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Textbook of NURSING Education



KP Neeraja

Foreword
CR Shamshad Begum

SECOND EDITION

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CHAPTER 3

Teaching and Learning Process

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TEACHING

To bring the expected behavioral change within the student's behavior, is teacher's responsibility. 'Teaching' is a distinctively 'imparting knowledge' and 'learning process' means by which 'the student assimilates the information and share the content'. Compassion should be the key and basis of any educative system. True education leads to selfless service to the cause of humanity and world. Teaching others is best done with love, once the heart has understood, the mind opens. Teaching is noble profession. The teacher needs to be not only communicative and strong in the field of subject, but should be egoless and selfless to impart human values along with subject what he teaches.

Definitions of Teaching

"It is the stimulating and challenging the student to learn, enhancing realization of the values of a subject, helping him to bring to bear his own resources in formulating and pursuing a method of attack on learning the subject (including the relevant skills and attitudes) and guiding him in the process".
"Immediate mastery of particular knowledge or skill".
"It is concerned with growth and development of whole personality of the student—his mind, spirit, character and effective behavior".

"An intimate contact between a more mature personality, the teacher and a less mature one (the learner) which is designed to further the education of the latter" *—HC Morrison*

"An arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and which he learn in the course of doing so".
—J Brubacher

"An interactive process, primarily involving classroom talk, which takes place between teacher and the student and occurs during certain definable activities". *—Edmund Amidon*

"A task of the teacher, which is performed for the development of the child". *—TF Greens*
"A combination of an art and science".

- *Teaching is an art:* It is an activity, which is practiced with skill. It cannot be reduced to any exact sequential series of actions; it involves two dynamic factors
  - The mind's natural activity of the learner
  - The intellectual guidance on the part of the teacher, with the principal dynamic factor or the propelling force being the internal vital principle in the learner and the teacher being secondary, even though a genuinely effective dynamic factor and ministerial agent.
- *Teaching is a science:* As it is based on a body of systematically derived knowledge, converted to principles which guide to its practices.

Principles to be Followed in Planning Learning and Educational Activities

- The learner's own intellectual progress, the activity whereby his/her mind (assisted by the teacher through instruction and by observation and interaction with others) trace out the connection between facts and principles of knowledge and the particular conclusions in a given field.
- Teacher's knowledge, her/his convictions become an instructive and effective part of the act of teaching; she/he communicates through her/his voice, tone, manner and attitude as well as through the usage of words.
- Teacher will consider the previous experience of the learner, while teaching.
- Teaching will be based on facts and experiences to realize itself in rational knowledge grounded in principles, i.e., to grasp reality in terms of how and why.

Purposes of Teaching

- Immediate mastery over the subject with its related skills is important, but advancement toward growth in all spheres of the human personality is considered.
- Development of wholesome personality (changing habits, attitudes, reconstituting ideals and changing interests) of the learner.
- *To help the students to:*
  - Acquire, retain and be able to use the knowledge in relevant fields
  - Understand, analyze, synthesize and evaluate the knowledge

- Achieve skills
- Establish habits
- Develop attitudes, abilities/strengths

- Focus and implements the steps to solve the identified problems.

Qualities of a Good Teacher

- *Respect for the student's maturity and sense of responsibility:*
  - Allow the students to select their own topic of interest to be pursued as a term paper.
  - Avoiding useless repetition and irrelevant material during lectures.
  - Being so thoroughly prepared for each class period as to make it obvious that she/he was an adult speaking to adults.
- *Stimulating:*
  - Ideas presented were having meaning
  - Strong, modulus, clear voice
  - No embarrassing stuttering or stammering for the proper or correct word, term or phrase.
  - Pauses were inserted deliberately and yet non-dramatically to allow for some "digestion of complex thoughts" were followed by a few concrete examples or analogies.
- *Assignments:* Clear and concise
  - Oral
  - Written
- *Subject matter content:*
  - Lectures with student discussion, e.g., ask questions at the 10 minute break between hours and during last 5 minutes and starting of session.
  - Organization of subject matter in class room and clinical experiences, e.g., before class began, the necessary diagrams, charts, etc., has to be drawn on the chalkboard or kept ready in workable condition.
  - Time should not be wasted by teacher in trying to clarify her/his own ideas.
  - She/he must know
    1. What she/he wanted to say?
    2. When she/he wanted to say?
    3. How she/he wanted to say?

Factors Intrinsic to the Teacher (Personal Attributes)

- Mastery over the subject
- Psychological security and maturity
- Excellent speech and delivery (good voice quality)
- Voice—clear, distinct, pleasant, well-modulated, lucid
- Neatness and poise—good esthetic sense, correct posture
- Sense of humor
- Broad interests and wider exposure, familiarity in all related fields, extracurricular activities
- Well-balanced personality—she/he should know when to smile, laugh or be serious to make the teaching meaningful.
- Professionally well groomed—poised, self-confident, neat, clean, attractive in her/his personal appearance.
- Tolerant and fair—no partiality, caters time to listen to student's problems.
- Kind and patient—sincere person, intense love for nursing and for young people, gives few words of encouragement, empathetic.
- Teaching qualities—knowledge of subject matter
  She/he should present her/his lecture with background material by which a student could understand more fully the particular topic being taught.
  She/he displayed evidence that she/he too was a constant learner by her/his frequent presentation of up-to-date nursing topics and trends.
- *Preparation of classes:* She/he should present outlines of the class or present session to the student in advance
  - Purpose
  - Objectives
  - Content in brief
  - Student should aware of the meaning of the class and the course
  - Understand group's limitations
- *Clear exposition of subject matter:*
  - The students should understand the subject being taught
  - She/he brought up a reference that was assigned to read
  - Discussion was encouraged
  - Effective utilization of resources
- *Employs varied teaching approaches:*
  - Talk to students
  - Talk with students
  - Let them talk together
  - Show students how and why of a procedure (Rational, it will be long lasting in the minds of learners).
  - Supervise them
  - Provide opportunities for practice
- *Leadership ability as well as a deeper knowledge:*
  - Teacher should be a role model to their students
  - Her/his personality coupled with his/her deep interest in each individual student was a great source of stimulation and motivation to achieve and become a well-rounded professional being.
- Exhibits Interest and appreciation in nursing and in learners
- Friendly in nature
- Responsible, systematic, stimulating force, imaginative and creative teacher
- Ever-loving nature
- Exemplar, role model
- Inspirational, encouraging in nature
- Good motivator
- Ever change her/his interests, purposes, attitudes, habits, abilities and skills
- Positive philosopher (optimistic in nature)
- Good guide and counselor
- Effective organizer
- Good administrator
- Keen observer, supporter and listener
- Idealistic in nature
- Reassurance in nature
- Maintaining good human relations

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- Good communicator
- Diplomatic in nature
- Researcher
- Dignified in nature
- *Evaluation:* Evaluation of student for entire course is based on
  - Reference readings
  - Class discussions
  - Lecture
  - Examination schedules
  - Performance in both class and clinical settings

Functions of the Teacher

Instructional Role

- Planning and organizing courses:
  - Selecting objectives
  - Substantiate content and teaching, learning activities, correlating them with other courses in the curriculum.
- Creating and maintaining a desirable group climate which will enhance learning and lead to the development self-discipline in learner
- Prepare instructional materials to the varying interests, needs and abilities of the students and university requirements; adapt teaching accordingly
- Motivate and challenging students to pursue and sustain learning activities which will lead them towards acceptance of responsibility for their own learning
- Teaching involves many activities.

For example:

- Supplying information needed or telling the source of information
- Explaining, clarifying and interpreting
- Demonstrating or explaining a procedure, a process or exhibiting materials
- Functions as a resource person for group activities or group projects or to the individual students
- Supervising student's performance in classroom, lab setting and other learning experiences
- Evaluating all the planned learning and teaching activities and student's outcome.

Faculty Role

In case of college or university, the term 'faculty' is used to refer the 'teaching staff'. The role of the faculty will vary according to the philosophy, objectives and setting of educational institution.

1. Chair person, secretary or member of one or more committees
2. Counselor of students in matters (academic and non-academic)
3. Researchers
4. Resource persons to groups outside the institution, other schools, health agencies
5. A representative to professional nursing organizations and other agencies for faculty or for the institution.
6. A public relations agent, she/he interprets the objectives and the policies of institution and helps in recruitment.

Individual Role

As an individual, he/she plays personal a role

- As a member of a family, a church, a community and a citizen
- Dignified, distinct personality
- Friend and philosopher
- Is interesting and holds the learner's interest
- Is optimistic, positive and non-threatening
- Presents content that is accurate and current
- Provides positive reinforcement
- Uses a variety of teaching strategies to accommodate a variety of learning styles.
- Uses the learning objectives to guide his/her teaching efforts
- Utilizes time and resources wisely

The Psychology of being a Teacher

'A teacher never truly teach unless he/she is still learning himself/herself, a lamp can never light another lamp unless it continues to burn its own flame'. Hallmark of educational excellence is humility and humbleness.

'Teaching is a unique process of socio-psycho-emotional behavior. Environmental factors, such as administrative policy, curriculum objectives, materials and class size, have a unique effect upon each teacher's physical and mental health. However, the factors, which may have the greatest effect on mental health in teaching are, the competencies acquired during the period of preparation in teaching. These competencies affect one's purpose, attitude, efficiency, interest and self-appraisal. These learning factors determine the quality of mental health experienced in teaching. Natural personality and academic professional competencies are dispensable in developing and in maintaining good mental health in the art and science of teaching.

A worthy teacher is more looked upon as a 'leader', he has full of leadership qualities. Teacher should have patience and perseverance, he must be a good listener too the student emulates him, the student imbibes his way, the teacher inspires the student to reach great heights, such a glorious student is not only useful to himself and his family, but will be an asset for the entire humanity. Mere possession of knowledge is not enough for a teacher to be considered worthy; he must be capable of proper presentation of the subject, in tune with the understanding level of the students. A good teacher keeps attempting and trying to attain the maximum knowledge. It is in a way an 'upasana' and ultimately achieves 'sadhana'.

The role of an educator should be to motivate the students to be positive and optimistic, the educator should never do anything which will dampen the spirits of the students, the methodology of educative pattern should be complimentary to these ideas, through careful analysis and observation, the educator has to weed away all the negativities in the system of education to help the students to be positive and optimistic throughout their life, the seeds of positivity and optimism is sown early in the life of a student by the educator.

A teacher should never guide the students for an ego trip, the teacher should never encourage practices that encourage

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aggressiveness in the name of competition, the teacher should never indulge in comparing the performance of students, such comparisons may result in one student getting arrogant and the other getting depressed, a teacher can seldom afford to be partial, all students are equal before the teacher in the institution whether a student performs or not, the teacher has to be impartial in his attitude towards all students..

A teacher needs to be calm and composed, never a teacher should teach when the mind is agitated, it can only teach aggression, with an agitated mind if the teacher teaches the subject, the student turns violent. We cannot single out the students for their violent behavior. When the student sees violence, everywhere, he responds with violence, so the teaching community has to be balanced in its outlook and the students will also resonate it.

A teacher worthy of his stature never degrades or chides a student for nonperformance, in front of other students, teacher is very much aware that he has to look at it more empathetically, he normally talks to the student in private to find out the cause of the problem and aids such student to perform better in future. The teacher will demonstrate humbleness to the student for him to imbibe and emulate.

Competencies contributing to maintain good mental health in teacher are:

- Each teacher has to acquire and maintain certain qualities of matured personality:
  - Good physical health and appropriate health habits
  - Social tact and confidence
  - Ability to work cooperatively with other persons.
- Each teacher should develop a positive philosophy of life and education:
  - A code of moral values for directing and appraising personal and social behavior
  - An appreciation of the values and principles inherent in democracy
  - An understanding of the goals, principles and practices involved in democratic education.
  - An awareness of the relationship between teaching and learning.
- Each teacher should possess knowledge of the nature of human growth and development:
  - An understanding of the nature and uniqueness of human behavior
  - Recognition of the nature and the function of individual differences
  - An understanding of the personal and social problems and tensions experienced by learners and youth in finding adequacy in living and working with peer associates and adults.
  - Recognition that mental health is a learned way of personal interaction with other persons.
- Each teacher should possess an appreciation and understanding of the meaning and practice of democracy in the classroom:
  - Readiness to discover and to respect the worth of each individual
  - Provide leadership and opportunity for cooperative planning, executing and evaluating of curriculum activities.
  - Encourage members of the classroom society to formulate desirable citizenship objectives and duties.
  - Assist learners in learning, responsibility through participation in socially useful work
  - Provide leadership and practice in individual and group decision making.
- Each teacher should have an understanding of the objectives and function of each social institutions such as the family, the religious institutions, government agencies and the education:
  - Recognition of the cultural background and the evolutionary process.
  - An appreciation of the effect of the institutions on the personal development and social living of young people.
  - Recognition that the value of these institutions is based on their contribution to the improvement of the general welfare of people.
- Each teacher should have knowledge of the ideas, leader and events that produced the heritage of the nation:
  - An appreciation of the ideals and ideas that motivated historic actions
  - An understanding of the leaders who gave direction to the human experiment in social, political, economical and educational democracy.
  - Respect and support for freedom of worship, speech, assembly, franchise and education.
- Each teacher should acquire academic competency in identifying and understanding the significant issues and trends in contemporary national society:
  - Recognition of the economic, political and sociological issues and trends
  - Understanding of the historical foundations of social issues and trends
  - Recognition of the impact of industrial change on personnel and social living
  - An understanding of the educational requirements for dealing intelligently with such contemporary issues as housing, management labor, local autonomy and federal authority in government.
- Each teacher should have knowledge about the life, culture and government pattern in various countries:
  - Understanding of the geographical features of their impact on personal and industrial life.
  - Recognition of the similarities in the basic human needs of the people of the world.
  - An awareness of the educational impact of the education. Customs, religion, economics and politics in different countries.
  - Understanding of the 'conditions, issues and trends' in the neighbor countries
  - An appreciation of the effect of racial and ethnic factors on the personal and social development of young people and on their mental hygiene.

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- Each teacher should have possessed an understanding of the increasing independence among the nations of the world:
  - Recognition of the events, inventions and needs, which accelerated interdependence among nations.
  - Awareness of the contribution that education can make to improve world understanding.
- Each teacher should have understanding and appreciation in the humanities:
  - Appreciation of music and its contribution to creative living and mental health.
  - Appreciation of literature and its values in personal and community living.
  - Appreciation of literature and its value in personal behavior and in mental hygiene.
- Each teacher should have an understanding of the moral values and ethics of the teaching profession:
  - Understanding of the history and progress of the profession
  - Acceptance of a code of professional ethics in all relationships with teachers, administrators and layman.
  - Understanding the objectives and services of the local, state and national education organizations.
  - Readiness to participate as a contributing member in educational organizations.
  - Acceptance of responsibility to share in maintaining and in improving standards of teachers' certification and teacher employment.
  - Acceptance of responsibility to work for improvement in conditions affecting the mental health of all school personnel.
- Each teacher should possess abilities in effective use of expressive and receptive communication:
  - Recognition of the contribution of critical reading to mental health
  - Understanding of the psychological-emotional-social nature and consequences of expressive communication
  - Recognition of the difference between language as a system of symbol and as a way of thought and notion
  - Readiness to listen to one's own language to comprehend its probable interpretation by and effect on other persons.
- A true educationist in the form of a teacher brings this positive change in the life of students.
- Teachers have a responsibility to teach the students in the art of conversation, without hurting the sentiments of others or a particular section of society.
- The teaching community which is the main core of any educative system has to be egoless and selfless to impart value systems while educating the students.

Responsibilities of the Teacher

- *Planning the teaching and learning activities:*
  - Formulation of general and specific learning objectives
  - Observe the curriculum, identify and organize the content and audio-visual aids in a logical and sequential way
  - Uses the library resources, internet facilities to gather and frame the subject content, prepare the teaching aids based on experience and critical judgment skills in advance and pretest the aids for the utility. Gets the peer group opinion if feels necessary
  - Teacher uses his/her own imagination and creativity in planning the material for the lesson plan
  - Identify suitable teaching—learning activities to keep and maintain effectiveness and activeness and live experience for the group of students in teaching and learning situation.
- *Organizing learning activities:*
  - Teacher will organize the content in a sequential and logical manner, teacher always thinks and selects the methods which will keep the learners engaged in active manner
  - Teaching—learning activities are focused on accomplishing the objectives of the lesson plan
  - Teacher will explain the content effectively with the help of audio-visual aids to make teaching and learning activity in a meaningful manner
  - At the end of the class and beginning of the next session, teacher will review and get the feedback of audience or group of learners whether they understood the topic, if they require still explanation based on the quantity she/he may arrange one on one explanation and clarifying the subject or repeat the class based on the response of group of learners.
- *Leading the group:*
  - The teacher utilizes appropriate techniques in leading the group like motivating, inspiring the group, asking questions, using simple and clear terms while explaining, monitors student responses while teaching, make the group of learners in an active manner. Make the teaching–learning session in an effective, productive, qualitative manner where both the teacher and the learner will be benefitted in a useful manner, based on the situation the teacher will exhibit varied styles of leader
  - If the student exhibits positive manner and performs in a better way, even small accomplishment of the activities by the learner also will be appreciated and if possible she/he discusses with the authority to give certain rewards or prizes, etc., positive reinforcement for the learner, thus motivates the learner to be rich in knowledge and experiences
  - Manipulates the learning material if the need arises, based on the understanding level and need of the students, teacher will organize the material.
  - Guides, motivates, inspires the students to learn effectively and increase or maximum efficiency in gaining the learning outcomes.
- *Controlling the group activities:*
  - Teacher will apply specific theories and the models based on the subject content and objectives and expected outcomes of the curriculum.

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- Teacher will be more conscious about their responsibilities and implement the measures to achieve self-satisfaction and learning outcomes.
- Monitors the learning system and implement necessary steps to make the learners as a profitable experience.
- Teaching system has to best utilize the student needs, abilities, attitudes and interests.
- Assess the teaching-learning process, get the feedback, based on the need and requirement of the student and course objectives, plan the activities accordingly like organizing and modifying the teaching-learning activities, teacher will not leave the students until goal reached. She/he motivates the students to work hard and to reach targets set by the teacher.
- Certain times teacher has to use autocratic and Laissez-faire leadership to achieve the learning objectives, teachers' goal is to make the student to achieve their target and fulfill course requirement. All the time democratic leadership may not work out to control total group of learners' achievements.

Principles of Teaching

Successful teaching is based on principles of teaching:

- The principle of aim—aim has to be defined and specified, for every lesson. It serves as the goal for the teacher. It will make teaching and learning interesting and effective, e.g., at the end of the class, the learners will be able to understand clearly about the topic.
- The principle of activity or learning by doing—child learns through self-activity. Learning by doing removes the dullness of the lessons and the students will not get bored, it puts them into life situations, e.g., through conducting research projects and demonstrations carrying out related to nursing procedures.
- The principle of linking with actual life and other subjects, e.g., the students will learn theory in the classroom. Practice in the laboratory and in real situations in clinical area, in first year, the students will learn the normative phenomena through the subjects, i.e., anatomy and physiology that forms a basis to understand the disease process/altered physiology in medical-surgical nursing in second year.
- The principle of planning—teaching is always well planned. It involves
  - Selection—is made on the basis of teacher's aim, teacher's ability to impart the knowledge and the child's capacity to receive
  - Division—means breaking the topic into convenient units in order to make it more intelligible.
  - Revision—is essential for assimilation
    - Knowledge is to be fixed in the minds of the learners
    - Revision should take place at each stage and section, better known as sectional revision.
- The principle of interest or motivation—learners are naturally interested in those things which are connected with their natural urges or activity. Motivation can secure the desired results. It prepares the mind (mindset) and once it is done, the learners are ready to conduct anything. Motivation sets the mind for assimilation and calls for full attention in the lesson. For example, the teacher has to create interest among the learners while teaching the subject
- The principle of sympathy and kind atmosphere—the teacher's kindness and sympathy proves a stimulating dose and easy to approach both for the slow-learners, works as a miracle for the brilliant student. Teaching should become a matter of pleasure for both, i.e., the teacher and to the students
- Principle of flexibility and cooperation—the plan of a lesson must provide scope to make necessary changes. Teaching must be flexible to meet the unexpected situations if any, in the classroom and the cooperation of students is required
- The principle of diagnostic and remedial teaching—the teacher has to suggest remedies for problems and do follow-up to assess the outcomes of his/her suggestions. Learning difficulties should be discovered earlier to avoid their taking root into the learning habits of learners
- The principle of looking ahead—an open-minded teacher is always looking forward. He is ever prepared to discover new possibilities for widening learner's knowledge and range of experience
- The principle of creativity—the ideal teacher has to make the learners as creative learners by introducing new materials; good teaching opens up fields of investigation and enables the learners to make original contribution to the existing store of knowledge.

Maxims of Methodological Teaching

- *Proceed from the known to unknown:* The new knowledge which has to be imparted should be linked with the life and experience already gained by the learners. This forms a link, e.g., the work at school must grow out of the life experience of the child. A teacher must arrange the subject matter in lesson in such a way that each part is properly connected with what has done before. So, for effective teaching, what the learner already known subject should be linked up with what he/she is going to know, e.g., the students will learn basic subjects like anatomy, physiology in first year, so in second year when teacher teaches Medical-Surgical Nursing, first review Anatomy and Physiology of the affected organ, then only they will discuss about abnormal changes in a specific disease, the concept of known to unknown is very helpful for the learner to comprehend subject and easy to remember the changes.
- *Proceed from easy to difficult:* Teachers has to take into consideration, the psychological make-up of the learner. Teacher should go from easy to difficult.
- *Proceed from simple to complex:* Based on psychological development of the students, the teacher has to

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proceed from simple to complex, so that the learner can understand the subject very easily.

- *Proceed from concrete to abstract:* The students learn better from things which they can handle and see. The child picks up concrete knowledge more easily. He understands the abstract through the concrete, e.g., in teaching Anatomy and Physiology, for clear understanding of the subject teacher uses audio-visual aids like models, specimens which enhances effective learning and long lasting memory.
- *Proceed from the particular to general:* The specific fact must be presented to the learners before giving them general rules. Particular is more definite than the general which is indefinite. The study of particular facts should lead the learners themselves to frame general rules.
- *Proceed from analysis to synthesis:* The teacher should start with analysis so that the complex whole becomes clear. This will help the learner to understand every part and also the relationship among various parts. This should be put in a systematic and elegant form. This is the work of synthesis. Analysis makes the things comprehensible and synthesis later on makes them definite. Synthesis must come at the end. Otherwise, analysis will be of no use.
- *Proceed from whole to parts:* It is based on the result of psychology of learning. Persons always perceive the whole thing first and then pay attention to its parts, e.g., while teaching a poem, the learner should first be given an idea of the whole poem. After this, he/she has to be made to understand its rhythm, language, etc.
- *Proceed from empirical to rational:* Empirical knowledge is that which is based on observation and firsthand experience about which we cannot give any reasoning at all. Rational knowledge is that where facts form part of general system of truth and explained most scientifically. It is always good to begin what we see, feel and experience than with what we reason about, generalize and explain.
- *Proceed from psychological to logical:* A teacher has two important duties to perform
  - The suitable selection and arrangement of subject matter
  - The study of the learner's nature
    - Teaching should be done in accordance with the interests, needs and capacities of the learner.
    - Teacher has to use psychological approach in teaching
    - Teacher must select the material wisely for presentation, keeping in view the learners
    - The logical approach implies the systematic explanation and arrangement of the matter presented, this will ensure the continuity of the subject matter and help in understanding the same.
- *Proceed from the actual to the representative:* Real, actual and natural objects appeal to learners more than the improvised or representative objects. Actual things have greater appeal than their representative forms, e.g., if objects like clinical apparatus shown and its use if teacher demonstrates, the learner will never forgets in life, enhances long lasting memory.

Process of Education

Education is a complex process. Various views about education are:

- *Philosophical view:* Looks at the purpose and the essential nature of education.
- *Psychologist's view:* At the individual learner, the teaching and learning process.
- *Sociologist's view:* Consider at the social system and at the interaction of learners in groups.
- *Scholar's view:* Clear vision at the substantive content of learning and respective discipline.

The Educational Spiral (Fig. 3.1)

- "Behavior" will be defined explicitly in the form of "Educational objectives derived from professional tasks".
- An evaluation system will be planned so that better educational decisions will be taken
- A program will be prepared and implemented to facilitate attainment of educational objectives by the students.
- The evaluation process will be used
  - To measure the extent to which the objectives have been achieved
  - To measure the student's final abilities
  - To assess the effectiveness of program and teaching.

The members of the health team must be trained specifically for the tasks they have to perform (taking into account the circumstances under which they will work). These tasks only be defined in accordance with a plan in which the nature of the services has to be provided is specified, priorities are allotted, and the staff needed to provide these services determined, etc. Professional training programs has to be tailored to meet these needs. Defining the professional tasks of health personnel is the basis of educational objectives of training centers is of crucial importance. Thus an educational program, must be shaped in terms of the goal has to be achieved, to meet the societal health needs. Evaluation provides a sound basis for program planning; therefore, an

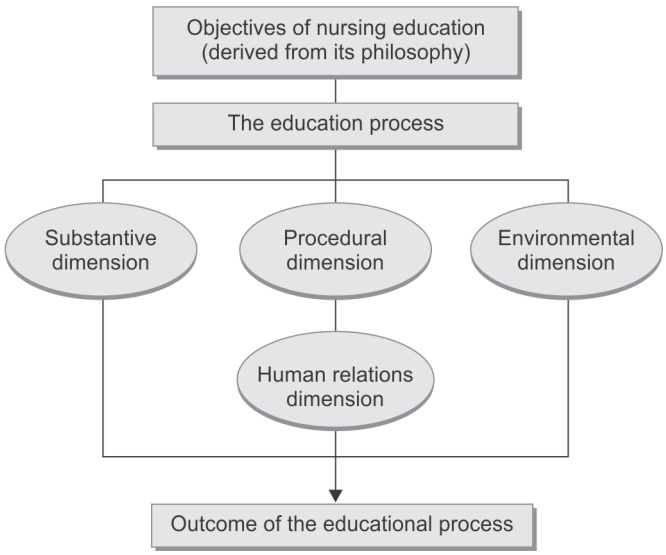


Fig. 3.1: Educational spiral.

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evaluation mechanism must be set up before proceeding to any reform of the program. This makes it possible to measure the level at the outset (prerequisite level) and the level at the finish and thus to determine whether the change has been positive or not. This process can be represented by "educational spiral" **(Fig. 3.1)**.

Components of Educational Process (Fig. 3.2)

Substantive dimension (the curriculum): The curriculum includes all the content (knowledge, values, skills) and the learning activities are planned and directed by a faculty for a specific group of students, with a specific purpose. The nursing curriculum is concerned by providing opportunities for acquiring the essential knowledge, skills and attitudes that will prepare the student to assume the role/responsibilities and functions in nursing at the level for which she/he is being prepared.

Procedural dimension: The teacher helps the students to learn, it includes

- The learner and their group
- Teaching and learning activities
- Teacher

  Teacher has to provide the most effective learning opportunities to achieve the desired goals and will most likely lead the learner to assume the responsibility in the direction of her/his own learning, in school and in continued self-education after she leaves the school. Varied factors like, e.g., learner's goals, motivation towards achieving these goals, ability, previous knowledge and experiences, etc., all will affect the kind of learning activities which will be most effective in providing the desired behavior changes.
- The teacher's personality, the teacher's concept in teaching and learning, Mastery over the subject she/he teaches. Teaching skills and selected teaching and learning activities.

Environmental dimension: The physical and the social factors in the teaching-learning situations constitute the environmental dimension. The physical environment:

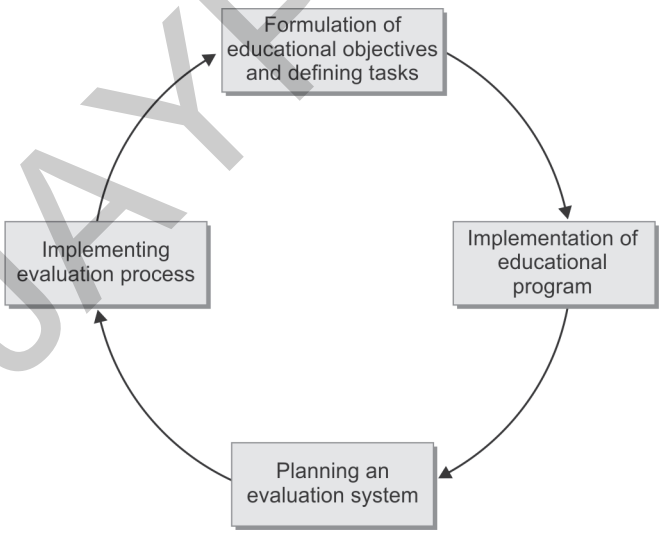


Fig. 3.2: Components in education process.

Classroom, lab/clinical settings (Hospital, community, health agency, lighting and ventilation, home, equipment, group climate, organizational pattern, administrative policies and procedures, leadership, the school environment and nursing service status. Environmental dimension brings a definite personality pattern, a set of aims, values, social habits, self-image, concept of each one's sense of identity, where she/he belongs. What she/he can do? What are her/his assets and liabilities, and needs for self-growth and development? Each of which operates in producing the particular psychosocial climate in each teaching-learning situations.

Human relation dimension: Learner, teacher, administrator, group of learners, the patient, Nursing service personnel, Allied health personnel and their interactions are inter related. The interaction of human relations of these individuals both in the school and in the educational settings, outside the school exerts an important influence on the effectiveness of the educative process.

LEARNING

Definitions

"The relatively permanent change in an individual's behavior or behavioral potential (or capability) as a result of experience or practice (i.e., an internal change inferred from overt behavior)."

"Modification of behavior due to energies of organism and environment impinging on the organism itself".

—Daniel Bell

'Modification of behavior through experience'. *—Gates*

'Learning involves the acquisition of habits, knowledge and attitude'. *—Crow-Crow*

'A process, which brings the changes in the individual way of responding as a result of contact with aspects of environment'.

—Ruch

'Learning is acquisition of knowledge, skills and retention'.

—BF Skinner

'The interest, knowledge, skills transfer to new situation'.

—Encyclopedia of Education Research

Characteristics of the Learning Process

- *Purposeful:* Most people have definite ideas about what they want to achieve. They have goals or clear objectives. Effective instructors seek ways to create new learning situations to meet the trainee's goals. Motivation is the force that impels a person toward a goal, is the instructor's most effective tool to encourage learning. This can be either weak or strong motivation depending on the situation.
- *Internal Experience:* The instructor cannot learn for the trainee, nor can he/she pour predigested learning into the trainee's head. The trainee can learn only from his/her own experiences. A person's knowledge is a result of their experiences and manner of perceiving them and reacting to them. No two people have exactly the same experiences. All learning stems from experience, e.g., by repeated drill, a trainee can learn to repeat a list of words or to recite the principles of leadership. However, trainees

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