

Changing teaching to improve learning in large midwifery lectures: The example of neonatal jaundice.

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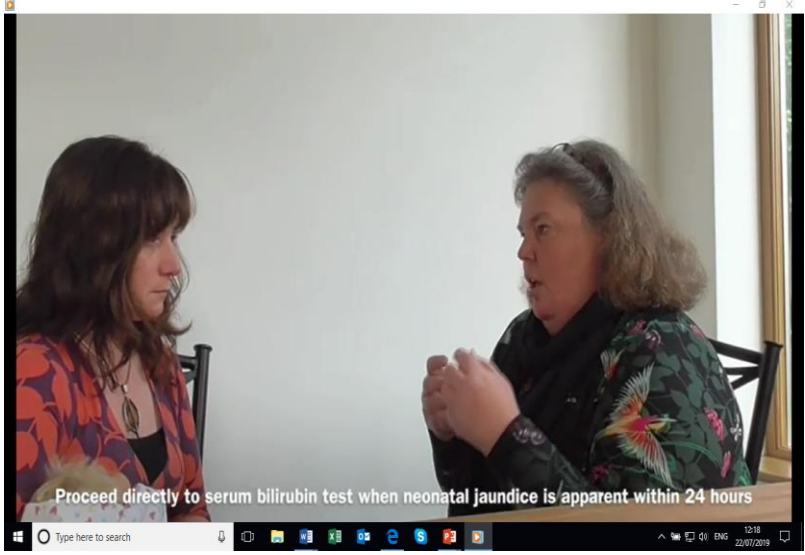
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Purpose

Midwives need to understand neonatal jaundice physiology to explain it to parents. Midwifery students expressed difficulties in comprehending its physiology and initiating explanations. This, coupled with limited teaching time, resulted in single lecture allocations, with large groups of over 75. An innovative approach was required to improve learning.

Evidence suggests that students prefer learning about bioscience when it is related to examples of clinical situations (Davies et al., 2000, Majeed, 2014). This assists them to see its relevance to their course, which promotes their belief about succeeding to learn (Andrew et al, 2015). Interaction supports understanding, enabling students to advise parents.

"By giving our students practice in talking with others, we give them frames for thinking on their own." ~. Vygotsky (1978, 1996)

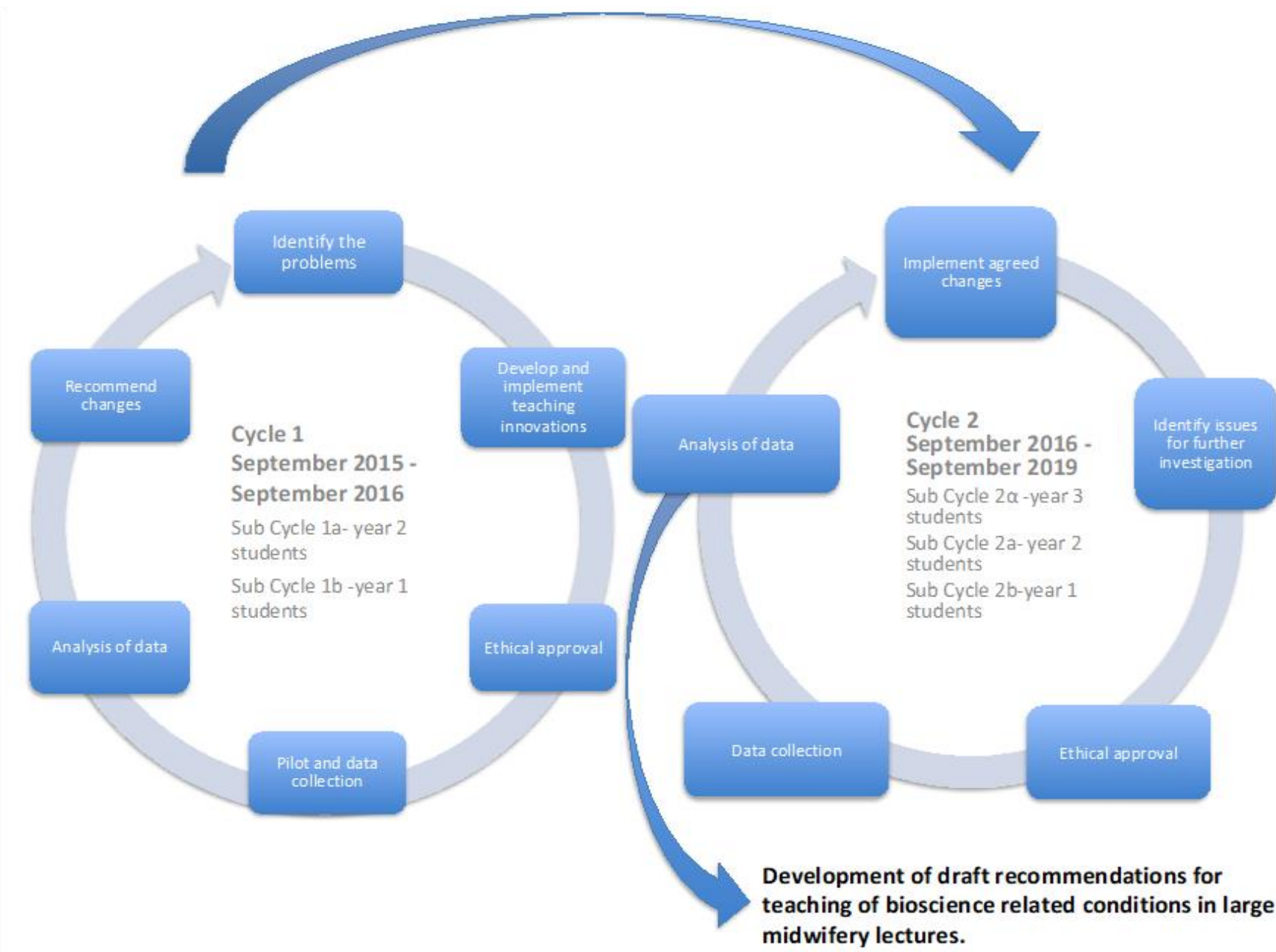


To attempt to improve students' understanding and facilitate their information giving, I developed scenario video clips with example explanations of recommended care. They were included with case based discussions and quizzes in lectures.

Research Question: How can I enhance my teaching of neonatal jaundice to midwifery students in large lectures, through the use of multimedia, to promote their ability to to explain this condition to parents?

Methodology & Data Collection

A two cycle action research study



Cycle One

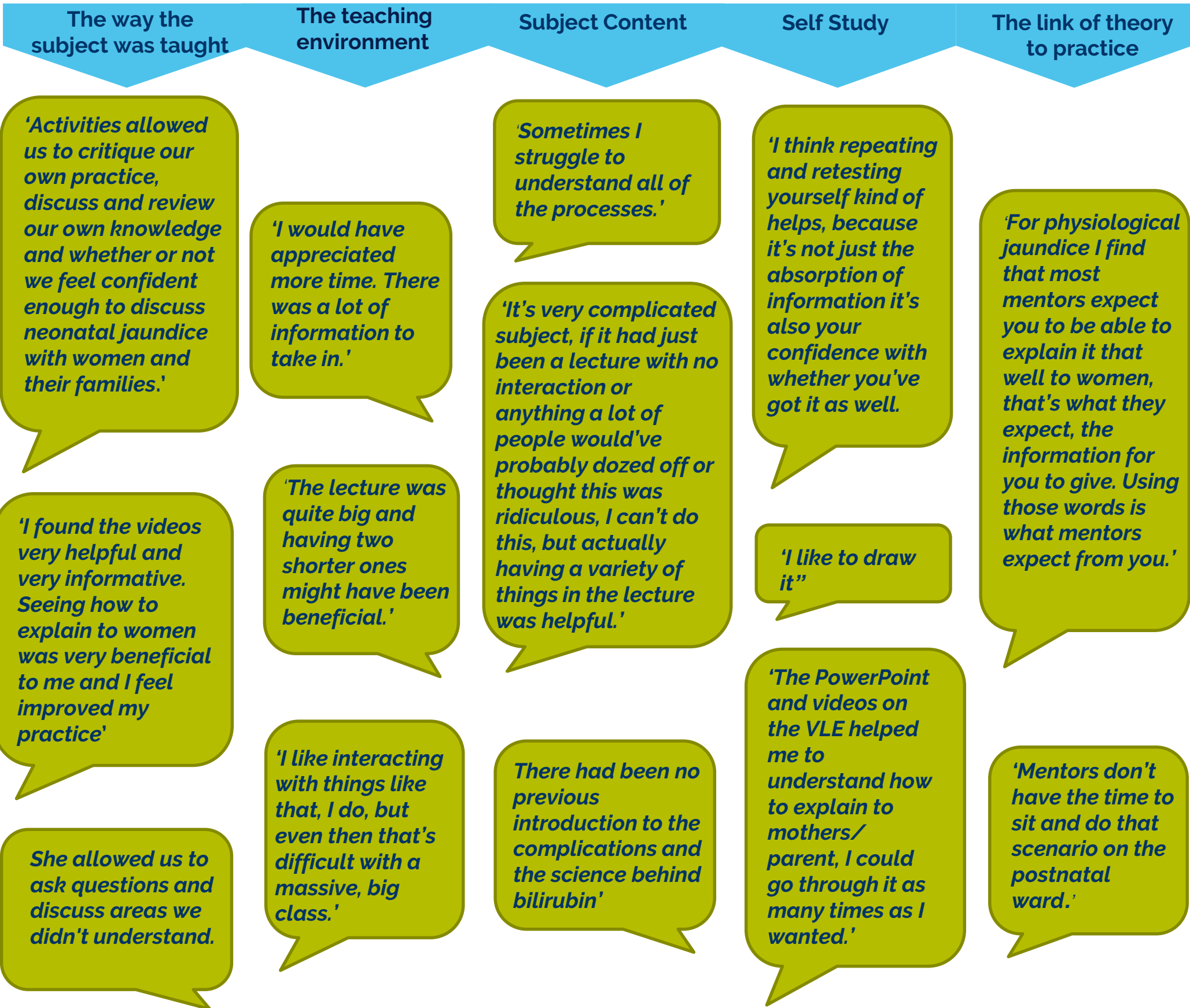
- Anonymous questionnaires
- Interviews
- Jaundice explanation recordings
- Field notes.

Cycle Two

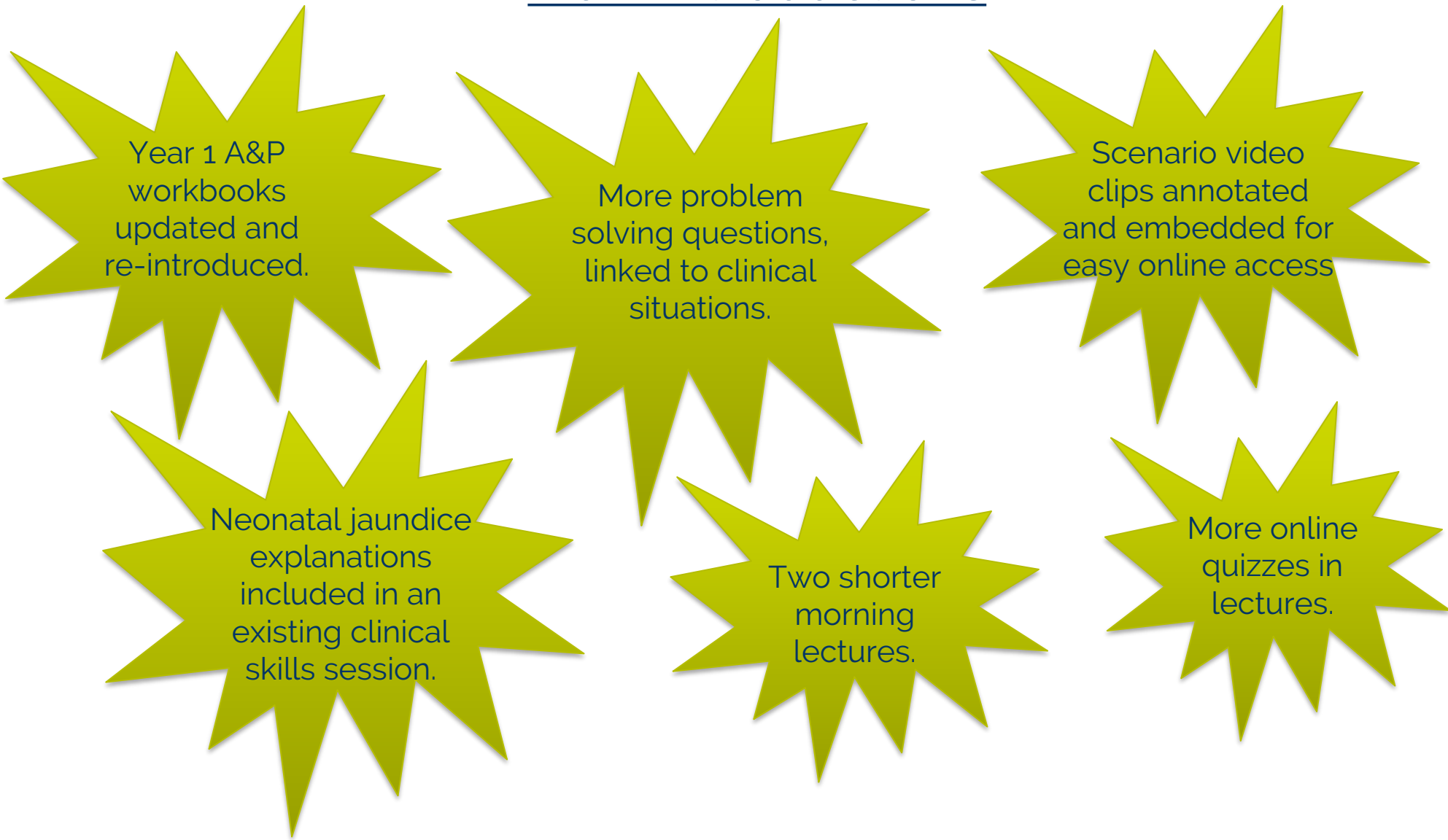
- Cycle One methods plus:
- Reflective lecture comments
- Lecture quizzes
- Summative assessments

Cycle	Year group/ sub cycle	Potential participants	Total potential participants
One	Two/ 1a	67	144
One	One/ 1b	77	
Two	Three/ 2 alpha	67	
Two	Two 2a	77	222
Two	One/ 2b	78	

Cycle One: Initial Findings

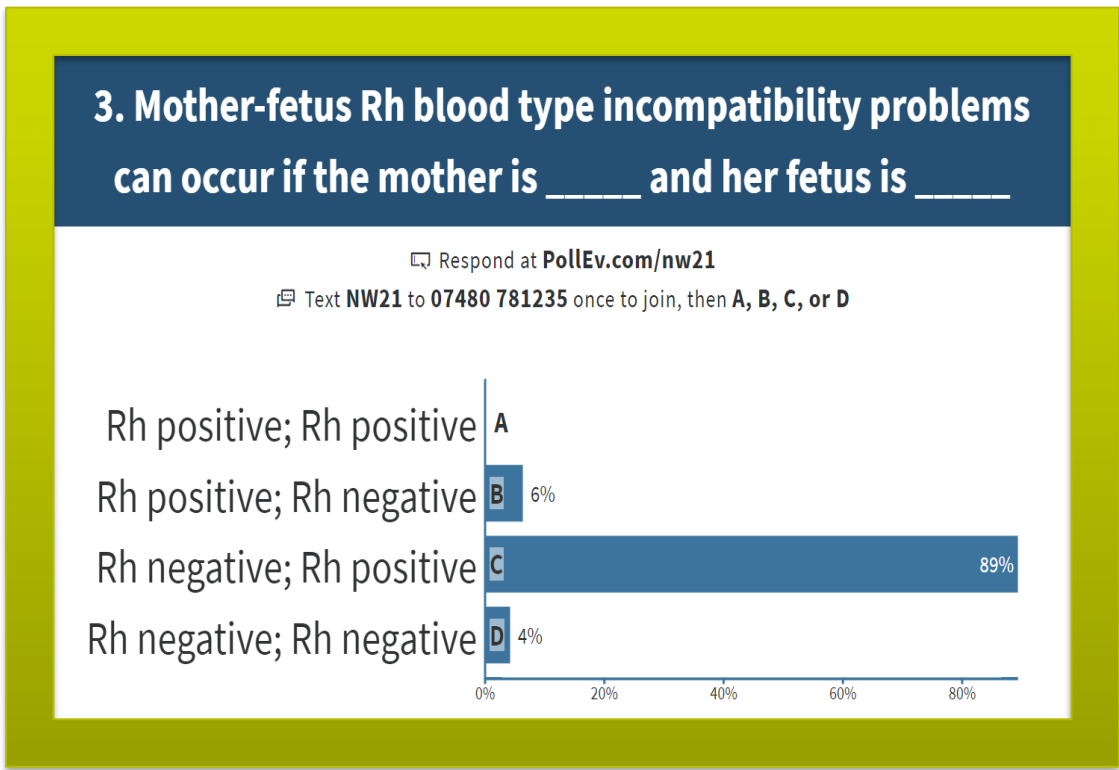


Main Introductions



Cycle Two: Focus

- Evaluation of the introductions made.
- Exploration of the value of the lecturer and quizzes in lectures.



Conclusions

The Action Research methodology was shown to be valuable for researching a complex local challenge and implementing change.

References

Andrew, S., McVicar, A., Zanganeh, M., & Henderson, N. 2015. Self-efficacy and relevance of bioscience for nursing, midwifery and healthcare students. Journal of Clinical Nursing. Vol: 24 pp 2965–2972
Davies, S., Murphy, F., Jordan, S., 2000. Bioscience in the pre-registration nursing curriculum: finding the right teaching strategy. Nurse Education Today 20 (2), pp123–135.
Majeed, F., 2014. Effectiveness of case-based teaching of physiology for nursing students. Journal of Taibah University Medical Sciences. vol. 9 no: 4 pp 289-292
Vygotsky, L. S., 1996. Thought and language. (Rev. ed.) A. Kozulin (Ed.). Cambridge, MA: MIT Press.

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