



Nursing students' preferences of strategies surrounding cinenurducation in a first year child growth and development courses: A mixed methods study



Jina Oh ^{a,*}, Lorraine Steefel ^{b,1}

^a Department of Nursing, Institute of Health Science, Inje University, Busan, South Korea

^b Rutgers University Correctional Health Care, Trenton, NJ, USA

ARTICLE INFO

Article history:

Accepted 21 August 2015

Keywords:

Cinenurducation
Pedagogical strategies
Child development
Nursing education

SUMMARY

Background: Use of film in the classroom (cinenurducation) promotes nursing students' motivation and understanding of concepts about child growth and development; however, consensus has not been reached regarding students' preferred strategies and what they view as effective.

Objective: To identify nursing students' preferences for pedagogical strategies surrounding film use in a Child Growth and Development course.

Design: A mixed methods study encompassing a concurrent triangulation strategy was undertaken.

Settings and Participants: Eighty-three students attending the first year nursing class in the fall semester 2012 at a private University in South Korea participated.

Methods: Films or film clips were shown either before or after pedagogical strategies including lecture, presentation, personal essay, group report, or group discussion, followed by a questionnaire to assess student preferences and their opinions on the impact of strategies on motivation and learning. A focus group with 10 participants provided their opinions.

Results: Although the preference for the time when films were watched showed no significant difference ($t = .388, p = .699$), participants preferred the following pedagogical methods: watching films with a group, saying this was more effective compared to watching films alone ($t = 5.488, p < .001$); full movie over film clips ($t = 2.869, p = .005$); and personal essay over group report ($t = 2.755, p = .007$). Focus group participants also stated that it was more effective to watch the entire movie rather than film clips with the group, and preferred personal essays to group reports.

Conclusions: Use of nursing students' preferred learning strategies surrounding cinenurducation helped them gain conceptual knowledge in a Child Growth and Development course.

© 2015 Elsevier Ltd. All rights reserved.

Introduction

As attention spans, especially of students who have grown up with technology have decreased and the need for engagement in learning has increased (Hessler and Henderson, 2013; Oblinger and Oblinger, 2005), nurse educators are challenged to use appropriate and compelling teaching strategies to stimulate learning (Ventura and Onsmann, 2009). To this end, educators are using film in nursing classes [cinenurducation], which stimulates visual areas of the brain and turns dry and abstract content into alive and easy-to-remember knowledge (Kolb, 1984; Masters, 2005; Oh et al., 2012). Rather than educational

productions, they are increasingly using commercial films or film clips in many countries (i.e., United States, Great British, Italy, Spain, South Korea), which have an artistic richness usually absent from educational productions (Oh and Im, 2011). Compared to educational films available in nursing, commercial productions are more interesting and less expensive to use (Oh et al., 2013) and are relevant to undergraduate nursing students who relate to the popular culture that films reflect.

Films or film clips are presented in various ways in nursing education. They may be used as discussion triggers or as follow-ups to a lesson; viewed alone at home or in a group at a specified location; presented before or after an educator's lecture or student presentation, personal essay, or group report. There is no consensus regarding which teaching strategies used with film students prefer, and, consequently, which they perceive as more effective (Oh and Im, 2011). The literature attests that students' motivation and performance improve when instruction is adapted to student preferences and learning styles (Boström and Hallin, 2013; Winne and Baker, 2013); therefore,

* Corresponding author at: Department of Nursing, Inje University, Bokjiro75, Busanjin-gu, Busan, South Korea. Tel.: +82 10 4071 3602; fax: +82 51 896 9840.

E-mail addresses: ohjina@inje.ac.kr (J. Oh), lsteefel@gmail.com (L. Steefel).

¹ Mailing Address: 50 Calgary Circle, Morganville, NJ 07751, USA. Tel.: +1 732 536 1081 (home).

discovering which strategies students prefer is important as a basis for developing lessons.

In this paper, we discuss student preferences regarding various pedagogical strategies surrounding cinenurducatation used to teach child development to first-year Korean nursing students. Beginning nursing students need to learn about the developmental periods that separate infancy, childhood, and adolescence. Knowledge of the typical characteristics that accompany these stages provides a framework for students to facilitate care (Hockenberry and Wilson, 2014).

Rather than reading from a scientific textbook or listening to a lecture, students need to be provided with pedagogical strategies capable of engaging them so that they can more easily grasp the concepts relating to child growth and development. The use of film with surrounding relevant and compelling strategies that students prefer can provoke students' engagement as they reflect on the child's progression to adulthood (Blasco et al., 2006; Oh et al., 2014).

The research question for this study is: Which pedagogical strategies surrounding cinenurducatation do students prefer to help them understand the characteristics of the stages of child growth and development?

Methods

Research Design

The type of this study was a mixed methods study encompassing a concurrent triangulation strategy (Tashakkori and Teddlie, 2010). We collected quantitative data via a survey from 83 nursing students and qualitative data via a focus group interview with ten students. Two databases were compared to determine their convergence, differences, or any degree of combination (Creswell and Plano Clark, 2007). Consistent with the research question of this study, each set of data was given equal importance and priority. Through triangulation methods, quantitative and qualitative data were integrated side-by-side during the interpretation phase to assess concordance between them and to better understand the phenomenon.

IRB Approval and Ethical Consideration

Before the course began, human subject approval was obtained from the Institutional Review Board of the National Policy Research Ethics Committee in South Korea, September, 2012 (IRB File No. PIRB12-032-02).

Theoretical Framework

David Kolb (1984)'s experiential learning theory formed the theoretical framework for this study. Kolb believes that learning is a continuous process in which experience is transformed into existing cognitive frameworks to create new knowledge. This cycle consists of four steps: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. In this study, watching a film, that is, having an indirect experience, provided what Kolb called the "concrete experience." Discussion and sharing after watching a film provided for "reflective observation" whereby students could form what Kolb calls "abstract conceptualization", further facilitated by writing essays or group reports, which enabled the creation of new knowledge. Students can transfer their new knowledge (of the stages of child growth and development) during pediatric clinical placements, which parallels with Kolb's "active experimentation."

Participants

Eighty-three nursing students, ages 19 to 20 who graduated from public high schools in South Korea and enrolled in a required nursing course on child growth and development during the fall semester 2012, participated in weekly two-hour classes using five teaching

strategies surrounding cinenurducatation. Purposive samples were sought to participate in focus group interviews. Ten students who had indicated on their consent form that they were interested in participating in the focus groups were contacted via email, sent further information, and invited to attend. All students were assured that participation was voluntary, did not affect academic progression, and that anonymity would be upheld.

Data Collection and Measurements

At the end of each class from the third week, as had been previously agreed upon by participants, quantitative data were collected via a set of questionnaires using a five-point Likert scale. Students were asked to rate their satisfaction with and opinion of the pedagogical methods provided surrounding cinenurducatation with ratings from not at all satisfied to extremely satisfied regarding (a) watching a film either before or after class at a different location; (b) watching a film alone at home or with a group in a designated location; (c) watching the full film or film clips; (d) listening to an educator's lecture or student's presentation; and (e) writing a personal essay or group report.

To obtain qualitative data, a focus group with a two-hour in-depth tape-recorded interview was performed by a trained nurse research assistant. The same questionnaires were distributed and collected; focus group participants were assigned numbers to ascertain anonymity.

Course Design

The students' learning outcome was to gain knowledge about children's physical, emotional, intellectual, social, and spiritual growth and development during each stage. For this end, they were encouraged to select a movie to correspond with the theory content from a faculty-recommended list of movies or to select another film, with instructor approval.

During the first week, students were introduced to the principles of child growth and development and the various methods of cinenurducatation they would encounter. From the second to the sixth week, the students participated in strategies surrounding cinenurducatation (see Fig. 1). Each strategy with its comparison strategy was applied during each class. The first strategy studied was the time of viewing the film; the second was the assemblage of viewing the film. During these two weeks, students were divided into two groups and watched the film either before or after class in a different location, alternatively. During either of these two weeks, they had to watch the film alone either at home or the multimedia room on campus. The third strategy was the totality of viewing the film, that is, whether they viewed the entire film or film clips. Whereas in weeks two and three, students watched the entire film, in week four students watched film clips within the lecture. The fourth strategy was the presentation style of a learning activity relating to the film: small group study, group report, student presentation, and educator's lecture. During the fifth week, students watched the film, studied together, and gave a report before the class; the nurse educator led the class with a lecture in the classroom. The sixth week, students watched the film, studied, gave a report before the class, and presented their outcomes.

Since evaluation is part of teaching/learning strategies, students were asked to complete assignments to evaluate whether their preferred strategies made a difference in their conceptual knowledge of child growth and development. Therefore, students were given individual written assignments, that is, essays to write during the first three weeks, as well as a group report to complete during the last two weeks. That was the final strategy related to assignments as critical thinking activities. During the final and seventh week, the focus group was conducted and the project was concluded.

Download English Version:

<https://daneshyari.com/en/article/6847743>

Download Persian Version:

<https://daneshyari.com/article/6847743>

[Daneshyari.com](https://daneshyari.com)