The effect of simulation information on self-directed learning, problem solving in Nursing Education

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Aim
This study was conducted to evaluate the effect of simulation knowledge level on self-directed learning and problem solving on nursing students.

Method
The study that was designed in cross-sectional correlation type was conducted on 189 students 100 (83.3%) of whom were students of medical vocational high school and 89 (55.6%) from faculty of medical sciences in Eskişehir in December 2015. Readiness to Self-directed Learning Scale and Problem-solving Inventory were used. Wilcoxon signed ranks test, Mann Whitney U test and Kruskal Wallis test, and correlation analysis were used to analyze the data statistically.

Findings
In addition to total scores of knowledge level on simulation and readiness to self-directed learning of high school students, scores of self-control, willingness to learning and
self-management subscales, and scores of avoidant approach in problem solving were higher than university nursing students whereas self-confident approach scores of high school nursing students were lower than their university counterparts (p < 0.05 per each). Knowledge level of students using simulation at school, total score of readiness to self-directed learning, willingness to learning and self-management subscale scores were higher than the ones who did not use simulation, and scores of self-confidence approach to problem solving skills were lower than the ones who did not use simulator (p < 0.05 per each).

Conclusions
Simulation training is a significant technique for nursing education. It was found out that simulation knowledge level affected readiness to self-directed learning and conveying a self-confident attitude in problem solving.

Key messages:
- Simulation application is valuable for nursing education
- Simulation problem solving and self-directed learning are necessary qualities for nursing profession