References:

Brannan, J.D., White, A., & Long, J. (2016). Learning styles: impact of knowledge and confidence in nursing students in simulation and classroom. *International Journal of Nursing Education Scholarship, 13*(2), 1-11. doi: 10.1515/ijnes.2015-0052

Davis, J. (2013). Modelling as a strategy for learning and teaching in nursing education. *Singapore Nursing Journal, 40*(3), 5-10. Retrieved from http://www.sna.org.sg/publication/ singapore-nursing-journal

Kim, J., Park, J.H., & Shin, S. (2016). Effectiveness of simulation-based nursing education depending on fidelity: a meta-analysis. *BMD Medical Education*, 16, 152. doi:10.1186/s12909-016-0672-7

Samawi, Z., Miller, & Haras, M.S. (2014). Using high-fidelity simulation and concept mapping to cultivate self-confidence in nursing students. *Nursing Education Perspectives, 35*, 408-409, doi: 10.5480/12-1042.1

Shin, H., Sok, S., Hyun, K.S., & Kim, M.J. (2015). Competency and an active learning program in undergraduate nursing education. *Journal of Advanced Nursing, 71*, 591-598. doi: 10.111/jan.12564

Yang, G.G. & Jiang, X.Y. (2014). Self-directed learning readiness and nursing competency among undergraduate nursing students in Fujian province of China. International Journal of Nursing Sciences, 1, 225-259, doi.org/10.1016/j.ijnss.2014.05.021