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Applying a competency-based blended learning model to design an adult nursing course for two-year RN to BSN program

Statement of the Problem: The popularity of blended-learning approaches, including face-to-face and online learning in a single course, is rapidly increasing in health-science education. The purpose of this study was to examine the impact the application of a blended-learning approach in an adult-health nursing course (specifically, a two-year registered nurse to Bachelor of Science in Nursing program) has on core competencies, metacognition, self-directed learning and learning satisfaction. The aim is to examine the impact of the blended-learning approach on the learning outcomes of the bachelor-level integrated adult-health nursing course.

Method: A quasi-experimental, non-equivalent pretest-posttest control group design was used. For this study, a convenience sample of 485 second-year nursing students, with 287 assigned to an experimental group and 198 to a control group, from northern and southern Taiwan and enrolled in a registered nurse to Bachelor of Science in nursing program was recruited. The blended-learning approach included an 18-week face-to-face phase (team-based learning and simulation teaching) and an online-learning phase (e-learning platform). The self-evaluated core competencies scale, metacognitive inventory for nursing students, self-directed learning readiness scale and learning satisfaction were used to evaluate the students' learning outcomes. The intervention effect was analyzed using the generalized estimating equation model.

Result: The experimental group showed statistically significant increases regarding overall scores for self-evaluated core competencies ($p < 0.001$), the self-modification subscale of the metacognitive inventory for nursing students ($p = 0.033$) and in overall self-directed learning readiness ($p = 0.039$); further, they also showed higher levels of course satisfaction ($p < 0.001$).

Conclusion: Blended learning is one of the most suitable teaching activities for registered nurse to Bachelor of Science in Nursing programs, as it encourages higher-level core competencies, metacognitive ability and self-directed learning.

Biography

Jun-Yu Fan has completed her PhD from University of Washington. She is a Professor of Chang Gung University of Science and Technology. She has her expertise in nursing teaching strategy innovation and in inquiry of quality of life of neuro patients. She has published more than 22 papers in reputed journals and has been serving as an Editorial Board of repute.

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