

## THE UNDERGRADUATE NURSES PERCEPTIONS ON THE NATURE OF ASSESSMENTS IN A BSN PROGRAMME: A MALAWIAN PERSPECTIVE.

### A. Background

- Assessment is the process of making informed educational decisions and serve as strategies for establishing what and how learners learn the subject content
- Learner perception on the assessment process is key to deep learning and teaching that is explicitly linked to assessments promotes deep learning
- Undergraduate nurses' perceptions on assessment strategies are key to deep learning since Mahmoud (2012) asserts for teaching that stimulates high order thinking

### B. Aim

The study sought to explore how the undergraduate nurses perceived the nature of assessments in their BSN programme in promoting learning for practice



### C. Methods

Qualitative descriptive study design as Phase 2 of A two-phased, cross sectional sequential explanatory mixed method research design

### D. Sample

Purposive intensity sampling strategy (Patton, 2002)

Sample size: 20 participants

### E. Data Analysis

Content Analysis was deployed to generate themes that formed base for interpreting and describing the undergraduate nurses perceptions on assessments (Ryan & Bernard, 2003).



### F. Results

#### Theme 1. Assessments drove learning

Teaching and learning was associated with passing assessments as the quote below illustrates:

*“most of the times teachers would say this content would come in the examinations”*

#### Theme 2 Memorization required

Participants stated that assessments required direct answers. The excerpt illustrates:

*“Essays solicited direct answers, we memorized the notes.”*

#### Theme 3. Time and Timing

The assessments were constrained by time. The rationale provided was

*“most of the times assessments were written without notice students would just see examinations coming”.*

### G. Implications

Assessments were teacher –centered and might have promoted surface learning among learners

Learner efforts are key determinants on learning performance

Sound assessment processes enhance development of memory and reasoning in learning

### H. References

Mahmoud, H. G. (2012). Critical thinking dispositions and learning styles of baccalaureate nursing students and its relation to their achievement. *International Journal of Learning and Development*, 2(1), 398–415.