

GROUP THESIS

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1. Planning by the faculty of the school in the curriculum committee, often aided by a member of the nursing administration.

2. Planning at the student-teacher level. This is the day to day working level of curriculum planning and it is here, mainly through assessment, that manipulation should be practised. This calls for a flexible framework.

3. Planning by the profession as represented in National and State professional committees, particularly in relation to the examination syllabus content.

1. Curriculum Committee within the School

The importance of co-operative planning through a curriculum committee within the school is increased by a broadening of the syllabus. Wide indeed is the knowledge, skill and attitudes required by the student to function as a modern professional nurse and only careful planning will enable her to gain the necessary learning experiences. The nursing student has to be prepared to promote health and give comprehensive nursing care to all age levels—from the infant to the aged. Co-operative curriculum planning and development in which all staff members and others may participate keeps teaching lively and allows for change and improvement. Where there are many different teachers involved it is essential that they are all working towards a common goal, each making her own unique contribution to its accomplishment. It has rightly been said that a "high degree of self-discipline and integrity of personal character and an ability to co-operate with others" is necessary in each staff member if the curriculum committee is to be really effective.

2. Student-teacher Level Planning

It is said that the curriculum is made in the class room, because it is the teacher who largely determines the educational fate of the students by what and how she teaches. Both Curriculum Committee Manuals and Text book writers influence the teacher, but a good course of study planned by the curriculum committee may be most ineffective in the hands of a poor teacher. If the curriculum is to cover all the planned learning experiences which it is hoped will produce a change of behaviour in the students, it should include :

(a) *Essential facts, information, concepts, meanings and principles.*

(b) *Procedures that are necessary for the development of skills, habits, attitudes, ideals and appreciation.*

(c) *Methods that are useful in teaching, supervision, guiding and evaluating results.*

That is to say, the curriculum should consist of tools which the teacher may use to effect behaviour changes in the life of the student. The teacher, therefore, needs, with the assistance of the students, to select the objectives, learning activities and aspects of the physical and social environment that will serve in the development of the students' personality and professional growth.

3. Professional Committee Planning

"The third level of curriculum planning in nursing education is that which originates from the profession itself. It seeks to improve the practice of nursing service through better nursing education." The problem of relating theory in education to its practice in living activities has been a major concern to educators in all fields and this is the type of subject that may be widely discussed

amongst tutors. A diversity of experiment in the working out of individual curricula should be encouraged.

At National and State level the main concern will be with minimum syllabus content and examination requirements and standards. It is a truism that only the most daring teachers are unaffected by the demands of the examination. It is up to tutors to try to get a flexibility in the examination which will allow even the less adventurous to experiment with the teaching curriculum. Nurse educators are concerned with providing the type of learning environment which will enable the student to give service mainly of a promotional type in the community; coupled with comprehensive nursing care for the sick in and outside an institution. Recognition of need, knowledge on which to base teaching and service, and the acquisition of skilful techniques and right attitudes, must all be provided for. This means that a constant reappraisal of the student's theoretical and practical experience is necessary and this is best made jointly with students. Only they can know how helpful or otherwise they found certain experiences. Since service demands often dictate what the student experiences, the tutor must exercise considerable ingenuity to make the situation a helpful one. This can best be done if the tutor is able to see the students frequently in the practical situation.

Methods of Teaching

Methods of teaching should be the most suitable for attaining the aims of the course or lesson. They should be chosen for their appropriateness to the requirement to foster knowledge, develop practical ability, or cultivate judgement. They should be chosen with consideration for the students' intellectual level and professional experience based on their needs, interest and background, as well as on an understanding of the learning process. In choosing methods of teaching account should be taken of the time available for teaching, resources for practical work, teaching aids, the number of teaching staff and their special skills. The use of a variety of teaching methods helps learning,

and stimulates interest. Various means of presenting the same information to different groups should be tried out in order to avoid a static technique. Teaching aids must be used with discernment, so as to enhance the possibilities of learning and not as sometimes appears, for their own sake. New subject matter must be related to the knowledge already acquired and simple whole information should be presented first and gradually elaborated and broken down. As far as possible information to juniors should be concrete. When abstract concepts are presented, these should be illustrated by examples taken from life and where possible by reference to situations within the students' own experience; when new and difficult factors are presented, time must be allowed for classification and recapitulation. The students should be given opportunity for asking questions, and they should be asked questions to see if they have grasped what has been taught. Students should be allowed to discuss, especially when information under review is not purely factual, to develop their own view and within suitable limits to experiment. Teaching should be inspiring. It should result in a will to learn, a desire to master the subject and pursue it beyond the limits set by the examination requirement. Something should be left for the student to discover independently, with or without help and guidance. The students' capacity for growth should be encouraged. "It is by the enthusiasm evoked in the students, by advancement in their knowledge, by the perfecting of their ability and development of their attitudes and not merely by the results of tests or examinations, that the effectiveness of teaching should be judged."

Methods of teaching may be divided into various groupings and if the teacher is to be encouraged to experiment she should be free to try out different lines of approach. The following divisions may prove helpful :

1. Methods of teaching new material.
2. Methods of teaching which aid observation.
3. Methods of teaching which aid revision.

4. Methods of teaching which aid straight thinking.

5. Methods of teaching which aid emotional catharsis.

1. Methods of teaching new material.

New material may be taught in a number of ways e.g.

- (a) Teaching by exposition.
- (b) Demonstration Method.
- (c) Individual or Dalton Method of Teaching.
- (d) Heuristic Method of Teaching.

(e) Films following explanation and followed by discussion, with often a repeat showing of the film.

2. Methods of teaching which aid observation.

Different situations will allow for different methods of helping the student to observe. The following are suggested :

- (a) Observation Visits.
- (b) Exhibitions.
- (c) Demonstrations.
- (d) Discovery Sheets.
- (e) Case Studies.
- (f) Clinical Teaching.
- (g) Experiments.

3. Methods of teaching which aid revision

- (a) Seminar Method.
- (b) Questions and Answer Method. Many variations are possible from a straight class to modifications of the spelling-bee.
- (c) Students may teach a lay group on the subject to be revised; or preparation of lecture notes for giving a class to a junior group on the subject, may be undertaken.
- (d) Flash Cards and Games with the Flannelgraph may be devised.
- (e) Written questions.

4. Methods of teaching which aid straight thinking.

The way the teacher teaches and the way she accepts the students' knowledge through the students direct contribution or answers to oral questions will aid straight thinking. The following methods are of particular help :

- (a) Socratic Method.
- (b) Heuristic Method.
- (c) Tutorial Method.

(d) Teaching by actuality.

(e) Seminar.

(f) Question and Answer Session.

5. Methods of teaching which aid emotional catharsis

(a) Discussion

(i) Allowing the students to discuss a subject of interest to them straight away without introduction.

(ii) Use of acting as an introduction to discussion.

(iii) Use of provocative film strip or film as introduction.

(iv) Symposium or planned discussion on a controversial subject.

(b) Role Play

(c) Problem Solving Method

Flexibility of the requirements of the curriculum and methods of teaching.

Fundamentally, improvement in teaching and learning must be judged by changes in people—changes in their skills, understandings, values, relationships, and use of resources. The quality of the curriculum will be determined by the day to day experience in the class room and practical field. To make full use of the day to day experience, the curriculum, and particularly the time table must be sufficiently flexible to allow for the full use of opportunities as they arise. This is of particular importance where situations allowing for correlation may often be exploited if there is the necessary vision and willingness to switch previous plans. In order to be able to use "life style situations" as they arise there must be time. This is only possible if the students have a Block period in the school. Students who leave the ward to attend a lecture must generally return immediately afterwards as arranged, or chaos would ensue, but from point of view of good teaching it might be invaluable to use the next period to deal with certain questions that had arisen.

Many factors influence the possibility of growth for a curriculum and one of the most important factor is relationships between people. A shared purpose and willingness to pull together is

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