

## EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

**PLACEMENT:** V SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICUM:** Lab/Practical: 1 Credit (40 hours)

**DESCRIPTION:** This course is designed 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. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

**COMPETENCIES:** On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

## COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p><b>Introduction and Theoretical Foundations:</b> <i>Education and educational technology</i></p> <ul style="list-style-type: none"> <li>• Definition, aims</li> <li>• Approaches and scope of educational technology</li> <li>• Latest approaches to education:                             <ul style="list-style-type: none"> <li>○ Transformational education</li> <li>○ Relationship based education</li> <li>○ Competency based education</li> </ul> </li> </ul> <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> <li>• Definition of philosophy, education and philosophy</li> <li>• Comparison of educational philosophies</li> <li>• Philosophy of nursing education</li> </ul> <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Teaching learning as a process</li> <li>• Nature and characteristics of teaching and learning</li> <li>• Principles of teaching and learning</li> <li>• Barriers to teaching and learning</li> <li>• Learning theories</li> <li>• Latest approaches to learning                             <ul style="list-style-type: none"> <li>○ Experiential learning</li> <li>○ Reflective learning</li> <li>○ Scenario based learning</li> <li>○ Simulation based learning</li> <li>○ Blended learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• <b>Group exercise:</b> Create/discuss scenario-based exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• <b>Assessment of Assignment:</b> Learning theories – analysis of any one</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<p><b>Assessment and Planning</b></p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> <li>Essential qualities of a teacher</li> <li>Teaching styles – Formal authority, demonstrator, facilitator, delegator</li> </ul> <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> <li>Types of learners</li> <li>Determinants of learning – learning needs, readiness to learn, learning styles</li> <li>Today’s generation of learners and their skills and attributes</li> <li>Emotional intelligence of the learner</li> <li>Motivational factors – personal factors, environmental factors and support system</li> </ul> <p><b>Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum – definition, types</li> <li>Curriculum design – components, approaches</li> <li>Curriculum development – factors influencing curriculum development, facilitators and barriers</li> <li>Writing learning outcomes/ behavioral objectives</li> <li>Basic principles of writing course plan, unit plan and lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul> <p><b>Self-assessment exercise:</b></p> <ul style="list-style-type: none"> <li>Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory)</li> </ul> <ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul> <p><b>Individual/group exercise:</b></p> <ul style="list-style-type: none"> <li>Writing learning outcomes</li> <li>Preparation of a lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul> <p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>Individual/ Group</li> </ul>
III	8	15	<p>Explain the principles and strategies of classroom management</p>	<p><b>Implementation</b></p> <p><i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> <li>Classroom management-principles and strategies</li> <li>Classroom communication <ul style="list-style-type: none"> <li>Facilitators and Barriers to classroom communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>o Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group discussion, microteaching</li> <li>• Skill lab – simulations, Demonstration &amp; re-demonstration</li> <li>• Symposium, panel discussion, seminar, scientific workshop, exhibitions</li> <li>• Role play, project</li> <li>• Field trips</li> <li>• Self-directed learning (SDL)</li> <li>• Computer assisted learning</li> <li>• One-to-one instruction</li> </ul> <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> <li>• Team based learning</li> <li>• Problem based learning</li> <li>• Peer sharing</li> <li>• Case study analysis</li> <li>• Journaling</li> <li>• Debate</li> <li>• Gaming</li> <li>• Inter-professional education</li> </ul>	<ul style="list-style-type: none"> <li>• Practice teaching/Micro teaching</li> <li>• Exercise (Peer teaching)</li> <li>• Patient teaching session</li> <li>• Construction of game – puzzle</li> <li>• Teaching in groups – interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of microteaching</li> </ul>
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p><b>Teaching in the Clinical Setting – Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Clinical learning environment</li> <li>• Factors influencing selection of clinical learning experiences</li> <li>• Practice model</li> <li>• Characteristics of effective clinical teacher</li> <li>• Writing clinical learning outcomes/practice competencies</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Writing clinical outcomes – assignments in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of written assignment</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p><b>Educational/Teaching Media</b></p> <ul style="list-style-type: none"> <li>• Media use – Purpose, components, principles and steps</li> <li>• Types of media <ul style="list-style-type: none"> <li><i>Still visuals</i> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Projected – film stripes, microscope, power point slides, overhead projector</li> </ul> </li> <li><i>Moving visuals</i> <ul style="list-style-type: none"> <li>○ Video learning resources – videotapes &amp; DVD, blu-ray, USB flash drive</li> <li>○ Motion pictures/films</li> </ul> </li> <li><i>Realia and models</i> <ul style="list-style-type: none"> <li>○ Real objects &amp; Models</li> </ul> </li> <li><i>Audio aids/audio media</i> <ul style="list-style-type: none"> <li>○ Audiotapes/Compact discs</li> <li>○ Radio &amp; Tape recorder</li> <li>○ Public address system</li> <li>○ Digital audio</li> </ul> </li> <li><i>Electronic media/computer learning resources</i> <ul style="list-style-type: none"> <li>○ Computers</li> <li>○ Web-based videoconferencing</li> <li>○ E-learning, Smart classroom</li> </ul> </li> <li><i>Telecommunication (Distance education)</i> <ul style="list-style-type: none"> <li>○ Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing</li> </ul> </li> <li><i>Mobile technology</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of different teaching aids – (Integrate with practice teaching sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of the teaching media prepared</li> </ul>
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p>	<p><b>Assessment/Evaluation Methods/Strategies</b></p> <ul style="list-style-type: none"> <li>• Purposes, scope and principles in selection of assessment methods and types</li> <li>• Barriers to evaluation</li> <li>• Guidelines to develop assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> <li>• Essay type questions,</li> <li>• Short answer questions (SAQ)</li> <li>• Multiple choice questions (MCQ – single response &amp; multiple response)</li> </ul> <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Observation (checklist, rating scales, videotapes)</li> <li>• Written communication – progress notes, nursing care plans, process recording, written assignments</li> <li>• Verbal communication (oral examination)</li> <li>• Simulation</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> </ul> <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> <li>• Attitude scales</li> </ul> <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> <li>• Interpretive questions, hot spot questions, drag and drop and ordered response questions</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on constructing assessment tool/s</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of tool/s prepared</li> </ul>
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p><b>Guidance/academic advising, counseling and discipline</b></p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles</li> <li>• Roles of academic advisor/ faculty in guidance</li> </ul> <p><i>Counseling</i></p> <ul style="list-style-type: none"> <li>• Difference between guidance and counseling</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor</li> <li>• Organization of counseling services</li> <li>• Issues for counseling in nursing students</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play on student counseling in different situations</li> <li>• Assignment on identifying situations requiring counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance in role play scenario</li> <li>• Evaluation of assignment</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	<p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> <li>Managing disciplinary/grievance problems – preventive guidance &amp; counseling</li> <li>Role of students' grievance redressal cell/committee</li> </ul>		
VIII	4	2	<p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p><b>Ethics and Evidence Based Teaching (EBT) in Nursing Education</b></p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> <li>Definition of terms</li> <li>Value based education in nursing</li> <li>Value development strategies</li> <li>Ethical decision making</li> <li>Ethical standards for students</li> <li>Student-faculty relationship</li> </ul> <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> <li>Evidence based education process and its application to nursing education</li> </ul>	<ul style="list-style-type: none"> <li>Value clarification exercise</li> <li>Case study analysis (student encountered scenarios) and suggest ethical decision-making steps</li> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Evaluation of case study analysis</li> <li>Quiz – MCQ</li> </ul>