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Original article

Study weariness of vocational college students and reform of the teaching mode in Nursing Basic Technology course[☆]Fei-Cheng Cai^{*}, Hai-Fang Xi

Yongzhou Vocational Technical College, Yongzhou, Hunan 425100, China

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ABSTRACT

Objective: As part of an investigation and analysis of the study weariness of nursing vocational college students, the authors attempted to reform the teaching mode of a Nursing Basic Technology course to solve the problem of study weariness in vocational college students.

Methods: The authors designed student questionnaires to investigate study weariness in 128 nursing vocational college students.

Results: Of the 128 students, 58 were tired of study, accounting for 45.3%; 40 students often had weariness, accounting for 31.3%; and 71 students had moderate or severe weariness, accounting for 55.5%. 75 students played on their mobile phone when they were tired of studying.

Conclusion: The study weariness of vocational college students is a common phenomenon that has been developing rapidly. There are many factors that cause study weariness of professional college students. The students believe that the traditional teaching method is the main reason for study weariness. Reform of the teaching mode in a Nursing Basic Technology course effectively solved the learning problems of vocational college students. Teaching experiments for reform may have marked effects, and they are worthy of promoting.

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1. Introduction

Study weariness of vocational college students exists in different colleges and majors. It brings great harm to the students and is also related to the healthy development of both vocational college education and the country's economy. Therefore, attention should be paid and effort devoted to solving this problem by parents, teachers, colleges and related educational departments. Study weariness of vocational college students is a common phenomenon that has been developing rapidly, as shown by Wang,¹ Zheng,² Tang,³ Wang Aiqin,⁴ and Wang.⁵ The poor effect of class education is one external factor of study weariness. To solve this problem, many countries adopt effective methods (as psychological counseling, motivational education etc.) and build different education models. These education models are very effective and well-developed, for example, depending on circumstances, "student-centered" in America, "ability-centered" in Canada, and "dual system" vocational education in Germany. Now, research is focusing on the introduction of foreign

results in China, which does not have a well-developed vocational education model. The authors performed a survey of 128 nursing vocational college students, analyzing the situations, behaviors and causes of study weariness. On the basis of the survey of the causes of the study weariness of vocational college students, the authors investigated the effect of the reform of the teaching mode: integrating theory with practice, combining teaching and learning with doing. The authors attempt to solve the study weariness of vocational college students through reform of the teaching mode.

2. Material and methods

2.1. Research material

The authors chose members of the third-year Nursing Class 1 and Class 2 (2012) as research subjects for a total of 128 students, including six men and 122 women. Their age was between 18 and 21 years. They were randomly divided into experimental class and control class. The age and academic records between two classes were not significantly different.

The authors attempted to make a change in the Nursing Basic Technology course. Nursing Basic Technology is one of the main

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^{*} Corresponding author.

E-mail address: passhx@163.com (F.-C. Cai).

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specialized nursing courses. The book used for the course has several basic characteristics such as practicality, comprehensiveness and applicability. It is a national planning material, edited by Tao Liyun and published by Higher Education Press.

2.2. Methods

2.2.1. Reform principles

The basis of the reform is based on the following principles of curriculum reform put forward by Dai Shihong, the director of the Ministry of Education of the Modern Education Technology Teacher Training Base. (1) It makes integrative design of theory and practice of content, rather than the previous profile that separates theory from practice. (2) The content of the course is designed based on the professional activity and is working-process oriented. (3) The goal of the course is to highlight the ability to target practice, rather than focusing on knowledge only. (4) The training process is designed carefully, rather than covering topics as will as in the past. (5) The teaching modes are to learn by doing,⁶ learning from doing, and doing by learning, rather than learning before doing or doing before learning.

2.2.2. Comparison of the new and old teaching modes

According to the vocational students' characteristics, the authors changed their teaching modes (Table 1).

2.2.3. Comparison of the new and old teaching plans

Nursing Basic Technology has 160 class hours. The theory and practice courses had 80 class hours each before the teaching reform. The theory to practice ratio was 1 to 1. The theory courses have 40 class hours and theory-practice courses have 120 h after teaching reform. The theory-practice courses accounts for 75% of the master plan. 40 classes were designed, and each combines theory with practice.

2.2.4. Reform assessment

Student questionnaire assessment: The authors designed the Students' Satisfaction Questionnaire to investigate experimental class. The questionnaires used four evaluation standards: very good, good, fair and bad.

Theory test assessment and practical test assessment: Students in the experimental and control classes were asked the same questions after the course ended. All of the results were analyzed with SPSS software. The authors observed the difference between the two classes. The whole process used the same examination

paper, invigilation, standards of grading and paper marking to reduce the differences between the classes.

3. Results

3.1. Results of student questionnaire assessment

Students' Satisfaction Questionnaires were sent to 64 students, and 64 were available in the experimental class. Thirty-nine students reported very good results, accounting for 60.9%; 25 reported good results, accounting for 39.1%. The student satisfaction rate was 100%.

3.2. Results of the theoretical and practical tests (Table 2)

4. Discussion

Traditional teaching modes have failed to satisfy the requirements of modern nursing education. Through the reform of the teaching mode of the Nursing Basic Technology course, the authors solved the problem of study weariness of vocational college students. Good results were achieved using the new teaching mode.

4.1. The core content of the reform of teaching mode

The key point of the reform of the teaching mode of Nursing Basic Technology is to guide the students to transit from "I do not want to learn" to "I want to learn" and from "I cannot learn" to "I am able to learn"; to develop their ability to exploring knowledge actively and solve actual problems; and to improve their grades. There are many reasons for study weariness, such as the students themselves, teachers, family environment, school management, social facts and so on. This research was designed mainly from the teacher's perspective to solve the problem by changing the teaching patterns in class. The results of this study show that the number of students who were very satisfied with the change was 39 (60.9%), and the number of students who were satisfied with the change was 25 (39.1%). The satisfaction rate was 100%. This fact shows that this method of combining teaching and learning with practicing and theory with practice combines the guiding function of teachers with the leading role of the students, so every step has elements of basic theory and practice. It also makes the students happy when taking the course and increases their interest in and time spent on independent study. At the same time, it improves their skills. It can not only make the students understand and grasp key points when practicing but also enable students to find new questions and new ways of thinking when exploring. It develops the students' integrating ability and the general quality. After finishing the course, the authors administered the same theoretical and practical tests to the experimental and control classes and then evaluated the difference in grades statistically. Table 2 shows that the grades on theory and operation in the experimental class were higher than those of the control class.

Table 1
Comparison of the new and old teaching modes.

Programs	Old teaching modes	New teaching modes
1. Teachers	Lecture predominates	Knowledge application predominates
2. Students	Passive learning predominates	Active learning predominates
3. Teaching time	Two-thirds of each class hour	One-third of each class hour
4. Study time	One-third of each class	Two-thirds of each class
5. Theory and practice	Theory divorced from practice	Integrating theory with practice
6. Learning and doing	First teaching and then learning	Combining teaching and learning with doing
7. Course assessment	Teachers predominates	Students predominates
8. Examination methods	Theory: 50%; Technology: 50%	Class performance: 25%; Theory: 25%; Technology: 25%; Coursework: 25%

Table 2
Results of the theoretical and practical tests.

Classes	n	Theoretical test	Practical test
Experimental class	64	85.23 ± 7.35	91.56 ± 6.94
Controlled class	64	81.16 ± 8.23	84.36 ± 7.64
t value		2.924	6.128
P value		< 0.01	< 0.01

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