

Report on Nursing education workshop

Two-Day Workshop on Instructional Design, AV Aids, Blueprinting and Assessment Tools

A two-day faculty development workshop titled "**Instructional Design, AV Aids, Blueprinting, Rotations, OSCE/OSPE and Assessment Tools**" was successfully conducted with the objective of strengthening teaching-learning and assessment competencies among nursing faculty. The workshop emphasized outcome-based education, innovative teaching strategies, and robust assessment methods aligned with contemporary nursing education standards.

Day 1: Instructional Design and Audio-Visual (AV) Aids

Day 1 commenced with the **Inauguration, Workshop Objectives, and Pre-test** from 09:00 to 09:30 hours, orienting participants to the goals and structure of the programme.

Session 1 (09:30–10:30) focused on **Bloom's Taxonomy**, covering the **cognitive, affective, and psychomotor domains**, highlighting their relevance in nursing education. **Session 2** (10:30–11:30) addressed **Instructional Objectives and Specifications**, emphasizing measurable and learner-centered objectives.

After a **tea break** (11:30–11:45), **Session 3** (11:45–13:15) was a **hands-on session** where participants actively framed instructional objectives and specifications based on learning outcomes.

Following the **lunch break** (13:15–14:00), **Session 4** (14:00–15:00) dealt with the **preparation of unit plans and lesson plans**, explaining systematic content organization and sequencing.

Session 5 (15:00–16:15) provided a **hands-on experience** in developing unit and lesson plans under guidance.

After a **tea break** (16:15–16:30), **Session 6** (16:30–17:30) was conducted as an **AV Aids Skills Lab**, where participants worked in groups to prepare and present teaching aids, promoting creativity, teamwork, and effective classroom communication.



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Day 2: Blueprinting, LMS, OSCE/OSPE and Assessment Tools

Day 2 began with a **Recap of Day 1 and Participant Reflections (09:00–09:30)**, reinforcing key learning points.

Session 7 (09:30–10:45) featured an **interactive presentation on collaborative teaching tools**, highlighting innovative digital platforms to enhance student engagement.

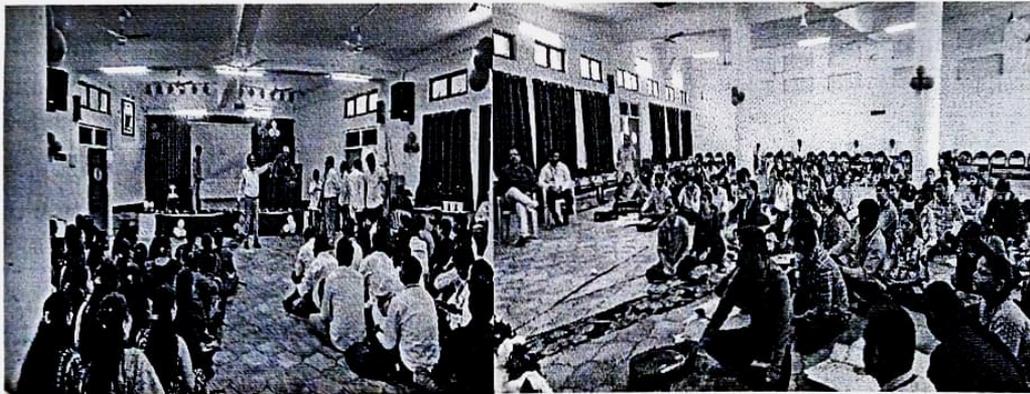
After a **tea break (10:45–11:00)**, **Session 8 (11:00–12:15)** focused on the **planning of teaching using traditional methods and advanced Learning Management Systems (LMS)**, stressing blended learning approaches.

Session 9 (12:15–13:15) addressed **assessment methods**, including **essay-type questions, short answer questions (SAQs), and multiple-choice questions (MCQs)**, with emphasis on validity and reliability.

Following the **lunch break (13:15–14:00)**, **Session 10 (14:00–15:30)** covered **blueprinting and the setup of question papers**, ensuring alignment between objectives, content, and assessment.

After a **tea break (15:30–15:45)**, **Session 11 (15:45–16:45)** was a **hands-on session on the preparation of assessment tools**, including **MCQs, SAQs, checklists, and rating scales**.

Session 12 (16:45–17:15) concluded with **Group Presentations**, followed by a **Pod Fest, Feedback Session, and Valedictory**, where participants shared experiences and reflected on learning outcomes.



Conclusion

The workshop was highly interactive and practice-oriented, equipping participants with essential skills in instructional design, AV aids preparation, blueprinting, and modern assessment techniques such as OSCE/OSPE. Participant feedback indicated enhanced confidence in lesson planning, use of digital tools, and development of valid and reliable assessment instruments. The programme successfully contributed to improving teaching effectiveness and assessment quality in nursing education.

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