlook of any society has to be preceded by education;

b) Life-long education shall be the basis of the nation's educational policy;

c) education and training facilities shall continue to be expanded in response to social needs and made progressively accessible to afford the individual a far more diversified and flexible choice;

d) educational activities shall be centered on the leaner for maximum self-development and   self-fulfillment;

e) Universal Basic education in a variety of forms; depending on needs and possibilities, shall be provided for all citizen

f) Efforts shall be made to relate education to overall community needs;

g) Educational assessment and evaluation shall be liberalized by their being based in part on continuous assessment of the progress of the individual;

h) Modern education techniques shall be increasingly used and improved upon at all levels of the education system;

i) The education system shall be structured to develop the practice of self-learning. Government shall in this regard continue to encourage the establishment of Young Readers Clubs in schools

j) At any stage of the education process after junior secondary education, an individual shall be able to choose   between   continuing   full-time   studies,

combining work with study, or embanking on full-time employment work with study, or embarking on full-time employment without excluding prospect of resuming studies later on;

k) Opportunity shall continue to be made for religious instruction; no child will be forced to accept any religious instruction which is contrary to the wishes of his or her parents; and

l) Physical and health education shall be emphasized at all levels of the education   system.

7.   The importance of language: -

Government appreciates the importance of language as a means of promoting social interaction and national cohesion; preserving cultures. Thus every child shall learn the language of the immediate environment. Furthermore, in the interest of national unity it is expedient that every child shall be required to learn one of the three Nigeria languages: Hausa, Igbo, Yoruba.

(a) For smooth interaction with our neighbours, it is desirable for every Nigeria to speak French. Accordingly, French shall be compulsory in primary and Junior Secondary Schools but Non-Vocational Elective at the senior Secondary School.

8. Early Childhood/Pre-Primary Education

Early childhood/Pre-primary education as referred to in this document is the given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten.

The responsibilities of government for pre- primary education shall be to promote the training of qualified pre-primary school teachers in adequate number, contribute to the development of suitable curriculum, supervise and control the quality of such institutions, and establish pre-primary sections in existing The purpose of pre-primary   education   shall   be   to:-effect smooth transition from the home to the school;

a) prepare the child for the primary level of education
b) provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices, etc);
c) inculcate social norms;
d) inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc;
e) develop a sense of co-operation and team-spirit;
f) learn good habits, especially good health habits; and

g) teach the rudiments of numbers, letters, colours, shape, forms, etc, through play.

1.5 Philosophy of Nursing Education

Since education is the outgrowth of philosophic beliefs, a philosophy of nursing education is the application of these fundamental beliefs to the field of nursing education. Therefore philosophy of nursing education formulates the nursing curriculum, its nature and the end that it seeks to achieve.

Every phase of nursing education will be influenced by the philosophy upon which it is based. This philosophy will determine the selection of students, the preparation of faculty, the development of the curriculum, attitudes towards patient and community and the personal life and the professional growth of every member of the student body and the faculty.

A philosophy of nursing education must be specific about specialized functional roles and the responsibility of the professional nurse within and to society. Philosophy of nursing education encompasses a philosophy of nursing as well as a philosophy of education. In a philosophy of education emphasis is placed on the student objectives and means necessary to educate the student.

In a philosophy of nursing, the emphasis is placed on the patient objectives and means necessary to give nursing care to the patient. Thus a philosophy of nursing education must consider both, since the purpose of nursing education is to prepare as person who can fulfil the role functions and the responsibilities of a professional nurse within and to society.

ITQ

Question

Why would philosophy of nursing education encompass the philosophy of education and philosophy of nursing?

Feedback

This is because in philosophy of education emphasis is placed on the student objectives and means necessary to educate the student while in philosophy of nursing, the emphasis is placed on the patient objectives and means necessary to give nursing care to the patient. Thus a philosophy of nursing education must consider both, since the purpose of nursing education is to prepare as person who can fulfil the role functions and the responsibilities of

a professional nurse within and to society.

1.6 Aims of Education /Nursing Education

The national education policy aims at eradicating any existing contradiction, ambiguities and lack of uniformity in educational practices. It also aims at ensuring an even and orderly development throughout the federation. The goal is to fashion out the education pattern that will be relevant to the needs of individual as well as that of the society.

The aim of nursing education is to:
- produce efficient nurse practitioners who should be skillful and intellectually sound to cope with the ever changing societal needs
- Prepare student to care for individuals throughout their lifespan, using current evidence based practice
- Ensure that the student learns to form partnerships with the individual, families and communities to improve health and influence nursing practice and health care policy
- Equip graduate practitioners with knowledge, abilities and work behaviors to provide safe and compassionate nursing care.

Activity 1.3

Highlight the aims of nursing education.

Feedback

- To produce efficient nurse practitioners who should be skillful and intellectually sound to cope with the ever changing societal needs
- To prepare student to care for individuals throughout their lifespan, using current evidence based practice
- To ensure that the student learns to form partnerships with the individual, families and communities to improve health and influence nursing practice and health care policy
- To equip graduate practitioners with knowledge, abilities and work behaviors to provide safe and compassionate nursing care.

1.7 Similarities and Differences between Education / Nursing Education

- Philosophy of nursing education is derived from philosophy of education in Nigeria.
- Nigeria philosophy of education is based on the integration of individual into a sound and effective citizen and equal educational opportunities for all citizens at all levels. The philosophy is in line with the national objectives focusing on self realization, better human relationship individual and national efficiency, effective citizenship, national consciousness, national unity cultural, economic, political, scientific and technological progress.

The philosophy of nursing education which is derived from that of national philosophy, believes that:
- A holistic approach is the most appropriate medium for nursing intervention.
- The consumer of health care should be assisted to maintain a healthy life style through active participation in self activities at all levels of health care
- Nursing is science based on knowledge of behaviour that interpretes the adaptation process of client to changes in the environment by using tools such as the nursing process and providing intervention measures relevant to client needs.

The philosophy is in line with the following objectives:
- Ability to utilize nursing process to identify and solve health problems through intersectoral / multidisciplinary approach.
- Ability to perform nursing techniques with a high level of skills
- Ability to utilize principles from other sciences such as biological, physics, social science in the provision of comprehensive nursing care to families and communities
- Ability to contribute to interdisciplinary research by participating in planned programme of study.
- Ability to collaborate with other members of health team in meeting the needs of clients through utilization of managerial knowledge.

- Ability to mobilize and encourage community participation in identification and solving community health problems.

Concepts central to philosophy of nursing education include:

1. **Patient:** The patient is seen as an individual to receive holistic care. The nurse provides care which integrates physiological, psychological and spiritual aspects of the person's life.

2. **Environment:** The environment consists of the objects and conditions external to the patient, which affect their development. This includes individual and family relationships, culture and the resources available in the home and community. Nursing focuses on positively influencing the human-environment relationship.

3. **Health**: Health is viewed as varying levels of wellness the patient experiences throughout their lifespan. Nursing focuses on health promotion, maintenance and restoration to ensure the patient attains and maintains optimal level of health

4. **Communication:** The nurse and patient interact in verbal, nonverbal and written forms of communication. Effective communication is essential for the development of a goal-directed, helping relationship with patients, families and members of the health care team.

5. **Caring:** The nurse must care and nurture herself as well as the patient and family. Caring is the central theme of nursing. Caring involves providing comfort, compassion, and support to the patients and their family.

Nursing education is the instrument in which students learn the nursing process, transforming them into an instrument of care for patients, families and the community, regardless of ethnicity, poverty or gender. Nursing education occurs in an environment of scholarly inquiry, based on learner centered philosophies and learning strategies with higher order thinking and outcomes. The student is prepared to care about and care for individuals throughout their lifespan, using current evidence based practice.

The nursing focus is healthy lifestyle, and prevention of illness and injury. The student learns to form partnerships with the individual, families and communities to improve health and influence nursing practice and health care policy. The student is expected to graduate as a practitioner with knowledge, abilities and work behaviors to provide safe and compassionate nursing care. Nursing education which includes: service, learning, community engagement and leadership provides the nurse with skills necessary to transform the health of the region, nation and the world.

Itemize the concepts that are central to philosophy of nursing education.

Feedback

1. Patient
2. Environment
3. Communication
4. Health
5. Caring

Activity 1.4

Study Session Summary

Summary

In this Study Session, you have learnt that education is the systematic influence exerted by the mature person upon the immature through instruction. It is the process of imparting knowledge unto others according to an accepted standard.

You have also learnt that education is dependent upon a philosophy of life. Philosophy is a study of the principle of being, the origin, the nature and activities of all that is. It investigates the causes and reasons for all things. Since all education is the outgrowth of philosophical beliefs the philosophy of nursing education is the application of these fundamental beliefs to the field of nursing education. The student nurses through nursing education learn to form partnerships with the individual, families and communities to improve health and influence nursing practice and health care policy.

Assessment

Assessment

SAQ 1.1 (tests Learning Outcome 1.1)
What is the concept of education?

SAQ 1.2 (tests Learning Outcome 1.2)
Want is philosophy?

SAQ 1.3 (tests Learning Outcome 1.3)
What is the relationship between education and philosophy of education?

SAQ 1.4 (tests Learning Outcome 1.4)
What are the relationships between the philosophy of education and philosophy of nursing education?

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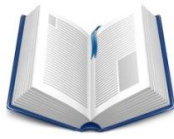
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Study Session 2

Principles of Learning

Introduction

In this study session, I shall explain to you what learning is and how learning principles correlates with each other. The Unit will focus on certain principle that appears to have values for me the teacher and you learners as documented by some psychologists so as to make teaching/learning process meaningful and productive.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

2.1 Explain what learning is.

2.2 Differentiate between learning and teaching.

2.3 Identify the three domains of learning.

2.4 State some of the principles of learning.

Terminology

Learning	Lasting change in behaviour produced by experience.
Teaching	The process of imparting knowledge and skills from a teacher to a learner.

2.1 Concept of Learning and Teaching

This first question we are going to find answers to is "What is learning?"Learning is an activity that is essential for the adequate development of individuals as an independent person and as a social being. Learning may be described as the process by which changes are brought about in an individual's response to environment. Learning is often defined as a lasting change in behaviour, produced by experience.

The learning will depend upon the nature of the individual's physical, mental, and emotional development and upon past and present experiences. Learning is never ……. the same for any two

persons for any one……on different occasions due to individual differences and multiplicity of environmental factors.

Now that we have been able to define learning, now let us define teaching. Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

Fig 2.1: A Teaching-learning Process (Source: Google Image)

ITQ
Question
Learning is often defined as a lasting change in ____1____, produced by ____2_____
Feedback
1. Behaviour
2. Experience

2.2 Domains of Learning

There are three domains of learning:

- Cognitive: mental skills (Knowledge)
- Affective: growth in feelings or emotional areas (Attitude)
- Psychomotor: manual or physical skills (Skills)

Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviours can be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes. They are learned in different ways, that is, motor skills

learnt through activity, attitude through imitation-consciously and unconsciously. Formal knowledge learnt through reading and listening.

Activity 2.1

List the three domains of learning.

Activity 2.1 feedback

   (i) Cognitive
   (ii) Affective
   (iii)Psychomotor

2.2.1 Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulties. That means the first ones must normally be mastered before the next ones can take place.

- Knowledge: Recall data or information
- Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
- Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
- Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
- Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
- Evaluation: Make judgments about the value of ideas or materials.

ITQ

Question

What are the six categories of cognitive domain?

Feedback

- Knowledge
- Comprehension
- Application
- Analysis

- Synthesis
- Evaluation

2.2.2 Affective Domain

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

- Receiving Phenomena: Awareness, willingness to hear, selected attention.
- Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon.
- Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment.
- Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.
- Internalizing values: Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner.
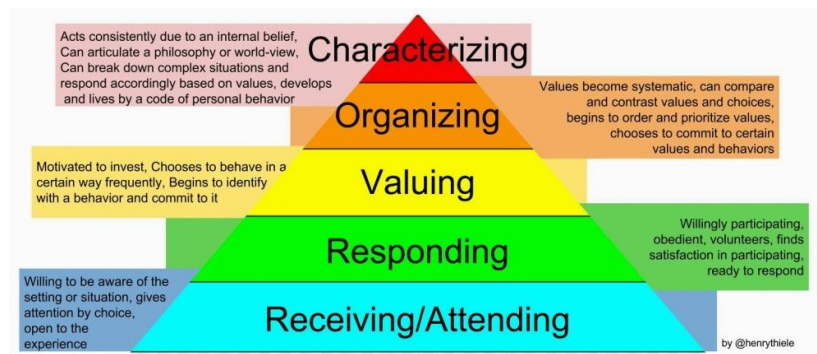
Fig 2.2: Affective Domain (Picture Source: Google Image)

ITQ

Question

What are the five major categories of affective domain?

Feedback

- Receiving Phenomena
- Responding to Phenomena
- Valuing

- Organization
- Internalizing values

2.2.3 Psychomotor Domain

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

- **Perception**: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation through cue selection, to translation.
- **Set**: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
- **Guided Response**: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
- **Mechanism**: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency
- **Complex Overt Response**: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players often utter sounds of satisfaction as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.
- **Adaptation**: Skills are well developed and the individual can modify movement patterns to fit special requirements.
- **Origination**: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

2.3 Principles of Learning

Over the years, many psychologists have come up with certain principles or propositions that appear to have values for the teacher so that the teacher can organize his contents in such a way that learning is made easy. Such psychologists include: Waston (1960) and Gagney (1965). These principles are:

1st Principle - Perception of Need

the learner must see the need for the learning, the awareness of the need. These needs create some excitement which in turn produces drive and motivation. The extent of the felt need to learn is influenced by the learner's ability to perceive the problems and establish realistic goals – goals that can be achieved, not so high to cause frustration. Readiness to learn is the same as ability to perceive the problems and establish realistic goals as put by psychologists. Learners must be in readiness to learn. Learning goals are expressed as desired behaviours and once one has experienced these behaviours, determines the success of learning.

2nd Principle – Motivation

The state of affective arousal and goal anticipation – this concept explains that individual is aroused to a situation, when one becomes interested in one situation there is whole anticipation. Motivation of the learner produces a need for information for cues or opportunities that enables individual to move towards some goals or find solutions to some problems. Motivation is goal oriented and activities through which the goal is to be achieved are many. Motivation can be divided into 2 parts:

These can be intrinsic motivation and extrinsic motivation.

- Intrinsic – is within individual, individual is interested in learning new ideas without the need of external motivator.
- Extrinsic - various ways in which an individual can be assisted to develop interest and sustain the interest, physical and internal environments are quite essential here.

How can learners be motivated?

a. Participation of the learners. If class is very boring, students may sleep off, but if made interesting, majority will participate.
b. Self example – teacher serves a role model.
c. Application of visual aids
d. Repeat demonstration
e. Conducive environment
f. Appropriate language
g. Level of comprehension of learners.

3rd Principle - Previous Learning and Experience

Effective learning must be based on previous learning and experience. The leaner's experience must be considered in learning situations. This is an important concept because learning involves moving towards a goal and moving from familiar to unfamiliar.

Any new information must build on the old knowledge of the learner.

The Gestalt school of thought supports this very position and that when you are learning, progress is achieved when the learner gains insight or sees relationship between the various elements or concepts – learners should be helped to relate new knowledge with old ones in solving problems.

4th Principle – Active Involvement

In any learning situation the learner has to be active to perform certain activities. It is agreed that activity is regardless of theoretical decision position. Learning is self active. The amount of learning in an individual correlates with amount of effort put into it.

5th Principle – Reinforcement

Reinforcement of desired behaviour increases movement of the learner to achieve a goal. Absence of feedback of any kind prevents progress and consistent negative feedback or reinforcement, deliberate or accidental leads to frustration, aggression and avoidance.

Activity 2.2

Itemize the five principles of learning.

Feedback

- Perception of needs
- Motivation
- Previous learning and experience
- Active involvement
- Reinforcement

Study Session Summary

Summary

In this Study Session, you have learnt that learning is the process by which changes are brought about in an individual's response to the environment. It is never the same for any two persons or even for anyone on different occasion due to individual differences. You also learnt that over the years many psychologists have come up with certain principles that appear to have values for the learners and understanding these principles help to make learning easy.

Assessment

SAQ 2.1 (tests Learning Outcome 2.1)
What is learning?

SAQ 2.2 (tests Learning Outcome 2.2)
What is the difference between teaching and learning?

SAQ 2.3 (tests Learning Outcome 2.3)
Mention the three domains of learning.

SAQ 2.4 (tests Learning Outcome 2.4)
State some of the principles of learning.

Assessment

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Study Session 3

Principles of Teaching

Introduction

This study session focuses on what teaching is. You will learn how teaching correlates with learning. In the course of this study session, you will understand how different authors perceive teaching, principles guiding teaching and how the principles assisted in the organization of the content of this study session.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

3.1 Describe teaching.

3.2 Differentiate between teaching and learning.

3.3 Explain the main purpose of teaching.

3.4 State some principles of teaching.

Terminology

Learning	Lasting change in behaviour produced by experience.
Teaching	The process of imparting knowledge and skills from a teacher to a learner.

3.1 Concept of Teaching

The first thing we are going to do here is to define teaching. Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual. The purpose of teaching goes far beyond the transfer of information — the true purpose of teaching is to create the potential for improvement in the life of the one being taught.

It may be described as the act of imparting knowledge, act of helping one to learn, act of transmitting knowledge to a recipient.

Teaching can be defined as channel of transmitting information. Teaching can be viewed as a clarifying process which takes into account the readiness of the learner to accept new material – this indicates that the teacher should work with the learner to make sure learning is facilitated. The main objective is to help the learner to learn specific things, that is, skills, attitudes and to achieve permanent change in behaviour.

Learning is an activity that is essential for the adequate development of individuals as an independent person and as a social being. Learning may be described as the process by which changes are brought about in an individual's response to environment.

Fig 3.1: Nurse Educator Teaching Student Nurses (Source: Google Image)

ITQ

Question

Teaching refers to the process of imparting _____and _____from a teacher to a learner. Feedback

Feedback

- Knowledge
- Skills

3.1.1 Differences Between Teaching and Learning

Let us take a look at some of the differences between teaching and learning

- Teaching is output and learning is input.
- Teachers have the responsibility to teach students material, while allowing students and him or herself the opportunities to explore in order to gain knowledge.
- Teaching is teaching others what you have learned, while learning is learning what others teach to you.
- The teacher teaches and the leaner learns. One is giving and the other is taking in and processing.

3.1.2 Relationship Between Teaching and Learning

- Teachers and students alike teach and learn from one another.
- Principles of teaching had been derived from the principles of learning. These principles of teaching take into cognizance that many human and environmental variables affect learning. That each learner is unique and each learning situation is different. The knowledge of these principles will facilitate successful teaching. The teacher should apply these principles appropriately.

3.1.3 Purposes of teaching

The main purpose of teaching is promotion of a well-integrated person capable of taking a responsible, active role in society.

3.2 Principles of Teaching

Principle are basic laws or truths which have been derived from man's past experience and which serve to explain known fact in a particular area of knowledge. They serve as guides to action. The principles are:

3.2.1 Rapport is important in teaching

Rapport may be non-verbal by good appearance, cheerful facial expression. Rapports can be created by diverting learning client's anxiety and fears to other productive things. It may also be their solving client's problems by empathy but not sympathy. Establishing a good rapport will facilitate successful teaching but it may not guarantee it.

3.2.2 Effective Communication

This is another principle of teaching – learning process. The assumption that other people use a word in the way the teacher uses it or that others attach similar meaning to same phrases as we do, this may create problem in communication because others may connote different meaning. How we attach meaning to word is affected by cultural background. One has to use the language the

receiver understands. In teaching handicapped pupils, necessary teaching aids should be used.

3.2.3 Provision of Learning Needs

for teaching to be successful, you must determines the learning needs – the necessary apparatus the learner needs as contained in the curriculum.

One can build on learner's knowledge if he had known some bits of what is to be taught.

Methods to be used to identify learner's need:

1. Our clients/students may be aware of their deficiencies and ask questions.
2. The Nurse/Teacher may question the learner and from the learner's response you identify the area of needs.
3. By listening to learner's comments in discussion one can identify his needs.

Before planning proper teaching, it is necessary to identify areas of need of the learners.

3.2.4 Identification of Objectives

Objective – there must be an objective for any teaching session. Objectives serve as guides in planning and evaluating teaching. Objective of a teaching session is what you want the learner to be able to do at the end of that particular teaching session.

3.2.5 Planning Time for Teaching Is Important

In classroom situation one has to plan the time at his disposal on the topic to be taught – allocating time for demonstration, allocating time for repetition by the learners, time for review of both previous and present Unit. One should keep within limit and finish the scheme timely – not disturbing other waiting or encroach break time of the learner. In every good teaching, every minute should not be spent on teaching; there should be time for questions and clarifications.

Planning time in the clinical setting – this depends on individuals creativity to teach his clients. Seize every available opportunity when teaching can be effective to clients. It may be at the end of a procedure or at a free period. It may be during the waiting period at GOPD.
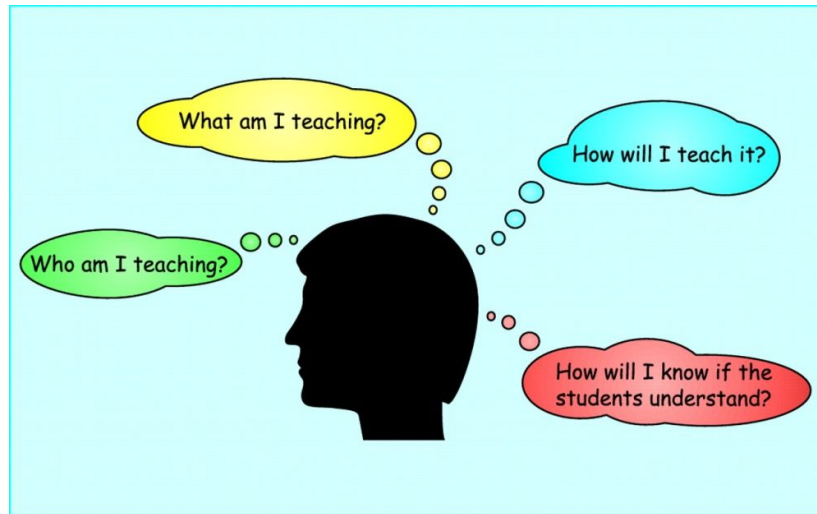
Fig 3.2: Planning in Teaching (Source: Google Image)

3.2.6 Control of Environment

This principle may or may not be applicable in all situations. It all depends on what the situation dictates. In classroom situation, when it is too hot, you improve ventilation by opening all windows, use electric fan or air condition, if possible, and when it is cold, you do otherwise. Eye contact with students in class serves as a sort of control of activities of students. Physical environment like traffic noise – if school is situated near such environment may disturb activities. In clinical settings too, distractions should be reduced, that is, not teaching when other activities are going on. When demonstrating a procedure, you stay where learners can see and learn.

3.2.7 Applying Learning Principles Appropriately

When one is able to apply all the learning principles involved in teaching/learning process. Opportunities for learners to ask questions, practice and demonstrate while teaching reinforce learners appropriately.

3.2.8 Evaluation

Evaluation is an integral part of teaching. Determining the effectiveness of teaching, whether one has accomplished what are supposed to be taught and whether the learners have gotten information correctly. Continuous evaluation is necessary by asking questions intermittently or when Unit is over. Evaluation should be in simple terms. Acquiring teaching skill is only their practice and observation – observe other people teach.

Activity 3.1

Highlight five principles of teaching.

Feedback

- Rapport is important in teaching
- Effective Communication
- Provision of Learning Needs
- Identification of Objectives
- Evaluation

Study Session Summary

Summary

In this study session, you have learnt that teaching is an age – long process concern with the growth and development of the whole personality'. The main objective is to help you to learn specific skills, attitudes and to achieve permanent change in behaviour. Principles of teaching take into consideration that many human and environmental variables affects the way you learn new knowledge.

Assessment

Assessment

SAQ 3.1 (tests Learning Outcome 3.1)
What is teaching?

SAQ 3.2 (tests Learning Outcome 3.2)
What are the differences between teaching and learning**?**

SAQ 3.3 (tests Learning Outcome 3.3)
Explain the main purpose of teaching.

SAQ 3.4 (tests Learning Outcome 3.4)

What are the principles of teaching?

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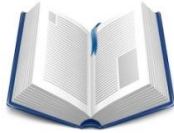
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Study Session 4

Selected Theories of Learning

Introduction

In this study session, I intend to introduce you to some selected theories of learning. There are many theories of learning that explain the concept of learning. I intend to discuss with you some of these theories and how they can help you to understand the concept of learning. Some of these theories include stimulus response theory, theory of connectionism and classical conditioning theory.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

4.1 Define theory of learning.

4.2 State the purpose of theory of learning.

4.3 Give examples of a theory of learning.

Terminology

Behaviourism	The theory that human and animal behaviour can be explained in terms of conditioning, without appeal to thoughts or feelings.
Cognitivism	Theory that explains thinking and differing mental processes and how they are influenced by internal and external factors in order to produce learning in individuals.
Constructivism	The theory that explains that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.
Learning Theory	A model of psychology that explains human responses through the concept of learning.

4.1 Concept of Theory and Learning theory

Let us take a look at the concepts of theory and learning theory. A theory is defined as a supposition or a system of ideas intended to

explain something especially one based on general principles independent of the thing to be.

A set of principles on which the practice of an activity is based: "a theory of education"; "music theory".

Learning theory is a model of psychology that explains human responses through the concept of learning. Learning theory includes behaviorism, cognitivism, and constructivism.

ITQ

Question

Give a definition of theory.

Feedback

A theory is defined as a supposition or a system of ideas intended to explain something especially one based on general principles independent of the thing to be.

4.2 Selected Theories of Learning

There are many theories of learning but all these theories can be reduced to 2 schools of thought.

1. Behaviourism
2. Cognitivism
3. Constructivism
1. Behaviourism: Behavioural Psychology is the psychological approach that focuses on learning new behaviour and modifying existing one (McLeod, 2007). In this theory, the learners observe the information, practice the information and then receive reinforcement through praise. Examples are:
a. Stimulus response theories of learning
b. Theories of connectionism

4.2.1 Stimulus response theories of learning

Classical Conditioning

Classical conditioning is the first most popular theory under the stimulus response they associated with IVAN PAVLOV (1849-1936). Pavlov's most famous experiment involved food, a dog and a bell. Two other assumptions of this theory are that the environment shapes behavior and that taking internal mental states such as thoughts, feelings and emotions into consideration is useless in explaining behavior. Classical conditioning is a learning

process that occurs through associations between an environmental stimulus and a naturally occurring stimulus.

It is the simplest form of learning. Pavlov experimented the classical conditioning on his dog. He taught his dog to salivate when a turning fork was struck by pairing the striking of the turning fork with presentation of milk powder to the mouth of the dog. After some time the dog was salivating with hearing of the turning fork without the milk been presented. This is conditioning of existing automatic response to occur when elicited by a signal not normally responsible for the action reaction.

UR	UR
US + CS	UR
CS	CR

The procedure of pairing the condition stimulus with unconditioned stimulus is called reinforcement because any tendency for condition stimulus to appear is facilitated by reserve of unconditioned stimulus and the response to it. When the reinforcement uncondition stimulus is discontinued, (The unconditioned stimulus) repeatedly, the condition response gradually diminishes and the repetition of the condition stimulus continued reinforcement is called EXTINCTION.

In the process of conditioning, the particular response ought to be evoked by a broad bind the specific condition stimulus, that is, a dog that has learnt to salivate at to the sound of a turning fork will also salivate to other similar sound i.e. of a bell without further conditioning. The more nearly alike these mixed sounds the more completely it will substitute it for original sound. This is referred to as GENERALISATION.

Pavlov's Experiment

- Before conditioning, ringing the bell (US) caused no response (UR) from the dog. Placing food in front of the dog initiated salivation.
- During conditioning, the bell was rung a few seconds before the dog was presented with food (CS).
- After conditioning, the ringing of the bell alone produced salivation (CR)

(Dembo, 1994).

Other Observations Made by Pavlov

- Stimulus Generalization: Once the dog has learned to salivate at the sound of the bell, it will salivate at other similar sounds.

- Extinction: If you stop pairing the bell with the food, salivation will eventually cease in response to the bell.
- Spontaneous Recovery: Extinguished responses can be "recovered" after an elapsed time, but will soon extinguish again if the dog is not presented with food.
- Discrimination: The dog could learn to discriminate between similar bells (stimuli) and discern which bell would result in the presentation of food and which would not.
- Higher-Order Conditioning: Once the dog has been conditioned to associate the bell with food, another unconditioned stimulus, such as a light may be flashed at the same time that the bell is rung. Eventually the dog will salivate at the flash of the light without the sound of the bell.

Teaching Implication

Teachers are able to apply classical conditioning in the class by creating a positive classroom environment to help students overcome anxiety or fear. Pairing an anxiety provoking situation, such as performing in front of a group, with pleasant surrounding helps the student learn new associations. Instead of feeling anxious and tense in these situations, the child will learn to stay relaxed and calm.

Operant Conditioning

The proponent of this theory is B.F. Skinner (1904 - 1990). Operant conditioning shares many principles of classical conditioning but where chemical conditioning experiments deal with conditions that are inevitable or reflex, operant conditioning deals with voluntary behavior. The term operant conditioning is sometimes called instrumental conditioning or behaviour modification.

Simply stated, operant derived from the fact that the learner must operate on the environment to produce an effect. Skinner designed a box with the bar in the box. The rat in a hungry state put in the box moves about when the rat comes in contact with the bar in the box, it stops in due to its pressure on the bar and causing some foods to drop. The rat therefore has associated its contact with the bar as a conditioning situation for food to drop. The food reinforces the behavior of bar pressing. In classical condition, the food is reduced or removed from the bar, the action rate of the rat pressing the bar will be diminished.

Skinner regards reinforcement as something that can satisfy a basic drive or need. Therefore operant conditioning can be defined as increasing the probability of a response in a particular stimulus environment by following. The response with reinforcement, that

is, if a desired behavior is reinforced by a verbal praise or other means, there is tendency for a repetition of the desired behavior.

We can use this theory when we are trying to shape the behavior of a client in a clinical situation we reinforce only those responses that are desirable and ignore the others. But one has to identify the desirable behavior and the factors surrounding various behaviours. Acquiring a specific behavior is their gradual progression shaping behavior in clinical setting is common in psychiatric units. In operant conditioning, any act may be altered in the frequency in with it occurs by the consequences at the act.

Skinner identified three types of responses or operant that can follow behavior.

- Neutral operants: responses from the environment that neither increase nor decrease the probability of a behavior being repeated.
- Reinforcers: Responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative.
- Punishers: Response from the environment that decrease the likelihood of a behavior being repeated. Punishment weakens behavior.

ITQ

Question

Skinner identified three types of responses or operant that can follow behavior. Mention them.

Feedback

- Neutral operants
- Reinforcers
- Punishers

Theory of Connectionism

Another school of thought is E. L. Thorndike 1874 – 1949 theory of connectionism, propounded using the experiment of cat in the puzzle box. From his point of view, he says the basis of learning is the association between sense impressions and impulses to action – these impulses become responses.

The association between sense impression and impulses to action is termed a connection or a bond. Sense impression – able to perceive certain situations and connect this with ones responses. Experiment of a hungry cat in the box with several gadgets with the food outside the box. He manipulates or operates the gadgets or lever pressing for the cat to escape from the box and get to the food. Repetition of lever pressing. According to Thorndike it is the

connection between the sense impression and responses that becomes strengthened or weakened in making or breaking a habit. He stated further – the most characteristics form of learning in animals – is trial and error when man is confronted with a problem to reach a goal; he selects the course of action. When the appropriate course of action is selected, the goal is achieved. But whereby the learner could not get any appropriate course, he resorts to trial and error.

Thorndike describes trial as the length of time (or no of errors), involved in a single attempt at reaching the goal. He propounded 3 laws of learning.

Law of Readiness – is that of preparatory adjustment to learning situation. The learners must be ready in a situation which he has been aroused and he is interested in what he is to be taught. This is not a law about growth, but in education there is this concept of readiness. Thorndike's readiness is not maturational readiness, the essence is for the learner to be pre-disposed to the learning situation and learning as made easier and result is pleasant.

The Law of Exercise -According to this law, the more the no of times a response is connected to a stimulus, the longer it will be retained. Exercise or repetition strengthened the connection between stimulus and response. The corollary to this is that when practices or exercise is discontinued there is weakening of the bound between stimulus and response. If a skill is learnt but do not put into practice in time ability to utilize it effectively is remote or reduced. The principle of practice is derived from this law.

The law of Effect- Simply states that the connection between a stimulus and response is strengthened or weakened as a result of the consequence for effect. This law is said to be the most influential of the learning theories. As earlier said success and reward and their effect on learning, then failure and punishments and their effects on learning. If there is stimulus followed by response and response followed by a reward – or may be followed by an annoyance with ever. Reward or punishment can lead to strengthening or weakening the bond.

All these theories emphasis the role of the learner or in other word, does not take cognizance of the factor of comprehension of the learning factor. However, some other theorists maintain that insight and other forms of higher cognition or higher mental activities tend to quicken the understanding of stimulus/response associations.

ITQ

Question

> Thorndike propounded 3 laws of learning. Mention these laws.
>
> **Feedback**
>
> - Law of Readiness
> - Law of Exercise
> - Law of Effect

4.2.2 Cognitivism

Cognitivism is a theory which attempts to answer how and why people learn by attributing the process to cognitive activity. Two key assumptions underlie this cognitive approach: (1) that the memory system is an active organized processor of information and (2) that prior knowledge plays an important role in learning. Cognitive theories look beyond behavior to explain brain-based learning. Examples are:

- Gestalt or field theory by Wolfgang Kohler (gestaltist)
- Gagne (1974) developed information processing theory which identified 8 levels of intellectual skills including: Signal, stimulus-response, chaining, verbal association, multiple discrimination, concept formation, principle formation and problem solving.

Gestalt or field theory by Wolfgang Kohler (gestaltist)

Gestalt or field theorists: - this theory has its salient feature – that views man in his environment as a unit, participating in simultaneous interaction. They are of the view that things and people are perceived differently by different individual because their perception depends on sum total at their life experiences and how they perceive other things in their life space. This school maintains that learning is matter of understanding relationship within a total field learning situation. The proponents of this school are German psychologists. This theory started in 1912 by a German – Maxwertheiner (1912), Kurt Koffika (1924) W. Kohler (1925).

Later, Kurt Koffter followed and wrote a book W. Kohler – wrote a book with started with mentality or apes. His experiment is widely aclaimed in the field of Gestalt theory. The emphasis is on perception when you can perceive properly and interpret correctly, it is then learning can be effective.

Kohler's experiment on apes – Two different experiments

1. Box experiment
2. Stick experiment

In this box experiment a box was built, with this box Kohler had some banana hung up, box and banana available in cage. You can

only get the banana by first getting to the box. Only one Chimpanzee was able to reach the banana by making connection between the box and the banana. Other Chimpanzees saw this and copied and were able to make connection between box and banana to get the banana.

Other box experiment

Having two short boxes, the chimpanzee has to see the relationship between the box and the banana by putting one on the other in order to reach the banana continued falling down.

Another modification of the experiment is by putting the chimpanzee inside the cage, the banana outside the cage with a stick in between. The chimpanzee had to use the stick to draw the banana nearer the cage to get hold of the banana. Each chimpanzee tried one at a time, making records of which could make the connection, later, group them together.

Then two shorter sticks used instead of a long one. The chimpanzee had to join the two shorter sticks together and use it to draw the banana nearer to the cage to catch the banana.

The whole idea is to test the insight or understanding to situations. The organism learning has to utilize the best method. When such situation happens in future insightfulness would be practiced.

In clinical setting, we utilize the two approaches i.e. (I) that learning is a cognitive process (II) that learning is an associative process – ECCLECTIC Approach but the situation will suggest which approach to utilize, that is, the topic to be taught and the characteristic of the learners to be considered.

ITQ

Question

Cognitivism is a theory which attempts to answer how and why people learn by attributing the process to cognitive activity. Two key assumptions underlie this cognitive approach, what are these assumptions?

Feedback

1) That the memory system is an active organized processor of information and
2) That prior knowledge plays an important role in learning.
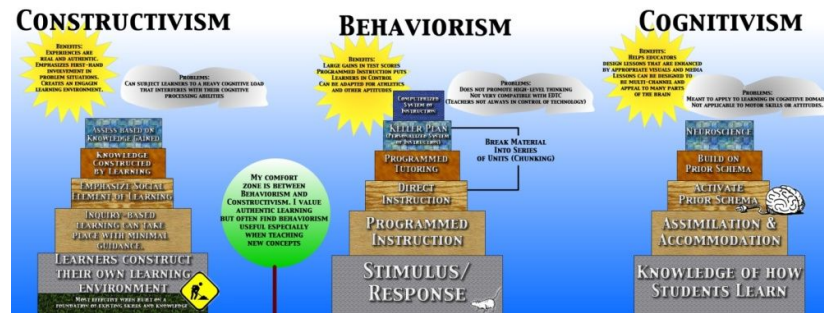
Fig 4.1: Learning Theories at a Glance (Picture Source: Google Image)

Gagne Information Processing Theory

Gagne (1974) developed information processing theory which identified 8 levels of intellectual skills including: Signal, stimulus-response, chaining, verbal association, multiple discrimination, concept formation, principle formation and problem solving.

Gagne (1974) developed Information Processing Theory which identified eight levels of intellectual skills namely:

- Signal Learning: A general response to a signal. Like a dog responding to a command.
- Stimulus Response Learning: A precise response to a distinct stimulus e.g. to a reward or reinforcement.
- Chaining (Psychomotor Connection Learning): A chain of two or more stimulus-response connections is acquired e.g. Writing, Running. Catching and throwing a ball
- Verbal Association: The learning of chains that are verbal e.g. remembering poems or formula in sequence.
- Discrimination Learning (Multiple): The ability to make different responses to similar-appearing stimuli e.g. recognising the needs of children in class. In this case, the teacher connects each child with his individual appearance.
- Concept Learning: A common response to a class of stimuli.
- Principle/Rule Learning. Learning a chain of two or more concepts e.g. identifying the numbers of legs to classify invertebrate animals.
- Problem Solving. A kind of learning that requires "thinking." E.g. experimenting to test the effect of different types of fertiliser on plant growth.

Skills are to be learned at the lowest level and mastered before proceeding. An instructor should use positive reinforcement and repetition, with each new skill building upon previously acquired skills.

Study Session Summary

Summary

In this study session, you have learnt that theories are set of rule on which a practical subject or skill is based. They are intended to explain certain concepts. There are many theories that explain the concept of learning. Examples of such theories include stimulus response theory

Assessment

Assessment

SAQ 4.1 (tests Learning Outcome 4.1)

What is a learning theory?

SAQ 4.2 (tests Learning Outcome 4.2)

What is the purpose of theory of learning?

SAQ 4.3 (tests Learning Outcome 4.3)

Give three examples of theory of learning.

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Study Session 5

Factors Affecting Learning

Introduction

In this study session, I intend to discuss with you certain factors that can affect learning process. Some of these factors are peculiar to you as individuals some of them are associated with the learning environment while others are associated with nature of nursing profession.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

5.1 Enumerate certain factors that can affect learning process.

5.2 Identify factors that are peculiar to you as an individual.

5.3 Identify factors that are associated with the nature of nursing profession.

5.4 Explain how these factors affect learning process.

Terminology

Client	A person who pays a professional person or organization for services.
Learning	Lasting change in behaviour produced by experience.
Nature	The basic or inherent features, character, or qualities of something.

5.1 Factors Affecting Human Learning

There are many variables that affect human learning – can be grouped as follows:

1. Factors associated with individual
2. Factors associated with task to be performed
3. Environmental factors or variables
4. Factors associated with the nature of Nigeria.

5.1.1 Individual Variables

    a. Level or intelligence
    b. Age
    c. Personality trait
    d. Attitude
    e. Previous experience
    f. State of mind
    g. State of health
    h. Cultural background

The level of maturation of individual learner plays a significant role in the amount of material that is learnt, the kind of knowledge acquired, the rate of learning and the amount of retention. Individual differs in capacity of learning certain tasks, difference in capacity may either be physical or intellectual – physical – some people don't get tired easily whereas others study for little period and get tired. Others can pursuit a task for short period but not tired, instead, have little break for something else. Intellectually, some people can understand situations very quickly, maybe as a result of experience.

Personality Traits – Perseverance, curiosity, self confidence, level of aspirations, aggressiveness motivation – all have their effect on learning. They interact with each other simultaneously. Motivation can be either within or without.

Highlight six individual traits that can affect learning.

Feedback

Activity 5.1

- Level or intelligence
- Personality trait
- Attitude
- Previous experience
- State of mind
- Cultural background

5.1.2 Task Variables

Variables associated with the tasks to be performed.

1. Meaningfulness of the task to be learnt – the more meaningful, the more easily learned.
2. Difficulty of the task to be learned. The more difficult, the longer period it takes to learn, the simpler the easier is learning – learning stage by stage instead of in complex form. Some skills in clinical setting: - Teaching of client on how to give insulin to himself. Nurse has to teach him the processes involved to avoid contaminations. Another

complex example is urine testing stages and difference methods have to be explained to the client. Simple example is hot sitz bath.

3. Similarity to previously performed tasks –This deals with transfer of knowledge. What one has learnt previously can assist present learning. On the other hand it may have adverse effect. Whether to reinforce the previous knowledge by adding more facts or to totally provide new information depend on the teacher. Degree of similarity differs.

4. Pleasantness or unpleasantness of the task e.g. giving an injection may be unpleasant.

5. The way the task is organized. The manner in with the task to be learnt is organized has effect on the learning – affecting the amount of retention. All the aforementioned affect the skill of learning.

5.1.3 Environmental Variables

Physical environment condition such as weather (the extremes of weather, hot or cold), ventilation, noise etc.

Teacher's attitude – e.g. organizing ability, reinforcement pattern, use of peculiarity language.

Frequency with which the response is practice will also affect the rate at with the skill is acquired and fixed. Teacher's teaching methodology and provision of opportunities for practice are quite essential. Reinforcement pattern followed by knowledge of result will aid learning.

The type of incentives in given situation e.g. may be abstract or concrete incentives.

Abstract – verbal praises

Concrete – proper, rewards e.g. sweets or toys for basics for particular performance. Teaching aids – e.g. visual/aural aids for proper learning, making environment conducive.

5.2 General Factors in Nursing Setting/Learning Process

Three general factors have been identified

1. The nature of Nursing itself
2. The nature of Nurses' function
3. The nature of the learner

5.2.1 Nature of Nursing

In nursing practice, care of client supersedes teaching (takes priority). There are many procedures to carry out more than teaching. There has been problem of planning time for teaching along other nursing activities that must be performed before the time is up. Nursing is carried out in a great variety of settings which sometimes may not lend themselves easily to teaching.

These varieties of settings have special or varieties of objectives, for example, in industrial setting; it may not be easy to gather people for teaching. In school setting, it is educationally based but during PTA meeting or other times, health talks could be arranged.

Nurses have many other roles to perform apart from giving cares e.g. supervising their assistants; they also assist others in carrying out some roles or responsibilities. Thus they scarcely have time for teaching. More importantly before now, Nurses in clinical setting did not identify teaching as an important aspect of their functions. But with the new Nursing syllabus, emphasis on teaching is greater in the wards.

These two factor nature of nursing and nature of nurses' function are better classified under environmental variables.

5.2.2 Nature of the Learner – Emotional State

age, personality, attitude, previous experience, state or mind/health, cultural background, level of intelligence etc.

Apart from these mentioned factors; there are 2 groups of clients.

1. Clients in various stages of illness
2. Clients in good health

These 2 categories can create or be problems in teaching/ learning process.

1 | Clients in various stages of illness

How do they pose problems or complicate teaching/learning process?

a. They concentrate their focus on how to get well. Physical survival is the major concern, having fear and emotional disturbances. Here, caring will take precedence over teaching as the client needs some rest and tender care.
b. Long term conditions – clients in this group to show the Nurse that they know better than the Nurse and would not listen to teaching.

Secondly the client may actually know better than the nurse about his condition. In this case, the client can be grouped with other

clients of the same condition to share his experience with others in a discussion. The Nurse can also gain knowledge and utilize it somewhere else when posted to another ward.

Again, some clients under long term condition may be aggressive and hostile and may not cooperate in teaching/learning process, problems out of frustration. They need to be given time to put their emotions under control.

ITQ

Question

How do clients in various stages of illness pose problems or complicate teaching/learning process?

Feedback

   a. They concentrate their focus on how to get well. Physical survival is the major concern, having fear and emotional disturbances. Here, caring will take precedence over teaching as the client needs some rest and tender care.
   b. Long term conditions – clients in this group to show the Nurse that they know better than the Nurse and would not listen to teaching.

Convalescence stage

At this stage, clients are in a state of readiness to learn, they are more receptive because their conditions have improved. A lot of our teaching should be scheduled to coincide with this period. This helps the clients to keep well after discharge. This is not to say that this is the only period to teach.

2 | Clients in Good Health

This may include family of hospitalized patient, health centre, family planning clinics, ante-natal clinics, children in schools, employees in industries, parent of school children; some possible difficulties in teaching these groups include:

   a. Elimination of unnecessary taboos: - it is always difficult to change one's belief, but one can suggest alternative nutrients.
   b. Expectant fathers: - too need to be educated on how to give psychological support for their wives and prepare attractive environment for the new born. The difficulty here is how to bring these fathers to the clinic for the education. Symposia may be organized for such talks or wives to inform their husbands after receiving the information from the clinic, and if possible, distribution of pamphlets or handouts/leave lets, creation of father's day for health with it possible.

c. In case of evident problem in elementary schools, talks could be organized during PTA meeting, educating the parents about the health of their children.

One has to be creative and find ways of executing specific method of teaching learners must be motivated, simple language should be used for communication.

ITQ

Question

What are the possible difficulties in teaching clients in good health?

Feedback

a. Elimination of unnecessary taboos: - it is always difficult to change one's belief, but one can suggest alternative nutrients.
b. Expectant fathers: - too need to be educated on how to give psychological support for their wives and prepare attractive environment for the new born. The difficulty here is how to bring these fathers to the clinic for the education.

Study Session Summary

Summary

In this Study Session, you have learnt that certain factors have been found to be having effect on learning process. Some of the factors affect learning positively while others affect learning negatively. The factors can be categorized as those peculiar to individuals, those that are associated with environment and those that are related to the nature of nursing profession.

Assessment

Assessment

SAQ 5.1 (tests Learning Outcome 5.1)

What are the factors that can affect learning process?

SAQ 5.2 (tests Learning Outcome 5.2)

What are the factors that affect your learning process as an

individual?

SAQ 5.3 (tests Learning Outcome 5.3)

What are factors that are associated with the nature of nursing profession?

SAQ 5.4 (tests Learning Outcome 5.4)

How do some of these factors affect the learning process?

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Study Session 6

Teaching Methods (Instructional Alternatives)

Introduction

In this study session, you will be introduced to various teaching method to various teaching methods also known as instructional alternatives use as teacher which would help you to achieve the instructional objectives. There is no teaching method that can be said to be better than the other instead, they complement each other.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

6.1 Identify different instructional alternatives

6.2 Describe the techniques of each instructional alternatives

6.3 Explain the merits and demerits of each instructional alternatives

6.4 Identify instructional alternatives suitable for a particular lesson

Terminology

Methodology	A system of methods used in a particular area of study or activity.
Techniques	A way of doing something by using special knowledge or skill.

6.1 Teaching Methodology

These are the methods, means or ways that we use to teach material to our students. Our choice of methods depends on what we want to teach (content), who we are teaching, and the level of competence expected

There are so many methods and literatures to be used:

a.   Unit method
b.   Demonstration method

    c. Laboratory
    d. Discussion (small large groups)
    e. Audio visual
    f. Field trips
    g. Symposium
    h. Workshops/seminar
    i. Programmed instructions
    j. Case method
    k. Team teaching
    l. Role playing

By and large there is no one best method of teaching in a particular situation. Utilizing a method effectively depends on the skill of the teacher and the prevailing circumstances behind teaching/learning process.

6.1.1 Unit Method

Consists of clarification and explanation of facts, principles and relationship which the teacher wishes the class to understanding. During the Unit the teacher talks, the learner listen, takes notes and does not talk to the teacher at all no questioning. In the Unit method, questions are limited and come only at the end of the Unit. Main purpose is first to put across various facts and principles.

Secondly, it stimulates the learner for further explanation of facts. You are not given every required fact during the Unit. The Unit is to supplements students' reading assignments. Unit method is used a lot in institutions of higher learning.

Preparation for the Unit

1. The teacher should set a goal or have an objective for the class.
2. The teacher must be a scheme for each Unit – outlines or notes. The outline of the Unit guides the teacher to touch specific points.
3. The outline must have specific headings and sub headings so that ideas are arranged in sequence.
4. There must be organization- aids should be appropriately fixed where needed.

Techniques of Unit method

Some techniques have been identified as contributing to effective Unit.

1. Establish contacts with the learner quickly.
2. The pace of delivery should be within capacity of the learner no rushing, speak in a pace that learner can take notes.

3. The teacher should use a conversational tone and must utilise eye contact to gain the attention of the students.
4. The voice must be clear and natural.
5. Summarise as the appropriate places. This allows a break before the next topic.

Advantages of these methods

a. A lot of materials/information provided in a limited time.
b. Motivates students to explore more knowledge e.g. by reading through references.
c. It saves time and more economical i.e. 50-300 students or more to a Unit; unlike demonstration class with way not take more than 20-30 at a time.
d. It allows for flexibility of contents i.e. the contents can be expanded, modified or condensed to suit the particular audience.

Disadvantages

1. Little students observable participations, although active mentally by taking notes and thinking of possible questions.
2. The teacher cares less whether individual learner understands the lesson or not.
3. Limits teacher/learner rapports.

Activity 6.1

Write three advantages and three disadvantages of unit method.

Feedback

Advantages

- A lot of materials/information provided in a limited time.
- Motivates students to explore more knowledge e.g. by reading through references.
- It saves time and more economical i.e. 50-300 students or more to a Unit; unlike demonstration class with way not take more than 20-30 at a time.

Disadvantages

- Little students observable participations, although active mentally by taking notes and thinking of possible questions.
- The teacher cares less whether individual learner understands the lesson or not.
- Limits teacher/learner rapports.

6.1.2 Demonstration

Demonstration can be simply defined as planned instruction and performance. During this demonstration process, there is visual and

concrete presentation of content. It provides opportunity for learner to make use of more senses during period of learning.

Purposes

1. To teach procedures and skills.
2. To demonstrate the use of equipment.
3. To teach clients various procedure and treatments with they must perform after discharge from hospital.

Techniques for Effective Demonstration

1. Teacher must know the whole procedure before starting.
2. Ensure that all equipments needed are ready.
3. The group and the teacher should have advance knowledge of general procedure, its purpose and relationship to the unit particularly in clinical setting.
4. During the demonstration, learners must be able to see what is being demonstrated.
5. While performing the demonstration emphasise what to be done and not how it should not be done.
6. Run commentaries that are relative to the materials in use during the process. This depends on the position and situation of the class. Make corrections where necessary.
7. The setting should be as true to life as possible.
8. The demonstration should always be followed by a discussion period.
9. Opportunities should be provided for prompt practice. This assists the learner to master the skill.

Advantages

1. Makes use of several sense and creates correct mental picture.
2. Correlates theory with practice
3. More students participation
4. Develops student's skill and confidence i.e. observational skills.
5. Gives teacher the opportunity to evaluate the students on repetition of demonstration.
6. Increases the interest of learner because of concrete illustrations.

Disadvantages

1. It is time consuming
2. It seems expensive in terms of money
3. Can't be used in every teaching i.e. in learning principles and concepts.

6.1.3 Group Discussion Method

It can be defined as the cooperative problem solving activity which seeks a consensus regarding the solution of a problem other than a decision by majority votes purpose: seeking or finding solutions to a common problem.

Techniques

Teacher must develop objectives and choose appropriate topics. Provide some structure for the discussion. There should be some ground rules i.e. time limit for a speaker, classroom to be arranged accordingly i.e. circle for eye contact. All members of the group must be aware of the problems concerned and should have knowledge of the problem. There should be a leader for the group during the discussion. The leader has some functions to perform; he should not regard himself as a Unit. He is to encourage every member to participate and he is to regulate all information's given.

The leader serves purpose of relieving tension, that is where there is conflict of opinions he should device the best procedure that will enable the group achieve the particular objective. He summarizes when appropriate.

Advantages

1. Acquisition of skills of analysis, criticism, sharing facts and looking for facts.
2. Encourages learner to think for himself.
3. Teaches individual member how to adjust to social situations.
4. Teaches cooperation develops team spirit.

Disadvantages

1. It is time consuming
2. Not suitable for teaching new facts and principles
3. The objective for that particular session may not be achieved it the group is not organized.
4. Not very useful in the lower educational level

ITQ

Question

What is the role of the group leader in group discussion method?

Feedback

He is to encourage every member to participate and he is to regulate all information's given.

The leader also serves purpose of relieving tension, that is where there is conflict of opinions he should device the best procedure that will enable the group achieve the particular objective. He summarizes when appropriate.

1 | Symposium

Symposium is a type of group discussion where two or more people under directive of a chairman present speeches or discuss a topic from several points of view. This is usually followed by audience participation.

Purpose

To investigate or critically examine a topic from various perspectives.

Advantages

1. Presents wider basis of discussion than in the Unit method.
2. It has greater organization than discussion because speeches are prepared beforehand.

Disadvantages

1. Lack of opportunity for all students to participate actively.
2. It is time consuming
3. Speakers are limited to few minutes i.e. 10-15 minutes
4. Audience participation is limited. To make symposium successful plan ahead of time. Members of class should know the objective. Function of the chairman is to introduce the speakers and the topic, and makes transitional statement in between speeches and makes brief comments at end of every speech and finally before discussion is opened to the audience.

2 | Panel Method

A panel is a discussion in which few persons examine a topic in front of audience. During the process, difference points of view are presented commonly utilized in mass media i.e. TV radio.

Not commonly utilized in class room except you want student to have idea about techniques in panel discussion.

Techniques for Successive Panel Method

There are 3 components in the panel discussion.

1. Panel members
2. Chairman
3. Audience

The difference between this and symposium is that the audience is not seated like in symposium.

Chairman directs the discussion as members express opinions makes sure each member has equal opportunity for contributions. Chairman acts as referee, does not contribute.

He introduces the topic and members, explores the topic for discussion. He may start the discussion by directing questions to any member of the panel.

- Members must be quick thinkers and communicate easily.
- They must represent difference points of view.
- No rehearsals in panel discussion. Though members can jot down points in specific areas not located to members as it is in the symposium. This type of method is discussed at higher levels of education may be used at universities but in secondary schools.

Advantages

1. Stimulates thoughts
2. Helps to clarify individual with thinking\useful when group is too large to work effectively through a round table conference, can be part of other methods.
3. Enables audience to have an open mind attitude and respect for the opinions of the others.

Disadvantages

1. Does not solve the problem, solutions/conclusion rarely reached.
2. As for as nursing is concerned it is not particularly adaptable to nursing classes. May lead to or generate a lot of tension among discussants if the topic is difficult to control.

3 | Seminar Method

Similar to small informal group discussion can be defined as group discussion in which an individual makes a presentation of an in-depth of a particular topic under the direction of a teacher/supervisor. It may be in form of learned persons' discussion without any moderator. It is used a lot in universities and higher educational level.

Purpose

- To give students opportunity to participate in scientific analysis and research procedures.
- Utilized a lot at the graduate and post graduate school levels. Presentation may be in form of interactive review or presentations of instruments to audience where questions are asked on such instructions and if there are missing necessary information's, there can be additions or

modifications. It may be a presentation of data and opportunities provided for questions and modifications.

- Faculty members can organize seminars to aid post graduate students in their fields.

Seminar is limited to a small group between 15-25 persons forming the audience. This is to make it effective. Effective use of this method requires background knowledge of participants in addition to skill in problem solving and skill in library work. Seminar is not utilized often in clinical settings. Exception students can be assigned a topic to relieve

them of boredom.

Fig 6.1: Seminar Presentation (Picture Source: Google Image)

4 | Debate Method

During debate a statement is expressed, people then argue either in favour or against that statement. At the end of the argument the audience signify by raising hands the group that has more votes has won the argument. It does not necessarily mean that the group that won the argument has given the best answer. It is matter of winning the audience interest.

Techniques

- Three components in debate are-Debaters, chairman, audience.
- The chairman allocates time for speeches – to the chief speakers or their assistants.

Advantages

1. Increases logical reason and objective thinking.
2. Develop library/research skill for preparation
3. Eliminates stage frightens, develops self confidence, students work together as partners.
4. Develops communication skill in the public

Disadvantages

1. Makes individuals oppose their conscience or beliefs.
2. Judgment may be biased
3. Debate can be used to teach facts and principles

Workshop Method

This refers to group of individuals who work together towards the solution of problems in a given subject matter during a specific period. Individual has to do certain works.

Examiners workshop

Participants go to work by developing objective items that may be incorporated in the exam.

Techniques

- During the workshop, people participating must have similar experience in the field of planning they are investigating. It is their experiences and knowledge that are used in solving the problems involved.
- Participants break into various items of interest e.g. geography apart, English apart etc and they produce progress report.
- During workshop, direction, discussion and activities are planned and carried out by the group. This method does not lend itself to the teaching of Diploma students and undergraduate students generally.

Although it is called workshop but background Units are often given. It develops self skills in making items and gives background information for personal use. However, it is very expensive; workshop can't be used at every educational level.

5 | Team Teaching

This is one of the common teaching methods. It is a technique where two or more teachers with different preparations regularly and cooperatively carry out evaluation and teaching of students e.g. it implies that teachers teaching a particular course develop course outline together.

Techniques for Successful Team Teaching

1. The topics for the course may be taught alternatively.
2. The units of the course may be taught alternatively.

Team teaching also implies that there should be regular meeting and discussions among the teachers. It utilizes all other methods of teaching.

One teacher may or may not sit in while the other is teaching. This method has some advantages.

Advantages

1. Broadens quantity and competence of students
2. Enables teachers to teach a specialized area.
3. Adequate information is given to learners.
4. Create a healthy climate in the learning situation.
5. Increases teacher's supervision.
6. It encourages cooperative faculty relationship
7. Makes evaluation more objective when teacher's supervision is increased. Both teacher and students benefit.

Limitations/criticisms

1. Conflicts of ideas among teachers thereby creating confusion for students.
2. May be viewed as an economic wastage at lower educational level i.e. second schools. But not definitely at higher level.

Activity 6.2

List five advantages of team teaching.

Feedback

1. Broadens quantity and competence of students
2. Enables teachers to teach a specialized area.
3. Adequate information is given to learners.
4. Create a healthy climate in the learning situation.
5. Makes evaluation more objective when teacher's supervision is increased. Both teacher and students benefit

6 | Conference

Conference is simply defines as the purposeful conversation, sometimes synonymous with intervene but is more than interview.

Types

- Individual conference
- Small group conference
- Conferences

Purpose of individual conference is primarily to provide an opportunity to discuss a student's problem in the primary function. Principle underlying this method is that part of learning principle which says learning is independent on the efforts of the learner.

One can arrange to see the teacher to clarify confusing issues

Advantages

1. Enables the learner to use resources on himself to think his own problems, once he had indentifies the problems he take initiation towards the solution of the problem.

2. Provides opportunities for the teacher to identify learners interests or needs, helps learners to achieve those needs.

Disadvantages

May be time consuming on the part of the teacher

Small group conference – is another learning group, members share information and affirm whether the in formations receives are correct. They share experience.

Large conferences last for few days, learners from various places on various fields present papers. Differences ideas and techniques are learnt.

For successful individual conference's

1. The teacher's attitude should be professional
2. There must be sincerity of purpose during the interaction.
3. Learner must have confidence in teacher's ability and respect his dignity.

The teacher can refer student to another authority if he is not too sure of correct answer.

Fig 6.2: Small Group Conference (Source: Google Image)

7 | Case Method

It is self explanatory situation frequently used in group situation.

Two aspects could be observed.

a. Case study – describes the life history of the individual client that is being studied plus all the factors affecting the individual in his current health situation. During the case study a lot of information about his backgrounds is obtained i.e. about his illness, treatment problems from current state of health nursing care plan, his progress about his condition. So also his social life, cultural, background, education,

occupation. The major objective in case study is acquisition of knowledge and perspective on all the facts that are essential to understand a particular illness or condition. This method is commonly used in schools of Nursing.

b. Case Analysis:- This focuses on a central situation that requires decision or solution. This involves presentation of a concrete case and discussion by a group of students under the supervision of an instructor. The case may be hypothetical or real but sufficient information is provided for the students to be able to make decision or reason out steps to be taken viz-a-vis family situations. For example may be problem or funding the family when the breadwinner is admitted to the hospital for long period and his salary is no longer regular. The method is just to find out the cause(s) of particular problem.

c. Case incidence:- is another method but very similar to case analysis and there seems to be little or no difference. Case study and case analysis are used mostly in schools of nursing but not applicable in clinical areas.

6.1.4 Project Method

Project method is described as a scheme of something to be done or is a proposal to an undertaking - small or large scale. Any project involves the activities of the individual and the production of tangible result and this will depend on the type of the project, that is, it may be a small project to find out why. Project method is problematic in nature. It is directed and planned by the students.

They are definite obtainable goals. It also involves a lot of individual mental activities of the student during the process. The project may be individual or group.

Advantages

1. Arouses and maintains the interest of students, since it is their topic, they sort it out and see the project through.
2. Allows for individual differences
3. Gives students freedom of thought and action by providing for guided and natural development of work undertaken.
4. Instruction is student centered. In individual projects, advice is given individually according to their needs. Teacher asks question that may be helpful.

Criticisms

1. There may be wrong selection of topics with may not be relevant to their learning at the particular time.
2. Leads to overdevelopment of individualism and under development of cooperation (when it is individual project).

3. Amount of time expended on the project is not commensurable with the educational value of the topic – time wasting. Before giving out topics to students, their levels of understanding and knowledge background should be assessed.

6.1.5 Role Playing

This is social drama and psychodrama. In socio drama the players exhibit interaction of people with other individual or groups as represented by some cultural roles. Socio drama deals with problem faced by majority of people in exhibiting some specific roles e.g. exhibiting the role of a leader, of a mother of a Nurse.

Role playing is the best method to teach people about attitude or attitude to change seeing oneself and actor. In psycho drama, a group of people act out certain roles which are unique problems of an individual. It is utilized a lot in psychiatric settings while the socio drama can be used to depict every day events or in classroom situation

Advantages

1. Best method to teach attitudes so that student can live through it by acting it out and they can express it out.
2. Allows the group to get case material (hypothetical case) which can be tailored to fit specific needs and situation of the group in question.
3. Using to practice selected behaviour in real life situation without distress of making a mistake. It is a sort of rehearsal.
4. Assist learner to develop certain skills, social interaction, problem solving, observation, analysis of situations.

Disadvantages

1. Time consuming
2. Can't be used to teach concrete concepts and principle.
3. Usefulness depends on whether or not the purpose is achieved.

Process

- There would be actors/actresses who would have been benefited of what to act out.
- They allocate characters to themselves.
- They act out the brief episode in front of the audience. For role playing to be effective it should be short in duration 5 – 10min. Once actors have depicted what the Unitr wants them to do he can stop them.

- After the play, the audience will now identify various characters in the group and analyse the way each actor behaved during the act.
- Assess whether it is the appropriate behavior. If not what other way he should behave, what made him to have behaved in a particular to have behaved in a particulate way.
- The reactions of other person, proper Unit on that particular concept can end the act. Highly trained therapists should be in attendance during the process so that when the clients emotions are raised therapists can come into their aids.

Activity 6.3

Write three advantages and three disadvantages of role playing method.

Feedback

Advantages

1. Best method to teach attitudes so that student can live through it by acting it out and they can express it out.
2. Allows the group to get case material (hypothetical case) which can be tailored to fit specific needs and situation of the group in question.
3. Using to practice selected behaviour in real life situation without distress of making a mistake. It is a sort of rehearsal.

Disadvantages

1. Time consuming
2. Can't be used to teach concrete concepts and principle.
3. Usefulness depends on whether or not the purpose is achieved

6.1.6 Programmed Instruction

Programmed instruction is a method of self instruction in the learner studies a subject of topic by means of a teaching machine, program booklet or pamphlet. The topic to be learnt is arranged in logical sequence from simple to complex.

Advantages

The learner learns at his own pace and there is immediate reinforcement of what is learnt and this motivates the learner to proceed and make through research.

Disadvantages

1. It is not easy to develop a program instructional material.
2. It is a very expensive method of teaching – and time consuming as only a machine could be available to large group of students.

This method is majorly used in advanced countries with high technology development where there are enough machines for use. Where this machine is developed to a large extent, the responsibility would be more on the learner and less services of teachers would be requires. The teacher would only conduct exams for students. The process is carried out step by step.

6.1.6 Field Trip

Has been defined as an educational procedure by which students study at first hand object, materials and situations in their natural environment i.e. going to water works to study water purifications, bacteria association with water pollution and methods of purification. Field trip is supplementary to theoretical aspect of the study field trips correlate school life with outside word and provided direct opportunities for interaction between the school and the community. We learn about ideals in schools but the relation is seen in the community field trips help learners develop a better understanding of etiology of diseases. It arouses and maintains students' interests. It vitalizes instruction.

Provides opportunity for learners to consider and solve problems arising from individual or group participation in a natural social setting.

6.2 Tools for Teaching: Nursing Care Plan and Process Recording

Some writers may term it to be teaching methods. But this school of thought terms it to be tools for teaching.

6.2.1 Nursing Care Plan

This is used to provide a guide to nursing care and provides for continuity of care provides opportunity information for other health workers caring for the particular client. It contains immediate and long term objectives for nursing care. This helps to evaluate and discuss care plan and modify care plan as the needs of the client change. This method is applicable in classroom settings but we can't use it on clients.

6.2.2 Process Recording

This has been defines by Heidgerken as an exact situation report between the Nurse and the client time they were together. It includes the record of the nurse's feelings and the manner in which the client said what he said did in the situation he was describing. It is used a lot in psychiatric nursing can also be used to evaluate interaction in any nurse client relationship – whether cordial or

hostile. It deals with communication and related skills – hence used often in psychiatry nursing because clients here have problems in communication interrelationship.

For successful application- requires

1. Skill in interviewing
2. Conversational skill
3. Skill in identifying verbal and non verbal communication
4. Have listening skills which help to identify the recurrent themes in the client's conversation.
5. In addition, you must reassure the client about the confidentiality about whatever is going on between the two of you.
6. You record verbatim what transmits between the two of you.

This method is not commonly used in schools of Nursing because of its disadvantages. Through analysis of your discussion with the client, one can identify his problems and this helps to assist him further by clarifying issues, making him gaining more insight process recording is quite time consuming. There should be no hurry in this process because not all patients can talk fast. And more over, since verbatim recording must be made and where there is no tape record much time is required in recording. This method is not used for teaching procedures.

It assists client to develop insights to his problem and find solutions. On the Nurse's part, helps to develop more interactions. The client might refuse recording of the discussion. This may depend on the approach. However, client should be made to understand the purpose – just for record purposes.

6.3 Guidelines for Selecting Appropriate Teaching Methods

Any method that utilizes as many serves as possible will allow for individualism and improves learning.

1. The method to be selected should suit the objective to be achieved i.e. in case of studying colours, demonstration.
2. The method should suit the contents being taught.
3. Methods should be chosen having in mind the intellectual i.e. maturity of the learner i.e. if teaching younger clients middle or elder clients, methods should be within their scope.
4. The method should follow sound psychological principles to motivate their learner and should be which can be adapted to individual differences.

5. The setting for teaching should be considered – things that are practicable.
6. The time available also determines teaching method.
7. Method selected should suit teacher is personality that is teacher and capitalize method you i.e. is you are best at modify the techniques and make it creative in manner.
8. Utilize a lot of senses to allow for individual differences.

Study Session Summary

Summary

In this Study Session, In this study session, you have learnt that instructional alternatives are very important in achieving the goals of a particular lesson. Learning process can be affected either positively or negatively depending on how teacher applies the instructional alternatives. Instructional alternatives should be given fair trial before use.

Assessment

Assessment

SAQ 6.1 (tests Learning Outcome 6.1)
What are the different types of instructional alternatives that are available?

SAQ 6.2 (tests Learning Outcome 6.2)
Discuss the techniques of ant three teaching methods.

SAQ 6.3 (tests Learning Outcome 6.3)
Explain the merits and demerits of any three instructional alternatives

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Study Session 7

Teaching Aids (Instructional Alternative)

Introduction

This study session, introduces you to various teaching method to various teaching methods also known as instructional alternatives use as teacher which would help you to achieve the instructional objectives. You will also learn that there is no teaching method that can be said to be better than the other instead, they complement each other.

Learning Outcomes

Outcomes

When you have studied this session, you should be able to:

7.1 Define audiovisual aids.

7.2 Identify various types of teaching aids (audio visual aids).

7.3 Identify factors to be consider when choosing teaching aids.

7.4 Identify guiding principles in making and using audiovisual aids

Terminology

3-Dimensional Aids	An object that has height, width and depth, like any object in the real world.
Audio Visuals	These are training or educational materials directed at both the sense of hearing and the sense of sight.
Non projected visuals	Those aids which are used without any projection. So they translate abstract ideas into a more realistic format.
Projected visual aids	These are pictures shown upon a screen by use of a certain type of machine such as a filmstrip projector, slide projector, overhead projector or TV/VCR.

7.1 Teaching Aids/Audio Visual Aids

You will agree with me that teaching aids/audio visual aids are very important in teaching-learning process. According to Neelu (2010) Audio visual aids (AVAs) are materials produced,

distributed and used as planned components of educational programs. They help in the process of learning, that is, motivation, classification and stimulation. They are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete, clear and realistic. It provides significant gains in thinking and reasoning. Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the learners and quicken learning process for clear understanding.

7.1.1 Purposes of AVAs

1. To make teaching learning more concrete.
2. To serve an instructional role in itself.
3. To create interest among the group.
4. To make teaching as an effective process.

Advantages AVAs:

1. AVAs helps in effective perceptual and conceptual learning,
2. AVAs helpful in capturing and sustaining attention of students.
3. AVAs arouses interest and motivates students to learn.
4. AVAs helpful in new learning.
5. AVAs helps in saving energy and time of both the teachers and students.
6. AVAs provides near realistic experience.
7. AVAs can meet individual demands.
8. AVAs is useful in for education of masses.

7.1.2 Characteristics of Good Teaching Aids/ Audio Visual Aids

Good teaching aids/ audio visual aids should be:
1. Meaningful and purposeful
2. Motivates the learners
3. Accurate in every aspect
4. Simple and cheap
5. Improvised
6. Large in size
7. Up-to-date
8. Easily portable

Mention six characteristics of good teaching aids/audio visual aids.

Feedback

- Meaningful and purposeful
- Motivates the learner
- Accurate in every aspect
- Simple and cheap
- Large in size
- Up-to-date

Activity 7.1

7.1.3 What to Consider When Choosing Teaching Aids

When choosing a teaching aids ABC test of a good teaching aids should be considered.

- Accurate and up to date in every detail
- Appropriate for the age, ability and interests of those with whom it will be used and also for the intended purpose?
- Artistic and well produced, giving a pleasing first impression?
- Brief, containing essentials without irrelevancies?
- Bold in presentation so that every user can see it clearly and is left with a memorable impression.
- Bright, using colour to the best effects
- Careful in its plan and production, giving it a deserved impression of good quality?
- Clean and well cared for with any damage already repaired?
- Clear, so that every user can quickly grasp what it has to say?

7.1.4 Classification of Teaching Aids/ Audio Visual Aids

Teaching aids/ audio visual aids are classified according to the type of projection or display of such teaching aids/ audio visual aids. Hence the followings:

I. Classification of AVAs according to function:
    1. Audio aids: Audio materials are those which can be heard. Examples: - radio, tape, recorder, walkman, Headphones.
    2. Visual aids: these are helpful to visualize the things. Examples- graphic aids, 3D- aids, display boards, and print material.
    3. Audio visual aids: these aids can be heard and seen simultaneously. Examples: projected aids, TV, films.
II. Classification of AVAs according to complexity:
    1. Simple AVAs: It includes graphic aids, display boards, 3D-aids, print material etc.
    2. Sophisticated AVAs: includes audio-visual aids.

7.1.5 Principles to Be Followed For The Effective Use Of AVAs

1. Audio visual materials should function as an integral part of the educational program.
2. AVAs should be centralized, under specialized direction and leadership in educational programs.
3. An education program should be flexible.

4. AVAs material should be carefully located to eliminate duplication, easy accessibility and convenient use.
5. AVAs material should be available whenever and wherever they needed for effective utilization as an integral part of curriculum.

ITQ

Question

As an instructor, what are those factors you would consider when choosing teaching aids?

Feedback

- Accurate and up to date in every detail
- Appropriate for the age, ability and interests of those with whom it will be used and also for the intended purpose?
- Brief, containing essentials without irrelevancies?
- Bold in presentation so that every user can see it clearly and is left with a memorable impression.
- Bright, using colour to the best effects
- Careful in its plan and production, giving it a deserved impression of good quality?

7.2A Projected AVAs

7.2.1 Overhead Projector

The overhead projector is the most used of all AVAs. It projects transparencies with brilliant screen images suitable for use in a lighted room. The teacher can write or draw diagrams on the transparency while he teaches; these are projected simultaneously on the screen by the projector (Neelu, 2010).

During presentation:

1. Keep the screen above the heads of the participants.
2. Keep the screen in full view of participants
3. Make sure you are not blocking any ones view when presenting.
4. Darken the room appropriately by blocking out sunshine and dimming nearby.
5. Turn the screen off between slides if you are going to talk for more than two minutes
6. Talk to the audience, not to the screen

Purposes

1. To develop concepts and sequences in a subject matter area.
2. To make marginal notes on the transparencies for the use of the teacher that can carry without exposing them to the class.
3. To test students performances, while other classmates observe.
4. To show relationships by means of transparent overlays in contrasting color.
5. To give the illusion of motion in the transparency.

Advantages

1. It permits the teacher to stand in front of the class while using the projector, thus enabling her to point out features appearing on the screen by pointing to the materials at the projector itself and at the same time, to observe the students reactions to her discussion.
2. Gains attention of the learners

7.2.2 Overhead Transparencies

Transparencies are popular instructional medium. They are simple to prepare and easy to prepare and easy to operate with the overhead projector which is light weight.

A 10*10 inches sheet with printed, written or drawn material is placed on the platform of the projector and a large image is projected on a screen behind you.

The projector is used from near to the front of the room with the teacher standing or sitting beside, facing the student.

Guidelines for making effective transparencies:

- Have one main idea an each transparency.
- Include only related figures and diagrams.
- Use simple lettering style in writing.
- Use diagrams in proposition to its lettering.
- Keep the message clear and simple.
- Emphasize the key messages.
- Use color and lettering with discretion.

Advantages:

- Permits face to face interaction with the students.
- Can be used in daylight conditions.
- Can present information in systemic developmental sequences.
- Requires limited planning and can be prepared in variety of inexpensive methods.
- Easily available.

7.2.3 The Opaque Projector

Opaque projector is the only projector on which you can project a variety of materials Examples: - book pages, objects, coins, postcards, or any other similar flat material that is non-transparent. The opaque projector will project and simultaneously enlarge, directly from the originals, printed matter, all kinds of written or pictorial matter in any sequence derived by the teacher. It requires a dark room, as projector is large and not reality movables.

Fig 7.1 Various Types Opaque Projectors (Source: Google Image)

Advantages

- Stimulates attention and arouses interest.
- Can project a wide range of materials like stamps, coins, specimen, when one copy is available.
- Can be used for enlarging drawings, pictures and maps.

- Does not require any written or typed materials, hand-written material can be used.
- Helps students to retain knowledge for longer period.
- Review instructional problems.
- Test knowledge and ability.
- Simple operation.

Disadvantages

- Costly equipment.
- Needs to use it with care.
- Needs a dark room for projection

7.2.4 Slide Projector

A slide is a small piece of transparent material on which a single pictorial image or scene or graphic image has been photographed or reproduced otherwise.

Slides are a form of projected media that are easy to prepare. They are still pictures on positive film which you can process and mount individually yourself or send to a film laboratory. The standard size of the slides is 2 "X 2 "any 35mm camera will make satisfactory slides.

Fig 7.2: Slide Projector (Source: Google Image)

Slides can be made from photographs and pictures by teachers and pupils taking photographs and snapshots when they go on fieldtrips for historical, geographical, literacy or scientific excursions.

The arrangement of slides in proper sequence, according to the topic discussed, is an important aspect of teaching with them.

Advantages

1. Requires only filming, processing and mounting by self or laboratory.
2. Results in colorful, realistic, reproduction of original subject.
3. Preparation with any 35mm camera for most uses.
4. Easy to revise and up-date.

5. Easily handled, stored and re-arranged for various uses.
6. Can be combined with tape narration or can control time for discussion.
7. May be adapted to group or individual use

7.2.5 Filmstrips

Film strips are sequence of transparent still pictures with individual frames on 35mm film. A tap recorded narration can be synchronized with film strip.

Each strip contains from 12 to 18 or more pictures. It is a fixed sequence of related stills on a roll of 35mm film or 8mm film.

Fig 7.3: A Film Strip (Source: Google Image)

Principles

1. Preview filmstrips before using them and select carefully to meet the needs of the topic to be taught.
2. Show again any part of the filmstrip needing more specific study.
3. Use filmstrip to stimulate emotions, build attitudes and to point up problems.
4. It should be introduced appropriately and its relationship to the topic of the study   brought out.
5. Use a pointer to direct attention, to specific details on the screen.

Types of filmstrip

1. Discussion filmstrip: it is continuous strip of film consisting of individual frames arranged in sequence usually with explanatory titles.
2. Sound slide film: it is similar to filmstrip but instead of explanatory titles or spoken discussion recorded explanation is audible, which is synchronized with the pictures.

Advantages

1) Are compact, easily handled and always in proper sequence.
2) Can be supplemented with recordings.

3) Are inexpensive when quantity reproduction is required.
4) Are useful for group or individual study at projection rate are controlled by   instructor or user.
5) Are projected with simple light weight equipment.

7.2B Non-Projected Audio Visual Aids

It is a combination of graphic and pictorial material designed for the orderly and logical visualizing of relationships between key facts and ideas such as: comparisons, relative amounts developments, processes, classification or organization. It includes the following:

7.2.6 Charts

These visual symbols used for summarizing, comparing, contrasting or performing other services in explaining subject matter. A chart is a combination of pictorial, graphic, numerical or vertical material, which presents a clear summary.

Chart is defined as a visual aid which depicts pictorial and written key information in systematic way to explain, summarize and compare. Examples are: anatomical charts and figure, diagrams etc.

Purposes:

1. To visualize an item, it is otherwise difficult to explain only in words.
2. To highlight important points.
3. To provide outline for materials covered in presentation.
4. To show continuity in process.
5. For creating problems and stimulating thinking.
6. For showing development of structure.

Types of charts:

1. Narrative chart: Arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution or we can show an improvement over a period of years.
2. The cause and effective chart: Arrangement of facts and ideas for expressing the relationship between rights and responsibilities or between a complex of conditions and change or conflict.
3. The chain chart: arrangement of facts and ideas for expressing transitions or cycles.
4. The evolution chart: facts and ideas for expressing changes in specific items from beginning data and its projections into future.

5. Strip tease chart: it enables speaker to present the information step by step. It increases the interest and imagination of the audience. The information on the chart is covered with thin paper strips to which it has been applied either by wax, tape or sticky substance or pins. As the speaker wishes to visually reinforce a point with words or symbols, he removes the appropriate strip or paper. It produces interest. It increases learning and aids recall.

6. Pull chart: it consists of written messages which are hidden by strips of thick paper. The message can be shown to the viewer, one after another by 6 pulling out the concealing strips.

7. Flow chart: diagrams used to show organizational elements or administrative or functional relationships. In this chart lines, rectangles, circles, are connected by lines showing the directional flow.

8. Tabulation chart: it shows the schedule of an activity or of an individual example: time-table of a class. These are very valuable aid in the teaching situation where breakdown of a fact or a statement is to be listed. Also it is a useful aid for showing points of comparison, distinction, and contrasts between two or more things.

While making the table charts the following points must be kept in the mind.

- The chart should be 50 X 75 cm or more in size.
- The chart should be captioned in bold letters.
- The vertical columns should be filled in short phrases rather than complete sentences.

9. Flip chart: a set of charts related to specific topic have been tagged together and hang on a supporting stand. The individual charts will carry a series of related materials or messages in sequence. The silent points of specific topic will be presented.

10. Pie chart: a circle will be drawn and divisions will be made into different sections, each section will be coded differently and code key will be given at right corner of the chart as legend. The circumference is divided into suitable sections. It is relevant for showing the component parts

Activity 7.2

Give the names of the charts described below:

1. A circle is drawn and divisions are made into different sections.

2. A set of charts related to specific topic have been tagged together and hang on a supporting stand.

3. Arrangement of facts and ideas for expressing transitions or cycles.

4. Facts and ideas for expressing changes in specific items from beginning data and its projections into future.

5. Arrangement of facts and ideas for expressing the events in the process or development of a significant issue to its point of resolution or we can show an improvement over a period of years.

Feedback
1. Pie chart
2. Flip chart
3. Chain chart
4. Evolution chart
5. Narrative chart

7.2.7 Flash Cards

Flash cards are a set of pictured paper cards of varying sizes that are flashed one by one in a logical sequence.

Flash cards can be self made or commercially prepared and are made up of chart or drawing paper, plain paper using colors or ink on them for drawings.

Purposes:
1. To teach the students.
2. To give health education.
3. Useful for small group.
4. Used in group discussions.

Principles:
- The messages can be brief, simple line drawing or photographs, cartoons and the content will be written in few lines at the back of the each card.
- 10" X 12" or 22" X 28" is commonly used size.
- 10-12 cards for one talk can be used. It should not be less than 3 and more than 20.
- Prepare a picture for each idea which will give visual impact to the idea.
- The height of writing on the flash card is to be approximately 5cm for better visualization.

Using the flashcards

For class room instruction, the flash card s is to be properly used. The following steps are used while displaying flash cards.
1. Give brief introduction about the lesson to students.
2. Give instructions to students about their actions while you flash the cards.
3. Flash the card in front of the class by holding it high with both your hands so that all the students can see it.
4. Let the student respond as per instructions already given.
5. Review the lesson by selectively using flash cards.

Advantages

- Flash cards can be used to introduce and present topics.
- It can be used to apply information already gained by students to new situations

- It can be used to review a topic.
- Can be used for drill and practice in elementary classe
- To develop the cognitive abilities of recognition and recall of students.
- It can work as a useful supplementary aid and can be effectively used with other material.

Disadvantages

- Cannot be used for a large group
- Prone to get spoiled soon
- Preparation is time consuming

ITQ

Question

What are the four advantages of using flash cards?

Feedback

- Flash cards can be used to introduce and present topics.
- It can be used to apply information already gained by students to new situations
- It can be used to review a topic.
- Can be used for drill and practice in elementary classes

7.2.8 Posters

Posters are the graphic aids with short quick and typical messages with attention capturing paintings.

Purposes

- To provide general motivation.
- To create an esthetic or atmospheric effect.
- To communicate a more general idea.
- For the class room and community.

Preparation and rules

- Planned for specified people
- Tell the message at single glance.
- Use bold letters.
- Use pleasing colours.
- It should be placed, where people pass or gather

Features of a good poster

- Brevity: message should be concise
- Simplicity: message should be easily understandable
- Idea: should base on single idea and it should be relevant.
- Colour: suitable colour and combination should be used to make the poster attractive and eye catching.
- Display: while displaying one should be sure to find a place where there is adequate light and where the larger population will see it.

Advantages

- It attracts attention.
- It conveys the message very quickly.
- It does not require a detailed study.
- Good poster leads to action with good motivation
- It can stand alone and is self explanatory.

Disadvantages

1. Poster does not always give enough information
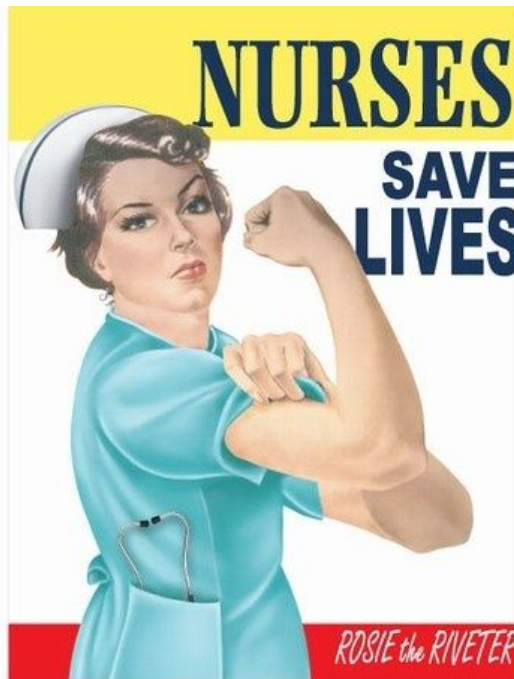2. When a poster is seen for longer time it may not be attractive. So it should be dynamic.

Fig 7.4: A Poster (Source: Google Image)

As an instructor, what are the features you will look out for in posters before using them for instructional purpose?

Feedback

- Brevity: message should be concise
- Simplicity: message should be easily understandable
- Idea: should base on single idea and it should be relevant.
- Colour: suitable colour and combination should be used to make the poster attractive and eye catching.
- Display: while displaying one should be sure to find a place where there is adequate light and where the larger population will see it

7.2.9 Graphs

Graphs are the visual teaching aids for presenting statistical data and contrasting the trends or changes of certain attributes.

Method of preparation

- Before making the bar chart makes a rough sketch of it in a note book.
- For drawing the bar graph use the chart paper of 50x 72 cm size.
- Use two different colour shades for the two contrasting groups.
- The bars should be equally spaced.
- Write the key to the bar graph in a box on the right hand side corner of the chart paper.
- Numbers specifying the magnitude of the bars should be on the top on the bars.

Types

Pie graph:

These are called as circle diagram. The data are presented thorough the sections of portions of a circle.

- In determining the circumference of a circle we have to take into consideration a quantity known as pie.
- The surface area of a circle is to cover 360 degree
- The total frequencies or value is equated to 360 degree and then the angles corresponding to component parts are calculated.
- After determining their angle, the required sectors in the circle are drawn.

Bar graph

The graphic presentation extends the scale horizontally along the length of bars. Each bar must be of the same width, height

of the bar over a period represents the corresponding time of the variable. Graphs are available in 2 forms that is vertical and horizontal

Line graph

This shows the trends and relationships. Example is single line that shows the relation and the variation in the quantity. Quantitative data are plotted or when the data is continuous. The concepts are represented with the help of lines drawn either horizontally or vertically. The plotted points are connected to one another, instead of the base thus producing the curve.

Pictorial graph

It is an outstanding method of graphic representation. Pictures are used for the expression of ideal; they are more attractive and easily understood. Vivid pictures will be used to create rapid association with the graphic message; each visual symbol may be used to indicate quantity.

7.2.10 Maps

A map is a graphic aid representing the proportionately as a diagram, the surface of the earth, world or parts thereof. It conveys the message by lines, symbols, words and colours.

Types of maps:

1. Political maps: these maps show political divisions of the world, a continent, a nation.
2. Physical maps: shows the physical contour of a place, area, and region.
3. Relief maps: it shows the actual elevations and depressions in a place, area, and region.
4. Weather maps: shows the amount of rains, temperature extremes, humidity in an area, region country.
5. Population maps: shows the distribution of population in various parts of region, country.
6. Picture or tourist maps: shows historical spots monumental sites.etc..
7. Road maps: shows the roads of a region connecting various parts and points together.
8. Railway maps: shows the railway links between various points.
9. Air maps: shows the air routes between various points
10. Sea root maps: shows the sea routes between various sea ports

7.2.11 Newspapers

It can furnish health messages in local languages which can reach to the public easily. The information will be available in

low cost, easy to read and understand simple language .the people may learn to read and interpret the contents along with pictures to enhance easy grasping.

Advantages

1. Best method to reach a large group
2. Pictures will help in easy understanding
3. Attractive and easy to understand
4. Lot of information can be obtained in various fields

Disadvantages

1. useful for literates only
2. detailed information cannot be produced

7.2C 3-Dimensional Aids

7.2.12 Models

A model is a recognizable representation of a real thing three dimensionally, that is height, width, and depth is felt as reality.

Types of models

1. **Solid models:** it is the replica of an original thing made with some suitable material like clay, plaster of Paris, wood, iron etc. to show the external parts of the things. Examples: globe, clay model of human and animal.
2. **Cutaway and x-ray models:** are the replicas of the original things to show internal parts of a thing. Cross sectional models are difficult to make in the class room or institutions as they require expertise to construct them. Examples: cross sectional model of human body.
3. **Working models:** these models are either actual working things or their miniature replicas. For illustrating an operation. Example: a motor, a generator.
4. **Sand models:** made by using sand, clay, saw dust, examples: a tribal village, a forest area.

Advantages:

- Models heighten reality of things and make learning direct and meaningful as they are three dimensional.
- Models illustrate the application side of certain principles and laws.
- Models explain the complex and intricate operations in a simplified way and thus make comprehension easier.
- Models are lasting and ultimately work out to be cheaper teaching aids.
- Still models are easy to make with the help of discarded materials like empty boxes, pins, clips, nails, and clay.

- Models are to reasonable size and convenient to handle.
- Models involve the use of all the five senses and thus make learning effective.

Limitations:

- It requires expertise to make.
- Time consuming.
- Some of the models may be very expensive.

ITQ

Question

Discuss four types of models.

Feedback

1. Solid models: it is the replica of an original thing made with some suitable material like clay, plaster of Paris, wood, iron etc. to show the external parts of the things.
2. Cutaway and x-ray models: are the replicas of the original things to show internal parts of a thing. Cross sectional models are difficult to make in the class room or institutions as they require expertise to construct them.
3. Working models: these models are either actual working things or their miniature replicas. For illustrating an operation.
4. Sand models: made by using sand, clay, saw dust, examples: a tribal village, a forest area.

7.2.13 Objects and Specimens

A collection of real things for instructional use refers to objects. A specimen is a sample of the real object or a material. While using the specimen and objects as teaching aids, a teacher must keep the following points in her mind.

1. Objects and specimens should be mounted in shallow boxes in an artistic way and the boxes should be covered with cellophane paper.
2. Also label each object or specimen using self adhesive paper.
3. Plan your teaching with certain simple and direct observations of the object or specimen being referred to.
4. Ask questions from the students to elicit more details of the features of the object or specimen under observation.
5. Clarify and emphasize important structural details of the object or specimen under observation
6. Provide review and practice to make learning permanent.

Sources of objects and specimens:

- Local markets
- Manufacturers and factories
- Discarded material from the houses
- Specimen found in nature can be collected by students from field trips and nature hunt
- Plasters casts can be purchased
- Wild flowers, leaves, shells, stones, butterflies, moths, insects can also be procured.

Advantages of objects and specimens:

- Collection of objects and specimens by students requires interaction with others leading to development of social skills and values.
- Students when collecting and displaying objects and specimens derive satisfaction of contributing to the school.
- Student's power of observation and first hand experiences is enhanced by collection of objects and specimens.
- Student's personal collection of objects and specimens can be good source of doing investigatory projects.
- Collection of objects and specimens become an interesting educational pursuit of the teacher and students alike.
- It arouses some interest among students in learning
- Objects and specimens involve all the five senses in the process of learning
- It heightens the reality in the classroom
- It makes teaching lively.

7.2.14 Exhibitions

Many times in the school, a department of the school or a class put up their work for showing it to the people outside the school, and such a show is called exhibitions. The pieces of work done by the students for an exhibition are called exhibits.

Requisites for exhibition:

- The exhibition should have a central theme with a few sub themes to focus attention to a particular concept
- The exhibits should be clean, labelled properly
- The concepts of contrast in color and size should be used for lying out the exhibitions
- The exhibits should be so placed so the most visitors can see them
- The place and exhibits should be well lighted

- To capture attention and interest of visitors, both motion and sound should be utilized
- The exhibition should have some exhibits with operative mechanism such as switches, handles, to be operated by the visitors to observe some happenings.
- The exhibition should include lot of demonstrations as they involve deeply the students and the visitors
- The exhibition should be able to relate various subjects' areas to provide integrated learning.

Advantages:

- Exhibitions inspire the students to learn by doing things themselves and they get a sense of involvement
- Exhibitions give students a sense of accomplishment and achievement
- Exhibitions develop social skills of communication, cooperation, coordination
- Exhibitions foster better school community relations and make community members conscious about the school
- Exhibitions couple information with pleasure
- Exhibitions foster creativity among students.

Disadvantages:

- Requires thorough preparation
- Time consuming
- Require funds or budget.

7.2.15 Chalk Board

A chalkboard or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erasable markers. Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern versions are often green or brown and are thus sometimes called a green board or brown board instead.

A blackboard can simply be a piece of board painted with matte dark paint (usually black or dark green). A more modern variation consists of a coiled sheet of plastic drawn across two parallel rollers, which can be scrolled to create additional writing space while saving what has been written. The highest grade chalkboards are made of rougher version porcelain enameled steel (black, green, blue or sometimes other colours). Porcelain is very hard wearing and chalkboards made of porcelain usually last 10-20 years in intensive use.

Disadvantages

1. They produce a fair amount of dust, depending on the quality of chalk used.
2. It cannot be shared with or used near dust-sensitive equipment such as computers.
3. Some people find this uncomfortable or may be allergic to it, and there has been speculation about links between chalk dust and respiratory problems.

Fig 7.5: A Chalkboard

7.2.16 Auditory Aids

These are also an effective aid, usually radios, recorders, gram phones come under this category.

Using a record player for teaching:

1. A record player can be used in the following ways in the actual class room situation
2. A record player can be used to supplement a lesson.
3. A record player can be used for an appreciation lesson in music.
4. A record player can be used for an appreciation lesson in literature.
5. A record player can be used for students to acquire the singing ability, deliver a speech properly, and recite a poem in the right way.
6. The player can be used to end or conclude a lesson;
7. Introduce a lesson and review a lesson.
8. A record player can be used for physical exercises accompanied with music

Tape recorder:

A tape recorder is a portable electronic gadget to record, reproduce, erase and re record sound on a magnetic tape. This device can be used without much fuss by any body by operating the following

press buttons attached to the recorder, viz, stop, play, wind, rewind, record, pause, and eject.

Uses: it is used to learn foreign languages, rhymes, and songs with clarity.

Gramophones

Like radio gramophones are also important teaching devices.

1. Helps to listen to famous speeches
2. To teach good pronunciation in a foreign

6.2.17 Audiovisual AIDS

Video tapes

Teaching with videos

1. Always preview and evaluate the video even if you produced it yourself. It will help establish relevance in terms of the points or visuals you wish to emphasise during the viewing.
2. Check the room's lighting, seating, picture and sound quality to be sure that everyone can see and hear the video when it is played.
3. Prepare students by briefly reviewing previous related studies, or teach prerequisite skills in order to equalise students' background. Brief them on the video's contents and list the key points or questions to direct attention to specific aspects of the video.
4. For recapitulation or further discussion, re-play the video to consolidate information which was previously presented rapidly. This contributes to the overall learning experience as students will have the opportunity to see what they have missed in the first showing. Since watching a video is mostly a passive activity, you should introduce activities to motivate student participation, especially before and after the playback
5. Conduct post-viewing discussions or quizzes to emphasise key issues or points. Redirect attention to new content or concepts, and help students to process complex information. Assign reading lists and project work and so on. You may identify other activities that would help to reinforce student learning.

Fig 7.6: Video tapes (Source: Google Image)

Video self-confrontation/micro-teaching

Video self-review is a technique in which you record and playback your teaching or presentation for analysis and self-critique. The video recording can be of an actual or practice Unit, tutorial, demonstration or presentation. On playing back the recording, you will become aware of the strong and weak points of your Unit presentation in aspects relating to content, structure, organisation and sequencing, demeanor, mannerisms, speech, voice production and control, as well as the effective use of instructional media.

Be critical of the weak points that require attention or correction, and revise your teaching strategy and performance accordingly. Record your presentation (in a ten-minute segment) again to compare with the previous effort. After repeating this process several times, you will see evidence of improvement in your presentation. It is sometimes difficult to be your own critic. If you want an objective analysis of your performance, ask a friend or colleague to sit in with you.

Activity Aids

There are certain learning situations in which student participation through direct experiences can be easily incorporated, these are called activity aids. The activity teaching aids are really of great value as they put students in a role of active seekers of knowledge.

Study Session Summary

Summary

In this Study Session, In this study session, you have been introduced to various teaching aids also known as instructional alternatives use as teacher which would help you to achieve the instructional objectives. The advantages and disadvantages of these teaching aids were discussed. Also, factors to be considered before using the teaching aids were discussed. Moreover, in this study session, you learnt the methods of production and use of these teaching aids for instructional purpose.

Assessment

Assessment

SAQ 7.1 (tests Learning Outcome 7.1)

Define audio visual aids.

SAQ7.2 (tests Learning Outcome 7.2)

Mention 10 examples of teaching aids.

SAQ 7.3 (tests Learning Outcome 7.3)

What are the factors to be consider when choosing teaching aids?

SAQ 7.4 (tests Learning Outcome 7.4)

Choose and a teaching aid and highlight the guiding principles in making the chosen audio visual.

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Notes on Self Assessment Questions

SAQ 1.1: Education can be defined as the impartation or acquisition of knowledge, skills and attitudes which enables one to function and contribute to the society.

SAQ 1.2: Philosophy is the study of the fundamental nature of knowledge, reality, and existence.

SAQ 1.3: Philosophy and education are closely connected that one without the other is meaningless. Many bonds unite education with philosophy. These are:

a) **Natural bonds** – there is a natural association between the spiritual life and education, as well as between the ideals and the cultural standards of the adult generation. Pluto made the remark that "we must educate the young in order that we may hand on the torch of life to posterity"

b) **Logical bonds** – once ideals have been established, it may be said to follow logically that a system of education must be set up in order to perpetuate them.

c) **Social bonds** - education aims at the perpetuation of social institutions which are based on a philosophy of life and the progress of society.

d) **Cultural bonds** – culture embraces the sum total of people's accomplishment s, the ideals and the virtue after which they strive. Philosophy determines ideals. Culture in all its phases; including philosophy is transmitted through the institution of education.

e) **Human bonds** – psychology, or the dealing in human relationships, is the basis for education. A recognized of education is to develop the personality of the ideal that will best serve as a model for his education. If education is not supported by all that is fine and noble in human nature, it ceases to be education, it descends to the lowly levels of mechanical activity.

f) **Religious bonds** -- philosophy and education are joined by religious bonds in addition to other bonds. Education realizes its finest expression, man attains not merely an ordinary philosophy of life in religious education but a philosophy inspired from on High.

SAQ 1.4: Philosophy of nursing education is derived from philosophy of education in Nigeria. Nigeria philosophy of education is based on the integration of individual into a sound and effective citizen and equal educational opportunities for all citizens at all levels. The philosophy is in line with the national objectives focusing on self realization, better human relationship individual and national efficiency, effective citizenship, national consciousness, national unity cultural, economic, political, scientific and technological progress.

The philosophy of nursing education which is derived from that of national philosophy, believes that:

- A holistic approach is the most appropriate medium for nursing intervention.
- The consumer of health care should be assisted to maintain a healthy life style through active participation in self activities at all levels of health care.
- Nursing is science based on knowledge of behaviour that interprets the adaptation process of client to changes in the environment by using tools such as the nursing process and providing intervention measures relevant to client needs.

SAQ 2.1: Learning is a lasting change in behaviour produced by experience.

SAQ 2.2: Teaching refers to the process of imparting knowledge and skills from a teacher to a learner while learning is a lasting change in behaviour produced by experience.

SAQ 2.3: The three domains of learning are cognitive, affective and psychomotor.

SAQ 2.4: The following are some of the principles of learning:

- Perception of needs
- Motivation
- Previous learning and experience
- Active involvement
- Reinforcement

SAQ 3.1: Teaching refers to the process of imparting knowledge and skills from a teacher to a learner.

SAQ 3.2: The following are some of the differences between teaching and learning:

- Teaching is output and learning is input.
- Teachers have the responsibility to teach students material, while allowing students and him or herself the opportunities to explore in order to gain knowledge.

- Teaching is teaching others what you have learned, while learning is learning what others teach to you.
- The teacher teaches and the leaner learns. One is giving and the other is taking in and processing.

SAQ 3.3: The main purpose of teaching is promotion of a well-integrated person capable of taking a responsible, active role in society.

SAQ 3.4: The following are some of the principles of teaching:

- Rapport is important in teaching
- Effective Communication
- Provision of Learning Needs
- Identification of Objectives
- Planning Time for Teaching Is Important
- Control of Environment

SAQ 4.1: Learning theory is a model of psychology that explains human responses through the concept of learning.

SAQ 4.2: It gives insight into how people learn. As such teachers can plan their lessons and teaching strategies and techniques in this direction.

SAQ 4.3: The following are examples of learning theories:

- [Behaviourism](#)
- Cognitivism
- Constructivism

SAQ 5.1: The following factors can affect learning pocess:

1. Factors associated with individual
2. Factors associated with task to be performed
3. Environmental factors or variables
4. Factors associated with the nature of Nigeria

SAQ 5.2: As an individual, the following factors are peculiar to me:

a. Level or intelligence
b. Personality trait
c. Attitude
d. Previous experience
e. State of mind

SAQ 5.3: The following factors are associated with the nature of nursing profession:

i. Problem of planning time.
ii. Varieties in settings.
iii. Environmental variable.

iv.   Emotional state.
 v.   Level of intelligence

SAQ 5.4: The factors affect learning in the following ways:

a) **Meaningfulness of the task to be learnt** – the more meaningful, the more easily learned.

b) **Difficulty of the task to be learned.** The more difficult, the longer period it takes to learn, the simpler the easier is learning – learning stage by stage instead of in complex form.

c) **Environmental Variables** - Physical environment condition such as weather (the extremes of weather, hot or cold) can affect learning because the learner would not be comfortable while the teaching process is going on as such the learners would not be able to assimilate.

SAQ 6.1: The following are instructional alternatives that are available:

a.   Unit method
b.   Demonstration method
c.   Laboratory
d.   Discussion (small large groups)
e.   Audio visual
f.   Field trips
g.   Symposium
h.   Workshops/seminar
i.   Programmed instructions
j.   Case method
k.   Team teaching
l.   Role playing

SAQ 6.2: Techniques of Unit method

Some techniques have been identified as contributing to effective Unit.

1.   Establish contacts with the learner quickly.
2.   The pace of delivery should be within capacity of the learner no rushing, speak in a pace that learner can take notes.
3.   The teacher should use a conversational tone and must utilise eye contact to gain the attention of the students.

Techniques for successful team teaching

1. The topics for the course may be taught alternatively.
2. The units of the course may be taught alternatively.

Team teaching also implies that there should be regular meeting and discussions among the teachers. It utilizes all other methods of teaching.

Techniques of Workshop Method

- During the workshop, people participating must have similar experience in the field of planning they are investigating. It is their experiences and knowledge that are used in solving the problems involved.
- Participants break into various items of interest e.g. geography apart, English apart etc and they produce progress report.
- During workshop, direction, discussion and activities are planned and carried out by the group. This method does not lend itself to the teaching of Diploma students and undergraduate students generally.

SAQ 6.3: Advantages of Unit method

- A lot of materials/information provided in a limited time.
- Motivates students to explore more knowledge e.g. by reading through references.
- It saves time and more economical i.e. 50-300 students or more to a Unit; unlike demonstration class with way not take more than 20-30 at a time.
- It allows for flexibility of contents i.e. the contents can be expanded, modified or condensed to suit the particular audience.

Disadvantages of Unit method

- Little students observable participations, although active mentally by taking notes and thinking of possible questions.
- The teacher cares less whether individual learner understands the lesson or not.
- Limits teacher/learner rapports.

Advantages of Team Teaching

- Broadens quantity and competence of students
- Enables teachers to teach a specialized area.
- Adequate information is given to learners.
- It encourages cooperative faculty relationship

- Makes evaluation more objective when teacher's supervision is increased. Both teacher and students benefit.

Disadvantages of Team Teaching

- Conflicts of ideas among teachers thereby creating confusion for students.
- May be viewed as an economic wastage at lower educational level i.e. second schools. But not definitely at higher level.

Advantages of Demonstration Method

- Makes use of several sense and creates correct mental picture.
- Correlates theory with practice
- More students participation
- Develops student's skill and confidence i.e. observational skills.
- Gives teacher the opportunity to evaluate the students on repetition of demonstration.
- Increases the interest of learner because of concrete illustrations.

Disadvantages of Demonstration Method

- It is time consuming
- It seems expensive in terms of money
- Can't be used in every teaching i.e. in learning principles and concepts.

SAQ 7.1: Audio visual aids are training or educational materials directed at both the sense of hearing and the sense of sight. They are materials produced, distributed and used as planned components of educational programs. They help in the process of learning, that is, motivation, classification and stimulation.

SAQ 7.2: The following are 10 examples of teaching aids:

- Charts
- Posters
- Flash cards
- Television
- Overhead projector
- Film strip projector
- Models
- Specimen
- Graphs

- Radio

SAQ 7.3: The following are some of the factors to be considered when choosing teaching aids:

- Accurate and up to date in every detail
- Appropriate for the age, ability and interests of those with whom it will be used and also for the intended purpose?
- Artistic and well produced, giving a pleasing first impression?
- Brief, containing essentials without irrelevancies?
- Bold in presentation so that every user can see it clearly and is left with a memorable impression.
- Bright, using colour to the best effects
- Clear, so that every user can quickly grasp what it has to say.

SAQ 7.4: Poster

Preparation and rules

- Planned for specified people
- Tell the message at single glance.
- Use bold letters.
- Use pleasing colours.
- It should be placed, where people pass or gather