



BARRY
UNIVERSITY
DIVISION OF NURSING



Active Teaching Active Learning: Are Today's Students Engaged in Learning?

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A New Generation of Learners

- Different from the past.
- “Native speakers” of the digital language” (Prensky, 2001).
- Growing-up in a digital world surrounded by computers, video games, the Internet, smart phones, MP₃ players, computer tablets, and e-book readers.





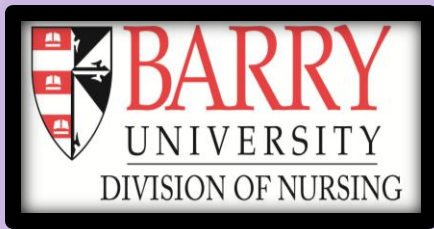
Compounding the Nursing Shortage

- A nursing shortage of over 260, 000 registered nurses in the US is projected by 2025 (Buerhaus, 2009).
- Nursing faculty shortage.
- Expansion of technologies used in clinical practice.
- Increased amount of content to cover in nursing curricula.
- Larger groups of students.
- Different types of learners.



What does this mean for Nurse Educators?

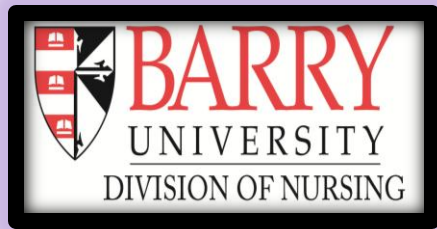
- Digital learners are challenging the traditional teaching paradigm in higher education.
- Educators struggle to stimulate interest, generate discussion, and provide vicarious learning.
- Creating a learning environment that will help students to succeed.
- Revisit and expand the horizon of delivery methods (Jackson & Crawford, 2008).



Teaching Strategies

- Lecture
- Case Study
- One Minute Paper
- Questioning – Students Response System
- Short Stories
- Film
- Video clips
- Podcast

- Novels
- Music
- Poetry
- Reflection
- Games
- Web Resources-
websites, blogs, wiki,
podcasts
- Story-telling
- Concept Map



Are Students Engaged in Learning?

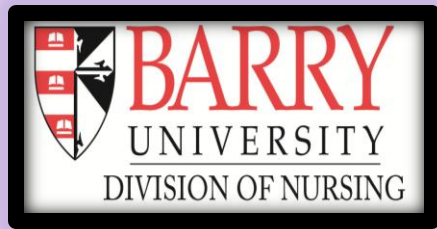


- Test results from two different groups of students in a Pediatric course.
- Group 1 (n=45) received 15% of the course as Active Learning Exercises (ALEs).
- Group 2 (n=25) received the same information in lecture format.
- Results from a comprehensive pediatric exam given by an independent testing company were used to compare group performance.



Active Learning Exercises (ALEs)

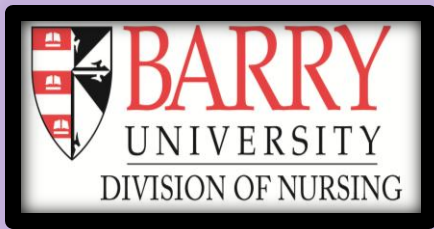
- Case studies
- One-minute papers
- Computer generated concept maps
- Wiki (group project)



Case Studies



- Allow students to speculate, consider, interpret, contrast, compare, connect ideas and included focused questions.
- Provides opportunity for critical thinking.
- Require using the textbook.
- Peer-reviewed in the classroom.
- Topics – Gastroenteritis, Cerebral Palsy, Nephrotic Syndrome, VSD/Congestive Heart Failure, Iron Deficiency Anemia, and Otitis Media.



Example of a Case Study

- **Gastroenteritis**
- **Instructions:** Read chapter 53 p. 1543-1547, chapter 46 p. 1233-1242 and complete the case study on gastroenteritis.
- The case study will be peer reviewed in the classroom and must be typed.
- This assignment will account for 1% of the Pediatric Active Learning Exercises (ALEs) course grade.

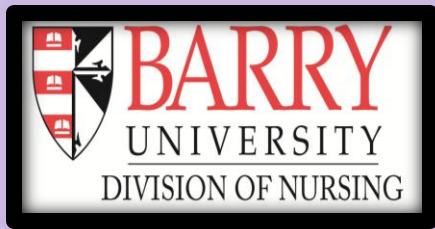


One-Minute Papers



- Quick assessment of students perspective of a learning experience.
- Required students to be present in class.
- Video clips are used.
- Examples:
- “Here for you” Helping Children Cope with Chronic Illness.

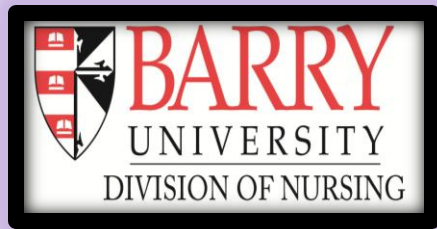
<http://www.cdc.gov/CDCtv/BabySteps/>



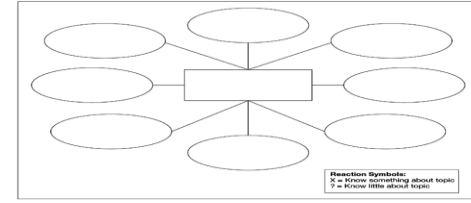
One-Minute Paper Format



- **One-Minute Paper:** “Here for You” Helping Children Cope with Chronic Illness.
- **Environment**
Classroom
- **Purpose**
To help students synthesize information about the hospitalized child.
- **NCLEX® Connection**
Psychosocial Integrity/Coping Mechanism
- **Steps**
After watching the video “Here for You” write out five important concepts related to the hospitalized child. Was this information helpful to you? How will you use this information in the clinical setting?



Concept Maps



- Active Learning Strategy.
- Used as a study aid
- **Environment**

Classroom (in-class/out-of-class)// Individual Assignment

- **Purpose**

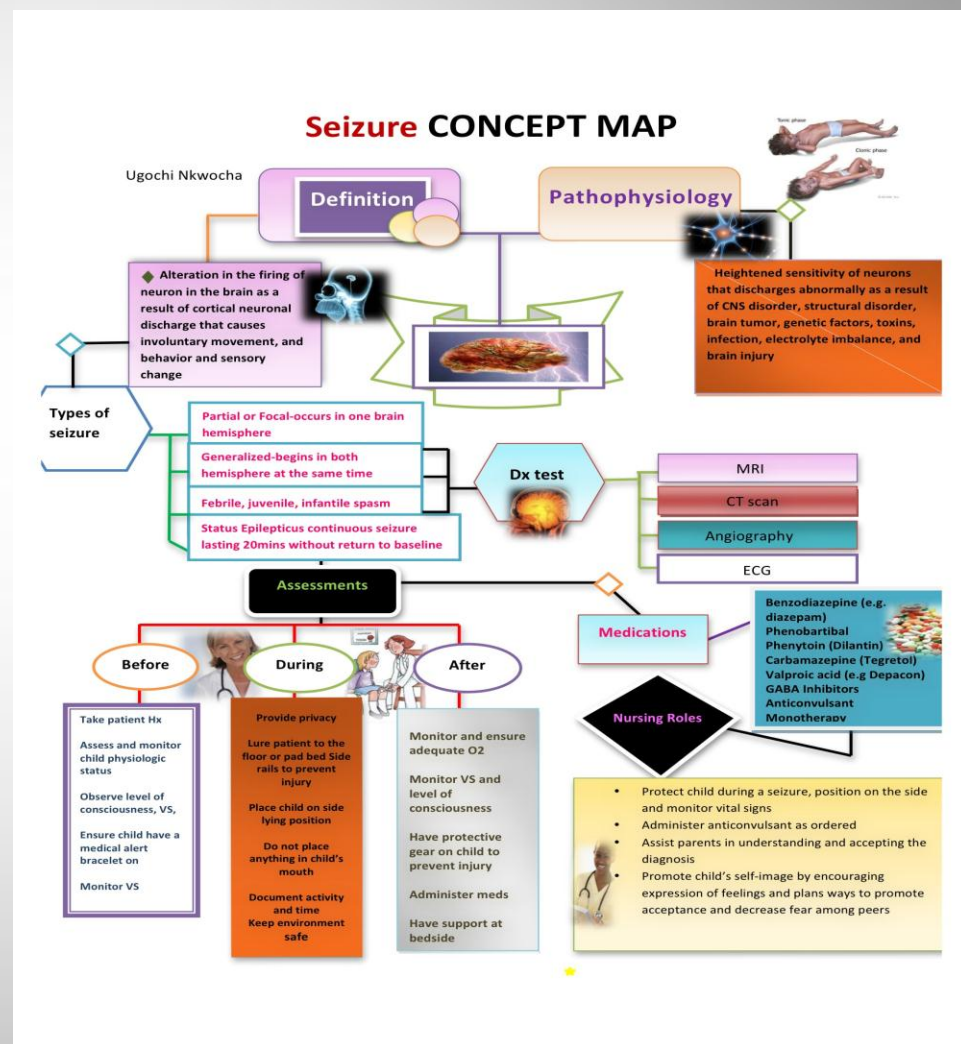
Demonstrate to students the ways of protecting the client from health and environmental hazards.

- **NCLEX® Connection**

Safety and infection Control/Accident/Injury Prevention
Implement seizure precautions for at risk clients

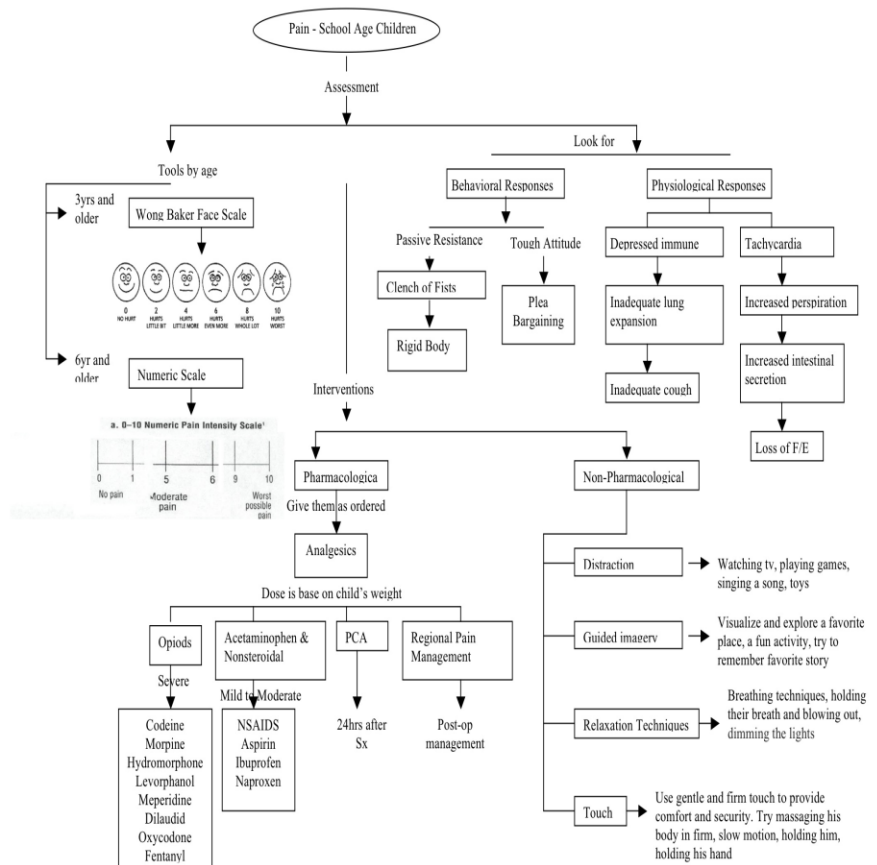
- **Steps**

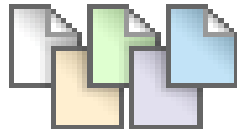
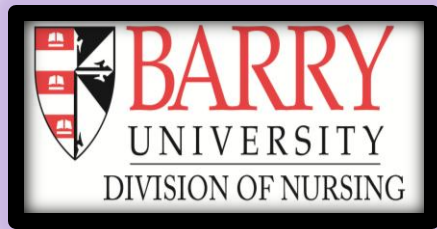
Individual Concept Maps



Group Concept Maps

Adolescents
Concept Map
Concept Map





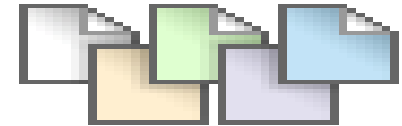
Wiki



- **Injury Prevention Wiki**
- **Purpose** - Allow students to incorporate knowledge of growth and development principles and prevention of injuries in children.
- **Supplies/Preparation**

The built-in Wiki on the Blackboard course learning management systems will be used for this project.

- Create a wiki to include the following:
 - A description of the age group.
 - Risk factors or hazards for the age group
 - Developmental Characteristics
 - Prevention
- Be as creative as you like. You can add images, video, urls, websites, text, color, etc.



Injury Prevention for School-Age Children WIKI MCH Th/SU

Create Wiki Page

Participation Summary

Injury Prevention for school-Age Children

Edit Wiki Content

Created By Indra Hershorin (Not a group member) on Wednesday, November 23, 2011 11:24:00 AM EST
last modified by Indra Hershorin (Not a group member) on Tuesday, March 27, 2012 8:12:37 PM EDT

INJURY PREVENTION: SCHOOL AGE CHILDREN




School Age Description:

School age children range in age from 6 to 12. They demonstrate common characteristics of their age group. A sense of achievement in meaningful activities is important to develop self-esteem and to prevent a sense of inferiority or poor self-worth. In this stage, these children continue to grow in height

About This Wiki

Number of Wiki Pages: 1
Number of Comments: 0
Creation Date: 11/16/11 10:43 AM

Injury Prevention for School-Age Children WIKI MCH Th/SU

 Injury Prevention for school-Age Children

Injury Prevention for Adolescents

Create Wiki Page

Participation Summary

Injury Prevention for Adolescents

Edit Wiki Content

Created By Indra Hershorin (Not a group member) on Saturday, September 17, 2011 9:08:29 PM EDT
last modified by Blanca Abdala on Monday, October 10, 2011 10:04:59 AM EDT



Injury Prevention for Adolescents

A description of adolescence describes the teenage years with puberty, disorientation and discovery, struggles with issues of independence and self-identity, and may be with experimentation of drugs, alcohol or sexuality. Peer groups and external appearance become of high importance. They are no longer children but not yet adults.

Risk factors or hazards are substance abuse, delinquency, teen pregnancy, school drop-out, and violence.

Developmental Characteristics:

Cognitive:

- Transitioning from concrete thinking to abstract thinking
- Prefer active over passive learning experiences
- Are developing higher levels of humor


Moral:

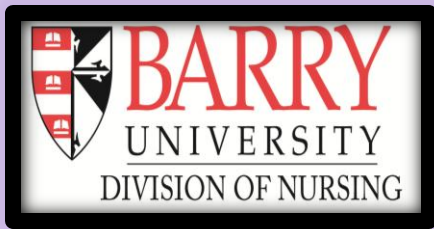
- Generally idealistic to make the world a better place
- Transitioning from the focuses on "what's in it for me" to that which considers the feelings and rights of others
- At times are quick to see flaws in others but slow to acknowledge their own faults

About This Wiki

Number of Wiki Pages: 1
Number of Comments: 3
Creation Date: 9/21/11 9:17 AM

Injury Prevention for Adolescents

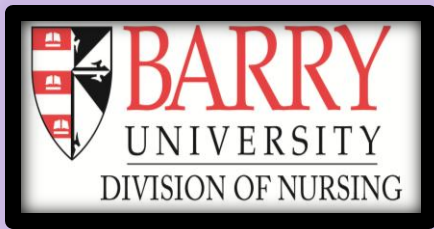
 Injury Prevention for Adolescents



Results

Comprehensive Pediatric Exam Aggregate Report

Exam	<i>n</i>	%
Group 1	45	72.6%
Group 2	25	72.6%



Conclusion

Active Teaching Active Learning

- Keep students engaged in the learning process.
- Meet the needs on today's learners.
- Cover much needed content without affecting students performance.
- Help students to succeed.

