

HARAMBEE UNIVERSITY

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DEP'T OF NURSING

**NURSING EDUCATION AND
CURRICULUM DEVELOPMENT**

Course syllabus

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- Course title: Nursing Education and Curriculum Development
- Program: Nursing
- Prerequisite: General Psychology, Sociology
- Course code: NURS 471
- Degree program: BSc in Nursing
- Credit hours: 4 Cr Hr
- Placement: Year IV

Course Description:

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- This course is intended to introduce the students to basic concepts, principles and methods of education, teaching, learning and evaluation. It also provides practice in using various methods, techniques and strategies of teaching and evaluation as well as in curriculum design, development, implementation, critique and revision of a course specifically related to nursing and other health related disciplines.

Course Objectives:

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- ❖ **On completion of this course the learner will be able to:**
 - Describe the general principles and concept of education, teaching, training and learning;
 - Discuss the characteristics of a good teacher
 - Differentiate the difference between different types of objectives
 - Formulate and write general and specific objectives using all the criteria;
 - Present a teaching session using various teaching methods and strategies;

Course obj...

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- Illustrate common instructional aids used in a classroom teaching and use it for classroom teaching;
- Critique various assessment methods used for students assessment;
- Use an item analysis for evaluation of relative based multiple choice examinations;
- Construct a specification table/blue print/ to check validity and reliability of an examination;

Course obj...

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- Analyze the philosophical and historical aspect of nursing practice and education;
- Describe the conceptual framework and process of curriculum development and revision;
- Develop a nursing or others curriculum using all the necessary components and standards;

Course contents

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- 1- Introduction to Education
- 2- Principles of Teaching and Learning
- 3- Instructional Objectives
- 4- Common methods of teaching in Nursing
- 5- Lesson planning and Microteaching practice
- 6- Instructional Media
- 7- Assessment Methods
- 8- Philosophy
- 9- Conceptual framework to nursing curriculum development
- 10- Curriculum development Process
- 11- Curriculum designing process
12. Curriculum evaluation, Change and Implementation

Cont'd...

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Teaching materials

- ↯ White board
- ↯ White board marker
- ↯ LCD
- ↯ Laptop
- ↯ Electric supply
- ↯ Class room
- ↯ Flip chart

Teaching Methods-

- ↯ Interactive lecture
- ↯ Discussion
- ↯ Brain storming
- ↯ Group work (Microteaching)
- ↯ Seminar presentation

Cont'd...

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Assessment	%
Assessment 1 & Assessment 2	10 20
Project work (Course/curriculum/syllabus/ development	20
Attendance	10
Final examination -	40
Total	100

References

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1. Guilbert JJ. (1998). Educational Handbook for Health Professionals, WHO, Jeneva.
2. Matiru, B., G. Schlette, R. (1995). Teach Your Best.. A handbook, for University Lecturers, Geramn, Deutsche Stifung for Internationale, Entwicklung, (DSE)
3. Davis, B.G. (1993). Tools for Teaching. Ist. Edition, San Francisco: Jossey Bass.
4. Berhane G., Asrat D. (2005). The Principles and Methods of Teaching for Health Science Students, Lecture note Series, EPHTI, the Carter Center.

Introduction to education

Objectives

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- At the end of this chapter, students should be able to:
 - Discuss the foundations of education
 - Define education
 - Discuss different types of education

Foundations of education

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Prehistoric foundations of education

□ Based on three characteristics

- Distinguish man from other animals
- The power of articulating speech of connected thought.
- Inventing and making tools weapons, clothing and shelter

Foundations of education

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□ **The Egyptian civilization**

- From 4000 B.C. to 3000 B.C
- Developed with the aid of three essentials
 - Used metals
 - Hieroglyphics
 - Belief= bee and leaf
 - Had an organized government

Foundations of education

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□ **Early Greek education**

- One of the origins of western formal education
- In the 4th century, Greece orator Isocrates developed a method of education designed to prepare students to be competent **orators** who can serve as government officials.

Foundations of education

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□ **Roman education**

- Focused on war, conquest, politics and civil administration
- **Quintilian** –an influential Roman educator
 - Lived in the 1st century A.D.
 - Education should be based on the stages of individual development from childhood to adulthood.
 - Only a minority of Romans attended schools
 - Schooling was for those who had the money to pay tuition and the time to attend classes.

Foundations of education

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□ **Early Christian education**

- Education was heavily shaped by Christianity in western society during middle ages.
- Particularly the roman catholic church.
- Schools – were allowed to persons planning to be priests and monks.
- Martin Luther – protested against the authority of R. catholic church

Foundations of education

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- Early Christian education
 - Martin Luther contributed to the emergence of middle classes in Europe.
 - Reformers instructed followers to read bible
 - They extended literacy to the masses.
 - Established Vernacular primary schools that offered a basic curriculum of reading, writing, arithmetic and religion for children in their own language.

The case in Ethiopia

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□ Contributions of two religions

- The E.O.C and
- The Islamic

The case in Ethiopia

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□ **The E.O.C education**

- Formal education in Ethiopia 4th century AD
- Developed to its present form in the 13th and 17th century AD.

Cont'd

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- **It has four levels**
 - Fidel /nibab bet/ the school of reading
 - Zema bet / the school of church music
 - Kine bet / the school of poetry
 - **Mesaf bet / the schools of books**

The case in Ethiopia

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- The E.O.C education
 - **The mesaf bet** is the university level of church education at which the student **specializes** in one of or more of the following areas.
 - The old testament
 - The new testament
 - The church dogma
 - Philosophy and astronomy

The case in Ethiopia

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- **The E.O.C education**
 - The centers of the study of these areas are found in northern parts of Ethiopia.
 - The scholars who mastered all the four levels are known as **THE FOUR EYED PEOPLE.**

The case in Ethiopia

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- The same is true for the Muslim education system in Ethiopia.
- It has different levels of education

The case in Ethiopia

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- Levels of schools in Islamic education
 - The **Mejilis** Quran school/ the school of reading Quran
 - The **figh** school/ children learn about basic Muslim laws
 - The **Mahwli** school/ the school of Arabic grammar
 - The Quran **Tafsir** school / the school of translating the Quran. which is the last level of Muslim Education

What is education?

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"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

- Martin Luther King, Jr.

What is education?

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□ In narrow sense

- A process for changing the behavior of students in desired directions.
- Behavior
 - Thinking
 - Feeling
 - Acting
- Helps students to acquire
 - Ideas, habits, attitudes, interests, ways of thinking and professional skills, which they did not have before.

What is education?

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- Also defined as an orderly, deliberate, and sustained effort to transmit or develop knowledge, concepts, skills, attitudes or habits.
- The settings include
 - Schools and universities
 - Youth organizations
 - Museums
 - Through radio and television
 - In homes etc...

What is education?

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- Generally speaking, education could be
 - **Formal**
 - **Non-formal**
 - **Informal**

What is education?

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□ **Formal education**

- Is that which is **consciously** **and** **deliberately** **planned** for the modification of behavior with the particular in view.
- Learning is carried out in
 - Schools and colleges
- Carefully structured
- Students who fulfill the set criteria are awarded certificates.

What is education?

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□ **Non-formal education**

- Is an **alternative arrangement** of education for those who cannot attend formal institutions.
- This could be through correspondence courses summer institute, broadcasting programs, satellite or through open university
- Structured but less structured than formal education.
- More flexibility concerning to places and methods of learning.

What is education?

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□ **Informal education**

- Is **not preplanned** and **quite incidental**.
- It is type of education, which the child gets while moving and living in the community with other persons.
- They pick up the ways and habits of the adult members of his community and try to adopt them.
- Unconscious learning
- No award of certificates

Functions of education

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- Education should prepare providers/students to function as:
- Caregivers
 - Educators
 - Communicators
 - Community leaders
 - Decision-makers
 - Problem solvers
 - Managers

Achieved?

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- Discuss the foundations of education
- Define education
- Discuss different types of education

Principles of learning and teaching

Learning Objectives

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- At the end of this unit, students should be able to:
 - Describe concepts and principles that are most relevant for teaching and learning.
 - Define teaching and learning
 - Specify at least five characteristics of learning
 - Draw up a list of possible factors that affect learning and propose strategies for overcoming those factors.

Principles of learning and teaching

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- **Pedagogy** = teaching – learning process
 - Is a **science** that should be underpinned/strengthened by research and experimentation.
 - To others, it is **an art** that involves a constant exchange between knowledge and action.
 - Although some people may be natural teachers, it is generally agreed that effective teaching is a **learned rather than an innate ability.**

Principles of learning and teaching

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□ Teaching

- Can be defined as conscious manipulation of the students' environment in a way that allows their activities to contribute to their development as people and clinicians.

Characteristics of good teacher

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□ **A great teacher:-**

- Respects students
- Creates a sense of community and belonging in the classroom
- Is warm, accessible, enthusiastic and caring
- Sets high expectations for all students
- Has his own love of learning and inspires students with his passion for education and for the course material
- Is a skilled leader
- Can “shift-gears” and is flexible when a lesson isn’t working
- Collaborates with colleagues on an ongoing basis
- Maintains professionalism in all areas

Principles of learning and teaching

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□ **Learning**

- Can be defined as a change in behavior, perceptions, insights, attitudes, or any combination of these that can be repeated as the need is aroused.
- Takes place in each person's head.
- People learn for themselves; no one can do it for them.
- Good teaching supports learning.

Principles of learning and teaching

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- Even though formal teaching is not required for learning to take place, learning, is clearly the expected goal of teaching.
- Effective teaching considers how students learn best.
- Students can be more effective learners if they are aware of their preferred learning style.

Characteristics of Good Learner

- **Motivation**
- **Realism**
- **Organized**
- **Follow some steps**
- **Review**



Principles of learning and teaching

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- Table shows some common teaching methods and the percentage of information recalled by students after 3 hours and after 3 days.
- Students retain more information when combinations of teaching methods are used.

Principles of learning and teaching

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Type of teaching activity	Percentage of material recalled after 3 hours	Percentage of material recalled after 3 days
Verbal (one way) lecture	25%	10-20%
Written (reading)	72%	10%
Visual and verbal (illustrated lecture)	80%	65%
Participatory (role play, case study, practice)	90%	70%

Principles of learning and teaching

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□ In general, **teaching and learning are more effective when:**

- ✓ **Students are ready and want to learn.**
- ✓ Students are aware of what they need to learn (objectives, expected outcomes)
- ✓ New knowledge, skills and attitudes build on what students already know or have experienced.

- ✓ Students are active and participate in

Principles of learning and teaching

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- Teaching and learning are more effective when:
 - Students are encouraged to apply critical thinking and alternative approaches supported by sound reasons.
 - New knowledge, skills and attitudes are realistic, relevant, and can be put to immediate use.
 - Teaching is interesting, pleasant, and exciting.
 - A variety of teaching methods and techniques is used. Etc....

Principles of learning and teaching

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□ **How does learning occur?**

- There are some hypothetical assumptions.

- Learning is personal/ individual

- Learning occurs when there is an active mental process (active participation)

- Learning occurs by the choice of the

Principles of learning and teaching

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Characteristics of learning

- **Learning is individual and social**
 - Learning is social because it takes place in response to the environment in which there are other individuals as well as physical things.
 - Learning is individual because each learner is unique who has needs and problems not exactly like others.

Principles of learning and teaching

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□ **Learning is self active**

- This principle states that a student learns through their own activities.
- It is personal process
- Self-active learning includes listening, visualizing, recalling, memorizing, reasoning, judgment and thinking.
- The process of learning mainly depends on student's self development.

Principles of learning and teaching

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□ **Learning is purposive**

- Learning is moving toward a goal or end result.
- It is goal directed
- Since the responses are selected and organized in terms of relevance to learner's goal.
- Learning is more meaningful when
 - Related to individual's interest
 - Help in problem solving than formal drill or mere memorization
 - Make more intelligent adjustment in the future
 - They result in satisfying social relationships

Principles of learning and teaching

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□ **Learning is creative**

- Learning is not merely summing up of previous knowledge and experience.
- It is creative synthesis of all the knowledge and the experience of the learner.
- The individual will be assigned to a new area that needs newly generated pattern of behavior, which is unique and individual.

• In this pattern, learning is considered creative

Principles of learning and teaching

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□ **Learning is transferable**

- Whatever is learned in one context or situation will also apply in another context or situation
 - E.g. the principle of aseptic technique

Principles of learning and teaching

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- Factors affecting learning
 - May be classified in to four categories
 - Physiological factors
 - Psychological factors
 - Environmental factors
 - Methodology of learning

Principles of learning and teaching

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- Physiological factors
 - Includes
 - Sense and perception
 - Physical health
 - Fatigue
 - Time of learning
 - Food and drink
 - Age
 - Atmospheric conditions

Principles of learning and teaching

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- Psychological factors
 - Mental health
 - Motivation and interest
 - Success, praise and blame
 - Rewards and punishment

Principles of learning and teaching

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- Environmental factors
 - Working conditions
 - Distraction
 - Noise
 - Poor illumination
 - bad ventilation....
 - Organizational set up
 - Time table
 - Difficult subjects should be learned in the morning.

Principles of learning and teaching

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- Methodology of instructions
 - Presentation and organization of material
 - Should be presented in meaningful and interesting manners
 - Learning by doing
 - Practice
 - Meaningful repetition and practice are important for learning.
 - Time testing
 - Continuous testing, feedback and reinforcement

Summary

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- Define learning and teaching
- What are criteria of effective teaching ?

Group assignments

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1. Explain the historical development of education in the world as well as in Ethiopia
2. Write the meaning and scope of education
3. Write and explain types of education
4. Explain the functions of education
5. Write the aims of education

Thank you!