



FACULTY OF HEALTH SCIENCES AND SPORTS
MASTER OF SCIENCE IN NURSING
LEARNING MODULE OUTLINE

Academic Year	2025-2026	Semester	I
Module Code	NURS6144		
Learning Module	Nursing Education		
Pre-requisite(s)	Nil		
Medium of Instruction	Chinese / English		
Credits	3	Contact Hours	45hrs
Instructor	Associate Prof. Dr. Haobin Yuan (Subject teacher) Prof. Dr. Gao Lingling	Email	hbyuan@mpu.edu.mo
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MODULE DESCRIPTION

Nursing education is designed to nurture nursing students' abilities for using pedagogy theory and methods to carry out teaching and learning in nursing practice. The 45-hour subject elaborates the principles, theory and methodology of pedagogy and educational psychology, nursing curriculum building, nursing teaching methods and skills, and nursing educational research. Case study, group discussions, demonstration of teaching and learning, and outcome evaluation are involved in the class. The students are expected not only to apply the pedagogical methodology and educational psychology in the discussion ethical issues of nursing education but also to develop the teaching planning and demonstrate the classroom teaching or clinical instruction.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Explore the principles, theory and methodology of pedagogy.
M2.	Apply the pedagogical methodology and educational psychology.
M3.	Develop the teaching planning for classroom teaching and clinical instruction.
M4.	Discuss ethical issues of nursing education.
M5.	Demonstrate competence in classroom teaching and clinical instruction.



These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5
P1. Knowledge and awareness of a range of advanced modules, fields, theories and approaches applicable to nursing discipline	✓				✓
P2. Knowledge and understanding of advanced assessment tools used to assess and interpret issues in nursing, challenges and risks in a changing context	✓			✓	✓
P3. Critical understanding of the growing scientific and clinical literature which affect nursing in practice			✓	✓	✓
P4. Knowledge of advanced nursing competency working in different clinical specialties	✓			✓	✓
P5. Develop an understanding of the theories, analytical approaches, methodologies and practices that underpin nursing in modern society	✓	✓	✓	✓	✓
P6. Evaluate, extrapolate and synthesise relevant literature and empirical data and competently apply these to different nursing actual situations	✓	✓	✓		✓
P7. Develop ability to apply nursing theory to the analysis of a broad range of actual problems in current practice area	✓	✓	✓		✓
P8. Develop the capabilities in clinical analysis and thinking, as well as disciplinary research	✓	✓	✓		✓
P9. To learn continuously within academia and industry and beyond and to employ relevant information and knowledge in understanding different contexts	✓	✓	✓	✓	✓
P10. To acquire research skills and values which can provide different approaches to the problem solving and decision making in nursing area	✓	✓	✓	✓	✓
P11. To develop advanced knowledge and analytical skills that are transferable to nursing in practice	✓	✓	✓	✓	✓
P12. To reinforce evidenced-based nursing through learnt knowledge and skills in research	✓	✓	✓	✓	✓
P13. To have a positive attitude towards society and the environment			✓	✓	✓
P14. To adhere to high moral standards and to commit to excellence in life-long learning	✓	✓	✓	✓	✓



MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	1. The principles, theory and methodology of pedagogy: apply theoretical knowledge to practical situation 1.1 Constructivism learning theory 1.2 Adult learning theory 1.3 Experiential learning theory 1.4 Social learning theory	8
2	2. Teaching environment: describe the teaching resources and retrieval methods	2
2	3. Teaching methods in classroom teaching and clinical instruction	2
3	4. Teaching planning based on theoretical knowledge and practical situation	6
3	5. Learning performance assessment	2
3	6. Validation of learning outcome evaluation	3
4	7. Ethical issues of teaching and learning in nursing profession	3
4	8 Seminars: Students' performance assessment in clinical practice	4
5	9. Debate: Artificial intelligence in nursing education	4
5, 6	10. Demonstrations and teaching plans for classroom teaching OR clinical instruction	11

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5
T1. Lectures	✓	✓	✓	✓	
T2. tutorial small group discussions	✓	✓	✓	✓	✓
T3. seminars	✓	✓	✓	✓	✓
T4. demonstration	✓	✓	✓	✓	✓

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Master's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.



ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Seminars: Students' performance assessment in clinical practice	20	M2, M4, M5
A2. Debate: Artificial intelligence in nursing education	30	M2, M4, M5
A3. Demonstrations and teaching plans for classroom teaching OR clinical instruction	50	M1, M2, M3, M4, M5

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

MARKING SCHEME

Assessment criteria for assignment A1

Assessment Criteria	Weighting	Score and comments
1. Identification of the phenomenon - clear and specific description - reasonable explanation - well justified according to current situation	5 %	
2. Students' performance assessment in clinical practice 2.1 Attitude assessment (20%) 2.2 Knowledge assessment (20%) 2.3 Skill assessment (20%) - Understanding of the principles - Key information included - Well justified according to the evaluation guidelines - Reasonable explanation	60%	
3. Validation of assessment instruments - Analytical methods for validity, reliability, difficulty, and discrimination - Well justified according to current situation	20%	
4. Ethical issue discussions - Clear and specific description - Reasonable explanation - Critical information included	10%	
5. Quality of presentation and writing - Updated information - The relevant literature - Systematic organization - Communicative - Good team work	5%	
Total Score	100%	



Assessment criteria for assignment A2

Assessment Criteria	Weighting	Score and comments
1. Content • Clarity of Arguments (10 %): clear and well-organized, the sound logic • Strength of Evidence (10 %): genuine, compelling, and supportive. • Depth of Analysis (10 %): in-depth, unique insights or thorough examinations • Effectiveness of Refutation (10 %): Effective refutation, weakens opponent's points.	40 %	
2. Delivery • Language Skills (10%): fluent and clear • Logical Coherence (10%): Coherent, logically connected. • Persuasiveness (10 %): Engaging, evokes response.	30%	
3. Teamwork Clear • Division of Labor (5 %) : Clear division, effective roles. • Coordination (5 %): Good teamwork, collaborative. • Complementarity (5 %): Complement strengths.	15%	
4. Demeanor - • Appearance and Manner (5 %): appropriate, poised and confident. • Respect for Opponents (5%): respect for their opponents, good debating etiquette • Adaptability (5 %): calm and respond effectively	15%	
Total Score	100%	



Assessment criteria for assignment A3

Assessment Criteria	Weighting	Score and comments
1. Introduction Clear description of the phenomenon	3%	
2. Teaching goals 2.1 Attitude (3%) 2.2 Knowledge (3%) 2.2 Skills and abilities (3%) - Clear and specific description - Well justified according to current situation - The relevant issues explored	9%	
3. Teaching preparation 3.1 Student assessment (1) Knowledge and skills (6%) (2) Learning needs (3%) 3.2 Preparation of teaching resources (3%) - Adequate preparation - Correct assessment - Realistic and reliable basis	12%	
4. Teaching methods 4.1 Selection methods and reasons (6%) 4.2 The role of students and teachers (6%)	12%	
5. Teaching process - Appropriate teaching content (6%) - Specific and appropriate methods(6%) - Detailed teaching activities (6%)	18 %	
6. Evaluation of learning outcome 6.1 Attitude (3%) 6.2 Knowledge (3%) 6.2 Skills and abilities (3%) Comprehensive evaluation by correct and reliable approaches	9%	
7. Reflection 7.1 Advantages (2%) 7.2 Limitations (1%) 7.3 Recommendations (2%) - Reflection from teachers and students - Clear perspective, comprehensive factor analysis - Rationales and reasonable suggestions	5%	
8.References Relevant, update supportive evidences	2%	
9. Demonstration of the teaching process - Organization of material(6%) - Teaching techniques(6%) - Communication skills(6%) - Interaction with students(6%) - Time control(6%)	30%	
Total Score	100%	



Assessment Criteria	Weighting	Score and comments
Word count : ☐ 2700-3300 ☐ Less than 2700 or great than 3300		
		Total score -5 = () %

REQUIRED READINGS

孫宏玉，范秀珍（2018）。護理教育理論與實踐（第2版）。北京：人民衛生出版社

REFERENCES

DeBoor, Stephanie Stimac (2021). Keating's Curriculum Development and Evaluation in Nursing Education (fifth Edition). Springer Publishing Company.

Keating, S.B.,& DeBoor, S.S. (2017). Curriculum Development and Evaluation in Nursing Education (fourth edition). Springer Publishing Company.

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.



Timetable (Haobin 45h, Gao lingling 15h)					
No.	Date	Time	Topic	Hours	Teacher
1	2025/08/30	0900-1100	Teaching and Learning theories: Constructivism learning theory	2	Haobin
		1100-1300	Teaching and Learning theories: Adult learning theory	2	Haobin
		1400-1600	Teaching and Learning theories: Experiential learning theory	2	Haobin
		1600-1800	Teaching and Learning theories: Social learning theory	2	Haobin
2	2025/09/06	0900-1100	Teaching environment	2	Haobin
		1100-1300	Teaching methods	2	Haobin
		1400-1600	Develop the teaching planning1	2	Haobin
		1600-1800	Develop the teaching planning2	2	Haobin
3	2025/09/13	0900-1100	Develop the teaching planning3	2	Haobin
		1100-1300	Learning performance assessment	2	Haobin
		1400-1700	Validation of learning outcome evaluation	3	Haobin
4	2025/09/20	0900-1100	Ethical issues of teaching and learning in nursing profession	2	Haobin
		1100-1300	Seminar: Students' performance assessment in clinical practice 1	2	Haobin
		1400-1700	Seminar: Students' performance assessment in clinical practice 2	3	Haobin
5	2025/09/27	0900-1100	Debate: Artificial Intelligence in Nursing Education1	2	Haobin & Gao lingling
		1100-1300	Debate: Artificial Intelligence in Nursing Education2	2	
		1400-1700	Demonstrations and teaching plans for classroom teaching OR clinical instruction	3	
6	2025/10/11	0900-1100	Demonstrations and teaching plans for classroom teaching OR clinical instruction	2	
		1100-1300	Demonstrations and teaching plans for classroom teaching OR clinical instruction	2	
		1400-1600	Demonstrations and teaching plans for classroom teaching OR clinical instruction	2	
		1600-1800	Demonstrations and teaching plans for classroom teaching OR clinical instruction	2	