Teaching and learning strategies
Faculty of Nursing Assiut University

Introduction:

Quality assurance processes require careful identification of teaching, learning, and assessment strategies and their link to learning outcomes. The strategies of teaching and learning methods, strategies of assessment methods are among the most important factors influencing the success of the program and achieves its qualiy. In the light of quality assurance requirements, recent trends in teaching and assessment in higher education, it was important to focus on choosing strategies that lead to active learning, emphasizing the role and effectiveness of the learner, and raising interest and motivation for positive participation and achievement. Teaching, learning, and assessment strategies differ from one educational program to another and from one course to another due to the different nature of the programs and causes and their learning outcomes.

Standards of good Method in Teaching: A good way of teaching should be able to:

1. Achieves educational goals.

2- Takes into account previous information of the learner.

3- It's fit with the capabilities, and abilities of the learner.

4- Stimulates the learner's motivation for learning.

5- Can be used in more than one learning situation.

6. Allows for the possibility of employing educational techniques.

Factors influencing the choice of a good method of teaching:

1- Educational level.

2- Students' level.

3- Lesson objectives.

4- The nature of the educational material.

5- The philosophy of the faculty member.

Criteria for choosing teaching and learning strategies:

6- Strategy fits for targeted learning outcomes.

7- Strategy fits for the course content.

8- Strategy fits for student's level.

9- Leads to active learning.

Characteristics of good teaching and learning strategies:

1- Inclusion: include all the situations on possibilities expected in the educational situation.

2- Flexibility and scalability: it can be used from one class to another.

3- Relationship to all main objectives of teaching the subject.

4- Taking into account individual differences among students.

Characteristics of a good teaching process: The learner should be:

1. the center of the learning process.

2. active in acquiring information.

3. Practice the educational activities and tasks.

4. Practice Self-Learning skills.

5. A knowledge researcher, solves problems and makes decisions.

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6. Based on knowledge, seeking more learning and acquiring skills.

Teaching and learning strategies used:
Hybrid education:
Definition of Hybrid Education:

- **Hybrid Education** " means integrating "face-to-face" learning systems with "distance learning", where this system of education requires a clear plan that enables students to obtain knowledge and some skills through distance learning, and applying this helps to reduce student density in lecture halls. In addition to making use of modern educational technology tools and programs with the experience of faculty member.

- Hybrid Education is the process of combining direct lectures inside the university, the lecturer standing in front of his students, face-to-face interaction with them, and distance learning by means of prepared courses in which students record their data so that they can study the course remotely and means attending the university at times and distance learning at other times.

1- The study map and the practical and theoretical schedules of the college are proposed as an alternative plan for the hybrid education

- Students attend three days a week, taking into account student density, achieving social spacing, and taking preventive precautions during lab-oriented lessons so that the capacity of laboratories is decreases.
- Dividing students into small groups for study and college training with a group of no more than 25 students
- Lab-based hour division of the study throughout the day, the students' study plan announces each student has a specific time to be present at the college and change in turn and according to the small groups of students
- Dividing the school day into two-time periods from 8 to 12 noon and another period from 1 to 5 p.m for all sections of the practical nursing.
- Instruction of faculty staff members to record and submit all lectures and practical lessons on the electronic platform

- One day for the theoretical lectures and two days of hands-on lessons are devoted, except in the fourth division, where students are studying two nursing subjects in the semester and thus attend 4 days a week for the practice.
- The evaluation of students in the semester works tests is electronic and practical may also be evaluated electronically.

2- (lecture):

It is one of the oldest teaching strategies, and the most common methods so far. It is the faculty member providing information and knowledge to learners and providing facts and information related to the subject matter at hand.

3- Discussion strategy:

The faculty member identifies the topic that learners will discuss and the subject elements, prepares a set of ordered questions that give sufficient answers to each element of the topic, asks them questions, comments on their answers, and finally connects all information and places it in an integrated form that gives meaning to the topic.

4 – Innovative solution strategy for problems:

A modern strategy, which helps students find solutions to problems on their own, which aims to encourage students to research, investigate, question, and experiment that is at the top of the activity carried out by scientists, as this strategy included in the basic steps for conducting scientific research.

6. Cooperative education strategy:

Cooperative learning is achieved by dividing learners into small groups, with different levels of knowledge, giving each group a single learning task, each group member works in the role they are assigned, and the results of groups work are used to generalize to all learners.

- ## 7-Brainstorming strategy:

- Brainstorming is an educational and training method based on freedom of thought. It is used in order to generate the largest number of ideas; To address one of the open topics of those consezed or interested in the topic during a short session. Where the faculty member presents the problem and the learners present their ideas and suggestions related to solving the problem, and then the faculty member collects these and discusses them with the learners and then determines the most

appropriate ones. This method depends on the release on the launch of freedom to think and focus on generating as many ideas as possible. This method encourages the active participation of learners, encourages working in groups, encourages the generation of new ideas, and contributes to the development of learners' abilities to be creative, critical thinking, and develops the ability to express freely, as well as self-confidence.

8- E-Learning Strategies:

- A number of electronic courses have been designed and an effort to transfer the available undergraduate courses electronically
- Students are trained on how to activate electronic courses
- Allocating a percentage of the semester work business grades for e-learning activities and approving it by the specialized councils.
- Follow-up to activate the electronic courses that were previously prepared and published

9- Self-learning strategy:

The self-learning strategy depends on the student acquiring knowledge and skills based on his own ability to collect from various educational sources, which achieves the development of his personality and the ability to continue education by himself.

- The learner teaches himself in a self-directed manner by interacting with the scientific material, carrying out activities and means, referring to various sources to obtain information and evaluating himself.

10- Creative Thinking Strategies:

- Creative thinking means "the ability of a person to link things or ideas that seem at first sight to be unconnected". It is also defined as "multi-sided holistic thinking that aims to find a new idea of greater benefit".
- Seeing what no one (people) has seen before.
- Think about what others haven't thought of before.
- Doing something that others have not done before.

- It is a set of verbal and nonverbal methods, procedures, and behaviors that a faculty member performs during his interaction with students in the classroom situation, which works to provoke the students' creative thinking abilities (and includes classroom questions that provoke creative thinking, the teacher's response and behavior that stimulates creative thinking, Creating the atmosphere and classroom environment that supports creative thinking.
- Defined as teaching that develops students' ability to link and reorganize different elements in new ways characterized by fluency, flexibility and originality

Second: Exam systems and methods of evaluating students:

Evaluation basics and types:

- To be inclusive of all learning outcomes.

- To be a continuous process that can be employed in evaluation processes.

- It must be real and honestly reflects the learner's performance.

- It should have objectivity and justice.

- To give opportunities to measure thinking processes and its skills.

- The evaluation tools and levels should be multiple.

- The evaluation processes be characterized by clarity and transparency.

Evaluation types:

- **Constructive Evaluation:**

It is what is sometimes called continuous evaluation, and it is defined as the evaluation process carried out by a faculty member during the learning process, with the aim of directing the learner's learning to the right path or enhancing the path and level of his learning. It begins with the beginning of learning and accompanies it during the course. Among

the evaluation methods that can be used are class discussion and observation of students' performance, assignments, and reports.

- **Formative evaluation:**

The formative evaluation aims to discover the strengths and weaknesses in the learner's achievement and to identify the causes of the difficulties facing the learner; So that these difficulties can be treated, and the best learning situation for learners can be determined in light of their present educational situation.

- **Final or summative Evaluation:**

It means the assessment process that is carried out at the end of a course; To determine the extent to which learners achieve the main outcomes of learning a course. In light of the results of this type of evaluation, judgments are made regarding learners, such as success and failure, and judgment on the effectiveness of teaching methods and various activities, and the extent to which learning outcomes are achieved. It is also possible through it to make comparisons between the results of learners in the different academic teams or the different programs in which the same course is taught, and to produce indicators of the quality of performance in the course or educational program.

Methods of evaluating students in the college:

 1- **Nursing subjects of courses:**

A- **The semester work** is evaluated through: (Quizzes, midterm, logbook, seminar, rotation evaluation, student reports, sheet, case study.(

b- **Objective Structured Clinical Examination (OSCE).** Clinical, systematic, objective exams.

•It is a form of structured practical examination that can be used to assess knowledge, skills and attitudes. It is an approach that involves evaluating students in a series of stations that they rotate in order to perform specific tasks in order to include achieving justice and providing students with many clinical skills.

C- Oral examination

The examiner meets one or more students about what information they have on specific topics or what they should do in specific situations.

Oral cards are used as a mechanism in the tests to ensure objectivity

D- Written exams.

Such as essay tests and objective tests. This type requires the learner to provide specific answers to the questions. It is used to measure higher mental abilities, such as: the ability to analyze, structure and evaluate, and measure learners' ability to express and link ideas and organize information, and write this skill.

2- **Medical subjects of courses**: through written and oral exams.

3- **Auxiliary subjects of courses**: through written and oral examinations and the semester work .