



CONTEXT BASED LEARNING: INTRODUCING NEWER LEARNING APPROACH IN NURSING

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ABSTRACT

In the present scenario, the learning method should be brainstorming. In order to promote a newer approach in nursing education context based learning method introduced at Saveetha College of Nursing. From IV year BSc(N), 60 students were selected by random sampling. In experimental group 30 students were divided into 5 equal groups. To provide community health care, students were posted in the urban community as a team for one week. Each group was allotted with one facilitator. Group discussion was done on the need and care of the family along with facilitator. All members of the family were taken care by the group of students at a time for 5 days. Finally the knowledge, skill and attitude of students were evaluated. The results showed that there was significant improvement in experimental group than control.

KEYWORDS: Context based learning, Home health care, Facilitator, Students



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INTRODUCTION

Nursing is a clinical oriented profession. In olden period, the practical learning was more than theoretical learning in diploma nursing programme. The maximum hours utilized on clinical postings in their training period for the nursing students. Various learning methods like clinical teaching, clinical presentation, case report, etc. were in practice during that period. There was not much need of thinking about developing any innovative teaching in nursing. In 1980s B.Sc nursing programme was started invariably all over India. This programme included more theory hours. The teaching strategy like Seminar, lecture cum discussion, panel discussion and the symposium were introduced gradually for theory classes. The lecture method was one of the most effective and efficient method to disseminate information for updating theoretical knowledge and it has often been used in all nursing colleges. The students used to be posted in clinical areas by rendering care to the clients for the practical learning. The total care as a comprehensive care is provided to the patients by the nursing students. The comprehensive nursing care is focused on diseases. Aftermath, the specific problem is focused instead of giving whole care to the patients by the nursing students. In 1980s problem based learning is introduced in nursing education. The nursing process is initiated to provide care by the students in problem based learning method. The students learned by caring the client with particular problem in clinical areas. Problem based learning is an educational approach which is always focusing on problems. So, here students develop skills in collecting, evaluating, and synthesizing resources as they first define and then propose a solution to a multi-faceted problem. The role of instructor in problem based learning is to facilitate the learning process by monitoring the progress of the learners and asking questions to move students forward in the problem solving process. In current scenario, the situation is also highly influencing the problems of patient. The situation is either quickening or delaying the health of the individual. In this situation, nursing students need to gain knowledge and learning the concepts

from the place where working on that situation. They practice nursing care based on the evidence and they should further improve their practice skills. It is the appropriate time to introduce another teaching learning strategy with holistic concept to understand the client in the broad context. The context is a core that concentrates the whole situation instead of the particular problem. With that preconceived thoughts context based learning is introduced. It is a teaching strategy organized around situations to obtain the desired learning outcomes. In recent decades, a great deal from cognitive science research about the nature of learning, students are in need to learn by their own. Students usually obtain benefits from working together, and also they may learn best from teaching each other (Annis, 1983). Students learn from their peers by sharing the information (McKeachie, Pintrich, Lin and Smith, 1986). In short, students learn through making cognitive connections, social connections, and experiential connections (Cross, 1999). Hence this new information suggested that the notion of a paradigm shift in higher education. It is the right time to initiate the context based learning in nursing curriculum in India. In context based learning, students work as teams to solve more complex problems in situations. The students also summarize and present their solutions in a culminating experience by group discussions and decisions to bring the solutions. The principles of context based learning focused that the learning should be started from the situation based environment. This learning is student-centered with emphasis on self-directed learning. In this the instructor is guide or mentor and partner of the learning context. Students will be working with a faculty member and a small group of peers. The teams of students were assigned for the situation. Before starting nursing care, the students as a group had discussion along with their group members as well as with their facilitator. Here the students will develop leadership skills and will be able to manage. Not only that, the students will think critically and analyze, communicate effectively, flexible with others and develop team spirit. Based on this Saveetha College of Nursing organized the National Conference on context based learning

in 2013. Though it is started in many developing countries, the conference feedback stated that context based learning strategy is approachable and easily adoptable method in nursing learning. Many participants of the National Conference wanted to implement the innovative learning method in their colleges also. Some participants encouraged this method to be initiated in India soon. To enhance the quality of teaching and learning the problem based learning can be replaced with context based learning. Hence the investigators conducted a study to assess the effect of context based learning among nursing students in 2014.

REVIEW OF LITERATURE

A study was conducted by Williams.B, Anderson.M.C and Day.R on undergraduate nursing students knowledge and attitudes toward aging: comparison of context based learning and a traditional program. This study was aimed to assess the nursing student's knowledge and attitudes toward older adults among fourth year students of a baccalaureate program. For the one group of fourth year students the traditional, lecture based baccalaureate program and other group context based learning was used. The questionnaire on the topic of aging was used to assess knowledge. The aging Semantic Differential was used to assess attitudes toward the aging related to societal influences. There were differences in knowledge and attitudes between fourth year students who undergone context based learning and regular traditional learning. The reactions to questionnaire on aging were used to examine student's attitudes toward personal aging. There was a significant positive increase in context based learning student's attitudes toward personal aging. This concluded that context based learning fosters an inner maturity toward personal aging. The aim of the study was to assess the effectiveness of context based learning method in family oriented care in the community by the nursing students.

OBJECTIVE

- To assess the knowledge, skill and attitude towards health care in community among the nursing students.

- To determine the effectiveness of context based learning method among the nursing students

HYPOTHESIS

There is a significant increase in knowledge, skill and positive attitude among nursing students in context based learning towards health care in community than the traditional learning.

METHODOLOGY

Research Design

Quantitative research approach- true experimental design was used.

Setting

The study was conducted by Saveetha College of Nursing, Saveetha University. The effectiveness of context based learning method among nursing students was assessed in areas coming under Ayanavaram urban health centre zone. Various families in different streets were selected to provide family oriented care by the nursing students.

Population

All B.Sc (Nursing) IV year students

Sample

B.Sc(Nursing) IV Year students of Saveetha College of Nursing, Saveetha University

Sample Size

The sample size consists of 60 B.Sc(Nursing) IV Year students, in that 30 in each of experimental and control group.

Sampling Technique

Random sampling technique by touching the assigned random number was used to select the 60 B.Sc(Nursing) IV Year students for experimental and control group from 100 students.

Criteria for selection of sample

- B.Sc(N) IV year students who were studying in Saveetha College of Nursing
- Students who were willing to participate in the study

Data Collection Procedure

Out of 100 B.Sc(N) IV year students 30 students were selected as a group I (control group) and 30 students were selected as group II (experimental group) randomly. Group I underwent traditional problem based learning method. Group II were divided into 5 groups which consisting of 6 students in each. Each group was allotted with one facilitator. Family was identified by each group in different streets. Group discussion was done on the need and problems of the family and home care management aspects along with the facilitator. The learning objectives were to identify the family, assess the health status of family, and provide comprehensive health care to family and to evaluate the care of family members. The family care was provided for 5 days as a team. First day students identified their family for home health care. Health assessment was done for all the family members. Second day Group

discussion was done on needed home health care. Then comprehensive care was continued. All members of the family were taken care by the group of students at a time. Fifth day again group discussed about the evaluation aspects of family care. The students were assessed for their knowledge, skill and attitude towards community health care.

RESULTS

Statistical Analysis Report

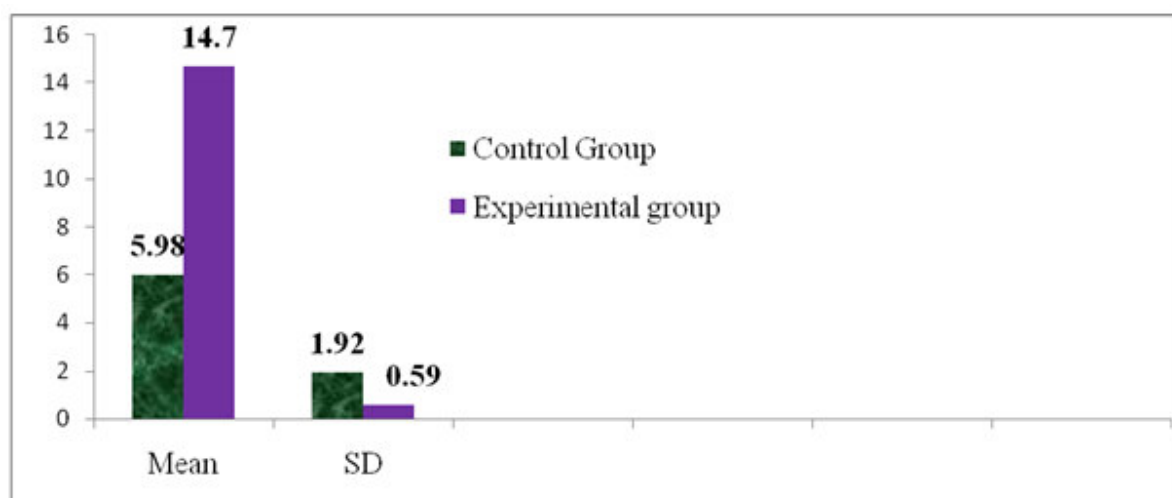
The study resulted that the following findings. In experimental group out of 30 students, 21(70%) were in age group of 19 years old and 25(83%) were girls. In control group out of 30 students, 20(67%) were in age group of 19 years old and 26(87%) were girls. The knowledge was assessed by structured questionnaire.

Table 1
Effect of context based learning on knowledge regarding family care

Group	Knowledge				Paired 't' Test	
	Pre test		Post test			
	Mean	SD	Mean	SD		
Control group n=30	11.5	1.96	12.01	1.99	t=15.34	P=0.266(NS)
Experimental group n=30	11.7	2.1	19.2	1.92	t=22.04	P=0.001(S)

The above table is showing that there is significant improvement in knowledge level in context based learning approach at P<0.001

Graph 1
Mean and Standard Deviation in practical Skills regarding family care



The above diagram shows that the mean and standard deviation of the control group and experimental group regarding the skills in providing community care which were assessed by checklist. The findings also revealed that there is significant improvement in skills for providing family oriented care among the nursing students in context based learning method at the level of $P < 0.01$. The attitude of the students towards learning method, in context based method students had positive attitude than the traditional method group.

Feedback Report

Feedback was obtained from each student, facilitator and family members after the completion of study. Students expressed that they are very comfortable, confident in providing care as a group. They felt that learning was much interested in group learning. But few students felt that individual student talent in skill cannot be shown separately. Facilitators are also given positive feedback regarding context based learning. They specified that learning from co student found

easier than learning from teacher. But they also stated that they found difficult in evaluating the student individually in delivering care as a group. All family members felt that they are very much satisfied, because the care was provided to all members in the family at a time.

RECOMMENDATIONS

This context based learning method evaluation was initiated among nursing students as a pilot project in the community. The same method can be practiced in hospital setting too. This method can be practiced in nursing along with other discipline students also such as medical, physiotherapy, medical technicians and nutritionist as an inter professional learning.

CONCLUSION

This context based learning method is easily approachable learning method in clinical areas by the nursing students. It is an innovative and effective educational approach in nursing profession.

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