



Teaching Strategies used by Clinical Instructors during the COVID-19 Pandemic: Basis for Proposed Interventions

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Abstract: The COVID-19 pandemic has created an impact to the education system globally leading to a new mode of learning because face-to-face classes have been stopped due to the closure of schools. The determination of the effective teaching strategies has been a huge task for the school administrators and teachers. It became more challenging to the health profession especially in nursing education programs. Thus, this study was conducted to assess the teaching strategies used by the clinical instructors during the COVID-19 Pandemic. The descriptive survey method of research was utilized with 87 respondents and were categorized into two, 29 clinical instructors under the College of Science and 58 students from levels 2 and 3. The data was obtained using questionnaires through google forms. The study revealed that the teaching strategies namely: using MS teams for class discussions, collaborative learning, asynchronous activities and lectures/handouts were all highly effective in facilitating successful learning experiences to the students. In addition, the problems encountered were, lack of high-speed internet connectivity, communication problem (audio clarity, system glitch, too much background noise) power interruption and difficulty to adapt to the new online teaching environment resulting to stress were considered by clinical instructors and students as always, a problem. Thus, proposed interventions were provision of appropriate learning materials and consideration to students in the new mode of learning, using alternative platforms for technical issues and problems and provision of relevant trainings on online application particularly the enhancement of computer skills.

Key Words: Nursing Education; Teaching Strategies; New Normal; Challenges and Problems; Interventions.

1. INTRODUCTION

The Coronavirus does not only affect the health of the people but also the educational system worldwide. The pandemic has forced the school closure in various countries and adopted a new mode of learning which created problems on internet connectivity and availability of gadgets from at least one-third of students worldwide. (UNESCO, 2021).

As of mid-April of 2020, 191 countries had school closures affecting almost 1.6 billion children. Because of the school closures, the educational system has shifted to remote learning. (Mckinsey & Company, 2020).

COVID-19 impacts not only frontline staff and clinical leaders but all systems and communities. It has also already disrupted universities and academic institutions. Within the health field, schools of nursing are bracing for unique challenges related to our role in helping develop the next generation of care providers (Dewart, et al., 2020).

In higher education, COVID-19 pandemic had pushed the transition of remote learning and presented many challenges to clinical instructors and nursing around the world but especially for nursing education programs which are usually conducted in a face-to-face learning environment that includes hands-on experiential learning (Wallace, et al. : 2021).



Robosa, et al. (2021) found out that during COVID-19 pandemic teachers encountered problems and challenges namely: lack of resources to coping and resorting to the right communication and limited knowledge on technology. Teachers experienced stress and burnout; however, passion, relationships built, and fulfillment of their duty give a positive encouragement to teachers.

Griffin et al. (2017) stressed that the influence of teaching strategies on student achievement depends on the effectiveness of the intervention and the teacher's knowledge and understanding to improve learning outcomes.

In this regard, appropriate measures, interventions and programs is a must to address the needs of the nursing education programs brought about by the current transition in learning due to COVID-19 Pandemic.

Agu et al. (2021) found out COVID-19 Pandemic had an impact on nursing education, however, if adequate measures like disaster preparedness and preplanned mitigation strategies, future crises like COVID-19 pandemic will have less impact on nursing education. They recommended that health policymakers and nursing regulatory bodies should develop and formulate policies that will help in responding, coping and recovering quickly from future occurrences.

Furthermore, the new mode of learning has challenged the schools in terms of teachers' training, activating student-support services and the use of technology which has become a problem among countries, especially in the internet connectivity and gadgets. (Mckinsey & Company, 2020).

In the Philippines, Cacayan, et al. (2020) found out that problems were encountered in online learning were students' difficulty in understanding the activities due to the absence of physical contact of the instructor/s; faculty experiencing physical problems like eye strain and frontal headache due prolonged exposure on gadgets are noted concerns in relation to the delivery of instructions.

Currently, Tarlac State University launched an online survey via social media page for its currently enrolled students last April 30, 2020, to serve as inputs on the conduct of flexible learning for the school year 2020-2021. The survey contains questions that relate to the students' level of internet accessibility,

gadgets for learning, limitations on activity engagement, future problems that may arise, and acceptability of the new mode of instruction. (OPAI, 2020).

Given the above-mentioned conditions, the researchers were prompted to conduct the study on teaching strategies of clinical instructors at Tarlac State University which will aid in the determination of the effective teaching strategies, and will address the problems encountered that aid in the formulation of programs, projects and interventions that could facilitate successful learning to the nursing students.

STATEMENT OF THE PROBLEM

This study sought to assess the teaching strategies used by the clinical instructors at Tarlac State University during the COVID-19 Pandemic.

Specifically, it sought to answer the following questions:

1. How are the teaching strategies of clinical instructors described in terms of:
 - 1.1 Using MS teams for class discussions
 - 1.2 Collaborative learning
 - 1.3 Asynchronous Activities
 - 1.4 Lectures/Handouts
2. What are the problems encountered by the clinical instructors in using the teaching strategies during COVID-19 Pandemic?
3. What interventions could be proposed to enhance the teaching strategies of clinical instructors during pandemic?
4. What implications can be drawn from the results of the study to Nursing Research?

SIGNIFICANCE OF THE STUDY

The study is of great contribution to the teaching and learning process during COVID-19 Pandemic and the years to come.

It is also beneficial to the following:

Universities and Colleges. This study would be of help to the universities and colleges on how to determine the best and effective teaching strategies

for Nursing students during online class due to COVID-19 pandemic

Clinical Instructors. The findings of the study will provide a baseline data regarding the best and effective teaching strategies prepared by the Nursing students during COVID-19 Pandemic that will encourage and facilitate the best and effective learning experiences to them.

Students. This study will be able to help students learn easily, effectively, and successfully.

Future Researchers. This study will provide a baseline data for the researchers that will aid them for a deeper and comprehensive study in the future.

2. METHODOLOGY

The study utilized the descriptive survey method of research. The 87 respondents of the study were categorized into two, 29 clinical instructors working in Tarlac State University under College of Sciences, and 58 students from 2nd to 3rd level.

Research Instrument

The researcher used a checklist-style questionnaire that were validated by experts. The questionnaire used a three-point scale to assess the effectiveness of clinical instructors' teaching strategies. The problems encountered by the clinical instructors were also determined as basis for the proposed interventions.

Ethical Considerations

Consent to conduct the study was secured alongside with the enforcement of data confidentiality and privacy before and after the conduct of the study.

The study was delimited to SY 2020-2021.

CONCEPTUAL FRAMEWORK

The study adopted the Imperial Model Teaching and learning process during the COVID-19 Pandemic.

The model was proposed by Imperial J (2020) "Modeling Themes from COVID-19 Concerns and Public Reports Aired".

The Parameters are the teaching strategies used by the clinical instructors in Tarlac State University namely: using MS teams for class discussions, collaborative learning, asynchronous activities, lecture, and provision of hand-outs.

The Process includes the challenges and problems encountered by the clinical instructors using the teaching strategies during COVID-19 Pandemic

The Output includes the interventions proposed to enhance the teaching strategies of clinical instructors during the pandemic?

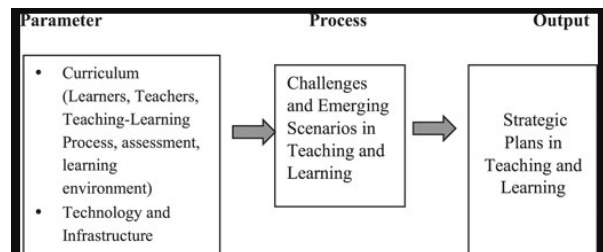


Figure 1. Schema showing the concepts of the study

DATA ANALYSIS

To assess the teaching strategies used by the clinical instructors and determine the problems encountered by the respondents, the following scale were used.

Table 1
Scale for teaching strategies

Point Scale	Index Limit	Descriptive Limit
3	2.50 - 3.0	Highly Effective
2	1.50 - 2.49	Slightly effective
1	1.0 - 1.49	Not effective

Table 2
Scale for Problems Encountered by the Respondent

Percentage	Descriptive Limit
81-100%	Always a problem
61-80%	Almost always a problem
41-60%	Occasionally a problem
21-40%	Seldom a problem
0-20%	Never a Problem



3. RESULTS AND DISCUSSION

1. Teaching Strategies of the Clinical Instructors

The teaching strategies of the clinical instructors include the use of MS teams for class discussion, collaborative learning, asynchronous activities and lectures/handouts.

1.1 Using MS teams for class discussions

Teaching strategies using MS teams for discussion are using video presentations or tutorials to make the discussion facilitate the proper understanding of the subject matter, asking students questions related to the lecture, applying interactive activities (drills and games) during discussion, letting students report on the assigned topics, using power point presentation during discussion with grand mean of 2.97 (highly effective) as perceived by the clinical instructors and nursing students. According to the respondents, using MS for class discussion is highly effective because it facilitates understanding and encourages the students to participate in class discussion.

1.2 Collaborative learning

Teaching strategies using collaborative learning are case presentation on the assigned cases to facilitate critical thinking analysis, assigning case studies to students to develop and facilitate learning to the students, assigning group reporting on the cases encountered in the areas assigned, knowledge assessment activities (such as formulation of nursing care plans, physical assessment, studies on drugs and its efficacy), simulation activities per group to immerse into the actual scenario of giving care to the clients with the grand mean of 2.86 (highly effective). According to the respondents, collaborative learning makes the learning more enjoyable and promote critical learning analysis among nursing students.

1.3 Asynchronous Activities

Teaching strategies using asynchronous activities by clinical instructors during COVID-19 pandemic are video demonstration for skills assessment of the students, provision of class syllabus and flowcharts for the proposed schedule of the subject throughout the semester, providing offline learning activities like answering exercises and modules, assignment of journal reading related to facilitate

thorough understanding of the cases being studied, furnishing pre-recorded video lessons from social media sites like YouTube to write a reaction paper, provision of course syllabus and flowcharts for the proposed schedule of the subject throughout the semester with the grand mean of 2.99 (highly effective). According to the respondents, asynchronous activities encouraged them to be highly interactive productive and still focused on learning while offline.

1.4 Lecture/handouts

Teaching strategies using hand-outs, included the provision of additional educational materials like portable document format (pdf) files concerning the proposed lecture, provision of Mnemonics to aid the students in memorizing the subject matter easily, lecture presentation to be printed and facilitate faster learning, provisions of checklist for skill return demonstration to keep abreast with the procedures, facilitate the creation of student's hand-outs and pointers for study with the grand mean of 2.79 (highly effective). According to the respondents, asynchronous activities is highly effective because it enables them to be productive while offline and can review whenever its needed.

2. Problems encountered by clinical instructors and nursing students.

Among the problems that are always encountered by the clinical instructors were power interruption, lack of interpersonal interaction between clinical instructors and students, technical problems (audio clarity, system glitch, too much background noises and lack of high-speed internet connectivity).

Among the problems that are always encountered by the students were lack of high-speed internet connectivity communication problem (audio clarity, system glitch, too much background noises) difficulty to adapt to the new online teaching environment resulting to stress and interruptions.

3. Interventions proposed to enhance the teaching strategies used by the clinical instructors during COVID-19 Pandemic were:

Provision of appropriate learning materials and extend consideration to the students in the new mode of learning for the enhancement of the students' knowledge and upliftment of morale,



- encourage clinical instructors to use alternative platforms for technical issues and problems and provision of relevant trainings on online application particularly in the enhancement of computer skills.
4. There are implications emanating from the results of the assessment of the teaching strategies of clinical instructors at Tarlac State University during the COVID-19 pandemic namely: identification of the effective teaching strategies can facilitate better learning experience to the students, determination of the problems encountered will aid in the feasible interventions to address the problems and enhance the teaching strategies of the clinical instructors.
 5. There were proposed interventions to enhance the teaching strategies of the clinical instructors during the COVID-19 pandemic namely: provision of appropriate learning materials and extend consideration in the new mode of learning use alternative platforms for technical issues and problems and provision of relevant trainings on online application particularly in the enhancement of computer skills.
 6. The result of the study facilitates the identification of the effective teaching strategies, aid in the determination of the feasible interventions to address the problems encountered and enhance the teaching strategies of the clinical instructors.

4. CONCLUSIONS

The conclusions were drawn from the findings of the study.

1. Teaching strategies using MS Teams for discussion is highly effective according to the clinical instructors and nursing students in Tarlac State University with the use of video presentation or tutorials to facilitate the proper understanding of the subject matter, asking students questions related to the lecture, also applying interactive activities (drills and games) during discussion.
2. On the other hand, teaching strategies using collaborative learning is highly effective which includes assigning case studies to students to develop and facilitate learning to students and case presentation on the assigned cases to facilitate critical thinking analysis got the highest mean.
3. The study further revealed video demonstration for skills assessment of the students is highly effective teaching strategy in terms of asynchronous activities.
4. According to the problems encountered, the following are considered as always a problem by clinical instructors and students namely: lack of high-speed internet connectivity, communication problem (audio clarity, system glitch, too much background noise) power interruption and difficulty to adapt for the new online teaching environment resulting to stress.

5. RECOMMENDATIONS

Based on the findings and conclusions the following recommendations were offered.

1. The teaching strategies such as using MS Teams, collaborative learning and video demonstration for skills assessment should be used continually by clinical instructors to promote effective learning to Nursing students during COVID-19 Pandemic and the years to come.
2. Blended learning, instead of the use of an single learning modality, should be explored and used by the teachers to maximize the benefits of the different modalities.
3. The Clinical instructors in using the effective teaching strategies must observe the diversity of students addressing their concerns, learning problems, difficulties, and needs. Using this process, the students may learn to adjust from one strategy to another and gain confidence to perform clinical tasks.
4. The Nursing Department should strengthen its assistance to the students in the transition from face-to-face classes to online through webinars and other related activities



5. The Nursing students should be prepared in terms of internet connectivity to avoid problems during classes.
6. The Clinical instructors should develop alternative modalities on handling the internet problems and power interruption by giving exercises and activities.
7. The Nursing Department is encouraged to formulate strategic plan focusing on the provision of e-learning materials, provision of relevant trainings on online application particularly in the enhancement of computer skills.
8. For future researchers, they may replicate the study to re-assess the effectiveness of teaching strategies used by the clinical instructors. In addition, they can deepen the study by comparing the effectiveness of the teaching strategies used before and during the COVID-19 Pandemic.

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