

USING ROLE-PLAYING TECHNIQUE TO IMPROVE
COMPREHENSIVE ABILITY IN THE HISTORY COURSE
OF NURSING STUDENTS

LI HUAYING

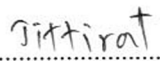
A thesis submitted in partial fulfillment of the requirements for
Master of Education in Curriculum and Instruction
Academic Year 2024
Copyright of Bansomdejchaopraya Rajabhat University

Thesis: Using Role-playing Technique to Improve
Comprehensive Ability in the History Course of Nursing
Students
Author: Li Huaying
Program: Curriculum and Instruction
Advisor Committee: Assistant Professor Dr.Supaporn Srihamee
Advisor Committee: Dr.Phenporn Thongkamsuk

Bansomdejchaopraya Rajabhat University approved this thesis paper in partial fulfillment of the requirements for the Master of Education Program in Curriculum and Instruction


.....
(Assistant Professor Dr.Nukul Sarawong) Dean of Graduate School

Committees:


.....
(Associate Professor Dr.Jittirat Saengloetuthai) Chairman


.....
(Assistant Professor Dr.Supaporn Srihamee) Committee


.....
(Dr.Phenporn Thongkamsuk) Committee


.....
(Associate Professor Dr.Jittawisut Wimuttipanya) Committee


.....
(Assistant Professor Dr.Tanaput Chanchaen) Committee and Secretary

Thesis	Using role-playing technique to improve comprehensive ability in the history course of nursing students
Author	Li Huaying
Program	Curriculum and Instruction
Major Advisor	Assistant Professor Dr.Supaporn Srihamee
Co-advisor	Dr.Phenporn Thongkamsuk
Academic Year	2024

ABSTRACT

The objectives of this research were 1) to use role-playing technique to improve comprehensive ability in the History course of nursing students. 2) to compare students' comprehensive ability in the History course before and after the implementation base on role-playing technique. Through cluster random sampling, 30 students in the first-year nursing students from Weifang Nursing Vocational College, Weifang City, China, in the second semester of academic year 2023. The research instruments involved 1) lesson plan based on role-playing technique and 2) comprehensive ability test of the History course. Data were statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results revealed the followings:

1. Using role-playing technique to improve comprehensive ability in the History course of nursing students. Researcher synthesized the role-playing technique for 4 steps: 1) Preparation stage, 2) Role-playing stage, 3) Discussion and reflection stage, 4) Summary stage to be used in developing lesson plans to improve comprehensive ability in the History course: 1) Paris Peace Conference, 2) French Revolution, and 3) Westernization movement. The data analyzed the quality of the lesson plans by 3 experts, the results shown overall were the most suitable. After 30 nursing students have learned by using role-playing technique the average score before learning was 24.77, the average score after learning was 37.30.

The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique of nursing students. The results were found that the comprehensive ability in the History course score of students after learning is higher than before learning statistically significant at the level .01. It showed that, after the implementation role-playing technique, the students' comprehensive ability in the History course has been improved obviously.

Keywords: Role-Playing Technique, History Course, Comprehensive Ability

Acknowledgements

This research was successfully completed, due to receiving kindness and courtesy from Assistant Professor Dr.Supaporn Srihamee and Dr.Phenporn Thongkamsuk both of them gave valuable time to give advice, suggestions, and correct various shortcomings. Thank you very much.

Thank you, the experts for evaluating the quality of research instruments by Assistant Professor Dr.Jang Xiaoyan, Assistant professor Dr.Krongthip Neamthanom, and Assistant Professor Dr.Petchara Pipatsuntikul.

Finally thank you to my family, My Friends and colleague who provide support, encouragement, including the children who were the sample group cooperate in learning attentively until the completion of this thesis.

Li Huaying

Contents

	Page
Abstract.....	i
Acknowledgements.....	iii
Contents.....	iv
List of Figures.....	vi
List of Tables.....	vii
Chapter	
1 Introduction.....	1
Rationale.....	1
Objectives(s).....	4
Research Hypothesis.....	4
Scope of the Research.....	4
Advantages.....	5
Definitions of Terms.....	6
Research Framework.....	7
2 Literature Review.....	8
Role-playing technique.....	8
History course.....	17
Comprehensive ability.....	24
Measurement and Evaluation of comprehensive ability.....	29
Related research.....	31
3 Research Methodology.....	35
The Population/ the Sample Group.....	35
Research Instruments.....	35
Data Collection.....	38
Data Analysis.....	39
4 Results of Analysis.....	40
Symbols and Abbreviations.....	40
Results of Data Analysis.....	40

Contents (Continued)

	Page
5 Conclusion Discussion and Recommendations.....	49
Conclusion.....	50
Discussion.....	51
Recommendations.....	53
References.....	54
Appendixes.....	57
A List of Specialists and Letters of Specialists Invitation for IOC Verification.....	58
B Office Letter.....	60
C Research Instruments.....	64
D The Results of the Quality Analysis of Research Instruments.....	99
E Certificate of English.....	109
F Turnitin Plagiarism Check Report.....	111
G The Document for Accept Research/ Full Paper.....	117
Research Profile.....	134

List of Figures

Figure		Page
1.1	Research Framework.....	7

List of Tables

Table		Page
2.1	Synthesizing Role playing technique steps.....	15
3.1	Experimental design.....	38
3.2	History course based on the role-playing technique.....	39
4.1	Assessment of the quality of the Paris Peace Conference lesson plan by experts.....	44
4.2	Assessment of the quality of the French Revolution lesson plan by experts.....	45
4.3	Assessment of the quality of the Westernization movement lesson plan by experts.....	46
4.4	The comprehensive ability in History course score between before and after learning.....	47
4.5	The comparison of the comprehensive ability in History course scores between before and after learning.....	48

Chapter 1

Introduction

Rationale

History for a country, cannot be forgotten, cannot be modified, is a really important part of a country's culture, it plays an irreplaceable role in shaping a country's spiritual outlook, for individuals is the same, the British philosopher Bacon said that "reading history makes people wise", history course is the majority of the history that ordinary people can contact. Generally, history is the summary of all past experiences, and the progress of human beings comes from the key that we constantly obtain progress from the past experiences. On a macro level, history is the Eden of human beings and the hometown of our culture, and the energy that we move forward is the history shaped by our predecessors. On a micro level, history represents the past. The beginning that we all aspire to is our imprint on the world, where we come from in the three propositions of philosophy (Shi Liping, 2024).

History is the starting point of human memory, is the basis of all disciplines, history is always a boring course for students because of its strong consciousness, especially for Chinese history. The events and characters in the 5,000-year timeline need to be moved so much that no matter the ingenuity and trends behind them, only the stories in this land, with their poetic beauty and sword tension, are daunting masterpieces. Our students' study of history is actually to enable students to have a deep sense of identity and pride for the nation state, establish national confidence and cultural confidence. Reading the history of history not only inherits the memory of generations of people and extends the Chinese civilization, but also broadens the vision and overall concept of a generation, so that later generations can gain lessons from history, improve their own quality, form correct values, and accumulate strength for the future development of themselves and the country (Zhu Huimin, 2021).

History, as an important humanities and social science course in the education system, aims to help students build a comprehensive view of history and cultivate critical thinking, cultural identity, international vision and social responsibility by systematically teaching the development process of human society, major events, key figures, cultural changes, economic and technological development, as well as historical theories and methods. Its background is that history is an important cornerstone for understanding the present and predicting the future. By studying history, students can better understand their own era, enhance cultural self-

confidence, promote cross-cultural communication, and lay a solid foundation for all-round personal development and social progress (Wu Shengnan, 2023).

The importance of history is "teaching" by teachers who play the most important role in teaching and are the main source of knowledge. Teachers must find ways to convey content to students or instill in students through new teaching methods. With regard to the application of role-playing teaching method to promote history learning, we adhere to the attitude of bold exploration and careful verification, and constantly improve and innovate. Through continuous feedback and forward thinking, combined with the research of predecessors and colleagues, we believe that the simulation and reconstruction of historical events and historical figures can greatly improve students' interest in learning and help students understand the problems. The constraints and historical opportunities they face when making choices in historical events (Fu Zhenhui, 2023).

Role-playing is a teaching technique in which students impersonate historical figures and act out a scene. It is used to help students better understand the perspectives of different people in different backgrounds, develop their critical thinking skills, and encourage collaboration. Role-playing can be used to teach a wide variety of topics, including history, and it is suitable for students of all ages. The goal of role-playing is to make learning more engaging, meaningful, and effective. The proposal of the five core qualities of history discipline further implements the student-oriented teaching concept, aiming to emphasize the cultivation of students' key abilities, essential qualities and values in independent history learning (Lin Yuxin, 2021). Teachers can provide students with resources and guidance to help them understand their roles and setting. Students then take on their roles, act out the scene, explore different perspectives and dialogue, and engage in meaningful conversation. Through this process, students can gain a deeper understanding of the past and also learn more effectively. Consistent with Yao Shenghong (2019) pointing out that the "role playing technique" is to apply the technique of "role playing" to the teaching field. Combining with the needs of teaching objectives and the characteristics of teaching content, by creating a certain situation, students can play the role in a certain situation and show the personality characteristics, ideas and behavioral characteristics of the role. Students can deeply understand the content of the textbook text, so that they can get certain emotional and behavioral experience in the interaction with the situation, so as to realize the feelings, attitudes and values of the characters, and promote the purpose of self-improvement. (Li Haiyi, 2022)

Role-playing is a teaching technique in which students impersonate historical figures and act out a scene. It is used to help students better understand the perspectives of different people in different backgrounds, develop their critical thinking skills, and encourage collaboration. Role-playing can be used to teach a wide variety of topics, including history, and it is suitable for students of all ages. The goal of role-playing is to make learning more engaging, meaningful, and effective. In role-playing activities, students impersonate historical figures and act out a scene from the past (Lin Yuxin, 2021). This teaching can help students think critically about the causes of current events and better understand the present moment. In addition, teachers can assign roles to students from different cultural backgrounds, allowing them to explore differences in their own perspectives and experiences. These activities can help students gain a deeper understanding of different cultures and histories, as the research results of Zhou Qing (2021) role-playing in the junior middle school history teaching method applied research. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect. And Lin Yuxin (2021) The application of research. In order to understand the teaching effect of role-playing method, the author selected two parallel classes as the experimental class and the comparison class for the teaching of "Consolidating the Unified Dynasty of Emperor Wudi of Han Dynasty". Under the premise that the teaching time and content are the same, Class A, as a teaching experiment class, organizes the teaching content by role playing; Class B is taught by controlled class, the research results prove that the introduction of role playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect. (Fu Zhenhui, 2023)

In summary, introducing role playing into history curriculum teaching is a positive and effective method. The role-playing technique is a student-centered teaching method. Students become protagonists in the teaching process and in the learning process, the focus must be on students being able to express themselves through actual practice. By cooperation between teachers and students. (Chu JinFeng, 2020) The learning process is based on the process of the student's independent formation of a system of knowledge and technical abilities. In this research, the researcher has applied role playing technique to improve comprehensive ability in History course for undergraduate students. This wasn't only changing the monotonous teaching methods of History, but also improves student's leaning skills, enhances their enthusiasm and enthusiasm for learning history. Practical ability has

played a huge role and has certain theoretical significance and practical value. It can effectively cultivate students' teamwork and personal abilities.

Objectives(s)

1. To use role-playing technique to improve comprehensive ability in the History course of nursing students.
2. To compare students' comprehensive ability in the History course before and after the implementation base on role-playing technique.

Research Hypothesis

After the implementation Role-playing technique, the students' comprehensive ability in the History course has been improved obviously.

Scope of the Research

Population and the Sample Group

Population

There were 60 nursing students in the first year, 2 classes from Weifang Nursing Vocational College, China, in the second semester of the academic year 2023. (There were students' mixed abilities: High, medium and low-level abilities.)

The Sample Group

There were 30 nursing students in the first-year, 1 class in the first-year nursing students from Weifang Nursing Vocational College, China, in the second semester of the academic year 2023. Through the cluster random sampling.

The Variable

Independent Variable: Role-playing technique

Dependent Variable: Comprehensive ability in the History course

Contents

Using role-playing techniques to improve comprehensive ability in the History course of nursing students. The course consists of 3 units, totaling 24 hours.

Unit 1: Paris peace conference, 8 hours.

Unit 2: French Revolution, 8 hours.

Unit 3: Westernization movement, 8 hours.

Time

The study period from August 2023 to April 2024 will be divided into the following phases:

1. Develop proposal research and defense in August 2023.
2. Modified and completed the lesson plan revise related tools, on the guidelines for role-playing technique in September 2023.
3. Try out the lesson plan and research instrument in October 2023.
4. Experimental studies with sample group in the second semester of the academic year 2023 in January 2024 total for 24 hours.
5. Summarize the research and complete the research paper and published in October 2024.

Advantages

For Student:

1. Students being able to express themselves through actual practice. Through the implementation of role playing technique, based on improving students' interest in learning and improving their professional knowledge, they also improve their comprehensive ability.

2. Students enhance enthusiasm for learning history, effectively cultivate students' teamwork, communication ability, unity and cooperation ability have all been greatly improved, and students have become more confident and motivated.

For Teacher:

1. Role playing technique can help teachers improve the quality of teaching. The role playing technique is a student-centered teaching method that mainly focuses on students' learning and thinking. at the same time, it encourages interaction and exchange between teachers and students. Improving teaching effectiveness can promote active learning and engagement.

2. Teachers are also able to better understand student learning and needs. Teachers need to have more teaching skills and knowledge base, such as how the design team discusses issues. These skills not only improve teachers' teaching skills, but also make them feel more confident and successful in teaching.

Definition of Terms

Role-Playing Technique is Mean: an instructional technique that can be used to teach history in a more engaging and meaningful way. It allows students to explore the perspectives of different people in different contexts and to engage in meaningful conversations. It also encourages collaboration, creativity, and critical thinking. Through role-playing, students can gain a deeper understanding of history and can learn more effectively. Additionally, role-playing can help students become

more engaged in the learning process, as it allows them to explore their creativity and to be active participants in the learning process. As such, role-playing is a valuable tool for teaching history and can be used to help students gain a better understanding of the past. Specific implementation steps of Role-playing technique.

Step 1 Preparation stage: At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. And divide students into small groups, each group prepares historical information, writes dialogue, and prepares props, costumes, and scenes that are relevant to the content.

Step 2 Role-playing stage: In the process of implementation, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles according historical events. Students can experience historical situations during role play and learn about the development and change of historical events.

Step 3 Discussion and reflection stage: In this stage, at the end of the role play, the teacher leads the students in discussion and reflection of history comprehension. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events.

Step 4 Summary stage: In this stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues.

Comprehensive Ability is mean the score obtained from describing the comprehensive ability of history to the ability to understand and analyze historical events and periods. Comprehension involves the ability to understand the details of a given event, while analysis involves the ability to identify the causes and effects of a given event, using a multiple-choice test.

The comprehensive ability of History course refers to the ability of understanding and analysis of historical events and periods. The ability of analysis and understanding is the key to history learning. Students need to learn to apply the basic methods of history to conduct in-depth analysis and understanding of historical events. This includes a thorough analysis of the context, causes, processes, consequences and effects of historical events, as well as an understanding of the connections and differences between historical events. By improving the ability of analysis and understanding, students can have a deeper understanding of historical phenomena and grasp the laws of historical development.

The comprehensive ability of History course refers to the ability of understanding and analysis of historical events and periods. Understanding involves being able to comprehend the details of a given event, while analysis involves being able to identify the causes and effects of a given event. Both of these abilities are essential for a comprehensive understanding of history, as they allow students to make connections between the past and the present. Through understanding and analysis, students can gain a deeper understanding of the history they are studying and draw meaningful conclusions.

Research Framework

Using role playing technique to improve the comprehensive ability in history course of nursing students. The researcher has studied the documents and research related to role playing technique from many researchers: Zhou Qin (2021); Chen Nan (2016); Wang Yan (2018); Chu Jinfeng (2020); Huang Minling (2020). In this research, researcher has synthesized into 4 steps to develop lesson plans according to the role playing technique undergraduate students and defined as a framework for research concepts as follows:

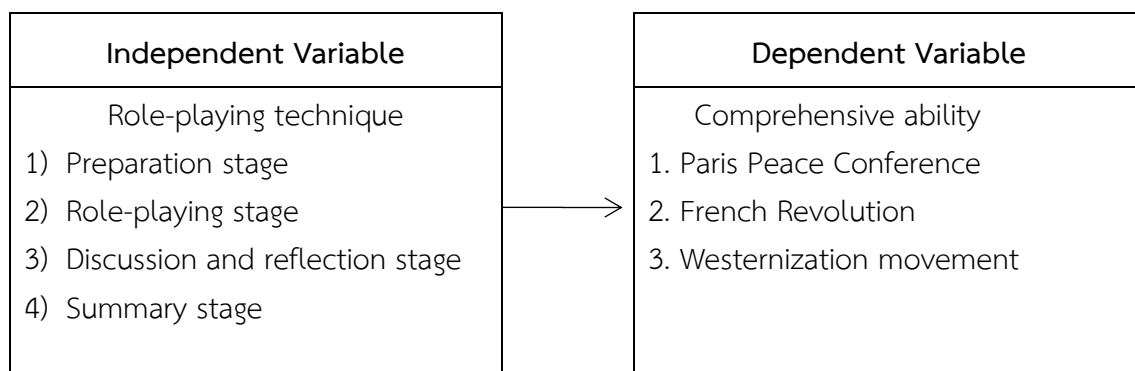


Figure 1.1 Research Framework

Chapter 2

Literature Review

Using role-playing technique to improve the comprehensive ability of nursing students from Weifang Nursing Vocational College, Weifang City, China. The researchers studied the concept, theory and principle of role-playing technique.

This researcher has proposed theories and related research as follows:

1. Role-playing technique
2. History course
3. Comprehensive ability
4. Measurement and Evaluation of comprehensive ability
5. Related research

The details were as follows:

Role-Playing Technique

Role-playing is a teaching technique in which students take on the roles of different people from a given historical period. Through role-playing, students can explore the perspectives of different people from the past and gain a deeper understanding of the history they are studying. This technique involves students acting out a scene or situation, with each student playing a different role. By assuming different roles, students can gain an understanding of the different perspectives and experiences of people from the past. There are many scholars who have given the meaning of role play as follows:

Meaning of Role-Playing Technique

Zhou Lijun (2019) Role-playing teaching technique refers to a teaching technique in which learners play a specific role in a hypothetical environment to carry out learning activities according to the needs of teaching and under the guidance of teachers, so as to achieve learning objectives, promote the development of students' various abilities, and finally improve the comprehensive quality of students.

Yao Shenghong (2019) role-playing technique is to apply the technique of "role playing" to the teaching field. Combining with the needs of teaching objectives and the characteristics of teaching content, by creating a certain situation, students can play the role in a certain situation and show the personality characteristics, ideas and behavioral characteristics of the role.

Zhou Qing (2021) meaning of role-playing that Role-playing is a teaching technique in which learners conduct activities according to a role identity in a hypothetical environment to achieve learning goals. Role playing technique is applied in history teaching, that is, teachers design a task in history classroom teaching, guide students to participate in activities, play a certain role, and deal with various problems and contradictions from the perspective of the role in order to deepen the understanding of historical knowledge and improve the ability of history discipline.

Lin Yuxin (2022) meaning of role-playing that we can roughly define the basic concept of role-playing teaching technique: As a teaching model with students as the main body and teachers as the leading role, it is a process in which students re-deconstruct and construct their knowledge and experience system by acting the behavior patterns of others in specific real and specific problem situations.

Li Jiajia (2020) role-playing can be defined as "an activity in which students learn by playing the roles extracted from the textbook and observing others' performances under the active guidance of teachers for the purpose of achieving the teaching objectives". People have different opinions on the connotation of role-playing technique. For example, Milroy proposed that role-playing technique is that students interact with a set identity in a virtual situation under the guidance of teachers. It can be seen that, in his view, role playing technique should be a technique for students to learn in a virtual environment with a certain educational purpose. In the book *Role-playing on Social Values*, it is mentioned that role-playing is a teaching technique, which can not only help students to understand and learn the environment faster, but also provide many situations with conflicts to cultivate students' ability to solve problems. If role playing is used in teaching, it is destined to include not only the teacher's teaching, but also the students' learning. If we think from another Angle, there will be different results, so it is not necessary to classify it as a teaching technique or a learning technique. You can look at it as a learning technique, you can look at it as a teaching technique.

Li Haiyi (2022) Role-playing technique can effectively improve the interactivity and interest of classroom learning. Its application in high school ideological and political lessons can be understood as creating teaching situations that meet the characteristics of students' physical and mental development around the teaching objectives, encouraging and guiding students to play a role. It guides students to actively feel the positions and attitudes of other characters and make corresponding behavioral responses, so as to promote the construction and internalization of

knowledge, improve the level of social cognition of students and the ability to apply subject knowledge. The application of role-playing technique has the following points:

First, role-playing technique emphasizes "experience" and "simulation". In the concrete implementation process, it is necessary to create a problem situation close to real life and strive to make students get real emotional and behavioral experience in the process of participation.

Secondly, "role" will give students a new identity, which reflects not only the knowledge points in the textbook, but also the diversified and conflicting values of students. Therefore, the selection and design of roles is one of the key factors affecting the implementation effect of role-playing technique.

Thirdly, the interaction between students and students is the guarantee of the good implementation effect of role-playing technique. Through communication and cooperation between the roles, students can realize the exchange and collision of ideas and obtain a new way of behavior. Finally, the process of role-playing is a process for students to realize introspection and externalization. Students comb their cognition inward, form their role awareness, apply their existing knowledge and experience outward to further imitate and experience the role they play, and finally realize the improvement of learning effect through discussion and summary.

Lin Yuxin (2021) Role-playing teaching technique is a student-oriented and teacher-led activity teaching model. It is a process in which students re-deconstruct and construct their knowledge and experience by acting the behavior pattern of others in specific real and specific problem situations. Due to its interesting, interactive, comprehensive and open characteristics, on the one hand, role-playing teaching is in line with the pursuit of junior middle school history teaching under the current trend of course reform and can enable students to experience the scientific and humanistic nature of history discipline when participating in teaching. On the other hand, it accords with the psychological development characteristics of adolescent students, such as the gradual transition from concrete to abstract thinking at a cognitive level, the gradual enhancement of individual independence and peer consciousness in social behavior, and the great influence of situational interest on the generation of learning interest in learning behavior level.

In summary, Role-playing is a teaching method different from other teaching techniques. It takes students as the subject, takes stories as the driving force, and emphasizes the enhancement of participation to strengthen students' understanding ability through the process of role-playing in person, perceive, internalize and construct their knowledge and experience system by acting the behavior pattern of others in

specific real and specific problem situations. So as to achieve the purpose of memory, its effect will be far better than the ordinary teaching skills, but in terms of its realization, the difficulty is stronger than other teaching methods, for students and teachers, its preparation stage is a lot of energy, the process is also needed to control.

Importance of Role-Playing Technique

Role playing is an effective teaching tool that can help to improve students' comprehensive ability through experiential learning. In history teaching, role playing can help students to better understand the period, culture, and events they are learning about. Through role playing, students can explore the perspectives of different people from the past and gain a deeper understanding of the history they are studying. Which presents the importance of role-playing technique as follows:

Chen Nan (2016) believed that role-playing teaching method, as an experiential learning, should follow specific procedures and steps:

Step 1 pre-class preparation. Role-playing teaching requires teachers and students to be well prepared. Whether they are prepared directly affects whether role-playing teaching method can achieve good results. Therefore, teachers and students are required to make adequate preparations in selecting question situations, preparing auxiliary resources, dividing groups to assign roles, and training audiences.

Step 2 Organize the implementation phase. The basic condition of role-playing teaching method is the active participation of students. Before the formal role-playing activities, a positive, democratic and relaxed classroom atmosphere must be created. To create a good classroom atmosphere, teachers can start from three aspects: emotional security, sense of belonging, rights and freedom.

Step 3 Summarize the reflection stage. After the implementation of role-playing teaching method in class, teachers need to summarize and reflect on the teaching method after class according to the generation of class and teaching effect, sum up the successful experience and reflect on the shortcomings, so as to pave the way for the better application of role-playing teaching method next time.

Wang Yan (2018) believes that role-playing is a kind of experiential teaching activity. Teachers guide students to experience the process of role-playing in person, and students can personally perceive, feel and feel the people and things hidden in teaching activities, and more emphasis is placed on students' inner feelings. Therefore, role-playing needs to follow specific steps in order to play its maximum role.

Step 1 Preparation procedure of role-playing teaching method in high school ideological and political lessons. For role play, it is necessary to choose the venue,

arrange the allocation of time, prepare props and materials according to the type of role play.

Step 2 Implementation procedures of role-playing teaching method in high school ideological and political lessons. When the role play officially begins, the teacher should first enter the role play and do some preparatory work before the play to warm up the students. The student enters the role play, and the main part of the role play begins.

Step 3 Summary procedure of role-playing teaching method in high school ideological and political lessons. The evaluation of role-playing is a necessary link for continuous improvement of role-playing, which can also provide experience and guidance for future role-playing. At the same time, it also gives students an opportunity to show themselves. The process of putting forward evaluation to other students is the process of showing their own achievements.

Yao Shenghong (2019) application the technique of "role playing" to the teaching field can combine between need of teaching objectives and the characteristics of teaching content; by creating a certain situation, students can play the role in a certain situation and show the personality characteristics, ideas and behavioral characteristics of the role. The term "role" has a long history. It first appeared in stage plays. Social psychologist Mead introduced the concept of "role" into sociology, which is an important theoretical source of role-playing technique. In real life, we are familiar with the word "role", because each of us plays one or several roles in life, such as: in front of the teacher, we play the role of students, students should complete the things; In front of parents, we play the role of children, showing the behavior characteristics of children and psychological characteristics; In front of our classmates, we play the role of classmates, showing the behavioral characteristics and psychological characteristics of our peers and friends. These roles are the embodiment of our different positions and identities in different situations, with their specific attributes. Since a person can play many roles, it must require us to have the right role awareness, to do something in line with the identity of a role.

Chu Jinfeng (2020) believes that role-playing activities are experiential teaching activities. Teachers guide students to experience the process of role-playing in person, perceive, internalize and construct knowledge, which is a learning process of "edutainment through fun", subtle, gradual and gradual. Role-playing teaching methods need to follow specific steps to give full play to the teaching effect. The application of role-playing teaching method can be divided into the following four implementation steps:

Step 1 presetting the role-playing process and clarifying the teaching objectives. The implementation process of role-playing activities enables students to acquire knowledge through active exploration in active high school. Let the students think about the activity high school, pay attention to the process of thinking activities; Let the students have a sense in the activity high school, through the students' personal experience of thinking and feeling, to develop their feelings, attitudes, values; Let students in the activity of high school useful, the classroom knowledge into the real-life knowledge of the beneficial supplement.

Step 2 Assign roles to create situations and stimulate students' interest. Generally, there are two ways to assign roles. First, according to the course content of role-playing activities to be carried out, teachers suggest students assume corresponding roles based on their personal experience and understanding of students' personalities. Second, students discuss independently and decide their roles according to their own interests, needs of performance and personality characteristics.

Step 3 Performance process, in the implementation stage of role play, teachers can guide students to grasp the rhythm, formulate the activity flow table and control the performance time, which is conducive to strengthen the sense of time and the awareness of rules in the role play.

Step 4 Scientific analysis, evaluation and reflection to improve the teaching effect. After role-playing activities, it is very necessary for teachers to organize students to analyze, evaluate and reflect on the performance process. Firstly, students can analyze the whole process of role-playing, and students can review the stories and problems in the performance together and how the performers solve the problems. "The fragmented information in the role-playing process should be reconnected systematically. The emotional experience obtained in the play is improved, so that the value judgment ability is enhanced.

Huang Minling (2020) believes that the specific implementation steps of role-playing teaching are as follows:

Step 1 preparation for role-playing. Role-playing teaching is designed according to teaching design, including teaching objectives and the specific teaching process to achieve the teaching objectives.

Step 2 Role-playing process. Create real situation introduction. Context introduction is the beginning of the role-playing process. A good beginning is half of the succession. Successful context introduction can help students smoothly play the role.

Step 3 Discussion and summary. Impromptu role-playing teaching After students share their own content about role-playing, students who hold different views

or have some additions to the content expressed in their role-playing can actively speak in class, pool their wisdom and guide them to a more comprehensive content about role-playing.

Step 4 Teacher's summary. Teachers summarize the purpose of this role-playing teaching activity and summarize and sublimate the teaching content. The teacher's review and summary of the role-playing class played a finishing touch to strengthen students' consolidation of knowledge points.

Zhou Qing (2021) How to make students fall in love with history and history course is a subject that history teachers constantly study. To make students fall in love with history, the first thing is to stimulate students' motivation to learn history, cultivate their interest, students find fun in history class, experience happiness, fall in love with history, take the initiative to learn and explore the mysteries of history. According to the psychological characteristics of students, considering their learning ability, attention will be drawn to the whole class, the touch of the history of the real representation, let students decide how to learn, use their own advantages to promote role play, to achieve the re-creation of history class, and make history class lively. Students' active participation is needed in the preparation, implementation and summary stages of role play as follows:

Step 1 Preparation stage, let the students understand the process, the teacher explains how to play the role, and if time permits, provide real cases, so that they know well.

Step 2 Implementation stage, give full play to teaching democracy, fully listen to students' suggestions, strengthen students' sense of "ownership", classroom activities mainly students. Show off your talents and knowledge.

Step 3 Summary stage, teachers constantly put forward inspiring questions to stimulate students' active thinking and enthusiasm for participation and take advantage of each other and correct mistakes in discussion and evaluation. Boring historical knowledge should be displayed in a vivid form, so that students can learn in happiness and grow up in interest.

Table 2.1 Synthesizing Role playing technique steps

Chen Nan (2016)	Wang Yan (2018)	Chu Jinfeng (2020)	Huang Minling (2020)	Zhou Qin (2021)	In this Research
1) pre-class preparation	1) Preparation procedure	1) presetting the role-playing process	1) preparation	1) preparation stage	1) Preparation stage
2) Organize the implementation phase	2) Implementation procedures	2) Assign roles	2) Role-playing process	2) implementation stage	2) Role-playing stage
3) Summarize the reflection stage	3) Summary procedure	3) performance process	3) Discussion and summary	3) summary stage	3) Discussion and reflection stage
		4) Scientific analysis	4) Teacher's summary		4) Summary stage

From table 2.1 role playing technique is a student-centered teaching model that emphasizes completing learning tasks through student participation in practical projects, thereby mastering knowledge, skills, and problem-solving abilities. In this mode, teachers play the roles of guides and assistants, while students become the main body of learning, requiring active participation, active thinking, and collaborative exploration. Starting from the importance research of numerous researchers. The researcher has taken the views of the academic importance of mentoring from many academics and integrated and synthesized into 4 steps used in developing lesson plans: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage. The following reasons:

Step 1 Preparation stage: integrating the first step of Chen Nan (2016), Wang Yan (2018), Chu Jinfeng (2020), Huang Minling (2020), and Zhou Qin (2021). At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. This step is the most basic step. And divide students into small groups, each group prepares historical information, writes dialogue, and prepares props, costumes, and scenes that are relevant to the content.

Step 2 Role-playing stage: integrating the second step of Chen Nan (2016), Wang Yan (2018), Chu Jinfeng (2020), Huang Minling (2020), and Zhou Qin (2021). In the process of implementation, it is required to take students as the center. In this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles according historical events. Students can experience historical situations during role play and learn about the development and change of historical events.

Step 3 Discussion and reflection stage: integrating the third step of Chen Nan (2016), and Huang Minling (2020). In this stage, at the end of the role play, the teacher leads the students in discussion and reflection of history comprehension. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events.

Step 4 Summary stage: integrating third step of Chen Nan (2016), Wang Yan (2018), Huang Minling (2020), and Zhou Qin (2021) and the fourth step of Huang Minling (2020). In this stage, the teacher evaluated the whole process, summarized

the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues, etc.

History Course

History is the summary of all past experiences, and the progress of human beings comes from the key that we constantly obtain progress from the past experiences. On a macro level, history is the Eden of human beings and the hometown of our culture, and the energy that we move forward is the history shaped by our predecessors. On a micro level, history represents the past. The beginning that we all aspire to is our imprint on the world, where we come from in the three propositions of philosophy. It is based on these that although history cannot interfere with the present, it affects the present all the time, which requires our extreme attention, active summary and in-depth understanding.

Meaning of History Course

Zhao Jun (2020) There is an ongoing debate about the definition of course. Some scholars synthesize the course attributes of different schools of theory, and propose that "course is a systematic presupposition of learning in the process of cultural inheritance and development." The orientation of the course in this study belongs to this kind of "comprehensive theory", that is, the course referred to in this study is not only a narrow disciplinary course - history course, but also refers to "the sum of the history teaching subjects, the purpose, the content, the scope, the weight of history teaching and the historical process stipulated in school education to achieve the goal of history education". The extension of middle school history course includes not only the texts planned by the state, such as the history course plan formulated by the educational administrative organ, the history course objectives (teaching syllabus, course standards) prepared by the state, middle school history textbooks, and various related history teaching reference books, history teaching guidance materials, etc. It also includes the arrangement of the school on the operational level, such as the specific arrangement of the total educational task, history course setting, history teaching content, teaching order and teaching progress of the history course in the middle school.

Zhu Huimin (2021) The word history has been inextricably linked with man since its inception. In essence, history is the history of man, who is not only the creator, witness and witness of history, but also the recorder, writer and reflector of history. There is no history without man. Our students' study of history, especially Chinese history, is actually to enable students to have a deep sense of identity and pride for the nation state, establish national confidence and cultural confidence, and then consciously shoulder the responsibility of promoting the development of the nation state through understanding the arduous process of the development of the Chinese nation. Reading the history of history not only inherits the memory of generations of people and extends the Chinese civilization, but also broadens the vision and overall concept of a generation, so that later generations can gain lessons from history, improve their own quality, form correct values, and accumulate strength for the future development of themselves and the country. History is the starting point of human memory, is the basis of all disciplines, has a strong humanistic color and thought leading function. Therefore, relying on history, the secondary vocational history course naturally has basic, humanistic nature, and has unique advantages in the guidance of ideological values. These characteristics indicate that the secondary vocational history course is very suitable for the cultivation goal of vocational education and will play a unique role in the cultivation of high-quality labor talents.

In summary, history is a comprehensive course, which aims to cultivate students' historical literacy and humanistic spirit and provide a solid foundation for their all-round development and social participation through a comprehensive discussion of historical periods, major events, famous figures, social and cultural changes, economic and technological development, historical theories and methods, and contemporary historical views.

Important of History Course

The importance of history is self-evident. It is not only the bridge of cultural inheritance, but also the source of wisdom and enlightenment, the builder of the concept of time and space, the training ground of critical thinking, the deepening of social cognition, the cornerstone of identity, the classroom of moral education and the treasure house of decision-making reference. It is not only related to students' understanding of the past knowledge, but also has a profound impact on students' way of thinking, values and future development.

Peng Gaoyan (2016) The status and teaching task of history course are the important basis for teachers to carry out history teaching. From the two aspects of the role of the middle school history course in the primary school history course and

the university history course, and the irreplaceable role of the middle school history course in carrying out the all-round development of education and training the all-round development of talents needed by the socialist society, it is clarified that the middle school history course is in an important position in the curriculum system and can not be replaced by any course. The implementation of the teaching task of history course provides the necessary fulcrum. Guan Guanshi said in his book "Middle School History Teaching Method" : "... Their knowledge of history is still only a few essential basic facts and a few basic concepts. In the whole field of historical knowledge, it is still very shallow. This has yet to be processed and supplemented by middle school history lessons."

Zhao Jun (2020) the status of history course is a value evaluation of the course. History course should help students master the basic historical knowledge, and gradually establish the basic viewpoint of historical materialism and the ability to observe and analyze problems with these basic viewpoints. The status of history curriculum is reflected in the uniqueness of history curriculum, that is, the particularity of history curriculum is different from other courses. History course is very different from other courses in teaching content, teaching objectives, teaching methods and so on, and has a unique "history". As Dewey said, history is the best discipline to form human moral character, is an "eternal and constructive moral heritage", and the teaching of history "will exert the most natural ethical values". The uniqueness of history course determines its irreplaceable role and unshakable status of other courses. The status of history curriculum is a kind of role orientation, which fully embodies its "educational" character as a curriculum, and thus is different from the subject research of history. In other words, the understanding of the status of history curriculum needs to be judged from the degree of separation between history curriculum and history discipline. History curriculum needs historical research as support, but it is not equivalent to historical research. History research pursues innovation and truth discovery, while history education helps students to understand history, develop ability and cultivate spirit with the results of history research.

Wu Shengnan (2023) the history, as an important humanities and social science course in the education system, aims to help students build a comprehensive view of history and cultivate critical thinking, cultural identity, international vision and social responsibility by systematically teaching the development process of human society, major events, key figures, cultural changes, economic and technological development, as well as historical theories and methods. Its background is that history is an important cornerstone for understanding the present and predicting the future.

By studying history, students can better understand their own era, enhance cultural self-confidence, promote cross-cultural communication, and lay a solid foundation for all-round personal development and social progress.

Fu Zhenhui (2023) the importance of history is “teaching” by teachers who play the most important role in teaching and are the main source of knowledge. Teachers must find ways to convey content to students or instill in students through new teaching methods. With regard to the application of role-playing teaching method to promote history learning, we adhere to the attitude of bold exploration and careful verification, and constantly improve and innovate. Through continuous feedback and forward thinking, combined with the research of predecessors and colleagues, we believe that the simulation and reconstruction of historical events and historical figures can greatly improve students' interest in learning and help students understand the problems. The constraints and historical opportunities they face when making choices in historical events.

Shi Liping (2024) the history course is the majority of the history that ordinary people can contact. Generally, history is the summary of all past experiences, and the progress of human beings comes from the key that we constantly obtain progress from the past experiences. On a macro level, history is the Eden of human beings and the hometown of our culture, and the energy that we move forward is the history shaped by our predecessors. On a micro level, history represents the past. The beginning that we all aspire to is our imprint on the world, where we come from in the three propositions of philosophy.

History plays an important role in education. It is not only related to the inheritance of knowledge and the cultivation of ability, but also to the shaping of students' personality and the improvement of comprehensive quality. Therefore, we should attach great importance to the teaching of history, so that every student can absorb nutrition in the long river of history and grow into a socialist builder and successor with ideals, ethics, culture and discipline. Historical topic in this research was 1) the Paris Peace Conference, 2) the French Revolution, and 3) the Westernization movement, with the following:

1. The Paris Peace Conference

Relevant knowledge through explaining the content of the Paris Peace Conference.

1.1 The Paris Peace Conference was an international conference held in Paris, France, from November 18, 1919 to January 10, 1920. The conference was a peace conference between the victorious countries (the Allies) and the defeated

countries (the Central Powers) after World War I. In 1919, after the end of the war, the victors decided to convene this conference to discuss the post-war world order and arrangements. The major participating countries included Great powers such as Britain, France, the United States and Italy, which tried to establish the post-war international political and economic order through negotiations and consultations. The process of the Paris Peace Conference was complicated and full of political wrangling. The main topics of the conference include territorial issues, reparations issues, security issues and political issues. The territorial issue mainly involves the territorial ceding and re-delimitation of the defeated country. The issue of reparations mainly involves the compensation of war costs and losses. Security issues mainly concern international organizations and mechanisms that maintain world peace and security. The political question is mainly concerned with the establishment of new international political systems and rules. Many agreements and decisions were reached on these issues, including the cession of German territory, reparations and restrictions on international status, and the important decision to establish a League of Nations to maintain peace and equality.

1.2 At the Paris Peace Conference, delegates from various countries held intense discussions on a range of issues. First, on the political front, U.S. President Woodrow Wilson proposed the idea of a League of Nations to promote global peace and cooperation. This idea was supported by most of the delegates and eventually became part of the Treaty of Versailles. Secondly, on the question of territory, Germany was deprived of its colonies, and at the same time the question of the redivision of European territory was discussed. France advocated the recovery of Alsace-Lorraine, while the United Kingdom and the United States supported Belgium's expansion. In addition, Poland's territorial claims around Germany's eastern border were hotly debated. Finally, on the question of reparations, the delegates had an in-depth discussion on German war reparations. Britain and France advocated severe compensation for Germany, while the United States advocated modest compensation to avoid excessive German bankruptcy. After a heated debate, the countries reached an agreement on reparations.

1.3 The Paris Peace Conference had a profound impact on the post-war world. First, it ended the First World War and provided the victors with the conditions to punish and make peace with the defeated, thereby consolidating the victors' gains. Secondly, the international organizations and mechanisms established by it, such as the League of Nations, provide an initial institutional guarantee for world peace. Moreover, its harsh sanctions and territorial ceding of defeated states have led to

new ethnic tensions and territorial disputes, setting the stage for future conflicts. Finally, it laid the foundation for the post-World War II world order and influenced the post-war international political and economic system.

2. The French Revolution

Relevant knowledge through explaining the content of the French Revolution.

2.1 At the end of the 18th century, France was a highly centralized state, with its political, economic, and cultural systems dominated by the monarchy and the aristocracy. This system has led to social inequality and popular discontent. At the same time, France also faced many external threats, such as Britain's colonial wars and interference in the independence movement in North America. In 1789, King Louis XVI of France called the Estates-General, but the representatives in the Assembly were not given equal voice and economic benefits. This sparked public discontent, and Parisians took to the streets chanting "Liberty, equality, fraternity". Instead, the government sent in the army to crack down, further inflaming social tensions. On July 14 of the same year, the citizens of Paris captured the Bastille Prison, which was the beginning of the French Revolution. Since then, uprisings have broken out across France, and government forces have also carried out strong resistance. Eventually, the monarchy was overthrown, the nobles were exiled or executed, and the people were granted equal rights and freedoms. However, this revolution did not completely solve the social problems, on the contrary, it brought more division and inequality.

2.2 The influence of the French Revolution is very far-reaching, including politics, society, culture and many other aspects. Politically, the French Revolution overthrew the feudal autocracy and established a bourgeois republic, providing a political guarantee for the development of capitalism. In society, the French Revolution promoted the democratization process of European countries, and promoted the emancipation of people's minds and the development of science and culture. Culturally, the French Revolution had a profound impact on European literature and art, producing many great writers and artists. In short, the French Revolution is an important historical event in European history, which not only affected the historical trend of France, but also had an important impact on the whole European and even global modernization process.

2.3 By actively participating in role-playing activities, students can experience and learn how to portray characters. In the process of role playing, students need to pay attention to language expression, physical posture, emotional

expression and other aspects, which helps to develop their performance skills. Students can learn role-playing techniques by reading related books, articles or watching instructional videos. At the same time, they can consolidate and apply these skills through practice.

3. The Westernization movement

Relevant knowledge through explaining the content of the Westernization movement.

3.1 After the Opium War, China was opened by the Western powers and gradually became a semi-colonial and semi-feudal society. At the same time, with the arrival of industrial civilization, the traditional handicraft workshops in China are also facing great challenges. In this context, some people with insight began to recognize their own backwardness and tried to change the situation by learning Western technology and culture. First of all, the Westernization school put forward the idea of "learning the skills to control the barbarian" and began to explore the study of western science and technology culture. They set up military and civilian enterprises, introduced Western machinery and technology, and trained a number of technical personnel. Secondly, the Westernization school also carried out the reform of the imperial examination system, advocated new learning and reused new people, and reserved talents for the modernization development of the country. Finally, the Westernizers also strengthened the management and development of border areas and consolidated the foundation of national unity and ethnic unity. In a word, the Westernization Movement is an important revolution in China's modern history, which opened the course of China's modernization and promoted the national awakening and development.

3.2 The Westernization Movement was a political movement in the late Qing Dynasty. Its main content was to introduce western technology and system to strengthen the rule of the Qing Dynasty and promote the modernization level of the country. Introduction and development of military industry. During the Westernization Movement, the Qing government actively introduced Western military technology and equipment in order to establish a modern military industry. A number of modern military enterprises and institutions such as Jiangnan Manufacturing Bureau, Fuzhou Shipbuilding Bureau and Anqing Nei Ordnance Institute came into being during this period. These enterprises and institutions introduced advanced Western technologies such as steam engines, railways and smelting, and began to produce modern weapons and equipment. The rise of civilian industry. In addition to military industry, the Westernization movement also promoted the development of civilian industry.

Kaiping Mining Bureau, Shanghai Machinery Weaving Layout, Hanyang Iron Works and other enterprises and institutions were established during this period, and began to produce and introduce modern equipment and products. These civilian industries not only meet the needs of the domestic market, but also promote the modernization process of China's economy. Educational and cultural change. During the Westernization Movement, the Qing government also actively promoted educational and cultural changes. We will send foreign students to study in Western countries, open foreign language schools, technical colleges and other educational institutions, and promote modern scientific and cultural knowledge. At the same time, China's traditional culture has also been impacted and influenced by Western culture, and there are signs of cultural exchange and integration. Reform of the political system. During the Westernization Movement, some people with insight advocated the reform of the political system. They believe that China should learn from the political systems of Western countries and establish democratic political systems such as a parliamentary system in order to modernize and democratize the country. However, this proposition was not recognized and implemented by the Qing government.

3.3 In short, the content of the Westernization movement is reflected in several aspects: Introducing Western advanced science and technology, The establishment of modern industrial enterprises promoted China's social modernization, played a certain role in resisting the expansion of foreign economic forces, objectively stimulated the development of Chinese capitalism, promoted the emergence of Chinese national capitalism, played a certain role in resisting the expansion of foreign economic forces, and promoted the emergence of China's first batch of modern scientific and technological talents to a certain extent, it has changed people's thinking and behavior and social atmosphere.

Comprehensive Ability

The comprehensive ability of History course refers to the ability of understanding and analysis of historical events and periods. The ability of analysis and understanding is the key to history learning. Students need to learn to apply the basic methods of history to conduct in-depth analysis and understanding of historical events. This includes a thorough analysis of the context, causes, processes, consequences and effects of historical events, as well as an understanding of the connections and differences between historical events. By improving the ability of

analysis and understanding, students can have a deeper understanding of historical phenomena and grasp the laws of historical development.

Meaning of Comprehensive Ability

Liang Shixian (2007) said that, the competition of education lies in the competition of comprehensive ability. Strengthening the cultivation of students' comprehensive ability is the need of promoting all-round quality education. The overall quality of students is multifaceted. Generally speaking, it should include not only the political and ideological quality, scientific and cultural quality, physical quality, psychological quality, but also the ability to adapt to social life, the ability to think independently and innovate, the ability to apply cultural knowledge and solve problems, the ability to collect and process information and acquire new knowledge. Comprehensive ability is the quality of students at a higher level. To strengthen the cultivation of students' comprehensive ability is to comprehensively improve the overall quality of students, so that students can better adapt to the needs of social development and self-development. Therefore, in history teaching, it is necessary to teach cultural and scientific knowledge while guiding students to participate in social practice activities to improve their ability to adapt to social life. While giving full play to the leading role of teachers in classroom teaching, students' ability to participate in the main body and self-study is cultivated. In addition to cultivating students' memorization ability, students' understanding ability, comparative differentiation ability, critical ability, logical thinking ability, dialectical thinking ability and application ability should be cultivated and improved. In addition to improving students' single subject ability, we should pay attention to improving students' multi-subject and multi-level comprehensive ability.

Sun Litian & Ren Shijiang (2013) believe that "historical understanding ability includes distinguishing historical facts and historical explanations; Understand the value of information and evidence in historical materials; To understand the position, point of view and historical facts in historical narration; Understand the historical environment at that time, understand the people and things in the historical environment, imagine the geographical space background; To understand the characteristics of historical times reflected by historical phenomena, to understand the problems of historical theories, and so on." The connotation and extension of historical understanding ability are not only complex but also involve a wide range of fields. No matter how to define the connotation of historical understanding ability, scholars generally believe that historical understanding ability is one of the most critical subject abilities of middle school history.

Li Jianming (2014) believes that "the task of historical research is to construct historical interpretation to a large extent, and the key link of historical interpretation construction is understanding." "In a sense, understanding is a basic ability to govern history. It is relatively simple to judge the right and wrong of our predecessors' thoughts and actions, but it is far more complicated and difficult to understand." There has been a lot of research on the connotation of historical understanding ability, which is a hot topic in middle school history education circles.

Enivar Suleyman (2019) Comprehensive ability is a kind of analytical ability and deep understanding of history. History teachers should pay attention to the cultivation of students' comprehensive ability in the course of classroom teaching. through classroom teaching, students can feel the charm and practical application value of subject knowledge, help to improve the overall teaching quality. History teacher based on course basis and learning needs, students should be encouraged to study independently and strengthen their ability of independent inquiry through independent learning. At the same time, history teachers need to organize students to carry out cooperative learning and exercise their course ability of cooperative learning. In addition, history teachers should also guide students to make flexible use and dialectical analysis of historical resources to strengthen their learning, students' ability to analyze historical data.

Deng Jingli (2020) believes that "the so-called historical understanding is actually an ideological technique to understand and recognize the past historically." "History teaching always presents the learning content and process through specific learning activities, and all these activities and processes are the basis of understanding historical facts. These two views are typical understanding of the historical understanding ability in the historical education circle. Scholars also put forward their own views on the composition of historical understanding ability.

Yue Haibo (2020) The comprehensive ability of students should include learning ability and thinking quality. In history teaching, students' comprehensive quality includes: learning ability, including the ability to learn history independently and reflective learning; Quality of thinking, including deep thinking of the nature of history, critical learning, flexible application, full of creativity and sensitivity; History and culture, correct cognition and inheritance of excellent culture. Therefore, training students' comprehensive quality of history plays an important role and is an important quality for students to step into society in the future. The cultivation of comprehensive quality of history teaching has not been paid enough attention. In the current history teaching, it is mainly to deal with the examination, and history scores have become

the main goal of teachers' teaching. In order to get better examination scores, teachers often focus on the examination points and discard some teaching techniques that can cultivate students' comprehensive quality. Students often learn history for the sake of test scores rather than their own love of history, do not understand the background of their history knowledge, and do not take the initiative to learn history, so it is imperative to comprehensively improve students' comprehensive quality of history.

Gu Jianing (2021) he has made it clear that understanding is one of the main faculties of history, and even It is advocated to take it as the core ability of history learning, and the so-called "ability" refers to the psychological characteristics of people who can successfully complete certain activities. From this point of view, historical understanding ability is the psychological characteristics of people who can understand history scientifically and correctly. The ability to understand history should include the reasonable explanation of historical phenomena; Summarize and summarize the characteristics and laws of historical phenomena; Clearly express interconnected knowledge networks; Apply what you've learned to new things and situations; Use what you've learned to expand your knowledge network. If historical understanding is pure brain activity, perceptible but invisible, implicit, then historical understanding Ability is the result of the use of hand and brain, can be felt and visible, is explicit.

Li Jiale (2022) believes that "understanding is to eliminate confusion and turn the unknown into the known". "Understanding can be both the cause of an event and its reason or meaning."

In summary, the comprehensive ability of History course refers to the ability of understanding and analysis of historical events and periods. Understanding involves being able to comprehend the details of a given event, while analysis involves being able to identify the causes and effects of a given event. Both of these abilities are essential for a comprehensive understanding of history, as they allow students to make connections between the past and the present. Through understanding and analysis, students can gain a deeper understanding of the history they are studying and draw meaningful conclusions.

Important of Comprehensive Ability

The comprehensive ability of History course is essential for gaining a deeper understanding of the history being studied. This ability involves understanding the details of a given event, as well as being able to identify the causes and effects of a given event. Additionally, this ability involves being able to recognize patterns in history and draw connections between different events and periods. Through understanding and analysis, students can gain a deeper understanding of the history they are studying

and make meaningful connections between the past and the present. Ultimately, the comprehensive ability of History course is essential for students to gain a comprehensive understanding of the history they are studying.

Zhan Yaoqiang (2003) said the comprehensive ability of history major is of great value in training students to systematically master the knowledge and ability of disciplines and cross-disciplines, solve problems creatively, and cultivate students' scientific spirit and humanistic spirit. We can make use of the comprehensive characteristics of history discipline itself, in the teaching process of close contact with related disciplines, from the grasp of knowledge, thinking ability, learning ability, practical ability and other aspects of training students' comprehensive ability. In practice, we draw lessons from domestic and foreign educational theories and teaching research achievements, carry out student-centered, teacher-student interactive teaching activities, so that students learn to use the knowledge and ability of history and other disciplines to analyze and solve historical and practical problems in teaching practice and social practice.

Gu jianing (2021) The core accomplishment of history and history understanding are inextricably linked. First of all, historical understanding is based on the understanding of historical facts that exist objectively. It needs to observe and analyze historical things with scientific techniques and concepts in the specific connection between time and space, which is embodied in the materialist view of history and the concept of time and space. Secondly, historical understanding is to restore the real historical context in the past by identifying the differences between various historical records, historical narratives and historical facts, to understand specific historical events with sympathetic understanding and perspective according to existing historical materials, and finally to form reasonable imagination and conclusions, which involves empirical evidence of historical materials and historical interpretation. Finally, through the integration of objective history, the narration of historical events will be elevated to the height of emotional orientation and rational understanding of their meaning, which is expressed as feelings of family and country. The formation of the five core historical literacy cannot be separated from students' understanding of history. It can be said that historical understanding ability is not a single psychological quality, but a comprehensive reflection of various historical literacy, which is the cornerstone of the formation of the core literacy of history discipline. In the course of history teaching, concept teaching, historical data study.

Li jiale (2022) History understanding is one of the key subject abilities of middle school history, showing the characteristics of history. At the same time, there are various connections between the historical understanding ability and the core accomplishment of the history discipline, so the cultivation of students' historical understanding ability is actually to lay a solid foundation for the cultivation of students' core accomplishment of the discipline. The importance of history understanding ability also determines that it will affect the effectiveness of history teaching and the achievement of history course objectives. It is because of the importance of historical understanding in middle school history teaching that we need to think deeply about how to cultivate students' historical understanding ability.

In summary, the comprehensive ability in the History course is essential for students to gain a more nuanced and open-minded view of the past. By understanding and analyzing different events and periods from different perspectives, students can develop a better understanding of the complexities of history and the implications of certain events. This comprehensive ability can help students to develop an appreciation for the diversity of human experiences, as well as to understand the interconnectedness of different cultures and societies. Additionally, this ability can help students to better understand the issues of the present, as understanding the past can provide insight into current events. Ultimately, the comprehensive ability in the History course is essential for students to gain a comprehensive understanding of the history they are studying.

Measurement and Evaluation of Comprehensive Ability

In the teaching of history, the measurement and evaluation of students' comprehensive ability is an important link to evaluate the teaching effect and promote students' all-round development. A comprehensive and scientific evaluation system should not only pay attention to students' mastery of basic knowledge, but also investigate their historical thinking ability, information processing ability, learning methods and habits, emotional attitude and values, practical ability and innovation, and communication and cooperation ability.

Hughes (2005) scoring using multiple-choice approaches is quick and efficient. Additionally, it is intended to give the student a particular response. However, creating multiple-choice questions is more difficult than creating essay items. Multiple-choice things, which would seem to be the easiest type of item to develop, are actually very challenging to design properly, but statistical analysis can be convenient to analyze.

Salwa A. (2012) The researcher proved that multiple-choice The simplest test technique that is frequently utilized by test creators is the question test. Any condition, any circumstance, and any level or degree of education can use it. Actually, the scoring and response are what make it simple.

Enivar Suleyman (2019) The research points out that in the process of classroom teaching for junior middle school students, history teachers should change the outdated teaching methods and ability training goals, and attach importance to teaching students high-level knowledge through classroom teaching, so as to guide students to have an effective cognition of the knowledge of historical process. Therefore, in the process of classroom teaching, history teachers need to pay attention to cultivating students' comprehensive ability, guide students to carry out multi-level exploration and objective analysis of the content of the textbook and conduct a comprehensive analysis and understanding of historical development. This can provide better support for classroom teaching and improve junior high school students' motivation for in-depth exploration of subject knowledge.

Dong Jian (2021) Comprehensive ability evaluation is to form a comprehensive evaluation of students' comprehensive ability of history course by integrating the results of various evaluations. In the process of comprehensive evaluation, teachers should pay attention to the fairness, objectivity and comprehensiveness of evaluation, and fully consider the individual differences and development needs of students. At the same time, through the feedback of the comprehensive evaluation results, teachers can help students identify their own strengths and weaknesses and formulate personalized learning plans and development goals.

Jiang Qiao (2023) The comprehensive ability test is designed to assess students' ability in analysis, comparison, induction, deduction, etc. Students' ability to apply knowledge to practical problems can be tested through case studies, material analysis questions, essay questions, etc. Such tests should focus on students' logical thinking, critical thinking, and the ability to synthesize knowledge.

Wang Li (2023) Project-based evaluation is to evaluate students' comprehensive ability through the implementation of specific historical research projects. Students can collect, organize, analyze and report on a historical topic or issue. This evaluation method not only examines the students' knowledge, but also exercises their information processing ability, teamwork ability and communication ability. The evaluation focuses on the students' ability to think independently, think creatively and solve problems in history learning. Students are encouraged to present

their own ideas, hypotheses, and solutions to demonstrate the depth and breadth of their thinking through the design of open questions, short historical essays, and innovative research projects.

In summary, in the course of history teaching, the measurement and evaluation of comprehensive ability is the key link to ensure the quality of teaching and promote the all-round development of students. This evaluation system aims to comprehensively and systematically evaluate students' multi-dimensional ability in history learning by multiple choice test to evaluate comprehensive knowledge, historical thinking and critical thinking. Teachers can more accurately evaluate students' historical learning effectiveness.

Related Research

L. Saptono (2010) This research was the Implementation of Role-Playing Model in Principles of Finance Accounting Learning to Improve Students' comprehensive ability and Students' Test Scores. The goal of conducting this research is to improve students' enjoyment level and their test scores by implementing role-playing technique. The research is conducted in the Accounting Education Study Program of Sanata Dharma University at odd semester on academic year 2010/2011. The participants were divided into two classes. The first class was the class that used role playing technique, while the second class was the control class. The result of the study showed that there was an improvement of students' comprehensive ability and test scores in the class which implemented role-playing technique.

Chen Jing & Li Jiannin (2013) Application of Role-playing method in the course teaching of Outline of Modern and Contemporary Chinese History. Application of Role-playing method in the course teaching of Outline of Modern and Contemporary Chinese History. The experimental subjects were 100 randomly selected students from the Guanghua College of Changchun University in 2010. Among them, there are 50 males and 50 females each. Divide the experiment into two groups, A and B, with 25 male and 25 female students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is an experimental group, which receives role playing technique. Group B is the control group, which receives traditional education. The research results indicate that it enhances students' interest in history, enhances their confidence, and improved their scores.

Chen Nan (2016) studied Role-playing teaching method for the application of the politics teaching in high school. The study involved 100 randomly selected students from Qingdao University in 2016. Divide the experiment into two groups, A and B, with 50 students in each group for experimental comparison. Prior to the experiment, a pre-experiment test was conducted on groups A and B, and the test results showed no significant difference between the experimental group and the control group. Group A is an experimental group, which receives education on role playing technique. Group B is the control group, which receives traditional education.

Li jun Chou (2018) used role playing in high school biology teaching method research. The sample consistency of the students in the two classes was verified, and the demographic data, learning performance of basic courses, learning attitude and learning interest of the students in the two classes were evaluated by means of questionnaire survey, multi-party interview and data review. It was determined that the two test classes showed a high degree of consistency in the distribution of sample data and could be used as samples for comparative study. Then, the study variables were controlled. Class A adopted the Chinese teaching mode of "Actor training Class" basic training program + role-playing method. The basic training program of "Actor training class" was completed through the combination of online and offline, and the Chinese course was combined with the mental health education course, occupying a total of 10 hours. Class B directly adopts the role-playing method of Chinese teaching mode. The teaching scheme and operation times of the role-playing method adopted by the two classes are completely consistent. Finally, the same questionnaire and interview materials were used to investigate the students' feelings about role-playing in the two classes. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect.

Hao Weiwei & Li Na (2019) in the experiment, application of role-playing combined scenario simulation method in Internal medicine practice teaching reform. There were 178 students in the experimental group and 174 students in the control group. This teaching method has been unanimously praised by students, most of them think that this teaching method can improve the learning initiative, through the simulation of clinical work environment, let students as "prospective doctors" immersive participation in the actual work, combining theory with practice, improve students' practical ability, self-learning ability and analysis and induction ability. At the same time, it also allows students to discover the problems in learning, find out their own shortcomings, and improve students' comprehensive ability.

Li Jijia (2020) the practice of role-playing in high school biology teaching method research. Based on the analysis of the questionnaire survey data, as for the single case of the controlled experiment of class A and Class B, it can be concluded that the role of role-playing teaching method on students' self-achievement in learning can be concluded: the role of role-playing teaching method is similar to that of lecturing method on students' individual learning psychology, but the former can better promote students' self-achievement in learning and meet their individual value realization needs. The role-playing technique can improve students' comprehensive ability.

Zhou Qing (2021) role-playing in the junior middle school history teaching method applied research. The research objects of the experimental group were 30 students and control group were 30 students. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect.

Lin Yuxin (2021) the role-playing method in junior middle school history teaching, the application of research. In order to understand the teaching effect of role-playing method, the author selected two parallel classes as the experimental class and the comparison class for the teaching of "Consolidating the Unified Dynasty of Emperor Wudi of Han Dynasty". Under the premise that the teaching time and content are the same, Class A, as a teaching experiment class, organizes the teaching content by role playing; Class B, as a comparative class, is taught by the teaching method. At the same time, in the controlled teaching experiment, the author followed up the teaching in the form of questionnaire survey, unit test and teaching group observation, in order to clarify the effectiveness of role-playing teaching method. Among them, the theme of the questionnaire survey is "self-learning evaluation of students in the stage of preview, study and review of the course", the number of participants is 43 in class A and 42 in Class B. The unit test is to test students' mastery of the content of the third unit, that is, academic performance, and the number of participants in class A and Class B is 43. The teaching group observation mainly starts from the Angle of the change of the relationship between students, teachers and class groups. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect.

Gu jianing (2022) the research objects of the experimental group were 30 students in class 1 as the experimental class, using the role-playing technique, select 30 students in class 2, which is basically like their academic situation, as the control class. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability.

Chu Kai (2023) in this study, students from two classes of welding technology and automation major in a higher vocational college are selected as the research objects. The two classes belong to the same grade and have similar numbers, the ratio of male to female is similar, and the teachers of all courses are the same. The main method of comparative research is to adopt different role-playing teaching modes for two classes for one semester. Finally, the effect of the two role-playing teaching modes is compared by questionnaire and interview. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability.

In summary, the use of role-playing in history class can improve students' comprehensive ability in many aspects, including history understanding ability, critical thinking ability, communication and cooperation ability, creativity and imagination, learning interest and motivation, emotional education and value cultivation. Therefore, this teaching method deserves to be widely popularized and applied in history teaching.

Chapter 3

Research Methodology

Using role-playing technique to improve comprehensive ability in the history course of nursing students. The research methodology as follow:

1. The Population / the Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The Population / Sample Group

The Population

There were 60 nursing students in the first year, 2 classes from Weifang Nursing Vocational College, China, in the second semester of the academic year 2023. (There were students' mixed abilities: High, medium and low-level abilities.)

The Sample Group

There were 30 nursing students in the first-year, 1 class in the first-year nursing students from Weifang Nursing Vocational College, China, in the second semester of the academic year 2023. Through the cluster random sampling.

Research Instruments

Using role playing technique to improve comprehensive ability in the History course of Nursing students. The research Instruments is as follows:

1. Lesson plan according to the role-playing technique

The lesson plan based on role-playing technique was carried out by the researcher as follows:

1.1 Studied the History course comprehensive ability standards developed by Weifang Nursing Vocational College to serve as a guidelines for creation the lesson plan and studied the concepts of role playing technique from information and related research to design detail in lesson plan.

1.2 Created 3 lesson plans on the history course, there were 3 units
1) Paris Peace Conference (8 hours), 2) French Revolution (8 hours), and
3) Westernization movement (8 hours), total 24 hours. Each lesson plan specifies the details of the topics: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, 7) Instructional Media and designed learning schedule for teaching.

1.3 The researcher studied the information to create the lesson plan using the role-playing technique from many researchers: Zhou Qin (2021); Chen Nan (2016); Wang Yan (2018); Chu Jinfeng (2020); Huang Minling (2020) and synthesized into 4 steps: 1) Preparation 2) Role playing 3) Discussion and reflection, and 4) Summary, each step is detailed below:

Step 1 Preparation stage: At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. And divide students into small groups, each group prepares historical information, writes dialogue, and prepares props, costumes, and scenes that are relevant to the content.

Step 2 Role-playing stage: In the process of implementation, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles according historical events. Students can experience historical situations during role play and learn about the development and change of historical events.

Step 3 Discussion and reflection stage: In this stage, at the end of the role play, the teacher leads the students in discussion and reflection of history comprehension. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events.

Step 4 Summary stage: In this stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues.

1.4 After complete lesson plans and took them to 3 experts for verification to verify the accuracy of the content and calculated the Index of Item Objective Congruence (IOC) criteria for considering the consistency of the lesson plans are as follows:

Rating is +1 There is an opinion that "consistent to relevant."

Rating is 0 There is an opinion that "Not sure it consistent to relevant."

Rating is -1 There is an opinion that "Inconsistent with relevant."

Each lesson plan had an IOC consistency index greater than or equal to 0.50, so it was considered suitable for use in research. The result of the Index of Item Objective Congruence (IOC) analysis of this lesson plan has an IOC=1.00 for all questions. And using the role-playing technique to assess the suitability of the lesson plans, the result is shown, the most suitable for all contents.

2. Comprehensive Ability Test

The process of creating a multiple-choice test, the researcher has created the test to be consistent with 3 contents: 1) Paris Peace Conference, 2) French Revolution and 3) Westernization movement, and calculated the quality of the test as follows:

2.1 Studied the theory about creating the multiple choice questions for 3 lesson plans on 1) Paris Peace Conference: Ability to role-play, Role speaking, Accuracy of information, knowledge, Creativity and props, 2) French Revolution: Ability to role-play, Role speaking, Accuracy of information, knowledge, Creativity and props, and 3) Westernization movement: Ability to role-play, Role speaking, Accuracy of information, knowledge, Creativity and props.

2.2 Create multiple-choice test for 3 contents were Paris Peace Conference, French Revolution and Westernization movement, totally 50 questions to measure students' comprehensive ability of History course. The scoring criteria was 1 point for correct answer and 0 point for wrong answer. Took the multiple-choice test to 3 experts for assess the content validity and analyzed the Index of Item Objective Congruence (IOC). The criteria for judging the consistency of the test are as follows:

Rating is +1 There is an opinion that "consistent to objective of learning."

Rating is 0 There is an opinion that "Not sure it consistent to objective of learning."

Rating is -1 There is an opinion that "Inconsistent with objective of learning."

Each question had an IOC consistency index greater than or equal to 0.50, The result of the Index of Item Objective Congruence (IOC) analysis of this objective test has an IOC = 1.00 for all items.

2.2 Improved and revised items test that have been verified by experts. Then took it to try out with students who were not a sample group for 30 nursing students to analyze the quality of the test. The difficulty value (p) was selected in the range 0.20–0.80 and discrimination power (r) was selected in the range 0.20–1.00 (Landis, J. R., & Koch, G. G. 1977). The results of the quality analysis of the questions

found that there were 50 questions, difficulty value (p), discrimination power (r), and reliability: 1) Paris Peace Conference, there were 16 questions ($p=0.33-0.73$, $r=0.20-0.67$), 2) French Revolution, there were 17 questions ($p=0.30-0.73$, $r=0.20-0.53$), and 3) Westernization movement, there were 17 questions ($p=0.23-0.70$, $r=0.20-0.40$). And checking the reliability of the test by Kuder Richardson's method, the reliability (KR-20) at 0.71.

Data Collection

The data were analyzed as follows.

1. Coordinate with 3 experts to prepare official documents from Bansomdejchaopraya Rajabhat University and provide information on the data collection and research instruments: lesson plans and multiple-choice test. After that, checklist on the quality of teaching models for consideration (Index of Objective Consistency: IOC). and collect data for further data analysis.

2. This research was experimental research according to One Group Pretest-Posttest Design as following Table 3.1.

Table 3.1 Experimental design

Group	Pretest	Experimental	Posttest
R	O_1	X	O_2

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means Experimental

O_1 means Pretest

O_2 means Posttest

This research the data collection was as follows.

1. Contact the Graduate School Bansomdejchaopraya Rajabhat University to request an official letter for an expert to inspect research equipment.

2. Organize before starting the experiment to understand students how to study student role learning objectives evaluation method and the learning activities during the experiment.

3. Test before teaching (Pretest) with 30 nursing students, which was a sample group, and checked the score record in order to analyze the data.

4. The experiment with the sample group to use the lesson plan of History teaching based on the role-playing technique. The teaching time on 12th January - 17th January 2024, total 24 hours, not counting the days of pretest and posttest, as follow in Table 3.5

Table 3.2 History course based on the role-playing technique

Contents	Activity Learning
	- Introduction
	- Learning content
Paris Peace Conference	- Learning Activity: Using role-playing technique
French Revolution	teaching with 4 steps
Westernization movement	Step 1 Preparatory stage
	Step 2 Role playing stage
	Step 3 Discussion and reflection stage
	Step 4 Summary and evaluation stage

5. Conduct post-teaching tests with the sample group and score them for analysis.

Data Analysis

The data analyzed was as follows:

1. Quantitative data were analyzed through descriptive statistics; means, and standard deviation.

2. Quantitative data were analyzed through inferential statistics; calculated the different of comprehensive ability score before and after using role-playing technique were analyzed through t – test for dependent samples.

Chapter 4

Results of Analysis

The objective of the research was 1) To Use role-playing technique to improve comprehensive ability in the History course of nursing students. And 2) To compare students' comprehensive ability in the History course before and after the implementation base on role-playing technique. The data analysis results are as follows:

1. Symbol and Abbreviations
2. Results of Data Analysis

The details are as follows:

Symbol and Abbreviations

n	means	the number of students
\bar{X}	means	the average
SD.	means	the standard deviation
D	means	the difference in scores between before and after learning
df	means	degree of freedom
t	means	the statistical value to be used in the t-test
**	means	statistical significance at level .01
p	means	p-value

Results of Data Analysis

Using role playing technique to improve comprehensive ability in the History course of Nursing students, the researcher has presented the results of data analysis in the following order:

Part 1: Using role-playing technique to improve comprehensive ability in the History course of nursing students.

Firstly, researcher studied the documents and related research about role-playing technique to improve comprehensive ability in the History course from many researchers: Chen Nan (2016), Wang Yan (2018), Chu Jinfeng (2020), Huang Minling (2020), and Zhou Qin (2021). In this research, the researcher synthesized into 4 steps used in development 3 lesson plans to improve comprehensive ability in the History course: 1) Preparation stage, 2) Role-playing stage, 3) Discussion and reflection stage, 4) Summary stage. The following reasons:

Step 1 Preparation stage: integrating the first step of Chen Nan (2016), Wang Yan (2018), Chu Jinfeng (2020), Huang Minling (2020), and Zhou Qin (2021). At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. This step is the most basic step. And divide students into small groups, each group prepares historical information, writes dialogue, and prepares props, costumes, and scenes that are relevant to the content.

Step 2 Role-playing stage: integrating the second step of Chen Nan (2016), Wang Yan (2018), Chu Jinfeng (2020), Huang Minling (2020), and Zhou Qin (2021). In the process of implementation, it is required to take students as the center. In this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles according historical events. Students can experience historical situations during role play and learn about the development and change of historical events.

Step 3 Discussion and reflection stage: integrating the third step of Chen Nan (2016), and Huang Minling (2020). In this stage, at the end of the role play, the teacher leads the students in discussion and reflection of history comprehension. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events.

Step 4 Summary stage: integrating third step of Chen Nan (2016), Wang Yan (2018), Huang Minling (2020), and Zhou Qin (2021) and the fourth step of Huang Minling (2020). In this stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues, etc.

Secondly, the researcher created lesson plan with elements: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, and 7) Learning resource/Material Media and designed leaning schedule for teaching, as follow:

Introduction (30 minutes)

Introduce the learning objectives. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

Learning Content and Learning Activity: Using role playing technique with 4 steps, (7 hours and 30 minutes)

The implementation of role-playing technique to improving students' comprehensive ability, striving for teaching integration and achieving high quality teaching objectives. Through role-playing technique, fully mobilize students' learning enthusiasm. role playing technique have 4 steps: 1) Preparation stage 2) Role playing stage 3) Discussion and reflection stage 4) Summary stage as follows:

1. Preparation stage, this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. This step is the most basic step. Students are required to gather relevant information outside of class and complete the entire historical event.

2. Role playing stage, this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles. They can gain insight into historical events and express their opinions and positions by playing the role. Students can interact and discuss with other characters. Students can experience historical situations during role play and learn about the development and change of historical events.

3. Discussion and reflection stage, in this stage, different groups ask questions to each other. The teacher asks questions, and each discusses the social situation and propositions faced by the other and discusses their rationality and correctness. At the end of the role play, the teacher leads the students in discussion and reflection. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events. Teachers lead students to consider the many facets of historical issues.

4. Summary stage, In the stage, teachers and students participate together, and evaluate the whole process through student self-evaluation, student mutual evaluation, teacher evaluation and other ways. In the summary stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues, etc.

Thirdly, after completed 3 lesson plans: 1) Paris Peace Conference, 2) French Revolution, and 3) Westernization movement are presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improved according to the suggestion and took the lesson plans to 3 experts to consider the Index of Item Objective Congruency (IOC). The data analysis was assessment of the quality of the lesson plan according to the role-playing technique to improve comprehensive ability in History course of Nursing students. The results are shown in table 4.1.- 4.3.

Table 4.1 Assessment of the quality of the Paris Peace Conference lesson plan by experts

Assessment Item	\bar{X}	SD.	Interpretation
1. The content is related to the learning	5.00	0.00	Most suitable
2. The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3. The learning processes are related to role playing technique.	5.00	0.00	Most suitable
4. The Learning activities are related to role playing technique.	5.00	0.00	Most suitable
5. The assignment of History course related to role playing technique.	5.00	0.00	Most suitable
6. There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7. The assessment list related with learning objectives.	5.00	0.00	Most suitable
Total	5.00	0.00	Most suitable

From Table 4.1 the assessment of the quality of the Paris Peace Conference lesson plan by experts overall, the suitability of the research objectives has the most suitable ($\bar{X}=5.00$, $SD.=0.00$). When considering the assessment item, it was found that it is the most suitable ($\bar{X}=5.00$, $SD.=0.00$) for every assessment item and can be used for teaching.

Table 4.2 Assessment of the quality of the French Revolution lesson plan by experts

Assessment Item	\bar{X}	SD.	Interpretation
1. The content is related to the learning	5.00	0.00	Most suitable
2. The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3. The learning processes are related to role playing technique.	5.00	0.00	Most suitable
4. The Learning activities are related to role playing technique.	5.00	0.00	Most suitable
5. The assignment of History course related to role playing technique.	5.00	0.00	Most suitable
6. There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7. The assessment list related with learning objectives.	5.00	0.00	Most suitable
Total	5.00	0.00	Most suitable

From Table 4.2 the assessment of the quality of the French Revolution lesson plan by experts overall, the suitability of the research objectives has the most suitable ($\bar{X}=5.00$, $SD.=0.00$). When considering the assessment item, it was found that it is the most suitable ($\bar{X}=5.00$, $SD.=0.00$) for every assessment item and can be used for teaching.

Table 4.3 Assessment of the quality of the Westernization movement lesson plan by experts

Assessment Item	\bar{X}	SD.	Interpretation
1. The content is related to the learning	5.00	0.00	Most suitable
2. The learning objectives are consistent with the content.	5.00	0.00	Most suitable
3. The learning processes are related to role playing technique.	5.00	0.00	Most suitable
4. The Learning activities are related to role playing technique.	5.00	0.00	Most suitable
5. The assignment of History course related to role playing technique.	5.00	0.00	Most suitable
6. There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7. The assessment list related with learning objectives.	5.00	0.00	Most suitable
Total	5.00	0.00	Most suitable

From Table 4.3 the assessment of the quality of the Westernization movement lesson plan by experts overall, the suitability of the research objectives has the most suitable ($\bar{X}=5.00$, $SD.=0.00$). When considering the assessment item, it's found that it is the most suitable ($\bar{X}=5.00$, $SD.=0.00$) for every assessment item and can be used for teaching.

After learning according to the lesson plans completely. The researcher conducted a test of the students' History course with 30 nursing students to analyzed the data using average statistics and standard deviation. the results of comprehensive ability in History course score before and after learning are shown in table 4.4

Table 4.4 The comprehensive ability in History course score between before and after learning

Student ID	Pretest (50)	Posttest (50)	Difference scores (D)	Student ID	Pretest (50)	Posttest (50)	Difference scores (D)
1	20	29	9	16	26	37	11
2	30	35	5	17	31	38	7
3	28	43	15	18	33	39	6
4	31	38	7	19	27	33	6
5	25	28	3	20	36	39	3
6	30	44	14	21	29	34	5
7	27	31	4	22	25	38	13
8	15	37	22	23	34	40	6
9	25	28	3	24	27	36	9
10	22	33	11	25	21	22	1
11	28	31	3	26	31	36	5
12	22	32	10	27	31	42	11
13	37	40	3	28	28	35	7
14	23	40	17	29	25	38	13
15	30	32	2	30	25	40	15
				\bar{X}	24.77	37.30	
				SD.	3.65	3.51	

From Table 4.4 the comprehensive ability in History course score between before and after learning of students using the role-playing technique, the average score before learning was 24.77, the average score after learning was 37.30. The result showed that the after learning score was higher than before learning score. The after-learning score was found to be higher than the before-learning score. It showed that teaching using role playing technique could improve students' comprehensive ability in History course.

Part 2: The comparison of students' comprehensive ability in History course before and after the implementation base on role playing technique.

The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique. The researcher analyzes the data using average statistics, standard deviation and t-test for dependent samples. The results are shown in Table 4.5.

Table 4.5 The comparison of the comprehensive ability in History course scores between before and after learning.

History course	Testing	n	Score total	\bar{X}	SD.	df	t	p
Paris Peace Conference	Pretest	30	16	8.77	2.33	29	10.71**	.00
	Posttest	30	16	12.20	1.94			
French Revolution	Pretest	30	17	8.10	2.02	29	9.92**	.00
	Posttest	30	17	12.70	1.99			
Westernization movement	Pretest	30	17	7.90	2.68	29	15.92**	.00
	Posttest	30	17	12.40	2.59			
Total	pretest	30	50	24.77	3.65	29	18.83**	.00
	posttest	30	50	37.30	3.51			

**Statistically significant at the level .01 ($p \leq .01$)

From Table 4.5, The comparison of students' comprehensive ability in History course score between before and after learning to use the role-playing technique. The results were found that the comprehensive ability in History course score of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Paris Peace Conference, French Revolution, and Westernization movement that the comprehensive ability in History course score of students after learning higher than before learning statistically significant at the level .01 for all contents. It showed that role playing technique could improve comprehensive ability in History course of Nursing students.

Chapter 5

Conclusion Discussion and Recommendations

The objective of the research was 1) To Use role-playing technique to improve comprehensive ability in the History course of nursing students. And 2) To compare students' comprehensive ability before and after the implementation base on role-playing technique. There were 30 nursing students from Weifang Nursing Vocational College, Weifang City, China, in the second semester of the academic year 2023. Through the cluster random sampling. The research instruments used in this study were as follows:

1. Studied the History course comprehensive ability Standards developed by Weifang Nursing Vocational College to serve as a guidelines for creation the lesson plan and studied the concepts of role playing technique from information and related research to design detail in lesson plan.

2. Created 3 lesson plans on the history course, there were 3 units 1) Paris Peace Conference (8 hours), 2) French Revolution (8 hours), and 3) Westernization movement (8 hours), total 24 hours. Each lesson plan specifies the details of the topics: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, 7) Instructional Media and designed learning schedule for teaching.

3. The researcher has studied the information and research related to create the lesson plan using the role-playing technique from many researchers: Zhou Qin (2021); Chen Nan (2016); Wang Yan (2018); Chu Jinfeng (2020); Huang Minling (2020) and synthesized into 4 steps: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, and 4) Summary stage.

4. The completed lesson plan was presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. After revised lesson plans and took them to 3 experts for verification to verify the accuracy of the content appropriateness and completeness of the lesson plan consistency of learning objectives, content, learning activities, instructional materials, as well as measurement and evaluation. And calculated the Index of Item Objective Congruence (IOC).

5. Create multiple-choice test for 3 contents were Paris Peace Conference, French Revolution and Westernization movement, totally 50 questions to measure students' comprehensive ability of History course. The scoring criteria is 1 point for

correct answer and 0 point for wrong answer. The multiple-choice test is handed over to 3 experts for measurement and evaluation. Check the content validity and analyzed the Index of Item Objective Congruence (IOC). After that, try out 30 nursing students who were not a sample group and analyze difficulty value (p), discrimination power (r) and reliability of Kuder Richardson's method (KR-20).

6. The experiment with the sample group to use the activity plan of History teaching based on the role-playing technique. The teaching time on 12th January - 17th January 2024, total of 24 hours.

7. Collected data by experimental research One Group Pretest-Posttest Design analyzed through descriptive statistics; means, and standard deviation and inferential statistics; calculated the different of comprehensive ability score before and after using role-playing technique by t – test for dependent samples.

Conclusion

Using role-playing technique to improve comprehensive ability in History course of Nursing students and comparison of students' comprehensive ability in History course between before and after learning to use the role-playing technique. The researchers presented the research results as follow:

1. Using role-playing technique to improve comprehensive ability in History course of Nursing students. Researcher synthesized the role-playing technique for 4 steps: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage to be used in developing lesson plans to improve comprehensive ability in History course: 1) Paris Peace Conference (8 hours), 2) French Revolution (8 hours), and 3) Westernization movement (8 hours), total 24 hours. The data analyzed the quality of the lesson plans by 3 experts, the results shown overall were the most suitable. After 30 nursing students have learned in History course by using role-playing technique the average score before learning was 24.77, the average score after learning was 37.30. The result showed that the after learning score was higher than before learning score. The after-learning score was found to be higher than the before-learning score. It showed that teaching using role playing technique could improve students' comprehensive ability in History course.

2. The comparison of students' comprehensive ability in History course score between before and after learning to use the role-playing technique of nursing students. The results were found that the comprehensive ability in History course score of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents:

Paris Peace Conference, French Revolution, and Westernization movement that the comprehensive ability in History course score of students after learning higher than before learning statistically significant at the level .01 for all contents. It showed that role-playing technique could improve comprehensive ability in History course of Nursing students.

Discussion

The research results using role-playing technique to improve comprehensive ability in History course of nursing students from Weifang Nursing Vocational College, Weifang City, China. The researcher could be discussed as follows:

1. Using role-playing technique to improve comprehensive ability in History course of Nursing students. The researcher synthesized the role-playing technique for 4 steps to be used in developing lesson plans to improve comprehensive ability in History course, the results shown overall were the most suitable. After 30 nursing students have learned the History course by using role-playing technique the average score after learning was 37.30 which higher than the average score before learning was 24.77. It's because of the role-playing technique is a student-centered teaching model that emphasizes completing learning tasks through student participation in practical projects, thereby mastering knowledge, skills, and problem-solving abilities. Teachers play the roles of guides and assistants, while students become the main body of learning, requiring active participation, active thinking, and collaborative exploration. Role-playing can help students to better understand the period, culture, and events they are learning about. Through role-playing, students can explore the perspectives of different people from the past and gain a deeper understanding of the history they are studying. Consistent with Chu Jinfeng (2020) believes that role-playing activities are experiential teaching activities. Teachers guide students to experience the process of role-playing in person, perceive, internalize and construct knowledge, which is a learning process of "edutainment through fun", subtle, gradual and gradual. Role-playing teaching methods need to follow specific steps to give full play to the teaching effect. And Consistent with Lin Yuxin (2021) said that role-playing teaching technique is a process in which students re-deconstruct and construct their knowledge and experience system by acting the behavior pattern of others in specific real and specific problem situations. On the other hand, it accords with the psychological development characteristics of adolescent students, such as the gradual transition from concrete to abstract thinking at a cognitive level, the gradual enhancement of individual

independence and peer consciousness in social behavior, and the great influence of situational interest on the generation of learning interest in learning behavior level.

2. The comparison of students' comprehensive ability in History course score between before and after learning to use the role-playing technique of nursing students. The results were found that the comprehensive ability in History course score of students after learning higher than before learning statistically significant at the level .01. Which consistent to the research of Hao Weiwei & Li Na (2019) in the experiment, application of role-playing combined scenario simulation method in Internal medicine practice teaching reform. There were 178 students in the experimental group and 174 students in the control group. This teaching method has been unanimously praised by students, most of them think that this teaching method can improve the learning initiative, through the simulation of clinical work environment, let students as "prospective doctors" immersive participation in the actual work, combining theory with practice, improve students' practical ability, self-learning ability and analysis and induction ability. At the same time, it also allows students to discover the problems in learning, find out their own shortcomings, and improve students' comprehensive ability. Zhou Qing (2021) Role playing in the junior middle school history teaching method applied research. The research objects of the experimental group were 30 students and control group were 30 students. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect. And consistent to the research of Gu jianing (2021) the research objects of the experimental group were 30 students in class 1 as the experimental class, using the role-playing technique, selected 30 students in class 2, which is basically like their academic situation, as the control class. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability.

In summary, the use of role playing in history class can improve students' comprehensive ability in many aspects, including history understanding ability, critical thinking ability, communication and cooperation ability, improving students' expression ability. In addition, it lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future.

Recommendations

General Recommendation

1. Role-playing technique has a positive impact on students' ability to cooperate, react, exchange, communicate and coordinate and express themselves verbally, which are relatively weak in comparison with students' communication and coordination skills. Teachers should pay more attention to the cultivation of students' communication and coordination skills. In the process of students' cooperative activities, teachers should guide students to deal with the relationship with others, take the interests of the team as the most important thing and encourage students to be united in the group and give full play to the potential of teamwork.

2. Role playing technique promotes the development of students' interactive ability. Role-playing technique not only stimulates students' enthusiasm and interest in participating in classroom activities. But it also promotes students' ability to skill practice in all areas to a certain extent. Through the interaction of teachers and classmates in the classroom. Teachers should encourage students to communicate and exchange information with each other. This helps build a good cooperative relationship and cultivate teamwork.

Suggestions for Further Research

1. There should be using Role playing technique for teaching, A teacher's ability to organize and manage the classroom has a direct impact on the level of classroom interaction. Teachers' own personality traits contribute to the formation of their own unique teaching style that is acceptable to students, and teachers who are cheerful and love life and education have a greater influence in the classroom. Such teachers tend to be able to use their initiative to design effective and varied modes of interaction that are fun and energetic.

2. There should be using Role playing technique and learning with students of all levels of learning ability. To encourage students to interact with each other. It also cultivates emotions, intentions, attitudes, and values.

References

- Chen Jing & Li Jianning. (2013). Application of Role-playing method in the course teaching of Outline of Modern and Contemporary Chinese History. **Educational Theory and Practice**. (21), 62-64.
- Chen Nan. (2016). **Role-playing teaching method for the application of the politics teaching in high school**. Master's degree thesis, shandong normal university.
- Chu JinFeng. (2020). **The high school thought political lesson role-playing teaching method applied to explore**. Master's degree thesis, Shanghai normal university.
- Chu Kai. (2023). Research on the application of Role-playing Method in Chinese Teaching in Higher Vocational Colleges. **Chinese Journal of Multimedia and Network Teaching (Mid-Day)**, (08), 81-84.
- Dandan hu. (2019). **Role playing method in the high school thought political lesson teaching the application of strategy** (a master's degree thesis, central China normal university).
- Deng Jingli. (2020). **The Development of Western Historiography Theory in Recent 20 Years and Its Relationship with Historical Writing**. *Historical Research*, (02), 128.
- Dong Jian. (2021). **Thinking and Practice of Cultivating students' Comprehensive Ability in high school Physics teaching**. Nanjing normal university, DOI: 10.27245 /, dc nki. Gnjsu. 2021.000820.
- Enivar Suleyman. (2019). **Exploring how to Cultivate students' comprehensive Ability in Junior high School History Teaching (eds.)**. *Symposium on Educational Modernization and Teaching Management*, (2), 2-4.
- Fu Zhenhui. (2023). Effectively improve the effect of school history teaching strategies. **Journal of shanxi education (teaching)**, (8), 95-96.
- Gu Jianing. (2021). **High school students history understanding ability research**. (a master's degree thesis, zhejiang normal university).
- Hao Weiwei & Li Na. (2019). **Application of role-playing combined scenario simulation method in Internal medicine practice teaching reform**. *Modernization of education*, 6(93).
- Huang Minling. (2020). **Role-playing teaching method used in the political life of high school studies**. (master's degree thesis, guangxi university for nationalities).

- Hughes, A. 2005. **Testing for Language Teachers**. 2nd Ed. London: Cambridge University Press.
- Jiang Qiao. (2023). **Thinking on how to Improve students' Comprehensive Ability in Mathematics Teaching [C]**// Research Institute of Education, Shanxi University. Proceedings of the 8th Academic Conference on Innovative Education - Student Training. Xuan 'en County Liberal Arts Experimental School; , 2023:2. DOI: 10.26914 / Arthur c. nkihy. 2023.039569.
- L. Saptono. (2010). This research was the Implementation of Role-Playing Model in Principles of Finance Accounting Learning to Improve Students' Enjoyment and Students' Test Scores. **JURNAL AKUNTANSI dan KEUANGAN**, 12(2), 71-81.
- Li Haiyi. (2022). **The application of role playing method in high school thought political lesson to explore**. (a master's degree thesis, university of eastern).
- Li Jiajia. (2020). **The practice of role play in high school biology teaching method research**. (a master's degree thesis, shaanxi normal university).
- Li Jiale. (2022). **History of cultivating the ability of understanding primary and high cohesion studies**. (master's degree thesis, Shanghai normal university).
- Li Jianming. (2014). **Asynchronous teaching high school history analysis**. Science wenhui (ten-day), (11), 177-187.
- Li jun Chou. (2018). **The use of role play in high school biology teaching method research**. (a master's degree thesis, central China normal university).
- Liang Shixian. (2007). **High school history of cultivating the ability of comprehensive practice and thinking** (a master's degree thesis, Inner Mongolia normal university).
- Lin Yuxin. (2021). **The role-playing method in junior middle school history teaching, the application of research** (a master's degree thesis. central China normal university).
- Liu Bangshu. (2021). **"Economic life" of role-playing teaching method in high school studies using**. (a master's degree thesis, southwest university).
- Peng Gaoyan. (2016). **Research on History Teaching Theory of Guanyanshi Middle School**. Hunan Normal University.
- Shi Liping. (2024). **Developing the unique educational value of History Course**. Teachers, (20), 129.

- Sun Litian & Ren Shijiang. (2013). **The idea of "Point-line" combined design of junior high school History Course -- the content requirements of Modern Chinese History course and suggestions on course content selection.** *Issues in History Teaching*, (06), 125-127.
- Wang Li. (2023). **The Application of Situational Teaching Method in Junior High School English Teaching from the Perspective of Core Literacy.** *Proceedings of the 2023 Annual Conference of China Tao Xingzhi Research Association* (8). Lanzhou Chengguan District Overseas Chinese Experimental School. DOI: 10.26914 / Arthur c. nkihy. 2023.116943.
- Wang Yan. (2018). **The high school thought political lesson of role-playing teaching method applied research.** (a master's degree thesis, central China normal university).
- Wu Shengnan. (2003). **The first introduction to history teaching strategy research.** Shanghai normal university, The DOI: 10.27312 / , dc nki. Gshsu. 2023.001158.
- Xu Shuangcheng (2012). **Research on Teachers' Teaching Status during the Implementation of the New History Curriculum in High School.** Shaanxi Normal University.
- Yue Haibo. (2020). **Measures to Strengthen the Cultivation of students' Comprehensive Quality and Ability in Junior high School History Teaching.** (eds.) *Proceedings of the 2020 Southland Expo (II)*, 594-597.
- Zhan Yaoqiang. (2003). **The high school history teaching and the cultivation of the students' comprehensive ability.** (a master's degree thesis, fujian normal university).
- Zhao Yafu (2004). **Seeking the original meaning of History Education -- On the Function of History Curriculum Standards Course.** *Teaching materials*, (3), 59-65. DOI: 10.19877 / j.carol carroll nki KCJCJF. 2004.03.011.
- Zhou Lijun. (2019). **Role play in English teaching the application.** *Journal of Inner Mongolia radio and TV university.*
- Zhou Qing. (2021). **Role playing in the junior middle school history teaching method applied research.** (a master's degree thesis, Inner Mongolia normal university).
- Zhu Huimin. (2021). **Secondary vocational school history curriculum to explore.** East China normal university. The DOI: 10.27149 / , dc nki. Ghdsu. 2021.001905.

Appendixes

Appendix A

List of Specialists and Letters of
Specialists Invitation for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

1. Assistant Professor Dr.Krongthip Neamthanom
Ph.D. Program in Research and Statistics in Cognitive Science
2. Assistant Professor Dr.Petchara Pipatsuntikul
Ph.D., Program in Educational Measurement and Evaluation
3. Assistant Professor Dr.Jiang Xiaoyan
Master of Education

Appendix B
Official Letter



RefNo. MHESI0643.14/574

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

30 June 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Krongthip Neamthanom

Miss Li Huaying is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using role playing technique to improve comprehensive ability in History course of Nursing students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Li Huaying at zcxxsk@163.com

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungjirakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th



Ref.No. MHESI 0643.14/573

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

30 June 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Petchara Pipatsuntikul

Miss Li Huaying is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using role playing technique to improve comprehensive ability in History course of Nursing students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Li Huaying at zcxxsk@163.com

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungjirakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th



Ref.No. MHESI 0643.14/575

Bansomdejchaopraya
Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

30 June 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Jiang Xiaoyan

Miss Li Huaying is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using role playing technique to improve comprehensive ability in History course of Nursing students"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Li Huaying at zcxxsk@163.com

Thank you for considering our request.

Sincerely,

Nainapas I.

(Dr.Nainapas Injoungjirakit)
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000 ext. 1814
www.bsru.ac.th

Appendix C

Research Instruments

Lesson Plan I

Content

Paris Peace Conference

Objective of Learning

1. Student explain importance of historical facts of the Paris Peace Conference. (K)
2. Students explain the reasons for the treaty signed at the Paris Peace Conference and its consequences. (K)

Main point/concept

Paris Peace Conference

The Paris Peace Conference was the post-war treaty conference held at the Palace of Versailles in Paris on January 18, 1919. There were 1,000 delegates from 27 victorious nations, 70 of whom were plenipotentiaries. Soviet Russia was not invited, and Germany, Turkey, Bulgaria, Austria and other defeated countries were excluded. After a fierce contest and compromise with each other, on June 28, the victorious countries finally signed the Peace Treaty with Germany in the famous Mirror Hall of the Palace of Versailles near Paris, that is, the Peace Treaty of Versailles.

Learning processes

1. Introduction

Introduce the learning objectives of Paris Peace Conference. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

2. Learning content: Paris Peace Conference

Teachers introduce the background and relevant knowledge of the Paris Peace Conference, so that students have a preliminary understanding of the Paris Peace Conference.

2.1) The Paris Peace Conference was an international conference held in Paris, France, from November 18, 1919 to January 10, 1920. The conference was a peace conference between the victorious countries (the Allies) and the defeated countries (the Central Powers) after World War I. In 1919, after the end of the war, the victors decided to convene this conference to discuss the post-war world order and arrangements. The major participating countries included Great powers such as Britain, France, the United States and Italy, which tried to establish the post-war international political and economic order through negotiations and consultations. The process of the Paris Peace Conference was complicated and full of political wrangling. The main topics of the conference include territorial issues, reparations issues, security issues and political issues. The territorial issue mainly involves the territorial ceding and re-delimitation of the defeated country. The issue of reparations mainly involves the compensation of war costs and losses. Security issues mainly concern international organizations and mechanisms that maintain world peace and security. The political question is mainly concerned with the establishment of new international political systems and rules. Many agreements and decisions were reached on these issues, including the cession of German territory, reparations and restrictions on international status, and the important decision to establish a League of Nations to maintain peace and equality.

2.2) At the Paris Peace Conference, delegates from various countries held intense discussions on a range of issues. First, on the political front, U.S. President Woodrow Wilson proposed the idea of a League of Nations to promote global peace and cooperation. This idea was supported by most of the delegates and eventually became part of the Treaty of Versailles. Secondly, on the question of territory, Germany was deprived of its colonies, and at the same time the question of the redivision of European territory was discussed. France advocated the recovery of Alsace-Lorraine, while the United Kingdom and the United States supported Belgium's expansion. In addition, Poland's territorial claims around Germany's eastern border were hotly debated. Finally, on the question of reparations, the delegates had an in-depth discussion on German war reparations. Britain and France advocated severe compensation for Germany, while the United States advocated modest compensation to avoid excessive German bankruptcy. After a heated debate, the countries reached an agreement on reparations.

2.3 The Paris Peace Conference had a profound impact on the post-war world. First, it ended the First World War and provided the victors with the conditions to punish and make peace with the defeated, thereby consolidating the victors' gains. Secondly, the international organizations and mechanisms established by it, such as the League of Nations, provide an initial institutional guarantee for world peace. Moreover, its harsh sanctions and territorial ceding of defeated states have led to new ethnic tensions and territorial disputes, setting the stage for future conflicts. Finally, it laid the foundation for the post-World War II world order and influenced the post-war international political and economic system.

Learning Activity

Role playing learning activities have 4 stages as follows: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage

1. Preparation stage

In this stage, students are mainly required to complete the learning of knowledge points required for the implementation of projects and production of works.

1.1 The teachers divided the 30 students into six groups of five, and each group represented a different country: China, the United States, Japan, Britain, France and Germany.

1.2 Each group of students Prepare historical information, relevant background such as policy documents, personalities, historical events, etc. and write dialogue.

1.3 Teachers and students prepare equipment apparel and scenes in accordance with the content.

1.4 The teacher gives advice on preparing for the role play.

2. Role playing stage

In this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play.

2.1 The students began to role-play according to their roles. They can gain insight into historical events and express their opinions and positions by playing the role.

2.2 Students can interact and discuss with other characters, such as debates between UK and France, and the Chinese delegation refused to sign.

2.3 Students can experience historical situations during role play and learn about the development and change of historical events.

3. Discussion and reflection stage

In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.

3.1 At the end of the role play, the teacher leads the students in discussion and reflection. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. Each group has 5 minutes.

3.2 The teachers guide the students to summarize the historical significance and influence of the Paris Peace Conference, and also discuss the limitations of the Paris Peace Conference.

3.3 Teachers lead students to consider the many facets of historical issues, such as the choices we would have made if we had been the decision makers at the time.

4. Summary stage

In the evaluation stage, teachers and students participate together, and evaluate the whole process through student self-evaluation, student mutual evaluation, teacher evaluation and other ways. In the summary stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, evaluated the behavior of various countries in history, scored the role of each group, and pointed out the advantages and disadvantages of each group.

4.1 Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues, etc.

4.2 Teachers assign assignments, such as writing a report or reflective essay on the Paris Peace Conference.

Measurement and Evaluation

1. Observe participation in activities
2. Assessment of students in role-playing

Instructional Media

1. History of the World
2. Paris Peace Conference
3. Open online history course

Learning Schedule: Paris Peace Conference 8 hours

Date/time	Teaching Process	remark
Day 1 9.00-9.10	Introduction Introduce the learning objectives of Paris Peace Conference.	10 minutes
9.10-10.40	Learning content: Paris Peace Conference The Paris Peace Conference 2.1) The Paris Peace Conference was an international conference held in Paris, France, from November 18, 1919 to January 10, 1920. 2.2) At the Paris Peace Conference, delegates from various countries held intense discussions on a range of issues. 2.3 The Paris Peace Conference had a profound impact on the post-war world.	1.30 hour
10.40-12.00	Learning Activity: Using role playing technique 4 stages 1) Preparation stage Divided the 30 students into six groups, each group of students prepare historical information, write dialogue, prepare equipment apparel and scenes in accordance with the content.	1.20 hours
12.00-13.00	Lunch time	

Date/time	Teaching Process	remark
13.00-14.00	<p>1) Preparation stage (continue)</p> <p>Each group practices their performance according to the script. Before role-playing stage.</p>	1 hour
Day 2 9.00-11.00	<p>2) Role playing stage</p> <p>Teachers act as narrators and directors to promote the development of the plot. Each group will have twenty minutes to role-play. The students began to role-play according to their roles.</p>	2 hours
11.00-12.00	<p>3) Discussion and reflection stage</p> <p>In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.</p>	1 hour
12.00-13.00	Lunch time	
13.00-14.00	<p>4) Summary stage</p> <p>Summarize the performance of each group, guide students to grasp the process of the event in depth, and explain the textbook content in depth about the Paris Peace Conference.</p>	1 hour

Lesson Plan II

Content

French Revolution

Objective of Learning

1. Student explain importance of historical facts of the French Revolution. (K)
2. Students can explain the reasons for the French Revolution and its consequences. (K)

Main point/concept

French Revolution

The French Revolution, also known as the French Bourgeois Revolution, refers to the revolution that broke out in France from July 14, 1789 to July 27, 1794, when the Bourbon dynasty and its monarchy, which ruled France for many centuries, collapsed within three years.

France experienced an epic transformation during this period: aristocracy and religious privilege were constantly under assault by liberal political organizations and street protesters, and old ideas were gradually replaced by new democratic ideas such as innate human rights and separation of powers.

Learning processes

1. Introduction

Introduce the learning objectives of French Revolution. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes

2. Learning content: French Revolution

Teachers introduce the background and relevant knowledge of the French Revolution, so that students have a preliminary understanding of the French Revolution.

2.1) At the end of the 18th century, France was a highly centralized state, with its political, economic, and cultural systems dominated by the monarchy and the aristocracy. This system has led to social inequality and popular discontent. At the same time, France also faced many external threats, such as Britain's colonial wars and interference in the independence movement in North America. In 1789, King Louis XVI of France called the Estates-General, but the representatives in the Assembly were not given equal voice and economic benefits. This sparked public discontent, and Parisians took to the streets chanting "Liberty, equality, fraternity". Instead, the government sent in the army to crack down, further inflaming social tensions. On July 14 of the same year, the citizens of Paris captured the Bastille Prison, which was the beginning of the French Revolution. Since then, uprisings have broken out across France, and government forces have also carried out strong resistance. Eventually, the monarchy was overthrown, the nobles were exiled or executed, and the people were granted equal rights and freedoms. However, this revolution did not completely solve the social problems, on the contrary, it brought more division and inequality.

2.2) The influence of the French Revolution is very far-reaching, including politics, society, culture and many other aspects. Politically, the French Revolution overthrew the feudal autocracy and established a bourgeois republic, providing a political guarantee for the development of capitalism. In society, the French Revolution promoted the democratization process of European countries, and promoted the emancipation of people's minds and the development of science and culture. Culturally, the French Revolution had a profound impact on European literature and art, producing many great writers and artists. In short, the French Revolution is an important historical event in European history, which not only affected the historical trend of France, but also had an important impact on the whole European and even global modernization process.

2.3) By actively participating in role-playing activities, students can experience and learn how to portray characters. In the process of role playing, students need to pay attention to language expression, physical posture, emotional expression and other aspects, which helps to develop their performance skills. Students can learn role-playing techniques by reading related books, articles or watching instructional videos. At the same time, they can consolidate and apply these skills through practice.

Learning Activity

Role playing learning activities have 4 stages as follows: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage

1. preparation stage

At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. This step is the most basic step. Students are required to gather relevant information outside of class and complete the entire historical event

1.1 The teachers divided the 30 students into six groups of five, and each group represented a different role: such as king, queen, aristocrat, farmer, worker, soldier etc.

1.2 Each group of students Prepare historical information, relevant background such as policy documents, personalities, historical events, etc. and write dialogue.

1.3 Teachers and students prepare equipment apparel and scenes in accordance with the content.

1.4 The teacher gives advice on preparing for the role play.

2. Role playing stage

In this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play.

2.1 The students began to role-play according to their roles. They can gain insight into historical events and express their opinions and positions by playing the role.

2.2 Students can interact and discuss with other characters, such as the signing of the Declaration of Rights.

2.3 Students can experience historical situations during role play and learn about the development and change of historical events.

3. Discussion and reflection stage

In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.

3.1 At the end of the role play, the teacher leads the students in discussion and reflection. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. Each group has 5 minutes.

3.2 The teacher's guide the students to summarize the historical significance and influence of the French Revolution, and also discuss the limitations of the French Revolution.

3.3 Teachers lead students to consider the many facets of historical issues, such as the choices we would have made if we had been the decision makers at the time.

4. Summary stage

In the summary stage, teachers evaluate the whole process, summarize the performance of each group, guide students to grasp the process of the event in depth, and explain the textbook content in depth. History is not only the accident of the event, but also the necessity of time.

4.1 Teacher summary: Teachers summarize the role and significance of role-playing in the teaching of French Revolution history, emphasizing student participation and experience.

4.2 Student summary: Students summarize the learning experience and gains of role-playing method, and put forward their own questions and suggestions.

4.3 Extended learning: Students can continue to play roles in other historical events according to their own interests and strengths.

Measurement and Evaluation

- Observe participation in activities
- Assessment of students in role-playing

Instructional Media

1. History of the World
2. French Revolution
3. Open online history course

Learning Schedule: French Revolution 8 hours

Date/time	Teaching Process	remark
Day 3 9.00-9.10	Introduction Introduce the learning objectives of French Revolution.	10 minutes
9.10-10.40	Learning content: French Revolution The French Revolution 2.1) The French Revolution, also known as the French Bourgeois Revolution, refers to the revolution that broke out in France from July 14, 1789 to July 27, 1794. 2.2) Aristocratic and religious privileges were constantly under attack by liberal political organizations and street protesters, and old ideas were gradually replaced by new democratic ideas such as innate human rights and the separation of powers. 2.3 The French Revolution had a profound impact on the world	1.30 hour
10.40-12.00	Learning Activity: Using role playing technique 4 stages 1) Preparation stage Divided the 30 students into six groups, each group of students prepare historical information, write dialogue, prepare equipment apparel and scenes in accordance with the content.	1.20 hours
12.00-13.00	Lunch time	
13.00-14.00	1) Preparation stage (continue) Each group practices their performance according to the script. Before role-playing stage.	1 hour

Date/time	Teaching Process	remark
Day 4 9.00-11.00	2) Role playing stage Teachers act as narrators and directors to promote the development of the plot. Each group will have twenty minutes to role-play. The students began to role-play according to their roles.	2 hours
11.00-12.00	3) Discussion and reflection stage In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.	1 hour
12.00-13.00	Lunch time	
13.00-14.00	4) Summary stage	1 hour

Lesson Plan III

Content

Westernization movement

Objective of Learning

1. Student explain importance of historical facts of the Westernization movement. (K)
2. Students explain the reasons for the Westernization movement and its consequences. (K)

Main point/concept

Westernization movement

Westernization Movement, also known as the self-strengthening movement. From the 1860s to the late 1990s, the Westernization faction of the Qing Dynasty used Western military equipment, machine production and science and technology to save the rule of the Qing Dynasty under the slogan of "self-improvement" and "seeking wealth". The fundamental purpose of the Westernization movement was to maintain the rule of the Qing Dynasty.

On January 11, 1861, Aixin Juelo Yi Xin, together with GUI Liang and Wen Xiang, issued the Sixth Draft Regulation of the General Planning of Yi Affairs, and carried out a western affairs movement with the goal of enriching the country and strengthening the army. After the coup d'état of Xin You in 1861, Cixi re-used the Westernization faction, which introduced advanced Western science and technology on a large scale and set up modern military industry and civilian enterprises. In 1894, in the Sino-Japanese First Sino-Japanese War, the entire Beiyang Navy was destroyed, marking the bankruptcy of the Westernization movement that lasted more than 30 years.

Although the Westernization movement objectively stimulated the development of Chinese capitalism and resisted the economic input of foreign capitalism to a certain extent, it did not lead China to the road of prosperity and prosperity.

Learning processes

1. Introduction

Introduce the learning objectives of Westernization movement. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

2. Learning content: the Westernization movement

Teachers introduce the background and relevant knowledge of the Westernization movement, so that students have a preliminary understanding of the Westernization movement.

2.1 After the Opium War, China was opened by the Western powers and gradually became a semi-colonial and semi-feudal society. At the same time, with the arrival of industrial civilization, the traditional handicraft workshops in China are also facing great challenges. In this context, some people with insight began to recognize their own backwardness and tried to change the situation by learning Western technology and culture. First of all, the Westernization school put forward the idea of "learning the skills to control the barbarian", and began to explore the study of western science and technology culture. They set up military and civilian enterprises, introduced Western machinery and technology, and trained a number of technical personnel. Secondly, the Westernization school also carried out the reform of the imperial examination system, advocated new learning and reused new people, and reserved talents for the modernization development of the country. Finally, the Westernizers also strengthened the management and development of border areas and consolidated the foundation of national unity and ethnic unity. In a word, the Westernization Movement is an important revolution in China's modern history, which opened the course of China's modernization and promoted the national awakening and development.

2.2 The Westernization Movement was a political movement in the late Qing Dynasty. Its main content was to introduce western technology and system to strengthen the rule of the Qing Dynasty and promote the modernization level of the country. Introduction and development of military industry. During the Westernization Movement, the Qing government actively introduced Western military technology and equipment in order to establish a modern military

industry. A number of modern military enterprises and institutions such as Jiangnan Manufacturing Bureau, Fuzhou Shipbuilding Bureau and Anqing Nei Ordnance Institute came into being during this period. These enterprises and institutions introduced advanced Western technologies such as steam engines, railways and smelting, and began to produce modern weapons and equipment. The rise of civilian industry. In addition to military industry, the Westernization movement also promoted the development of civilian industry. Kaiping Mining Bureau, Shanghai Machinery Weaving Layout, Hanyang Iron Works and other enterprises and institutions were established during this period, and began to produce and introduce modern equipment and products. These civilian industries not only meet the needs of the domestic market, but also promote the modernization process of China's economy. Educational and cultural change. During the Westernization Movement, the Qing government also actively promoted educational and cultural changes. We will send foreign students to study in Western countries, open foreign language schools, technical colleges and other educational institutions, and promote modern scientific and cultural knowledge. At the same time, China's traditional culture has also been impacted and influenced by Western culture, and there are signs of cultural exchange and integration. Reform of the political system. During the Westernization Movement, some people with insight advocated the reform of the political system. They believe that China should learn from the political systems of Western countries and establish democratic political systems such as a parliamentary system in order to modernize and democratize the country. However, this proposition was not recognized and implemented by the Qing government.

2.3 In short, the content of the Westernization movement is reflected in several aspects: Introducing Western advanced science and technology, The establishment of modern industrial enterprises promoted China's social modernization, played a certain role in resisting the expansion of foreign economic forces, objectively stimulated the development of Chinese capitalism, promoted the emergence of Chinese national capitalism, played a certain role in resisting the expansion of foreign economic forces, and promoted the emergence of China's first batch of modern scientific and technological talents To a certain extent, it has changed people's thinking and behavior and social atmosphere.

Learning Activity

Role playing learning activities have 4 stages as follows: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage

1. Preparation stage

In this stage, students are mainly required to complete the learning of knowledge points required for the implementation of projects and production of works.

1.1 The teachers divided the 30 students into six groups of five, and each group represented a different role: Royalists, constitutionalists, revolutionaries, reformists, peasants, imperial powers.

1.2 Each group of students Prepare historical information, relevant background such as policy documents, personalities, historical events, etc. and write dialogue.

1.3 Teachers and students prepare equipment apparel and scenes in accordance with the content.

1.4 The teacher gives advice on preparing for the role play.

2. Role playing stage

In this stage, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play.

2.1 The students began to role-play according to their roles. According to their role, they can gain insight into historical events and express their opinions and positions by playing the role.

2.2 Students can interact and discuss with other characters, such as debates between the Westernizers and the opposition, and interactions between the Qing government and other factions.

2.3 Students can experience historical situations during role play and learn about the development and change of historical events.

3. Discussion and reflection stage

In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.

3.1 At the end of the role play, the teacher leads the students in discussion and reflection. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. Each group has 5 minutes.

3.2 The teacher guide the students to summarize the historical significance and influence of the Westernization Movement, and also discuss the limitations of the Westernization movement.

3.3 Teachers lead students to consider the many facets of historical issues, such as the choices we would have made if we had been the decision makers at the time.

4. Summary stage

In the evaluation stage, teachers and students participate together, and evaluate the whole process through student self-evaluation, student mutual evaluation, teacher evaluation and other ways. In the summary stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, evaluated the behavior of various countries in history, scored the role of each group, and pointed out the advantages and disadvantages of each group.

4.1 Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues, etc.

4.2 Teachers assign assignments, such as writing a report or reflective essay on the Westernization movement.

Measurement and Evaluation

- Observe participation in activities
- Assessment of students in role-playing

Instructional Media

- Chinese history
- Westernization movement
- Open online history course

Learning Schedule: Westernization movement 8 hours

Date/time	Teaching Process	remark
Day 5 9.00-9.10	Introduction Introduce the learning objectives of the Westernization movement.	10 minutes
9.10-10.40	Learning content: Westernization movement The Westernization movement 2.1) Westernization Movement, also known as the self-strengthening movement. From the 1860s to the late 1990s. 2.2) The fundamental purpose of the Westernization movement was to maintain the rule of the Qing Dynasty. 2.3 The Westernization Movement had a profound impact on China	1.30 hour
10.40-12.00	Learning Activity: Using role playing technique 4 stages 1) Preparation stage Divided the 30 students into six groups, each group of students prepare historical information, write dialogue, prepare equipment apparel and scenes in accordance with the content.	1.20 hours
12.00-13.00	Lunch time	
13.00-14.00	1) Preparation stage (continue) Each group practices their performance according to the script. Before role-playing stage.	1 hour

Date/time	Teaching Process	remark
Day 6 9.00-11.00	2) Role playing stage Teachers act as narrators and directors to promote the development of the plot. Each group will have twenty minutes to role-play. The students began to role-play according to their roles.	2 hours
11.00-12.00	3) Discussion and reflection stage In this stage, different groups ask questions to each other, the teacher asks questions, and each other discusses the social situation and propositions faced by the other, and discusses their rationality and correctness.	1 hour
12.00-13.00	Lunch time	
13.00-14.00	4) Summary stage	1 hour

The Objective Test

Student explain importance of historical facts of the Paris Peace Conference. (K)

Content	The Item Questions
The Paris Peace Conference	<p>1. At the Paris Peace Conference in 1919, the central issue was?</p> <p>a) League of Nations</p> <p>b) Adjusting European borders</p> <p>c) Analysis of signing the peace treaty with Germany</p> <p>d) Distribution of German war reparations</p>
	<p>2. Britain and France, former Allies on the battlefield, were angry at each other at the Paris Peace Conference and even threatened to withdraw from it. The crux of the conflict between the two countries is?</p> <p>a) The Struggle for Interests in the Far East and the Pacific</p> <p>b) Organization of the League and the struggle for control</p> <p>c) Naval armament and its proportions.</p> <p>d) The struggle for balance of power and hegemony in the European continent</p>
	<p>3. In 2009, the PLA Navy held a military parade in Qingdao, Shandong province, marking the 60th anniversary of its founding. This place has witnessed the history of China's humiliation as victorious nation after the First World War, and the international documents related to this are?</p> <p>a) Treaty of Sin-Ugly</p> <p>b) Treaty of Versailles</p> <p>c) Analysis of the Cairo Declaration</p> <p>d) Potsdam Proclamation</p>

Content	The Item Questions
The Paris Peace Conference	<p>4. President Wilson of the United States stated in his Fourteen Points that "there shall be absolute freedom of navigation beyond the territorial sea in time of peace and in time of war." Its true purpose is?</p> <ul style="list-style-type: none"> a) Breaking British naval supremacy b) Preventing a repeat of Germany's "unrestricted submarine warfare" c) The treaty on dividing spoils signed between the great powers during World War I was cancelled. d) Breaking down traditional spheres of influence and tariff barriers
	<p>5. When the First World War was still going on, one of the leaders of one country said, "When the war is over, we will be able to force them [the Allies] to think our way, because then they will be in our hands in everything, at least financially." Who's speech?</p> <ul style="list-style-type: none"> a) President of the United States b) Prime Minister of the United Kingdom c) Prime Minister of France d) Premier of China
	<p>6. When the news of the signing of the Treaty of Versailles in June 1919 was heard by Marshal Foch of France, he said: "This is not peace, this is a 20-year truce." What did he mean by this?</p> <ul style="list-style-type: none"> a) There are sharp contradictions between the victorious nations. b) The slaughter of Germany sowed the seeds of vengeance. c) Britain and France were at loggerheads with the United States for leadership of the League of Nations. d) The United States and Japan are deeply conflicted about competing for China.

Content	The Item Questions
The Paris Peace Conference	<p>7. Which statement is incorrect regarding the Treaty of Versailles?</p> <p>a) France's attempt to sanction Germany has been fully realized.</p> <p>b) All of Germany's overseas colonies were divided among themselves.</p> <p>c) China's legitimate rights and interests have been seriously damaged.</p> <p>d) German armaments were relatively strictly limited.</p>
	<p>8. Why are representatives of most countries busy all day attending ballroom dances during the Paris Peace Conference?</p> <p>a) The status of these countries in the Peace Conference is insignificant</p> <p>b) These delegates are keen to participate in social events</p> <p>c) The topics discussed at the meeting had little to do with those countries</p> <p>d) The French Government is interested in co-opting these countries</p>
	<p>9. Who spoke at the opening of the Paris Peace Conference? which has severe satire said Germany "Born into injustice and should die of shame," and he supported "Draining the pockets of the German people"</p> <p>a) Wilson, American President</p> <p>b) Lloyd George, British Prime Minister</p> <p>c) French Prime Minister Jean-Francois Clemenceau</p> <p>d) Italian Prime Minister Orlando</p>

Content	The Item Questions
The Paris Peace Conference	<p>10. The main reason for the defeat of the United States at the Paris Peace Conference is?</p> <p>a) Wilson had little experience in international diplomacy.</p> <p>b) The overall national strength of the United States is not as good as that of Britain and France.</p> <p>c) The United States is reluctant to meddle in European affairs.</p> <p>d) The United States faces a challenge from Japan in the Asia-Pacific region</p>
	<p>11. The following elements of the Treaty of Versailles best reflect the nature of the Paris Peace Conference?</p> <p>a) The transfer of German privileges in Shandong to Japan</p> <p>b) The recognition by Germany of the independence of Poland</p> <p>c) Germany must allow the free development and religious freedom of minorities within its borders</p> <p>d) The return of Alsace-Lorraine to France</p>
	<p>12. The two former battlefield Allies of Britain and France were angry at each other at the Paris Peace Conference, and even threatened to withdraw from the peace conference. What is the focus of the conflict between the two countries?</p> <p>a) The Struggle for Interests in the Far East and the Pacific</p> <p>b) Organization of the League and the struggle for control</p> <p>c) Naval armament and its proportions.</p> <p>d) The struggle for balance of power and hegemony in the European continent</p>
	<p>13. The provision of the Treaty of Versailles that best reflects the wishes of Britain is</p> <p>a) Territorial question</p> <p>b) Analysis of the colonial problem.</p> <p>c) Military issues</p> <p>d) Compensation problem</p>

Content	The Item Questions
The Paris Peace Conference	<p>14. U.S. President Woodrow Wilson stated in his 14 Points Principle, "There shall be absolute freedom of navigation beyond the territorial sea in times of peace and in times of war." What is its real purpose?</p> <ul style="list-style-type: none"> a) Breaking British naval supremacy b) Preventing a repeat of Germany's "unrestricted submarine warfare" c) The treaty on dividing spoils signed between the great powers during World War I was cancelled. d) Breaking down traditional spheres of influence and tariff barriers
	<p>15. How did the signing of the Treaty of Versailles affect the outcome of World War I?</p> <ul style="list-style-type: none"> a) Marked the end of the First World War b) Laid the foundation for Germany's defeat and future development c) Led to the formation of the Versailles system, which maintained a relatively peaceful situation in Europe for some time d) All of the above
	<p>16. In 1919, President Wilson of the United States attended the Paris Peace Conference with the Fourteen Points. A Western critic said, "Wilson's principles conquered Europe..." The main reason why Wilson's principles conquered Europe was that?</p> <ul style="list-style-type: none"> a) The comprehensive strength of the United States has surpassed that of European countries b) People are tired of war and want peace c) The "League of Nations" manipulated by the United States has a profound influence in Europe d) The Fourteen Points have better safeguarded the interests of Europe

The Objective Test

Student explain importance of historical facts of the French Revolution. (K)

Content	The Item Questions
French Revolution	<p>1. France celebrates 14 July as its National Day to commemorate?</p> <p>a) the convening of the Estates-General, b) the storming of the Bastille c) the publication of the Declaration of the Rights of Man, d) the founding of the First French Republic</p>
	<p>2. At the beginning of the 19th century, what was the positive significance of Napoleon's foreign wars?</p> <p>a) Expanded the boundaries of France b) Fought against the feudal forces in Europe c) Brought the French Pacific Revolution to a climax d) Established bourgeois rule in European countries</p>
	<p>3. Napoleon said, "My true glory is not that I have won forty battles, the Battle of Waterloo has erased the memory of all that." But there is one thing that will not be forgotten. It will be immortal, that is my code." The code arose from ?</p> <p>a) The period of the First French Republic b) The First Empire of France c) The French Second Republic d) The French Third Republic</p>
	<p>4 Which person waged many foreign wars to fight feudal forces in Europe and further the success of the French Revolution?</p> <p>a) Robespierre b) Louis XVI c) Napoleon d) Charles I</p>

Content	The Item Questions
French Revolution	<p>5. In the 17th and 18th centuries, the bourgeois revolutions in England, America, and France, which shared importance?</p> <p>① Both overthrew foreign colonial rule</p> <p>② Both have established a capitalist system</p> <p>③ Constitutional monarchies were established</p> <p>④ All contributed to the development of capitalism</p> <p>a) ① ③</p> <p>b) ② ③</p> <p>c) ② ④</p> <p>d) ① ④</p>
	<p>6. "The event itself had no practical effect, but it destroyed the symbol of oppression in the minds of the common people and set the stage for the great French Revolution." "This event" in the material means?</p> <p>a) Napoleon came to power</p> <p>b) Promulgation of the Declaration of Human Rights</p> <p>c) The people of Paris took the Bastille</p> <p>d) The First French Republic was established</p>
	<p>7. The French Revolution at the end of the 18th century, like a storm, like a sudden rain, brought down the autocratic empire and established the republican regime, enough to announce the beginning of a new social system on the European continent, and had a profound impact on the whole world. The beginning of this great revolution is marked by?</p> <p>a) Congress reconvenes</p> <p>b) Capture the Bastille</p> <p>c) The Boston Tea Party</p> <p>d) The Scottish People's Uprising</p>

Content	The Item Questions
French Revolution	<p>8. The early bourgeois revolution in Europe and America produced many representative documents. Declaration of Human Rights has the biggest feature?</p> <p>a) Emphasize freedom and equality, and protect private property</p> <p>b) Limit the power of the monarch</p> <p>c) Declare independence from colonial rule</p> <p>d) Free the black slaves</p>
	<p>9. The following historical events that took place during the bourgeois revolution in France, in chronological order, are correct?</p> <p>① Adoption of the Declaration of Human Rights</p> <p>② Capture the Bastille</p> <p>③ Establishment of a republic</p> <p>④ Establishment of the First French Empire</p> <p>a) ① ③ ④ ②</p> <p>b) ① ② ④ ③</p> <p>c) ② ① ③ ④</p> <p>b) ② ③ ① ④</p>
	<p>10. When studying modern world history, a student found that the European borders changed dramatically between 1804 and 1814. The main reason for this change is?</p> <p>a) The British bourgeois revolution</p> <p>b) The French Revolution</p> <p>c) The American Revolution</p> <p>d) Napoleonic Wars</p>
	<p>11. What was the main cause of the fall of Napoleon's empire?</p> <p>a) The feudal party in France was very powerful</p> <p>b) Foreign wars have harmed the interests of the people of many countries</p> <p>c) The military dictatorship has never enjoyed the support of the bourgeoisie</p> <p>d) Napoleon's army was too small and poorly equipped</p>

Content	The Item Questions
French Revolution	<p>12. The root cause of the outbreak of the bourgeois revolution in France is?</p> <p>a) The decadent feudal system hindered the development of French capitalism</p> <p>b) At the Estates-General the king did not meet the demands of the Third Estate</p> <p>c) On the eve of the revolution, there was a strict hierarchy in France</p> <p>d) On the eve of the revolution, French Enlightenment thought was active</p>
	<p>13. Main Reasons for the fall of Napoleon's Empire?</p> <p>a) The feudal party in France was very powerful</p> <p>b) Foreign wars have harmed the interests of the people of many countries</p> <p>c) The military dictatorship never enjoyed the support of the bourgeoisie</p> <p>d) Napoleon's army was too small and poorly equipped</p>
	<p>14. "The Declaration of Human Rights was more important to the international prestige of France than all the victories of the French army,"</p> <p>What is this mainly because of the impact of the Declaration of Human Rights?</p> <p>a) Completely destroyed the feudal rule of France</p> <p>b) is the first code of the bourgeois state</p> <p>c) Promoted the dissemination of the idea of freedom and equality</p> <p>d) Brought the French Revolution to a climax</p>

Content	The Item Questions
French Revolution	<p>15. What was the root cause of the French Revolution?</p> <ul style="list-style-type: none"> a) The oppression of feudal autocratic rule b) The influence of Enlightenment thought c) The growth of the bourgeoisie d) All of the above
	<p>16. During the French Revolution, which slogan became the symbol of the revolution?</p> <ul style="list-style-type: none"> a) Liberty, equality, fraternity b) Popular sovereignty c) Innate human rights d) Separation of powers
	<p>17. What was the result of the active foreign policy of the Jacobins during the French Revolution?</p> <ul style="list-style-type: none"> a) The Rise of Napoleon b) The Glorious Revolution in England c) The end of the American Revolution d) Victory in the Spanish Civil War

The Objective Test

Student explain importance of historical facts of the Westernization movement. (K)

Content	The Item Questions
Westernization movement	<p>1. "China's defeat in the Sino-Japanese War was deeply painful, an unprecedented national crisis, which awakened the Chinese people to woke up". From the said message, which statement gives the wrong meaning to "Chinese people woke up"?</p> <p>a) The people of Taiwan started A revolt against Japanese rule in order to return to their motherland</p> <p>b) The landlord class began the Westernization movement of "self-improvement and seeking wealth"</p> <p>c) The bourgeois reformists launched the Wuxu Reform Movement to save the nation</p> <p>d) Bourgeois revolutionaries launched the Xinhai Revolution to overthrow the Qing Dynasty</p>
	<p>2. The ancient Roman philosopher Cicero said, "Who controls the seas, he controls the world." Which were the earliest navies founded in modern China?</p> <p>① South Ocean Navy ② North Ocean Navy ③ Western Navy ④ Fujian Navy</p> <p>a) ① ② ③</p> <p>b) ① ③ ④</p> <p>c) ② ③ ④</p> <p>d) ① ② ④</p>
	<p>3. The Chairman Mao once said, "When it comes to heavy industry, we cannot forget Zhang Zhidong, and when it comes to light industry, we cannot forget Zhang Jian." Zhang Zhidong and Zhang Jian Di have one thing in common?</p> <p>a) They are all representatives of Westernization</p> <p>b) They are all famous industrialists in modern China</p> <p>c) Both advocate the introduction of foreign capital on the premise of not harming national interests</p> <p>d) All made contributions to the industrial development of modern China</p>

Content	The Item Questions
Westernization movement	<p>4. Who founded Hanyang Iron Works, which made "Hanyang Manufacturing" famous all over the world?</p> <p>a) Zeng Guofan b) Li Hongzhang c) Zhang Zhidong d) General Tso</p>
	<p>5. "Ever since the Opium War, there have been people in China dreaming of all kinds of Western dreams: dreaming of Western ships and guns, dreaming of Western new industries, dreaming of Western democracy...". Which is New Western Industry dream?</p> <p>a) Westernization movement b) Taiping Heavenly Kingdom Movement c) Hundred Days' Reform d) New culture movement</p>
	<p>6. Which is the enterprise founded by the Westernization faction of the Westernization movement for the purpose of wealth?</p> <p>a) Ankynei Ordnance Institute b) Jiangnan General Manufacturing Bureau c) Fuzhou shipyard d) Hubei weaving layout</p>
	<p>7. As Xu Zhongyue wrote in Modern Chinese History: China's Struggle for Land, "If the vassals opened the way to Westernization, General Tso and Li Hongzhang clung to the torch of Westernization with fighting spirit." The "westernization" in the text refers to?</p> <p>a) Westernization movement b) Hundred Days' Reform c) Xinhai Revolution d) New culture movement</p>

Content	The Item Questions
Westernization movement	<p>8. Many slogans were put forward in the Westernization movement. Which slogan was Fuzhou Shipbuilding Bureau founded for?</p> <p>a) Science</p> <p>b) Get rich</p> <p>c) Self-improvement</p> <p>d) Democracy</p>
	<p>9. "The First man in Modern Industry" said: "He... The greatest spiritual support is the lofty social ideal in the heart, which is the dream of revitalizing the country that a politician still remembers after his resignation. Who is he?</p> <p>a) Wei Yuan</p> <p>b) Zhang Jian</p> <p>c) Chen Duxiu</p> <p>d) Hu Shi</p>
	<p>10. Commenting on a certain historical event, Wang Linmao said: "Its greatest significance is not to produce the effect of 'self-improvement', but to tear a hole in the ancient feudalism, according to which of the following is his idea?"</p> <p>a) The progressive role of the Westernization movement is mainly reflected in opening up the road of modernization</p> <p>b) Hundred Days' Reform impacted the old and decadent culture and had enlightenment significance</p> <p>c) The Revolution of 1911 was a significant milestone in the modernization of Chinese society</p> <p>d) The anti-imperialist and patriotic May Fourth Movement was the beginning of China's new democratic revolution</p>

Content	The Item Questions
Westernization movement	<p>11. The guns of Britain made the Westernizers deeply realize: "The way of self-improvement is based on the education of talents; To cultivate talents is to build schools first ", so the Westernization group set up foreign language schools and military technology schools in various places. What is the impact of these westernization schools?</p> <ul style="list-style-type: none"> a) Promote the development of national capitalism b) Resist the invasion of foreign economic powers c) An advanced industrialization system has been established d) Promote the modernization of education in China
	<p>12. Wang Guowei said in "Mr. Shen Yian's Seventy Years of Life Preface": "During the three hundred years of the Qing Dynasty, there were three changes in scholarship: the first was in the early Qing Dynasty, the second was in the period of Emperor Qianjia, and the third was after Emperor Daoxian."</p> <p>What is the main change of the third time?</p> <ul style="list-style-type: none"> a) Criticism and reflection on the old theories of Neo-Confucianism b) Dive into the evidence of all the scriptures c) Introduce, disseminate and study Western culture d) We should point out current problems in society and focus on practical learning
	<p>13. On March 7, 1863, the first Chinese newspaper in Shanghai, Shanghai New News, published an advertisement for Sentai Photo Studio: "This museum prints fine small pictures from 10 a.m. to 3 p.m. at very reasonable prices... If you wish to print a photo, please come to our library." This reflects?</p> <ul style="list-style-type: none"> a) Western lifestyle influences China b) China was reduced to a semi-colonial society c) Modern Chinese society began to change d) The change of economic structure in modern China

Content	The Item Questions
Westernization movement	<p>14. Which of the following is not the main cause of the Westernization movement?</p> <p>a) Deepening of national crisis</p> <p>b) The rise of national capitalism</p> <p>c) Dissemination of Western science and technology</p> <p>d) The emperor's mind</p>
	<p>15. Which of the following statements about the influence of the Westernization Movement is false?</p> <p>a) Promoted the development of national capitalism</p> <p>b) A modern navy and army were established</p> <p>c) Spread modern Western scientific culture</p> <p>d) China has completed its bourgeois revolution</p>
	<p>16. What is the position of the Westernization movement in modern Chinese history?</p> <p>a) A self-rescue movement of a failed feudal ruler</p> <p>b) The beginning of China's modernization</p> <p>c) The beginning of the new Democratic revolution</p> <p>d) The starting point of the proletarian revolution</p>
	<p>17. What was the most impact of the Westernization movement has on China's economic structure?</p> <p>a) Promoted the development of national capitalism</p> <p>b) Strengthened the feudal economic structure</p> <p>c) Hindering the development of national capitalism</p> <p>d) Modern industrialization was completed</p>

Appendix D

The Results of the Quality Analysis of Research
Instruments

Index of congruence (IOC) analysis of using role-playing technique to improve
comprehensive ability in the history course of nursing students

Assessment Item		Expert			Total	IOC	Interpretation
		1	2	3			
Lesson plan I: The Paris Peace Conference							
1	The content is related to the learning objectives.	+1	+1	+1	3	1.00	Most suitable
2	The learning activities are consistent with the content	+1	+1	+1	3	1.00	Most suitable
3	The learning processes are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
4	The Learning activities are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
5	The assignment of work related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
6	There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	Most suitable
7	The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	Most suitable

Assessment Item		Expert			Total	IOC	Interpretation
		1	2	3			
Lesson plan II: The French Revolution							
1	The content is related to the learning objectives.	+1	+1	+1	3	1.00	Most suitable
2	The learning activities are consistent with the content	+1	+1	+1	3	1.00	Most suitable
3	The learning processes are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
4	The Learning activities are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
5	The assignment of work related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
6	There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	Most suitable
7	The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	Most suitable

Assessment Item		Expert			Total	IOC	Interpretation
		1	2	3			
Lesson plan III: The Westernization movement							
1	The content is related to the learning objectives.	+1	+1	+1	3	1.00	Most suitable
2	The learning activities are consistent with the content	+1	+1	+1	3	1.00	Most suitable
3	The learning processes are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
4	The Learning activities are related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
5	The assignment of work related to role-playing technique.	+1	+1	+1	3	1.00	Most suitable
6	There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	Most suitable
7	The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	Most suitable

Index of Suitable Analysis of using role-playing technique to improve
comprehensive ability in the history course of nursing students

Assessment Item	Expert Person			\bar{X}	SD.	Interpretation
	1	2	3			
Lesson plan I: The Paris Peace Conference						
1.The content is related to the learning objectives.	5	5	5	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5	5	5	5.00	0.00	Most suitable
3.The learning processes are related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
4.The Learning activities are related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
5.The assignment of work related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5	5	5	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5	5	5	5.00	0.00	Most suitable

Assessment Item	Expert Person			\bar{X}	SD.	Interpretation
	1	2	3			
Lesson plan II: The French Revolution						
1.The content is related to the learning objectives.	5	5	5	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5	5	5	5.00	0.00	Most suitable
3.The learning processes are related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
4.The Learning activities are related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
5.The assignment of work related to role-playing technique.	5	5	5	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5	5	5	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5	5	5	5.00	0.00	Most suitable

Assessment Item	Expert Person			\bar{X}	SD.	Interpretation
	1	2	3			
Lesson plan III: The Westernization movement						
1.The content is related to the learning objectives.	5	5	5	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5	5	5	5.00	0.00	Most suitable
3.The learning processes are related to role playing technique.	5	5	5	5.00	0.00	Most suitable
4.The Learning activities are related to role-play technique.	5	5	5	5.00	0.00	Most suitable
5.The assignment of work related to role playing technique.	5	5	5	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5	5	5	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5	5	5	5.00	0.00	Most suitable

Analysis of difficulty value (p) and discrimination power (r) of the objective test to improve comprehensive ability in the history course of nursing students

Paris Peace Conference	Difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.60	0.40	selected
Item2	0.70	0.33	selected
Item3	0.67	0.27	selected
Item4	0.60	0.67	selected
Item5	0.60	0.27	selected
Item6	0.81	0.27	cut off
Item7	0.63	0.33	selected
Item8	0.67	0.40	selected
Item9	0.57	0.33	selected
Item10	0.73	0.27	selected
Item11	0.33	0.27	selected
Item12	0.73	0.13	cut off
Item13	0.60	0.00	cut off
Item14	0.53	0.40	selected
Item15	0.67	0.13	cut off
Item16	0.57	0.33	selected
Item17	0.53	0.27	selected
Item18	0.50	0.20	selected
Item19	0.57	0.47	selected
Item20	0.40	0.27	selected

From the table analyzing the difficulty value (p) and the discrimination power (r) of the objective test to improve comprehensive ability on the Paris Peace Conference content. It was found that out of the 20 items, there were 16 quality items selected to be used for testing with the sample group. A difficulty value of between 0.33-0.73 and the discrimination power between 0.20-0.67, namely items 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 16, 17, 18, 19, and 20.

French Revolution	Difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.53	0.40	selected
Item2	0.40	0.27	selected
Item3	0.73	0.40	selected
Item4	0.63	0.20	selected
Item5	0.57	0.33	selected
Item6	0.63	0.20	selected
Item7	0.53	0.27	selected
Item8	0.63	0.33	selected
Item9	0.47	0.00	cut off
Item10	0.30	0.33	selected
Item11	0.60	0.53	selected
Item12	0.30	-0.20	cut off
Item13	0.50	0.47	selected
Item14	0.57	0.33	selected
Item15	0.57	0.20	selected
Item16	0.53	0.27	selected
Item17	0.47	0.27	selected
Item18	0.60	0.27	selected
Item19	0.40	0.13	cut off
Item20	0.40	0.27	selected

From the table analyzing the difficulty value (p) and the discrimination power (r) of the objective test to improve comprehensive ability on the French Revolution content. It was found that out of the 20 items, there were 16 quality items selected to be used for testing with the sample group. A difficulty value of between 0.30-0.73 and the discrimination power between 0.20-0.53, namely items 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, and 20.

Westernization movement	Difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.23	0.20	selected
Item2	0.43	0.33	selected
Item3	0.50	0.33	selected
Item4	0.60	0.27	selected
Item5	0.47	0.27	selected
Item6	0.60	0.27	selected
Item7	0.40	0.27	selected
Item8	0.43	0.33	selected
Item9	0.30	-0.07	cut off
Item10	0.60	0.40	selected
Item11	0.50	0.33	selected
Item12	0.33	-0.13	cut off
Item13	0.47	0.27	selected
Item14	0.30	0.33	selected
Item15	0.33	0.40	selected
Item16	0.33	0.13	cut off
Item17	0.60	0.27	selected
Item18	0.60	0.27	selected
Item19	0.70	0.33	selected
Item20	0.43	0.33	selected

From the table analyzing the difficulty value (p) and the discrimination power (r) of the objective test to improve comprehensive ability on the Westernization movement content. It was found that out of the 20 items, there were 17 quality items selected to be used for testing with the sample group. A difficulty value of between 0.23-0.70, and the discrimination power between 0.20-0.40, namely items 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 17, 18, 19, and 20.

Appendix E
Certificate of English



This is to certify that

Miss Li Huaying

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 3rd November 2023

A handwritten signature in blue ink, belonging to Dr. Kulsirin Aphiratvoradej, is positioned above the printed name.

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F
Turnitin Plagiarism Check Report

Chapter 1 Li Huaying

ORIGINALITY REPORT

5%

SIMILARITY INDEX

4%

INTERNET SOURCES

0%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

spucon.spu.ac.th

Internet Source

3%

2

Submitted to King Mongkut's University of
Technology Thonburi

Student Paper

1%

Exclude quotes On

Exclude bibliography On

Exclude matches Off

Chapter 2 Li Huaying

ORIGINALITY REPORT

4%

SIMILARITY INDEX

1%

INTERNET SOURCES

3%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

"Proceedings of the 2012 International
Conference on Cybernetics and Informatics",
Springer Science and Business Media LLC,
2014

Publication

2%

2

worldwidescience.org

Internet Source

1%

3

"Information and Management Engineering",
Springer Science and Business Media LLC,
2011

Publication

1%

Exclude quotes Off

Exclude matches < 1%

Exclude bibliography Off

chapter 3 Li Huaying

ORIGINALITY REPORT

27%

SIMILARITY INDEX

25%

INTERNET SOURCES

1%

PUBLICATIONS

21%

STUDENT PAPERS

PRIMARY SOURCES

1

icer.kku.ac.th

Internet Source

10%

2

Submitted to King Mongkut's University of
Technology Thonburi

Student Paper

10%

3

spucon.spu.ac.th

Internet Source

5%

4

ijlrhss.com

Internet Source

1%

5

Submitted to Mahidol University

Student Paper

1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On

Chapter 4 Li Huaying

ORIGINALITY REPORT

13%

SIMILARITY INDEX

9%

INTERNET SOURCES

1%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to King Mongkut's University of
Technology Thonburi

Student Paper

7%

2

icer.kku.ac.th

Internet Source

5%

3

Nuengruethai Chantharakhami, Supachai
Singyabuth, Nguyen Thi Thanh Thao, Le Thi
Hoai Thuong et al. "Innovative of Cultural
Education Learning Management through
Traditional Invention of Lanterns to Promote
Sustainability Citizenship of Secondary School
Students in Cultural World Heritage Area, Hoi
an, Viet Nam", Journal of Curriculum and
Teaching, 2024

Publication

1%

4

www.ijeas.org

Internet Source

1%

Exclude quotes

On

Exclude matches

< 1%

Chapter 5 Li Huaying

ORIGINALITY REPORT

17%

SIMILARITY INDEX

12%

INTERNET SOURCES

3%

PUBLICATIONS

9%

STUDENT PAPERS

PRIMARY SOURCES

1

icer.kku.ac.th

Internet Source

7%

2

Submitted to King Mongkut's University of
Technology Thonburi

Student Paper

6%

3

"Proceedings of the 2012 International
Conference on Cybernetics and Informatics",
Springer Science and Business Media LLC,
2014

Publication

1%

4

"Information and Management Engineering",
Springer Science and Business Media LLC,
2011

Publication

1%

5

Submitted to Mahidol University

Student Paper

1%

6

so02.tci-thaijo.org

Internet Source

1%

7

"Frontier Computing", Springer Science and
Business Media LLC, 2019

Publication

1%

Appendix G

The Document for Accept Research/ Full Paper

MHESI 8038.1/15



JOURNAL OF MCU UBON REVIEW
Mahachulalongkornrajavidyalaya
University, Ubon Ratchathani Campus

RESPONSE FOR PUBLICATION OF THE ARTICLE

11th November, 2024

The Editorial Department of the Journal of MCU Ubon Review (TCI) of MCU, Ubon Ratchathani Campus has considered the article.

Title : USING ROLE-PLAYING TECHNIQUE TO IMPROVE COMPREHENSIVE ABILITY IN THE HISRORY COURSE OF NURSING STUDENTS
Writer : Li Haoying, Supaporn Srihamee and Phenporn Thongkamsuk
Publication Approval: The Journal of MCU Ubon Review (ISSN : 2697-4150 (Online)) Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus
Period of Publication : 10th Year, Volume I (January-April 2025)

Your article has been sent to 3 experts for peer review and found that its quality is at a "Good" level and academically useful.

Please be informed accordingly.

(Associate Professor, Dr. Phrakhruwutthidhampandit)

Editor of the Journal of MCU Ubon Review (TCI)
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

The Editorial Department of the Journal of MCU Ubon Review (TCI)
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus
Somdet Rd. (7th Km.), Tambon Krasobe,
Mueang Ubon Ratchathani District, Ubon Ratchathani Province, 34000
The Editor: Tel. 081-7908464, Coordinator: Tel. 081-5474704
E-mail : journal.of.mcu.ubon.review@gmail.com, Website: <https://so06.tci-thaijo.org/index.php/mcjou>

USING ROLE-PLAYING TECHNIQUE TO IMPROVE COMPREHENSIVE ABILITY IN THE HISTORY COURSE OF NURSING STUDENTS

¹Li Huaying, ²Supaporn Srihamee, and ³Phenporn Thongkamsuk
Bansomdejchaopaya Rajabhat University, Bangkok, Thailand

¹531639420@qq.com

Abstract

The purpose of this research was 1) to use role-playing technique to improve comprehensive ability in the History course of nursing students. 2) to compare students' comprehensive ability in the History course before and after the implementation base on role-playing technique. Through cluster random sampling, 30 students in the first-year nursing students from Weifang Nursing Vocational College, Weifang City, China, in the second semester of academic year 2023. The research instruments involved 1) lesson plan based on role-playing technique and 2) comprehensive ability test of the History course. Data were statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results revealed the followings:

1. Using role-playing technique to improve comprehensive ability in the History course of Nursing students. Researcher synthesized the role-playing technique for 4 steps: 1) Preparation stage, 2) Role-playing stage, 3) Discussion and reflection stage, 4) Summary stage to be used in developing lesson plans to improve comprehensive ability in the History course: 1) Paris Peace Conference, 2) French Revolution, and 3) Westernization movement. The data analyzed the quality of the lesson plans by 3 experts, the results shown overall were the most suitable. After 30 nursing students have learned by using role-playing technique the average score before learning was 24.77, the average score after learning was 37.30.

2. The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique of nursing students. The results were found that the comprehensive ability in the History course score of students after learning higher than before learning statistically significant at the level .01. It showed that, after the implementation role-playing technique, the students' comprehensive ability in the History course has been improved obviously.

Keywords: Role-playing technique; History course; Comprehensive ability.

¹student in Curriculum and Instruction Program, Bansomdejchaopaya Rajabhat University, Thailand

²Assistance Professor, Dr., in Curriculum and Instruction Program, Bansomdejchaopaya Rajabhat University, Thailand

³Dr., in Curriculum and Instruction Program, Bansomdejchaopaya Rajabhat University, Thailand,

Introduction

History for a country, cannot be forgotten, cannot be modified, is a really important part of a country's culture, it plays an irreplaceable role in shaping a country's spiritual outlook, for individuals is the same, the British philosopher Bacon said that "reading history makes people wise", history course is the majority of the history that ordinary people can contact. Generally, history is the summary of all past experiences, and the progress of human beings comes from the key that we constantly obtain progress from the past experiences. On a macro level, history is the Eden of human beings and the hometown of our culture, and the energy that we move forward is the history shaped by our predecessors. On a micro level, history represents the past. The beginning that we all aspire to is our imprint on the world, where we come from in the three propositions of philosophy (Shi Liping, 2024).

History is the starting point of human memory, is the basis of all disciplines, history is always a boring course for students because of its strong consciousness, especially for Chinese history. The events and characters in the 5,000-year timeline need to be moved so much that no matter the ingenuity and trends behind them, only the stories in this land, with their poetic beauty and sword tension, are daunting masterpieces. Our students' study of history is actually to enable students to have a deep sense of identity and pride for the nation state, establish national confidence and cultural confidence. Reading the history of history not only inherits the memory of generations of people and extends the Chinese civilization, but also broadens the vision and overall concept of a generation, so that later generations can gain lessons from history, improve their own quality, form correct values, and accumulate strength for the future development of themselves and the country (Zhu Huimin, 2021).

History, as an important humanities and social science course in the education system, aims to help students build a comprehensive view of history and cultivate critical thinking, cultural identity, international vision and social responsibility by systematically teaching the development process of human society, major events, key figures, cultural changes, economic and technological development, as well as historical theories and methods. Its background is that history is an important cornerstone for understanding the present and predicting the future. By studying history, students can better understand their own era, enhance cultural self-confidence, promote cross-cultural communication, and lay a solid foundation for all-round personal development and social progress (Wu Shengnan, 2023).

The importance of history is "teaching" by teachers who play the most important role in teaching and are the main source of knowledge. Teachers must find ways to convey content to students or instill in students through new teaching methods. With regard to the application of role-playing teaching method to promote history learning, we adhere to the attitude of bold exploration and careful verification, and constantly improve and innovate. Through continuous feedback and forward thinking, combined with the research of predecessors and colleagues, we believe that the simulation and reconstruction of historical events and historical figures can greatly improve students' interest in learning and help students understand the problems. The constraints and historical opportunities they face when making choices in historical events (Fu Zhenhui, 2023).

Role-playing is a teaching technique in which students impersonate historical figures and act out a scene. It is used to help students better understand the perspectives of different people in different backgrounds, develop their critical thinking skills, and encourage collaboration. Role-playing can be used to teach a wide variety of topics,

including history, and it is suitable for students of all ages. The goal of role-playing is to make learning more engaging, meaningful, and effective. The proposal of the five core qualities of history discipline further implements the student-oriented teaching concept, aiming to emphasize the cultivation of students' key abilities, essential qualities and values in independent history learning (Lin Yuxin, 2021). Teachers can provide students with resources and guidance to help them understand their roles and setting. Students then take on their roles, act out the scene, explore different perspectives and dialogue, and engage in meaningful conversation. Through this process, students can gain a deeper understanding of the past and also learn more effectively. Consistent with Yao Shenghong (2019) pointing out that the "role playing technique" is to apply the technique of "role playing" to the teaching field. Combining with the needs of teaching objectives and the characteristics of teaching content, by creating a certain situation, students can play the role in a certain situation and show the personality characteristics, ideas and behavioral characteristics of the role. Students can deeply understand the content of the textbook text, so that they can get certain emotional and behavioral experience in the interaction with the situation, so as to realize the feelings, attitudes and values of the characters, and promote the purpose of self-improvement.

Role-playing is a teaching technique in which students impersonate historical figures and act out a scene. It is used to help students better understand the perspectives of different people in different backgrounds, develop their critical thinking skills, and encourage collaboration. Role-playing can be used to teach a wide variety of topics, including history, and it is suitable for students of all ages. The goal of role-playing is to make learning more engaging, meaningful, and effective. In role-playing activities, students impersonate historical figures and act out a scene from the past (Lin Yuxin, 2021). This teaching can help students think critically about the causes of current events and better understand the present moment. In addition, teachers can assign roles to students from different cultural backgrounds, allowing them to explore differences in their own perspectives and experiences. These activities can help students gain a deeper understanding of different cultures and histories, as the research results of Zhou Qing (2021) role-playing in the junior middle school history teaching method applied research. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect. And Lin Yuxin (2021) The application of research. In order to understand the teaching effect of role-playing method, the author selected two parallel classes as the experimental class and the comparison class for the teaching of "Consolidating the Unified Dynasty of Emperor Wudi of Han Dynasty". Under the premise that the teaching time and content are the same, Class A, as a teaching experiment class, organizes the teaching content by role playing; Class B is taught by controlled class, the research results prove that the introduction of role playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect.

In summary, introducing role playing into history curriculum teaching is a positive and effective method. The role-playing technique is a student-centered teaching method. Students become protagonists in the teaching process and in the learning process, the focus must be on students being able to express themselves through actual practice. By cooperation between teachers and students. The learning process is based on the process of the student's independent formation of a system of knowledge and technical abilities. In this research, the researcher has applied role

playing technique to improve comprehensive ability in the History course for undergraduate students. This wasn't only changing the monotonous teaching methods of History, but also improves student's leaning skills, enhances their enthusiasm and enthusiasm for learning history. Practical ability has played a huge role and has certain theoretical significance and practical value. It can effectively cultivate students' teamwork and personal abilities.

Research Objective

1. To use role-playing technique to improve comprehensive ability in the History course of nursing students.
2. To compare students' comprehensive ability in the History course before and after the implementation base on role-playing technique.

Research Hypotheses

After the implementation Role-playing technique, the students' comprehensive ability in the History course has been improved obviously.

Literature review

This research was to use role-playing technique to improve comprehensive ability in the History course of nursing students. The researcher studied the concept, theory principle and related research of role-playing technique as follows:

Importance of role-playing technique

Chen Nan (2016) believed that role-playing teaching method, as an experiential learning, should follow specific procedures and steps: Step 1 pre-class preparation. Role-playing teaching requires teachers and students to be well prepared. Whether they are prepared directly affects whether role-playing teaching method can achieve good results. Therefore, teachers and students are required to make adequate preparations in selecting question situations, preparing auxiliary resources, dividing groups to assign roles, and training audiences. Step 2 Organize the implementation phase. The basic condition of role-playing teaching method is the active participation of students. Before the formal role-playing activities, a positive, democratic and relaxed classroom atmosphere must be created. To create a good classroom atmosphere, teachers can start from three aspects: emotional security, sense of belonging, rights and freedom. Step 3 Summarize the reflection stage. After the implementation of role-playing teaching method in class, teachers need to summarize and reflect on the teaching method after class according to the generation of class and teaching effect, sum up the successful experience and reflect on the shortcomings, so as to pave the way for the better application of role-playing teaching method next time.

Wang Yan (2018) believes that role-playing is a kind of experiential teaching activity. Teachers guide students to experience the process of role-playing in person, and students can personally perceive, feel and feel the people and things hidden in teaching activities, and more emphasis is placed on students' inner feelings. Therefore,

role-playing needs to follow specific steps in order to play its maximum role: Step 1 Preparation procedure of role-playing teaching method in high school ideological and political lessons. For role play, it is necessary to choose the venue, arrange the allocation of time, prepare props and materials according to the type of role play. Step 2 Implementation procedures of role-playing teaching method in high school ideological and political lessons. When the role play officially begins, the teacher should first enter the role play and do some preparatory work before the play to warm up the students. The student enters the role play, and the main part of the role play begins. Step 3 Summary procedure of role-playing teaching method in high school ideological and political lessons. The evaluation of role-playing is a necessary link for continuous improvement of role-playing, which can also provide experience and guidance for future role-playing. At the same time, it also gives students an opportunity to show themselves. The process of putting forward evaluation to other students is the process of showing their own achievements.

Chu Jinfeng (2020) believes that role-playing activities are experiential teaching activities. Teachers guide students to experience the process of role-playing in person, perceive, internalize and construct knowledge, which is a learning process of "edutainment through fun", subtle, gradual and gradual. Role-playing teaching methods need to follow specific steps to give full play to the teaching effect. The application of role-playing teaching method can be divided into the following four implementation steps: Step 1 presetting the role-playing process and clarifying the teaching objectives. The implementation process of role-playing activities enables students to acquire knowledge through active exploration in active high school. Let the students think about the activity high school, pay attention to the process of thinking activities; Let the students have a sense in the activity high school, through the students' personal experience of thinking and feeling, to develop their feelings, attitudes, values; Let students in the activity of high school useful, the classroom knowledge into the real-life knowledge of the beneficial supplement. Step 2 Assign roles to create situations and stimulate students' interest. Generally, there are two ways to assign roles. First, according to the course content of role-playing activities to be carried out, teachers suggest students assume corresponding roles based on their personal experience and understanding of students' personalities. Second, students discuss independently and decide their roles according to their own interests, needs of performance and personality characteristics. Step 3 Performance process, in the implementation stage of role play, teachers can guide students to grasp the rhythm, formulate the activity flow table and control the performance time, which is conducive to strengthen the sense of time and the awareness of rules in the role play. Step 4 Scientific analysis, evaluation and reflection to improve the teaching effect. After role-playing activities, it is very necessary for teachers to organize students to analyze, evaluate and reflect on the performance process. Firstly, students can analyze the whole process of role-playing, and students can review the stories and problems in the performance together and how the performers solve the problems. "The fragmented information in the role-playing

process should be reconnected systematically. The emotional experience obtained in the play is improved, so that the value judgment ability is enhanced.

Huang Minling (2020) believes that the specific implementation steps of role-playing teaching are as follows: Step 1 preparation for role-playing. Role-playing teaching is designed according to teaching design, including teaching objectives and the specific teaching process to achieve the teaching objectives. Step 2 Role-playing process. Create real situation introduction. Context introduction is the beginning of the role-playing process. A good beginning is half of the succession. Successful context introduction can help students smoothly play the role. Step 3 Discussion and summary. Impromptu role-playing teaching After students share their own content about role-playing, students who hold different views or have some additions to the content expressed in their role-playing can actively speak in class, pool their wisdom and guide them to a more comprehensive content about role-playing. Step 4 Teacher's summary. Teachers summarize the purpose of this role-playing teaching activity and summarize and sublimate the teaching content. The teacher's review and summary of the role-playing class played a finishing touch to strengthen students' consolidation of knowledge points.

Zhou Qing (2021) How to make students fall in love with history and history course is a subject that history teachers constantly study. To make students fall in love with history, the first thing is to stimulate students' motivation to learn history, cultivate their interest, students find fun in history class, experience happiness, fall in love with history, take the initiative to learn and explore the mysteries of history. Students' active participation is needed in the preparation, implementation and summary stages of role play as follows: Step 1 Preparation stage, let the students understand the process, the teacher explains how to play the role, and if time permits, provide real cases, so that they know well. Step 2 Implementation stage, give full play to teaching democracy, fully listen to students' suggestions, strengthen students' sense of "ownership", classroom activities mainly students. Show off your talents and knowledge. Step 3 Summary stage, teachers constantly put forward inspiring questions to stimulate students' active thinking and enthusiasm for participation and take advantage of each other and correct mistakes in discussion and evaluation. Boring historical knowledge should be displayed in a vivid form, so that students can learn in happiness and grow up in interest.

In summary, teachers play the roles of guides and assistants, while students become the main body of learning, requiring active participation, active thinking, and collaborative exploration. Starting from the importance research of numerous researchers. The researcher has taken the views of the academic importance of mentoring from many academics and integrated and synthesized into 4 steps used in developing lesson plans: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, 4) Summary stage.

History course

History is the summary of all past experiences, and the progress of human beings comes from the key that we constantly obtain progress from the past experiences. On a macro level, history is the Eden of human beings and the hometown of our culture, and the energy that we move forward is the history shaped by our predecessors. On a micro level, history represents the past. The beginning that we all aspire to is our imprint on the world, where we come from in the three propositions of philosophy. It is based on these that although history cannot interfere with the present, it affects the present all the time, which requires our extreme attention, active summary and in-depth understanding.

Peng Gaoyan (2016) The status and teaching task of history course are the important basis for teachers to carry out history teaching. From the two aspects of the role of the middle school history course in the primary school history course and the university history course, and the irreplaceable role of the middle school history course in carrying out the all-round development of education and training the all-round development of talents needed by the socialist society, it is clarified that the middle school history course is in an important position in the curriculum system and can not be replaced by any course. The implementation of the teaching task of history course provides the necessary fulcrum.

Fu Zhenhui (2023) the importance of history is "teaching" by teachers who play the most important role in teaching and are the main source of knowledge. Teachers must find ways to convey content to students or instill in students through new teaching methods. With regard to the application of role-playing teaching method to promote history learning, we adhere to the attitude of bold exploration and careful verification, and constantly improve and innovate.

History plays an important role in education. It is not only related to the inheritance of knowledge and the cultivation of ability, but also to the shaping of students' personality and the improvement of comprehensive quality. Therefore, we should attach great importance to the teaching of history, so that every student can absorb nutrition in the long river of history and grow into a socialist builder and successor with ideals, ethics, culture and discipline. Historical topic in this research was 1) the Paris Peace Conference, 2) the French Revolution, and 3) the Westernization movement, with the following main point:

The Paris Peace Conference was the post-war treaty conference held at the Palace of Versailles in Paris on January 18, 1919. There were 1,000 delegates from 27 victorious nations, 70 of whom were plenipotentiaries. Soviet Russia was not invited, and Germany, Turkey, Bulgaria, Austria and other defeated countries were excluded. After a fierce contest and compromise with each other, on June 28, the victorious countries finally signed the Peace Treaty with Germany in the famous Mirror Hall of the Palace of Versailles near Paris, that is, the Peace Treaty of Versailles.

The French Revolution, also known as the French Bourgeois Revolution, refers to the revolution that broke out in France from July 14, 1789 to July 27, 1794, when the Bourbon dynasty and its monarchy, which ruled France for many centuries, collapsed

within three years. France experienced an epic transformation during this period: aristocracy and religious privilege were constantly under assault by liberal political organizations and street protesters, and old ideas were gradually replaced by new democratic ideas such as innate human rights and separation of powers.

Westernization Movement, also known as the self-strengthening movement. From the 1860s to the late 1990s, the Westernization faction of the Qing Dynasty used Western military equipment, machine production and science and technology to save the rule of the Qing Dynasty under the slogan of "self-improvement" and "seeking wealth". The fundamental purpose of the Westernization movement was to maintain the rule of the Qing Dynasty. On January 11, 1861, Aixin Juelo Yi Xin, together with GUI Liang and Wen Xiang, issued the Sixth Draft Regulation of the General Planning of Yi Affairs, and carried out a western affairs movement with the goal of enriching the country and strengthening the army. After the coup d'etat of Xin You in 1861, Cixi refused the Westernization faction, which introduced advanced Western science and technology on a large scale and set up modern military industry and civilian enterprises. In 1894, in the Sino-Japanese First Sino-Japanese War, the entire Beiyang Navy was destroyed, marking the bankruptcy of the Westernization movement that lasted more than 30 years. Although the Westernization movement objectively stimulated the development of Chinese capitalism and resisted the economic input of foreign capitalism to a certain extent, it did not lead China to the road of prosperity and prosperity.

Research Methodology

The Population

There were 60 students in the first-year nursing students from Weifang Nursing Vocational College, Weifang City, China. Divided into 2 classes with 30 students in each class, in the second semester of the academic year 2023. (There were students' mixed ability, High level, medium level and low-level abilities.)

The Sample groups

There were 30 students, 1 class in the first-year nursing students from Weifang Nursing Vocational College, Weifang City, China, in the second semester of the academic year 2023. Through the cluster random sampling.

Research Instrument

Using role playing technique to improve comprehensive ability in the History course of Nursing students. The research Instruments is as follows:

1. Lesson plan according to the role-playing technique

The lesson plan based on role-playing technique was carried out by the researcher as follows:

1.1 Studied the History course comprehensive ability standards developed by Weifang Nursing Vocational College to serve as a guidelines for creation the lesson plan and studied the concepts of role playing technique from information and related research to design detail in lesson plan.

1.2 Created 3 lesson plans in the history course, there were 3 units 1) Paris Peace Conference (8 hours), 2) French Revolution (8 hours), and 3) Westernization movement (8 hours), total 24 hours. Each lesson plan specifies the details of the topics: 1) Content, 2) Objective of Learning, 3) Main point/concept, 4) Learning Processes, 5) Learning Activity, 6) Measurement and Evaluation, 7) Instructional Media and designed learning schedule for teaching.

1.3 The researcher has studied the information and research related to create the lesson plan using the role-playing technique from many researchers: Zhou Qin (2021); Chen Nan (2016); Wang Yan (2018); Chu Jinfeng (2020); Huang Minling (2020) and synthesized into 4 steps: 1) Preparation stage, 2) Role playing stage, 3) Discussion and reflection stage, and 4) Summary stage, each step is detailed below:

Step 1 Preparation stage: At this stage, students are mainly required to master relevant knowledge points and complete a preliminary understanding of the entire process of historical events. Through teacher's explanation, students' self-study and relevant videos, students can have a preliminary understanding of the role play to be performed, and the role play can proceed smoothly. And divide students into small groups, each group prepares historical information, writes dialogue, and prepares props, costumes, and scenes that are relevant to the content.

Step 2 Role-playing stage: In the process of implementation, Teachers act as narrators and directors to promote the development of the plot, each group will have twenty minutes to role-play. The students began to role-play according to their roles according historical events. Students can experience historical situations during role play and learn about the development and change of historical events.

Step 3 Discussion and reflection stage: In this stage, at the end of the role play, the teacher leads the students in discussion and reflection of history comprehension. Students can share their own experiences and feelings and discuss the impact and meaning of historical events. The teachers guide the students to summarize the historical significance and influence of the historical events.

Step 4 Summary stage: In this stage, the teacher evaluated the whole process, summarized the performance of each group, guided the students to have a deep grasp of the process of the event, explained the textbook content in depth, scored the role of each group, and pointed out the advantages and disadvantages of each group. Teachers summarize and evaluate students' learning outcomes, including students' performance and expression ability in role playing, students' thinking and understanding of historical issues.

1.4 After that, took them to 3 experts for verification to verify the accuracy of the content appropriateness and completeness of the lesson plan consistency. The result of the Index of Item Objective Congruence (IOC) analysis of this lesson plan has an IOC=1.00 for all questions. And using the role playing technique to assess the suitability of the lesson plans, the result are shown, the most suitable for all contents.

1.5 Take the lesson plan received from the review. Let's improve according to the suggestions of experts to achieve more accuracy before actually applying it to the sample group.

Comprehensive ability Test

The process of creating a multiple-choice test, the researcher has created the test to be consistent with 3 contents and calculated the quality of the test as follows:

2.1 Studied the theory about creating the multiple choice questions for 3 lesson plans were Paris Peace Conference, French Revolution and Westernization movement, totally 50 questions. The scoring criteria are 1 point for correct answer and 0 point for

wrong answer. The multiple-choice test is handed over to 3 experts for measurement and evaluation. Check the content validity and analyzed the Index of Item Objective Congruence (IOC) = 1.00 for all questions.

2.2 Improved and revised items test that have been verified by experts. Then took it to try out with students who were not a sample group for 30 nursing students to analyze the quality of the test. The difficulty value (p) was selected in the range 0.20–0.80 and discrimination power (r) was selected in the range 0.20–1.00 (Landis, J. R., & Koch, G. G. 1977). The results of the quality analysis of the questions found that there were 50 questions, difficulty value (p), discrimination power (r), and reliability: 1) Paris Peace Conference, there were 16 questions (p=0.33-0.73, r=0.20-0.67), 2) French Revolution, there were 17 questions (p=0.30-0.73, r=0.20-0.53), and 3) Westernization movement, there were 17 questions (p= 0.23-0.70, r= 0.20-0.40). And checking the reliability of the test by Kuder Richardson's method, the reliability (KR-20) at 0.71.

Data Collection

This research was experimental research according to One Group Pretest Posttest Design, the data collection is as follows:

1. Organize before starting the experiment to understand students how to study student role learning objectives evaluation method and the learning activities during the experiment.
2. Test before teaching (Pretest) with 30 students from Weifang Nursing Vocational College Weifang City, China, which was a sample group, and to collect baseline scores for data analysis.
3. The experiment with the sample group to use the activity plan of History teaching based on the role-playing technique. The teaching time on 12th January - 17th January 2024, total of 24 hours, not counting the days of pretest and posttest.
4. Testing again after teaching (Posttest) with 30 nursing students from Weifang Nursing Vocational College Weifang City, China, which was a sample group, and checked the score record in order to analyze the data.

Research Results

The purpose of this research was 1) to use role-playing technique to improve comprehensive ability in the History course of nursing students and 2) to compare students' comprehensive ability before and after the implementation base on role-playing technique. The researcher presented the research results as follow:

1. Using role-playing technique to improve comprehensive ability in the History course of nursing students, the researcher has studied the documents and research related on role-playing technique from many researchers and synthesized 4 steps for lesson plans development to improve comprehensive ability in the History course: 1) Preparation stage, 2) Role-playing stage, 3) Discussion and reflection stage, 4) Summary stage. The data analysis was assessment of the quality of the lesson plan according to experiential learning by 3 experts, and the results are shown the quality of the lesson plan by experts overall, the suitability of the research objectives has the most suitable. The result showed that the after learning score was higher than before learning score. The average score before learning was 24.77, the average score after learning was 37.30. The after learning score was found to be higher than the before-learning score. It showed that teaching using role playing technique could improve students' comprehensive ability in the History course.

2. The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique. The researcher analyzes the data using average statistics, standard deviation and t-test for dependent samples. The results are shown in Table 1.

Table 1 The comparison of the comprehensive ability in the History course scores between before and after learning. n=30

History course	Testing	Score total	\bar{X}	SD.	df	t	p
Paris Peace Conference	Pretest	16	8.77	2.33	29	10.71**	.00
	Posttest	16	12.20	1.94			
French Revolution	Pretest	17	8.10	2.02	29	9.92**	.00
	Posttest	17	12.70	1.99			
Westernization movement	Pretest	17	7.90	2.68	29	15.92**	.00
	Posttest	17	12.40	2.59			
Total	Pretest	50	24.77	3.65	29	18.83**	.00
	Posttest	50	37.30	3.51			

**p<.01

From table 1, The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique. The results were found that the comprehensive ability in the History course score of students after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by contents: Paris Peace Conference, French Revolution, and Westernization movement that the comprehensive ability in the History course score of students after learning higher than before learning statistically significant at the level .01 for all contents. It showed that role-playing technique could improve comprehensive ability in the History course of Nursing students.

Research Discussion

The research results using role-playing technique to improve comprehensive ability in the History course of nursing students from Weifang Nursing Vocational College, Weifang City, China. The researcher could be discussed as follows:

1. Using role-playing technique to improve comprehensive ability in the History course of Nursing students. The researcher synthesized the role-playing technique for 4 steps to be used in developing lesson plans to improve comprehensive ability in History course, the results shown overall were the most suitable. After 30 nursing students have learned the History course by using role-playing technique the average score after learning was 37.30 which higher than the average score before learning was 24.77. It's because of the role-playing technique is a student-centered teaching model that emphasizes completing learning tasks through student participation in practical projects, thereby mastering knowledge, skills, and problem-solving abilities. Teachers play the roles of guides and assistants, while students become the main body of learning, requiring active participation, active thinking, and collaborative exploration. Role-playing can help students to better understand the period, culture, and events they are learning about. Through role-playing, students can explore the perspectives of different people from the past and gain a deeper understanding of the history they are studying. Consistent with Chu Jinfeng (2020) believes that role-playing activities are experiential teaching activities. Teachers guide students to experience the process of role-playing in person, perceive, internalize and construct knowledge, which is a learning process of "edutainment through fun", subtle, gradual and gradual. Role-playing teaching methods need to follow specific steps to give full play to the teaching effect. And Consistent with Lin Yuxin (2021) said that role-playing teaching technique is a process in which students re-deconstruct and construct their knowledge and experience system by acting the behavior pattern of others in specific real and specific problem situations. On the other hand, it accords with the psychological development characteristics of adolescent students, such as the gradual transition from concrete to abstract thinking at a cognitive level, the gradual enhancement of individual independence and peer consciousness in social behavior, and the great influence of situational interest on the generation of learning interest in learning behavior level.

2. The comparison of students' comprehensive ability in the History course score between before and after learning to use the role-playing technique of nursing students. The results were found that the comprehensive ability in the History course score of students after learning higher than before learning statistically significant at the level .01. Which consistent to the research of Hao Weiwei & Li Na (2019) in the experiment, application of role-playing combined scenario simulation method in Internal medicine practice teaching reform. There were 178 students in the experimental group and 174 students in the control group. This teaching method has been unanimously praised by students, most of them think that this teaching method can improve the learning initiative, through the simulation of clinical work environment, let students as "prospective doctors" immersive participation in the actual work, combining theory with practice, improve students' practical ability, self learning ability and analysis and induction ability. At the same time, it also allows students to discover the problems in learning, find out their own shortcomings, and improve students' comprehensive ability. Zhou Qing (2021) Role playing in the junior middle

school history teaching method applied research. The research objects of the experimental group were 30 students and control group were 30 students. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability and improve the classroom teaching effect. And consistent to the research of Gu jianing (2021) the research objects of the experimental group were 30 students in class 1 as the experimental class, using the role-playing technique, selected 30 students in class 2, which is basically like their academic situation, as the control class. The research results prove that the introduction of role-playing technique into the History course can further improve students' comprehensive ability.

In summary, the use of role playing in history class can improve students' comprehensive ability in many aspects, including history understanding ability, critical thinking ability, communication and cooperation ability, improving students' expression ability. In addition, it lays the foundation for students to study, live and work in the future. In the achievement display link, the display of the small stage in the classroom brought huge self-confidence to the students, allowing them to show themselves better without stage fright on the big stage in the future.

Research Suggestion

General recommendation

1. Role-playing technique has a positive impact on students' ability to cooperate, react, exchange, communicate and coordinate and express themselves verbally, which are relatively weak in comparison with students' communication and coordination skills. Teachers should pay more attention to the cultivation of students' communication and coordination skills. In the process of students' cooperative activities, teachers should guide students to deal with the relationship with others, take the interests of the team as the most important thing and encourage students to be united in the group and give full play to the potential of teamwork.

2. Role playing technique promotes the development of students' interactive ability. Role-playing technique not only stimulates students' enthusiasm and interest in participating in classroom activities. But it also promotes students' ability to skill practice in all areas to a certain extent. Through the interaction of teachers and classmates in the classroom. Teachers should encourage students to communicate and exchange information with each other. This helps build a good cooperative relationship and cultivate teamwork.

Suggestions for further research

1. There should be using Role playing technique for teaching, A teacher's ability to organize and manage the classroom has a direct impact on the level of classroom interaction. Teachers' own personality traits contribute to the formation of their own unique teaching style that is acceptable to students, and teachers who are cheerful and love life and education have a greater influence in the classroom. Such

teachers tend to be able to use their initiative to design effective and varied modes of interaction that are fun and energetic.

2. There should be using Role playing technique and learning with students of all levels of learning ability. To encourage students to interact with each other. It also cultivates emotions, intentions, attitudes, and values.

References

- Chen Nan. (2016). *Role-playing teaching method for the application of the politics teaching in high school*. (a master's degree thesis, shandong normal university).
- Chu JinFeng. (2020). *The high school thought political lesson role-playing teaching method applied to explore*. (a master's degree thesis, Shanghai normal university).
- Fu Zhenhui. (2023). Effectively improve the effect of school history teaching strategies. *Journal of shanxi education (teaching)*, (8), 95-96.
- Gu Jianing. (2021). *High school students history understanding ability research*. (a master's degree thesis, zhejiang normal university).
- Hao Weiwei & Li Na. (2019). Application of role-playing combined scenario simulation method in Internal medicine practice teaching reform. *Modernization of education*, 6(93).
- Huang Minling. (2020). *Role-playing teaching method used in the political life of high school studies*. (master's degree thesis, Guangxi university for nationalities).
- Li Jiajia. (2020). *The practice of role play in high school biology teaching method research*. (a master's degree thesis, shaanxi normal university).
- Lin Yuxin. (2021). *The role-playing method in junior middle school history teaching, the application of research*. (a master's degree thesis, central China normal university).
- Peng Gaoyan. (2016). *Research on History Teaching Theory of Guanyanshi Middle School*. Hunan Normal University.
- Shi Liping. (2024). *Developing the unique educational value of History Course*. *Teachers*, (20), 129.
- Wang Yan. (2018). *The high school thought political lesson of role-playing teaching method applied research*. (a master's degree thesis, central China normal university).
- Wu Shengnan. (2023). *The first introduction to history teaching strategy research*. Shanghai normal university, The DOI: 10.27312 / , dc nki. Gshsu. 2023.001158.
- Yao Shenghong. (2019). *Problems and Countermeasures on the application of role-playing Method in Primary School Chinese Teaching*. Central China Normal University.
- Zhan YaoQiang. (2003). *The high school history teaching and the cultivation of the students' comprehensive ability*. (a master's degree thesis, fujian normal university).

- Zhou Lijun. (2019). Role play in English teaching the application. *Journal of Inner Mongolia radio and TV university*.
- Zhou Qing. (2021). *Role playing in the junior middle school history teaching method applied research*. (a master's degree thesis, Inner Mongolia normal university).
- Zhu Huimin. (2021). *Secondary vocational school history curriculum to explore*. East China normal university, The DOI: 10.27149 /, dc nki. Ghdsu. 2021.001905.

Research Profile

Name-Surname: Li Huaying
Birthday: July 29, 1992
Place of Birth: Weifang City, Shandong Province, China

Educational Background:

- Bachelor's Degree

Work Experience:

- Teacher of Weifang Nursing Vocational College

Office Location:

-

Current Contact Location:

-