

Effectiveness of Demonstrative Panel Discussion as Newer Teaching Learning Method for Quality Enhancement among Undergraduate Nursing Students

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Abstract

The word 'panel' means a group of experts. The discussion held among these expert members in front of an audience could be called panel discussion. An Experimental research approach was used for this study. Pre test-Posttest design was used for this study. Total 34 samples were selected using simple random sampling technique in which 17 were selected for Lecture method and 17 were selected for Panel discussion. The data pertaining to level of knowledge was collected using structured self administered questionnaire on Educational objectives. While comparing both the methods the analysis revealed that there was a significant increase in level of knowledge regarding educational objectives by panel discussion as the mean value increased. Statistically panel discussion was found to be effective as the mean difference was 7.47. The mean difference of lecture method was 6.82 though the p value was 0.015 indicate significant difference. Thus it is clearly evident that panel discussion is more effective than lecture method.

Keywords: Panel Discussion; Teaching Learning Method; Quality Enhancement; Undergraduate Nursing Students.

Introduction

Problem-oriented learning originates from analyzing and solving existing "real world" problems. They are characterized by an identity of the learning context and the practical context. When the theme or topic tends to be complicated and controversial in nature, a panel discussion often helps to clarify issues. The difficult aspects of the topic are considered in a systematic and objective manner. The moderator introduces the theme of the discussion to the participants. The moderator also

initiates the discussion on the issue under consideration. The questions are then addressed to the panelists in a pre-determined order. The panelists are called (in a pre-determined order) to express their views. Later, panel members may react to, respond to or complement the views expressed by co-panelists. At the end of the session, the moderator integrates and synthesizes the different points of view and presents them to the audience. If there is time, the moderator can call for further questions. Finally, the moderator sums up the discussion and highlights the key points.

Background of Study

Education gives a new shape to man. It is a goal oriented process through which individuals are able to acquire knowledge and skill to internalized attitudes and values needed for the fulfillment of

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specific roles. Education is a process of receiving or giving systematic instruction especially at a school or university. According to Plato, "College is a place where a professor's lecture notes goes to straight to the students' lecture notes, without passing through the brains of either". To educate in true sense is therefore allowing the student opportunity to explore their immense potential in safe supportive and sensory rich environment. The real job of education system is to help student find themselves.

Internet plays a vital role in the education of 21st century students which helps the students to gain knowledge in an interesting manner. Hence there should be some new enhancement in the teaching methods choosing the correct method, which apt to the course objectives is the most important issue in the field of teaching.

Need of the Study

Panel discussion can be implemented easily in adult education, professional management training and graduate university courses. Students are introduced to the philosophy and methodology of the scientific practice in this discussion-format seminar. Through self practice and collaborative review, students learn all the concept of topic Teaching methods are enormous in number, where as the correct method should be used by the teachers in order to provide a quality education for the students is very important. Most of the people, when asked about teaching methods, provide two main types of teaching; Lecture and Panel discussion method which are on the opposite ends with some similarities in between:

Aim of Study

"Demonstrative panel discussion is newer teaching learning method for quality enhancement among undergraduate nursing students".

Review of Literature

1. Meers, M.B., Demers, N.E., and Savarese, M. 2003. Integrating scientific philosophy, theory, methods, and ethics in undergraduate science curricula. *Journal of College Science Teaching*. 33(3). A principle assignment for the course is the Development of an individual research proposal through which the students demonstrate their understanding of science Processes.
2. In the fall of 2009 we initiated a course modification to include a funding panel

simulation where students participate in an anonymous peer review of proposals from students in other sections of the course. We report on the Results of the multiple efforts to run this simulation where we have modified the size of funding panels, the degree of Overlap of interest/expertise of the student reviewers, and the preparation and delivery of the simulation. Post-simulation Assessments indicate the students' enjoyment of the simulation and perceived increased insight into writing an effective Proposal. An unanticipated benefit of the simulation is real-world ethical issues that provide a powerful bridge to the Unit on science ethics. Students considered the experience valuable ($t = 17.7$, $df = 39$, $p < 0.001$). Students felt that they learned more about writing an effective proposal by participating in the panel discussion ($t = 8.48$, $df = 39$, $p < 0.001$). Students also felt that they learned more about the process of science by participating in the funding panel ($t = 7.41$, $df = 39$, $p < 0.001$).

3. Ttingus, steven j. *Journal of rehabilitation research and development, suppl. Proceedings: white house/va conference emerging technologies (2005): 23-26*. Heme. A panel discussion on the critical issue of how disability research impacts the New Freedom Initiative is presented. Among other things, the improvement on educational opportunities for students and adults with disabilities is discussed.
4. Donoghue, John P. *Journal of rehabilitation research and development, suppl. Proceedings: white house/va conference emerging technologies (2005): 61-65*. In a speech, Donoghue talks about the state-of-the-art and promise of neuroprosthetics. Among other things, Brain Gate neuro-motor prosthesis is a pilot clinical system designed to provide signals about the intention to move from the brain to assistive technologies.
5. *George Williams (Amgen):* We definitely need more attention in our training programs to some practical experience. This could be done through consulting opportunities, or through program internships, and have tremendous value. Also pro-grams that help improve communication skills (e.g., presentation skills, interactions with consultants) would be important additions.

Objectives of Study

1. To assess the level of knowledge with didactic lecture among undergraduate nursing student.

2. To assess the level of knowledge with panel discussion among undergraduate nursing student.
3. To compare the panel discussion with didactic lecture among undergraduate nursing student.
4. To assess the perception about panel discussion among undergraduate nursing student.

Hypothesis

H1- There is significant increase knowledge in panel discussion among undergraduate nursing student.

Methodology

Research Approach: An Evaluatory approach

Research Design: Pre test-Posttest design

Setting of the Study: SRMM CON Sawangi (M) Wardha

Population: Undergraduate Nursing Students

Variables

Independent Variable: The independent variable of this study panel discussion among undergraduate nursing students.

Dependent Variable: The dependent variable of this study response of undergraduate nursing student.

Samples: Undergraduate Nursing Students from Final year P.B.B.Sc. nursing.

Sample Size: In this study sample size was 34 P. B. B.Sc final year nursing students.

Sampling Technique: Randomly sampling

Criteria for Sample Selection

Inclusion Criteria

- Final year P.B. B.Sc. nursing
- Present and available at the time of study
- Students physically healthy

Exclusion Criteria

- Repeater student

Description of Tool

Structured questionnaire consists of two sections

Part I consists of 20 questions on knowledge

regarding educational objective through panel discussion.

Part II consist 10 question on Perception about panel discussion through rating scale

Procedure for Data Collection

The permission was obtained from the Institutional Head to conduct the study. Complete information regarding the study was explained to the students with self-introduction in pre-test, the level of knowledge regarding educational objectives was assessed by using structured self-administered questionnaire. Followed by pretest, Panel discussion was conducted to a set of 17 (Group A) students and simultaneously didactic lecture was delivered for 17 (group B) students. After 7 days post test was conducted to evaluate the level of knowledge acquired by the students in both groups.

Major Findings of the Study

Major finding of the study are divided in four section

Section A: The level of knowledge with panel discussion among undergraduate nursing Student.

Section B: The level of knowledge with didactic lecture among undergraduate nursing Student.

Section C: Comparison of the panel discussion with didactic lecture among undergraduate

Nursing Student

Section D: Perception of panel discussion among undergraduate nursing Student.

Major finding of the study are pretest score knowledge are 38.5% and post test score increase 72.70% through lecture method. Through panel discussion pre test knowledge score 39.4% and post test knowledge score was 76.75.

Table 1 Shown the pretest knowledge score was 39.4% and post test knowledge score was 76.75 through panel discussion. In pretest minimum score 5 and maximum score 12 and posttest minimum 9 and maximum 20.

Table 2 shown the pretest knowledge score was 38.5% and post test knowledge score was 72.70% through lecture method. In pretest minimum score 5 and maximum score 13 and posttest minimum 12 and maximum 18. Significant different in pretest and posttest knowledge score it means it is significant after this finding it proof Panel discussion method

Table 1: The level of knowledge with panel discussion

Level of Knowledge score	Score range	Percentage of Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
V.poor	1 to 4	0-20	0	0	0	0
Poor	5 to 8	21-40	10	58.82	0	0
Avrage	9 to 12	41-60	7	41.18	3	17.64
Good	13-16	61-80	0	0	6	35.29
V.Good	17-20	81-100	0	0	8	47.07
	Maximum Score			12		20
	Minimum Score			5		9
	Mean Score			7.88		15.32
	Percentage of mean score			39.4		76.5

Table 2: The level of knowledge with didactic lecture

Level of Knowledge score	Score range	Percentage of Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
V.poor	1 to 4	0-20	0	0	0	0
Poor	5 to 8	21-40	12	70.58	0	0
Avrage	9 to 12	41-60	3	17.64	2	11.76
Good	13-16	61-80	2	11.78	14	82.35
V.Good	17-20	81-100	0	0	1	5.89
	Maximum Score			13		18
	Minimum Score			5		12
	Mean Score			7.70		14.52
	Percentage of mean score			38.5		72.6

Table 3: Comparison of the panel discussion with didactic lecture among undergraduate nursing student

Score	Mean	SD	Standard Error mean	t-value	p-value
Panel Discussion	15.32	3.06	0.254		0.015
Lecture	14.52	1.66	0.445	41.87	S p<0.05

Table 4: Perception of panel discussion among undergraduate nursing Student

Strongly Disagree	0
Disagree	0
Neutral	0
Agree	29.41
Strongly Agree	70.59

as Newer Teaching Learning Method for Quality Enhancement in nursing education.

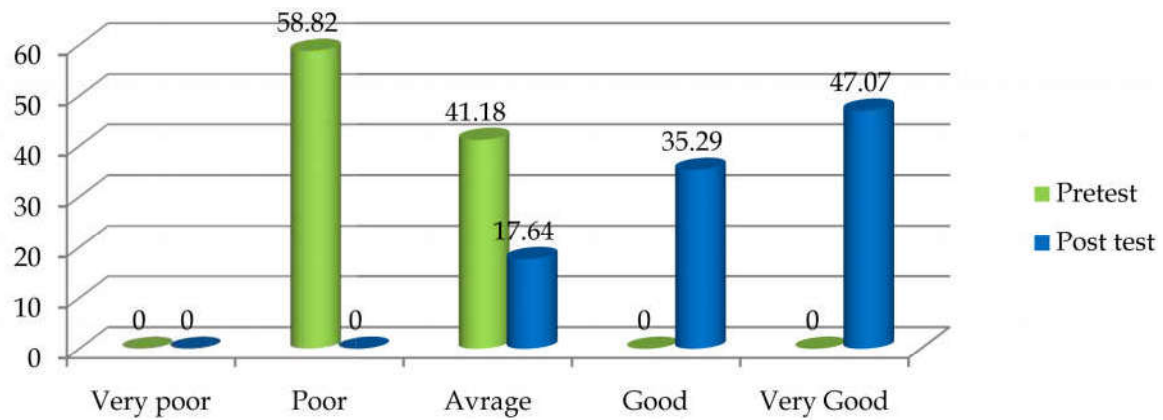
Table 3 shown the panel discussion mean score 15.32 and lecture method mean score 14.52. p-value is 0.015 it is less than 0.05 so different is significant.

Table 4 shown 29.41 student of agree and 70.59 strongly agree with panel discussion method as Newer Teaching Learning Method for Quality Enhancement in nursing education

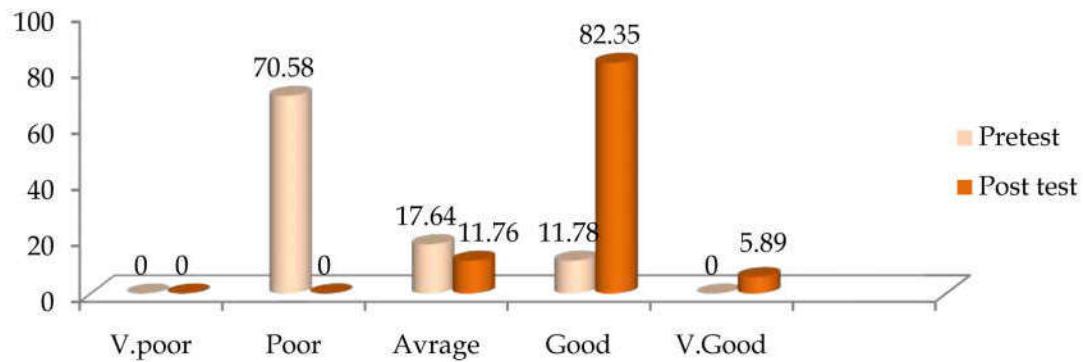
While comparing both the methods the analysis revealed that there was a significant increase in level of knowledge regarding educational objectives by

panel discussion as the mean value increased from 7.88 (pretest) to 15.35 (posttest). Statistically panel discussion was found to be effective as the mean difference was 7.47 in enhancing the knowledge regarding educational objectives where as the mean value increased from 7.70 (pretest) to 14.52 (posttest) and the mean difference of lecture method was 6.82 though the p value was 0.015 indicate significant difference.

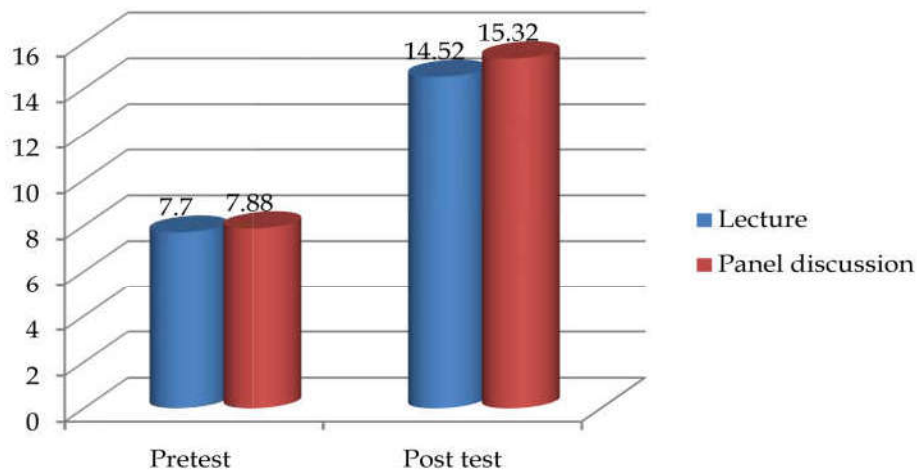
Thus it is clearly evident that panel discussion is more effective than lecture method. Panel Discussion as Newer Teaching Learning Method for Quality Enhancement it is effective for nursing students.



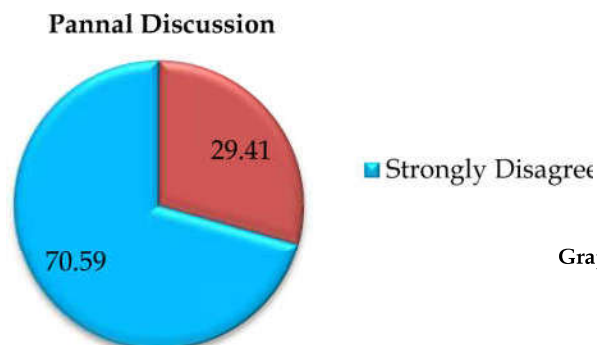
Graph 1: The level of knowledge with panel discussion



Graph 2: The level of knowledge with didactic lecture



Graph 3: Comparison of the panel discussion with didactic lecture among undergraduate nursing student



Graph 3: Perception about panel discussion

Discussion

Essentially every teacher creates his own teaching method in terms of his personality and experience, the purposes and subject matter of instruction. "Education is the manifestation of perfection already in man" - (Swami Vivekananda). We think too much about effective methods of teaching and not enough about effective methods of learning. Every educator wants to create an environment that will foster students' love of learning. Because the criteria are intangible, it's difficult to define or pinpoint exactly what they are. The study findings revealed that panel discussion was more effective method for teaching.

Similar study conducted by Kripa angeline 1, k. Renuka 2 & j. C. Helen shaji, on effectiveness method. In present study statistically panel discussion was found to be effective as the mean difference was in enhancing the knowledge regarding educational objective where as the mean value increased from 19.23 (pretest) to 23.98 (posttest) and the mean difference of lecture method was 6.82 only though the p value was 0.0006 in lecture method and 0.001 in panel discussion.

It is clearly evident that panel discussion is more effective than lecture method. Thus it can be concluded that panel discussion was more effective than lecture method. Panel Discussion as Newer Teaching Learning Method for Quality Enhancement among Undergraduate Nursing Students is effective method for teaching.

Implication of the Study

Nursing Services

- The planned teaching can be used for imparting knowledge.
- It can be used as a guide and can serve as reinforcement to the health education.

Nursing Education

- In the nursing curriculum now a day's much emphasis is given on educational research. So the study will help the teachers to select suitable method for teaching and learning.

Nursing Administration

Findings of the study can be used by the Nursing Administrators in creating policies and plans for providing education to the nursing student.

Nursing Research

- The findings of the study have added to the existing body of the knowledge in educational research.
- Other researchers may utilize the suggestions and recommendations for conducting further study.

Recommendations

1. A similar study may be conducted on a larger population for generalization of findings.
2. Studies may be conducted to evaluate the effectiveness of panel discussion with various teaching method

Conclusion

The following conclusions were drawn from the finding of the present study

Based on the above findings, as an innovative teaching method, Panel Discussion improves the knowledge and also student's participation. So, this method of teaching can be promoted as method use a general method for teaching nursing students. The teaching learning method is a part of teaching process. Effectiveness of teaching method is play a important role in students outcome if the method is effective the outcome also positive.

In present study effectiveness of panel discussion was seen Feedback of present study was positive most of the strongly agree with method. On the basis of finding Panel Discussion as Newer Teaching Learning Method for Quality Enhancement among Undergraduate Nursing Students is effective method for teaching. Education plays a vital role in everyone's day to day life. There is no question that this new generation of students is challenging the traditional teaching paradigm in higher education. In order to accommodate the current generation in nursing education, it is important to devise new teaching methods that align with their learning styles and expectations.

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