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Title

**Assessing Effects of Virtual Training of Information Literacy on Information
seeking and retrieval skills and Intention for Evidence-Based practice in
undergraduate nursing students of Razi Nursing school affiliated to Kerman
University of Medical Sciences in 2019**

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چکیده

مقدمه و اهداف: سواد اطلاعاتی یکی از پیش نیازهای مهم اجرای مؤثر عملکرد مبتنی بر شواهد است. بنابراین توجه به برنامه‌ریزی آموزشی با استفاده از روش‌های نوین آموزشی مانند آموزش مجازی جهت تقویت مهارت‌های سواد اطلاعاتی از جمله مهارت جستجو و بازیابی متون و جهت‌دهی نگرش پرستاران به سمت پذیرش و تمایل به عملکرد مبتنی بر شواهد در آینده حرفه‌ای دانشجویان پرستاری، ضروری است. از این رو این مطالعه با هدف بررسی تأثیر آموزش مجازی سواد اطلاعاتی بر مهارت‌های جستجوی و بازیابی اطلاعات و تمایل برای عملکرد مبتنی بر شواهد در دانشجویان کارشناسی پرستاری انجام شد.

روش‌ها: این مطالعه مداخله‌ای با دو گروه مداخله و کنترل و طرح پیش‌آزمون و پس‌آزمون انجام شد. جامعه آماری پژوهش را کلیه دانشجویان کارشناسی رشته‌ی پرستاری ترم ۶ و ۸ دانشکده پرستاری رازی وابسته به دانشگاه علوم پزشکی کرمان تشکیل دادند. با استفاده از نمونه‌گیری تصادفی ۸۰ نفر از این دانشجویان انتخاب شدند و بطور مساوی در گروه‌های مداخله و کنترل قرار گرفتند (هر گروه ۴۰ دانشجو). آموزش مجازی سواد اطلاعاتی در قالب ۶ ماژول بر روی یک وبسایت در طول ۴ هفته بارگذاری شد. برای جمع‌آوری داده‌ها از پرسشنامه‌های اطلاعات جمعیت شناختی، مهارت‌های جستجو و بازیابی اطلاعات و تمایل برای عملکرد مبتنی بر شواهد قبل و یک ماه پس از اتمام مداخله استفاده شد.

یافته‌ها: نتایج نشان داد در مرحله پس‌آزمون میانگین نمره استفاده از منابع اطلاعاتی و انواع آن در گروه مداخله نسبت به گروه کنترل تفاوت معنی‌داری پیدا نکرد ($p=0/185$ و $t=1/33$). در مرحله پس‌آزمون میانگین نمره دانش در مورد عملگرهای بولین و مجاورتی در گروه مداخله نسبت به گروه کنترل افزایش معنی‌داری پیدا کرد ($p=0/001$ و $t=39/84$). در مرحله پس‌آزمون میانگین نمره مهارت‌های استفاده از قابلیت‌های جستجوی آنلاین در گروه مداخله نسبت به گروه کنترل افزایش معنی‌داری پیدا کرد ($p=0/002$ و $t=3/144$). همچنین در مرحله پس‌آزمون گروه مداخله در انتخاب پاسخ صحیح برای سوال تدوین استراتژی جستجو تغییر معنی‌داری نداشت اما نمره گروه کنترل نسبت به گروه مداخله به طور معنی‌داری کاهش یافت

($x=0.4/12$ و $p=0.42$). همچنین در پس آزمون میانگین نمره تمایل به عملکرد مبتنی بر شواهد در گروه

مداخله نسبت به گروه کنترل تغییر معنی داری نداشت ($t=1.46$ و $p=0.147$).

بحث و نتیجه گیری: آموزش مجازی سواد اطلاعاتی بر بعضی از جنبه‌های مهارت‌های جستجو و بازیابی اطلاعات تأثیری مثبتی داشت اما بر بعضی جنبه‌های آن و تمایل برای عملکرد مبتنی بر شواهد در دانشجویان پرستاری گروه مداخله تأثیری نداشت. پیشنهاد می‌شود اساتید و مربیان پرستاری آموزش‌های لازم را در زمینه سواد اطلاعاتی با روش‌های مختلف مانند ادغام آموزش مجازی و حضوری در قالب برنامه درسی یا کارگاه به دانشجویان ارائه دهند. در این مسیر کاربرد تئوری‌های مانند رفتار برنامه‌ریزی شده می‌تواند در ایجاد تمایل برای عملکرد مبتنی بر شواهد مفید واقع شود. محققین نیز اثربخشی این مداخلات، همچنین موانع و عوامل تسهیل‌گر را در این زمینه بررسی نمایند.

کلمات کلیدی: آموزش مجازی، آموزش الکترونیک، سواد اطلاعاتی، مهارت‌های جستجوی اطلاعاتی،

مهارت‌های بازیابی اطلاعات، تمایل، عملکرد مبتنی بر شواهد، دانشجویان پرستاری

Abstract

Background and objectives: Information literacy is one of the important prerequisites for an effective evidence-based practice. Therefore, it is necessary to pay attention to curricular development by using new educational methods such as virtual education to strengthen information literacy skills, including information seeking and retrieval skills, and to direct nursing students' attitudes towards the acceptance of evidence-based practice. Therefore, this study investigated the effect of virtual education of the information literacy on information seeking and retrieval skills of nursing students and their intention to use evidence-based practice.

Methods: This interventional study was performed with two groups of intervention and control and a pretest and posttest design. The statistical population of the study consisted of all nursing students studying in the sixth and eighth semesters in Razi School of Nursing affiliated with Kerman University of Medical Sciences. Eighty students were recruited and assigned into the intervention or control groups by random sampling (80 students in each group). Virtual education of the information literacy was uploaded on a website in the form of six modules during 4 weeks. Questionnaires of demographic information, information seeking and retrieval skills, and intention to use evidence-based practice were used to collect data before and one month after the intervention.

Results: The results showed that the post-test scores of using information resources and all its types were not significantly different between the intervention and the control groups ($t = 1.33$, $p = 0.185$). The post-test score of the intervention group regarding the knowledge about Boolean and proximity operators increased significantly compared with the control group ($t = 39.84$, $p = 0.001$). The post-test score of the intervention group regarding online information seeking skills

increased significantly compared with the control group ($t= 3.144, p= 0.002$). The intervention group did not show a significant difference in the post-test score of the frequency of the correct answer to the question of formulating a search strategy, but the control group got a lower score ($x= 04.12, p=0.042$). In addition, the post-test score of the intervention group regarding the intention to use evidence-based practice showed no significant difference compared with the control group ($t= 1.46, p= 0.147$).

Discussion and conclusion : Virtual education of the information literacy had a significant effect on some aspects of the information seeking and retrieval skills, but it had no effect on some other aspects of the information seeking and retrieval skills and the intention to use evidence-based practice in nursing students. Nursing professors and educators are recommended to train information literacy by integrating virtual and face-to-face education in the forms of curriculum and workshop. Theories such as planned behavior can help students to use evidence-based practice. Further research is needed to examine the effectiveness of these interventions, their barriers, and facilitators.

Keywords : Virtual education, Electronic-Learning, Information literacy, Information seeking skills, Information retrieval skills, Intention, Evidence-Based practice, Nursing students

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دانشگاه علوم پزشکی تهران
تحصیلات تکمیلی دانشگاه

بسمه تعالی
صور تجلسه دفاع از پایان نامه

تاریخ ۱۳۹۹/۶/۵
شماره ۹۹۰۱۰۷۰۷۸۰
پیوست

جلسه دفاعیه پایان نامه خانم مریم شمسایی دانشجوی کارشناسی ارشد پرستاری سلامت جامعه ورودی ۹۶ تحت عنوان " بررسی تاثیر آموزش مجازی سواد اطلاعاتی بر مهارتهای جستجو و بازیابی اطلاعات و تمایل برای عملکرد مبتنی بر شواهد در دانشجویان کارشناسی پرستاری دانشکده پرستاری رازی وابسته به دانشگاه علوم پزشکی تهران در سال ۱۳۹۸" به راهنمایی دکتر جمیله فرخ زادیان و دکتر پروین منگلین در ساعت ۱۰ روز چهارشنبه مورخ ۱۳۹۹/۰۶/۰۵ با حضور اعضای محترم هیات داوران مشتمل از:

امضا	نام و نام خانوادگی	سمت
	دکتر جمیله فرخ زادیان دکتر پروین منگلین	الف : اساتید راهنما
عدم حضور عدم حضور	دکتر لیلا احمدیان دکتر فرهاد فاتحی	ب : اساتید مشاور
	خانم گلناز فروغ عامری	ج : عضو هیات داوران (داخلی)
	دکتر منبرالسادات نعمت الهی	د : عضو هیات داوران (خارجی)
	دکتر ندا اسدی	ه : نماینده تحصیلات تکمیلی

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دکتر فیروزه میرزایی رابر
مهر و امضاء معاون آموزشی دانشکده



