
PRACTICAL 6 CLASS-ROOM TEACHING

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6.0 OBJECTIVES

After completing this practical, you should be able to:

- use different teaching methods for class-room teaching effectively; and
- conduct a class-room teaching under the supervision of your teacher.

6.1 INTRODUCTION

This practical on class-room teaching will help you to select and design different teaching methods for more effective class-room instruction. Please relate your learning with Unit 3 of BNS-111, Block 1.

Today's nurse educators are faced with a challenging job because the quality of teaching is reflected in the quality of patient care. Teachers are put to lot of stress because of the vast curriculum with large number of students and low students-teacher ratios.

For effective teaching, through knowledge and skill in the use of various teaching-learning methods is important, so that the suitable methods can be adopted to optimize learning outcome. Teacher plays a very crucial role in helping the students to learn. A combination of methods used by a teacher will go a long way in bringing about harmonious development of head, heart and hands of the student nurse.

6.2 CLASS-ROOM TEACHING METHODS

Let us see how you should go about in designing different teaching methods.

6.2.1 Lecture Method

The lecture as a method of imparting knowledge/information is used most often today as teacher taught ratio continues to be poor. Though in recent years it has suffered a negative image still it can be used more effectively with certain ramification like questioning discussion, lecture can serve many educational purposes.

Lecturing is a complex, challenging activity, lecturer should consider ways and means to refine his teaching skills.

Teacher must have a thorough knowledge of subject and the ability to explain, use clarity in thought and proficiency in the use of language. All characteristics are needed to be a good teacher.

Designing a Lecture

The following steps are to be followed:

i) *Planning*

- Preparation: One of the most important step is to study the topic in full perspectives.
- Reading the same topic, referring many books, helps a teacher in developing knowledge in-depth, this in turn gives a teacher a sense of inner satisfaction, more confidence and lowers the anxiety level. Teacher can satisfy students by answering their queries. Students also get motivated to learn more.

ii) *Decide on the learning objective*: Decide what the students must learn from the lecture.

Objective may be spelled out clearly, defining what the students must learn form the lecture. For example, the main objective might be to explain the management of a patient with acute renal failure, but some of the themes which can be covered under the general objectives are:

To be able to:

- define acute renal failure (A.R.F.)
- list the causes and clinical features of A.R.F.
- explain the diagnostic procedures used to confirm the diagnosis
- discuss the therapeutic and supportive management in A.R.F.

iii) *Organise the themes* into systematic order, for example, talking on prevention of acute renal failure, without highlighting the cause of A.R.F., would not be appreciated, the order of the topic should be made reverse i.e. to state the causes first and prevention of A.R.F. later.

- Decide how much detail is needed.
- Select a suitable audio-visual aid to be used for the lecture.
- Rehearsing a lecture: This is essential for a beginner, rehearse it in front of a mirror.
- Delivering a lecture: There are many ways of giving lecture, you can follow a basic guide for effective delivery of a lecture.

- i) **Rapport:** Teacher should establish rapport with her students through
- an exchange with students in a conversational tone about some event at school, this will help to foster a sense of care and give impression of personal interest;
- OR**
- Begin the lecture with a review of previous lectures trying linking them with the present one. This requires attending lectures in continuity.
- ii) **Spontaneity:** Avoid reading to the class. Reading kills all spontaneity and becomes anesthetizing.
- To avoid temptations to read, avoid writing lecture notes in full sentences.
 - Write notes in the form of list of points, this will stimulate their thinking and spontaneity will increase.
- iii) **Clarity:**
- When you are teaching to students speak loud enough and clearly so that students at the back are able to hear what you say and read and what you write.

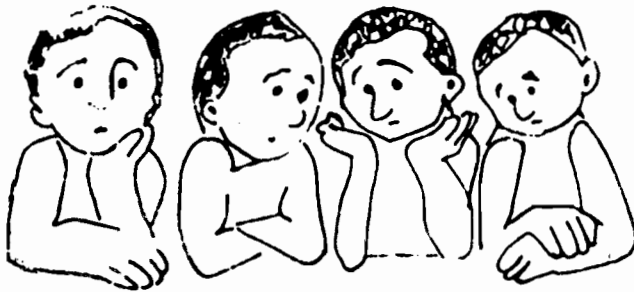


Fig. 6.1: The students may be able to hear the words you say but they may not really understand them.

- iv) **Some practical tips:** The students may be able to hear the words you say but they may not really understand them.
- Modulate the tone of your voice when you want to emphasise some points.
 - Look at the students covering all students—right, left and center and assess whether they are with you (i.e. paying attention to the topic being presented)
 - Visual aids-Some of the idea can be best explained if you show a diagram or picture.
 - Relate your lecture to life situations e.g. patients nursed.
 - Tell the facts or use handouts. They help in reinforcing the lecture and can be used
 - As a guide to taking notes
 - As a permanent record of facts.

Look at the example of a handout below:

Example: A handout for students to take notes on

Nature of disease	: Typhoid
Signs and symptoms	
Who is at risk?	
How does Typhoid spread?	
Prevention of Typhoid—measures	
Treatment of Typhoid	

The idea of this type of handout is that it provides a structure to the lecture and helps students to organize their notes. Note that the handout helps the teacher to review the main points.

Using this type of framework you could begin a lecture by asking whether any of the students have had Typhoid. You could ask them what it was like and so on. As each point was dealt, the students would then fill in the main points on their handouts.

Now look at another type of handout.

Vaccine	Maximum storage times			
	Undiluted		Diluted	
	Fridge (1-40°C)	Room (Up to 20°C)	Fridge (1-4°C)	Room (Up to 20°C)
Tetanus			2-3 yrs.	2-3 days
BGG*	1-2 yrs.	1 month	2-3 hrs.	1-2 hrs away from sunlight

*For tuberculosis

This second example is quite different. It provides a record of information that the students may need to refer to later. It is unlikely that the student would be expected to know and remember these details.

The teacher could give this handout to the students during the class. This saves time spent in drawing the table on the board and waiting for students to copy it down.

This time can then be better spent by asking the students questions to test their understanding of the information. For example, "If you do not have a refrigerator, how would you organize BCG vaccination in your village?"

Always encourage students to participate through asking questions to you as well as answering questions you put to them.

To recapitulate:

- 1) Only teach those facts that the students need to know.
- 2) Plan exercises for the students to use the facts they have learnt—do not just talk.
- 3) Encourage students to find out facts from their own experience, books, models, and each other.
- 4) Use visual aids and handouts.
- 5) Encourage participation from the students.

This can be done in a formal and informal way. Feedback is a valuable tool for a teacher who desires to improve his or her performance over the years, set an exercise to do after the lecture, frame few questions and ask the students to find out whether they have learnt the facts that she/he taught.

6.2.2 Discussion

Let us now take up discussion method.

Definition

It is an interchange of opinion and reactions, sharing of ideas and information regarding the solution of a problem or issue.

It may be defined as a problem solving activity which seeks consensus of the group regarding the solution of a problem rather than a decision by the majority.

Purposes

- i) The discussion method, perhaps more than any other helps the teacher to help in student's understanding as learning is taking place, misconception and hazy thinking can be assessed and corrected immediately. During discussion, they can share their experiences with other members of the group.
- ii) Discussion also helps to change student's attitudes by the process in which a student gives the opinion and watches the reaction of colleagues. Discussion is more effective in small group.
- iii) Through discussion the students get practice in critical thinking skills and learn to value the contributions of others and
- iv) Develop a team spirit.
- v) Discussion raises students' interest and enthusiasm for a subject or a course and can therefore increase their motivation to attend class and to learn.

Uses of Discussion Method

Discussion is a democratic method of teaching which may be used:

- i) for teaching a particular subject
- ii) to supplement a lecture
- iii) in connection with case presentation
- iv) for a panel discussion.

Discussion as a method involves active participation of students, and it is an excellent method of promoting student's learning, provided it follows certain principles.

General Principles Relating to the Organization of Discussion

- i) There should be clearly defined objectives which is understood by all the participants.
- ii) Choose an appropriate topic for discussion. Topic that are most suitable for discussion are controversial issues, clinical or professional problem for example specialization versus generalization in nursing.
- iii) Avoid discussion of factual materials as nothing much can be gained by taking time to discuss facts when they could be read or lectured for example a topic on immune response. It would be difficult to hold a lively discussion on this topic.

- iv) There should be a teacher (or chairman) to guide and coordinate the proceedings and a recorder to record the main points in the discussion, either in the black board or by a recorder herself.
- v) Group leader introduces the topic, sets the time limits for various aspects of the discussion, and ask questions pertaining to the topic periodically so that important aspects are covered.
- vi) Physical Environment – Ideally the class-room will permit chairs to be arranged in a circle. This permits eye contact among participants, and makes easier for all to hear. If it is a large class, it must be broken into more smaller groups. The teacher will have to move around from group to group monitoring their progress.
- vii) Leader should encourage others to participate, especially shy persons should be encouraged to contribute. When shy students participate they should be rewarded with positive comments such as ‘Miss John made a good point just now’.
- viii) All points of view should be fairly considered.
- ix) Discussion should be kept to the points.
- x) The discussion should be properly closed with a report, decision, recommendations if any or summing up of the matter discussed.
- xi) The member of the group should come to the discussion with a basic knowledge of the topic to be discussed.

Forms of Discussion

Discussion may be used in small groups and in large groups.

1) Discussion Techniques for Small Groups:

A small group is one in which there is face to face relationship among participants and an opportunity for each member to actively participate. The small group

- i) **Class discussion:** The teacher sometimes may select the discussion method for teaching a particular topic, with the whole class participating as one group. The teacher may ask students to read a chapter from the book or may show a film in the beginning of class as a taking off point for discussion. Teacher states the topic or theme for discussion, guides and directs discussion, notes main points on the black board or ask one of the student to do it and assist the group in summing up. This is a useful method when the students have a prior knowledge of the subject, it may serve as a learning experience for students on how to conduct discussions.
- ii) **Seminars:** Is a method of teaching senior grades of students often used at undergraduate level. In seminar method an individual students or group of students are assigned an appropriate problem. They work individually or collectively to derive at the solution of the problem by using problem solving approach.
 - a) Duration of Seminar: 1 to 2 hours.
 - b) Seminar group is limited to 10 to 15 or maximum of 25.
 - c) Technique of Seminar: Participants or student teachers form the group are assigned a particular problem/topic/selected area form a subject.
 - They spell out objectives related to the problem.
 - Teacher guides the student and helps her with reference material so as to collect relevant material.

- Student teacher collects and organises the material to present it to the group along with different audio-visual aids.
- One student from the group is selected as Chairman, who introduces the topic, the speaker controls the group and keeps a record of the time and teacher acts as a resource person.
- After 45 minutes of presentation, chairman declares the house opened for discussion.
- At the end of discussion, chairman concludes the topic highlighting the main points of seminar discussion and thanks the speaker.

The effectiveness of the seminar method will depend on the selection and preparation of topic and the leader incharge of the Seminar method.

- iii) **Conference:** It is a two way process where teaching and learning go on spontaneously. It is a method of teaching where a teacher meets a small group of students or different members of a professional group belonging to one particular discipline. The member of the group meet for the discussion of a problem or a selected theme of the conference. The conference is held under the chairmanship of an expert who is either a teacher or a senior member of professional group.

The conference can be conducted at institutional, State and the National level. Depending upon the level at which the conference is to be held, preparations are made accordingly.

- 2) **Discussion Technique for Large Groups:** A large group is considered to be more than 25 members. The large group discussion include:

- i) Multiple group discussions or conference
- ii) Panel Discussion
- iii) Symposium

- i) **Multiple Group Discussions:** When a group is large, it is desirable to discuss several aspects of a topic, the group is divided into smaller groups. The teacher may act as chairman and introduce the topic for discussion, help the participants to organize themselves into smaller groups, being available to assist the groups as required, receiving the reports at the end of the allotted time, leading general discussions, clarifying points and summing up.

Each group should appoint its own leader and recorder and should clearly understand the objective of the discussion and their relation to the main topic.

- ii) **Panel Discussion:** It is a relatively informal, oral process which brings together individuals who possess different points of view concerning a subject of mutual interest.

OR

- a) *Prof. Harry, defines it* as a discussion in which a few persons carry on a conversation in front of the audience.
- b) *The purpose* of the panel is to reproduce the features of a small discussion group for the benefit of a large group.
- c) *The characteristic* of panel discussion is that it is a socialized group conversation in which different points of views are presented. It is not an ordinary conversation nor a debate, but a group consideration of a topic in which there is a difference of opinion.

When handled intelligently and creatively, the panel stimulates thought, discussion and clarifies thinking.

- d) *Techniques of the Panel Discussion:* A panel discussion is composed of 3 component parts — the members of the panel, the chairman and the audience.
- e) *Planning and Organization*
- The topic for the panel discussion is chosen or selected.
 - 5-6 members of the panel, may be selected. They are a group of experts on the subject or may be selected group of students who have prepared the subject well in advance.
 - Date and time are decided and members of the panel and audience are informed.
 - The members of the group should be quick thinkers, and should represent different points of view.
 - Physical arrangements: Members of the panel are normally seated in a semi-circle with their chairman facing the audience.
 - To lead the discussion a chairman is selected. She should be a person with wide mental flexibility, and able to judge the relevance of remarks as they are made. She should keep the discussion to the subject and see all members have equal opportunity to express their views.
 - The chairman begins the panel discussions, first the members of the panel are introduced and topic is announced. The chairman may start the procedure by making a comment or two, by directing a question to a particular person. After that she keeps the conversation to the topic and encourages expression of difference of opinion.

At the end chairman summarises the main points of the discussion and the session is concluded.

- iii) *Symposium:* is a systematic presentation of various aspects of a topic by a small group of people belonging to a particular discipline.

Planning and Organizing a Symposium

- a) The topic for the symposium is selected and different aspects of the topic are spelled out.
- b) Participants for the symposium are usually experts from the field or the few students are selected and the different aspects of the topic are assigned to them. They prepare themselves well in advance to speak on the subject.
- c) A chairman from the group is selected who may be a teacher or student sometimes.
- d) The group members meet before hand to discuss the extent of detail to be covered by each speaker so as to avoid overlapping and repetition of material.
- e) Date, time and venue is decided.
- f) The chairman opens the symposium with a brief introduction to the topic and speakers and sets the time limit for presentation of papers by the speakers.
- g) After the presentation, the chairman invites the questions from the audience and directs the discussion.
- h) The chairman finally may conclude by summing up and the session closed.

The success of symposium will depend on the personnel involved and the extent of preparation done by them.

Activity 1

- 1) Study the difference between panel discussion and symposium.
- 2) List out two topics for the panel discussion and symposium.

6.3 DEMONSTRATION

Demonstration is one of the most widely used method of teaching in nursing.

6.3.1 Definition

Demonstration is a visualized explanation of an important fact, idea or process.

6.3.2 Characteristics of a Good Demonstration

It is one of the excellent method of teaching, where students learn by visualizing and observing. It should be

- Stepwise and understandable
- Should be visible to all
- Group should be small
- Reality oriented
- Running commentary
- Demonstrator must have advance knowledge
- Discussion follows Demonstration
- Prompt practice is necessary.

6.3.3 Principles of Demonstration

- Don't deviate form main points
- Stimulate interest
- Consider level of knowledge and skill of students
- Demonstrate methodically in a clear and simple way
- Don't hurry demonstration
- Equipment should be clean and in working condition

6.3.4 Phases of Demonstration

It is the first step in demonstration

i) Planning Phase

- Determine the objective of demonstration
- Review the knowledge
- Understand the entire procedure
- Have equipment ready in an orderly manner

- Check that the equipment are manner
- Outline the steps
- Rehearse the Demonstration
- Arrange for proper lighting
- Make proper seating and/or standing arrangement for the students so that the demonstration is visible to all the students.

ii) **Performance Phase**

- A) There are few obvious points about demonstrations which are easy to explain, but are more difficult to follow.
- a) The demonstration must be correct: One should be not even demonstrate bad methods.
- You must make sure that any equipment you use will be available to the students when they are working in the field.
 - Make sure your demonstration does not use methods which require too much time or too much skill or in other words demonstration must be simple.
- b) The demonstration must be visible.
- All the students must be able to see what you are doing.
 - This is so obvious but often teacher make mistakes here. The problem is most serious when there is a large number of students or when the skill you are demonstrating cannot be seen from far away. In such a case teacher must repeat the demonstration for different groups.



Fig. 6.2: The demonstration must be visible

- c) Set the tone for good communication.
- d) Explain what you are doing:

It is not enough to perform the skill correctly and visibly, you must explain what you are doing and emphasise important points.

A handout, or written set of instructions will help.

An example of using a handout to help explanation is given below

- 1) Put the two parts of the syringe and the needle in a metal container (a metal pan or tin). Cover them with water and boil them for ten minutes.
- 2) Wash your hands with clean water and soap. Rub your hands together in the soapy water until they are really clean. Rinse your hands in clean water.
- 3) Clean the lid of the little bottle (which contains the pencillin or any other substance to be injected), using a swab wetted with a disinfectant such as surgical spirit, alcohol, rub hard two or three times.
- 4) Using the same swab, rub two or three times the place where you are going to put the needle in the buttocks for the intramuscular injection. On the buttocks choose a place for the injection which is fairly high up and towards the side.
- 5) Put the two parts of the syringe together and fix the needle firmly. To do this, take the needle at its base, that is to say by the fit part which is not sharp.

You can use the handout in the following way. As a teacher you would explain why intramuscular injections are given. Give the handout to the students next. Demonstrate each stage in turn by showing the students exactly what has to be done. While you are doing the demonstration, keep on referring to the handout. For example, you might say "now we come to stage 2." "you should wash your hands like this." "Notice that the water must be clean and that I have to use soap." "It is not enough just to get the hands wet." "You must rub your hands together hard to remove any dirt or risk of infection....."

An advantage of using the written handout while you demonstrate a skill is that the students will become familiar with the handout. They can then keep the handout for revision or to refer to it later.

Another advantage is that you are giving the students a record, so they do not have to take notes. This means that they can concentrate on watching the demonstration, rather than trying to do two things at the same time.

B) Phase for Providing Practice in Performing Skills

- The most important stage in demonstration is to perform a skill is to practice. You must make sure that you avail opportunities for this practice.
- Keep summarizing as you go along.

iii) Evaluation Phase

You must receive feedback from your clinical supervisor about how well you are performing the skill that is through return demonstration.

Please note that specimen, models and different equipment are used for demonstration. Carrying out a procedure on a patient for diagnostic or therapeutic purpose is also very effective.

6.3.6 Mannequins

It is a very common simulator to work as a functional model in teaching learning media for psychomotor skills. Since it can be repeated in practical, mannequins is better advocated than real patient.

Common examples of CPR skills, funduscopy skills are aptly learned on mannequins.

Advantage

When hands-on practice is risky and non-availability of patients for procedures, mannequins help as a better suited teaching-learning media to attain psychomotor skills.

There are child mannequin as well as adult mannequin. Refer Fig. 6.3 and 6.4.

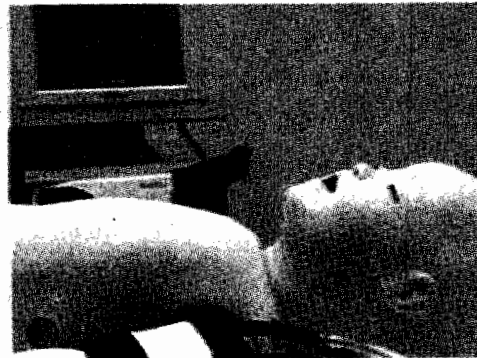


Fig. 6.3: Child mannequin



Fig. 6.4: Adult mannequin

6.4 ROLE PLAYING

Role playing is an exercise in which the students play roles of suffering patients, doctors, nurses etc. and depict different kind of behavioural attributes. Role playing as a classroom teaching method is used for practising communication skills.

6.4.1 Definition

Role playing is the spontaneous acting out of role in the context of human relations situation.

6.4.2 Steps of Role Playing

- i) **Warm up the group:** This involves introducing the students to a problem. So that they recognize it as an area everyone needs to learn to deal with.
- ii) **Select Participants:** Describe the various characters and ask for volunteers to play or ask to play a particular role.
- iii) **Set the stage:** Students are given an outline of the situation and the teachers may help set the stage.
- iv) **Prepare the observers:** Observers should become actively involved, so that entire group experiences the enactment and can later analyze the role played by different members.

- v) **Enact:** Ask the players to assume the roles and stage the situation spontaneously. Teacher should allow the enactment to continue until the proposed behaviour is clear to make the desired discussion possible.
- vi) **Discuss and analyse** the behaviour of actors.
- vii) Clarify mistakes and misconceptions—discuss how the roles should have been carried out.
- viii) **Share experiences and generalize them:** Relate the problem situation to the students' experience in a non-threatening way. Gradually students will be able to gain insight into the problem.

6.4.3 Teacher's Contribution in Role Play

- 1) Teacher should give reassurance to students. Some may be very shy or sensitive to criticism, therefore, emphasis should be on the function of individual roles rather than on the character or personality of the role player.
- 2) Avoid forcing any student to take on a role until they have seen other students acting.
- 3) Explain the students that this is purely all learning experience and not an assessment.

Role playing is a very useful method in helping with communication skills, however, this technique should not be used with groups of more than 25 students as it will be a very large group.

Probably the role-playing will last for only a few minutes. Now comes the very important stage—the discussion.

Ask various students how they would have behaved and invite discussion from the group as a whole about the way the health worker behaved. Ask them also how the grandmother and mother felt. Would the grand mother feel her experience was made to be seen silly.

Would the mother have felt bullied? As the teacher you should try to start the students thinking about the emotions of the people in the role-playing. The students should also be made aware that facts are not enough for good communication.

They should think how they would have talked or acted differently. What other information would they have used? Would their manner have been different.

6.5 LET US SUM UP

In this practical you have learnt about how to use the different teaching methods in the class-room.

The following methods have been covered in this practical:

- i) Lecture method
- ii) discussion method
- a) Discussion techniques for small groups
 - Class discussion
 - Seminar

b) Discussion techniques for large groups

- Multiple group
- Discussions
- Panel discussion
- Symposium

iii) Demonstration

iv) Role play

We do hope after going through this practical you would be able to make effective and appropriate use of these methods

6.6 ACTIVITIES

- 1) Conduct a class-room teaching of a topic of your choice using the Lecture method.
- 2) Conduct a small group discussion on a topic of your choice with a group of 1st year GNM students as a part of your set of activities.