

**University:** Mansoura

**Faculty:** Nursing

**Program:** Master Degree in Nursing

**Department:** Nursing Administration

## **Course specifications**

### **1-Basic Information**

<b>Code:</b> In.S.N.	<b>Course Title:</b> Teaching Strategies in Nursing Education إستراتيجيات التدريس في تعليم التمريض	<b>year/level:</b> Master Specialty, 2013/2014
<b>Hours: Theory</b> 2hrs	<b>Practical:</b> 5hrs	<b>Total:</b> 7x32

### **2-Course Objective:**

The students will acquire concepts and principles for effective learning and apply different strategies of teaching and learning process, in addition to promoting critical thinking skills.

### **3- Intended learning Outcomes (ILOs):**

<b>A-Knowledge and Understanding:</b>	<ul style="list-style-type: none"><li>A1- list principles of good teaching.</li><li>A2- Identify different learning theory.</li><li>A3- Determine learner characteristics.</li><li>A4-Discuss motivation and behavior change theories.</li><li>A5- Identify multicultural aspects of learning.</li><li>A6-Define role of school or faculty in the preparation of professional nurses</li><li>A7-Enumerate types of traditional teaching.</li><li>A8- Identify the essential feature of a school or faculty.</li><li>A9-Overview of history of teaching psychomotor skills.</li><li>A10-list activity based teaching strategies.</li><li>A11-Define adult learning.</li><li>A12-Identify factors affecting and motivating adult learning.</li><li>A13-Define critical thinking.</li><li>A14-list computer teaching strategies.</li><li>A15-Enumerate methods for evaluating learning.</li></ul>
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<p><b>B-Intellectual Skills:</b></p>	<p>B1-Select appropriate learning styles.  B2-Compare different teaching styles.  B3- Recognize the difference tool of educational objectives evaluation  B4- Synthesize the educational objectives  B5- Reconstruct the educational objectives for the various domains  B6- Select the appropriate tool for institutional evaluation  B7- Distinguish critical thinking from other aspects of learning strategies.  B8-Analyze of test items for evaluating learning process.  B9-Analyze learner characteristics.  B10-Distingiush between multicultural aspects of learning.  B11-compare different teaching styles.</p>
<p><b>C-Professional Skills:</b></p>	<p>C1- Apply role of nurse as a teacher.  C2- Design effective plan for learning process.  C3- Use various evaluation tool for educational objectives  C4- Apply process of evaluation.  C5- Analyze the essential features of school or faculty  C6- Develop different educational objectives according various domains  C7- Performing simulation strategies.  C8- Apply strategies that enhance critical thinking processes.</p>
<p><b>D-General and Transferable:</b></p>	<p>D1- Use advanced information to support educational program.  D2- Demonstrate on going and updating models in evaluation faculty effectiveness.</p>

	<p>D3- Use updating research in developing nursing administration educational program.</p> <p>D4- Reflect faculty role on formulating educational objectives.</p> <p>D5-Use Motivation and Behavior change theories in work setting.</p> <p>D6-Adopt with multicultural aspects of learning.</p> <p>D7-Follow strategies of problem based learning.</p> <p>D8-Enhance strategies for critical thinking.</p>
<p><b>4-Course content:</b></p> <p>Good Teaching</p> <ol style="list-style-type: none"> <li>1. learning Theory</li> <li>2. Motivation and Behavior change</li> <li>3. Multicultural Aspects of learning</li> <li>4. Planning and conducting classes</li> <li>5. Traditional Teaching Strategies</li> <li>6. Activity Based Teaching Strategies.</li> <li>7. Computer Teaching Strategies.</li> <li>8. Teaching psychomotor skills.</li> <li>9. Promoting and assessing critical thinking.</li> <li>10. Assessing and evaluating learning.</li> <li>11. The faculty role</li> <li>12. Adult learning.</li> </ol>	
<p><b>5- Teaching and learning Methods:</b></p> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussion groups.</li> <li>- Reading and library assignments.</li> <li>-Written and oral presentations.</li> <li>-Individual and group project</li> </ul>	
<p><b>6- Teaching and learning Methods of Students with Special need:</b></p> <p>Not Relevant</p>	
<p><b>7- Student Assessment Methods:</b></p>	
<p><b>A- Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>- Participation in discussion.</li> <li>- Final written examination.</li> <li>-Oral examination.</li> <li>- Clinical practicum.</li> </ul>

<b>B- Schedule</b>	-Semester work -Final written exam -Oral examination. - Clinical practicum.															
<b>C- Weighting of Assessments</b>	<table> <tr> <td>Semester work</td> <td>32</td> <td>20%</td> </tr> <tr> <td>Oral exam</td> <td>30</td> <td>20%</td> </tr> <tr> <td>Final written exam</td> <td>80</td> <td>50%</td> </tr> <tr> <td>Practical Examination</td> <td>8</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>150</b></td> <td><b>100%</b></td> </tr> </table>	Semester work	32	20%	Oral exam	30	20%	Final written exam	80	50%	Practical Examination	8		<b>Total</b>	<b>150</b>	<b>100%</b>
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Practical Examination	8															
<b>Total</b>	<b>150</b>	<b>100%</b>														
<b>8- List of references:</b>																
<b>A- Course notes</b>	Non															
<b>B- Compulsory Books</b>	<b>Sandra Deyoung, EdD, Med, RN (2009)</b> <b>Teaching Strategies for nurse educators</b> 2 <sup>nd</sup> ed. NewJersy: National League for Nursing Press.															
<b>C-Recommended Books</b>	<i>Non</i>															
<b>D- Periodicals, Web Sites,...etc</b>	Journal of nursing education															

**Course Coordinator:**

**Head of Department:** Prof. Amira Ahamed Hasanen

**Date:** 1/4/2013

