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Effects of project-based instruction with bachelor degree nursing students, faculty of nursing, Burapha University, Thailand

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Project-based instruction is one of teaching strategies which is recommended to be applied for improving 21 century skills. This research project was aimed to develop project based instruction for 104301 Nursing Research and Informatics, to compare the differences of the twenty first century skills pretest and posttest, to compare student learning achievement and study ability in doing projects with the standard score and to explore nursing students opinion about project based instruction in nursing students who were taught by project-based instruction. The samples consisted of 60 bachelor degree nursing students from Faculty of Nursing, Burapha University who were recruited by cluster sampling. The samples were taught by project-based instruction. Data were collected by the 21 century skill for nursing student questionnaire and the ability of doing project questionnaire. The reliability was .96. Descriptive statistics and t-tests were applied. In-depth interviews were applied with 15 students. The quantitative results showed the significant difference on the twenty first century skills including critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, communications, information and media literacy, computing and information communication technology literacy between pretest and posttest ($p < .01$). There was a significant difference on the career and learning skills between pretest and posttest ($p < .05$). The qualitative results showed students gradually understood about the research project and how to conduct research. They felt happy that lecturers provided time and suggestions. They taught students in other groups who did not participate in this research.

Biography

Sahattaya Rattanajarana has completed her PhD in 2006 from University of Canberra, Australia. She is the senior lecturer of Division of Nursing Administration who teaches both bachelor degree and master degree nursing students. She has published 10 papers in nursing and has been serving as an editorial board member.

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