• 系統編號	RC8607-1099
• 計畫中文名稱	兩種不同教學方式對身體評估技能教學的影響
• 計畫英文名稱	The Effect of Two Teaching Strategies on Teaching Physical Assessment Skills.
• 主管機關	行政院國家科學委員會
• 計畫編號	NSC85-2511-S038-001
• 執行機構	私立台北醫學院護理學系
• 本期期間	8408 ~ 8507
• 報告頁數	0 頁
• 使用語言	中文
• 研究人員	盧美秀 Lu, Meei-Shiow
• 中文關鍵字	教學策略；身體檢查技能
• 英文關鍵字	Teaching strategy；Physical examination skill

• 中文摘要

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爲(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。研究工具包括:(一)身體檢查技能評分表(含操作之正確性與熟練度),(二)半結構式問卷。以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學科及實驗課程的學生爲對象,共有九十五名學生參與研究,其中四十七名爲實驗組,四十八名爲對照組。實驗組接受第一種教學法,而對照組則接受第二種教學法。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(F=.90,p>.05)。但以兩組學生在期末考優於期中考表現的單尾獨立樣本值考驗上發現兩組達顯著差異之臨界值(F=1.68,p<.05)。研究結果顯示,現場操作示範與否對學習身體檢查技能的成效中的正確性有介於臨界值的影響。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。

• 英文摘要

An Quasi-experimental study was designed to understand the application and the effects of two teaching strategies on teaching psychomotor skills of physical examination (PE). Two teaching strategies are: (1) The experimental group: Mediated instruction (videotape), live demonstration (faculty), faculty supervised practice, returned demonstration. (2) The control group: Mediated instruction (videotape), faculty supervised practice, returned demonstration. Two instruments were used to measure the performance of psychomotor skills (Check list of physical examination skills) and to collect students' opinions and suggestions of the two teaching strategies (semi-structured questionnaire). The study was conducted during the first semester of 84-school-year. Students who enrolled in both classes of physical examination and physical examination skill laboratory the first time were invited to participate in the study. A total number of 95 students participate in the study. There were 47 students in the experimental group who received teaching method 1 and 48 students in the control group

received teaching method 2. The result indicate no significant difference of students' performance between the two groups (F=.90, p>.05). However, between groups difference regard the improvement of students' performance in psychomotor skills of physical examination had showed borderline statistically significant (F=1.68, p<.05). The result indicated that presence of live demonstration in the teaching strategies did help students to learn PE skills correctly. The results were discussed and the commendations for further studies were made.