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D3.1. The description of the teachers' training programme

WP3. PILOT OF PROFESSIONAL DEVELOPMENT SOLUTION FOR CHINESE TEACHERS AND NURSES

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Summary

The purpose of this training programme is to strengthen the pedagogical capacities of Chinese nursing teachers by developing quality in evidence- and competence-based education in palliative care. Design, development and implementation of the training takes place among Chinese training experts assigned by PalcNet project, supported by European project experts through coaching in blended approaches.

The basis for the creation of this training programme is results from WP2 and task T3.1 of WP3. Use of digital equipment to support the training has been taken into account prior to creation of training programme. Necessary equipment purchases at Chinese project partner institutions for conducting the training are completed at the beginning of WP3.

This training will be conducted online via DigiCampus-Moodle platform in Q3 2025. Trainers are selected the Chinese educators from being trained by task T3.1 and T3.2. Mentoring of the training implementation is provided by JAMK experts. A Co-working seminar integrated into the Mid-Conference in M17 in Spain will be the time to review, evaluate and finalise the design of this training programme.

Participants of this training are nursing teachers from the Chinese partner institutions and their networked institutions including affiliated hospitals, who are not trained earlier with similar contents as this programme. Feedback will be collected from the participants and used in the development of the future training programmes. The micro-credentials for this training programme (3 ECTS) will be applied to the participants upon their successful completion.

In this document, description of the training programme is provided beneath from the aspect of the second person.

1 Training goal

1.1 Objectives to be reached

- You have equipped yourself with the knowledge, skills, and abilities necessary to design and implement effective teaching strategies in both competence-based and evidence-based principles.
- You can bridge the gap between traditional teaching methods and modern, innovative teaching method and outcome-oriented approaches.
- You understand the need to match teaching with clear learning goals, results and assessments in curriculum design.
- You have tools for student-centred assessment, evaluation and feedback methods.
- You can integrate technology and multimedia resources into nursing education, ensuring that learning is both meaningful and impactful.

1.2 After the completion, you will be able to:

- apply competency- and evidence based educational principles into your teaching;
- utilize student-centered teaching and assessment methods in real teaching environments,

- Apply your skills in curriculum development;
- enhance teaching effectiveness through the design and implementation of student-centred teaching activities; and
- utilize digital tools for your own teaching and adjust based on student feedback.

1.3 Targeted competences in accordance with WHO's core competences of nursing educators

- Demonstrating the skills and abilities to design, implement, monitor and manage curricula based on sound, contemporary educational models, principles, and best evidence.
- Synthesizing, using and generating knowledge pertinent to nursing education and practice.
- Monitoring, assessing and evaluating teaching and learning methods and experiences in relation to nursing outcomes and learner needs.

2 Training implementation
2.1 Workload of the training participants

The total number of a participant's studying hour is 81 hours, which is recommended to have the below division:

- 20 hours' contact studying via online – live lectures
- 40 hours' tutored assignments – these can be done live or out of live sessions by recorded videos; can be as group works also.
- 21 hours' independent studying

2.2 Training methods

Online lectures, webinars, case studies, group work, individual learning tasks, written assignments

2.3 Assessment of the training outcome

This training programme will be graded as Pass/Fail. For a **Pass** assessment, the criteria are:

After completing the training, you have internalized the competence-based and evidence-based nursing concepts and are prepared to use them as the basis of your own teaching. You apply student-centred teaching and assessment methods in your own practice. You can develop nursing curriculum further. You can act as a teacher in e-learning courses in future. You are prepared to utilize digital tools for teaching.

3 Detailed contents of the training programme

The content structure is based on the following cornerstones:

- Competence-based education (educational principles, instructional design, teacher roles, and teaching methodologies)
- Evidence-based nursing education (basics and principles, concepts, and applications of evidence-based nursing education)
- Basics of student-centered teaching methods (PBL, simulation, activating teaching method, critical thinking and problem-solving)
- Basics of assessment in CBE (formative and summative assessment)
- E-learning methodology and utilization of digital tools in teaching

The above will be constructed as 4 topics for implementation.

3.1 Topic 1. Competence and evidence-based nursing education (16 hours)

Sub-objectives: after completing this topic of the training, you will

- master the core theory and design logic of nursing CBE and understand the framework of nursing competence (such as nursing core competence),
- can design nursing competence goals,
- use evidence-based teaching strategies to improve nursing students' clinical practice ability, and
- can develop CBE lesson plans that meet nursing education standards.

Modules of Topic 1:

- Module 1: Nursing CBE Core Concepts and Industry Competency Standards
- Module 2: Design of competency-based Teaching objectives
- Module 3: Evidence-based Nursing Teaching

3.2 Topic 2. Student-centred teaching methods (24 hours)

Sub-objectives, after completing this topic of the training, you can

- equip learners with an understanding of student-centered teaching methods and how to effectively implement them in their own teaching practice,
- enhance the learners' ability to design and develop courses that foster active learning engagement, critical thinking, and collaborative learning, and
- explore a variety of student-centered teaching methods, including flipped classrooms, simulations, problem-based learning, and discuss their application in different educational settings.

Modules of Topic 2:

- Module 1: Basics of student-centred learning
- Module 2: Introduction of student-centred learning methods
- Module 3: Independent learning in competence-based education

3.3   Topic 3. Student-centred assessment methods (24 hours)

Sub-objectives, after completing this topic of the training, you will

- understand the fundamental concepts, methods, and tools of assessment in Competency-Based Education (CBE), and
- master the design and implementation of formative and summative assessments effectively in your teaching.

Modules of Topic 3:

- Module 1: Basics of competence-based assessment (formative, summative, self and peer assessment)
- Module 2: Tools for competence-based assessment
- Module 3: Assessment criteria for competence-based education

3.4   Topic 4. Basics of E-learning and Digital tools in nursing education (17 hours)

Sub-objectives, after completing this topic of the training, you can

- enable nursing educators to recognize the significance of digital teaching in nursing education, understand its basic concepts, and appreciate its application value,
- empower nursing educators with the skills to effectively use various digital tools and platforms for teaching and learning, and
- guide nursing educators in integrating digital teaching methods into their training designs and utilizing appropriate assessment techniques to enhance learning outcomes.

Modules of Topic 4:

- Module 1: Fundamentals of e-learning
- Module 2: Application of e-learning to nursing education
- Module 3: Virtual Simulation Tools and Cases