EFFECT OF SELF-REGULATED LEARNING TRAINING ON FOUNDATION BIOSCIENCE STUDENTS

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BACKGROUND

The study of biosciences has been an area of particular difficulty for students studying Nursing and Allied Health programs. Achievement within biosciences subjects can often be a stumbling block to advancement within their chosen degree (McVicar, Andrew & Kemble, 2015). Here we investigate whether it is possible to assist and support these students by incorporating self-regulated learning (SRL) skills training within foundation bioscience subjects.

DESCRIPTION OF INTERVENTION

Training in cognitive and metacognitive SRL skills were embedded in the weekly content of a foundation bioscience subject. The subject forms part of an enabling program, which provides a pathway for students to nursing and allied health degrees. The aim was to improve students' self-regulated learning strategy use.

DESIGN AND METHODS

The study was a pre/post design using the Motivated Strategies for Learning Questionnaire (MSLQ) and achievement as measures. Sampling was undertaken at the start and end of Semester 2, 2019. Students were also invited to participate in post-intervention semi-structured interviews.

RESULTS

Of the 15 subscales measured by the MSLQ, only critical thinking showed a significant increase in the post-survey.

CONCLUSIONS

It was hoped that the intervention would produce improvements in self-efficacy and the development of a repertoire of learning strategies. However, this was not detected by the MSLQ.

REFERENCE

McVicar, A, Andrew, S & Kemble, R 2015, 'The "bioscience problem" for nursing students: an integrative review of published evaluations of Year 1 bioscience, and proposed directions for curriculum development', Nurse Education Today, vol. 35, no. 3, 2014/12/24., pp. 500–509, DOI: 10.1016/j.nedt.2014.11.003.