STUDENT PERCEPTIONS OF EFFECTIVE INSTRUCTION pdf

1: Students' perceptions of lecturing approaches traditional versu | AMEP

The Course Outcomes Scale of SIR II One of the additions to the Student Instructional Report in was the scale of Course Outcomes. This scale includes five items that assesses more comprehensively student perceptions of their learning in a course, and.

Introduction Health care education curricula are first and foremost divided into two components: Customarily, the didactic bit involves the usual 4-walled setting type of learning. Meanwhile, the clinical aspect paints the picture of students applying into practice the theories they have understood in the classroom. Furthermore, it aims to develop and imbue students with professional competencies necessary for them to be apt in the world of health care. The clinical education, regardless of the profession or setting, is a process that has been studied from various points of view to establish better learning objectives Tiwari, Rose, and Chan, [2]. Laurent and Weidner [3] pointed out that it is employed by diverse professions as a mode to carry out didactic models in a practical milieu. Clinical faculty members have a significant role in the education and development of nursing students. Investigation of effective characteristics expected from them provides insight into improvement of educational programs for developing nurses. Therefore, it is useful to identify characteristics that lead to highly effective skills and techniques of those in instructional roles. Primarily, the purpose of this study was to identify the perceptions of Benguet State University â€" College of Nursing student nurses of clinical faculty traits that are most beneficial to student learning outcomes. Specifically, the research aimed to: As a result, they may become aware of those characteristics of success to reinforce them, as well as those that need improvement. Background Using exploratory descriptive techniques, Kelly [5] explored which clinical teaching behaviours and contextual influences affect student learning. Students also emphasized the need to have privacy when receiving praise or constructive criticism. Furthermore, they have voiced concerns about the importance of clinical site, citing staff incivility as a major concern. Meanwhile, Ali and Phelps [6] revealed that nursing students have common and unique perspectives on the importance of a clinical instructor demonstrating effective characteristics. Personality traits ranked lowest Furthermore, Kube [7] reported teaching behaviours demonstrated by clinical instructors and most frequently perceived by nursing students as influencing student learning. The teaching behaviours reflecting positive influence on student learning are as follows: In , Heshmati-Nabavi and Vanak [8] identified five key features of effective clinical educators: They concluded that effective clinical instructors are those who are in synchronization with students and act as a role model for students and patients. Using quantitative research method, Girija et al. Students ranked the first five most effective clinical instructor characteristics as followed: A more recent study by Al-Hamdan et al. Successful development of nursing students into a professional role as caring nurses is increasingly believed to be dependent on the quality of the clinical learning environment Hofler, [11]. Conversely, perceptions of unfair treatment by nursing faculty lead to student nurses voicing their concerns, leaving the program or conforming to the situation to avoid being failed Thomas, [12]. Design The study employed the mixed method research design which involves both quantitative-descriptive and the qualitative designs. This guarantees that the respondents have experienced assessing teaching behaviours of clinical instructors in the clinical setting and during return demonstration. Random sampling was utilized to have an equal representation of the different academic levels. Instrument For the quantitative section, a self-reporting survey was utilized. This method was employed because of its ability to collect a large amount of information from many participants using only one instrument, as Portney and Watkins [14] pointed out. Some inputs were taken from an older tool, the Clinical Teaching Evaluation instrument, developed by Dr. This instrument was selected for use in relation to the content it encompassed. A brief demographic survey of the population was included in Section I of the questionnaire to determine the academic level and sex of the respondents. The instrument included thirty 30 clinical teaching behaviours in Section II in which subjects rated in terms of importance using a 4-point Likert-type scale ranging from 4 - Very Important to 1 â€" Not Important. A tool lifted from Garambas [17] was provided to the said experts in validating the questionnaire. The resulting overall mean from the tally was 4. Meanwhile, comprehensive criterion sampling was utilized for the qualitative portion. Semi-structured

interviews were conducted with thirty-two 32 key informant Level IV student nurses. Qualitative data were drawn only from the fourth year students considering that they are the most experienced when it comes to clinical practice. For the same reason, they have more information regarding effective clinical teaching behaviours, as they have been through more years assessing their clinical instructors. Ethical Considerations Participation in the study was strictly voluntary with implied consent assumed with return of the completed survey. For the interviews, volunteerism was assumed when the respondent agreed prior to the interview process. Meanwhile, there were no risks identified for being included in the study. Benefits from the study cover the identification of effective characteristics of clinical instructors which may provide a positive effect on student learning outcomes in the clinical setting. The data were subjected to post-hoc treatment to determine which populations differed significantly in the results. To identify which characteristics belong to the top ten 10 amongst the thirty 30 clinical teaching behaviours, arithmetic mean, standard deviation, and ranking were used. In mean scores, higher scores implied more important characteristics. The same descriptive statistics were used to establish the ranking of the five 5 domains. On the other hand, the qualitative data were analyzed thematically. A thematic analysis is one that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views one has collected Brikci and Green, [19]. Data were transcribed and were coded, accessing significant statements anchored on the topics addressed. Results and Discussion 4. Perceptions of the Characteristics of Male and Female Student Nurses The author explored which clinical teaching behaviours and contextual influences affect student learning in the area. The results coincided with the study of Girija et al. Notably, the subset ranked second among males. Hence, it would mean that professional competence was regarded as very important by both populations. Furthermore, Girija et al. However, Lee et al. Analysis of Variance of the Characteristics Considering the Difference in Year Level Table 3 reveals that Levels I, II, and III have no significant differences in their perceptions of all the domains; unless compared with Level IV in their perceptions of professional competence, teaching strategies and personal attributes which reveal significant differences. This may imply that the fourth years are better able to differentiate which characteristics are more important and which reflect lesser significance understanding that the group has the most experience. Difference in Perceptions of the Characteristics among the Different Year Levels Table 4 highlights the top ten characteristics ordered in descending importance. Elcigil and Sari [1] pointed that the clinical environment stops being an area of learning and after a short time becomes just a place where the student is graded. How the demonstrator evaluates the student in the clinical environment and how he gives feedback are important aspects of clinical education. Moscaritolo [23] discovered that beginning level nursing students in clinical area experience fears making an error with the potential for patient harm, being evaluated by faculty, which leads to impairment in their ability to focus and perform previously learned skills. This is in contrast with the finding of the present study in which student evaluation procedures are considered to be more important by the older students - juniors and seniors. The trend may entail that as student nurses go through the curriculum, their concern for evaluation heightens. Quite the reverse are the results of Ali and Phelps [8] findings which noted that characteristics relating to personal attributes of clinical instructors are highest in overall ratings. Ninth in rank belongs to the personal attributes subset while the tenth is a characteristic incorporated in the teaching strategies. Ali [21] warns that it is very important for a clinical nursing instructor to be able to provide students with opportunities to practice learning skills. Comparison of the five 5 Domains of Effective Clinical Instructor Characteristics Figure 1 discloses that the most important effective clinical instructor domain is professional competence. This is in agreement with several studies whereby the same subset was rated with the highest importance. Despite changes in curriculum and teaching methods and the wide-spread dependence on the internet as source of knowledge, nursing students depend primarily on their mentor as a source of knowledge Al-Hamdan et al. The authors claimed that accurate knowledge and competent clinical skills had the highest mean and median for the participants in three countries, indicating that it is the most important quality that students like to see in their mentor. Comparison of the Five 5 Categories of Effective Clinical Instructor Characteristics Henning and Wealthall [24] provided that professional competence of clinicians was seen as important in order for them to be good role models in areas such as ethics, cultural sensitivity, reputation as skilled practitioners, and their

ability to keep up to date. Conclusions The version of this template is V1. Most of the formatting Evaluation procedures came as second most important. Similarly, Benor and Leviyof [25] posted the same findings. Personal attributes ranked third which is in contrary with that of Lee et al. The lower rank starts with the category relationship with students. Overall, teaching strategies was ranked the least. This goes with Ali [21] who revealed that clinical teaching ability is the third important effective clinical teaching characteristic as perceived by nursing students. Pritchard and Gidman [28] believed that knowledge of teaching and learning theories will benefit nursing students, because the selection of appropriate teaching methods is critical in supporting nursing students to bridge the gap between theoretical and practical knowledge. This entails that development of confidence should be facilitated by the process of nursing education so that students may become competent Grundy, [29]. A lot of the participants have relayed that the characteristics such as being approachable, understanding, considerate and the like have a great impact on their performance at the clinical area. When asked about which characteristic of a CI he values most, C says: If a CI is friendly, the student will not feel nervous. In addition, the student would feel lax. Deviating, F mentions that if the CI is not approachable, it would seem like he could no longer do the procedure he is about to perform. A terror CI is a barrier for a student to become competent. Instead of me performing interventions carefully or gently, my hands would start shaking. They are able to give inputs on what you may do. Working with the practitioners through the milieu of clinical supervision is a powerful way of enabling them to realize desirable practice. Gillespie [13] similarly argues that the personality of a lecturer can have a strong effect on the behaviour and attitude of his students. It implies that clinical teachers should pay more attention to their characteristics if quality of their teaching is to be improved. This requires the clinical instructor to be present with the student at the ward. Aligned to this, A quotes: I tried several times to interact with him but to no avail. Or he may add on to what you already know, simply by communicating it to you.

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2: Case Study Teaching Method Improves Student Performance and Perceptions of Learning Gains

instrument, students' perceptions of effective teaching at Memorial University. Drawing from their own experiences as post-secondary students, participants were asked to identify five characteristics of effective teaching, for both on-campus and.

Published by the American Society for Microbiology. This article has been cited by other articles in PMC. Associated Data Appendix 1: Example assessment questions used to assess the effectiveness of case studies at promoting learning Appendix 2: However, the current body of research provides limited evidence that the use of published case studies effectively promotes the fulfillment of specific learning objectives integral to many biology courses. This study tested the hypothesis that case studies are more effective than classroom discussions and textbook reading at promoting learning of key biological concepts, development of written and oral communication skills, and comprehension of the relevance of biological concepts to everyday life. This study also tested the hypothesis that case studies produced by the instructor of a course are more effective at promoting learning than those produced by unaffiliated instructors. Additionally, performance on quantitative learning assessments and student perceptions of learning gains were analyzed to determine whether reported perceptions of learning gains accurately reflect academic performance. The results reported here suggest that case studies, regardless of the source, are significantly more effective than other methods of content delivery at increasing performance on examination questions related to chemical bonds, osmosis and diffusion, mitosis and meiosis, and DNA structure and replication. This finding was positively correlated to increased student perceptions of learning gains associated with oral and written communication skills and the ability to recognize connections between biological concepts and other aspects of life. Based on these findings, case studies should be considered as a preferred method for teaching about a variety of concepts in science courses. Similarly, case studies facilitate interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and applications 3 , 9. This has been reported to increase student motivation to participate in class activities, which promotes learning and increases performance on assessments 7 , 16 , 19 , For these reasons, case-based teaching has been widely used in business and medical education for many years 4 , 11 , 12 , Although case studies were considered a novel method of science education just 20 years ago, the case study teaching method has gained popularity in recent years among an array of scientific disciplines such as biology, chemistry, nursing, and psychology 5 â€” 7 , 9 , 11 , 13 , 15 â€” 17 , 21 , 22 , Although there is now a substantive and growing body of literature describing how to develop and use case studies in science teaching, current research on the effectiveness of case study teaching at meeting specific learning objectives is of limited scope and depth. Studies have shown that working in groups during completion of case studies significantly improves student perceptions of learning and may increase performance on assessment questions, and that the use of clickers can increase student engagement in case study activities, particularly among non-science majors, women, and freshmen 7 , 21 , In a high school chemistry course, it was demonstrated that the case study teaching method produces significant increases in self-reported control of learning, task value, and self-efficacy for learning and performance This effect on student motivation is important because enhanced motivation for learning activities has been shown to promote student engagement and academic performance 19 , Additionally, faculty from a number of institutions have reported that using case studies promotes critical thinking, learning, and participation among students, especially in terms of the ability to view an issue from multiple perspectives and to grasp the practical application of core course concepts Despite what is known about the effectiveness of case studies in science education, questions remain about the functionality of the case study teaching method at promoting specific learning objectives that are important to many undergraduate biology courses. A recent survey of teachers who use case studies found that the topics most often covered in general biology courses included genetics and heredity, cell structure, cells and energy, chemistry of life, and cell cycle and cancer, suggesting that these topics should be of particular interest in studies that examine the effectiveness of the case study teaching method 8. However, the existing body of literature lacks direct evidence that the case study method is

an effective tool for teaching about this collection of important topics in biology courses. Further, the extent to which case study teaching promotes development of science communication skills and the ability to understand the connections between biological concepts and everyday life has not been examined, yet these are core learning objectives shared by a variety of science courses. Although many instructors have produced case studies for use in their own classrooms, the production of novel case studies is time-consuming and requires skills that not all instructors have perfected. It is therefore important to determine whether case studies published by instructors who are unaffiliated with a particular course can be used effectively and obviate the need for each instructor to develop new case studies for their own courses. The results reported herein indicate that teaching with case studies results in significantly higher performance on examination questions about chemical bonds, osmosis and diffusion, mitosis and meiosis, and DNA structure and replication than that achieved by class discussions and textbook reading for topics of similar complexity. Case studies also increased overall student perceptions of learning gains and perceptions of learning gains specifically related to written and oral communication skills and the ability to grasp connections between scientific topics and their real-world applications. The effectiveness of the case study teaching method at increasing academic performance was not correlated to whether the case study used was authored by the instructor of the course or by an unaffiliated instructor. These findings support increased use of published case studies in the teaching of a variety of biological concepts and learning objectives. Kingsborough Community College has a diverse population of approximately 19, undergraduate students. The student population included in this study was enrolled in the first semester of a two-semester sequence of general introductory biology for biology majors during the spring, winter, or summer semester of A total of 63 students completed the course during this time period; 56 students consented to the inclusion of their data in the study. To normalize participant groups, the same student population pooled from three classes taught by the same instructor was used to assess both experimental and control teaching methods. Course material The four biological concepts assessed during this study chemical bonds, osmosis and diffusion, mitosis and meiosis, and DNA structure and replication were selected as topics for studying the effectiveness of case study teaching because they were the key concepts addressed by this particular course that were most likely to be taught in a number of other courses, including biology courses for both majors and nonmajors at outside institutions. At the start of this study, relevant existing case studies were freely available from the National Center for Case Study Teaching in Science NCCSTS to address mitosis and meiosis and DNA structure and replication, but published case studies that appropriately addressed chemical bonds and osmosis and diffusion were not available. Therefore, original case studies that addressed the latter two topics were produced as part of this study, and case studies produced by unaffiliated instructors and published by the NCCSTS were used to address the former two topics. By the conclusion of this study, all four case studies had been peer-reviewed and accepted for publication by the NCCSTS http: Four of the remaining core topics covered in this course macromolecules, photosynthesis, genetic inheritance, and translation were selected as control lessons to provide control assessment data. To minimize extraneous variation, control topics and assessments were carefully matched in complexity, format, and number with case studies, and an equal amount of class time was allocated for each case study and the corresponding control lesson. Instruction related to control lessons was delivered using minimal slide-based lectures, with emphasis on textbook reading assignments accompanied by worksheets completed by students in and out of the classroom, and small and large group discussion of key points. Completion of activities and discussion related to all case studies and control topics that were analyzed was conducted in the classroom, with the exception of the take-home portion of the osmosis and diffusion case study. Assessment scores were collected from regularly scheduled course examinations. For each case study, control questions were included on the same examination that were similar in number, format, point value, and difficulty level, but related to a different topic covered in the course that was of similar complexity. All assessment questions were scored using a standardized, pre-determined rubric. Student perceptions of learning gains were assessed using a modified version of the Student Assessment of Learning Gains SALG course evaluation tool http: Students were presented with a consent form to opt-in to having their data included in the data analysis. After the course had concluded and final course grades had been posted, data from consenting

students were pooled in a database and identifying information was removed prior to analysis. Statistical analysis of data was conducted using the Kruskal-Wallis one-way analysis of variance and calculation of the R2 coefficient of determination. RESULTS Teaching with case studies improves performance on learning assessments, independent of case study origin To evaluate the effectiveness of the case study teaching method at promoting learning, student performance on examination questions related to material covered by case studies was compared with performance on questions that covered material addressed through classroom discussions and textbook reading. The latter questions served as control items; assessment items for each case study were compared with control items that were of similar format, difficulty, and point value Appendix 1. In terms of examination performance, no significant difference between case studies produced by the instructor of the course chemical bonds and osmosis and diffusion and those produced by unaffiliated instructors mitosis and meiosis and DNA structure and replication was indicated by the Kruskal-Wallis one-way analysis of variance.

3: Effective Characteristics of a Clinical Instructor as Perceived by BSU Student Nurses

perceptions of instructionâ€"instructional clarity (clear explanations, effective use of examples) and instructional organization (use of course objectives, effective use of class time)â€"have been empirically established through randomized experiments (Hines et al.

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