



Review article

Toolbox of teaching strategies in nurse education

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ABSTRACT

There are a variety of teaching strategies that instructors can use to improve student learning. It is of great importance to select appropriate teaching strategies in nurse education to make the training more appealing and more effective.

In this article, ten teaching strategies will be introduced to help instructors learn how to involve the teaching strategy in the nurse education. If using these strategies well, students are more likely to memorize the information associated with the lesson. Selection of teaching strategies appropriately is of great importance for nurse educators to deliver high-quality education.

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1. Introduction

Selection of teaching strategies is a fundamental component of instructional design. The goal is to help students process information more deeply, which allows them to relate new information to existing ideas or experiences.¹ Therefore, 10 simple but useful teaching strategies will be introduced in the following.

2. Strategies

2.1. Strategy one: lecture

Of the many teaching strategies available in classroom teaching, the oldest and most widely used method today is the lecture. Lecturing is a straightforward way to impart knowledge to students quickly.

The lecture has many advantages, including the ability to provide information to a large number of students and cover a large amount of material quickly, while using class time efficiently in a

cost-effective manner.² The lecture is a way to introduce new material, continue discussion on a topic, and sum up course content, as well as present large blocks of complex and confusing information.³ However, some people believe that lecturing is ineffective as an instructional method. They feel that lecturing gives the students a passive, non-thinking, information-receiving role, through which they are exposed to information but are not given the opportunity to process it.⁴

Although the lecture seems to be a somewhat boring teaching method, it is still the most basic teaching strategy for instructors. With the development of technology, the lecture can be combined with a variety of other techniques, for example, Prezi presentation software, videos, and the Poll Everywhere application. Not only can this kind of combination attract students' attention, but it can also make the lecture a lot of fun.

2.2. Strategy two: high-fidelity simulation

Simulation, the art and science of recreating a clinical scenario in an artificial setting, has been an important aspect of nursing program curricula for decades.⁵ In particular, high-fidelity simulation is useful for creating realistic scenarios that mimic the patient care environment and allow for more direct application of theoretical knowledge than is possible through traditional teaching methods.⁶

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Simulation provides innovative educational experiences that help nurses assess and develop clinical competency, promote teamwork, and improve care processes in a realistic and relatively safe environment without the potential of harm to patients.⁷ Simulation often emphasizes the application and integration of knowledge, skills, and critical thinking.⁸ Smith & Roehrs have demonstrated in 2009 that using high-fidelity simulation could improve student satisfaction and self-confidence.⁹

High-fidelity simulation is a fantastic strategy for teaching clinical practice skills. It offers an opportunity to broaden students' understanding of diverse clinical scenarios in a safe and controlled environment. A debriefing session is imperative after simulation to improve critical thinking and clinical reasoning.

2.3. Strategy three: concept mapping

Concept mapping is a technique that allows students to understand the relationships between ideas by creating a visual map of the connections.¹⁰ Concept maps allows the student to see the connections between ideas that they already have; connect new ideas to their existing knowledge; and organize ideas in a logical, but not rigid, structure that allows new information or viewpoints to be included in the future.¹¹

Mapping procedures have been found to motivate students to represent ideas visually, thus causing them to analyze, evaluate, and think critically.¹² The goal of this strategy is for the student to learn through actively connecting new concepts to existing concepts.¹³ Accordingly, the concept mapping helps complete missing knowledge, clarify existing knowledge, and improve critical thinking. In terms of nursing education, concept mapping is a great strategy for teaching clinical care planning. Concept mapping of clinical problems allows students to see interrelationships in clinical data and grasp a patient's total clinical picture. In this case, students do not need to copy the care plan from the textbook any more. They have the ability to explore a specific care plan for every patient by using concept mapping. Particularly, many concept mapping applications, which are convenient to use, are available on mobile devices, such as the bubll.us app.

2.4. Strategy four: online course

An online course does not have scheduled on-campus class meetings. It is an integrated learning program entirely accessible at any time and any place via a computer with an Internet connection.

Online education is widely accepted as student-centered education. To ensure the effectiveness of the online learning environment, instructors should create a detailed course plan, which includes selecting course materials and discussion topics, plus designing activities.¹⁴ Online education provides increased flexibility, access, and cost-effectiveness in nursing education, because attending classes on campus is often difficult for nurses due to their work schedules and family and other responsibilities.

Online courses are an effective strategy for continuing education for nurses in clinical settings. The instructor should prepare diverse learning materials, such as literature, videos, websites, and discussion forums. Upon completion, an online test is required to evaluate comprehension. In this case, nurses are able to control their study time, and they also have time to absorb the materials.

2.5. Strategy five: games

Games are not only fun, but also an effective teaching strategy.¹⁵ The use of games as a teaching strategy encourages involvement and increases both the motivation and the interest of the student. Games can make learning more enjoyable.

Nursing literature highlights many reasons for using games as a teaching strategy, including the promotion of active learning, encouragement of critical thinking, the value of fun and excitement in learning, and replication of real-life situations.¹⁶ Using a game to teach content that may be considered dry or boring can bring about a fresh and enjoyable atmosphere.¹⁵ Moreover, games combined with lectures are more effective than lectures alone in improving student knowledge.¹⁷

Of course, games may need to be combined with lectures in order to ensure a well-organized teaching environment. Games which can be played on a variety of mobile devices such as an iPad or smart phone are sure to make nursing education more interesting, engaging, and fun.

2.6. Strategy six: role playing

Role playing is a dramatization of an event or situation. The situation usually presents a problem or difference of opinion among two or more individuals, or circumstances that provoke anxiety.¹⁸ It differs from other simulation-based learning activities in that it is unscripted. The learners act out a problem in a completely spontaneous manner.

In role playing the student represents and experiences a character known in everyday life. Role playing is a particularly useful strategy for practicing clinical communication skills and dealing with conflict.¹⁹ Role playing can also be very effective for experiencing cultural principles and awareness because it allows students to become emotionally involved in cross-cultural learning and reflect upon cultural differences.²⁰

Role playing can be used to teach communication in nursing education courses. At the beginning of a role playing activity, the activity's goal should be established. Also, the instructors need to communicate to the students in a situation or context for the interaction that will occur. Finally, debriefing is imperative for the instructor and students to discuss the situation and various perspectives of the individual characters. Debriefing also allows time to provide feedback to students.

2.7. Strategy seven: jigsaw classroom

The Jigsaw Classroom is a wonderful teaching strategy for cooperative learning.²¹ This strategy, developed by Elliot Aronson, involves the formation of Home Groups to resolve a task. The Home Groups allocate one member to each Expert or Research Group, who gather data to bring back to the Home Group.

This cooperative learning technique reduces racial conflict among students, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.²² The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.²³

Concerning nursing education, the jigsaw classroom strategy can be used to teach the content of many topics in the classroom as well as in the workplace. The instructor needs to manage the process and provide a summary and debriefing session after study.

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