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## Explore the influences of inquiry teaching strategy on college students learning performance in nursing education

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In former times, nursing instructors have utilized the conventional lecture format in nursing education. In recent years, many studies have showed that inquiry teaching strategy have better learning outcomes than traditional teaching strategy. Although nursing instructors have rarely utilized the inquiry teaching strategy in nursing education, many studies suggest that nursing instructors should explore more innovative approaches to improve nursing students experience and fitness for practice, especially in higher education. Therefore, the purpose of this study was to explore the influences of inquiry teaching strategy on college students learning performance in nursing education. A quasi-experimental design was used in this study. There were 46 college students in the control group (traditional teaching strategy) and 42 college students in the experimental group (inquiry teaching strategy). The inquiry process model (IPM) was utilized to design the medical-surgical nursing curriculum. The motivated strategies for learning questionnaire (MSLQ) and assessment technologies institute - standardized comprehensive medical-surgical assessment (ATI-SCMSA) were utilized to evaluate college students learning performance. The findings of this study indicated that college students who accepted inquiry teaching strategy performed higher learning motivation, intrinsic goal orientation, and text anxiety than traditional teaching strategy. However, the college students who accepted traditional teaching strategy performed higher score on the ATI-SCMSA than inquiry teaching strategy. The recommendations of this study is that inquiry teaching strategy may be an effective teaching strategy for college students' learning motivation; however, it may not be an effective teaching strategy for college students' score in medical-surgical nursing examination.

### Biography

YuChun Yao is an assistant professor in Department of Nursing, I-Shou University in Taiwan. Her specialties are nursing education, nursing leadership and management. She got a Master degree in Nursing in 2004 and Doctor Degree in Education in 2011 from Spalding University, Kentucky, United States of America. Now, she has 4 publications in referred journals. Shu-Hua Huang is an associate professor in general education center, Air Force Institute of Technology in Taiwan. Her specialties are psychology and education. She got a PhD in Institute of Educational Entrepreneurship and Management in National University of Tainan in Taiwan. Now, she has 14 publications in referred journals. I-Ju Pan had completed her PhD in 2006 from Queensland University of Technology School of Nursing. She is a teacher of I-Shou University since 1999. She has published papers in reputed journals and has been serving as a review board member of repute. After 8 years working as RN in Chung Gung Memorial Hospital (Children's Hospital) Yi-Hui Liu went to Boston College in 2002 and has completed her MSN and PhD from School of Nursing of Boston College in 2008. She is an assistant professor of I-Shou University since 2008. She has published papers in reputed journals and has been serving as a review board member of repute.

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