

Development of EREC IF Model to Increase Critical Thinking and Creativity Skills of Undergraduate Nursing Students

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Abstract : Critical thinking and creativity are prerequisite skills for working professionals in the 21st century. A survey conducted in 2014 at the Boromarajonani College of Nursing, Chon Buri, Thailand, revealed that these skills within students across all academic years was at a low to moderate level. An action research study was conducted to develop the EREC IF Model, a framework which includes the concepts of experience, reflection, engagement, culture and language, ICT, and flexibility and fun, to guide pedagogic activities for 75 sophomores of the undergraduate nursing science program at the college. The model was applied to all professional nursing courses. Prior to implementation, workshops were held to prepare lecturers and students. Both lecturers and students initially expressed their discomfort and pointed to the difficulties with the model. However, later they felt more comfortable, and by the end of the project they expressed their understanding and appreciation of the model. A survey conducted four and eight months after implementation found that the critical thinking and creativity skills of the sophomores were significantly higher than those recorded in the pretest. It could be concluded that the EREC IF model is efficient for fostering critical thinking and creativity skills in the undergraduate nursing science program. This model should be used for other levels of students.

Keywords : critical thinking, creativity, undergraduate nursing students, EREC IF model

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