



# Qualitative Research on Learning Experience of Mixed Teaching among Nursing Students in Higher Vocational Colleges

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**Abstract:** Purpose To investigate experiences of vocational college students majoring in nursing on mixed teaching and to provide reference for the further improvement of mixed teaching.

Method Using the purpose sampling method, 8 students were selected for semi-structured interviews, and Colaizzi phenomenological analysis was used to analyze the data.

Results Four core themes were extracted.: (1) The ability of autonomous learning was enhanced and classroom participation was increased; (3) The overall progress of online learning was not well controlled. The study was not thorough; (4) Online and offline teaching were disconnected, and teacher-student interaction was low. Conclusion The mixed teaching has improved the self-learning ability and classroom participation rate to a certain extent, but further efforts are needed in optimizing the teaching platform, improving the teacher's mixed teaching ability, and maintaining students' learning enthusiasm.

**Keywords:** Vocational College; Nursing; Mixed Teaching; Qualitative Research

The Ministry of Education began to vigorously promote the new teaching model of mixed teaching in September 2018. Mixed teaching combines online teaching with offline teaching, and can guide students to have a deeply integrated autonomous, cooperative, and inquiry-based learning experience. Mixed teaching combines the advantages of traditional teaching and network teaching, and is an important part of the information revolution of higher vocational education<sup>[1]</sup>. At present, all colleges and universities are actively exploring and implementing the mixed teaching in order to improve the quality of teaching<sup>[2,3,7]</sup>. This study explores the learning experience of vocational college nursing students with mixed teaching, and provides references and basis for further improvement of the application of mixed teaching in vocational nursing education.

## 1. Research objects

In January 2020, the purpose sampling method was used to select nursing students of a certain college. The inclusion criteria are: ① first-year or second-year of university; ② accept mixed teaching for 4 months and above; ③ usually perform well; ④ willing to accept the interviews.

## 2. Method

### 2.1 Measurements

#### 2.1.1 General Information Questionnaire

The researcher designed the content, including age, gender, grade, the number of mixed teaching courses, the duration of teaching, and the number of online course platforms.

#### 2.1.2 Interview outline

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With reference to relevant literature, a semi-structured interview outline (Table 2.1) was drawn up to discuss the students' feelings and learning experience of mixed teaching in depth.

Table 2.1.2 Interview outline

<b>Interview questions</b>
1. How is mixed teaching conducted?
2. How effective is the online course learning? How does it help your study?
3. If you were asked to choose a learning platform, which one would you choose? why?
4. What are the advantages of mixed teaching?
5. What are the disadvantages of mixed teaching? What do you think needs improvement?
6. Use one or two sentences to describe the learning experience of mixed teaching.

## 2.2 Data collection process

Data were collected using face-to-face semi-structured interviews. Before the start of the interview, the researchers explained the research purpose, method and content that the research object was expected to complete, promised the anonymity and confidentiality of the data, and pointed out that the research object had the right to withdraw from the study at any time. During the interview, the researchers adjusted the questioning method and sequence according to the research subject's answers, paid attention to observe the research subject's every move and expression changes, and made a record. Each interview time was controlled within 30min. After obtaining the consent of the research subjects, the interview content was recorded throughout. When the data collected further overlaps with the previous collected data, and there was no new content, the data was saturated and the interview was ended.

## 2.3 Data sorting and analysis

After the interview, the recordings were converted into words one by one, including both the verbal description of the research subjects and non-verbal expressions, such as laughter and sigh. The Colaizzi phenomenological analysis method<sup>[4]</sup> was used for analysis. The specific steps were as follows: ① Repeatedly reading interview records; ② Extracting meaningful expressions; ③ Node coding for repeated views; ④ Sorting nodes; ⑤ Writing down detailed descriptions for each node; ⑥ Categorize similar nodes and sublimate the theme concept; ⑦ Return the data formed by the above steps to the research object for verification. Use QSR NVivo0.0 to organize and encode data. All transcription and analysis were verified by a second researcher to ensure authenticity.

# 3. Results

## 3.1 The basic characteristics of research objects

When the interview reached the 8<sup>th</sup> student, the data appeared saturated and the interview was ended. The 8 subjects were between 17 and 20 years old: Gender: 6 females, 2 males; Grade: 4 first grade, 4 second grade; Number of mixed teaching courses: 7 first grades, 5 second grades; Mixed teaching time: 4 months in the first grade and 12 months in the second grade; the number of online course platforms are 4 of each grade.

## 3.2 Nursing students' learning experience of mixed teaching in higher vocational colleges

### 3.2.1 Students' self-learning ability was enhanced and the classroom participation rate was increased

Online courses had improved students' self-learning ability to a certain extent. In the practical training class, teachers released tasks in advance, which could urge students to practice well. If there was any doubt about the experimental operation, students can log in to the teaching platform to watch the video. In addition, the homework questions posted on the online course can help students consolidate knowledge and test learning effects.

S4: In an experimental class, such as making the bed, the teacher asked us to upload the bed picture after taking a photo. It was quite nervous and I would practice well. If I don't know how to do, I can just refer to the online video.

S6: Taking the experimental class can play a certain role in supervision. In addition, if the homework was not finished, it would affect the total grade. It can also consolidate knowledge and some of homework would appeared in the examination paper.

Students can also answer questions through the classroom interactive teaching platform, which avoided the phenomenon of being afraid of raising hands in the traditional classroom because of shyness to improve the classroom

participation rate.

S3: Answering questions through smart classroom platform was better than directly raising hands to answer, because everyone was embarrassed to raise their hands.

### **3.2.2 Online teaching platform affects learning effect**

Students all said that online courses can be watched repeatedly with unlimited times, if they have doubts about a certain knowledge point, they can learn repeatedly until they master it. Some teaching platforms include courses in multiple disciplines, which can be selectively studied according to their own interests.

S2: The video can be watched repeatedly with unlimited time. Not only can you listen to the teacher's classes but you can also listen to other people's classes.

S8: I have seen the MOOC recommends some courses. Not only can you learn medicine, but you can also learn other ones you like. The range is very wide.

However, the imperfections of the online teaching platform would reduce the student's learning experience and affect the learning effect. If there was no memory function when watching the video, students needed to start again from the beginning. Poor video quality also affected the viewing experience.

S2: I had seen half of the video. However, I had to watch it from the beginning when I clicked again after logging off. Everyone had its own shortcomings (contemplation).

S7: The picture quality was too poor, it may be the problem of pixels when recording. The quality of videos was like those of five or six years before.

### **3.2.3 The overall progress of online learning was not well controlled and the learning was not in deep**

Students reported that there was a time limit for the online course test questions, which was prone to be forgotten. This showed that students were not familiar with the overall progress of online learning.

S3: The test had a time limit, sometimes it was too late to do it, sometimes it was forgotten.

S1: Class cadres would remind us to finish the test. Fortunately, they would remind us so that it was not forgotten.

In addition, 8 students all said that there were too many online courses, which required more Internet traffic, and it took a long time. Eventually, online learning was not deep, and most of them just mechanically completed courses.

S4: It was time-consuming, energy-consuming, data-consuming, and eye-consuming. The time of watching mobile phones every day was too much.

S7: After entering the college, not all of the time was spent in classroom study because of the extracurricular activities. I felt that time was not enough.

### **3.2.4 There was a disconnect between online and offline teaching and teacher-student interaction was insufficient**

Teachers lacked the ability to carry out mixed teaching, but only making online courses for students to learn, and did not fully integrate online and offline teaching. Teacher-student interaction was low, and the effects of mixed teaching are not fully reached.

S1: Mixed teaching is a combination of online and offline, but now it is separated. Completing the class is only about finishing the class on the screen, which is different from really learning knowledge.

S7: Sometimes the teacher can't tell clearly which course needed to be completed. There was a lot to be determined whether to complete or not.

## **4. Discussion**

### **4.1 Mixed teaching has achieved certain teaching effects**

The research results show that online courses have improved students' self-learning ability to a certain extent, which can help students consolidate knowledge and test learning effects. The classroom interactive teaching platform can also improve the classroom participation rate. This is consistent with previous research results<sup>[5-7]</sup>, indicating that mixed teaching has achieved a certain learning effect in the early stage of application. However, the fact is that students often forget to do online test questions in this study. They just complete classes to obtain credits, which is consistent with the study of Ruihua Jin et al<sup>[6]</sup>, indicating that students have not developed good learning habits. Students have

an insufficient grasp of the overall progress of online courses, and sometimes forget to learn, which is similar to the previous research results<sup>[7]</sup>. It may be because the self-discipline of vocational college students is not strong, and the temptation of mobile phones is too large. Therefore, teachers should do a good job in teaching design, stimulate students' interest in learning, and guide students to form good learning habits.

#### **4.2 Optimize the learning platform, reduce the burden on students and enhance the learning experience**

The research results show that the advantages of the online teaching platform can enhance the learning experience, while the disadvantages affect the learning experience and reduce the learning effect. There are many online courses, so that different teaching platforms are used, and more software is installed, which lead to more Internet traffic and time. Since most students do not have a computer, they cannot complete assignments on the computer side. Therefore, it is recommended that the schools should centralize the learning platform as much as possible, and select professional core courses for online teaching, reduce computer-side operations to eventually reduce the burden on students. At the same time, it is necessary to optimize the learning platform, increase the video pixels and clarity, enhance the learning experience to improve the learning effect.

#### **4.3 At this stage, the online and offline mixed teaching has not been truly achieved**

The results of the study show that teachers lack mixed teaching ability at this stage, and they only send online courses to students, which are not fully integrated with offline teaching. Teacher-student interaction is low, and the students' learning initiative is not high. Teachers are advised to prepare lessons carefully, do a good job in teaching design, and improve the mixed teaching ability. They can use the flipped classroom to teach students according to their aptitude, to inspire students' interest in learning and improve the teaching effect. In addition, vocational and technical college students have a short education system, and full curriculum arrangements, which lead to tight study time after class. Therefore, it is recommended that teachers control the classroom and set aside some time for each class for students to learn online courses to reduce the learning burden on students.

To sum up, the current mixed teaching application has achieved certain teaching effects in the initial stage. However, the setting of the platform, the time and flow of online learning and the disconnection of online and offline teaching have discouraged the learning experience of students, so that the mixed teaching has not achieved the expected effects. Therefore, measures should be taken from the three levels of school, teacher, and student to effectively improve the status quo, in order to truly achieve mixed teaching, promote effective learning for students, and improve the quality of teaching.

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