

How do you ensure
what you are
teaching is standard
and what teaching
strategy do...

[Technology](#), [Development](#)



Discussion assignment

This interview is conducted in a college setting, and the method used face to face. There are two participants, the nurse as the interviewee and I as the interviewer. This interview will respond to the question of teaching, technology, and evaluation of lessons taught in the nursing college.

Interview

Question 1

Response

As a mentor of future and current generations of nurses, one major role is to design, implement, evaluate and revise academic programs to ensure quality education. Since health care is ever changing, we ensure we design a curriculum to fit with this trend. The curriculum is designed to fit the needs of every program so as to ensure quality health care. We ensure we develop courses and programs according to the needs of the nursing fraternity. These courses are then taught to learners in nursing schools and also the newly registered nurses. A major teaching strategy is concept mapping. It facilitates the acquisition of knowledge through meaningful learning. Further, it entails determining a student's progress in achieving the course objectives (Marilyn & Gaberson, 2013).

Question 2

What technology technique do you use for your nursing programs education?

Response

<https://assignbuster.com/how-do-you-ensure-what-you-are-teaching-is-standard-and-what-teaching-strategy-do-essay-example/>

One technology techniques we use to a great extent in our nursing education programs is simulation. This kind of technology ensures students gain and improve their skills safely without threatening the nursing fraternity. This technique provides opportunities for decision making, critical thinking, and team building. Simulation process includes leveling the content both the simple and complex content and the faculty sources are discussed (Horne, 2005).

Question 3

Which evaluation technique do you apply for your education programs?

Response

Evaluation is done through; performance observation, rating scales, student achievement, teacher's tests and self-appraisal and the main goal for evaluation is to determine if patient outcomes are being achieved.

Evaluation also ensures a student achieves the course objectives. We carry out evaluation in both formative and summative ways. Formative evaluation ensures continuous feedback is given to students by the instructors on their progress towards achievement of course objectives. This kind of assessment is carried out through self-assessment and giving out feedbacks. Summative evaluation on the other hand entails determining the student's level of attainment of the course objectives and competencies and is carried out through carrying texts and grading. Both are effective evaluation strategies (Marilyn & Gaberson, 2013).

Formative and summative assessment

After carrying out the study, this is the formative and summative assessment to the learner with the aim to communicate the evaluation results of the study to the learner. There is learner 1 the patient, learner 2 the family and learner 3 the nursing staff.

Formative assessment is carried out through feedback, self-assessment, and observation

Feedback

At the end of the lesson, learner 1 is able define intellectual disability and come up with an acceptance plan for his or her condition. Additionally the learner demonstrates high self-esteem. Learner 2 can learn the characteristics of a person living with intellectual disability and also come up with a comprehensive plan to involve their family member in the daily activities of the family. Learner 3 can remember previous cases associated with intellectual disability and develop a care plan for this kind of people (Anderson & Bloom, 2001).

Self assessment

Learner 1 continually monitors their progress concerning the acceptance of their condition. They constantly check how this condition affects their self-esteem. Learner 2 monitors how first they can learn the behaviors of their relative and how first they engage them in daily household activities. Learner 3 continually monitor how fast they develop a care plan for people with intellectual disability and how they implement it (Anderson & Bloom, 2001).

Observation

The three learners are continually monitored to check their progress.

Summative assessment

Summative assessment is carried out by administering tests, grading the tests and carrying out a standardized assessment. The tests are administered to the three learners, and they are graded according to how they solve these questions. If the performance is high, the learner has obtained the course objectives. Standardized assessment will determine the state of performance (Anderson & Bloom, 2001).

References

Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching and assessing: A revision for Blooms taxonomy of education objectives. Boston, MA: Pearson group

Oermann, M. H., & Gaberson, K. B. (2014). Evaluation and testing in nursing education.

Emerson, R. J. (2007). Nursing education in the clinical setting. St. Louis, Miss: Mosby, Elsevier.

Quinn, F. (2000). Principles and practice of nurse education. Cheltenham: Nelson Thornes.

Claydell, H. (2005). Using simulation technology for undergraduate nursing education. College of Nursing, University of Florida, Gainesville.