

عنوان مقاله:

Collaborative Learning Experiences in Problem-Based Learning (PBL) Education : a Qualitative Study

محل انتشار:

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خلاصه مقاله:

Background : Problem- based education is one of the active teaching and learning methods. MPBL is a modified version PBL with teacher's guide suggested to be used (instead of using seven steps method) in existing educational program. In spite of the evidence to the efficiency of active learning methods such as problem based learning, still challenges are there about the replacement of those methods with traditional learning methods. This study thus conducted in Razi Faculty of Nursing and Midwifery to describe M.sc nursing students 'experiences of using modified problem-based learning methods during their educational period. Method: ۱۵ MSc nursing students from who had the experience of using problem based learning participated in this study. For collection of data, semi-structured, Individual and group discussion interview conducted. The interviews were tape recorded and transcribed verbatim. Using content analysis interviews were analyzed. Results: Problem- based learning experienced by the students as : ۱)an active, ۲)motivational, ۳)self direct and ۴)critical method. Lack of resources, preparedness and skills, time consuming, guide insufficiency, and team inconsistency were experienced by students as barriers to efficiently use of the method. Conclusion : Adequate skills and consistency in team work could hasten group dynamic, facilitate and deepen their learning and provide an opportunity for students to develop their interpersonal interactions. Providing educational package, accessible recourses, and well guidance for students as well as making them prepare to effectively use the time seems necessary. Student nurses needs to be supported .by the educational system and skilled educators in order to be able to use active learning methods (such as MPBL) during their educational practice

کلمات کلیدی:

Problem-based learning (PBL), Collaborative learning, Nursing students' experiences, Qualitative study

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