

3rd World Congress on

NURSING EDUCATION, PRACTICE & RESEARCH

May 16-17, 2018 | Montreal, Canada

What are the conditions to achieve the objectives of problem-based learning in nursing education? A grounded theory studies

Anne Claude Allin, Stormacq C, Dürrenberger Y and Wosinski J
University of Applied Science of Western Switzerland, Switzerland

Problem-based learning (PBL) has been used in nursing education since the 1980s. PBL may be defined as the “Learning that results from the process of working toward the understanding or resolution of a problem”. PBL aims at enabling learners to develop complex reasoning skills. The problem is a clinical situation that allows students to acquire specific skills, knowledge and abilities in order to solve the problem. Working in the context of authentic situations facilitates the activation of prior learning, thus enhancing the learning process. After conducting a systematic review of the qualitative literature on student’s satisfaction with PBL that highlighted the lack of studies on individual learning strategies that help nursing students to Master the PBL method, the research team conducted a qualitative study on beliefs, attitudes and learning behaviors of 15 Bachelor nursing students in a school of University of applied sciences of Western Switzerland. The grounded theory methodology developed by Strauss and Corbin informed both data collection and interpretation. The presentation will focus on the results of this qualitative study. The study allowed to develop a modelling of the students’ experience of PBL. In PBL, students have to navigate the paradox of having to succeed by himself while acknowledging that success is only possible through effective teamwork. The modelling of our central theme, drawing from the navigation vocabulary, highlights three key notions: orientation tools, - the iterative journey of learning with PBL; - the ports of destination. The presentation will develop these main themes.

Biography

Anne Claude Allin is the Dean of Academic Affairs in La Source, School of Nursing, Lausanne. She is a Nurse Educator and she has completed her Master and Diploma of Advanced Studies in Education Sciences at the University of Geneva (Switzerland) in 1993 and at the University of Lyon (France) in 1998. She has published several books in nursing education, addressing nursing students for some and nursing faculty for others.

ac.allin@ecolelasource.ch

Notes: