



**ORIGINAL RESEARCH PAPER**  
**AN INNOVATIVE TEACHING LEARNING STRATEGY TO ENHANCE ACADEMIC PERFORMANCE OF UNDERGRADUATE NURSING STUDENTS OF SELECTED NURSING COLLEGE OF METROPOLITAN CITY**

**Nursing**  
**KEY WORDS:**

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**INTRODUCTION**

Cartoon is a simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one in a newspaper or magazine. A cartoon is a type of illustration, possibly animated, typically in a non-realistic or semi-realistic style.

Concept cartoons are a visual representation of science ideas. The simple cartoon style drawings put forward a range of viewpoints about science ideas in situations that are designed to motivate and engage students and stimulate discussion of their ideas. Concept cartoons were designed, firstly, for adults and were used on posters, in London underground, in order to teach science concepts to adults (Keogh and Naylor, 1999). Then the research discusses the effects of concept cartoons prepared for students. Concept cartoons are cartoon style drawings designed as a stimulus to question; to intrigue; to provoke discussion; and to generate scientific thinking (Long and Marson, 2003). In the curriculum, concept cartoons which included two or more caricatures, focused on science-specific questions (Naylor, Keogh and Downing, 2007). Since problems, in daily life, are central to them, it is thought concept cartoons enhance inquiries and discussion; and develop scientific thinking (Morris et al., 2007). Concept cartoons help teachers to grasp their students' conceptual development provoke the students to learn; and keep them interested (Huang et al., 2006). The application of the process of concept cartoons, in learning environment (Cengizhan, 2011), meant that concept cartoons were presented to students so that they investigated and discussed the accuracy of the opinions included in cartoons.

The students' opinions on the cartoons are reinterpreted in the results of the research findings. Consequently, concept cartoons are visual tools which draw the students' attention; help to solve problems which they meet in their daily lives and provide the students with alternative ideas. For that reason, this study aimed at presenting the example of activity about using concept cartoons in the learning process in order to enhance the students' motivation and gain their attention by guiding their discussion by presenting alternative ideas and making it easier for students to solve problems. In addition, this study determined the students' views about concept cartoons assisted problem based learning method. They take into account constructivist views of learning and have human characters putting forward various alternatives, which invites students to justify their own ideas and clarify their scientific thinking as well as to consider others' ideas. The purpose of the alternative ideas is for learners to experience uncertainty and cognitive conflict. The ideas being put forward are based on research of common areas of misunderstanding in science, with the scientifically correct idea included in the alternatives.

A typical approach to using the concept cartoon:

- Provide a concept cartoon to focus on a particular situation.
- Short period of individual reflection.
- Small group discussion.
- Brief feedback.
- Discussion of how the situation could be investigated to find out which alternatives are most acceptable.

- Small group investigation/inquiry.
- Share outcomes of investigation/inquiry.
- Whole-class discussion.
- Consider how relevant theory applies to the situation.
- Draw ideas together to provide explicit summary.
- Consider how learner views have changed and what has led to a change in their ideas.

**Objective**

- The study was conducted -
1. To inculcate new learning techniques in students.
  2. To enhance academic performance.

**Methodology**

The study was done on 12 selected students who were absent due to poor weather condition. They were given selected topics to make concept cartoon on a particular disease condition. Topics given were- peptic ulcer, tension hypoglycemia, hypothyroidism etc. Individual feedback was collected from the students.

**Total number of Sample**

12 students from Second year Basic B.Sc. Nursing Batch of 2017-18.

**Inclusion Criteria**

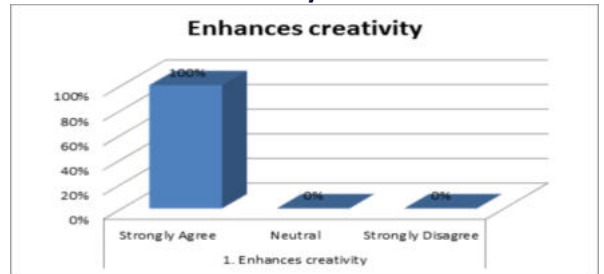
Students who were absent due to poor weather condition.

**Exclusion Criteria**

Students who were present for class.

**Feedback Findings-**

**Criteria-1-Enhances Creativity** n=12

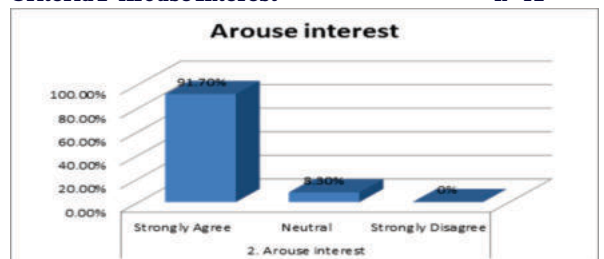


**Fig 1:** Bar Diagram Showing Feedback Of Enhances Creativity

Data presented in Fig 1 shows that 12(100%) students strongly agreed that cartoon based learning enhances creativity.

**Criteria 2- Arouse Interest**

**n=12**



**Fig 2:** Bar diagram showing Feedback of arouse interest

