

Reflection on Learning Objectives and Teaching Strategies

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Introduction

Reflective practice is a crucial process that enables individuals to gain deeper insights into their experiences and better understand their strengths and areas for improvement. Through reflective practice, educators can construct and reconstruct their beliefs and practices, creating their students' best learning environment [1]. As part of my Education course, I had the opportunity to deliver a micro-teaching session to a group of individuals who were posing as nursing undergraduate students but were my fellow peers.

For my micro-teaching topic, I selected Medical Assistance in Dying (MAiD), a crucial subject for nursing undergraduates to learn about. MAiD is a medical practice where a physician and nurse practitioner provide or prescribes medication to intentionally end the life of a patient suffering from a grievous and irremediable condition. MAiD is a legal and ethical issue. Nurses must know about various controversial aspects of MAiD, such as autonomy, consent, and legal criteria for MAiD. As healthcare professionals, nurses may come across patients who choose MAiD as an option for end-of-life care.

Understanding the procedure and consequences of MAiD is significant in offering adequate care and assistance to patients who opt for this option. Knowledge of MAiD also conforms to nursing principles of respecting patient autonomy and self-determination, which can assist students in becoming more empathetic and proficient healthcare practitioners. Ultimately, learning about MAiD enables nursing undergraduate students to comprehend how to uphold their profession's ethical and legal principles while supporting their patients' choices.

Aims of the Paper

This reflection paper aims to explore my personal experience of conducting a micro-teaching session on MAiD for my peers. The paper will focus on several aspects, including my learning objectives for the session, my teaching strategies, and the various challenges and opportunities I encountered during microteaching. Additionally, the paper will discuss approaches

for evaluating the learners' knowledge and providing feedback concerning equity, diversity and inclusiveness (EDI) and universal design principles. Ultimately, my goal in writing this reflection is to gain a deeper insight into my own learning and professional development and to identify areas where I can continue to improve as a nurse educator.

Teaching Aim

My teaching aim was to introduce students to MAiD, the eligibility criteria for MAiD in Canada, and nursing responsibilities in implementing MAiD so they can apply this knowledge and skills effectively within their clinical settings.

Assessment of Learning Styles

Knowing learners' learning styles before developing learning objectives and teaching is essential to help ensure student engagement, motivation and ability to achieve the learning objectives. According to VARK modalities there are different types of learners [2]: (1) Visual learners, these type of learners prefer something to be shown in images (2) Aural (auditory-musical) learners have a preference for receiving information in a loud voice (3) Verbal (linguistic) learners love to write and read and find it easier to express themselves by writing or speaking (4) Physical (kinesthetic) learning involves a hands-on approach using physical activity or watching a demonstration (5) Logical (mathematical) learners like using their brain for logical and mathematical reasoning and recognizing patterns (6) Solitary (intrapersonal) learners p working alone and are (7) Social (interpersonal) learners are sociable and prefer communicating with people, both verbally and non-verbally. By considering all types of learners, I developed learning objectives and selected different teaching strategies to make my session effective for all kinds of learners.

Learning Objectives

Creating specific and measurable learning objectives is an excellent way to develop one-shot sessions focused on the students [3]. I followed SMART for developing my learning objectives, which was very helpful for me in organizing my content

understandably, as it should be specific, measurable, achievable, relevant, and time-bound. Moreover, While developing my learning objectives, I followed my teacher's lectures and class discussions and did extensive readings. Through these, I learned that learning objectives should provide opportunities to engage session participants in three cognitive processes to apply, analyze, and evaluate [4]. I developed the following learning objectives:

- Define and describe concepts related to MAiD. (Knowledge)
- Identify legal aspects and eligibility criteria for MAiD. (Comprehension)
- Who is responsible for providing MAiD?
- Identify and assess personal values and beliefs related to MAiD. (Analysis)
- Demonstrate Nurses role when a patient requests for MAiD. (Application)
- Discuss the Pros and Cons of the MAiD. (Evaluation)

The first learning objective focuses on knowledge acquisition and requires learners to define and describe key concepts related to MAiD. The second objective, which involves comprehension, asks learners to identify the legal aspects and eligibility criteria for MAiD.

The third objective, which focuses on analysis, learners must identify and assess their values and beliefs related to MAiD. This will involve analyzing and reflecting on their thoughts and emotions associated with this sensitive issue. Next, learners will be asked to demonstrate their understanding of the application of MAiD in a nursing context. This will involve understanding the role of nurses when a patient requests for MAiD and establishing how to provide appropriate care and support to these patients compassionately and competently. Finally, learners will be asked to evaluate the pros and cons of MAiD, considering the ethical, legal, and social implications of this issue. This will involve critical thinking and decision-making skills as learners weigh the benefits and drawbacks of MAiD as an end-of-life care option.

Looking back at the learning objectives I set for my lesson, I think they were precise and quantifiable. I learned that by being clear, specific, and measurable, you can set a clear direction for your lesson and evaluate the success of your teaching. By providing opportunities for collaboration and feedback, you can create an engaging and effective learning environment that benefits all students

Teaching Strategies

Teaching strategies are essential to effective teaching, providing educators with the tools to engage and support learners in achieving their learning objectives. As an educator, it is vital to adapt teaching strategies to meet diverse learners' unique needs and learning styles. In this reflection, I will explore my experiences with various teaching strategies and their effectiveness in promoting learning and growth. In this reflection, I will analyze the effectiveness of my teaching strategies in achieving the learning objectives and reflect on areas for improvement.

A teaching strategy I discovered notably successful was incorporating a YouTube video before initiating my session. The video served as a helpful tool in enabling students to grasp

an overall understanding of how MAiD is executed and the potential obstacles a healthcare provider might encounter. Additionally, it aided in identifying students' curiosity regarding the topic, including where and how the process occurs. This strategy proved to be a practical approach to engage students and encourage the development of their critical thinking abilities.

I used open-ended and closed-ended questions during the lesson to assess comprehension and encourage students to utilize their acquired knowledge. Implementing questioning as a teaching strategy helped foster a collaborative learning environment and encouraged active participation from the students. I received favourable feedback from my peers, who felt the questions helped them better understand and apply the concept to practice problems. Nonetheless, my questioning strategy could be enhanced by providing additional wait time to allow students to process and formulate their responses. I am confident that questioning was an effective teaching strategy for accomplishing the learning objectives, and I will continue to incorporate it in my future teachings.

Lecture-style teaching was less effective and led to disengagement among some students. As a result of this experience, I have come to appreciate the value of active learning strategies such as role-play and plan to incorporate more of these approaches into my future teaching practice. I believe that by using a range of teaching strategies, I can better meet the needs of my students and promote their learning and success. In addition to experimenting with different teaching strategies, I learned the importance of adapting my approach to student needs and feedback. For example, I noticed some students struggled with a particular concept during one lesson, such as understanding Bill C-14 for MAiD. I plan to explain the thick concept, such as the eligibility criteria for MAiD, more transparently.

Challenges Faced During Micro Teaching Session

As I started delivering my micro-teaching lesson on MAiD, I quickly realized that this topic evoked strong emotions and opinions among my peers. While some were eager to discuss the ethical and legal considerations surrounding MAiD, others were more hesitant, fearing that the discussion might become contentious or divisive. I had already planned to have a group discussion in the breakout rooms. But it could not be possible due to the short time and being a hybrid seminar. Throughout the lesson, I remained focused on my learning objectives. I used various teaching strategies, including group discussions, to engage my peers in a meaningful and reflective dialogue. Overall, the lesson was a valuable learning experience for all involved. It helped deepen our collective understanding of the ethical and legal issues surrounding end-of-life care. One thing that I will consider when teaching this kind of session is implementing small group strategies in a hybrid setting for this kind of sensitive topic.

Blended Synchronous Learning (BSL)

Discussions and interactions between remote and face-to-face students are desired to ensure the Inclusion of remote students. BSL is becoming increasingly popular in higher education because of its numerous advantages. It reduces the number of involved students in face-to-face activities by offloading some students online from their homes or remotely [5]. BSL can

enhance student learning outcomes and increase engagement, making it a promising teaching strategy for educators. Being online in a safe learning environment encourage-ages remote students to be more active because they can speak up without feeling judged by other face-to-face students and express themselves more freely, especially for shy individuals.

However, Lakhal et al. have revealed some disadvantages and challenges in BSL. For example, it is difficult for remote students to establish relationships with face-to-face students and instructors. Problems with technology could have other adverse effects, such as delaying the beginning of a course session because remote students encounter technical issues or creating barriers between remote and face-to-face students owing to lags in sound or video transmission [6]. Engaging the Zoom participants in my micro-teaching experience on MAiD proved to be a unique challenge. Given the topic's sensitive nature, I wanted to create a safe and supportive environment for all learners, regardless of their physical location. Because of the short time, I could not put the zoom students in one breakout room and class into one group. Therefore, I had to have an open discussion.

While my teaching strategies helped facilitate engagement, maintaining a sense of connection and community among the learners was more challenging in the virtual environment. Moving forward, I would like to explore additional online strategies for fostering a sense of community among learners, such as virtual icebreakers and team-building activities. Overall, the experience highlighted the importance of adapting teaching strategies to accommodate the unique challenges of teaching in a hybrid classroom.

Equity, Diversity And Inclusiveness (EDI) and Feedback

When providing feedback to learners, it is essential to ensure that feedback aligns with the principles of EDI. For example, feedback should be specific and actionable. Concrete examples to illustrate the feedback points and provide specific suggestions for improvement. Ensure the use of language in feedback is inclusive, respectful and non-discriminatory. Avoiding terms that may be offensive should be avoided. Feedback should be started by highlighting the strengths of students. It builds their confidence and motivation to improve. Suggestions for improvement should be provided. Encouraging reflection also emphasizes the importance of continuous learning and growth [7].

At last, follow up with learners to ensure that they understand your feedback and provide them with the opportunity to answer any questions they have. Provide additional support or resources as needed. In conclusion, providing feedback to learners concerning EDI requires clear, specific and inclusive language, highlighting strengths, providing suggestions for improvement, encouraging reflection and following up to ensure understanding and support.

I realize that creating an inclusive learning environment is essential in nursing education, as it can impact the experiences and perspectives of learners. This is particularly important in MAiD, where diverse perspectives and experiences may impact how learners approach the topic. For example, learners from specific cultural or religious backgrounds may have different beliefs or values related to end-of-life care. Providing a space

for these perspectives to be heard and discussed is essential. I also recognize the importance of diversity as an important aspect of healthcare nursing education, which can impact patients' experiences and outcomes. In the context of MAiD, it is crucial to identify that patients from diverse backgrounds may have different beliefs, values, and attitudes toward end-of-life care. For example, patients from specific cultural backgrounds may view death and die differently and have different expectations for how end-of-life care should be provided. Language and communication barriers may also impact patients' ability to understand and express their wishes regarding end-of-life care.

Formative assessment is a valuable teaching strategy for promoting inclusive education as it supports student-centred learning and helps to identify and address learner needs. Formative assessment teachers can ask learners to complete a self-reflection activity, where they reflect on their personal biases and assumptions related to EDI and universal design principles. It is also crucial to provide constant feedback throughout the learning process rather than waiting till the end of the course to provide feedback. This can help learners continuously improve and feel more engaged in the learning process.

Reflecting on my micro-teaching lesson on MAiD, I realize that I could have incorporated equity considerations into my class more. While I discussed the legal and ethical aspects of MAiD, I did not explicitly address issues related to equity and inclusivity in end-of-life care. This is particularly important in the context of MAiD, where marginalized and vulnerable populations may be disproportionately affected by the decision to pursue MAiD. For example, economically disadvantaged individuals or members of certain cultural or religious groups may face barriers to accessing MAiD. However, I plan to integrate equity considerations into my teaching practice explicitly. This may involve incorporating diverse perspectives and experiences into my lessons and providing resources and support to learners who may face barriers to learning. I also plan to engage in ongoing education and professional development on issues related to equity and inclusivity in my teaching to ensure that my teaching practices align with best practices in the field.

Universal Design Instructional Principles

While giving feedback to learners, it is essential to incorporate UDI principles to ensure that feedback is inclusive and accessible to all learners. Providing feedback in different modes to accommodate diverse learning styles and preferences. For example, providing written feedback in addition to verbal feedback or using visual aids to illustrate the points.

In my micro-teaching session on MAiD, I consciously applied universal design principles to ensure that my lesson was inclusive and accessible to all learners. I began by providing a brief overview of MAiD in plain language, avoiding medical jargon and complex terminology that could confuse some learners. I also included a video with captions and transcripts, ensuring that learners who are not good at listening to English or who are hard of hearing have equal access to the information. Moreover, For example, during a group activity, I provided clear instructions and facilitated discussions to ensure that everyone had an opportunity to contribute. I also made sure to be mindful of any physical limitations that my learners may have had, and I

ensured that the classroom space was accessible and comfortable. For example, I ensured the room had adequate lighting, was free of obstructions, and had comfortable seating for all learners.

I believe that by applying universal design principles in my micro-teaching session, I created a more inclusive and accessible learning environment for my learners. Moving forward, I will continue to reflect on my teaching practices and strive to incorporate universal design principles to ensure all learners have equal access to education.

Conclusion

In conclusion, reflection on micro teaching has proven to be a useful activity for enhancing my teaching abilities, creating practical learning objectives, and putting into practise active teaching techniques that are inclusive of all students. Also, it helped learn that all students may feel supported and appreciated in the classroom by implementing the concepts of equity, diversity, and inclusion into their teaching methods. This can include creating a classroom culture that fosters open dialogue, respect for differences, and a sense of belonging. Also, teachers may guarantee that all students have equal access to learning regardless of their skills, background, or learning preferences by adhering to the universal design principles. This may entail making a flexible, welcoming, and interesting learning environment for all pupils.

Overall, effective teaching involves the development of clear and measurable learning objectives and the implementation of active teaching strategies that engage students in the learning process. By incorporating feedback and universal design principles, teachers can create an inclusive learning environment that supports the diverse needs of all students and promotes student success.

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