

Content Analysis of the Reflective Journaling after Environmental Education of Nursing Students

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Abstract

This study was conducted to provide basic data for developing strategies to improve the learning effect of environmental education by providing environmental education to nursing students and having them write reflection journals. The contents were then analyzed. A reflection diary was to be recorded after environmental education from May 27 to June 5, 2024. Five themes were derived, including changes in awareness of environmental pollution, understanding environmental issues through team activities, and recognition of the importance of environmental health education for nursing students.

Key words: Environmental education, Nursing students, Reflection

I. Introduction

Modern society is a society focused on rapid economic development and growth. With the complex effects of economic climate, human and environmental issues are emerging as important issues in various areas such as depletion of resources and energy, warming phenomenon, and environmental pollution(Kim and Lee, 2012). To solve these problems, various approaches are required to develop environmental awareness through education, foster responsible citizenship, and green growth(Yoo and Lee, 2014).

However, in Korea, the focus is on formal education in schools and is limited to elementary, middle, and high school students, so it is difficult to expect a sound awareness of the environment and professional ability to solve environmental problems among adults in college or older(Shin, 2016).

In order to bring about changes in environmental awareness and behavior of college students, there are limits to one-off campaign-style education and activities alone. It is necessary to develop environmental knowledge from the ultimate change and reach the final stage of internalization, which becomes beliefs and philosophies and matures through the process of personalization. Environmental education in universities is necessary(Sung and Jeong, 2017).

Reflection journals help learners improve their understanding of their learning process, experiences, and interests, and learners experience opportunities for self-reflection, analysis, and reflection through writing reflection journals(Kang, 1998).

Accordingly, this study aims to provide basic data for developing strategies that can improve the learning effect of environmental education by providing environmental education to nursing students, having them write reflection journals, and analyzing the contents.

II. Methods

1. Research design

This study is a qualitative study that analyzed the contents of reflection logs after providing environmental education to nursing students.

2. Research subject

The subjects of this study are students who understand the purpose of this study and agree to participate in the study among the students who are enrolled in the third year of the nursing department at a four-year university located in City B and who took the 'Community Nursing III' course in the first semester of 2024. It was targeted.

3. Data collection method

A reflection diary was to be recorded after environmental education from May 27 to June 5, 2024. The reflection diary presented open-ended questions in a certain format and recorded the answers, and there was no limit to the amount of descriptive content.

III. Results

Five themes were derived, including changes in awareness of environmental pollution, understanding environmental issues through team activities, and recognition of the importance of environmental health education for nursing students.

‘I think changing myself first is the way to solve environmental pollution.’

‘I think that if many people start their lives from small things like me, more people will be able to minimize environmental pollution through more active actions.’

‘Through the lecture, I was able to learn the basic concepts and principles of environmental health and understand environmental health issues from various perspectives. Above all, the process of collaborating with colleagues to solve problems through team projects was very beneficial.’

‘The best thing about environmental health education was not simply acquiring theoretical knowledge through lectures, but each team decided on a nursing diagnosis for problems in our school environment, set long-term and short-term goals for this, and made specific implementation plans. It was. ‘I think the process of discussing and exploring various nursing practices that can be applied in practice was very beneficial.’

‘I think it is important for nursing students to have a high level of environmental awareness because they can play many roles not only in medical institutions but also in the community.’

‘I think it is very important for nurses to have knowledge about environmental health as the impact of environmental pollution on health is increasing in modern society.’

IV. Conclusions

In this study, writing a reflection diary helped nursing students' self-reflection, evidence-based nursing performance, teamwork, and communication skills.

The significance of the study can be found in the confirmation that it can be an effective educational method for strengthening nursing competencies such as communication skills. Writing a reflection journal after environmental education is an important process of training the application of critical thinking, judgment about the situation, and reflection on nursing performance, and it provided an opportunity to once again recall the impact of the environment on health.

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