



# SILVER OAK UNIVERSITY

Silver Oak College of Nursing

Bachelor of Science (Nursing)

Course Name: Educational Technology/Nursing Education

Course Code:1060323304

Semester: 5<sup>th</sup>

## Prerequisite:

The prerequisites for nursing education include understanding of nursing theories and principles, knowledge of curriculum development and instructional design familiarity with educational technology and teaching methods ,strong communication and interpersonal skills ,ability to critically analyze and evaluate nursing education practices

## Course Objective:

1. To help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings.
2. To introduce basics of curriculum planning and organization.
3. To further enables students to participate actively in team and collaborative learning.
4. It helps to gain knowledge regarding use of different teaching methods that are relevant to student population and setting.

## Teaching Scheme:

Teaching Scheme				
L	T	P	Contact Hours	Credit
2	2	0	4	3

## Content:

Unit No.	Contents	Teaching Hours	Weightage %
1	<b>Introduction and Theoretical Foundations</b> Education and educational technology Definition, aims Approaches and scope of educational technology Latest approaches to education: Transformational education Relationship based education Competency based education Educational philosophy:	6	15

	<p>Definition of philosophy, education and philosophy  Comparison of educational philosophies  Philosophy of nursing education  Teaching learning process:  Definitions  Teaching learning as a process  Nature and characteristics of teaching and learning  Principles of teaching and learning  Barriers to teaching and learning  Learning theories  Latest approaches to learning  Experiential learning  Reflective learning  Scenario based learning  Simulation based learning  Blended learning</p>		
2	<p><b>Assessment and Planning</b>  Assessment of teacher Essential qualities of a teacher  Teaching styles Formal authority, demonstrator, facilitator, delegator  <i>Assessment of learner</i>  Types of learners  Determinants of learning learning needs, readiness to learn, learning styles  Today's generation of learner and their skills and their skills and attributes  Emotional intelligence of the learner  Motivational factors personal factors, environmental factors and support system  <b>Curriculum Planning</b>  Curriculum definition, types  Curriculum design components, approaches  Curriculum development factors influencing curriculum development, facilitators and barriers  Writing learning outcomes/ behavioral objectives  Basic principles of writing course plan, unit plan and lesson plan</p>	6	15
3	<p><b>Implementation</b>  Teaching in Classroom and Skill lab Teaching Methods  Classroom management-principles and strategies  Classroom communication  Facilitators and Barriers to classroom communication  Information communication technology (ICT) ICT used in education</p>	8	20

	<p>Teaching methods Features, advantages and disadvantages</p> <p>Lecture, Group discussion, microteaching</p> <p>Skill lab simulations, Demonstration &amp; re-demonstration</p> <p>Symposium, panel discussion, seminar, scientific workshop, exhibitions</p> <p>Role play, project</p> <p>Field trips</p> <p>Self-directed learning (SDL)</p> <p>Computer assisted learning</p> <p>One-to-one instruction</p> <p>Active learning strategies</p> <p>Team based learning</p> <p>Problem based learning</p> <p>Peer sharing</p> <p>Case study analysis</p> <p>Journaling</p> <p>Debate</p> <p>Gaming</p> <p>Inter-professional education</p>		
4	<p><b>Teaching in the Clinical Setting Teaching Methods</b></p> <p>Clinical learning environment</p> <p>Factors influencing selection of clinical learning experiences</p> <p>Practice model</p> <p>Characteristics of effective clinical teacher</p> <p>Writing clinical learning outcomes/practice competencies</p> <p>Clinical teaching strategies patient assignment clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording</p>	3	8
5	<p><b>Educational/Teaching Media</b></p> <p>Media use Purpose, components, principles and steps</p> <p>Types of media</p> <p>Still visuals</p> <p>Non projected drawings &amp; diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer</p> <p>Projected film stripes, microscope, power point slides, overhead projector</p> <p>Moving visuals</p> <p>Video learning resources videotapes &amp; DVD, blu-ray, USB flash drive</p>	5	12

	<p>Motion pictures/films  Realia and models  Real objects &amp; Models  Audio aids/audio media  Audiotapes/Compact discs  Radio &amp; Tape recorder  Public address system  Digital audio  Electronic media/computer learning resources  Computers  Web-based video conferencing  E-learning, Smart classroom  Telecommunication (Distance education)  Cable TV, satellite broadcasting, videoconferencing  Telephones  Telehealth/telenursing  Mobile technology</p>		
6	<p><b>Assessment/Evaluation Methods</b>  Purposes, scope and principles in selection of assessment methods and types  Barriers to evaluation  Guidelines to develop assessment tests  Assessment of knowledge:  Essay type questions,  Short answer questions (SAQ)  Multiple choice questions (MCQ single response &amp; multiple response)  Assessment of skills:  Clinical evaluation  Observation (checklist, rating scales, videotapes)  Written communication progress notes, nursing care plans, process recording, written assignments  Verbal communication (oral examination)  Simulation  Objective Structured Clinical Examination (OSCE)  Self-evaluation  Clinical portfolio, clinical logs  Assessment of Attitude  Attitude scales  Assessment tests for higher learning:  Interpretive questions, hot spot questions, drag and drop and ordered response question</p>	5	12
7	<p><b>Guidance/academic advising, counseling and discipline</b>  Guidance</p>	3	8

	Definition, objectives, scope, purpose and principles Roles of academic advisor/ faculty in guidance Counseling Difference between guidance and counseling Definition, objectives, scope, principles, types, process and steps of counseling Counseling skills/techniques basics Roles of counselor Organization of counseling services Issues for counseling in nursing students Discipline and grievance in students Managing disciplinary/grievance problems preventive guidance & counseling Role of students grievance redressal cell/committee		
8	<b>Ethics and Evidence Based Teaching (EBT) in Nursing Education</b> Ethics Review Definition of terms Value based education in nursing Value development strategies Ethical decision making Ethical standards for students Student-faculty relationship Evidence based teaching Introduction Evidence based education process and its application to nursing education	4	10

**Course Outcome:**

Sr. No.	CO statement	Unit No
CO-1	Explain concept of educational technology, philosophy, teaching learning process	1
CO-2	Describe understanding of curriculum planning and organization	2
CO-3	Apply various teaching methods/educational media effectively to enhance student learning	3,4,5
CO-4	Discuss guidance & counseling and assessment tools to measure student knowledge and competence	6,7
CO-5	Develop skill in ethical educational practices based on values and ethical standards in nursing education	8

**Teaching & Learning Methodology: -**

1. Case study analysis
2. Lecture cum discussion

3. Role play on student counseling in different situations
4. Preparation of different teaching aids.

**Books Recommended:**

1. Urmila Devi Bhardwaj; “Textbook of Educational Technology/Nursing Education”; CBS Publishers
2. Celestina Francis, Dr. Renuka; “Educational Technology/Nursing Education”; Lotus Publishers
3. Umesh Parashar, “Textbook of Educational Technology/Nursing Education”; Jaypee Publication
4. N. Balasubramanian; “Textbook of Educational Technology/Nursing Education”; Vision Health Science Publishers
5. Sanjay Gupta; “A textbook of Nursing Education”; Kumar Publishing House

**List of Open-Source Software/learning website**

1. [https://books.google.co.in/books?id=MNjQDwAAQBAJ&printsec=frontcover&dq=e+book++for+nursing+education+for+bsc+nursing+students&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwi77YeH-OaFAxVca\\_UHHR97DAwQ6AF6BAgEEAI](https://books.google.co.in/books?id=MNjQDwAAQBAJ&printsec=frontcover&dq=e+book++for+nursing+education+for+bsc+nursing+students&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi77YeH-OaFAxVca_UHHR97DAwQ6AF6BAgEEAI)
2. [https://books.google.com/books?id=kfbsDwAAQBAJ&printsec=frontcover&dq=e+book++for+nursing+education+for+bsc+nursing+students&hl=en&newbks=1&newbks\\_redir=1&sa=X&ved=2ahUKEwi77YeH-OaFAxVca\\_UHHR97DAwQ6AF6BAgKEAI](https://books.google.com/books?id=kfbsDwAAQBAJ&printsec=frontcover&dq=e+book++for+nursing+education+for+bsc+nursing+students&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwi77YeH-OaFAxVca_UHHR97DAwQ6AF6BAgKEAI)

**CO-PO-PSO Matrix**

Co. No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO-1	3	3	3	1	3	2	2	2	3	3	3	2
CO-2	3	3	3	2	2	3	3	3	3	3	3	3
CO-3	3	3	3	1	2	2	3	3	3	2	3	2
CO-4	2	2	3	1	1	2	2	2	2	2	2	3
CO-5	2	2	3	3	1	2	2	3	3	2	2	3