

五專護理學生學習取向與學習成效之相關研究

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摘 要

本研究旨在探討五專護理學生學習取向之現況，及其與學習成效間之相關。研究對象為台灣南部某科技大學 154 名五專護理學生。採用大專生學習取向量表作為研究工具，並以技專高考護理師之模擬考試成績作為學習成效指標。以描述性統計及皮爾森積差相關進行統計分析。研究結果發現：五專護理學生偏向使用深度學習取向，兼具深度和表面學習動機，偏好使用深度學習策略。深度取向、深度策略與學習成效達到顯著正相關，而表面取向、表面策略則與學習成效達到顯著負相關。研究建議教師在專業科目授課及護理師國考輔導時，可教導學生採用深度學習策略、鼓勵學生強化深度學習動機，以提高學習成效。未來研究進一步探討學習取向與各科實習、客觀結構式臨床測驗等學習成效間的相關性。

關鍵字：表面取向、深度取向、學習成效、學習取向

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The Relationship between Learning Approaches and Learning Outcomes among Nursing Students in a 5-year Junior College

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Abstract

The purposes of this study were to investigate the learning approaches and the relationship between learning approaches and learning outcomes among nursing students in a 5-year junior college. There were 154 students participating in this study at a private technological university in South Taiwan. The scale of learning approaches was used to collect empirical data. The indicators of learning outcomes were the scores of Nurses license practice exam. The descriptive statistics and were used to analyze the collected data. The results showed that targeted population preferred to use deep learning approach and deep strategies, at the same time, had deep motives and surface motives. There was a significant positive relationship among deep approaches, deep strategies, and learning outcomes. Moreover, we found the significantly negative relationship between surface approaches, surface strategies, and learning outcomes. The results suggest that teachers should teach students to adopt deeper learning strategies when teaching professional courses and encourage them to strengthen their depth of learning motivation. Future research should further explore the relationship between the learning approach and learning outcomes of other tests.

Keywords: deep approach, learning approaches, learning outcomes, surface approach

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