

Students and Teachers Perceptions about Interactive Learning in Teaching Health Promotion Course: Implication for Nursing Education and Practice

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Abstract : Background: To our knowledge, there is lack of studies that describe the experience of studying health promotion courses using an interactive approach, and compare students' and teachers perceptions about this method of teaching. The purpose of this study is to provide a comparison between student and teacher experiences and perspectives in learning health promotion course using interactive learning. Design: A descriptive qualitative design was used to provide an in-depth description and understanding of students' and teachers experiences and perceptions of learning health promotion courses using an interactive learning. Study Participants: About 14 fourteen students (seven male, seven female) and eight teachers at governmental university in northern Jordan participated in this study. Data Analysis: Conventional content analysis approach was used for participants' scripts to gain an in-depth description for both students' and teacher's experiences. Results: The main themes emerged from the data analysis describing the students' and teachers perceptions of the interactive health promotion class: teachers' and students positive experience in adopting interactive learning, advantages and benefits of interactive teaching, barriers to interactive teaching, and suggestions for improvement. Conclusion: Both teachers and students reflected positive attitudes toward interactive learning. Interactive learning helped to engage in learning process physically and cognitively. Interactive learning enhanced learning process, promote student attention, enhanced final performance, and satisfied teachers and students accordingly. Interactive learning approach should be adopted in teaching graduate and undergraduate courses using updated and contemporary strategies. Nursing scholars and educators should be motivated to integrate interactive learning in teaching different nursing courses.

Keywords : interactive learning, nursing, health promotion, qualitative study

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