

EDITORIALS: NURSING EDUCATION DURING COVID-19 PANDEMIC

While the COVID-19 pandemic impacts on global changes, nursing education has been especially challenged by using online learning for nursing students. The adaptation of nursing instructors and nursing students take into account significant factors to overcome barriers during the changes. In our point of view, the biggest challenge faced during this faculty crisis is how to adopt a response and manage nursing education based on the standard of nursing education. An online learning program was considered as a first choice to solve the issue during this crisis.

Online learning would be appropriate due to flexibility, convenience, interactive learning experiences, and advancement opportunities for nursing education during the Faculty of Nursing closure, including serving the international and national policies that recommend to make a decision on social distancing and personalized protection. Online learning resources were concerned that nursing instructors and students received support about online learning knowledge, e-learning platform, notebook and internet package from the national and university policy. Nursing instructors provided home study exercises and followed up their students such as with feedback on their study exercises and study discussion as an active learner by chat application and/or an e-learning platform at least once a week. During the nursing education, nursing students were evaluated based on desired learning outcomes, such as online examination and study report, including teaching evaluation. However, the online learning program must be evaluated for reviewing outcomes using a SWOT analysis, strengths, weaknesses, opportunities, and threats, that helps to understand the outcomes and improve the quality of nursing education.

As the new normal after COVID-19, nursing education should be designed based on international and national policies, standard of nursing education, desired learning outcomes, nursing competency, and nursing educational resources. In addition, blended learning as an integrative online and traditional classroom should be considered based on the quality of nursing education, such as balancing between online and face-to-face learning hours, learning content, and nursing educational resources, including research and innovation experiences.

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