

Introducing Education through the process of active learning using small group method among post graduate Nursing students.

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Abstract: "Education is the manifestation of divine perfection already existing in man"
-Swami Vivekananda

Education is a great conservative and transmitting force. According to John Dewey, Education is not something to be forced upon children and youth from without: but it is the capacity with which human beings are endowed at birth. As per the changing trends in education there are new innovations in teaching in order to facilitate the learning opportunities for the students. One among the new method is the small group learning. The current study was conducted among post graduate Nursing students using quantitative approach with pre-experimental research design. The findings of the study showed a significant level of difference in the pre-test and post test level of knowledge of the students.

Keywords: Education, Active learning, small group method, post graduate Nursing students

I. Introduction:

Concept of Education in India:

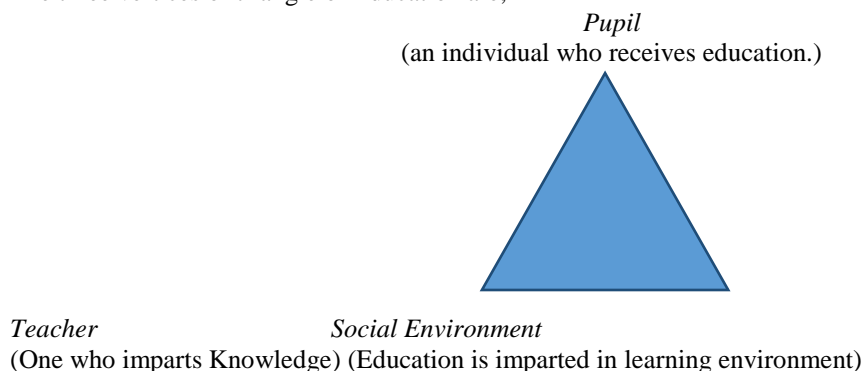
Education is also called as Educare, which means 'to rear, to bring up, to nourish. The term also emphasizes that child has to be brought up by certain preconceived ideas. Hence, she/he to be fed with knowledge in proper way, so the child can utilize his innate power to achieve his ends towards the future.

Views of Education in India:

Common word used in India for Education as synonyms is Siksha,' which means to instruct, to discipline, to teach. According to Mahatma Gandhi, Education is an all-round drawing out of the best in child and man-body-mind & spirit. Most famous Philosopher Shankaracharya,'Education is the realization of self'.

Teaching and Learning process:

Teaching and Learning is the dynamic process. It has been noted a paradigm of shift away from emphasis on the teacher and teaching to emphasis on the learner and learning. The chief agent in the process of learning is the learner (Barr & Tagg 1995). Within this process faculty are responsible for "creating environment and experiences that make the students to discover and construct the knowledge for their future by themselves. The three vertices of triangle of Education are,



Teaching and Learning in Nursing Education:

Nursing Education curriculum help to provide wide opportunity for the students to gain theoretical knowledge in the classroom using various learning experiences like discussion, small group learning, microteaching, seminar, practice teaching etc. During clinical postings the students get wide opportunities to conduct case studies, clinical teaching, and clinical demonstrations, ward teaching etc.

Small group means:

A small group consist of 4-6 learners who must be facilitated by a teacher or facilitator. The view of the small group learning is Learner-centered education who can join the free discussion on a particular topic (Mc.Crorie, 2006). Small group learning can be integrated with any larger setting such as workshop or conference.

Small groups provide opportunities for learning that are difficult to establish in large group settings. They are particularly useful to enable learners to take part in discussion, active participation, feedback and reflection, and to consolidate learning, clarify understanding, and explore ideas and concepts. Depending on the purpose and nature of the group, small group teaching can also help to develop 'transferable' skills, such as study skills, communication skills, teamwork, problem solving and personal development.

Active learning:

Active learning is a learning approach in which students engage themselves through self-reading, writing, talking, listening, exploring and reflecting through internal motives. Active learning is in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.



Components of active small group learning:

- Be creative! Invent new strategies and adapt existing ones to your needs.
- Start small and be brief.
- Develop a plan for an active learning activity, try it out, collect feedback, then modify and try it again.
- Start from the first day of class and stick with it. Students will come to expect active learning and perform better.
- Be explicit with students about why you are doing this and what you know about the learning process.
- Request students vary their seating arrangements to increase their chances to work with different people. Have students occasionally pair up with the student behind them, since friends often sit side by side.
- Use questions from in class activities on tests. For example, include a short essay question that was used in a think/pair/share.
- Negotiate a signal for students to stop talking.
- Randomly call on pairs to share.
- Find a colleague or two to plan with (and perhaps teach with) while you're implementing active learning activities.
- Continue learning through workshops, reading, and practice

Current study:

Procedure:

Small group learning is an effective classroom method by which learning takes place among a limited number of participants, preferably with no more than 5-8 students per group. The goals of Effective small group teaching/learning involves: Active participation among group members; A faculty leader who facilitates rather than dominates discussion; A focus on application of knowledge or problem-solving.

Statement of the problem:

Introducing Education through the process of active learning using small group method on Audio-visual aid among Postgraduate Nursing students.

Aim:

To assess the effectiveness of small group learning among post graduate nursing students.

Objectives:

- 1.Assess the Pre test and post test level of knowledge.
- 2.Determine the effectiveness of Small group learning.
- 3.Associate the level of Knowledge with the selected demographic variables.

Research approach: Quantitative research approach.

Research design: Pre-experimental research design

Sample:

The sample for the study includes, Ist year Post graduate nursing students.

Sample size: 20 Post graduate Nursing students.

Procedure:

The students were divided into small groups according to the five specialitygroups. The seating arrangement was circular with one facilitator for each group .Schedule for prepared for the entire week .The session was started with a pretest to assess the existing level of knowledge .The handouts were prepared and distributed by the facilitator before the session begins. Sufficient time was allotted for each activity to be completed.

Review of Literature:

Slavin et al. (2003)studied the major perspectives on the effectiveness of learning in small groups. The cognitive perspective, which comes down to the notion that students learn through interaction with peers and through elaboration (e.g., by explaining in own words or asking critical questions) on the subjectmatter.

Observational studies have demonstrated that students in tutorial groups display cognitive activities such as summarizing, asking each other critical questions and correcting misconceptions (**Visschers-Pleijers et al. 2006; Yew and Schmidt 2009**). Within a group these activities need to occur in order to develop shared cognition (**Van den Bossche et al. 2006**).

Van der Linden et al. (2000) state that, in order for collaborative learning to be successful, students working together within groups should be mutually dependent, should share a common goal and should share responsibilities.

Yew and Schmidt (2009)identified these collaborative processes in tutorial groups, for instance in the form of sharing information. The third and last perspective on the effectiveness of learning in small groups is the motivational perspective. According to this perspective motivation to complete the learning task at hand prompts students to actively contribute to the group discussion (**Slavin et al. 2003**).

Hidi and Renninger (2006). They refer to it as the willingness to engage, which springs from an interaction between a person and a specific content or even a specific learning environment.They suggest that academic achievement is positively affected by situational interest of students.

Major findings and results:

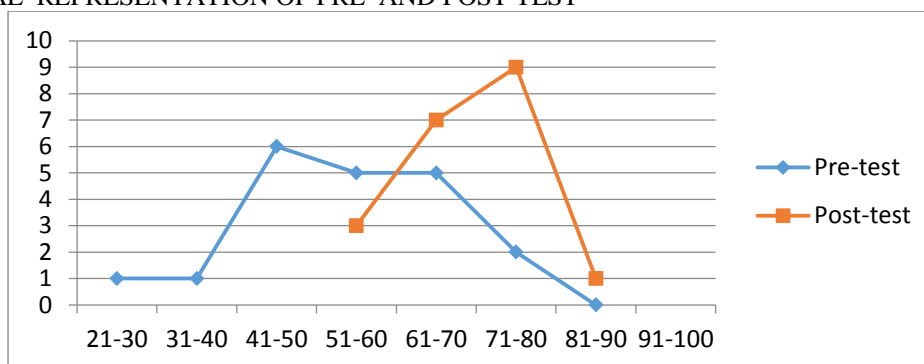
EDUCATIONAL WORK SHOP:session-1
PRE AND POST TEST MARKS INTERPRETATION

S.no	Pre test marks out of 100	Post test marks out of 100
1.	43	70
2.	46	72
3.	63	67
4.	65	74
5.	71	54
6.	54	80
7.	59	60
8.	72	67
9.	45	72
10.	36	62
11.	45	72
12.	42	77
13.	53	76
14.	65	59
15.	57	63
16.	29	76
17.	62	52
18.	44	69
19.	54	73
20.	66	68

INTERPRETATION:

RANGE	PRE TEST	POST TEST
21-30	1	-
31-40	1	-
41-50	6	-
51-60	5	3
61-70	5	7
71-80	2	9
81-90	-	1

GRAPHICAL REPRESENTATION OF PRE AND POST TEST



DATA INTERPRETATION:

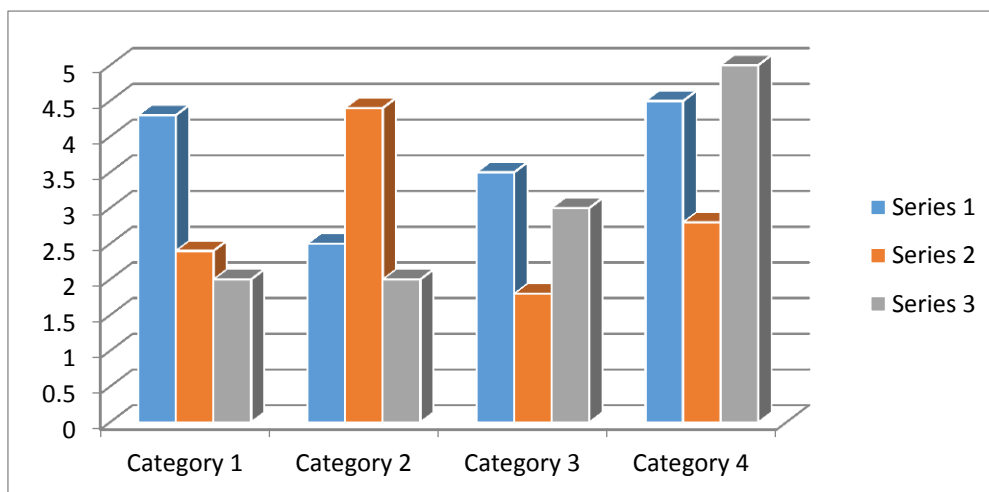
PRE TEST HIGHEST SCORE – 2 STUDENTS (71- 80)
 POST TEST HIGHEST SCORE – 1 STUDENT (81-90), 9 STUDENTS (71-80)
 PRE TEST LOWEST SCORE 1 STUDENT (21-30)
 POST TEST LOWEST SCORE - 3 STUDENTS (51-60)
 NUMBER OF STUDENTS BELOW 50 IN PRE TEST = 8
 NUMBER OF STUDENTS BELOW 50 IN POST TEST = NIL
 LOWEST SCORE IN PRE TEST = 29/100
 LOWEST SCORE IN POST TEST = 52/1
 PRE AND POST TEST MARKS INTERPRETATION:session-2

S.no	Pre test marks out of 100	Post test marks out of 100
1.	37	59
2.	54	50
3.	32	60
4.	27	60
5.	43	70
6.	50	54
7.	42	72
8.	51	64
9.	45	56
10.	52	73
11.	37	72
12.	36	57
13.	43	75
14.	38	76
15.	31	56
16.	45	75
17.	37	73
18.	47	64
19.	40	70
20.	-	54

INTERPRETATION:

RANGE	PRE TEST	POST TEST
21-30	1	-
31-40	8	-
41-50	7	1

51-60	3	8
61-70	-	4
71-80	-	7
81-90	-	-



II. Conclusion:

The students showed a significant difference in the level of knowledge in both the sessions of the workshop and hence the small group method of active learning is effective for classroom teaching when compared to the traditional methods.

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