

COURSE TITLE	EDUCATIONAL TECHNOLOGY/ NURSING EDUCATION
COURSE CODE	20BN0502
COURSE CREDITS	3

Objective:

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

Course Outcomes: After completion of this course, student will be able to:

- 1 Explain the definition, aims, types, approaches and scope of educational technology, Compare and contrast the various educational philosophies, Explain the teaching learning process, nature, characteristics and principles, Identify essential qualities/attributes of a teacher.
- 2 Describe the teaching styles of faculty, Explain the determinants of learning and initiates self-assessment to identify own learning style, Identify the factors that motivate the learner, Define curriculum and classify types, Identify the factors influencing curriculum development.
- 3 Develop skill in writing learning outcomes, and lesson plan, Explain the principles and strategies of classroom management, Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods, Explain active learning strategies and participate actively in team and collaborative learning, Enumerate the factors influencing selection of clinical learning experiences.

Course Outcomes: After completion of this course, student will be able to:

- 4 Develop skill in using different clinical teaching strategies, Explain the purpose, principles and steps in the use of media, Categorize the different types of media and describe its advantages and disadvantages, Develop skill in preparing and using media, Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation, Explain the guidelines to develop assessment tests
- 5 Develop skill in construction of different tests, Identify various clinical evaluation tools and demonstrate skill in selected tests, Explain the scope, purpose and principles of guidance, Differentiate between guidance and counseling, Describe the principles, types, and counseling process, Develop basic skill of counseling and guidance.
- 6 Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students, Recognize the importance of valuebased education, Develop skill in ethical decision making and maintain ethical standards for students, Introduce knowledge of EBT and its application in nursing education.

Pre-requisite of course: 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.

Teaching and Examination Scheme

Theory Hours	Tutorial Hours	Practical Hours	ESE	IA	CSE	Viva	Term Work
2	0	2	75	15	10	0	0

Contents : Unit	Topics	Contact Hours
1	Introduction and Theoretical Foundations: Definition, aims, Approaches and scope of educational technology, Latest approaches to education: Transformational education, Relationship based education, Competency based education, 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, Group exercise: Create/discuss scenario-based exercise	6

Contents : Unit	Topics	Contact Hours
2	<p>Assessment and Planning Assessment of teacher: Essential qualities of a teacher: Teaching styles – Formal authority, demonstrator, facilitator, delegator, Assessment of learner: Types of learners, Determinants of learning – learning needs, readiness to learn, learning styles, Today’s generation of learners and their skills and attributes, Emotional intelligence of the learner, Motivational factors – personal factors, environmental factors and support system, Curriculum Planning: 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, Self-assessment exercise: Kolb’s learning style inventory, Individual/group exercise: Writing learning outcomes, Preparation of a lesson plan</p>	6
3	<p>Implementation 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, Teaching methods – Features, advantages and disadvantages, Lecture, Group discussion, microteaching, Skill lab – simulations, Demonstration & re-demonstration, Symposium, panel discussion, seminar, scientific workshop, exhibitions, Role play, project, field trips, self- directed learning , Computer assisted learning, One-to-one instruction, Team based learning, Problem based learning, Peer sharing, Case study analysis, Journaling, Debate, Gaming, Inter-professional education, Practice teaching/Micro teaching, Construction of game – puzzle, Teaching in groups – interdisciplinary Exercise (Peer teaching), Patient teaching session,</p>	8
4	<p>Teaching in the Clinical Setting – Teaching Methods Clinical learning environment, Factors influencing selection of clinical learning experiences, Practice model, Characteristics of effective clinical teacher, Writing clinical learning outcomes/practice competencies, 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, Writing clinical outcomes – assignments in pairs</p>	3

Contents : Unit	Topics	Contact Hours
5	Educational/Teaching Media Media use – Purpose, components, principles and steps, Types of Media, Types of Media: Non projected – drawings & 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, Projected – film stripes, microscope, power point slides, overhead projector, Moving visuals: Video learning resources – videotapes & DVD, blu-ray, USB flash drive, Motion pictures/films Realia and models, Real objects & Models Audio aids/audio media, Audiotapes/Compact discs, Radio & Tape recorder, Public address system, Digital audio Electronic media/computer learning resources, Computers, Web-based videoconferencing, E-learning, Smart classroom: Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing Mobile technology, Preparation of different teaching aids – (Integrate with practice teaching sessions)	5
6	Assessment/Evaluation Methods/Strategies 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 & 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, Interpretive questions, hot spot questions, drag and drop and ordered response questions, Exercise on constructing assessment tool/s	5
7	Guidance/academic advising, counseling and discipline Definition, objectives, scope, purpose and principles, Roles of academic advisor/ faculty in guidance, 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, Managing disciplinary/grievance problems – preventive guidance & counseling, Role of students' grievance redressal cell/committee	3
8	Ethics and Evidence Based Teaching (EBT) in Nursing Education Definition of terms, Value based education in nursing, Value development strategies, Ethical decision making, Ethical standards for students, Student-faculty relationship , Evidence based education process and its application to nursing education	4
Total Hours		40

Suggested List of Experiments:

Contents : Unit	Topics	Contact Hours
1	Introduction and Theoretical Foundations:Group excersice Group exercise: Create/discuss scenario-based exercise	3
2	assessment & planning : Self-assessment exercise Self-assessment exercise:Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory), Individual/group exercise: Writing learning outcomes, Preparation of a lesson plan	6
3	Implementation of Practice teaching/Micro teaching Practice teaching/Micro teaching, Exercise (Peer teaching), Patient teaching session, Teaching in groups – interdisciplinary	15
4	teaching methods in clinical settiings assignments in clinicals (written assignments bed side)	3
5	Educational/Teaching Media:Preparation of different teaching aids Preparation of different teaching aids(Integrate with practice teaching sessions)	5
6	Assessment/Evaluation Methods/Strategies: Exercise on constructing assessment tool/s Exercise on constructing assessment tool/s	3
7	Guidance & counseling: Role play on student counseling in different situations, Assignment on identifying situations requiring counseling	3
8	E.B.T.: knowledge of EBT ethical decision-making steps IN Clinicals , Value clarification exercise	2
Total Hours		40

Textbook :

- 1 EDUCATIONAL TECHNOLOGY/ NURSING EDUCATION , N. BALASUBRAMANIAN, Vision Health Sciences Pubkishers, 2023
- 2 EDUCATIONAL TECHNOLOGY in NURSING EDUCATION, Jaspreet Kaur Sodhi, JaypeeBrothers Medical Publishers, 2024
- 3 EDUCATIONAL TECHNOLOGY in NURSING EDUCATION, Urmila Devi Bhardwaj, CBS, 2023

References:

- 1 Nursing Education , Nursing Education , Kulvinder, AITBS Publishers, INDIA, 2024

Suggested Theory Distribution:

The suggested theory distribution as per Bloom’s taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

Distribution of Theory for course delivery
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Remember / Knowledge	Understand	Apply	Analyze	Evaluate	Higher order Thinking / Creative
20.00	30.00	20.00	15.00	15.00	0.00

Instructional Method:

- 1 LECTURE CUM DISCUSSION

Supplementary Resources:

- 1 .