

EFFECTIVENESS OF SMALL GROUP LEARNING IN PROMOTING STUDENT LEARNING

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Abstract— Primary objective of teaching activities is the flow of information between teacher and students. Direct and indirect methods of instruction are the advantages of delivering very specific learning targets, where students are explained the importance of a subject with examples, logical reasons can be stressed upon to provide experiences that can inspire learning processes. However lecture method of learning is highly dependent on knowledge base and skill of the teacher requiring well organized content preparation and good communication skill of the teacher. Computer assisted learning is a form of self instruction in which material can be presented via text, visual, sound and motion digital files, providing a multimedia approach to learning.

Keywords— *Computer Assisted Learning, Lecture method, Quasi Experimental Research Design, Nursing.*

I. INTRODUCTION

Nurse educators are challenged to find instructional methods that actively engage learners and help students understand concepts for application in practice situations. Team learning engages small groups in learning tasks that require problem solving and decision making. To increase student participation in the learning process, active learning methods, including small group learning, have become increasingly popular in modern curricula[1].

One kind of small group learning, team-based learning, is a relatively new instructional strategy in health care education. Team-based learning uses theoretically based and empirically grounded strategies for ensuring the effectiveness of small groups working independently in classes with high student-to-faculty ratios (e.g., up to 200:1), without losing the benefits of faculty-led small groups with lower ratios (e.g., 7:1). To explore the effectiveness of this learning pedagogy, we evaluated students' level of engagement and attitudes toward the value of teams. Findings demonstrated that small group learning is an effective teaching strategy for large groups of students.

II. OBJECTIVES

1. To assess the pretest level of knowledge on evaluation strategy in nursing education among under graduate students.
2. To assess the effectiveness of small group learning on knowledge of evaluation strategy in nursing education among under graduate students[2].

III. RESEARCH METHODOLOGY

Quasi Experimental Research Design with one group pretest – posttest design was used for study. The study was conducted in Saveetha college of Nursing, Chennai. Nursing Students were selected as population for the study. Second year nursing students were selected as samples. Sample size is 25.

Non probability convenient sampling technique was used for the study. The tool consists of Demographic variables and 25 Multiple choice Questionnaire based on different aspects of evaluation strategy[3]. The data collected were analysed using descriptive and inferential statistics.

IV. MAJOR FINDINGS OF THE STUDY

The pretest mean score of knowledge on evaluation strategy in nursing education among under graduate students was 22 which are higher than the posttest mean score of 33, which showed that small group learning is very much effective in increasing the knowledge and understanding capability of students[4].

V. CONCLUSION

Student perceptions about team learning were evaluated using questionnaire on knowledge assessment on evaluation. The results verified that team learning predominantly promotes learner-to-learner engagement and indicated that students

RECOMMENDATIONS

A comparative study can be done between conventional approach and small group learning method.

The same study can be replicated on a larger sample to generalize the findings.

The same study can be replicated on professional courses for higher education.

References

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