Integrating 9 digital simulators to the initial training of 8000 nursing students in the region of Nouvelle-Aquitaine (France)

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Introduction : The French Health Authority (HAS) recommend that simulation be used as a teaching tool for the training of health professionals. Either in initial training or in continuing education. Different modalities exist including serious games. They would have a benefit in the initial training of nurses (Petit dit Dariel et al., 2013). However, learning in autonomy, in EIAH or face-to-face, requires metacognitive and affectivo-motivational cognitive resources and particular skills (Huet & Mariné, 1997, Pressley & Ghatala, 1990). In September 2019, the 27 insitute of nurses of the region of Nouvelle-Aquitaine (France) integrated a collection of 9 digital simulators into the initial training of 8000 nursing students.

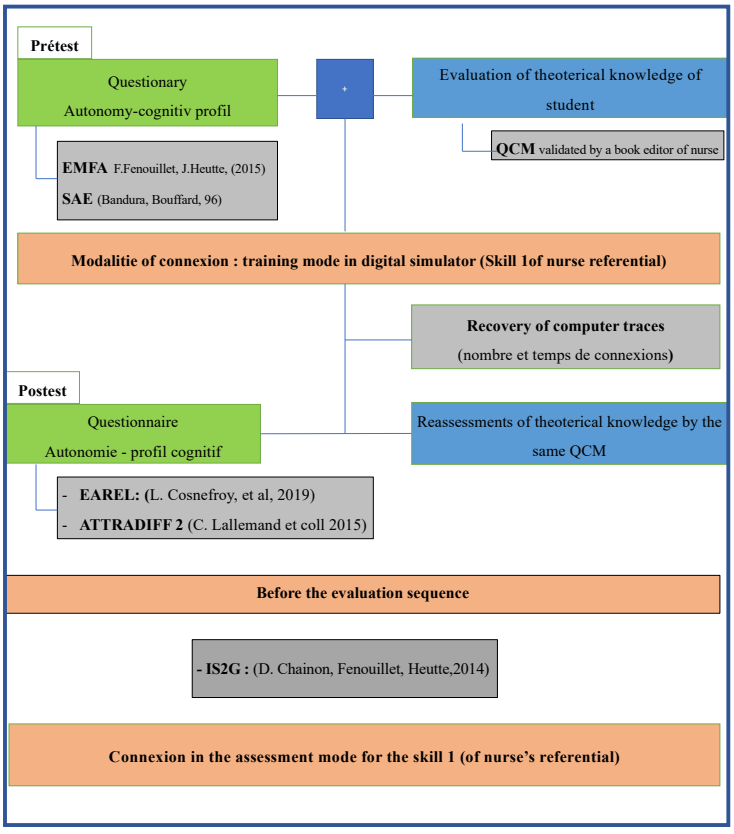
Contexte : In 2017, The region of Nouvelle-Aquitaine and Regional Healt Agency, supported the creation of digital simulators(SN) and virtual reality for the training of its 8,000 nursing students. This project was carried out in co-design between the 27 Institutes of Training in Nursing (IFSI) of the region and the compagny SimforHealth (France) between 2017-2019

1 région
27 institutes for nurses
8 000 students
50 educators

Question of research :

How will the learners' institutional and individual conditions (cognitive, metacognitive and motivational skills) impact the effectiveness of serious games on the educational outcome of nursing students?

Matérial and méthod :



Expected results: Progression of the performance curve through the use of immersive learning on screenthat would testify to an acquisition of knowledge superior to the current training teaching

Preliminary results on 200 test students in the region of Nouvelle-Aquitaine. Testing 1 skill of 9 digital simulator of the collection

Qualitativ analyse of IRAMUTEQ, word of cloud

Discussion : For learning in virtual reality, the interactions between the game, the group, the playful side and the knowledge are underlined by the students in IFSI before the implementation of this new educational device.