

## Review

Learning concepts of cinenurducation: An integrative review<sup>☆</sup>Jina Oh<sup>a,b,\*</sup>, Jeongae Kang<sup>c</sup>, Jennie C. De Gagne<sup>b,d</sup><sup>a</sup> Department of Nursing, Institute of Health Science, Inje University, Busan, South Korea<sup>b</sup> Department of Nursing, North Carolina Central University, Durham, NC, USA<sup>c</sup> School of Education, Purdue University, West Lafayette, IN, USA<sup>d</sup> School of Nursing, Duke University, Durham, NC, USA

## ARTICLE INFO

## Article history:

Accepted 24 March 2012

## Keywords:

Film  
Nursing education  
Cinenurducation  
Student-centered learning  
Experiential learning  
Reflective learning  
Problem-solving learning

## SUMMARY

**Background:** Cinenurducation is the use of films in both didactic and clinical nursing education. Although films are already used as instructional aids in nursing education, few studies have been made that demonstrate the learning concepts that can be attributed to this particular teaching strategy.

**Aim:** The purpose of this paper is to describe the learning concepts of cinenurducation and its conceptual metaphor based on a review of literature.

**Method:** The databases CINAHL, MEDLINE, PsychINFO, ERIC, EBSCO, ProQuest Library Journal, and Scopus databases were searched for articles. Fifteen peer-reviewed articles were selected through title and abstract screening from “films in nursing” related articles found in internationally published articles in English from the past 20 years.

**Result:** Four common concepts emerged that relate to cinenurducation: (a) student-centered, (b) experiential, (c) reflective, and (d) problem-solving learning. Current literature corroborates cinenurducation as an effective teaching strategy with its learning activities in nursing education.

**Conclusion:** Future studies may include instructional guides of sample films that could be practically used in various domains to teach nursing competencies, as well as in the development of evaluation criteria and standards to assess students' learning outcomes.

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## Introduction

To ensure that nursing students can respond to the changing health needs of society in today's complex health care system, nursing education must be guided by the standards of competency and expectations of professional nursing organizations. Since excellence in nursing knowledge, skills of clinical judgment, and professional attitudes are required in nursing education, it is imperative that nurse educators design educational experiences that address such learning needs (Tanner, 2006). Teaching higher level thinking skills, such as synthesis of knowledge and clinical decision-making, cannot be accomplished wholly through traditional methods (Gazarian, 2010). Particularly, adult learners in the nursing field thrive on real-life examples and engagement in active learning opportunities (Edmonds, 2011). There are many strategies that can be used in nursing education, some of them traditional, others fairly new and innovative. However, nurse educators face the challenge of identifying and

implementing instructional methods best suited to the needs of their students while meeting learning objectives.

In the past, films were only considered for commercial use, but they are regularly used in classrooms as learning aids. Film in education can be categorized into ‘education of film’ and ‘education through film’ (Lee and Lee, 2008). While the former refers to film production, the latter means using films as instructional methodology. Among many teaching strategies and methods, films can be a unique way to engage learners, thereby promoting active learning (Edmonds, 2011; Herrman, 2006). Films create trends, have tremendous influence on learning, and are a significant method of teaching (Zauderer and Ganzer, 2011). During the presentation of a film, the content is transmitted with a variety of experiences such as emotions, feelings, attitudes, actions, and knowledge (Arroio, 2010). Films may offer a visual portrayal, often a personal narrative, of the emotional aspect of living with a health problem (Zauderer and Ganzer, 2011). They can also help develop students' awareness, disseminate information, and train people at-large as well as students of health sciences and healthcare professionals (Diez et al., 2005).

Films are also teaching tools receiving considerable attention in medical literature (Alexander et al., 2007). For example, film clips have been used as part of a case-based module in medical education (Lumlertgul et al., 2009). Such tools were perceived by medical students as familiar, evocative, and nonthreatening (Blasco et al., 2006).

<sup>☆</sup> Financial support: This work was supported by the Inje University Research and Scholarship Foundation in 2011.

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In 1995, Alexander introduced the term *cinemeducation*, a combination of the words *cinema* and *medical education*, which presented an innovative way to educate diverse cultures that could be observed in the medical field. Alexander et al. (2007) maintained that cinemeducation is effective in physics–mental–social–spiritual aspects. Refining Alexander's (1995) notion of cinemeducation, we are introducing *cinenurducation*, specifically intended for nursing research, practice, and education. That is, cinenurducation is a compound of *cinema*, *nursing*, and *education*. In this paper, we define cinenurducation as an instructional method that uses films, or some clips, as a context in which students engage in a learning process that enhances competencies in nursing. Cinenurducation has the potential to aid students and educators in overcoming the limitations and gaps that might occur when teaching or learning solely from textbooks. According to Giampietro (2003), a neologism is necessary if an old paradigm cannot suitably address the challenge or change. He goes on to say that “it is necessary to introduce new concepts and words to explore and build new epistemological tools” (p. 94). With this in mind, we have put forward a new catchword pointing to a paradigm shift in the world of films used specifically in nursing education rather than in medical education in general. We contemplate that using films in nursing education, on the bases of andragogy and constructivism underpinnings, is well suited in achieving nursing competencies. However, it is necessary to elucidate if such concepts are associated with cinenurducation through rigorous discourse and the adventure of discovery.

Although the use of films in nursing education is recommended, the extent and method under which films should be incorporated are unknown. Moreover, few studies have been conducted that demonstrate the learning concepts that can be attributed to the use of films in nursing education. Forbes and Hickey (2009) contend that “Synthesis of the recent literature in the field will assist faculty who are beginning curriculum evaluation and the revision process in their own schools” (p. 1). The aim of this paper was to review empirical studies on the use of films in nursing education in order to understand the key learning concepts. The following research questions were addressed: (a) How effective are films as an instructional method of teaching and learning in nursing education? (b) What is the learning concept of cinenurducation? and (c) How can a conceptual model for cinenurducation be constructed?

## Method

Extensive literature searches were conducted to analyze the content of studies addressing the use of films in nursing education. Among various types of literature reviews, we used Whittemore and Knafl's (2005) integrative review method as this method allows the combination of different research methodologies for theory development and evidence-based practice. A screening of the computerized databases was made to search for these articles. Data were collected from a review of CINAHL, MEDLINE, PsychINFO, ERIC, EBSCO, ProQuest Library Journal, and Scopus databases, using combinations of the terms ‘film, movie, or cinema,’ ‘nursing,’ and ‘education, learning, or teaching’ as keywords. The inclusion criteria during this review were as follows: (a) peer-reviewed articles written in the English language published in the past 20 years (from January 1991 through December 2011) and (b) empirical studies that focused on the use of films in class for nursing students.

The articles were selected through title and abstract screening from “films in nursing”-related articles among internationally published studies. A secondary abstract review was performed on the initially screened articles, with review of the full text. The selection procedure was managed with the authors' consensus required. The search strategy yielded 198 articles. After eliminating 93 duplicates, we reviewed all titles for possible inclusion and identified 105 articles. Seventy-nine articles were excluded for one or more of the following reasons: (a) main focus on medical students and other majors; (b) main focus on nurses' image in film rather than nursing education; (c) main focus on using films as therapy; (d) main focus on movie reviews; and (e) main focus on guiding faculty to the use of films (see Fig. 1).

Of the 26 original empirical studies from the review of literature, 11 articles were excluded because films were used with other teaching strategies such as music, books, YouTube, or pictures. Finally, we organized our own readings on a shared drive to develop a common set of analytical concepts grounded from the 15 retained empirical studies. As the review progressed, we recorded, using annotation, our specific comments on the different sections of the studies. Questions and thoughts that arose were addressed both through e-mails and regular face-to-face meetings. We had rigorous discussions on

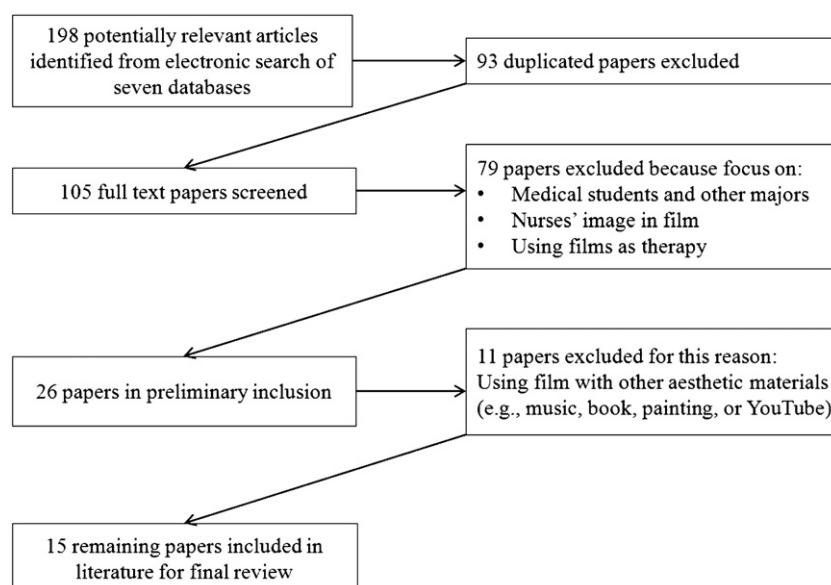


Fig. 1. Flowchart outlining the number of articles retrieved and included or excluded at each stage of the review process.

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