

Research article

A study to assess the knowledge and perception of innovative teaching and evaluation methods in nursing education**Ashalata D., Vaishali J., Dhanraj B., Santhosh G., Arunima S.**

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Abstract

Nursing globally transforming from conventioneer to contemporary practice in 21st century, involves utilization of technology for, information, communication, and mass media thereby has bringing out the world more closer world-wide. The consumers demand high-quality nursing services. The skilled competent qualified nurse practitioners need to be prepared in order to provide care services. Thus the nursing school/colleges plays significant role in preparation of qualified nurses. The study is planned to assess the knowledge of innovative teaching and evaluation methods and views of the faculty to keep pace, update themselves in relation to this changing scenario of nursing education and practice. The study revealed that there is a significant difference between pre-test and post-test value in the level of knowledge regarding ICT, innovative teaching methods and evaluation technique among the nursing teachers. Therefore the knowledge plays a vital role among nursing teachers and it is significant at 5 percent. Ninety-six percentages of teachers agree that there is need of modification in current methods of teaching and evaluation. It also emphasizes the availability and use of information communication technology in nursing education institutions is essential so as to move on par with general education stream.

Keywords: Innovative teaching methods, nursing education

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1. Introduction

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education to generate interest in the students and motivate them. It is an integral part of their growth and helps them become professional and good citizens.

Quality education plays a significant role in achieving higher standards of any profession. It requires sincere effort, intelligent direction and skillful execution. The advent of

modernization and advance information technology in every field has put the challenges in nursing too. Innovative teaching methods and evaluation is the basis for providing quality education. The teacher delivers the lecture content and the students listen to the lectures that have been used year after year for decades as instruction tool by all fraternities including nursing institutions. Thus, the learning mode tends to be passive and the learners play little part in their learning process [1]. The nursing students and teachers thus face difficulties in effective implementation of the curriculum, interactive classroom and clinical teaching thus making learning methodology and

evaluation tedious. Innovative teaching as a new management approach has been sorted to resolve this lacuna in nursing education. Innovative teaching can be make learning effective from memory level to reflective level, make the teacher democratic minded, nurtures the creative tendencies and develops critical thinking and innovative talents in the students [2].

The awareness and practice of innovations in teaching technology will bring in dynamic changes in remodeling of our approach and attitude towards education. The student is an important factor in nursing curriculum. Today students are changing more reflective and reactive that nursing teachers also need to be proactive and dynamic. The innovative methods can help the teachers to meet the changing needs of the students. The application of current trends in nursing education is very essential to provide awareness, creative thinking and competency in teaching and evaluation methods. Thus it helps great deal in bringing about resurgence in nursing education [3].

According to new Oxford dictionary 1998, innovation is to make changes to some existing thing by introducing new inputs. An innovative person/teacher will implement many new ideas creating a tangible impact upon student's life. The nursing profession of 21st century has expectation from new professionals as become a skilled advanced, critical thinker, creative minded, problem solver, research oriented, globally aware, and self-directed learners. In nursing, with increase numbers of government, private institutions and entry of students from diverse regional remote areas of the country vis-a-vis changing scenario of health care sectors from locally to globally due to information technology, mass media innovation in nursing education has become a mandatory to accept, think and apply creativity in nursing education by the nursing institutions through every nurse educators [4].

Thus this paper aims to assess the following

Objectives:

Knowledge of innovative teaching and evaluation methods among the nursing teaching faculty; find out the significance

between pre- and post-test knowledge; and assess the perception in relation to practice of innovative teaching and evaluation methods among the nursing teaching faculty. The author ascertains that the use of ICT will have significant impact between pre-test and post-test value in the level of knowledge regarding ICT, innovative teaching methods and evaluation techniques.

2. Methodology: The descriptive quasi-experimental method was used to conduct the study. Self-reported structured questionnaire was prepared to assess the knowledge and perception of innovative teaching and evaluation methods by the teaching faculty. A total of 30 samples from different nursing colleges, and institutes from Maharashtra were selected by using convenient sampling technique. The data was analyzed by descriptive and inferential statistical analysis methods.

3.Results

Section 1: Demographic profile of college teachers.

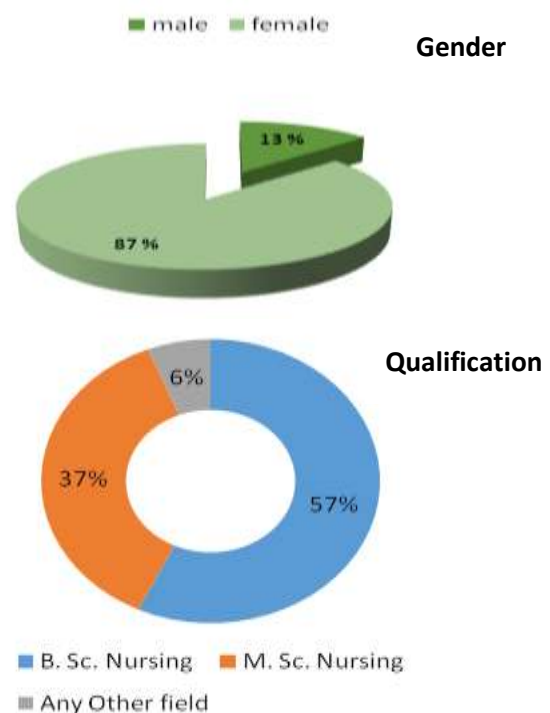


Fig 1. Gender and qualification of participants

The findings revealed that majority of teachers in this study were female 26 (87%);.

qualification status of the teacher participants were M.Sc. Nursing 17 (57%), while B.Sc. Nursing were 11 (37%) and those from the other fields were only 2 (6%) (fig 1).

Section II: Comparison of pre-test and post-test knowledge scores

Pre-test and post-test mean knowledge scores of the teachers regarding ICT, innovative teaching methods and evaluation technique by the application of 't' test.

Table 1.1: Pre -test and Post -test mean knowledge scores of the teachers regarding ICT, innovative teaching methods and evaluation technique

N=30

Paired Samples Statistics				
Pair 1	Mean	N	Std. Deviation	Std. Error Mean
pre test	15.40	30	8.562	1.914
post	21.55	30	6.924	1.548

Table 1.2: Association between pre- test and post -test regarding knowledge regarding ICT, innovative teaching methods and Evaluation Technique

N=30

Paired Samples Correlations				
Pair 1	pre -test and post	N	Correlation	Sig.
		30	0.846	.000

Test results (table 1) to assess the participants' knowledge on ICT showed the following results with only minor differences in the values of standard deviation in post-test (6.924) as compared to pre-test (8.562), standard deviation indicating the variation in the test scores from the average, knowledge regarding ICT, innovative teaching methods and evaluation technique do have an impact after gaining knowledge.

The 100 percentage faculty responded to the need of innovation in teaching and evaluation methods in nursing; 32 percentage of faculty responded traditional teaching methods are no more

useful and 96 percentage of respondent stressed the need of modification in traditional teaching methods and evaluation. Today's students are changing is a common notion existing amongst 86 percentage of the respondents. 92 percentage of the faculty emphasized the importance and need of modification of interactive methods in nursing. This shows there is intense desire of change in existing teaching methods and evaluation in nursing education. Faculty reported the problem/obstacles in implementation of innovative methods as 60 percentage faculty responded unavailability of LCD, computers, internet, as e-resources in their institutions. Only 50 percent faculty are satisfied with current evaluation technique and 94 percentage faculty agreed and want to implement OSCE methods as innovative evaluation method.

4. Discussion

Recently various studies focuses on the learning methods of nurses especially working together and learning from each other [5] and with the help of quality improvement programmer [6]. The study design with the help of concept nursing students and teachers association should increase. Similar study shows that a greater understanding and caring in nursing education will improve the caring behaviors of teachers [7].

The innovative teaching methods were use to evaluate the knowledge of nurses after test. The study revealed that majority of the participants was females while most of them has post-graduation level academic nursing qualification. The participants' knowledge on ICT showed the following results with only minor differences in the values of standard deviation in post-test (6.924) as compared to pre-test (8.562). The study also revealed that there was improvement in the knowledge of participants as demonstrated by significant differences in pre and post test scores.

Conclusion

Nursing is a profession accountable for meeting the health needs of the clients in hospital and in community. Health is

multifactorial and ever-demanding with changing environment. Advancement in technology, evidence based nursing practice, use of research in teaching, use of communication technology in nursing education become mandatory in nursing with changes of medical and health, sciences and changing demand of population, client and students locally and worldwide.

and the results showed that 96 percentage of teachers agreed that there is a need for modification in current methods of teaching and evaluation. It also emphasized the use of information communication technology in nursing education as an essential tool to move with general education stream.

There is a significant difference between Pre-test and Post- test value in the level of role of

Table 1.3. Comparison of pre-and post-test scores

Paired Samples Test									
		Paired Differences					t	df	p value
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre- test post	-6.150	4.580	1.024	-8.294	-4.006	-6.005	29	.000

*Sig. (2-tailed)

The table 1 revealed that knowledge plays a vital role among nursing teachers and is significant at 5 percent. This in turn implies that the hypothesis ascertained by the author is true. Further to this in consensus, perception on the use of ICT technology was assessed and the results thereof explained below.

Table: 2 Perception of practicing innovative teaching and evaluation methods

SN	Particulars	Percentage
1.	Need of innovation in teaching and evaluation methods in nursing	100%
2.	Traditional teaching methods no more useful in nursing	32%
3.	Traditional teaching method require modification	96%
4.	Students are changing	86%
5.	Interactive methods need to be modify	92%
6.	Unavailability of e-learning resources	60%
7.	Satisfied with current Evaluation technique	50%
8.	Willingness to implement OSCE method	94%
9.	Find lack of time to think creatively	66%
10.	Teachers interest is less	40%
11.	Salary Position Matters	42%
12.	Other responsibilities hinders in good teaching & Use of advance technology	80%

The present study aimed to identify the knowledge awareness of innovative teaching methods and evaluation among the faculty

the knowledge regarding ICT, innovative teaching methods and evaluation technique among the teachers. Therefore the

knowledge plays a vital role among nursing teachers and it is significant at 5 percent.

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