

Using Virtual Simulation as an Added Method in Teaching (RLE) Related Learning Experience in the Post Pandemic Setting

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Abstract

In the Nursing education, teaching and learning RLE has been shaped and well-performed in the pre-pandemic modality (experiential, clinical exposure) yet with the rise of Covid-19 cases in 2020, Nursing education was forced to even have the pandemic modality (online, virtual simulation) to be adapted for education to continue. As the world gears toward the post-pandemic set up, how can the transitioning of modality in teaching nursing RLE be implemented without risking the quality of teaching nursing skills and case management? What are the effects of pre-pandemic and pandemic modality of teaching and learning the related learning experience of the nursing students? Guided by the Social Learning Theory of Albert Bandura which illustrates the four factors that create observational learning, from attention, retention, motor reproduction to motivation. This is an action research type in which a quantitative approach is employed. Results show that the pre-pandemic modality geared positive effects to the respondents while pandemic modality has a negative effect except for the socio-economic status which yields otherwise. Also, the pre-pandemic modality has a strongly positive effect on teaching RLE while it has a negative acceptance on the effects of pandemic modality to teaching RLE. Moreover, there is a significant difference between learning and teaching RLE in the Pre-pandemic and the Pandemic setting. While there is significant relationship of learning and teaching RLE in the Pre-pandemic and the Pandemic setting except for the socioeconomic status and Transpersonal caring where the respondents considered that there is a significant relationship consequently.

Keywords: Related Learning Experience (RLE), Clinical Case Management, Skills Demonstration, Pre-pandemic/Pandemic Modality, Virtual Simulation