

## **Nursing Education 2020:** Appreciative education to enhance quality outputs through assessment and feedback practices

**Isabel Coetzee**

*University of Pretoria, South Africa*

### Abstract:

Higher education is going through a time of transition, full of challenges. Times call on nursing educators to facilitate learning in such a way that students are empowered to become future leaders in the profession. Appreciative study is a new educational approach that is used to bring about organizational change in the area of teaching and learning. It is an approach to learning where emphasis is focused on positive aspects of learning rather than on negative aspects. The goal of this article is to clarify how appreciative education is applied in nursing education institutions, including evaluation and feedback practices to increase outputs.

### Introduction:

Appreciative Inquiry (AI) is a collective approach to positive (educational) improvements in the institutions. Appreciative Inquiry is a theory, a model of change and a collection of tools and techniques that promote the exploration, dreaming, design and development of a common vision that encourages people within an organization to move towards a mutual destiny. Appreciative Inquiry is a "co-built process that is supported by all those who seek to build opportunities for development and progress focused on the quest for the positive heart." The optimistic essence is found in higher education everywhere people function in ways that improve the learning as well as the mission and purpose of higher education. The optimistic core may serve as the basis for what the organization should do next. The optimistic center for educators may be to aim for educational excellence, which means

quality student preparation and training, successful learning results and high-skill students bringing success to the profession. We need to reconsider our approach as educators in order to improve the educational practices and bring about positive change.

### Appreciative education

At the level of organization (NEI), it is important for the educator to develop and enforce a system of evaluation and input to ensure that these activities lead to continuous learning and informed decision-making. The Six-D phases which can be used in the daily practice of education include:

1. Disarm: Understand the value of first impressions, establish an authentic, safe and accepting atmosphere.
2. Discover: Using constructive open-ended questions to learn what students enjoy doing, their talents and passions. Follow the answers closely.
3. Dream: Assisting the students in formulating a vision of 'what I could become' in the theme, module or program of the study and helping them to establish their goals of life and career.
4. Design: Support students in identifying clear and attainable objectives.
5. Deliver: Encourage students to follow up on their plan of action. As an educator, when they stumble, one should support the students, believe in their abilities and assist them in continuously updating and refining their goals / dreams.

6. Do not settle: Challenge students to raise their internal bar of self-expectations proactively.

Feedback:

Feedback on appreciative instructional experience is details about how the actual state of learning and success of the students is linked to the program 's defined learning outcomes. Evaluation and feedback can be used to transform students into self-regulated learners. Self-regulation in educational practice is embedded in the active monitoring and evaluation of various learning processes; for example, learning outcomes, strategies used to achieve outcomes, resource management and external feedback. Feedback to improve learning should be provided as soon as possible after a particular learning activity has been completed. Feedback is considered a conversational method, with the participation of both the instructor and the students. Having a conversation with the student in an environment conducive to feedback may improve the receptivity of the student to feedback, as power is shared between the assessor and the evaluated. Feedback should show adequate ways of promoting performance in relation to the learning task and the strategies that will enhance the responsibilities of the learner and thus improve performance.

Conclusion:

Appreciative education is motivated by a mutual interest between educators and students to promote learning and view obstacles as growth opportunities. Educators who use appreciative instruction, derived from Appreciative Inquiry, to direct regular evaluation and feedback practices can have a positive effect on student success and the quality of NEI delivered items. The use of appreciative language during evaluation and feedback and the application of the Six-D phases of appreciative education can enhance the internal

motivation, creativity and innovation of the students. Appreciative education qualities empower educators to plan and deliver professional nurse practitioners that can provide quality healthcare. Appreciative education is intended to understand the National Department of Health's co-constructed goal of delivering quality care to all South African people.