The Effect of Action Learning-based Teaching and Learning Strategies on Competency Development of Nursing Students

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Abstract. The study is a single-group experiment design for operation and measurement of nursing management practice training by applying action learning-based teaching-learning design. The study performed total convenience sampling of 105 senior nursing students. The nursing management practice was implemented from Aug. 4 to Sept. 26, 2014. The study result showed a statistically significant difference in subjects in initiative of problem solving, understanding of interpersonal relationships, and team efficacy after participating in action learning-based team project activities.

Keywords: Action learning, Nursing student, Competency

1 Introduction

The primary goal of nursing education is to cultivate excellent nursing manpower [1], and with the expansion of the role of nurses and the diversification of their works, it became necessary to recruit nurses with flexible thinking, cooperative attitude, creative, and initiative in problem solving capability.

With this in mind, the importance of practical training that provides learning experience to nursing students for practical use of theoretical knowledge is on the rise.

Korean Accreditation Board of Nursing Education[2] suggested core competency and program learning outcome of nurses and each university strive to develop the curriculum that reflects philosophy and characteristics of nursing education and program learning outcome evaluation systems. As various teaching-learning methods effective for program learning outcome achievement are introduced, in theoretical as well as practical training, the need to use action learning teaching-learning methods has increase to cultivate problem solving and interpersonal capability through teamwork. In clinical practice, learners should be able to find and solve the various problems of nursing practice related to nursing client, works, and environment, it is important that subjects must be very aggressive.
Learners are able to find on-site problems through action learning-based team projects and able to come up with solutions through creative and innovative approach methods to problems by implementing actual projects. Therefore, the purpose of the study is to apply action learning teaching-learning strategies in clinical practice for the development of practical competency of nursing students, to grasp effectiveness of capacity development, and to understand personal relations and initiative of problem solving according to team projects.

2 Method

2.1 Research Design
The study is a single-group experimental design.

2.2 Subjects
The study performed total convenience sampling of 105 senior nursing students of N University in G Metropolitan City.

2.3 Research tools
The adaptability measuring tool of Marshall [3], which was edited by Kwon [4], was used for measuring initiative in problem solving. The measuring tool for the understanding of interpersonal relationships and team efficacy of Marshall [3], used the one edited by Kwon [4].

2.4 Data Analysis
This study analyzed descriptive statistics and paired t-test with using SPSS WIN 20.0 program.

3 Research Findings

3.1 General Characteristics of subjects
Of the 105 study subjects, female students occupied the most, accounting for 91.4% (96 students), while male students accounts for 8.6% (9 students). The average age the subjects was 22.6 (21-34 years of age).

3.2 The difference of dependent variable after action learning-based team project activities

Initiative of problem solving (t=-5.817, p<.001), understanding of interpersonal relationships (t=-4.947, p<.001), team efficacy (t=-3.483, p=.001) of subjects showed a statistically significant difference after activities of action learning-based team projects.

4 Discussion

Of the abilities expected from students in nursing education, effective communication skill and interpersonal relationships are suggested as the most important qualities required for professional nurses in the department of nursing graduates[5][6]. Therefore, programs that can develop such capabilities should be included in curriculums. The study confirmed a significant increase in subjects of initiative in problem solving, understanding of interpersonal relationships, and team efficacy capability after participating in action learning-based team project activities.

In the case of initiative in problem solving, the result is similar to that of the study[7] shown a significant increase in problem solving process after applying the action program to nursing management practice or the study[8] shown an increase by 3.55 points from 3.20 points in problem-solving skills of nurses after applying the action program. The level of understanding of interpersonal relationships can be an important requirement for action learning performance. According to research results [9] that knowledge related to team members has a high correlation associated with team task implementation[10], and that the more the knowledge about team members is recognized, the higher the team performance in terms of team activities indicates, and that the key factor for task success in action learning programs is the level of team building[11], the level of the understanding of interpersonal skills in the study show a significant difference before/after project activities, where the study confirmed very active communication and interaction between teams during action learning project implementation and that such activities had positive effects on task solving.

Team efficacy of subjects has increased significantly before/after project team activity participation, which is the similar result observed in the study[12] that confirmed increase of team efficacy after web-based situated learning. The finding supports the study result[11] in which the occurrence of interaction between team members affect team efficacy of team members; it appears the result of the study,
therefore, is due to active mutual learning in team project meeting process for two weeks, two hours each day.

5 Conclusion

The study was able to confirm that action learning-based team project teaching-learning methods are effective for improving initiative in problem solving, understanding of interpersonal relationships, and team efficacy.

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References
2. Korean Accreditation Board of Nursing Education http://www.kabon.or