

兩種不同教學方法對身體檢查與評估技能教學的影響。

The Effect of Two Teaching Strategies on Teaching

Physical Examination and Assessment Skills

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摘要

本研究係以準實驗研究法探討兩種不同教學方法在身體檢查技能教學上的應用與影響。兩種不同的教學方法分別為一、錄影帶教學，現場操作示範，教師督導練習，回覆示教；二、錄影帶教學，教師督導練習，回覆示教。以身體檢查技能評分表探討上述兩種不同的教學方法中的學生技能學習成果與對教學法及技能教學課程安排的意見與建議。本研究係以八十四學年度第一學期第一次且同時修習身體檢查與評估及實驗課程的學生為對象，共有九十五名學生參與研究，其中四十七名為實驗組，四十八名為對照組。實驗組接受第一種教學法，而對照組接受第二種教學法。研究結果發現兩組以技能得分測得的學習成果在技能之正確性上無顯著差異 ($P>.05$)。本文並就研究結果加以討論且對未來的研究及身體檢查技能教學提出建議。

Abstract

A quasi-experimental study was designed to understand the application and the effects of two teaching strategies for teaching psychomotor skills for physical examination (PE). Two teaching strategies are: 1. The experimental group: Mediated instruction (videotape), live demonstration (faculty), faculty supervised practice, student returned demonstration. 2. The control group: Mediated instruction (videotape), faculty-supervised practice, student returned demonstration. The instrument used to measure the performance of psychomotor skills was "checklist of physical examination skills". The study was conducted during the first semester of the 1995 school year. Students who enrolled in both of physical examination and physical examination skill laboratory classes for the first time were invited to participate in the study. A total number of 95 students participated in the study. There were 47 students in the experimental group who received teaching method 1 and 48 students in the control group who received teaching method 2. The result indicated no significant difference in students' performance between the two groups ($P>.05$). The results were discussed and recommendations for further studies were made.