Introduction

Japan’s basic nursing education is designed to give nursing students nursing skills in an overcrowded curriculum during a limited time. Improving teaching methods is necessary, just as motivating students is indispensable. This study used cooperative learning with questioning and visual text (pictures and video images) to motivate students. Then it verified the effects of the co-learning on nursing skill acquisition status.

Methods

Figure #1 shows a list of questions that we presented to the first-year students. After the instructors confirmed the questions in front of them, the students described their own individual opinion on their worksheet. Then, they shared and talked about their opinions in a group. They described the results of the discussion on their worksheet. If necessary, they shared them with the whole class. The evaluation of skill acquisition was scored on five items: how to hold sterilized forceps; the direction in which to remove them from outer packing; how long to turn over the outer packing; closing the tips of the sterilized forceps; and keeping the tips of the forceps taken out of the packing horizontally. Analytical methods: The acquisition status of the nursing skill to remove sterilized forceps under sterile conditions and self-learning by watching videos were compared between the first-year students who experienced cooperative learning with visual text and questioning in the unit of sterilization operation and the second-year students who did not. They were evaluated with scores in the five items: how to hold sterilized forceps; in which direction to remove them from outer packing; how long to turn over the outer packing; to close the tips of the sterilized forceps; keeping the tips of the forceps taken out of the packing horizontally. Results

The evaluation scores were t(126) = 9.79, p < 0.001. Scores of the first-year students (M=4.75, SD=0.503) were significantly higher than those of the second-year students (M=3.41, SD=1.248). Additionally, the video watching time for self-learning was t(190) = 2.69, p < 0.01. The watching duration of the first-year students was significantly longer than that of the second-year students.

Conclusions

Discussion: The increase of self-learning demonstrates the promotion of learning motivation. Furthermore, the improvement of scores represents that of the skills. Conclusion: cooperative learning with visual text and questioning affects learners’ motivation and promotion of nursing skill acquisition.

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Bibliography
