REVIEW OF LITERATURE

Review of literature is the reading and organizing of previously written materials relevant to the specific problems to be investigated; framework and methods appropriate to perform the study.

1. H. Dean Johnson, Dasgupta Niranjana (2005) conducted a study on traditional versus Non-traditional Teaching: Perspectives of Students in Introductory Statistics Classes. Survey was done in order to identify the preferences in the teaching style. The data was analyzed to see if there has been an increasing trend in preference towards non-traditional methods. The results were inconclusive about such a trend. But most of the students preferred non-traditional classes as compared to traditional classes. The learning styles of the students, the attitudes of students towards the use of visual aids and hands-on activities were all significantly related to the teaching style preferred by the students.

2. Dieter J Schönwetter, Salme Lavigne, Randy Mazurat, Orla Nazarko (2006), conducted a study on Students’ Perceptions of Effective Classroom and Clinical Teaching in Dental and Dental Hygiene Education. The different aspects of teaching qualities were identified: individual rapport, organization, enthusiasm, learning, group interaction, exams and assignments, and breadth. The effective teaching in the classroom was best defined by organization and rapport, whereas in the clinic, rapport was the most frequently described behaviour. Moreover, dentistry students perceived enthusiasm as an effective teaching quality more frequently than did dental hygiene students, whereas dental hygiene students provided more responses to learning.

3. Seon Young Hwang (2006) conducted a study on comparison of problem-based learning and lecture-based learning in an adult health nursing course. The level of knowledge in the PBL group was significantly higher than that of students in the lecture group. All PBL students with higher and lower grades showed a significant increase in the posttest score. But in the lecture group, only students with higher grades showed a notable increase. No statistically significant difference was found between the PBL and lecture groups in the level of attitude toward learning. Learning motivation was significantly higher in the PBL group.

4. Gega L, Norman IJ, Marks IM (2007) conducted a study on Computer-aided vs. tutor-delivered teaching of exposure therapy for phobia/panic: randomized controlled trial with pre-registration nursing students. The two teaching methods led
to similar improvements in knowledge and skills, and to similar satisfaction, when used alone. Using them in tandem conferred no added benefit. Computer-aided self-instruction was more efficient as it saved teacher preparation and delivery time, and needed no specialist tutor. Computer-aided self-instruction saved almost all preparation time and delivery effort for the expert teacher. When added to past results in medical students, the present results in nurses justify the use of computer-aided self-instruction for learning about exposure therapy and phobia/panic.

5. Agboola Omowunmi Sola and Oloyede Ezekiel Ojo (2007) conducted a study on Effects of project, inquiry and lecture-demonstration teaching methods on senior secondary students’ achievement in separation of mixtures practical test. Students in the three experimental groups were subjected to treatment using project, inquiry or lecture-demonstration method respectively while students in the control group were taught using the traditional method of teaching. The results revealed students taught with project method performed better than the students taught with lecture-demonstration method, while those students taught with the lecture-demonstration method performed better than those taught with inquiry method. The study concluded that the project method enhanced better performance in Chemistry practical better than either inquiry or lecture-demonstration method.

6. Reime MH, Harris A, Aksnes J, Mikkelsen J (2008) conducted a study on most successful method in teaching nursing students infection control – E-learning or lecture. The students were given the learning goals for the course and then divided into two groups: one group was administered e-learning program, and the other group had a three hour long lecture. After this a post test was done. The students were satisfied with both teaching approaches. It is important that the students are competent in information, communication technology because they will need to use this tool in their clinical practice. In addition, a degree level course needs to use many different teaching methods to achieve goals related to in-depth and superficial learning.

7. Jacqueline G Bloomfield, Alison While, Julia D Roberts, (2008) conducted a study on using computer assisted learning for clinical skills education in nursing: Integrative Review. Twelve studies met the inclusion criteria. Many of the study samples were small and there were weaknesses in designs. There is limited empirical evidence addressing the use of computer assisted learning for clinical skills education in nursing. Computer assisted learning has been used to teach a
limited range of clinical skills in a variety of settings. The findings of the study indicate the need for more rigorous research to investigate the effect of computer assisted learning for this purpose.

8. Tayyaba Kausar, Bushra Naureen Choudhry & Aijaz Ahmed Gujjar, (2008), conducted a study on comparative study to evaluate the effectiveness of computer assisted instruction (CAI) versus class room lecture (CRL) for computer science at ICS level. The research was true-experimental in nature. The results of this research indicate that total gain in cognitive domain by CAI was significantly superior to the total gain in cognitive domain by CRL teaching method. Hence CAI was proved to be very much effective in increasing the evaluation and application skills of students to experimental group. However Comprehension skill was not much affected by the CAI. Hence it was suggested that CAI is an effective teaching method and should be applied to improve teaching quality.

9. Chiu SC, Cheng KY, Sun TK, Chang KC, Tan TY et.al (2009) conducted a study on the effectiveness of interactive computer assisted instruction compared to videotaped instruction for teaching nurses to assess neurological function of stroke patients: a randomized controlled trial. The final conclusion that was drawn was that the assessment of stroke patients performed by the nurses with less experience in neurological nursing, who receive interactive computer assisted instruction (ICAI) will be better than those who received Instructor-led videotape learning program (IVLP).

10. Gazzillo Diaz, EdD, ATC (2009), conducted a study was to determine whether computer-based CPR training is comparable to traditional classroom training. On evaluation of knowledge and skill, Group 2 scored lower than Group 1; however, no statistically significant difference between the groups existed. But the result indicated there was a significant difference in the quality of CPR compressions, ventilation rate and volume. It was concluded that Computer-based CPR training may be as effective as traditional classroom CPR training in terms of knowledge outcomes. As far as quality CPR performance is considered traditional classroom-based training is effective.

11. Seth V, Upadhyaya P, Ahmad M, Moghe V (2010) conducted a study on PowerPoint or chalk and talk: Perceptions of medical students versus dental students in a medical college in India. About 65% of the medical students preferred PPT presentations, while 19% preferred TOHP for teaching, and the remaining students
preferred the lectures using chalkboard. Among the dental students near about 40% preferred chalkboard, 31% preferred TOHP, and 26% student’s preferred PPT presentations in the lectures. The results indicate that it is in the hand of the teacher to use the A.V aids hence there is a need for formal training in teaching technologies to develop good presentation skills and thus motivate the students.

12. Bloomfield J, Roberts J, While A (2010) conducted a study on The effect of computer-assisted learning versus conventional teaching methods on the acquisition and retention of hand washing theory and skills in pre-qualification nursing students: a randomized controlled trial. The knowledge score increased significantly in both the groups but as far as the skill performance is considered it was same in both groups at the 2-week followed by a significant difference by the 8-week which was in favor of the intervention group. The computer-assisted learning module was an effective strategy for teaching both the theory and practice of hand washing to nursing students.

13. Maloney Stephen, Haas Romi, Keating Jennifer, Molloy Elizabeth, Jolly Brian et al (2011) conducted a study on effectiveness of Web-Based Versus Face-To-Face Delivery of Education in Prescription of Falls-Prevention Exercise to Health Professionals: Randomized Trial. From the study it was found that participant satisfaction was not significantly different between the intervention groups. Knowledge test results were also comparable between the Web-based and face-to-face groups. The exercise assignment was also comparable. And hence it was concluded that there was not much difference between both the methods.

14. N. Mehrdad, M. Zolfaghari, N. Bahrani, S. Eybpoosh (2011) conducted a study on Learning outcomes in two different teaching approach in nursing education in Iran: e-learning versus lecture. Lecture method was used to teach first part of the course during first four weeks; and e-learning method was used to educate the remaining part of the course during the next four weeks. After the exams no significant difference was found in the scores in both methods but students reported better "capability" and "independency" in e-learning method while lecture obtained higher scores in "effectiveness on learning" and "motivation" characteristics. It was recommended to use e-learning method with appropriate interactive strategies and attractive virtual environments to motivate students.

15. Fernández Alemán JL (2011) conducted a study on Effects of competitive computer-assisted learning versus conventional teaching methods on the acquisition and
retention of knowledge in medical surgical nursing students. The study revealed that the competitive e-learning method produced significant cognitive gains for the experimental group students in the immediate follow-up test. Nevertheless, both teaching methods resulted in similar knowledge retention in the 10-week follow-up test.

16. Jyoti Vishal Naikare (2011-12) conducted a study on Effectiveness of Planned Teaching Programme vs. CD-ROM presentation on the Knowledge of the Nursing Students. The primary aim of the study was to investigate whether CD ROM Presentation was more, less than or as effective as planned teaching programme in improvement Nursing students knowledge regarding growth and development of an infant. The study shows that the different methods used in teaching, whether it is a conventional method like planned teaching programme or a modern teaching method like interactive CD-ROM has significant difference in the effect.

17. Deepa Bisht (2012) conducted a comparative study on effect of lecture method and lecture-cum-demonstration method on achievement of ix class students in biological science. The findings of the study were that there was a significant difference on achievement of students in both the methods of teaching. The achievement shown by experimental group after the treatment was significantly higher than the control group which signifies that teaching by lecture-cum-demonstration method was more effective.

18. Dr. Archana G. Watkar (2012) conducted a Comparative Study of Lecture Demonstration and Laboratory method of Science in Secondary School Students. The Research paper focused on the use of different methods of teaching of Science. It was an experimental study conducted on secondary school students in teaching of Science. The study revealed that both the groups taught through Laboratory Method and Lecture Demonstration Method had gained significantly but the Laboratory Method is more effective than Lecture Demonstration as the students carry out the experiments themselves.

19. Ali Imtiaz (2012) conducted a Comparative Study of Students Achievement Taught by Lecture Method and Lecture cum Workbook Method at Elementary Level. On the basis of pre-test result students were divided into control and experimental groups. Lecture method was used as instruction for control group and lecture cum workbook was used as instruction for experimental group. After six weeks post-test was administered and result of the test indicated that scores of experimental groups
of all the sample schools in the area of knowledge, comprehension and analysis were higher as compared to the control groups. Hence the use of workbook method was recommended as it provided more learning experience.

20. Hu Li Za Zhi (2012) conducted a study on Cancer nursing care education programs: the effectiveness of different teaching methods. Study results indicated the importance of employing a variety of teaching methods to instruct clinical nursing staff. On the basis of the findings it was suggested that both classroom teaching and e-learning instruction can be used to enhance the quality of cancer nursing care education programs. The study also emphasized the interaction between student and instructor to be incorporated in e-learning course designs to enhance effectiveness.

21. Khalid Abida, Azeem Muhammad (2012) conducted a study on Constructivist Vs Traditional: Effective Instructional Approach in Teacher Education. In this study Experiment and control groups were equal. The experiment group was taught with constructivist approach by using a developed module. Pre and post tests were used to see the difference in two groups. It was found that the performance of experiment group was better than the control group and hence it was concluded constructivist approach was a better method of teaching.

22. Priya Aranha, Divya Shettigar, Sanil Varghese (2013) conducted a study on chalk and talk versus PowerPoint – perception of nursing faculty in India. Majority of them agreed that chalk and talk is still a preferred instructional aid and they could cover a vast subject matter using chalk and talk than PowerPoint but the discomfort associated with the use of chalk and talk often troubles them. Majority of them also agreed that both are the appropriate instructional aids for the present generation. Hence it was concluded that chalk and talk as well as PowerPoint presentation are the effective instructional aids in nursing education and both can be used in combination for the effective delivery of classroom instructions.

23. Sushma Prabhu (2013) conducted a study on comparison of traditional versus video based teaching on neurological assessment among undergraduate nursing students. In both the groups the post test scores were significantly higher than the pretest scores, but there was no statistically significant difference between group A and B. Hence both the teaching methods were found to be equally effective in improving the knowledge and skill of undergraduate nursing students on neurological assessment.
24. Valsaraj, Blessy Prabha and Pais, Maria (2013) conducted study on effectiveness of video teaching over lecture cum demonstration in improving knowledge and skill of nursing students on antenatal examination. The study revealed that there was significant difference in the pre and post test knowledge scores within experimental and control groups and there was gain in knowledge in all areas in both the groups. The study has found enough evidence to conclude that video teaching is an effective method of teaching the students.

25. Ansuya and Malathi (2013) conducted a study to determine the effectiveness of Lecture cum Demonstration on First Aid for Selected Minor Injuries among Accredited Social Health Activists (ASHA) in Selected Areas of Udupi District. From the study it was found that the post-test knowledge scores were higher than the pre-test knowledge score. This indicated that there was significant improvement in the knowledge on first aid and in skills in first aid for open wounds, closed fracture of the arm, snake bite, dog bite and bee sting after teaching through lecture cum demonstration. Hence it was concluded that lecture cum demonstration was an effective method of teaching.

26. Khadijeh Abbasi, Maryam Hazrati, Nasrin Pourali Mohamadi, Abdolreza Rajaeeefard (2013) conducted a study on the effect of learning via module versus lecture teaching methods on the knowledge and practice of oncology nurses about safety standards with cytotoxic drugs in Shiraz University of Medical Sciences. The Knowledge and practice scores increased significantly in both the groups, but with no significant difference between the scores of each. Both the methods had similar effects on improving the knowledge and practice of nurses in oncology wards. Therefore, considering the student-centered educational methods, the work load on the nurses and the nature of their jobs, using module method was suggested.

27. Cynthia J. Miller and Michael J (2013) conducted a study on comparison of traditional and engaging lecture methods in a large, professional-level course. All students were taught five physiological systems using traditional lecture methods and six physiological systems using engaging lecture methods. The score of engaging lectures was significantly higher as compared with traditional didactic lectures. Furthermore, students demonstrated an improved long-term retention of information in final exam. On doing survey and evaluation it was found that there was an increased perceived effectiveness of lectures, decrease in distractions during lecture, and increased confidence with the material.
28. Eldarir and Nagwa A (2013) conducted a study to compare the effectiveness of OSCE versus traditional clinical student’s achievement at maternity nursing Methods. On analysis it was found that, there were high statistical significant differences between OSCE and traditional methods in the first and second trial. The highest rate of satisfaction belonged to OSCE methods of evaluation as the students reported that OSCE measured course objectives, enhanced teaching level, related theory to practice, increased decision making ability, enhanced methods of evaluation, and made exam well developed, than the traditional method.

29. Sreelekha Rajesh and Agnes Arun Swamy (2014) conducted a study to assess the Effectiveness of video assisted teaching programme on knowledge regarding non pharmacological pain relieving intervention for children among staff nurses in selected hospital. In the post test there was significant improvement in the knowledge scores of nurses. Hence it was concluded that the video assisted teaching regarding non pharmacological pain relieving interventions for children was effective in rendering knowledge and bringing awareness among the staff nurses.

30. Poomarin Intachai (2014), conducted a study to Determine the Effectiveness of Three Teaching Methods for Blood Pressure Measurement Skills. Three methods for teaching blood pressure measurement: lecture, demonstration and self study using video were assessed. There was no significant difference between the three teaching methods, though the lab demonstration produced the highest satisfaction score among the three.

31. Eghbalibabadi Maryam, Ashouri Elaheh (2014) conducted a study on Comparison of the effects of two teaching methods on the nursing students’ performance in measurement of blood pressure among students studying in Isfahan University of Medical Sciences, Iran. The students were divided into six groups of six people each. The type of training for each group was determined by random draw. Blood pressure measurement training was given to three groups on a simulator and to the other three groups on human samples. The performance score of both the groups was almost the same. Hence the use of simulator was recommended as it was the best method to facilitate learning by causing no harm to human subjects.

32. R. Sadeghi, MM Sedaghat, F Ahmadi sha (2014), conducted a study on Comparison of the effect of lecture and blended teaching methods on students' learning and satisfaction. The pre and post test results of both the methods of teaching were not statistically significant. But the Students' satisfaction in blended learning method
was higher than lecture method. Hence a conclusion was drawn that the blended
method of teaching can be used as it can enhance student learning with satisfaction.
33. Obunadike, J. C(2014), comparative study of the influence of lecture and
demonstration methods on the teaching of agricultural science in senior secondary
schools in bende local government area. On analysis the findings revealed that
demonstration was one of the best methods used in teaching agricultural science in
senior secondary schools. The findings revealed that demonstration method exposes
students more to the practical in agriculture and equally enhances their
understanding. Hence it was recommended that government should ensure that all
the practical facilities, machineries and tools needed for the teaching of agricultural
science are provided in schools.
34. Muhammad Rabi’u Ja’afar-Furo, Yusuf Abdullahi, Buba Enoch Badgal (2014)
conducted a study on effects of demonstration and lecture methods of teaching
apiculture on performance of agric students in adamawa state university. Though the
Lecture Method had lower cost in spite of this it was found to be more efficient as a
method of instruction among the students than a combined Demonstration and
Lecture Methods. Hence it was recommended that combined demonstration and
lecture would be more appropriate at primary and secondary level and lecture
method was recommended at tertiary level.
35. M Kumar , I Saxena ,J Kumar , G Kumar,S Kapoor (2015) conducted a study on
Assessment of lecture strategy with different teaching AIDS. Lecture strategy was
designed according to students' preferences (as obtained from opinion survey)
regarding language of instruction and the number of mental breaks. TAs (teaching
aids) used with different groups were chalk and board (C&B), PowerPoint (PPT),
overhead projector (OHP), and a combination of C&B and PPT. Post-test results
were better when C&B was used, as more students were attentive and/or took notes.
36. Ngawang Namdol, Mamta Chauhan, Deepika Kanojia, Himani Kandari, Juhi Rana,
et.al, (2015) conducted a study on students learning outcomes in response to lecture
method and jigsaw teaching methods. Experimental group was taught using
modified teaching which included Jigsaw method, and control group was taught by
traditional method. Though the result were better with traditional method but The
students find the modified teaching more interesting and innovative comparing to
traditional method.
37. Thikriat Al-Jewair (2015) conducted a study to measure the effectiveness of procedural video compared to live demonstration in transferring skills for fabricating orthodontic Adam’s Clasp. No significant difference was detected between the two groups. A higher mean response for group B was found compared to group A for statement 6 on the questionnaire, “The steps in the teaching method were presented in a clear fashion and were easy to understand”. No significant differences were found between the two groups for the other statements.

38. Jaklein R. Younis, Amal El-Abassy (2015) conducted a study on Primary teachers’ first aid management of children’s school day accidents: Video-assisted teaching method versus lecture method. Findings showed a significant improvement in total knowledge score as well as management skill of primary school teachers undergoing video-assisted teaching method compared to teachers undergoing traditional lecture. Hence it was concluded that video-assisted teaching method was much more effective as compared to traditional lecture method in teaching first aid to promote children’s health and improve knowledge and management skills of their caregivers.

39. Mohammad Gholami and Mandana Sak (2016) conducted a study to compare the effects of PBL and the traditional lecture method on critical thinking skills and metacognitive awareness in nursing students in a critical care nursing course. No significant changes were observed in the students’ critical thinking skills and metacognitive awareness after performing the lecture method. However, a significant increase was observed in the overall critical thinking score and its sub-scales of evaluation and deduction and in the overall metacognitive awareness score after performing the PBL method.

40. Devi, Elsa Sanatombi (2010) conducted a study on Nursing Students’ Perception of Effective Teaching Methods in learning Pharmacology. The mean post-test knowledge score of the experimental group after the competency programme on drug administration using Active Lecture cum Video were apparently higher than the control group. Hence the competency programme on drug administration using Active Lecture cum Video (ALV) proved to be more effective than Active Lecture cum Live Demonstration (ALLD)