



Use of Films in Nursing Education in Turkey

Abstract

Evidence-based education consists of both using evidence to guide teaching practice and generating new evidence through research. It is seen that evidence-based education methods differ in the process of providing a better nursing competency to nursing students. The use of films in education is among the evidence-based education methods for nursing students. In different studies on the use of film in nursing education, it has been found that the use of film increases the knowledge level of the students, creates an active, experiential, and reflective learning environment, gives the students empathy and solution-oriented thinking competence, and enables the students to interact with the people in the film. In this review, studies on the use of film in nursing education in Turkey were examined and it was determined that very few studies were conducted.

Keywords: *Film, Nursing education, Cinema*

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Soner G, Mumcu N. Use of Films in Nursing Education in Turkey. *J Educ Res Nurs*. 2021; 18(4): 436-440

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Submitted: March 26, 2020
Accepted: May 11, 2020



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Introduction

Nursing profession educators have to determine and apply the most appropriate teaching methods to the needs of their students in order to achieve their learning goals.^{1,2} The concept of "Evidence-Based Education" is emphasized in the point of finding suitable teaching methods.³ Evidence-based education consists of both using evidence to guide teaching practice and generating new evidence through research.⁴ Evidence-based elements of nursing education relate to aspects of the curriculum, faculty, and teaching methods that enable significantly better learning.⁵ It is seen that evidence-based education methods differ in the process of providing a better nursing competency to nursing students. The use of films in education is among the evidence-based education methods for nursing students.^{1,2,6}

The educational use of motion pictures dates back to 1907.⁷ The fact that the first public film screening of the Lumière Brothers in 1895 was transferred to the field of education after a short time can be explained by the realization of the possibilities offered by cinema.⁸ The fact that movies have a richer opportunity by combining areas such as music, theater, dance and painting makes the use of cinema in education important.⁷ According to Wegner (1977),⁹ motion pictures are "the most impressive and seductive power to teach, to persuade, to convey ideas and knowledge, or simply to show the world as it is".

Benefits of Using Films in Education

The use of films in education has many benefits in terms of students' better understanding of the subject. First of all, students can connect the conceptual knowledge they receive with a standard education with reality through film.^{10,11} In addition, educators can better convey the subjects they have difficulty in teaching to students with films. With films, students learn the subject in a more fun way and can read the subject in a versatile way.¹⁰ In addition, films can bring together individuals with low representation in society with students in the classroom environment.^{10,11} Also, films have an important function in making the subject matter concrete as well as analyzing it and offering solutions for students for different situations.⁷ "Films can help students better understand the content by providing visual images."¹²

These positive aspects of using films in education are also reflected in the field of health education. Alexander explained the importance of the use of films in health education with the concept of "Cinemeducation," which they created from the words "cinema" and "medical education."¹³ It is stated that with Cinemeducation, the transfer of professional values to health students is ensured and students gain the ability to evaluate diseases from a bio-psycho-social and spiritual perspective.^{11,14,15}

Use of Films in Nursing Education

It is seen in different studies that many positive contributions are made to the learning process of students with the use of movies in nursing education.¹⁶⁻¹⁸ In a study conducted by Oh and Steefel (2016),¹⁶ it was determined that before the clinical practice in pediatrics, the use of film contributed to the conceptual knowledge of nursing students in caring for patients. Another study revealed that film-based education is more effective than traditional classroom education in teaching psychiatry.¹⁷ In a different study, it was determined that with the use of films in nursing education, students gained the opportunity to discuss the relevant subject.¹⁸ In different studies on the use of film in nursing education, it has been found that the use of film increases the knowledge level of the students, creates an active, experiential, and reflective learning environment, gives the students empathy and solution-oriented thinking competence, and enables the students to interact with the people in the film.¹⁹⁻²¹ Oh et al.¹ defined the use of films for nursing research, practice and education with the term “cinenudducation”, inspired by Alexander.¹³

The Concept of Cinenurduccation

This concept, which consists of a combination of the words cinema, nursing, education, is defined as a teaching method that enables students to enter a learning process that increases their proficiency in nursing by using movies or some video clips in nursing education. With this concept, it is stated that it has the potential to help students and educators to overcome the limitations and gaps that only the use of textbooks in nursing education can create.¹

According to Oh et al.¹ showing the films related to the subject given in the educational environment to nursing students and enabling them to think about the film will provide students with a different learning experience in terms of understanding the subject. In Figure 1, a metaphor created by Oh et al.¹ for the use of cinema films in nursing education (cinenurduccation) is shown. In the metaphor, it is shown through a film projection device that nursing students experience student-centered learning, experiential learning, reflective learning, and problem-solving learning processes and thus reach nursing competence. The importance of student-centered learning and problem-solving learning process is shown on the two reels of the film projection in the metaphor, and the experiential learning and reflective learning process is expressed as the processing of the film strip passing over these reels. Thus, it was emphasized that the movie

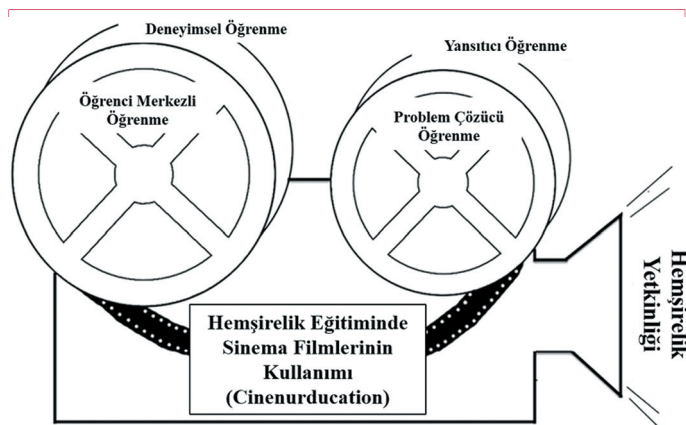


Figure 1. The conceptual metaphor of the use of motion pictures in nursing education¹.

made a versatile contribution to the education process of nursing students and that this contribution would be reflected as nursing competency in nursing students.¹ Oh et al.¹ did not give an answer about measuring the contribution of movies to nursing students in their articles. However, in their articles, they examined the studies in which cinema was used in the field of nursing, and showed that different study methods such as qualitative, quantitative and mixed methods were used in these studies.

Use of Films in Nursing Education in Turkey

Although it is known that films are used in nursing education in Turkey, it is seen that there are very few studies showing the use of films in education. Therefore, examining the studies evaluating the use of film in nursing education in Turkey seems important in terms of reviewing the current situation and shedding light on future studies. In addition, nursing educators will have a list of suggestions for films they can use in their classes.

For this purpose, the researches wherein movies in the field of nursing in Turkey in searches made with the combination of keywords nursing (nursing), education (education), cinema (cinema), film (film, movie), cinenudducation in Turkish Medline, UlakbimDergipark, Google Academy, EBSCO, Pubmed, CINAHL databases until 1 January 2020, were listed.

In Table 1, studies evaluating the use of motion pictures in nursing education in Turkey are presented in the categories of the name, the year, the author, the purpose, the type of the research, the film used and its year, and result of the research. Accordingly, it is seen that there are only three studies evaluating the use of film in nursing education in Turkey. In three studies, researchers evaluated the effect of the film on students by making nursing students watch films. It is seen that two studies were first conducted in 2017 and the other study was conducted in 2018. In one study, it was determined that a single group, pretest-posttest method was used as the research type, and a mixed method including qualitative and quantitative processes was used in two studies. It is seen that the aims of the studies vary in communication skills, therapeutic environment, and contribution to clinical practices.

The films that the researchers made the students watch were The Color of Paradise (1999), Forrest Gump (1994), The Merchant of Venice (2004), The Story of Us (1999), The Remains of the Day (1993), Ocean Heaven (2010), A Beautiful Mind (2001), Wit (2001), A Moment to Remember (2004), The Sea Inside (2004), As Good as It Gets (1997), 28 Days (2000), Eling (2001), House MD (2004-2012), Min lilla syster (2015), Mavis (2007), Vavien (2009), and One Flew Over the Cuckoo's Nest (1975). In a result of studies, researchers found that the film watching experiences of nursing students contributed positively to the learning process.

Conclusion

The use of films in nursing education contributes positively to the learning process of students and their experience of gaining nursing competence. Supporting the use of films with evidence-based research will enrich the literature on nursing education and provide an evidence for nurse educators. In this review, studies on the use of film in nursing education in Turkey were examined and it was determined that very few studies were conducted. Studies have found that the use of films in education contributes positively to the learning process of nursing students. It has been stated that the use of films by nursing educators in nursing

Table 1. Studies Evaluating the Use of Cinema Films in Nursing Education in Turkey

Name of the Research	Author, Year	Aim of the Research	Type of Research/Tools Used	Film Used and Its Year	Conclusion
The Impact of Watching Films on the Communication Skills of Nursing	Ilkay & Acar ²²	To examine the effect of watching films on the communication skills of nursing students	Single Group, Pretest-Posttest study (Cinema film evaluation form, socio-demographic information form, communication skills evaluation scale)	-The Color of Paradise/1999 -Forrest Gump/1994 -The Merchant of Venice/2004 -The Story of Us/1999 -The Remains of the Day/1993	It has been confirmed that students' communication skills have improved with the use of films.
Students: A Pilot Study from Turkey ²²				-Ocean Heaven/2010	It has been determined that the use of films contributes to five areas: learning, awareness, development, change and motivation themes, and this contribution provides learning at cognitive, affective and behavioural levels.
Psychiatric nursing education: Films and reflections ²³	Ayhan et al. ²³ 2018	Evaluating the contribution of films to students' theoretical and clinical practice development	Mixed Method (In-depth interviews as a qualitative method; as a quantitative method, applying point form between 1-10 under the titles of theoretical, clinical practice and contribution to personal development)	-A Beautiful Mind /2001 -Wit/2001 -A Moment to Remember/2004 -The Sea Inside/2004 -As Good as It Gets/1997 -28 Days /2000 -Eiling/2001 -House M.D./2004–2012 -Min lilla syster/2015 -Maviş/2007 -Vavien/2009	

Table 1. Studies Evaluating the Use of Cinema Films in Nursing Education in Turkey (Continued)

Name of the Research	Author, Year	Aim of the Research	Type of Research/Tools Used	Film Used and Its Year	Conclusion
Research of Students' Awareness of Care Practices with the Method of Watching Films in Psychiatric Nursing Education ²⁴	Terzioğlu et al. ²⁴	Examining students' perceptions of the therapeutic environment, their level of knowledge about the necessary features of the therapeutic environment, and its effect on the changes in their awareness with the film	Mixed Method (Qualitative method, receiving written and verbal feedback; applying a socio-demographic information form after the film and a student evaluation form consisting of 24 items as a quantitative method)	-One Flew Over the Cuckoo's Nest/1975	It has been determined that the film contributes to the learning of the students, increases their awareness in care practices, develops a professional perspective and motivates the students.

education and the increase in research on this field contribute to nursing education.

Peer-review: Externally peer-reviewed.

Author Contributions: Concept - G.S.; Design - G.S.; Supervision - N.M.; Resources - G.S., N.M.; Materials - G.S., N.M.; Data Collection and/or Processing - G.S., N.M.; Analysis and/or Interpretation - G.S., N.M.; Literature Search - G.S., N.M.; Writing Manuscript - G.S., N.M.; Critical Review - G.S., N.M.

Conflict of Interest: The authors have no conflict of interest to declare.

Financial Disclosure: The authors declared that this study has received no financial support.

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