The Effect of Problem Based Learning Compared with Traditional Method on Learning of Pediatric Nursing Students

Thesis
Submitted for Partial Fulfillment of the Requirements of the Doctorate Degree
In
Pediatric Nursing

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The candidate

Hayam Zedan

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ABSTRACT

Problem-based learning is a student-centered approach whereby it refers to learning opportunities that are relevant to the students. This study **aimed** to study the effect of problem based learning compared with traditional method on learning of pediatric nursing students. A Quasi-experimental design was used for the conduction of the study. The sample of the study consisted of 70 pediatric nursing students at third year of Pediatric Nursing Department. Upon inclusion in the study they were divided into two groups (experimental and control groups), where 67% of them were females and the rest of them were males. **Tools** used in the study included: Questionnaire (pre & post) by interviewing & Likert-type rating scale, The student's assessment tools for evaluation (oral, written and practical examination) and the problem based learning module. **Results** of the study revealed that, The problem based learning improve the learning of the study subjects in pediatric nursing compared with the traditional method. There was a statistical significant difference between the experimental and control groups regarding to their knowledge and attitude about the problem based learning at pre/post intervention. **Conclusion** of the study support that the problem based learning is useful instructional method of teaching for pediatric nursing students compared with the traditional method. The study **recommends** applying problem-based learning in teaching the pediatric nursing curriculum. Further studies are required to examine barriers hindering the problem-based learning implementation.

Key Words: problem-based learning, traditional teaching, curriculum & Pediatric Nursing

INTRODUCTION AND AIM OF THE STUDY

INTRODUCTION

The educational system has created and propagated the fact of, from first grade through college, students sit passively while teachers practice the art of teaching. A given amount of information is transmitted and students are tested to evaluate how well they retain the information ***(Heidi et al., 2005)***.

Students must be taught not only the information currently available but more important, how to learn the information that will be available tomorrow. Problem based learning (PBL) is a method of instruction that foster these abilities ***(Major & Palmer, 2001)***. The curricular revolution occurring in general education is also appearing in nursing education. The rapidly occurring changes in health care delivery have required changes in nursing practice, employment and education. Educators have a professional responsibility to prepare nurses to cope with these changing roles ***(Geri, 2005)***.

Nursing–along with the environment in which nurses work-has changing rapidly. These changes in nursing practice necessitate changes in nursing education. The problem based learning is a new approach to learning and is considered as one of the enduring approaches to education that supports the use of web quests. It is focused on the learner constructing meaning and knowledge from an assigned activity. In PBL students are given an assigned task or questions that include the creation of a product that will illustrate or represent what they have learned ***(Merrill, 2005).***

Active learning methods have become increasingly popular in modern curricula. One such method, Problem based learning is advantageous in its ability to promote problem solving, critical thinking and interpersonal communication skills. In contrast to lectures, where

problem based learning can increase student engagement and behavioral interaction ***(Chris, 2008)***.

The curriculum revolution in nursing education calls for a shift from conventional learning method (lectures) toward approaches that empower both students and teachers. In problem based learning, student learning is organized around small group and self directed work which is intended to empower students to develop the critical thinking and interpersonal communication skills ***(Heidi et al., 2005).***

The problem based learning as a new method of teaching can help nursing students in the field of pediatric medical problems to provide the complex care that patient with a potential or actual diagnosis of diseases and their family require an in-depth knowledge base **(Meltzer & Mindell, 2006).**

The problem-based learning is a student-centered approach whereby it refers to learning opportunities that are relevant to the students. The goals are at least partly determined by students themselves. This consequently will develop problem solving skills as well as the necessity of helping students to acquire necessary knowledge and skills ***(De Gallow,*** **2010 and Schmitz, 2008).**

Traditional instruction, such as the typical lecture-based session often involves delivering as much information, quickly as possible. The lecture method was one of the most effective and efficient ways to disseminate information and has often been used for this end. Because students are often poor participants in the lecture, this type of instruction has often allowed students to be passive in the classroom. Students, not knowing how to be active participants in the lecture, have relied on transcription, memorization, and repetition for learning ***(Norman, 2004).***