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Nurse Educator Perceptions on Learning for Practice Among BSN Graduates in Malawi

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Purpose: The study sought to explore the educators' perceptions on BSN graduate nurses learning experiences. This follows the growing concerns among stakeholders on low levels of clinical performance among graduates from the BSN programme. Learning for practice is a process in classroom learning when learners are equipped with relevant knowledge from subject content through deep learning. Therefore, determining how nurse educators in the BSN programme perceive student learning experiences is crucial for bringing educational reforms that may promote learning for practice.

Methods: A qualitative descriptive study approach was deployed for uncovering the nurse educators' perceptions on BSN graduates learning experiences. Population comprised all nurse educators involved in the teaching of the BSN programme. Sample comprised 10 participants who were identified through intensity purposive strategy. Data was collected through in-depth interviews using a structured interview guide. Content analysis guided the analysis and interpretation of data as the themes emerged.

Results: Themes were identified on basis of what participants had identified and perceived as their meaning perspectives on the learning for practice phenomena among graduate nurses. The themes further revealed numerous contradictions in the choice of teaching methods and actions taken amongst the educators in promoting classroom learning. Study results also align with assertions that teachers focus more on processes of classroom teaching in terms of methods, strategies approaches and testing than on the process of learning. The five major themes that emerged include the following: educators' teaching styles, teaching them to think, resources for teaching, student learning environment and strategies for improving learning for practice.

Conclusion: The results suggest that educators do not have clear guidance regarding the teaching of students and how these impacts on graduate learning outcomes. Alternative approaches to teaching are essential as efforts for meeting learners' needs for promoting learning for practice. Furthermore, the educators' perceptions portray the need for broadening the educational vision of the institution in educating graduate nurses for positive educational outcomes

Title:

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Keywords:

Learning for practice, Nurse educators and Perceptions

Abstract Summary:

Nurse educators' perception on how their teaching efforts impact on students' learning outcomes is crucial in the twenty-first century to ensure that they train graduates for competence and safety in practice. Thus, the landscape of the clinical environment where learners practice is dynamic and is changing requiring empowered learners.

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