



“Innovative Teaching Pedagogy in Nursing Education”

Ms. Neeta Singh

Assistant Professor,

Government Institute of Medical Sciences Greater Noida

Abstract

Instructors can employ a range of teaching tactics to boost student learning. It is critical to choose proper teaching tactics in nurse education in order to make the training more appealing. and more efficient. A few teaching methods will be provided in this article to assist teachers in learning how to include teaching tactics into nursing education. Faculty and students collaborate to foster environments that foster leadership, interprofessional education, transformative research, and cultural inclusion. Professors regularly engage students through creative teaching and learning methodologies that address a variety of learning styles. Whether it's prospective researchers and nursing faculty looking to further their careers, or nurses, nurse practitioners and physician assistants looking to expand their clinical expertise, all students at the School of Nursing are welcome. Nursing students benefit from teachers with various interests who build learning settings that enable them to be change agents in health care. Students can maximize their learning time by completing coursework before arriving to class. By eliminating lecture-style training, students are engaged in a two-way flow of information. Faculty understands that adults learn in different ways, and that training must accommodate multiple learning styles. New research confirms that student-centered instruction boosts retention significantly more effectively than lecturing. Finally, School of Nursing graduates are capable of performing at the highest levels of care.

Keywords: - Interprofessional education, concept mapping, debate, simulation, fidelity education, virtual simulation.

Introduction

Education is a beacon that points humanity in the correct direction. The goal of education is to provide students with skills such as critical thinking, knowledge, and self-sufficiency. Critical thinking is essential for providing safe, competent, and skilled nursing care. Nursing education is influenced by trends, issues, and concerns regarding the learning process. The pattern

of acquiring knowledge and skills varies on purpose since it suggests varied methods, tactics, and procedures in the teaching-learning process. Considering the diverse range of students in each generation who are currently learning the world of nursing, it challenges nurse educators to determine what teaching practice they will provide in the classroom. Nursing education evolves, as

do generational features. Bridging the generational cohorts divide in classroom learning requires a unique educational strategy tailored to today's nursing students to be investigated and discussed further. The term pedagogy refers to the nature of knowledge, the subject matter to be taught, and the learning process of both the instructor and the students.

As we have become accustomed to explaining millennial students, along comes the next wave of Generation Z (Gen Z) nursing students who dramatically differ from previous generations. The act of constructive thinking, organizing information, abilities, and attitude into fresh, creative, and rational ideas, is known as innovation. There is always a need for innovation in nursing education to equip nurses to move environments and practice in new environments.

As a result, new tactics in nursing education are required. Some of the new tactics include simulation and personal digital assistants (PDAs). Nursing has historically embraced innovation, both in professional practice and in education.

According to analysts, it had no choice. Nursing has had to deal with numerous shortages of nurses and faculty members to train them over the years, as well as evolutions in technology and health care delivery models, a more diverse population, and a shift towards more patient-centered care.

A teacher does his or her best to communicate knowledge in the manner in which he or she has learned it. As a result, any communication strategy that serves this function without jeopardizing the goal could be called an innovative form of teaching.

Usage

The employment of innovative methods in health care institutions has the potential to not only improve education but also to empower individuals, strengthen governance, and galvanise efforts to attain the goals.

The country's human development aim suggests using more creative approaches such as web-based education, portfolios, case studies, and a variety of other creative teaching strategies.²

Nursing in Digital Age

Nursing Informatics: Nursing Informatics is defined as "the science and practice of integrating nursing, its information and knowledge, with the management of information and communication technologies to promote the health of individuals, families, and communities worldwide." Nursing informatics enables nurses to provide high-quality patient-centered care.

High Tech High Touch Approach: The high tech high touch approach in nursing was developed to preserve the human component of nursing care while not jeopardizing technology improvements in patient care. With the assistance of sophisticated technology and devices, modern nursing education prepares students to maintain the human element of nursing care.

Simulations in Nursing Education: A simulation-based approach to learning has proven to be highly beneficial in a variety of industries because it helps students to gain critical skills while avoiding risk. Simulations are becoming more popular in the nursing education system. According to the National League for Nursing (NLN),

simulation as a teaching approach is also beneficial since it helps students to build skills through practice in a setting that mimics real-life settings.



Fig. 1: Simulation in Lab

Technology and Nursing Education: As a tool for teaching and learning, technology is having a growing impact on nursing education. With the advancement of technological technology, computers are now used in all disciplines of healthcare. The increased availability of material via the internet improves the quality of nursing research.

Case Base Learning: The investigative case-based learning approach is a way of learning and teaching that allows students to control their own learning as they investigate the science underlying actually difficult situations.

QR Codes: QR (Quick Response) codes are simple to develop and have several applications in classrooms of all grade levels. QR codes can direct students to information simply by scanning the code with a digital device.

Students can use QR codes in the classroom to:

- Check their answers
- Vote on answers during class discussions
- Extend information found in textbooks

- Get survey information for math units on data
- Participate in scavenger hunts
- Access video tutorials on the material being taught

Project-Based Learning (PBL): Research shows that project-based learning (PBL) is an effective and pleasurable method of learning. PBL also fosters the deeper learning skills essential for success in college, profession, and civic life. Real-world scenarios, challenges, and difficulties are used in project-based learning to engage students in critical thinking, problem solving, teamwork, and self-management. Students offer their solutions once they have solved the topic or challenge.

Projectors, Smart Boards, computer simulation labs, and other advanced instructional technology resources are currently available.

Advanced Educational Technology: Used extensively by nursing teachers to give their students productive learning opportunities. Android software, tablets, and smart phones are frequently used by nursing students as tools for learning support. Android apps are being used more frequently in clinical nursing education because they quickly put information at the students' fingertips.

Animations & Cinematic Technology: Animations and cinematic technology are now frequently used to improve the educational process. Video-assisted instruction using animations are utilized extensively in the teaching of nursing. With the use of these visual learning tools, nursing techniques, physical examinations, breathe sounds, and stages of labour may be explained clearly and completely. The use of cinematic technology in the classroom encourages students to understand challenging information through visual examples by offering a variety of learning experiences.

Online Education: 15 years ago, it could have been necessary for you to go about for a nursing programme that provided a wide range of online courses that would enable you to become an RN. In order to improve your education, whether it be for a bachelor's degree or a graduate degree, nursing schools all over the world now offer a range of online courses, allowing you to keep your day job while earning your degree.

Inter professional Education: To provide opportunities for students to learn from people from other health care disciplines, a rising number of nursing schools are collaborating with their counterparts from medical and pharmacy schools, among others.

New models of academic progression. New schemes for academic development. To encourage smooth academic development, the Academic development in nursing (APIN) initiative was introduced in 2010. Comparing universities and community colleges. Students can now start their nursing training at a community college, transfer their credits, and complete their bachelor degree at a university in an increasing number of places.

Computational Thinking: This method of thinking and solving problems is quite effective. It entails decomposing large problems into smaller ones (problem decomposition), spotting connections to previously solved problems (pattern recognition), putting aside irrelevant details (problem abstraction), figuring out and developing the steps that must be taken to arrive at a solution (algorithms), and fine-tuning these steps (problem debugging).

Such computational thinking abilities can be useful in many facets of life, such as

organizing a scientific team to take on a challenging problem like a disease epidemic.

Asset-based teaching: By emphasizing students' talents, asset-based teaching aims to maximize students' potential. Asset-based teaching, also known as strengths-based teaching, aims to develop lifelong learners who are confident in their capacity to learn new skills by building on the strengths that students already possess.

Feedback: This clinical teaching method, called a "feedback sandwich," is based on research from the 1980s that showed that performance-related feedback should be specific.

The three purposes of feedback:

- Encourage the learner by providing reinforcement,
- Explaining how to develop the ability,
- Providing motivation (Docheff, 1990).

Concept mapping: By visualizing the links between ideas, students can better understand the inter connections between them using the concept mapping technique. Concept maps help students connect new concepts to what they already know, identify the relationships between Ideas they already have, and organize ideas in a way that is logical but flexible enough to accommodate future additions of new material or points of view.

Evidence-Based Practice (EBP)

EBP is necessary to guarantee patient safety. Despite the recommendation of teaching techniques to improve EBP knowledge and abilities, new study suggests that nurses may not be adequately trained to use EBP. The demand for interactive clinical activities in EBP teaching methodologies is included in a

three-level hierarchy for teaching and learning evidence-based medicine.

Interactive method including interactive lectures, small group work, journal clubs, reading quizzes, clinical nurse presentations, workshops and problem-based learning are needed in teaching EBP. An interactive approach involves an interaction amongst the participants. Effective learning reflects the quality of teaching. Learning through a constructivist approach refers to the creation of an environment in which the learner is an active participant who gains experience and engages in reflection, leading to problem-based, transformative learning.

Clinical practicum projects, lectures, small group work, post-clinical conferences, online courses, and simulations have all been used as teaching and learning techniques. Nurses working in clinical settings and EBP teachers who collaborate with their students have an impact on how well EBP is incorporated by pupils.

Online Course

There are no scheduled on-campus class meetings for an online course. It is an integrated learning programme that can be accessed from any computer with an Internet connection, wherever you are and whenever you want.

Online learning is commonly recognized as being student-centered.

The creation of a thorough course plan by the instructors, which involves choosing the course materials and discussion themes, as well as creating exercises, is necessary to ensure the efficacy of the online learning environment. Because it might be challenging for nurses to attend classes on campus, online education is increasing.

Debating

It does this by outlining the "pro" and "con" arguments for a certain claim, idea, or problem-solving strategy.

Students have the chance to acquire new material in an engaging way with the help of this teaching/learning technique.

Debating fosters critical thinking and improves verbal communication skills while allowing students to actively participate in the course material. Additionally, higher level learning processes like analysis, synthesis, and assessment are sparked by debate.

It can assist pupils in developing critical reading and writing skills. According to Bradshaw and Lowenstein, debates are an effective teaching and learning tool for nursing students of all levels. When presenting a contentious problem or talking about a development in nursing education, debate can be used. It is the responsibility of every student to conduct research on the suggested topic. Debaters require It does this by outlining the "pro" and "con" arguments for a certain claim, idea, or problem-solving strategy.

Students have the opportunity to review pertinent literature, analyse the facts, formulate a solution or hypothesis, and express their ideas forcefully and persuasively during the discussion using this teaching/learning technique. Students in the audience give feedback on the speakers' arguments after the debate and take part in the post-debate discussion.

This style of discussion with feedback involves all students in the learning process, strengthens teamwork, and fosters critical thinking.

Learner-Initiated Instruction

In addition to listening, students must also read, write, discuss, and work on difficulties. Students must perform higher-order thinking activities like analysis, synthesis, and assessment in order to be actively involved. The platform and podium where a professor delivered lectures and shared lofty truths are

no longer present. Students and instructors can get the most from both intellectual and personal perspectives when they collaborate face-to-face. Professors design classroom and clinical teachings that allow students to apply and develop their greatest talents since students learn based on their particular experiences, motivators, and capacities.

The Myers-Briggs Type Indicator, Personality Assessment

Knowing one's own personality dynamics allows one to behave more truly, work more successfully, and function well in a group setting. The Myers-Briggs Type Indicator (MBTI) is a well-known personality test that is utilized all over the world.

To assess psychological kinds, offer insight into various personality preferences, and assist students in improving team dynamics.

By raising awareness of how people receive information, make decisions, and interact with others, the knowledge obtained from the data reports encourages a broader understanding of oneself and others.

While developing their comprehension of other people's peculiarities and honing their problem-solving abilities, students can concentrate on their strengths and capabilities. Students receive their private findings from the MBTI examination after they take it.

University -based education

The GNM and ANM courses were previously provided in nursing schools that weren't connected to whatever university. Now, nursing students can do B Sc. Nursing and MSc. Nursing courses at colleges of nursing that are either constituents of or affiliated with universities.

Creative Evaluation Techniques

'Objective Structured Clinical Evaluation' (OSCE), rubrics, and other cutting-edge

evaluation techniques are now often employed in nursing school. OSCEs are frequently used to assess clinical competencies and skills.

Rubrics are used in clinical nursing education to objectively evaluate student performance, with a focus on patient safety issues.

Assurance of Educational Quality

Recently, the practice of ensuring educational quality has become more popular. It is a process of assessing the efficacy and effectiveness of educational offerings and putting in place corrective measures as and when necessary. In India, nursing education is expanding in a way that has never been seen before, which inevitably lowers the standard of nursing education. Accrediting organizations such as ISO have taken the initiative to accredit nursing colleges in India.

Conclusion

Many developments are taking place in nursing education, from the traditional classroom to online clinical instruction. Innovating our teaching approach is no easy feat, combination of technology & social media plays a significant role in this by fostering the integration of new technologies. Using innovative teaching techniques is crucial skill for teaching and education professionals.

Personalization of learning, the humanization of virtual encounters, and as new technologies continues to develop, they hold the potential to change and revive the higher education system of today.

The effectiveness of several of these technologies in enhancing student learning and achievement (e.g., active learning classrooms, simulation technology), calls for a paradigm change away from a teacher-centered approach to nursing education,

Additionally, instructors need to be adequately taught in using new technologies and given incentives to do so. To solve the many challenges of 21st-century learning, these technologies and/or others that have not yet been imagined will undoubtedly be implemented into health care education.

Conflict of Interest: There is no conflict

Source of Funding: Self

Ethical Clearance: Ethical clearance has taken from Institutional ethical committee.

References

1. Kemp JE, Morrison GR, Ross SM. Developing evaluation instruments. In: Designing Effective Instruction. New York, NY: MacMillan College Publishing; 1994.
2. Morgan RL, Whorton JE, Gunsalus C. A comparison of short term and long term retention: lecture combined with discussion versus. *J Instr Psychol.* 2000; 27:53.
3. Johnson JP, Mighten A. A comparison of teaching strategies: lecture notes combined with structured group discussion versus lecture only. *J Nurs Educ.* 2005; 44:319e322.
4. Goodin HJ, Stein D. Deliberative discussion as an innovative teaching strategy. *J Nurs Educ.* 2008; 47:272e274.
5. Gomez GE, Gomez EA. Learning of psychomotor skills: laboratory versus patient care setting. *J Nurs Educ.* 1987; 26:20e24.
6. Nagle BM, McHale JM, Alexander GA, French BM. Incorporating scenario-based simulation into a hospital nursing education program. *J Contin Educ Nurs.* 2009; 40:18e25.
7. Reese CE, Jeffries PR, Engum SA. Learning together: using simulations to develop nursing and medical student collaboration. *Nurs Educ Perspect.* 2010; 31:33e37
8. Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329.
9. Santo, LR. (2011). *Evaluating Narrative Pedagogy in Nursing Education.* Alabama: University of Alabama
10. Shatto, B., & Erwin, K. (2017). Teaching millennials and generation z: Bridging the generational divide. *Creative nursing*, 23(1), 24- 28.