

Title:

Effects of Problem-Based Learning Vs. Traditional Lecture on Taiwanese Students' Nursing Administration Project

Wei-Ting Lin, PhD

Ching-Yun Yu, PhD

Pei-Chao Lin, PhD

College of nursing, Kaohsiung Medical University, Kaohsiung, Taiwan

Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

nursing administration project, personality and problem-based learning

References:

Tseng, H. C., Chou, F. H., Wang, H. H., Ko, H. K., Jian, S. Y., & Weng, W. C. (2011). The effectiveness of problem-based learning and concept mapping among Taiwanese registered nursing students. *Nurse education today*, 31(8), e41-e46. Choi, E., Lindquist, R., & Song, Y. (2014). Effects of problem-based learning vs. traditional lecture on Korean nursing students' critical thinking, problem-solving, and self-directed learning. *Nurse education today*, 34(1), 52-56.

Abstract Summary:

The educational activity included traditional lecture, problem-based learning and clinical practicum. This study tried to find out the competency improvement of nursing administration project through these educational activity.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the key elements of nursing administration project.	Providing the learning material of nursing administration project online for all student and lecturing half of the students.
The learner will be able to analyzed possible cause of projects problem.	Using problem-based learning technique to allowed student to learn from the literature and discussed with their classmate.

The learner will be able to develop a possible strategy to solve the problem of nursing administration project.	Using problem-based learning technique to allowed student to learn from the literature and discussed with their classmate.
The learner will be able to propose a nursing administration project.	The content will be learned from their clinical practicum.

Abstract Text:

Problem-based learning has become a great emphasis in nursing education; however, problem-based learning has been used to improve clinical care and rarely used the nursing administration project. The empirical finds of promote deep learning in problem-based learning remain and unclear (Loyens, Gijbels, Coertjens & Côté, 2013). This study is trying to answer three questions: Is problem-based learning better more effective than lecture-based learning in nursing administration project? Second, what are the factors (personality, coordination, self-directed learning) that will influence the learning outcome of the student in nursing administration project? Third, is the problem-based learning and lecture-based learning of nursing administration project enough for student to conduct a basic nursing administration project? A new problem-based learning episode specific for nursing administration project for senior nursing student will be developed.

This study is a quasi-experimental design with nonequivalent design. We use both qualitative and quantitative method. We will use a quasi-experimental design experimental design. Student will be convenient assigned into two groups based on their clinical practicum. The group one will have a lecture-based case first with class quiz and will have the Problem-based learning episode for around 4 month with a quiz. The groups two will have problem-based learning episode first with quiz and have a lecture-base episode at the end with a quiz. Both groups will have another follow-up test at the end of six month completion.

We will use pair t-test to compare the between-group difference and repeated measure ANOVA to compare the different groups. This can answer the question if the problem-based learning better more effective than lecture-based learning. Second, ANOCOVA was used to answered the question if the factors (personality, relational coordination, self-directed learning) will influence the learning outcome of the student in nursing administration project? Focus group will be used to answer the third question and the student who volunteers to write administration nursing project will join the focus group with teachers to discuss how they have learned through the entire clinical practicum and compared the experience during the problem-based learning episode and lecture base learning.