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Knowing undergraduate nursing students' learning motivation and strategies when adopt model of cooperative concept

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Background: Since the rapid change of medical environment and society, nursing students must possess innovative thinking and problem-solving abilities. Previous studies have found that a concept mapping approach can guide students combine the different theories, concepts and experiences they have learned to make the most appropriate clinical judgment. Collaborative Conceptual Modeling (CCM) is one of the problem-based learning strategies, which leads students to precede systematic thinking and innovative thinking to solve problems. The aim of this study is to explore learning effectiveness by using CCM as a learning method for undergraduate nursing students.

Method: A one-group pretest-posttest experimental research design was used to explore the effectiveness of CCM learning method in this study. The participants were undergraduate students of a nursing department in Taiwan. CCM was utilized to design the curriculum planning and teaching process of the nursing course. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to evaluate students' learning motivation and learning strategy. The pretest was completed in the beginning of the program and the posttest was accomplished in the end of the course.

Result: A total of 40 nursing students were participated in this study. The mean score of learning motivation in posttest ($M=5.54$) was higher than pretest ($M=4.67$). The mean score of learning strategy in posttest ($M=5.22$) was also higher than pretest ($M=4.37$). In addition, paired sample t-test showed that the college students had significantly higher learning motivation ($t=-6.3$, $P<.001$) in posttest than in pretest. In learning strategy, the students also had significantly higher mean scores ($t=-6.804$, $P<.001$) in posttest than in pretest.

Conclusion: CCM is a brand new learning method in nursing education. The students of this study had more opportunities to discuss with each other about their ideas and try to discover appropriate plans to solve problems. The findings demonstrated that CCM is an effective learning method for undergraduate nursing students' learning motivation and strategy in nursing education.

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