



PROBLEM BASED LEARNING VS CASE STUDY PRESENTATION WHICH IS MORE EFFECTIVE?

* **Soumya Jacob. P**, Asst. Professor, ** **Dr. Bharti. M**, Former Dean

* Asst. Professor, Malik Deenar College of Nursing, Kasaragod, Kerala, PIN: 671122, Mob: 09446541091
Email: soumyarennjohn@gmail.com

** Former Dean, Smt. Nagrathamma College of Nursing, # 535 'B' Ground Floor, 4th Cross, 6th Main, Vijaya Bank Layout, Bilekahalli, B G Road, Bangalore 560076. Mob.- 09886208721 E mail: sheeladevi03@gmail.com

Abstract

Psychological research and theory suggests that by having students learn through the experience of solving problems, they can learn both content and thinking strategies. Therefore, a Quasi experimental study to compare the effectiveness of Problem Based Learning and Case study Presentation on knowledge of 3rd year

B. Sc. Nursing students regarding care of a client with Myocardial Infarction at selected colleges of Nursing in Mysore was conducted. A Structured Knowledge Questionnaire regarding Care of Client with Myocardial Infarction was used to collect the data. The sample was 105 3rd year B. Sc. Nursing students from 3 selected Colleges of Nursing in Mysore who were assigned equally (35 each) to two Experimental groups and one Control group. Non-probability convenience sampling technique was used to select the samples. The findings of the study revealed that both Case Study Presentation and Problem Based Learning was effective in teaching care of clients with Myocardial Infarction for 3rd year B. Sc. Nursing students. Problem based Learning had shown its superiority over Case study presentation. The findings indicated that nursing teachers should adopt different teaching strategies especially innovative ones like Problem Based Learning to build on strong theoretical foundation for better nursing practice.

Key words: Case Study Presentation, Case study, Problem Based Learning, Effectiveness.

Introduction

"Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity". Nursing education aims to prepare each individual nurse to provide quality patient care in comprehensive manner along with optimum health guidance to individuals, family and community. This can be achieved only through developing knowledge, skill and desirable attitude among nursing students. This tremendous job is in the hands of each nurse educator who should cultivate Nursing students in such a way that they can integrate their theory and practices in a harmonious way. (K.P. Neeraja, 2006)¹

'Change' had engulfed our Nursing education with its dramatic multiculturalism, technical advancement, knowledge explosion, pooling financial resources etc. This stresses on the need for lifelong learning and learner centeredness. Moreover, the public of current energetic era has been increasingly demanding on the accountability of amazing educational outcomes. Here

comes the importance of innovations in the Nursing education. Thus, a fresh vision is needed for learning and for higher education. (K.P. Neeraja, 2006)¹

Knowledge, attitude and practice are always the parts of education, which is inseparable in any educational system especially in Nursing. But theoretical and practical part of Nursing education are still often separated instead of being intertwined as a whole which was better understood by the very low utilization of findings from Nursing research in clinical practice. (Nilson Kajermo. K, et al. 1998)²

The major role of nursing teachers should be the expansion of knowledge to develop analytical thinking skills that enhance the intellectual ability and thus promote ethical decision-making. A dynamic learning environment is only possible through incorporating critical thinking skills and mechanical skills. This is significant that one without the other is inadequate and even dangerous. The educators in nursing need proficiency in teaching to build skillful and motivated nursing professionals for the society. (Gregory. A, et al.