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Content analysis of student essays after attending a problem-based learning course: Facilitating the development of critical thinking and communication skills in Japanese nursing students

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The importance of active learning has continued to increase in Japan. The authors conducted classes for first-year students who entered the nursing program using the problem-based learning method which is a kind of active learning. Students discussed social topics in classes. The purposes of this study were to analyze the post-class essay, describe logical and critical thinking after attending a Problem-Based Learning (PBL) course. The authors used Mayring's methodology for qualitative content analysis and text mining. In the description about the skills required to resolve social issues, seven categories were extracted: Recognition of diverse social issues, attitudes about resolving social issues, discerning the root cause, multi-lateral information processing skills, making a path to resolve issues, processivity in dealing with issues and reflecting. In the description about communication, five categories were extracted: simple statement, robust theories, respecting the opponent, communication skills and attractive presentations. Because of text mining, the words extracted more than 100 times included issue, society, resolve, myself, ability, opinion and information. Education using PBL could be an effective means of improving skills that students described and communication in general. Some students felt difficulty of communication resulting from characteristics of Japanese.

Biography

Tomoya Itatani is working as an Assistant Professor in Kanazawa University, Japan and He has been occupied with the field of Community wellbeing nursing, Faculty of Health Science, Institute of Medical, Pharmaceutical and Health Sciences

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