Effectiveness of Online Teaching Learning Activities in the Attainment of Course Learning Outcomes

Mercado Edgar Regel D.[1], Miguel Venedict P.[2], Molina Li-Anna Marie G.[3], Magnaye, Bella P.[4]

Nursing Department, College of Nursing, Lyceum of the Philippines University Batangas, Batangas City, Philippines

edgelmercado09@gmail.coml[1], pagsuyoinmiguel@gmail.coml[2], lianna2207marie@gmail.coml[3], bpmagnaye@lpubatangas.edu.ph[4]

Abstract – The study is about the effectiveness of different online teaching learning activities in the attainment of the course learning outcomes which aims to determine success rate of instilling knowledge to student nurses in their courses with related learning experiences. Thus, the assessment of attaining the passing grade and first-hand information about the effectiveness confirmed that the current online teaching learning activities succeed to provide bits of knowledge in an online class setting. In conducting the survey through giving of questionnaires using the Likert Scale, the data gathered determined the effectiveness of the different competencies of the online teaching-learning activities in nursing courses with RLE. It was found out that The teaching-learning activities conducted during pandemic are effective in helping the students acquire knowledge and practical nursing skills. The second year and third year nursing students performed well in terms of assessment and major examinations. The course learning outcomes are attained by the second year and third year students even in online teaching and learning.

Keywords – *Teaching learning activities, Online learning*

INTRODUCTION

From a rapid shift from the normal physical learning to an online class setting, the Corona Virus Disease – 2019 (COVID-19) Pandemic has imposed a huge threat to the academic performance of every student. It challenged the effectiveness of different online teaching learning activities to achieve the course learning outcomes of the institution or College.

Students and clinical instructors are having a hard time in providing an efficient and useful material in retaining pieces of knowledge to meet the course outcomes. However, through various demands and adaptation to this new mode of education, creative heights in improving the undergraduate's performance and competence such as making of infographics, creative journal magazine, and virtual role play as a major project can change the landscape of pursuing online teaching learning activities in an internet-based setting.

This study was chosen to explore the ability if the students of the Lyceum of the Philippines University Batangas College of Nursing can provide a safe space for learning holistic care and perform the given knowledge in honing the competence of every nursing student in an online setting with the practice of ethical, moral, and legal principles. Moreover, to be well aware of the current client care and to establish a collaborative nursing leadership and management in the delivery of quality health care; lastly, to demonstrate the readiness to pass the Nurse Licensure Examination.

Moreover, there are different online teaching learning activities (TLAs) used in the isolated or online education to ease the learning process of every student at the College of Nursing in the midst of the Covid-19 Pandemic. In courses with lecture, utilization of interactive discussion, recitation or question relay, group discussion, brainstorming, journal reading, concept mapping, film viewing, giving prior assignment before the chapter lecture, and exploring of creativity such as role playing are being implemented. While in courses with Related Learning Experiences (RLEs), utilization of giving prior assignment such as entry pass, demonstration and return demonstration, clip viewing, actual patient care through digital clinical exposure, video presentation, case analysis, show and tell of theories, and computation are also being used in the new online class.

In this trying time, conducting a research study based on the current situation can improve and contribute a significant outcome into the norm. Measuring the effectiveness of TLA in the attainment of Course Learning Outcome (CLO) in the midst of online based education can help formulate the College

of Nursing a more exciting way in building each student's competency in the field of Nursing. The results and analyzations can also improve the syllabus of the Lyceum of the Philippines University - Batangas College of Nursing and the different TLAs for the betterment of the learning process of the incoming student nurses.

OBJECTIVES OF THE STUDY

This research study sought to determine the over-all effectiveness of online Teaching Learning Activities in terms of student evaluation in lecture/ RLE and major examination; and determine the overall effectiveness of online TLA in terms of Student evaluation and in Major examination.
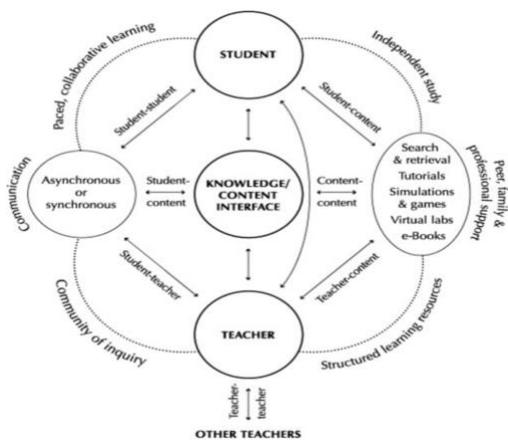
MATERIALS AND METHODS

Figure 1. *Theoretical Framework*

Anderson's Online Learning Model has four components which is the Learner-Centered, Knowledge-Centered, Assessment-Centered and Community-Centered. This research is connected to Anderson's Online Learning Model. The Learner Centered component addresses issue about the student's needs, educator, establishment and society to help for the students. An educator should comprehend the students' essential information, including misguided judgments that the student begins with in their development of new knowledge, giving a task for each student to have an advance reading as their entry pass and exit pass for what have they learned from the given lesson.

Knowledge Centered is important in learning and in today's set-up online learning it is easy for the students to gather information just to browse in the internet. Students should have the option to find the information that they require and use it to make significant associations with society. Assessment Centered

includes summative assessment, quizzes and graded recitation this help the students and teachers to have feedback. Online learning gives numerous chances to evaluation openings that include impact and ability of friends, outside specialists, and the educator. Lastly, Community Centered Qualities of members in internet learning networks can share a feeling of having a place, trust, assumption for learning, and obligation to partake in and add to the local area. Issues related with this local area focused learning incorporate a potential absence of consideration and support, monetary restrictions, and obstruction from establishments because of the opposition that virtual learning networks make for them.

The COVID-19 pandemic has had a profound and sudden impact on many areas of life; work, time off, and family alike. These changes have also affected educational processes in formal and informal learning environments. Public institutions like childcare settings, schools, universities, and further education providers ceased onsite teaching and moved to distance learning or closed down completely. The sudden lock-down required quick adjustments on teaching, and learning settings changed substantially.

The Conceptual Framework utilized the Input, Process, and Output. The content of the Input is to determine the overall effectiveness of Online TLA in terms of student evaluation and in major examination. For the process, the researchers prepared and distributed the questionnaires to the respondents. The research design that was used is qualitative research using a questionnaire as a tool to gather the needed information. This helped to know the effectiveness of new educational approach, coping attitude, and new learning techniques affecting the utilization of different Teaching Learning Activities in Courses with RLE in the Midst of COVID 19 Pandemic.

Research Design

The researchers used the quantitative descriptive research design. This type of design establishes associations between variables. As for the study's case, it described the association between the identified variables which are new educational approach, coping attitude, and new learning techniques. This research study is concerned with the insights of randomly selected participants regarding their experiences on the given variables. Using this method, the data gathered were based on observation, interview, and utilization of questionnaires containing scales and open-ended questions.

Respondents

The researchers chose student participants from the Lyceum of the Philippines- Batangas College of Nursing. They were the second year and the third-year students who were enrolled during the first semester of this school year. Aside from the year, the researchers chose respondents with courses having Related Learning Experience.

Instrument

This study utilized a modified questionnaire titled "Teaching and Learning Activities applied in Nursing Care Management: Basis for Enhancement of Syllabus". The questionnaire consisted of three parts. The first part is titled "Effectiveness of Teaching and Learning Activities (TLAs) in Lecture utilized in NCM". The second part is for the "Effectiveness of Teaching and Learning Activities (RLE) utilized in NCM". The third part is the Attainment of Course Intended Learning Outcomes in NCM subjects. Participants responded to the items on the questionnaire using a four-point response scale: Highly Effective; Effective; Moderately Effective; Ineffective which numerically corresponded to 4, 3, 2, and 1 respectively.

Data Gathering Procedure

In order to gather the needed data, the researchers distributed sufficient copies of the questionnaires and had a division of labor in distributing the questionnaires to the students of second year students and third year students at College of Nursing. Before giving the questionnaires to the respondents, the researchers explained the title and objectives of the study and asked the participants to sign in the consent form. The researchers also requested for an accurate and honest response from the participants. The completion of questionnaires took approximately one day and was retrieved on the next day.

Data Analysis

After collecting the answered questionnaire, they were treated by applying statistical tools such weighted mean, frequency and ranking. For the purpose of this study, percentage was utilized to identify the ranking of the participant's responses.

Ethical Considerations

Prior to the data gathering procedure, the researchers sought consent from the target participants.

They were allowed to refuse to participate and the researchers will not perform any kind of bribery, just to let them participate. The respondents will strictly answer questions related to the research topic and will not be forced to answer any sensitive personal information. The researchers ought to maintain the confidentiality or the anonymity of the respondents; protect them from any harm, discomfort, and exploitation; and promote their right to know about the progress of the research study. This study had undergone and was approved by the LPU ethics review board.

RESULTS AND DISCUSSION

In table 1, the criterion that ranked first with a weighted mean of 3.14 is the utilization of interactive discussion between instructor and students in every concept. Students and their instructors engage in synchronous learning in order for them to listen to discussions just like they used to in classrooms. However, to keep the learners' attention, the class should be more than just a virtual lecture. The instructor may encourage the students to answer questions related to the topic to gain incentives, ask each of the students to state their take-away, or task the students to solve a problem and share the answer to the class [1].

The criterion that got the weighted mean of 3.12 is engaging students in doing case analysis about issues and problems encountered in practical application. In a study related to this, case studies are used to pre-assess the knowledge and understanding of the students, provide chance for the students to explore issues from multiple perspectives, helps in providing students with the proper actions before engaging to practical situations, and develop the learners' data interpretation ability.

Conducting socialized recitation or question relay in a class where the students were encouraged to ask questions, discuss, and report specific topic in online class is the next criterion, with a weighted mean of 3.09. According to Dumbaugh [2], oral recitations help students improve their communication skills, enhances their creativity, help them develop skills to conquer anxiety, and improve their critical thinking skills; while the instructors immediately see what the learners understand or what knowledge needs to be enhanced.

With a weighted mean of 2.99, the next criteria are using group discussion to let students get an opportunity to express his/her reviews and comment on the views expressed by other members of the group.

Table 1
Effectiveness of Online Teaching Learning Activities in the Attainment of Course Learning Outcomes in Lecture

TLAs	2nd Year		
	WM	VI	R
1. Utilization of interactive discussion between professor and students in every concept.	3.14	E	1
2. Conducting socialize recitation or question relay in a class where the students were encouraged to ask questions, discuss and report specific topic in online class.	3.09	E	3
3. Using group discussion to let of students get an opportunity to express his/ reviews and comment on the views expressed by other members of the group.	2.99	E	4
4. Deploying brainstorming session to stimulate creativity of the students.	2.95	E	8
5. Engage in students in doing case analysis about issues and problems encountered in practical application.	3.12	E	2
6. Doing research/browsing activities such as journal reading and active essay which the students depict the content of a journal, he/ she read and discuss the learning in a narrative means.	2.98	E	6
7. Making a diagram like concept mapping to help students died new information to existing knowledge.	2.99	E	4
8. Making use of film using them understand the concept being discussed.	2.98	E	6
9. Giving of assignment to study prior chapters in preparation for interactive discussion.	2.86	E	9
10. Exploring creativity with the use of role playing the actor issue related scenario.	2.84	E	10
Composite Mean	**2.99**	**E**	

Legend: 3.50 – 4.00 = Highly Effective (HE); 2.50 – 3.49 = Effective (E); 1.50 – 2.49 = Moderately Effective (ME); 1.00 – 1.49 = Not Effective (NE)

According to Zakrajsek [3], establishing knowledge trough interactions with peers can be an effective method of learning, and it can reflect necessary skills for working with others in the field in some disciplines.

Following, with a weighted mean of 2.87 is making a diagram like concept mapping to help students derive new information to existing knowledge. Jaafarpour [4] stated that concept mapping is effective as a teaching method in the academic achievement of nursing students. In their study, the participants that engaged in construction of concept map showed higher score for cumulative tests than the participants that only take quizzes. Their findings provided valuable evidence for establishing concept mapping as a continuous teaching strategy for nursing students.

The criterion that has a weighted mean of 2.98 as well is doing research/browsing activities such as journal reading and active essay which the students depict the content of a journal, he/ she read and discuss the learning in a narrative means. Donovan [5] stated that journal reading increases a person's retention, helps to contemplate a reading material, develops analyzation skills by articulating own thoughts, and allows to study materials from a writer's perspective. For writers, writing journal and essays helps with enhancing critical thinking skills.

Making use of film for them to understand the concept being discussed (2.98). Using videos in presenting information about a certain topic is a great tool in making students learn and gain deeper understanding of the lesson, as it builds background knowledge on the topic to be discussed and assists the students in visualizing contexts [6].

Lastly, exploring creativity with the use of role playing the issue related to given scenarios is the criterion that ranked last with a weighted mean of 2.84. A related study by Vizeshfar et al. [7], about the effects of applying role playing approach on nursing students' education showed that role playing is an effective method in education of students and as a mode of teaching. It improves group working morale and make the students learn from each other.

The criterion that ranked first in table 2, with a weighted mean of 2.96 as well is doing research/browsing activities such as journal reading and active essay which the students depict the content of a journal, he/ she read and discuss the learning in a narrative means.

This indicates that most of the students find doing browsing activities effective in acquiring knowledge. Writing essay and/or journal about the given topic, the learnings gained will help the students exercise making insights. This teaching-learning method is being utilized even in face-to-face classes. The instructors give rubrics for the students to follow. This helps the instructor in determining if the students' learnings and skills in making insights need to be reinforced.

Making use of film for them to understand the concept being discussed is the next criterion with a weighted mean of 2.93. This indicates that watching films related to the current topics is an effective method to gain additional knowledge and perception.

Table 2
Effectiveness of Online Teaching Learning Activities in the Attainment of Course Learning Outcomes in Lecture

	3rd Year		
	WM	VI	R
1. Utilization of interactive discussion between professor and students in every concept.	2.86	E	7
2. Conducting socialize recitation or question relay in a class where the students were encouraged to ask questions, discuss and report specific topic in online class.	2.85	E	8
3. Using group discussion to let of students get an opportunity to express his/ reviews and comment on the views expressed by other members of the group.	2.77	E	9
4. Deploying brainstorming session to stimulate creativity of the students.	2.92	E	3
5. Engage in students in doing case analysis about issues and problems encountered in practical application.	2.89	E	4
6. Doing research/browsing activities such as journal reading and active essay which the students depict the content of a journal, he/ she read and discuss the learning in a narrative means.	2.96	E	1
7. Making a diagram like concept mapping to help students died new information to existing knowledge.	2.87	E	6
8. Making use of film using them understand the concept being discussed.	2.93	E	2
9. Giving of assignment to study prior chapters in preparation for interactive discussion.	2.89	E	4
10. Exploring creativity with the use of role playing the actor issue related scenario.	2.68	E	10
Composite Mean	**2.86**	**E**	

Legend: 3.50 – 4.00 = Highly Effective (HE); 2.50 – 3.49 = Effective (E); 1.50 – 2.49 = Moderately Effective (ME); 1.00 – 1.49 = Not Effective (NE)

Film-viewing, may it be a documentary, informative, or fictional movies or clips is a popular method of helping the students understand the topics in real-life situations and makes them analyze how the film is related to the lesson being tackled. This also develops their perspective in different points of view.

The criterion that got the weighted mean of 2.89 is engaging students in doing case analysis about issues and problems encountered in practical application. This shows that giving students case analyses that are like what they will experience in real life clinical situations is an effective method of learning for the respondents among the given criteria. It means that most of the students find analyzing different scenarios about issues and problems encountered in practical application an effective way to garner learnings.

Conducting socialized recitation or question relay in a class where the students were encouraged to ask questions, discuss, and report specific topic in online class is the next criterion, with a weighted mean of 2.85. Relating to the first criterion, this is an effective teaching-learning method. Encouraging the students to address their concerns and questions about the discussion can easily help them acquire more knowledge. When students are asked to discuss their learnings, the instructors will know if the students are coping up or if certain adjustments should be done to help them understand more. Assigning the students to report specific topics is also effective, because for them to be able to report properly, they should have studied their assignment thoroughly.

With a weighted mean of 2.77, using group discussion to let students get an opportunity to express his/her reviews and comment on the views expressed by other members of the group. This shows that students also learn effectively when they gather to state their own ideas and the other members of the group give their own perspective, which will help them determine the possible answers to certain questions or possible explanation in given scenarios.

Lastly, exploring creativity with the use of role playing the issue related to given scenarios is the criterion that ranked last with a weighted mean of 2.68. Nowadays, role playing is rarely done by the students. However, the respondents find this teaching-learning method effective because they also learn by contemplating what real life-situations would be.

As seen in table 3, Demonstration and return demonstration of basic nursing skills is the criterion that was ranked first and has a weighted mean of 3.19. In a study related to this, it was stated that nursing students recognize the significance of conducting practical return demonstration to prepare them for future clinical exposure. It was also indicated that the continuous experiential learning of the students is an effective way of acquiring necessary practical knowledge, skills, attitude, and values to become excellent health care professionals [8].

The criterion that ranked first as well has a weighted mean of 3.19, actual patient care through clinical exposure. For the nursing students to acquire and develop practical skills, a hospital unit is a significant learning environment and is essential to the education of a nurse. In a clinical setting, the nursing students engage with different patients who need professional nursing care. Clinical learning experience is a part of formal nursing education process [9].

Table 3
Effectiveness of Online Teaching Learning Activities in the Attainment of Course Learning Outcomes in RLE

	2nd Year		
	WM	VI	R
Giving of assignment to study by your chapters in preparation for interactive discussion.	2.97	E	7
Demonstration and return demonstration of basic nursing skills.	3.19	E	2
Making use of video clips beyond doing before them understand the concept being discussed.	3.11	E	4
Actual patient care through clinical exposure.	3.19	E	1
Conducting a video to be familiar with different equipment's and facilities.	3.16	E	3
Engage in students in doing case analysis about issues and problems encountered in practical application.	3.10	E	5
Requiring students to explain given theory or scenario to the rest of class through show and tell.	2.95	E	8
Perform computation to enhance nursing skills in precise calculation.	3.08	E	6
Composite Mean	**3.09**	**E**	

Legend: 3.50 – 4.00 = Highly Effective (HE); 2.50 – 3.49 = Effective (E); 1.50 – 2.49 = Moderately Effective (ME); 1.00 – 1.49 = Not Effective (NE)

Conducting a video to be familiar with different pieces of equipment and facilities ranked fourth with a weighted mean of 3.16. Videos made by the clinical instructors that consist of procedures and proper utilization of equipment are found effective, because the students can see the proper application of the equipment step by step, can be watched multiple times for mastery, and not only be reading the procedures from books.

The next criterion with a weighted mean of 3.08 is performing computation to enhance nursing skills in precise calculation. As nursing students are given exercises that involve computation of intravenous fluids, intake and output, and medications; it helps them to master how to imply efficient and accurate solving skills that is widely used in clinical settings.

Giving of assignment to study chapters in preparation for interactive discussion with a weighted mean of 2.97. This teaching-learning style is effective for the students because this is a classic method wherein, they can discover and learn to introduce themselves in the topic even before the clinical instructor discusses. This also gives them the chance to have advanced knowledge and will engage them in the discussion, to see if what they have understood from their previous self-studying is accurate.

Lastly, the criterion that has a weighted mean of 2.95 is requiring students to explain given theory or scenario

to the rest of class through show and tell. This method is effective, because the students will learn and will be able to share to their classmates interesting topics related to their lesson that might not be tackled. This method also adds to the curiosity of the students and help make them knowledge oriented.

Table 4
Effectiveness of Online Teaching Learning Activities in the Attainment of Course Learning Outcomes in RLE

	3rd Year		
	WM	VI	R
Giving of assignment to study by your chapters in preparation for interactive discussion.	2.91	E	5
Demonstration and return demonstration of basic nursing skills.	3.08	E	3
Making use of video clips beyond doing before them understand the concept being discussed.	3.14	E	2
Actual patient care through clinical exposure.	3.26	E	1
Conducting a video to be familiar with different equipment's and facilities.	3.06	E	4
Engage in students in doing case analysis about issues and problems encountered in practical application.	2.91	E	5
Requiring students to explain given theory or scenario to the rest of class through show and tell.	2.75	E	8
Perform computation to enhance nursing skills in precise calculation.	2.89	E	7
Composite Mean	**3.00**	**E**	

Legend: 3.50 – 4.00 = Highly Effective (HE); 2.50 – 3.49 = Effective (E); 1.50 – 2.49 = Moderately Effective (ME); 1.00 – 1.49 = Not Effective (NE)

The first criterion on table 4 that has a weighted mean of 3.26 is actual patient care through clinical exposure. This method is undeniably effective for the nursing students because greater amount of knowledge is gained in experiences. When the students are exposed in real-life clinical scenarios, they tend to learn more not only about their current topics, but also the different standard in various health care facilities and practice practical applications.

The criteria that ranked second with a weighted mean of 3.14 is the use of relevant video clips to understand the concept being discussed. This indicates that the respondents find watching relevant video clips is an effective method to learn about practical applications and determine the difference between ideal measures and different standards.

Demonstration and return demonstration of basic nursing skills is the criterion that was ranked third and has a weighted mean of 3.08. This shows that watching instructors' demonstration of procedures related to the topics of the courses give the students guide to follow

in return demonstration. For the respondents, this teaching-learning activity is effective in enhancing their skills before facing practical clinical situations.

The next criterion with a weighted mean of 2.89 is performing computation to enhance nursing skills in precise calculation. Nursing students are given exercises that involve computation of intravenous fluids, intake and output, and medications. This teaching-learning activity is apparently effective for the students because this helps them improve efficient and accurate solving skills that is widely used in clinical settings.

Following, giving of assignment to study chapters in preparation for interactive discussion with a weighted mean of 2.94. For the respondents, this teaching-learning style is effective. As the instructors task the students to have an advanced reading about the steps of the procedures to be discussed, they easily follow when the instructor demonstrates the procedures step by step. The students are also given the chance to ask questions or for clarifications.

Lastly, the criterion that has a weighted mean of 2.75 is requiring students to explain given theory or scenario to the rest of class through show and tell. According to its weighted mean, it is an effective method for the respondents. This activity is usually done when an instructor is discussing a certain topic, lets the student's read phrases or sentences from the presentation presented on the screen, and make them explain what it means and asks them to give their own examples

Table 5
Performance in Major Exams (2nd Year)

Score of Midterm exam in CHN 1	f	(%)
81% and above	110	75.90
75% - 80%	35	24.10
Score of Final exam in CHN 1		
81% and above	127	87.60
75% - 80%	18	12.40
Score of Midterm exam in Maternal Child Nursing		
81% and above	122	84.10
75% - 80%	22	15.20
74% and below	1	.70
Score of Final exam in Maternal Child Nursing		
81% and above	131	90.30
75% - 80%	14	9.70

The performance of second year nursing students in their Major Examinations is indicated in table 7. The results show that there is only one student who failed in the midterm examination. However, majority of the sophomore batch got a passing grade of 75% and above.

As interviewed from one of the nursing students, the current TLA used of the College is stated to be effective. However, the student also said that the current activities being utilized retains only 50% compared to the usual physical learning.

In attaining the Colloform second year students, performance in major examinations such as midterm and final exams should be evidently on the passing mark. As evidence by the result of the study, majority of student got all nursing related courses above the passing percentage. Yet, the immediate adaptation of this type of learning strategies has prioritized some negative scenario. Such as the seniors versus the freshmen students do not have the most necessary virtual competence [10].

As compared to the third-year nursing student, nursing sophomores possesses the lowest frequency of attaining a score of 74% and below compared to the junior students on their Nursing Care Management courses. On the statistic presented on this research study, it entailed that student nurses of the College of Nursing shows that even on limited material, they were still able to gather knowledge that are useful on becoming a true nurse in the future. Health care provider such as nurses has hearts for caring other people to recover and maintain their whole well-being, and on the present scenario in which a lot of nursing student does not have many choices on their clinical exposure to care for those critically ill patients due to the COVID [11].

As seen in table 6, for the performance on major examinations of third year nursing students, it portrayed in table 8, that most of the junior class a passing grade despite of numerous Nursing Care Management courses. However, there are four frequency who failed both midterms and finals examination in Nursing Research and Medical Surgical Nursing. As stated by one of the third-year nursing students, performances in achieving midterm and final examination were hard as some external factors affect them on the day of the examination such as power outages, loss of internet data, and sudden technical problem with the device.

Despite many nursing related courses exams, majority of the batch evidently attained the Course Intended Learning Outcomes of the College of Nursing for the third-year students. On the other hand, many nursing undergraduates expressed different perspective about the interruption of nursing education.

Table 6
Performance in Major Exams (3rd Year)

Score of Midterms exam in Nursing Research	f	(%)
81% and above	88	88.00
75% - 80%	11	11.00
74% and below	1	1.00
Score of Final exam in Nursing Research		
81% and above	87	87.00
75% - 80%	12	12.00
74% and below	1	1.00
Score of Midterm exam in Medical Surgical		
81% and above	76	76.00
75% - 80%	23	23.00
74% and below	1	1.00
Score of Final exam in Medical Surgical		
81% and above	91	91.00
75% - 80%	8	8.00
74% and below	1	1.00
Score of Midterm exam in CHN 2		
81% and above	74	74.00
75% - 80%	26	26.00
Score of Final exam in CHN 2		
81% and above	89	89.00
75% - 80%	11	11.00
Score of Midterm exam in Geriatric nursing		
81% and above	87	87.00
75% - 80%	13	13.00
Score of Final exam in Geriatric nursing		
81% and above	95	95.00
75% - 80%	5	5.00

Other students expressed that they felt ego-centric and afraid about not attaining their goal. However, the method for validating undergraduates' academics is to provide reassurance on their goal [12]. In this method of providing reassurance, performance of students in. training the CILO of the nursing department can be improved as everyone is facing difficult time. Factors such as student mental health of can contribute to only attain the knowledge from the Nursing Care Management courses in short term.

In the table 7, it is perceived that mostly of the third-year nursing student have been involved in learning on the virtual class. The data resulted that majority of the nursing junior class has a frequency of more than half of the population who attained 81% and above score in their major examinations. Also, second year students from the Nursing department had the highest percentage who attained 85% to 89% as a final grade in Community Health Nursing 1 and Maternal and Child Care. Meanwhile, undergraduates had the lowest percentage at grades between 81% to 84% of both Nursing Care Management courses.

Table 7
Attainment of Course Intended Learning Outcomes (2nd Year)

Final Grade in CHN 1	F	(%)
90% and above	47	32.40
85% - 89%	70	48.30
81%- 84%	28	19.30
Final Grade in Maternal Child Care		
90% and above	55	37.90
85% - 89%	74	51.00
81%- 84%	16	11.00

However, in comparison with the performance in Major Exams of second year nursing students, it shows that it is visible that student have attained the CILOs of College of Nursing in an online setting.

Yet, through different factors affecting online learning, students find it tough as there are clinical instructors who are perceive virtual class as normal class setting where they only accept class requirement in a one-time basis or no extension policy.

Nevertheless, it obliged us to suggest that at this present time, it is the new normal of providing care, and if the coming registered nurses should know how to handle or manipulate in these kinds of scenario. Arguments about the comeback of nursing undergraduates to a clinical exposure is open and other recommendations has been raised [11].

To reach higher percentage of attainment of Course Intended Learning Outcomes for second year nursing students, the alignment of curriculum is essential to come up with effective learning objectives, yet in higher education the configuration is always opposed with present problem [13]. The main result of not configuring the curriculum properly is increased by the inadequacy of student knowledge of their position within the program.

Moreover, in providing an effective learning outcome in digital education, requiring development of the common ways of giving meaning on qualifications and qualification structures, modules, and programmers. The main point moved from the mere buildup of ideas to skills acquisition by the undergraduates [14].

Indicated in table 8 the third-year nursing students' final grades in Nursing Research, Medical Surgical Nursing, and Community Health Nursing 2 had the highest percentage at 85% to 89%. While in Geriatric Nursing, 52% attained the highest grade. Moreover, there is one respondent who got the lowest final grade in Medical Surgical Nursing and two nursing student who got the lowest grade in Nursing Research at 79% and below. In the attainment of CLO of third year

nursing students, majority of undergraduates seen household choirs as one of the hindrances in achieving the goal of the College.

Table 8
Attainment of Course Intended Learning Outcomes (3rd Year)

Final Grade in Nursing Research	f	(%)
90% and above	29	29.00
85% - 89%	46	46.00
81%- 84%	23	23.00
79% and below	2	2.00
Final Grade in Medical Surgical		
90% and above	34	34.00
85% - 89%	41	41.00
81%- 84%	24	24.00
79% and below	1	1.00
Final Grade in CHN 2		
90% and above	34	34.00
85% - 89%	44	44.00
81%- 84%	22	22.00
Final Grade in Geriatric Nursing		
90% and above	52	52.00
85% - 89%	42	42.00
81%- 84%	6	6.00

Despite having high grades to show the effectiveness of TLA, a student said that there is nothing wrong with the current activity, yet it is less efficient that resulted to low retention of knowledge making students less competent. However, as evident in the result of the study, third year nursing student at the College of Nursing shows that the present Teaching Learning Activities are effective in attaining the Course-Intendent Learning Outcomes. As evidenced by the study of Chakraborty [15] about learning engagement strategies in online class environment stated that some effective Teaching and Learning Activities to be utilized in a virtual setting are instructor-to-student response or feedback, providing a peer review, giving a group assignment on the first day of online class to get to know other students, ask for an activity that requires a contact with professionals related in the chosen baccalaureate degree, and initiation projects such as class debate to improve critical thinking.

Table 9 displays the comparison of responses on the effectiveness of teaching learning activities between the two groups of respondents. It was observed that no significant difference exists since the obtained p-values were greater than 0.05 alpha level. This means that the responses of 2nd year and 3rd year students on the effectiveness of teaching learning activities are the same.

Table 9
Comparison of Effectiveness of teaching Learning Activities Between the Two Groups of Respondents

	group	N	Mean	t-value	p-value	I
Lecture	second year	145	2.99	1.841	0.067	NS
	third year	100	2.86			
RLE	second year	145	3.09	1.289	0.199	NS
	third year	100	3.00			

Legend: Significant at p-value < 0.05

It is presented that there is no significant relationship between the teaching-learning activities of second year and third year nursing courses in lecture (p-value = 0.067), and no significant relationship between teaching-learning activities of second year and third year nursing courses in RLE (p-value = 0.199). This indicates that the teaching learning-activities in nursing course with RLE mentioned above are effective methods in helping the students acquire knowledge and develop skills that they will need in clinical exposure.

CONCLUSION AND RECOMMENDATION

After the results were analyzed, the following are thus concluded: The teaching-learning activities conducted during pandemic are effective in helping the students acquire knowledge and practical nursing skills. The second year and third year nursing students performed well in terms of assessment and major examinations. The course learning outcomes are attained by the second year and third year students even in online teaching and learning.

Clinical instructors may continue innovating different online teaching learning activities to improve the performance of the nursing students such the use of virtual role playing, presentation of infographics, musical memorization or mnemonics, and video infomercial. College of Nursing through the help of Human Resource may continuously support to the faculty and clinical instructors by initiating webinars, online trainings, and virtual workshops that are related in the improvement of Teaching Learning Activities. The college may provide students with resources that can help achieve the Course Intended Learning Outcomes of the College of Nursing such as webinars and virtual workshops. The college may conduct at least twice in a semester a virtual inkuyon (student nurse) hangout, a game night or day to help assess student's level of knowledge and competency, with

students and clinical instructors to provide an accurate plan of action for the students. Clinical instructors may emphasize on giving case analysis through movies, documentaries, and video clips about the related topics for the RLE of nursing students.

REFERENCES

[1] Hance, M. (2020). Strategies to Boost Participation in Your Virtual Classroom. TeachHUB. retrieved from https://www.teachhub.com/teaching-strategies/2020/10/strategies-to-boost-participation-in-your-virtual-classroom/.

[2] Dumbaugh, D. (2020). Revitilizing Classess Through Oral Examination. Inside Higher ED. retrieved from https://www.insidehighered.com/advice/2020/09/09/how-use-oral-examinations-revitalize-online-classes-opinion.

[3] Zakrajsek, T. (2021). Formed teams or discussion groups to facilitate learning. Idea. https://www.ideaedu.org/idea-notes-on-instruction/formed-teams-or-discussion-groups-to-facilitate-learning/.

[4] Jaafarpour, M. et al (2016). Does concept mapping enhance learning outcome of nursing students? Science Direct. retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0260691715003536.

[5] Donovan, M. (2019). The Benefits of Keeping a Reading Journal. Writing Forward. retrieved from https://www.writingforward.com/better-writing/reading-journal#:~:text=The%20Benefits%20of%20a%20Reading%20Journal&text=Increases%20retention.,and%20space%20for%20writing%20practice.

[6] Alber, R. (2019). Using Video Content to Amplify Learning. Edutopia. retrieved from https://www.edutopia.org/article/using-video-content-amplify-learning.

[7] Vizeshfar, F., Dehghanrad, F., Magharei, M., & Sobhani, S. M. J. (2016). Effects of applying role playing approach on nursing students' education. *Int J Human Cult Stud*

[8] Alo, J. (2017). Practical Return Demonstration: Enactment Nursing Students Do, Believed and Experienced Will Perk Their Nursing Care. International Journal of Development Research,
7(7), 13695-13697. retrieved from https://www.journalijdr.com/sites/default/files/issue-pdf/9007.pdf

[9] Kaldal, M. et al (2015). Nursing students' experiences of professional patient care encounters in a hospital unit: a systematic review protocol. Lippincott Nursing Center. retrieved from https://www.nursingcenter.com/journalarticle?Article_ID=3470177&Journal_ID=3425880&Issue_ID=3470019

[10] Ramos-Morcillo, et al (2020). Experiences of Nursing Students during the Abrupt Change from Face-to-Face to e-Learning Education during the First Month of Confinement Due to COVID-19 in Spain. International Journal of Environmental Research and Public Health, 17(15), 5519. retrieved from https://doi.org/10.3390/ijerph17155519.

[11] Hayter, M., & Jackson, D. (2020). Pre-registration undergraduate nurses and the COVID-19 pandemic: Students or workers?. *Journal of Clinical Nursing*, *29*(17-18), 3115-3116.

[12] Dewart, G., Corcoran, L., Thirsk, L., & Petrovic, K. (2020). Nursing education in a pandemic: Academic challenges in response to COVID-19. *Nurse education today*, *92*, 104471.

[13] Wijngaards-de Meij, L., & Merx, S. (2018). Improving curriculum alignment and achieving learning goals by making the curriculum visible. International Journal for Academic Development, 23(3), 219–231.

[14] Gil-Jaurena, I. (2016). Aligning learning outcomes and assessment methods: a web tool for e-learning courses. International Journal of Educational Technology in Higher Education. retrieved from https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-016-0016-z.

[15] Chakraborty, M. (2017). *Learner engagement strategies in online class environment* (Doctoral dissertation).

COPYRIGHTS