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Applying technological pedagogical content knowledge model to develop a course for university nursing students in learning English for medical purposes and urinary tract infections knowledge

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This one year study was a qualitative research using the TPACK model– technology, pedagogy, and content knowledge to develop a multidisciplinary course for university nursing students. Aims are to investigate the participants' perceptions about the: (1) technological knowledge learning; (2) pedagogical knowledge experiences; and (3) content knowledge acquisition from the program. Participants included 50 nursing students conveniently selected from a language classroom, an English language teacher and a teaching assistant (TA). Learners were grouped into 7 to 8 members each, and were required to produce short videos served as health education materials speaking in English as their foreign language. Seven data collection instruments were used –participants' individual interviews, learners' group interviews, course satisfaction questionnaire, tasks portfolios, intergroup evaluation forms, Teacher/TA reflective journals and classroom observations. Data were analysed through the grounded theory and the codes were further processed by the constant comparative method and the triangulation strategy was also employed. Results demonstrate that students recognized the coursedesign as interesting and inspiring and enabled them to learn technology and content knowledge. The TA was benefitted from the pedagogical knowledge and the teacher focused on the linguistic knowledge teaching. All participants perceived the course as demanding and exhausting. Some students preferred the traditional teaching method solely emphasized on the content knowledge for its easier implementation and achievement. Teaching implications are then discussed.

Biography

Hung-Cheng Tai is an Assistant Professor working for the department of General Education in Chang Gung University of Science and Technology. He has been teaching English for nursing students at different levels for over ten years. His research interests include technology enhanced writing instruction, educational psychology for English writing teaching and learning and English for nursing purposes.

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