

## **TEACHING STRATEGIES**

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Access to Nursing and Health & Human Science

### **Introduction**

This report will explore a number of methods, where they might be used and the merits of each strategy. What method or strategy to use depends on lecture choice. It is crucial to consider students, the physical environment such as room and the equipment available, and the emotional climate.

### **Methodology**

Data was obtained from variety of sources including published books and research papers as the main source of information. Books were chosen based on the quality of information present and the credentials of the authors.

Here is the list of methods which are more frequently used depend on the size of the group.

#### *Group sizes and the appropriate strategies*

Large Group (N=>20):

- Lecture
- Demonstration
- Team Teaching
- Discussion
- Debate
- Video

Small Group (N= 5 – 20):

- Seminar
- Brainstorming
- Case Study

Individual (N=<5):

- Project/Assignment
- Tutorial

Lets discuss the first method – Lecture.

*A lecture* involves the teacher talking to the students about the subject. There is little, if any, chance of any two-way communication. The lecture has an introduction to the content the detail is then presented, and finally there is a summary of the lecture. It required careful presentation, particular if handouts and slides are to be used. The traditional lecture is used in the classroom or workshop to pass information to large groups of people at one moment in time. The main advantages of lecture are: lecturer can reach a large number of students and conveys a large amount of information in short time.

The main disadvantage of traditional presentation is that people do not have much chance to interact and little or even no feedback regarding the effectiveness of the learning. A further disadvantage of a lecture is that students are often passive.

How can we make presentations effective? We need to remember that people do not listen attentively for long time. Information can be broken into smaller units. Ask students different questions and let them discuss. A more serious matter is how we use our language. Our language should be inclusive when we use examples. Observing ourselves on video provides an important opportunity to listen carefully to what we say and to view our body language.

The next teaching method to look is *discussion*. What is discussion?

Discussion is when students are actively involved in talking to each other about an issue of mutual concern. Discussion is often used to help solve problem, or to explore issues and take decisions. It is a useful way of exploring attitudes and to help change unhelpful or antisocial attitudes. It is used simply to break up long session. This type of teaching can be used following a video or lecture in order to reinforce the learning and is very useful for changing attitudes. During discussion quiet members of the group can emerge as leaders and can encourage students to become more articulate. During discussion students can criticize each other's views and not the person.

The main disadvantages are; may take a relatively long time, may be difficult to keep to the point and even can be risky.

*Brainstorming* another type of teaching and learning methods is far more interactive for the students. Brainstorming occurs when students can think together on a topic and state ideas out loud. These ideas are recorded, usually on a flipchart or whiteboard, so that the entire group can see what has been said. It is useful way of establishing what students already know about a certain topic.

*Brainstorming* does have pitfalls. Not all students feel able to contribute in a large group and of course there is the danger that some students will commandeer the contributions and overly influence what is being recorded.

There are many ways to conduct a brainstorming session. Students can be asked to work individually or in pairs and small groups first before making contributions. They may have been given particular tasks which relate to one aspect of a topic and only after each group has fed back can a full brainstorming session take place. Brainstorming is very useful at the start of a programme so that everyone can negotiate how the group should behave.

The last type of teaching methods to be discussed is *Case study*. Case study is an examination of a real or simulated problem, which is structured so that learning can take place or be reinforced. Case studies are examples of particular situations, providing contextual information which participants must then apply to a particular problem or identification of action.

Advantages are: can be in class or at home, real, including current situations can be studied. However, using case studies required careful preparation. The information provided must be relevant. It must draw upon the current knowledge of the participants.

### **Conclusion**

This report has discussed the main teaching and learning methods. There are, of course, numerous permutations of each of these. As a reflective lecturer, the process is one of deciding which to use and why, trying these out and then identifying what

worked well and what did not work so well. The questions every time a lecturer tries a particular method are: “Did this method enable my students to learn?”; “Is there anything I need to do to improve my use of this method?”; “Were there learners who did not learn so well with this method?”; “Can I adapt the method to ensure that such learners can benefit from the method?”

*Reference list:*

1. Argyris, C. *Reasoning, Learning and Action*. – San Francisco, 1982
2. Yvonne Hillier *Reflective Teaching in Further and Adult Education*. London, 2002
3. Ian Reece *Teaching Training and Learning*. GB Business Education Publishers Limited, 2002

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**ОЦЕНКА КАЧЕСТВА ПРЕПОДАВАНИЯ МИКРОБИОЛОГИИ НА МЕДИКО–ДИАГНОСТИЧЕСКОМ И МЕДИКО–ПСИХОЛОГИЧЕСКОМ ФАКУЛЬТЕТЕ ПО АНКЕТИРОВАНИЮ СТУДЕНТОВ ГрГМУ**

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**Актуальность.** Оценка качества деятельности профессорско-преподавательского состава – важная часть системы образовательного процесса в ВУЗе. Поскольку позволяет получить объективную информацию о состоянии деятельности преподавателей; установить степень соответствия ее содержания и качества требованиям, зафиксированным в Положении о высшем учебном заведении; выявить положительные и отрицательные тенденции; установить причины повышения или снижения качества деятельности преподавателей в различные периоды их работы [1].

**Цель.** Оценить качество преподавания микробиологии на медико-диагностическом и медико-психологическом факультете по анкетированию студентов третьего курса ГрГМУ.

**Материалы и методы исследования.** С целью оценки качества преподавания в декабре 2016 г провели анкетирование студентов III курса медико-диагностического факультета (МДФд, n=11) и медико-психологического факультета (МПФ, n=12) УО «ГрГМУ», прошедших двух семестровый курс микробиологии. В набор вопросов анкеты входили следующие аспекты: интересно ли читались лекции, проводились практические занятия; понятны ли были объяснения преподавателя на лекциях и практических занятиях и т.д. Одни вопросы оценивались в процентах от 1 до 100, другие вопросы – в баллах по десятибалльной системе от 1 до 10. На 24 вопроса анонимной анкеты ответили 23 студента.

**Результаты.** Анкетирование 3 курса МДФд показало, что в опросе приняли участие 70% студентов женского пола и 30% – мужского. Возраст опрошенных: 80% – 19 лет и 20% – 20 лет. Около 90% студентов оценили себя