

## EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

**PLACEMENT:** V SEMESTER

**THEORY:** 02 Credits (40Hours)

**PRACTICUM:**Lab/Practical: 01Credit (40 Hours)

**DESCRIPTION:** This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

**COMPETENCIES:** On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning.
2. Identify the latest approaches to education and learning.
3. Initiate self-assessment to identify one's own learning styles.
4. Demonstrate understanding of various teaching styles that can be used, based on the learner's readiness and generational needs.
5. Develop understanding of basics of curriculum planning and organizing.
6. Analyze and use different teaching methods effectively that are relevant to student population and settings.
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles.
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration.
9. Engage in team learning and collaboration through interprofessional education.
10. Integrate the principles of teaching and learning in selection and use of educational media/technology.
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies.
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students.
13. Develop basic understanding of student guidance through mentoring and academic advising.
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling.
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards.
16. Develop basic understanding of evidence-based teaching practices.

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology.</p> <p>Compare and contrast the various educational philosophies.</p> <p>Explain the teaching learning process, nature, characteristics and principles.</p>	<p><b>Introduction and Theoretical Foundations:</b> <i>Education and educational technology</i></p> <ul style="list-style-type: none"> <li>• Definition and aims.</li> <li>• Approaches and scope of educational technology.</li> <li>• Latest approaches to education : <ul style="list-style-type: none"> <li>○ Transformational education.</li> <li>○ Relationship based education.</li> <li>○ Competency based education</li> </ul> </li> </ul> <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> <li>• Definition of philosophy, education and philosophy.</li> <li>• Comparison of educational philosophies.</li> <li>• Philosophy of nursing education.</li> </ul> <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Teaching learning as a process.</li> <li>• Nature and characteristics of teaching and learning.</li> <li>• Principles of teaching and learning.</li> <li>• Barriers to teaching and learning.</li> <li>• Learning theories.</li> <li>• Latest approaches to learning. <ul style="list-style-type: none"> <li>○ Experiential learning.</li> <li>○ Reflective learning.</li> <li>○ Scenario based learning.</li> <li>○ Simulation based learning.</li> <li>○ Blended learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> </ul> <p><b>Group exercise:</b></p> <ul style="list-style-type: none"> <li>• Create/discuss scenario-based exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul> <p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>• Learning theories – analysis of anyone.</li> </ul>

II	6	6	<p>Identify essential qualities / attributes of a teacher.</p> <p>Describe the teaching styles of faculty.</p> <p>Explain the determinants of learning and initiate self-assessment to identify own learning style.</p> <p>Identify the factors that motivate the learner.</p> <p>Define curriculum and classify types.</p> <p>Identify the factors influencing curriculum development.</p> <p>Develop skill in writing learning outcomes</p>	<p><b>Assessment and Planning</b></p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> <li>• Essential qualities of a teacher.</li> <li>• Teaching styles – Formal authority, demonstrator, facilitator and delegator.</li> </ul> <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> <li>• Types of learners</li> <li>• Determinants of learning – learning needs, readiness to learn, learning styles.</li> <li>• Today's generation of learners and their skills and attributes.</li> <li>• Emotional intelligence of the learner.</li> <li>• Motivational factors – personal factors, environmental factors and support system.</li> </ul> <p><b>Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum – definition, types</li> <li>• Curriculum design – components, approaches.</li> <li>• Curriculum development – factors influencing curriculum development, facilitators and barriers.</li> <li>• Writing learning outcomes/behavioral objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul> <p><b>Self-assessment exercise:</b></p> <ul style="list-style-type: none"> <li>• Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory)</li> </ul> <p><b>Individual/group exercise:</b></p> <ul style="list-style-type: none"> <li>• Writing learning outcomes.</li> <li>• Preparation of a lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul> <p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>• Individual/Group</li> </ul>
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			es, and lesson plan.	<ul style="list-style-type: none"> <li>• Basic principles of writing course plan, unit plan and lesson plan</li> </ul>		
III	8	15	<p>Explain the principles and strategies of classroom management.</p> <p>Describe different methods/ strategies of teaching and develop beginning skill in using various teaching methods.</p> <p>Explain active learning strategies and participate actively</p>	<p><b>Implementation</b></p> <p><i>Teaching in Classroom and Skill</i></p> <p><i>ab-</i></p> <p><i>Teaching Methods</i></p> <ul style="list-style-type: none"> <li>• Classroom management- principles and strategies.</li> <li>• Classroom communication. <ul style="list-style-type: none"> <li>○ Facilitators and Barriers to classroom communication.</li> <li>○ Information communication technology (ICT) – ICT used in education.</li> </ul> </li> </ul> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group discussion, microteaching.</li> <li>• Skill lab – simulations, Demonstration &amp; re-demonstration.</li> <li>• Symposium, panel discussion, seminar, scientific workshop, exhibitions.</li> <li>• Roleplay, project.</li> <li>• Field trips.</li> <li>• Self-directed learning (SDL).</li> <li>• Computer-assisted learning.</li> <li>• One-to-one instruction.</li> </ul> <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> <li>• Team-based learning.</li> <li>• Problem-based learning.</li> <li>• Peer sharing.</li> <li>• Case study analysis.</li> <li>• Journaling.</li> <li>• Debate.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice teaching / Microteaching</li> <li>• Exercise (Peer teaching)</li> <li>• Patient teaching session.</li> <li>• Construction of game – puzzle</li> <li>• Teaching in groups – interdisciplinary.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of microteaching.</li> </ul>

			<p>in team and collaborative learning.</p>	<ul style="list-style-type: none"> <li>• Gaming.</li> <li>• Inter-professional education.</li> </ul>		
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences.</p> <p>Develop skill in using different clinical teaching strategies.</p>	<p><b>Teaching in the Clinical Setting – Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Clinical learning environment.</li> <li>• Factors influencing selection of clinical learning experiences.</li> <li>• Practice model.</li> <li>• Characteristics of effective clinical teacher.</li> <li>• Writing clinical learning outcomes/practice competencies</li> <li>• Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing grounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Writing clinical outcomes – assignments in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer.</li> <li>• Assessment of written assignment.</li> </ul>
V	5	5	<p>Explain the purpose, principles and steps in the use of media.</p> <p>Categorize the different types of media and describe its advantages and disadvantages.</p> <p>Develop skill in preparing and using</p>	<p><b>Educational/Teaching Media</b></p> <ul style="list-style-type: none"> <li>• Media use – Purpose, components, principles and steps.</li> <li>• Types of media.</li> </ul> <p><i>Still visuals.</i></p> <ul style="list-style-type: none"> <li>○ Non projected – drawings &amp; diagrams, charts, graphs, posters, cartoons, board devices (chalk/whiteboard, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer.</li> <li>○ Projected – filmstrips, microscope, power</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Preparation of different teaching aids – (Integrate with practice teaching sessions).</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer.</li> <li>• Objectivity type.</li> <li>• Assessment of the teaching media prepared.</li> </ul>

			ingmedia.	<p>point slides, overhead projector.</p> <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> <li>○ Video learning resources – videotapes &amp; DVD, blu-ray, USB flash drive.</li> <li>○ Motion pictures/films</li> </ul> <p><i>Realia and models</i></p> <ul style="list-style-type: none"> <li>○ Real objects &amp; Models.</li> </ul> <p><i>Audio aids/audiomedia</i></p> <ul style="list-style-type: none"> <li>○ Audiotapes/Compact discs.</li> <li>○ Radio &amp; Tape recorder.</li> <li>○ Public address system.</li> <li>○ Digital audio.</li> </ul> <p><i>Electronic media/computer learning resources.</i></p> <ul style="list-style-type: none"> <li>○ Computers.</li> <li>○ Web-based video conferencing.</li> <li>○ E-learning, Smart classroom.</li> </ul> <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> <li>○ Cable TV, satellite broadcasting, video conferencing Telephones – Telehealth/telenursing.</li> <li>○ Mobile technology</li> </ul>		
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation.</p> <p>Explain the guidelines to develop assessment tests.</p>	<p><b>Assessment/Evaluation Methods/Strategies</b></p> <ul style="list-style-type: none"> <li>• Purposes, scope and principles in selection of assessment methods and types.</li> <li>• Barriers to evaluation.</li> <li>• Guidelines to develop assessment tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion. Exercise on constructing assessment tool/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer.</li> <li>• Objectivity type.</li> <li>• Assessment of tool/s prepared.</li> </ul>

			<p>ment tests.</p> <p>Develop skill in construction of different tests.</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests.</p>	<p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> <li>• Essay type questions.</li> <li>• Short answer questions (SAQ).</li> <li>• Multiple choice questions (MCQ – single response &amp; multiple response).</li> </ul> <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> <li>• Clinical evaluation.</li> <li>• Observation (checklist, rating scales, videotapes).</li> <li>• Written communication – progress notes, nursing care plans, process recording, written assignments.</li> <li>• Verbal communication (oral examination).</li> <li>• Simulation</li> <li>• Objective Structured Clinical Examination (OSCE).</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> </ul> <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> <li>• Attitude scales</li> </ul> <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> <li>• Interpretive questions, hot spot questions, drag and drop and ordered response questions.</li> </ul>		
VII	3	3	<p>Explain the scope, purpose and principles of guidance.</p>	<p><b>Guidance/academic advising, counseling and discipline</b></p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles.</li> <li>• Roles of academic advisor/faculty in guidance.</li> </ul> <p><i>Counseling</i></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Role play on student counseling in different situations.</li> <li>• Assignment on identifying situations</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance in role play scenarios.</li> <li>• Evaluation of assignment.</li> </ul>

			<p>Differentiate between guidance and counseling.</p> <p>Describe the principles, types, and counseling process.</p> <p>Develop basic skills of counseling and guidance.</p> <p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students.</p>	<ul style="list-style-type: none"> <li>• Difference between guidance and counseling.</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling.</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor.</li> <li>• Organization of counseling services.</li> <li>• Issues for counseling in nursing students.</li> </ul> <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> <li>• Managing disciplinary/grievance problems – preventive guidance &amp; counseling.</li> <li>• Role of students' grievance redressal cell/committee.</li> </ul>	<p>ons requiring counseling.</p>	
VIII	4	2	<p>Recognize the importance of value-based education.</p> <p>Develop skill in ethical decision making and maintain ethical standards for students.</p>	<p><b>Ethics and Evidence Based Teaching (EBT) in Nursing Education</b></p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> <li>• Definition of terms.</li> <li>• Value based education in nursing.</li> <li>• Value development strategies.</li> <li>• Ethical decision making.</li> <li>• Ethical standards for students.</li> <li>• Student-faculty relationship.</li> </ul> <p><i>Evidence based teaching –</i></p>	<ul style="list-style-type: none"> <li>• Value clarification exercise.</li> <li>• Case study analysis (student encountered scenarios) and suggest ethical decision-making steps.</li> <li>• Lecture cum discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer.</li> <li>• Evaluation of case study analysis.</li> <li>• Quiz – MCQ.</li> </ul>

			Introduce knowledge of EBT and its application in nursing education.	<i>Introduction</i> <ul style="list-style-type: none"><li>• Evidence based education process and its application to nursing education.</li></ul>		
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## DISTRIBUTION OF TEACHING HOURS

STRATEGY		Teaching hours	
Didactic	Lectures		40
Non didactic	Lab hours	32	40
	Tutorials	08	
<b>Total</b>			80Hrs.

## TOPICS & OUTCOMES

Subject	Number of Themes	Number of outcomes
Educational Technology/Nursing Education	08	77

## DISTRIBUTION OF THEORY HOURS

S. N	Theme	Topics	Teaching hrs.
1	Introduction and Theoretical Foundations	Introduction and Theoretical Foundations	6
2	Assessment and Planning	Assessment and Planning	6
3	Implementation	Implementation	8
4	Teaching in the Clinical Setting – Teaching Methods	Teaching in the Clinical Setting – Teaching Methods	3
5	Educational/Teaching Media	Educational/Teaching Media	5
6	Assessment/Evaluation Methods/Strategies	Assessment/Evaluation Methods/Strategies	5
7	Guidance/academic advising, counseling and discipline.	Guidance/academic advising, counseling and discipline.	3
8			4
<b>TOTAL</b>			40 Hours

## EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

Core competencies							Non-core competencies	Total Hours
Theme and total hours allotted	Objectives	Topic	Code No	Competency	Must know	Desirable to know	Nice to know	
<b>I 6 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Know and understand the theoretical foundations of education and educational technology. <b>Skill:</b> Identify, compare and contrast various educational philosophies. <b>Attitude:</b> Develop awareness regarding teaching learning process.	Introduction and Theoretical Foundations	EDUC315: VSEM 1.1	Describe the meaning and aims of education.	Meaning and aims of education.			½ hour
			EDUC315: VSEM 1.2	Explain the meaning and aims of educational technology.	Meaning and aims of educational technology.			½ hour
			EDUC315: VSEM 1.3	Describe the types and approaches of educational technology.	Types and approaches of educational technology.			½ hour
			EDUC315: VSEM 1.4	Explain the philosophy of nursing education	Philosophy of nursing education			½ hour
			EDUC315: VSEM 1.5	Describe teaching learning process	Teaching learning process			½ hour
			EDUC315: VSEM 1.6	Explain learning theories	Learning theories			½ hour

			EDUC315: VSEM 1.7	Describe latest approaches to education		Latest approach to education		½ hour
			EDUC315: VSEM 1.8	Explain nature and characteristic of teaching and learning		Nature and characteristic of teaching and learning		½ hour
			EDUC315: VSEM 1.9	Describe the scope of educational technology.		Scope of educational technology.		½ hour
			EDUC315: VSEM 1.10	Explain the principles of teaching and learning		Principles of teaching and learning		½ hour
			EDUC315: VSEM 1.11	Describe the latest approaches to learning			Latest approaches to learning	½ hour
			EDUC315: VSEM 1.12	Explain the barriers to teaching and learning.			Barriers to teaching and learning.	½ hour
<b>II 6 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Identify the essential qualities/attributes of a teacher and explain the determinants	Assessment and Planning	EDUC315: VSEM 2.1	Describe the meaning and types of curriculum	Meaning and types of curriculum			½ hour
			EDUC315: VSEM 2.2	Explain the facilitators and barriers of	Facilitators and barriers of			½ hour

<p>of learning and initiate self-assessment to identify own learning style.  <b>Skill:</b> Develop skill in writing learning outcomes and lesson plan.  <b>Attitude:</b> Develop awareness regarding Curriculum Planning.</p>		curriculum development	curriculum development			
	EDUC315: VSEM 2.3	Describe the components and approaches of curriculum design	Components and approaches of curriculum design			½ hour
	EDUC315: VSEM 2.4	Explain the factors influencing curriculum development	Factors influencing curriculum development			½ hour
	EDUC315: VSEM 2.5	Describe lesson plan	Lesson plan			½ hour
	EDUC315: VSEM 2.6	Explain the determinants of learning	Determinants of learning			½ hour
	EDUC315: VSEM 2.7	Describe the essential qualities of a teacher		Essential qualities of a teacher		½ hour
	EDUC315: VSEM 2.8	Explain the types of learners		Types of learners		½ hour
	EDUC315: VSEM 2.9	Describe the determinants of learning		Determinants of learning		½ hour
	EDUC315: VSEM 2.10	Explain the learning outcomes		Learning outcomes		½ hour
	EDUC315: VSEM 2.11	Describe the personal and environmental motivational factors of learning.			Personal and environmental motivational factors of learning.	½ hour

			EDUC315: VSEM 2.12	Explain the learning needs			Learning needs	½ hour
<b>III 8 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Explain the principles and strategies of classroom management. <b>Skill:</b> Able to use different methods/strategies of teaching and develop beginning skill in using various teaching methods. <b>Attitude:</b> participate actively in team and collaborative learning.	Implementation	EDUC315: VSEM 3.1	Describe the principles and strategies of classroom management	Principles and strategies of classroom management			½ hour
			EDUC315: VSEM 3.2	Explain the facilitators and barriers to classroom communication	Facilitators and barriers to classroom communication			½ hour
			EDUC315: VSEM 3.3	Describe Information communication technology (ICT) used in education.	Information communication technology (ICT) used in education.			½ hour
			EDUC315: VSEM 3.4	Explain Seminar	Seminar			½ hour
			EDUC315: VSEM 3.5	Describe Lecture	Lecture			½ hour
			EDUC315: VSEM 3.6	Explain Demonstration	Demonstration			½ hour
			EDUC315: VSEM 3.7	Describe panel discussion	Panel discussion			½ hour
			EDUC315: VSEM 3.8	Explain symposium	Symposium			½ hour
			EDUC315: VSEM 3.9	Describe field trips	Field trips			½ hour
			EDUC315: VSEM 3.10	Explain Workshop	Workshop			½ hour
			EDUC315: VSEM 3.11	Describe Microteaching		Microteaching		½ hour
			EDUC315:	Explain group discussion		Group discussion		½ hour

			VSEM 3.12			on		hour
			EDUC315: VSEM 3.13	Describe simulations		Simulations		1/2 hour
			EDUC315: VSEM 3.14	Explain self-directed learning (SDL)		Self-directed learning (SDL)		1/2 hour
			EDUC315: VSEM 3.15	Describe debate			Debate	1/2 hour
			EDUC315: VSEM 3.16	Explain case study analysis			Case study analysis	1/2 hour
<b>IV 3 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Understand and describe the factors influencing selection of clinical learning experiences. <b>Skill:</b> Develop skill in using different clinical teaching strategies. <b>Attitude:</b> Incorporate this knowledge in nursing practice.	Teaching in the Clinical Setting – Teaching Methods	EDUC315: VSEM 4.1	Describe clinical presentation/bedside clinic	Clinical presentation/bedside clinic			1/2 hour
			EDUC315: VSEM 4.2	Explain case study/care study	Case study/care study			1/2 hour
			EDUC315: VSEM 4.3	Describe project	Project			1/2 hour
			EDUC315: VSEM 4.4	Explain role play	Role play			1/2 hour
			EDUC315: VSEM 4.5	Describe the factors influencing selection of clinical learning experiences		Factors influencing selection of clinical learning experiences		1/2 hour
			EDUC315: VSEM 4.6	Explain the characteristics of effective clinical teacher		Characteristics of effective clinical teacher		1/2 hour
<b>V 5 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Explain the purpose, principles, steps,	Educational/ Teaching Media	EDUC315: VSEM 5.1	Describe the purpose, components, principles and steps of educational/Teaching	Purpose, components, principles and steps of educational/Tea			1/2 hour

	types of media, the use of media and describe its advantages and disadvantages. <b>Skill:</b> Develop skill in preparing and using media. <b>Attitude:</b> Appreciate the effect of educational media on learning.			Media	Using Media			
			EDUC315: VSEM 5.2	Explain the types of educational/Teaching Media	Types of educational/Teaching Media			1/2 hour
			EDUC315: VSEM 5.3	Describe charts	Charts			1/2 hour
			EDUC315: VSEM 5.4	Explain Power point slides	Power point slides			1/2 hour
			EDUC315: VSEM 5.5	Describe overhead projector	Overhead projector			1/2 hour
			EDUC315: VSEM 5.6	Explain posters	Posters			1/2 hour
			EDUC315: VSEM 5.7	Describe models		Models		1/2 hour
			EDUC315: VSEM 5.8	Explain video conferencing		Video conferencing		1/2 hour
			EDUC315: VSEM 5.9	Describe USB flash drive			USB flash drive	1/2 hour
			EDUC315: VSEM 5.10	Explain computers			Computers	1/2 hour
<b>VI 5 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Understand various methods of assessment. <b>Skill:</b> Demonstrate competence in assessment with different measures. <b>Attitude:</b> Be objective in assessment.	Assessment/ Evaluation Methods/ Strategies	EDUC315: VSEM 6.1	Describe the purposes, scope and principles in selection of assessment method.	Purposes, scope and principles in selection of assessment method.			1/2 hour
			EDUC315: VSEM 6.2	Explain essay type questions	Essay type questions			1/2 hour
			EDUC315: VSEM 6.3	Describe short answer questions	Short answer questions			1/2 hour
			EDUC315: VSEM 6.4	Explain multiple choice questions	Multiple choice questions			1/2 hour
			EDUC315:	Describe	Attitude scales			1/2

			VSEM 6.5	attitudescales				hour
			EDUC315: VSEM 6.6	Explainchecklists	Checklists			½ hour
			EDUC315: VSEM 6.7	Describe ratingscales		Ratingscales		½ hour
			EDUC315: VSEM 6.8	Explain oralexamination		Oralexaminati on		½ hour
			EDUC315: VSEM 6.9	Describe processrecording		Processrecordi ng		½ hour
			EDUC315: VSEM 6.10	Explain simulation		Simulation		½ hour
<b>VII 3 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Understand the process of guidance and counseling. <b>Skill:</b> Identify the counseling needs of students. <b>Attitude:</b> Develop counseling skills.	Guidance/ academic advising,counse linganddisciplin e	EDUC315: VSEM 7.1	Describe the meaning, objectives, purposeand principles of guidance.	Meaning, objectives, purposeand principles of guidance.			½ hour
			EDUC315: VSEM 7.2	Explain meaning, objectives and principles ofcounseling	Meaning, objectives and principles ofcounseling			½ hour
			EDUC315: VSEM 7.3	Describe the types,processandsteps ofcounseling	Types,processand steps ofcounselin g			½ hour
			EDUC315: VSEM 7.4	Explain the difference between guidance andcounseling	Difference between guidance andcounseling			½ hour
			EDUC315:	Describe the		Students'griev		½

			VSEM 7.5	students' grievance redressal cell/committee		grievance redressal cell/committee		hour
			EDUC315: VSEM 7.6	Explain the roles of counselor		Roles of counselor		½ hour
<b>VIII 4 (T)</b>	At the end of unit students are able to: <b>Knowledge:</b> Recognize the importance of value-based education. <b>Skill:</b> Develop skill in ethical decision making and maintain ethical standards for students. <b>Attitude:</b> Apply EBT in nursing education.	Ethics and Evidence Based Teaching (EBT) in Nursing Education	EDUC315: VSEM 8.1	Describe the value development strategies	Value development strategies			1 hour
			EDUC315: VSEM 8.2	Explain ethical decision making	Ethical decision making			1 hour
			EDUC315: VSEM 8.3	Describe the evidence based education process and its application to nursing education	Evidence based education process and its application to nursing education			1 hour
			EDUC315: VSEM 8.4	Explain the ethical standards for students		Ethical standards for students		½ hour
			EDUC315: VSEM 8.5	Describe Student-faculty relationship		Student-faculty relationship		½ hour

**TEACHING STRATEGY:**

Total Hours: 80

Theory Hours: 40

Lab/Practical: 40hours

Theory**Continuous Assessment: 10Marks**

Sr. No	Assignments	Percentage of Attendance	Allotted marks	Total Marks for attendance
1	Attendance	95-100%	2	2 marks
		90-94%	1.5	
		85-89%	1	
		80-84%	0.5	
		<80%	0	
		Number of assignments	Marks	Total Marks
2	Written Assignments (Tutorial)	2	2X5	10
3	Microteaching	2	2x6	12
4	Field Visit Report	1	1x6	06
Total				30/3=10Marks

**Note:** If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total=40/4=10marks

**Practical****Continuous assessment: 10marks**

Sr. No	Assignments	Percentage of Attendance	Allotted marks	Total Marks for attendance
1	Attendance	95-100%	2	2 marks
		90-94%	1.5	
		85-89%	1	
		80-84%	0.5	
		<80%	0	
		Number of assignments	Marks	Total Marks
2	Lesson plan	1x20	20	10marks
3	Game (Puzzle)	1x20	20	
4	Preparation of AV aids	1x20	20	
5	Preparation of assessment tool.	01	10marks	10marks
6	Role play.	01	20 marks	05marks
7	Case study analysis.		10marks	03marks
Total				30/3=10

**Distribution of Non didactic hours****PRACTICALS (lab work) 32 hrs**

SR NO	Competency no	Competency	Domain	T-L Method	Teaching Hrs
1.	EDUC315:VSEM 2.5	Describe lesson plan	K,S	Lecture cum discussion	04 Hours
2.	EDUC315: VSEM 3.14	Explain self-directed learning (SDL)-Game preparation	K,S	Discussion	04 Hours

3.	EDUC315: VSEM 3.14	Explain self-directed learning (SDL)-Game	K,S	Demonstration	04 Hours
4.	EDUC315: VSEM 5.1	Describe the purpose, components, principles and steps of educational/Teaching Media	K,S	Small group discussion	04 Hours
5.	EDUC315: VSEM 6.1	Describe the purposes, scope and principles in selection of assessment method.	K,S	Small group discussion	04 Hours
6.	EDUC315: VSEM 4.4	Explain role play (Preparation)	K,S	Small group discussion	04 Hours
7.	EDUC315: VSEM 4.4	Explain role play (Presentation)	K,S	Small group discussion	04 Hours
8.	EDUC315: VSEM 4.2	Explain case study/care study	K,S	Small group discussion	04 Hours
<b>TOTAL</b>					<b>32 Hours</b>

#### Modified Tutorials (08 Hours)

Sr. No	Comp. no	TOPIC	Domain	T-L Method	Teaching Hrs
1.	EDUC315: VSEM 1.4	Explain the philosophy of nursing education	K	Tutorial	1 Hour
2.	EDUC315: VSEM 2.3	Describe the components and approaches of curriculum design	K,S	Tutorial	1 Hour
3.	EDUC315: VSEM 3.1	Describe the principles and strategies of classroom management	K,S	Tutorial	1 Hour
4.	EDUC315: VSEM 3.4	Explain Seminar	K,S	Tutorial	1 Hour
5.	EDUC315: VSEM 3.7	Describe panel discussion	K,S	Tutorial	1 Hour
6.	EDUC315: VSEM 4.4	Explain role play	K,S	Tutorial	1 Hour
7.	EDUC315: VSEM 5.5	Describe overhead projector	K,S	Tutorial	1 Hour
8.	EDUC315: VSEM 7.4	Explain the difference between guidance and counseling	K,S	Tutorial	1 Hour
<b>TOTAL</b>					<b>08 Hours</b>

**Formative Assessment**

**1. Sessional Examinations: Theory: I**

<b>Sr. No.</b>	<b>Question paper – Theory</b>	<b>Total</b>
Maximum marks	30	30

**2. Sessional Examinations: Theory: II**

<b>Sr. No.</b>		<b>Total</b>
Maximum marks	30	30

**c. Calculation of Internal Assessment (IA): Theory**

- Total marks of two sessional examinations along with continuous assessment  
 $30\text{marks} \times 2 = 60/4 = 15$
- $10 + 15 = 25$  Marks
- Minimum required - 50 %

**2. Formative Assessment: Practical**

**a. Practical: Sessional examinations: I**

<b>Exam pattern</b>	<b>Sessional examination I</b>	<b>Total</b>
OSCE	10 marks	<b>30Marks</b>
DOP (Directly observed practical in the clinical setting)	20marks	

**b. Practical: Sessional examinations: II**

<b>Exam pattern</b>	<b>Sessional examination II</b>	<b>Total</b>
OSCE	10 marks	<b>30 Marks</b>
DOP (Directly observed practical in the clinical setting)	20marks	

**c. Calculation of Internal assessment: Practical**

Attendance					Clinical presentation			Drug presentation report		Case study report					Continuous evaluation of clinical performance	End of posting OSCE	Completion of procedures and requirements
95-100 %	90-94	85-89	80-84	Below 80	1	2	3	1	2	1	2	3	4	5			
2M	1.5	1	0.5	0	20	20	20	20	20	20	20	20	20	20	10	5	3

**Calculation of Internal Assessment (IA): Practical**

- Total marks of practical assignment to be added i.e. Continuous assessment:  $30/3 = 10$  marks
- Two Sessional examinations:  $30/2 = 15$  Marks
- Minimum required 50 %

**3. Summative Assessment**

a. Theory:

Type of questions	Number of questions	Marks allotted
MCQ	12X1	12Marks
Essay/situation type	2x15	30Marks
Short	5x5	25Marks
Very short	4x2	08Marks
	Total	75marks

**DattaMeghe Institute of Medical Sciences (Deemed to be University)**

**Smt. RadhikabaiMeghe Memorial College of Nursing**

**Sawangi (Meghe) Wardha**

**Name of the Institute: SRMM College of Nursing**

**Name of Examination: Basic B.Sc. Nursing**

**Semester V: Educational Technology / Nursing Education**

EDUC315: VSEM /Primary/2021-2025

	Must to Know (MK 60%)	Desirable to know (DK 30%)	Nice to know (NK 10%)	Marks = 75
ESSAY (4) 2/4	(4) Level-I-2 Level-II-2			15Mx2=30M
SHORT (6) 5/6	(3) Level-I-2 Level-II-1	(2) Level-I-1 Level-II-1	(1) Level-I-1	5Mx5=25M
VERY SHORT (5) 4/5	(3) Level-I-2 Level-II-1	(1) Level- I-1	(1) Level-I-1	2Mx4=08M
MCQ (12) 12/12	(7) Level-I-6 Level-II-1	(4) Level-I-3 Level-II-1	(1) Level-I-1	1Mx12=12M
<b>Total</b>				<b>Total = 75 Marks</b>

**Level I: 80    Level II: 20**

