

Title:

Student-Centered Teaching Methodology in an Undergraduate Nursing Programme at Two Nursing Institutions in Kingston, Jamaica

Melissa Walker, MScN (Ed), BScN (Hons)

Cavelle J. Allen, MScN (Dist), BScN (Hons)

Dawn Munroe, MA (CounsPsych) (High Hons)

Rosain N. Stennett, MPH

Shaulene M. Stanley, MScN (Ed), BScN

Karozan S. Cascoe, MScN (Dist), BScN (Hons)

The UWI School of Nursing, Mona, The University of the West Indies, Kingston, Jamaica

Session Title:

Effective Teaching Methods

Slot:

S 08: Monday, 31 July 2017: 11:45 AM-12:30 PM

Scheduled Time:

12:05 PM

Keywords:

nursing education, student centredness and teaching methodology

References:

Chilemba, E., & Bruce, J. (2015). Teaching styles used in Malawian BSN programmes: A survey of nurse educator preferences. *Nurse Education Today*, 35(2), e55-e60. doi: <http://dx.doi.org/10.1016/j.nedt.2014.12.015>

Stanford, A. (2014). *The effects of teachers' teaching styles and experience on elementary student's mathematical achievement* (Doctoral dissertation, Liberty University).

Abstract Summary:

Senior students and lecturers rated the degree of student-centeredness among lecturers using the prevalidated "Principles of Adult Learning Scale" tool. Age and teaching experience were not significant factors, but class size was proven to be an important influencing factor when considering this teaching methodology.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
At the end of the presentation, participants will be able to describe the relationship between demographic characteristics and teaching methodologies from the perspective of a developing country	Specific demographic data utilized in the study will be presented along with their relationship to student/teacher centered teaching methodology. Descriptions of the setting will also be given
At the end of the presentation, participants will be able to discuss student centredness within varying class sizes	Specific data related to class sizes from large to small and the scores attained denoting student or teacher centredness will be presented

Abstract Text:

Purpose: To determine the factors related to student-centred teaching methodology in an undergraduate nursing programme at two nursing institutions in Kingston, Jamaica.

Methods:

This descriptive cross-sectional study was conducted among 129 randomly selected students and the 24 lecturers teaching this cohort. Data were collected using the Principles of Adult Learning Scale (PALS). The tool consists of 39 items with seven constructs namely: Personalizing Instruction, Relating to Experience, Assessing Student Needs, Climate Building, Participation in Learning Process and Flexibility for Personal Development. **Results** were analysed using the SPSS version 22. Pearson's Correlation Coefficient was used to determine the relationship between the demographic characteristics of the lecturers and the teaching methodology as well as the relationship between class size and the teaching methodology. Independent sample *t* test was used to compare means and determine the significance of observed differences.

Results:

The study had a response rate of (79%) and (71%) for students and lecturers respectively. The results showed that 50% of the lecturers and students rated the degree of student-centredness as teacher-centred. There was no significant relationship between age and years of experience and the teaching methodology. However, there was a strong negative relationship between class size and the teaching methodology and this was statistically significant ($p < 0.001$). There was a statistically significant difference between the lecturers' and students' mean scores within the following factors: Learner Centred Activities ($t = -9.267, p < 0.001$), Personalizing Instructions ($t = 4.063; p < 0.001$), Assessing Students' Needs ($t = -6.24; p < 0.001$) and Participation in Learning ($t = -3.384; p = 0.001$).

Conclusion:

There was no significant relationship between age and years of experience and the teaching methodology. However, there was a strong negative relationship between class size and the teaching methodology. Fifty percent of the lecturers and students rated the degree of student-centredness as teacher-centred. The findings of this study are extremely important to nursing education as it highlights the disjunction between the lecturers' rating of specific practices and the predominant teaching approach. Given the relationship between student-centredness and enhanced critical thinking skills, student engagement and motivation to learn, it is critical for the teaching/learning environment to be more student centred.