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

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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 of 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.

Methodology & Data Collection

A two cycle action research study

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?

Cycle One: Initial Findings

The lecture was quite big and having two shorter ones might have been beneficial.

Sometimes I struggle to understand all of the processes.

The lecture was a lot of information to take in.

I found the videos very helpful and very informative. Seeing how to explain to women was very beneficial to me and I feel it improved my practice.

The PowerPoint and videos on the ILE helped me to understand how to explain to mothers/ parents. I could go through it as many times as I wanted.

Activities allowed us to critique our own practice, discuss and review our own knowledge and whether or not we feel comfortable enough to discuss neonatal jaundice to women and their families.

The way the subject was taught.

The links of theory to practice

Self-Study

Subject Content

The teaching environment

Purpose

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


Majeed, F., 2014. Effectiveness of case-based teaching of physiology for nursing students. Journal of Tabul University Medical Sciences, Vol. 9 No. 4 pp 289–297


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