

Nursing Undergraduate Students' Experiences and Perceptions of Blended Learning in Pediatric Nursing: A Mixed Methods Study

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Yuan Yuan Yang, PhD^{1,*} , Hua Chen, PhD^{1,*} and Hongyu Sun, PhD¹

Abstract

Introduction: Blended learning is a teaching approach that integrates online self-learning and classroom teaching. It emphasizes students' self-directed learning, actively engaging, as well as communication and collaboration. Blended learning develops the qualities in nursing undergraduate students with problem-solving ability, clinical thinking, and communication skills as nurses have. Currently, learners' experience has become an important factor in determining the success of blended learning.

Aims: To learn about the experiences and perceptions of undergraduate nursing students regarding blending learning in pediatric nursing.

Methods: A mixed methods design beginning with a quantitative data collection and analysis phase to inform the subsequent qualitative phase was utilized. This study was conducted among undergraduate nursing students at one university in China. In the quantitative study phase, a convenience sample of 59 students completed the online survey while the qualitative study phase included nine students recruited by purposive sampling. The qualitative data were collected using individual semistructured in-depth interviews. Audio data were transcribed and subjected to thematic analysis. The findings from those two phases were integrated into the final analysis.

Results: The majority (89.8%) of students reported satisfaction with blended learning. Among various teaching methods, case-based learning (CBL) was the most preferred (98.3%). Regarding the qualitative data, students reported positive experiences with blended learning including well-organized course structure, resourceful course content, and high teacher quality. They stated that blended learning improved the learning outcomes such as improving problem-solving ability and developing clinical thinking. They also provided suggestions for achieving better learning outcomes, including providing stressful learning activities, optimizing online course design, and improving the quality of group learning.

Conclusions: The blended learning model of pediatric nursing based on the Community of Inquiry framework provides a positive learning experience for nursing undergraduate students. However, ongoing assessment and improvement of the blended learning process are also needed.

Keywords

blended learning, pediatric nursing, education, undergraduate nursing

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Introduction

Blended learning is an educational strategy that combines traditional classroom activities with online activities in a flipped environment, where the responsibility of the teaching process is transferred to the students, who have direct access to the lessons' content before entering the physical classroom (Zhong et al., 2022). In recent years, blended learning has emerged as a promising teaching strategy in nursing education. Previous research has focused on exploring the effects

of blended learning compared to other teaching models via qualitative, quantitative, or mixed methods (Berga et al.,

¹Peking University School of Nursing, Beijing, China

*Co-first authors.

Corresponding Author:

Hongyu Sun, Peking University School of Nursing, 38 Haidian District Xueyuan Road, Beijing 100191, China.
Email: sunhongyu@bjnu.edu.cn



Research Methods For Undergraduate Students In Nursing

Rosalind E. Hurworth



Research Methods For Undergraduate Students In Nursing:

Research Methods for Undergraduate Students in Nursing Catherine H. C. Seaman, Phyllis J. Verhonick, 1982

Nursing and Midwifery Research Dean Whitehead, Geri LoBiondo-Wood, Judith Haber, 2012-10-30 The new edition upholds the premise that knowledge about research process and design is mandatory in today's health care arena and that all nurses and midwives need to understand research findings and their implication for changing practice. It is completely revised with many new chapters. The text has been restructured into three sections. Section 1 Research Awareness sets the scene for the importance of nursing and midwifery research and provides an overview of research theory and practice as processes. Chapters on searching for and reviewing the literature provide detailed advice for undergraduates and facilitate access to research articles online. One of the new chapters discusses ethical issues in Australia and New Zealand. Section 2 Appreciation and Application provides a detailed discussion of qualitative, quantitative and mixed methods research approaches with many useful examples from the clinical area. Section 3 Conducting primary research is new and is designed to accommodate both undergraduate and postgraduate students in their research effort. Writing research proposals may be a requirement for undergraduates in their research program and postgraduates will find the information useful for undertaking a higher degree or applying for university or external funding. This final Section is also useful as a guide on disseminating and publishing conducted research findings. Combined Australian and New Zealand editorship ensures greater trans Tasman coverage, awareness and relevance. Contributions from international luminaries are balanced by a heightened focus on research conducted within Australia and New Zealand. New edition conscientiously recognises midwifery research as related to but independent from nursing. The research process driven approach is directed towards consumers of research and the comprehensive coverage extends from undergraduate through to a postgraduate level of knowledge. Expanded pedagogy includes Key Terms and Learning Outcomes at the beginning of each chapter. Icons throughout that direct readers to web based material. Evidence based Tips, Research in Brief boxes and Points to Ponder for constant reinforcement that links evidence to practice. Integrated Tutorial Triggers with suggested answers provided and Multiple Choice Questions enable students to assess their understanding of key points. Evolve Website provides True/False questions and access to journal articles cited in the text with additional reflective questions. Chapter 1 The significance of nursing research identifies the current changes in practice and future directions in Australian health care. Previous chapters 3 and 4 have been combined to become Chapter 3 Searching and reviewing the literature. A detailed discussion of qualitative, quantitative and mixed methods research approaches. Increased Australian and New Zealand context and research examples. More accessible language throughout. *Research Methods for Nursing and Healthcare* John Maltby, Glenn Williams, Julie McGarry, Liz Day, 2014-02-04. *Research Methods for Nursing and Healthcare* is an essential introductory text for all nursing and healthcare students coming to research methods for the first time or those nurses and healthcare staff wishing to improve their skills in this area.

The book includes comprehensive coverage of the main research methods topics and provides guidance on how to understand and apply research techniques. Everyday nursing examples are used throughout to explain research methods concepts and their relevance to practice. Simple self-assessment tasks are included at the end of chapters; the tests can be undertaken individually or within groups to assess the students' understanding of the concepts and skills being learnt. Research Methods for Nursing and Healthcare takes the fear out of research methods for all nursing and healthcare professionals. Excellent introductory text that brings interest to research methods for student nurses. Dr Aimee Aubeeluck, Deputy Director Graduate Entry Nursing School of Nursing, Midwifery and Physiotherapy, University of Nottingham. I think this is one of the most readable books on research I have read. Not the most scholarly but that was not the intention. It is certainly the most user-friendly book that will make the whole, often scary, subject of research less threatening. Paula Crick, Principal Lecturer, Faculty of Health, Staffordshire University. I do think this is one of the most engaging texts aimed at nursing that I have read in a while. This does seem much more exciting and more importantly, real world. Lucy Land, Senior Academic Centre for Health and Social Care Research, Faculty of Health, Birmingham City University. Useful resource for our students' dissertation, which can be a literature review or a research proposal. Melanie Brooke Read, Department of Health Social Studies, University of Bedfordshire. Excellent text book which actually takes away the fear of research within healthcare. Angela Cobbold, Institute of Health Social Care, Anglia Ruskin University. The text is very comprehensive and I found chapter 7 on action research particularly useful in supporting a student I was supervising. I also like the self-assessment exercises which I intend to incorporate in my teaching strategy. Ms Mulcahy, School of Nursing and Midwifery, University College Cork.

Understanding Research Methods for Evidence-Based Practice in Health, 3rd Edition
Trisha M. Greenhalgh, John Bidewell, Elaine Crisp, Jane Warland, Gordana Dermody, 2023-10-23. In this third edition of Greenhalgh's award-winning *Understanding Research Methods for Evidence Based Practice in Health*, students will gain a complete overview of the most common topics covered in a standard 12-week evidence-based practice unit for Nursing and Allied Health courses. Throughout the text, they will find engaging and insightful content which has a unique focus on consumers of research, keeping students focused on the skills most relevant to them. [Current Catalog National Library of Medicine \(U.S.\)](#), 1982. First multi-year cumulation covers six years 1965-70. [National Library of Medicine Current Catalog National Library of Medicine \(U.S.\)](#).

Teaching Research Methods in the Social Sciences
Mark Garner, Claire Wagner, Barbara Kawulich, 2016-04-01. How can excellence in the teaching of research methods be encouraged and ensured? This question has become increasingly important following the adoption of research methodology as a core part of many postgraduate and undergraduate courses. There has, however, been little discussion about the aims and methods of teaching the subject. In this volume, a number of authors from a variety of countries and disciplines employ their knowledge and experience towards the development of a pedagogical culture in research methods. Their aim is to establish the extent of

common concerns and challenges and to demonstrate ways in which these are being met Intended to provide both a stimulus and source materials for the development of a more substantial and systematic literature in the field the book will be of great interest to all those teaching research methods courses within social science disciplines **The Cambridge Handbook of Undergraduate Research** Harald A. Mieg, Elizabeth Ambos, Angela Brew, Dominique Galli, Judith Lehmann, 2022-07-07

Undergraduate Research UR can be defined as an investigation into a specific topic within a discipline by an undergraduate student that makes an original contribution to the field It has become a major consideration among research universities around the world in order to advance both academic teaching and research productivity Edited by an international team of world authorities in UR this Handbook is the first truly comprehensive and systematic account of undergraduate research which brings together different international approaches with attention to both theory and practice It is split into sections covering different countries disciplines and methodologies It also provides an overview of current research and theoretical perspectives on undergraduate research as well as future developmental prospects of UR Written in an engaging style yet wide ranging in its scope it is essential reading for anyone wishing to broaden their understanding of how undergraduate research is implemented worldwide **Understanding Research for Nursing Students** Peter Ellis, 2025-03-07

Get to grips with all aspects of research that you need to succeed in your nursing degree Learn why research is so important to nursing develop your knowledge of key methods and terminology and build your confidence in applying research principles to your nursing practice Key features Each chapter is mapped to the 2018 NMC standards showing how research relates to the requirements of a registered nurse Includes new case studies drawn from real life research and expanded discussions of research ethics and participant support Uses straightforward language and a step by step approach to introduce you to key concepts and guide you through all aspects of the research process Filled with activities and case studies to help you apply research principles and methods to your studies and real world practice **Nursing Research** Judith Haber, 1998

An overview of the evolution of nursing research with real world examples For undergraduate students who are learning the steps of the research process learning how to critiques published research literaturw and learning when and how to apply research findings in clinical practice *Teaching Qualitative Research* Rosalind E. Hurworth, 2008-01-01 Over the past two decades there has been a plethora of book for students about how to tackle Qualitative Research QR but absolutely nothing on how to teach it This book attempts to redress the imbalance by presenting a history of what is known about QR teaching as well as to bring alive current QR teaching and learning through a set of Australian and British case studies Courses visited were located within a variety of disciplines including Education Sociology Anthropology Nursing Psychology Communications and Evaluation were taught by both experienced and inexperienced lecturers were either presented alone or in pairs took place in a range of institutions lasted from seven weeks to a year and involved from 15 to over 100 students It emerged however that no matter what the context several common issues were raised such as Should you teach theory practice or

both How do you determine a curriculum for a QR course What is the best way to manage student projects How should students of QR be assessed In what ways can the constraints of University structures be confronted and How can lecturer deficiencies in training and experience be overcome To answer such questions Professor Hurworth draws deftly from personal observations and rich conversations with both lecturers and students from all the courses described As a result many practical ideas for moving the teaching and learning of QR forward are suggested

Research Methods for Health and Social Care Joanne Neale, 2020-06-30 This accessible and clearly structured book written by experienced researchers and practitioners provides a one stop introduction to the most common qualitative quantitative and desk based research designs and methods in health and social care

Research for Nurses Angela Gillis, Winston Jackson, 2002-01 *University of Michigan Official Publication*, 1963

Research-teaching Linkages Jennifer Murphy, Carrie Griffin, Bettie Higgs, 2010

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