



A Grounded Theory of Conceptual Understanding

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Objectives

- Describe the process of conceptual understanding in learning medication calculations
- Discuss the application of the process in the nursing curriculum
- The presenter received no funding for this study and has no conflict of interest.





Background

- Limits of the content focused curriculum
- How do students learn in a course utilizing a concept based approach?





Grounded Theory

- Blended theoretical framework of constructivism and symbolic interaction
- A grounded theory approach supported the discovery of a process oriented concept





Data Collection

- Seven classroom observations and 19 semi-structured interviews with sophomore level students in a medication calculation course
- Students described their approach to problem solving and discussed the effectiveness of teaching strategies



The Process

- Begins with teaching and learning experiences in the classroom
- Questioning was the most common category noted in the classroom observations





The Process

- Reengagement with course content outside of the classroom
- Confusion was the core category of the process
- Puzzling through the confusion

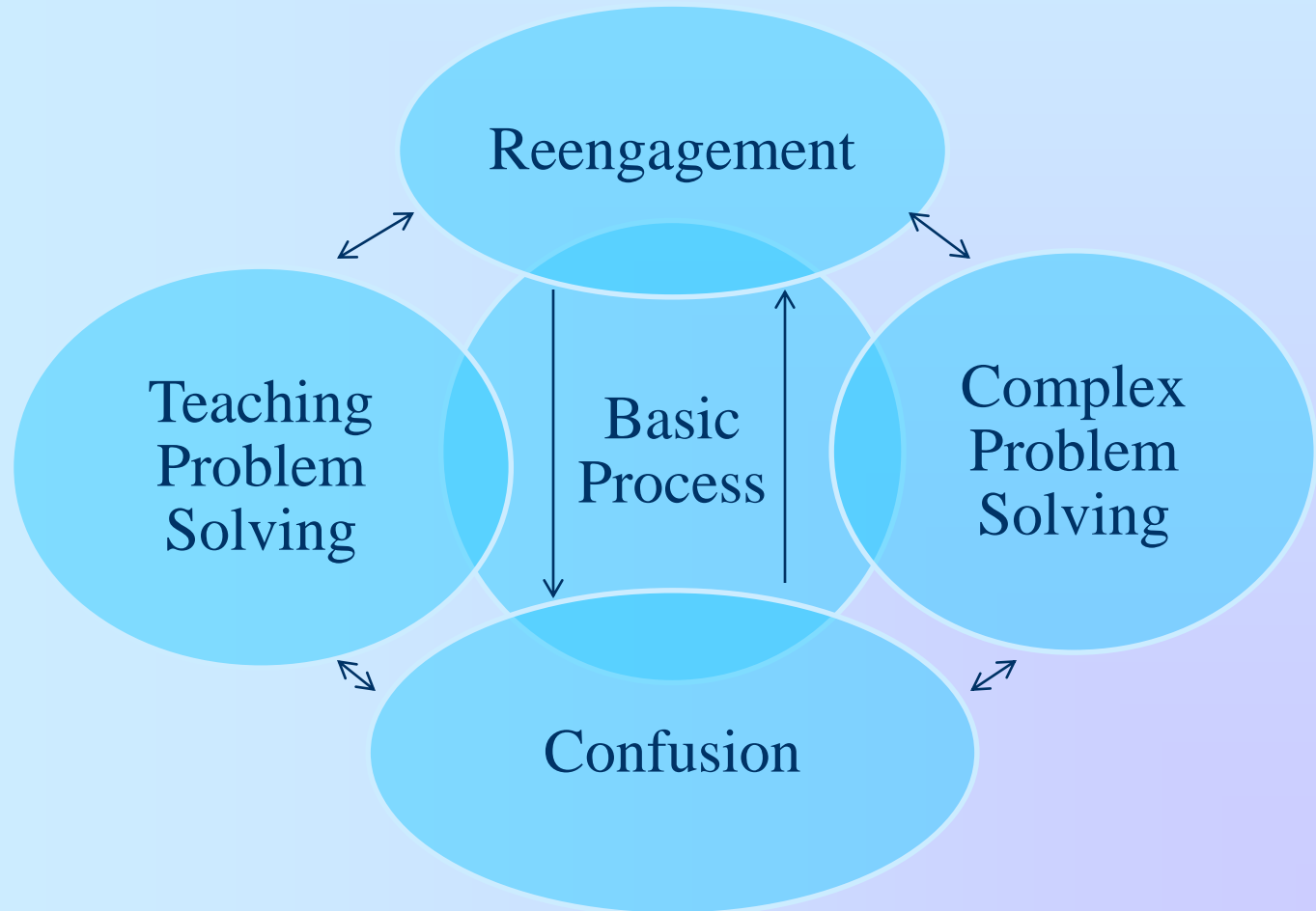


The Process

- Attainment of conceptual understanding and progress to more complex problem solving
- Iterative and cumulative



The Process





Implications

- Meaningful learning and questioning strategies
- Need for independent reengagement with course content
- Recognition and comfort with confusion
- Increasing the complexity of problem solving through the curriculum

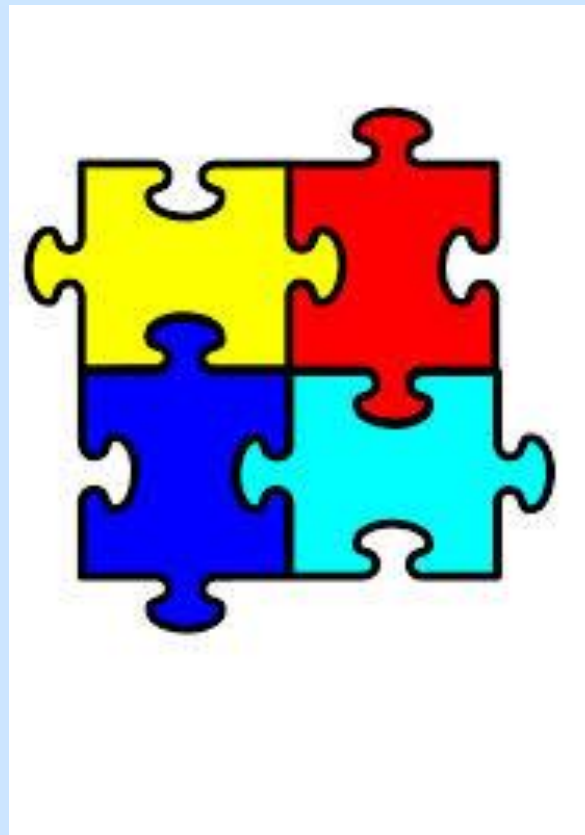


Application

- Integration of teaching for conceptual understanding in the nursing curriculum



Thank You



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