



Conceptual Mapping leads to constitute an active methodology, promote meaningful learning and learn achievement of Nursing Students in the subject of Children and Adolescents Nursing Theory to Practicum

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Background :

Now, the nursing profession cannot avoid technology. In terms of teaching and learning of nursing students, the lecturer has to promote nursing students to integrate knowledge, analytical thinking, creative thinking and perfect connection of old and new knowledge by using technology². Conceptual Mapping is a visual aid, helping students see which the most important areas of a topic are. Knowing what is most important allows them to focus on relevant information and stay organized while students study or investigate a topic¹.

Children and adolescents nursing theory and practicum are the important subjects in nursing curriculum. Pediatric lecturers have to add Conceptual Mapping in both subjects. Nursing students can get the benefits of Conceptual Mapping and integrate Nursing of knowledge from theory to practice as well.

Objective :

- To constitute an active methodology of the children and adolescents nursing theory to practicum subject in the third-year nursing students.
- Promote meaningful learning and learn achievement of nursing students in the subject of Children and Adolescents Nursing Theory to Practicum.



Activity :

The third year nursing students are consisted of 82 to register in the subject of Children and Adolescents Nursing Theory and Practicum on the second and third semester. All students were assigned to do conceptual mapping after finishing each topic. They did it with handwriting and present it with flipchart. In additions, the subject of Children and Adolescents Nursing Practicum, there are 2 rotates, each rotate consisted of forty-one students were divided into 6 groups. In each group has to learn in 6 weeks in the hospital (5 weeks) and child care centers (1 week). They were assigned to care for one case per week and holistic study for case report, conceptual mapping, participation, presentation and discussion in each small group with facilitator by using conceptual mapping on computer. The facilitators in each group have formative evaluation using observation learning, practice behaviors, participation, presentation, case report and conceptual mapping. Most of them create and present conceptual mapping on computer. The lecturers use Mentimeter to evaluate the students every week on Friday and get feedback teaching and learning each ward in order to improve the best quality of nursing care.

Outcome :

The overall mean score of conceptual mapping ability of the students at 8.15 (range= 6.66-9.58 from 10 score) in Children and adolescents nursing theory and the students got their grade A=5, B⁺=19, B=35, C⁺=19 and C=4. In additions, the lecturers included score of conceptual mapping ability in the case report in Children and adolescents nursing practicum and finally, the students got their grade A=10, B⁺=40, B=27 and C⁺=5. Results of using Mentimeter evaluate the students; all of them can answer the knowledge, experience, reflection. This study presented that conceptual mapping is a strategy of teaching and learning to constitute an active methodology and promote meaningful learning and learn achievement of Nursing Students as well. Moreover, nursing students enjoy learning in these subjects. Therefore, all lecturers should encourage nursing students to apply the conceptual mapping on computer in all subjects in nursing curriculum.

Future development of project :

- Use digital technology in teaching and learning to communicate with students and lecturers.
- Expand these results to other subjects in other curriculums in my Walailak University.



Reference :

1. Harris, C.M. and Zha, S. (2014). Concept mapping: A critical thinking technique. *Education*, 134: 207-211 .
2. Lee, W., Chiang, C., Liao, I., Lee, M., Chen S., and Liang T. (2013). The longitudinal effect of concept map teaching on critical thinking of nursing students. *Nurse Education Today*, 33: 1219-1223.