

37 **COMPARISON OF TWO METHODS: TBL-BASED AND LECTURE-BASED LEARNING IN NURSING CARE OF PATIENTS WITH DIABETES IN NURSING STUDENTS**

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**Background and aims:** learning plays an important role in developing nursing skills and right care-taking. The Present study aims to evaluate two learning methods based on team – based learning and lecture-based learning in learning care-taking of patients with diabetes in nursing students.

**Method:** In this quasi-experimental study, 64 students in term 4 in nursing college of Bukan and Miandoab were included in the study based on knowledge and performance questionnaire including 15 questions based on knowledge and 5 questions based on performance on care-taking in patients with diabetes were used as data collection tool whose reliability was confirmed by cronbach alpha ( $r=0.83$ ) by the researcher. To compare the mean score of knowledge and performance in each group in pre-test step and post-test step, pair –t test and to compare mean of scores in two groups of control and intervention, the independent t- test was used.

**Results:** There was not significant statistical difference between two groups in pre terms of knowledge and performance score ( $p=0.784$ ). There was significant difference between the mean of knowledge scores and diabetes performance in the post-test in the team-based learning group and lecture-based learning group ( $p=0.001$ ). There was significant difference between the mean score of knowledge of diabetes care in pre-test and post-test in base learning groups ( $p=0.001$ ).

**Conclusion:** In both methods team-based and lecture-based learning approaches resulted in improvement in learning in students, but the rate of learning in the team-based learning approach is greater compared to that of lecture-based learning and it is recommended that this method be used as a higher education method in the education of students.