REFERENCES


5. B. Shankarnarayan, B. Sindhu, learning and teaching nursing, brainfill publishers, second edition, page 115-143.


10. Dieter J Schönwetter, Salme Lavigne, Randy Mazurat, Orla Nazarko 2006, Students’ Perceptions of Effective Classroom and Clinical Teaching in Dental and Dental Hygiene Education, journal of dental education, vol. 70 issue no. 6, page 624-635


17. Jyoti Vishal Naikare, 2011-12, Effectiveness of Planned Teaching Programme vs. CD-ROM presentation on the Knowledge of the Nursing Students, Sinhgad e journal of nursing, volume I issue I, page 13-14

18. Khadijeh Abbasi, Maryam Hazrati, Nasrin Pourali Mohamadi, Abdolreza RajaeeFard 2013, the effect of learning via module versus lecture teaching methods on the knowledge and practice of oncology nurses about safety standards with cytotoxic drugs in Shiraz University of Medical Sciences, Iran J Nurs Midwifery Research, volume 18 issue 6, page 483-487.


21. Maloney Stephen, Haas Romi, Keating Jennifer, Molloy Elizabeth, Jolly Brian et al, 2011, A study on effectiveness of Web-Based Versus Face-To-Face Delivery of

23. Mohammad Gholami, Parastou kordestani Moghadam, Fatemeh Mohammadipoor, Mohammad Javad Tarahi, Mandana Sak, et.al, Comparing the effects of problem-based learning and the traditional lecture method on critical thinking skills and metacognitive awareness in nursing students in a critical care nursing course, nurse education today,


38. Thikriat Al-Jewair, 2015, Live demonstration versus procedural video: a comparison of two methods for teaching an orthodontic laboratory procedure, BMC Medical Education, Published: 4 November

