

T6. Course Specification (CS)

Institution Najran University	Date 03-07-1439h
College/Department Nursing college/Department of Nursing Education and Administration	

A. Course Identification and General Information:

1. Course title and code : Teaching and Learning Principles 354LRN-1			
2. Credit hours : 1hr (theory)			
3. Program(s) in which the course is offered. Nursing Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Male Students: Dr. Heba Abdel-Fatah Ibrahim Female Students: Miss. Abeer Ali Alberr			
5. Level/year at which this course is offered 5th level , 3rd year			
6. Pre-requisites for this course (if any) : None			
7. Co-requisites for this course (if any) : None			
8. Location if not on main campus : The college of applied medical science for male section Najran university campus (medical colleges for female section).			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text" value="*"/>	What percentage	<input type="text" value="70%"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage	<input type="text"/>
c. e-learning	<input type="text" value="*"/>	What percentage	<input type="text" value="30%"/>
d. Correspondence	<input type="text"/>	What percentage	<input type="text"/>
f. Other	<input type="text"/>	What percentage	<input type="text"/>
Comments: Self-learning			

B. Objectives:

1. What is the main purpose for this course? By the end of this course the students will be able to acquire basic knowledge related to teaching and learning, effective teaching strategies, learning styles and theories, and evaluation methods which achieve the educational objectives.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) <ul style="list-style-type: none"> Using problem solving strategy for teaching the course to improve students' abilities for creative thinking. Modify the course contents according to the results of new research in teaching and learning principles field.

C. Course Description (Note: General description in the form used in the Bulletin or handbook should be attached.)

Course Description This course will focus on the study of the organization & methods of teaching and learning strategies, which achieve the educational objectives, also it discusses the advantages and disadvantages of different teaching methods and evaluation system
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1. Topics to be Covered:		
List of Topics	No. of Weeks	Contact Hours 1.
- Basic concepts related to teaching and learning	1	1
- Principles of teaching and learning	2	2
- Adult learner characteristics	1	1
- learning needs analysis	1	1
- Learning styles	1	1
- Theories of learning	2	2
- Educational objectives	1	1
- Taxonomy of behavioural objectives according to learning domains: <ul style="list-style-type: none"> Cognitive Affective Psychomotor 	2	2
- Instructional methods and materials	2	2
- Evaluation in health care education	2	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours	15hrs	-----	-----	-----	-----	15hrs
Credit	1hrs	-----	-----	-----	-----	15hrs

3-Additional private study/learning hours expected for students per week	1hr
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table)

Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	1- Identify basic concepts and principles related to teaching and learning and adult learner characteristics.	- Lecture. - Group discussion	- Written exam (quiz, midterm and final)
2.0	Cognitive Skills		
2.1	1- Discuss the educational objectives according to domain of learning.	- Lecture. - Group discussion - Brain storming	- Written exam (midterm and final)
2.2	2- Differentiate among different learning styles, learning theories, teaching strategies and evaluation	- Lecture. - Group discussion - Self-study	- Written exam (midterm and final)

Code	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	methods according to the learning situation.		
3.0	Interpersonal Skills & Responsibility		
3.1	1.Participate in ongoing self-learning activities related to profession	- Group discussion - Problem solving	- Class participation
4.0	Communication, Information Technology, Numerical		
4.1	1.Apply self-directed learning in specific assignments using information technology and internet	- Group discussion - Problem solving	- Presentation checklist

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc	Week Due	Proportion of Total Assessment
1	Quiz	5 th week	10 %
2	Mid-term theoretical exam	9 th week	20 %
3	Final theoretical exam	17 th week	60 %
4	Assignment (presentation)	Continuous	5 %
5	Class participation	Continuous	5%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
<ul style="list-style-type: none"> - 1 office hours every week - Student encourage to communicate on e-mail or at office - Feedback on the results of periodic evaluations for each student

E. Learning Resources

1. List Required Textbooks:
<ul style="list-style-type: none"> - Susan B. Bastable, (2014):Nurse as Educator (Principles of teaching & learning for nursing practice, 4th edition, Canada, Jones& Bartlett publisher.

2. List Essential References Materials (Journals, Reports, etc.)
- Sally H., Rankin RN., and Karen D., (2016): Patient Education in health and illness, 5 th edition, London, Walters Kluwer.
3. List Electronic Materials Web Sites, Facebook, Twitter, etc.
- Kathleen G., Marilyn O., and Teresa S., (2014): Clinical Teaching Strategies in Nursing, 4 th Edition, USA, Springer publishing company.
- Sankaranarayanan B. and Sindhu B.(2012): Learning and Teaching Nursing, 4 th edition, Jaypee, India Brother medical publishing.
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
- http://www.unideusto.org/tuningeu/images/stories/key_documents/TLA-NURSING.pdf
- http://my.safaribooksonline.com/book/medicine/9789332501461/chapter-5-teaching-earning-process/ch5_18_xhtml#X2ludGVybmFsX0h0bWxWaWV3P3htbGlkPTk3ODkzMzI1MDE0NwmcXVlenk9
- http://archive.org/stream/principlesmethod00weltuoft/principlesmethod00weltuoft_djvu.txt
- http://youth.pumch.cn/sites/default/files/sharefile/1902/2011/02/05000900009330_1_pdf_14526.pdf
- http://www.nursingtimes.net/nursing-practice/clinical-zones/educators/nurses-learning-styles-promoting-better-integration-of-theory-into-practice/1970593.article
- http://elearningindustry.com/8-important-characteristics-of-adult-learners
- http://www.bcps.org/offices/lis/models/tips/styles.html

F. Facilities Required

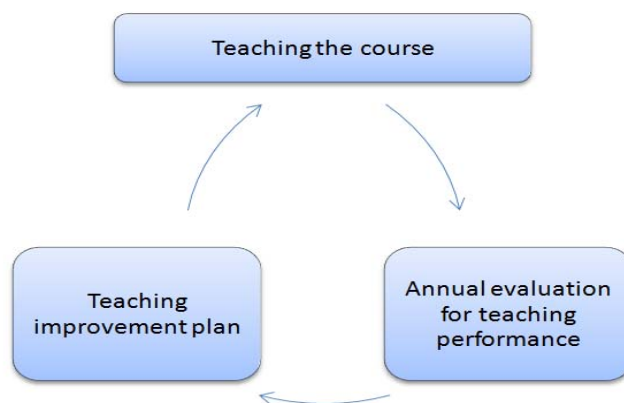
Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
- Lecture room suitable for 30 students.
- Suitable light and air condition.
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
- One Computer and projector in lecture room
2. Computing resources (AV, data show, Smart Board, software, etc.)
- Library references and services
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- University questionnaire for evaluation of the course on the official web site.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.

- Peer observing teaching evaluation
- Program coordinator evaluation

3. Processes for Improvement of Teaching :



The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

1- Insisting on involvement:

all teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

2- Lifelong learning and self improvement:

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self- improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

1- For the final written exam (to assess knowledge and cognitive skills):

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the approved assessment matrix in manual of processes and procedures.

2- For overall achievement of the course ILOs

Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self-assessment survey (to be filled by the students).

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement

By the end of each semester:

- Course report is submitted to the head of the department with the relevant results of reports and questionnaires to be considered in the improvement plan for the subsequent semester. Execution of the improvement plan of the course is to be tracked by the head of the department.

Committee of program review and improvement conducts a comprehensive study on:

- Performance of current cohort with previous cohorts at the level of all the specialty courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.
- Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Name of instructor : Miss. Abeer Ali Albarr

Signature :



Date Report Completed: 13-5-1439h

Program coordinator Dr: Nahid Khalil

Signature:

Date received:

Dean of the University : Dr. Awad Al Qahtani

Signature:

Date received: