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# Interactive, Engaging Learning: What's the Big Deal?

Presenter:

Sue Davis, MSN, RN, University of Colorado, Colorado Springs

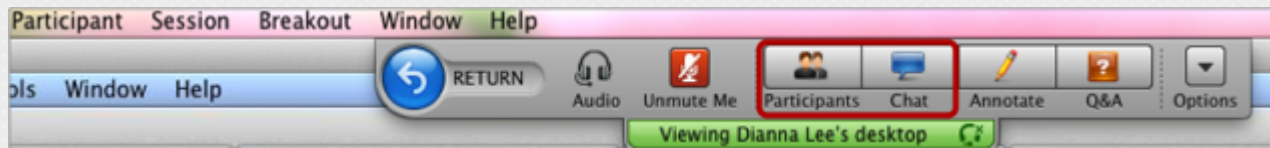
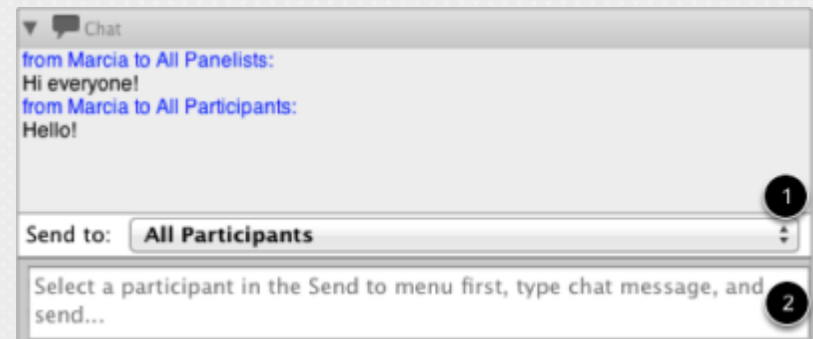


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# Interactive, Engaging Learning: What's the Big Deal?

Sue Davis, MSN, RN

3/22/17

# Objectives

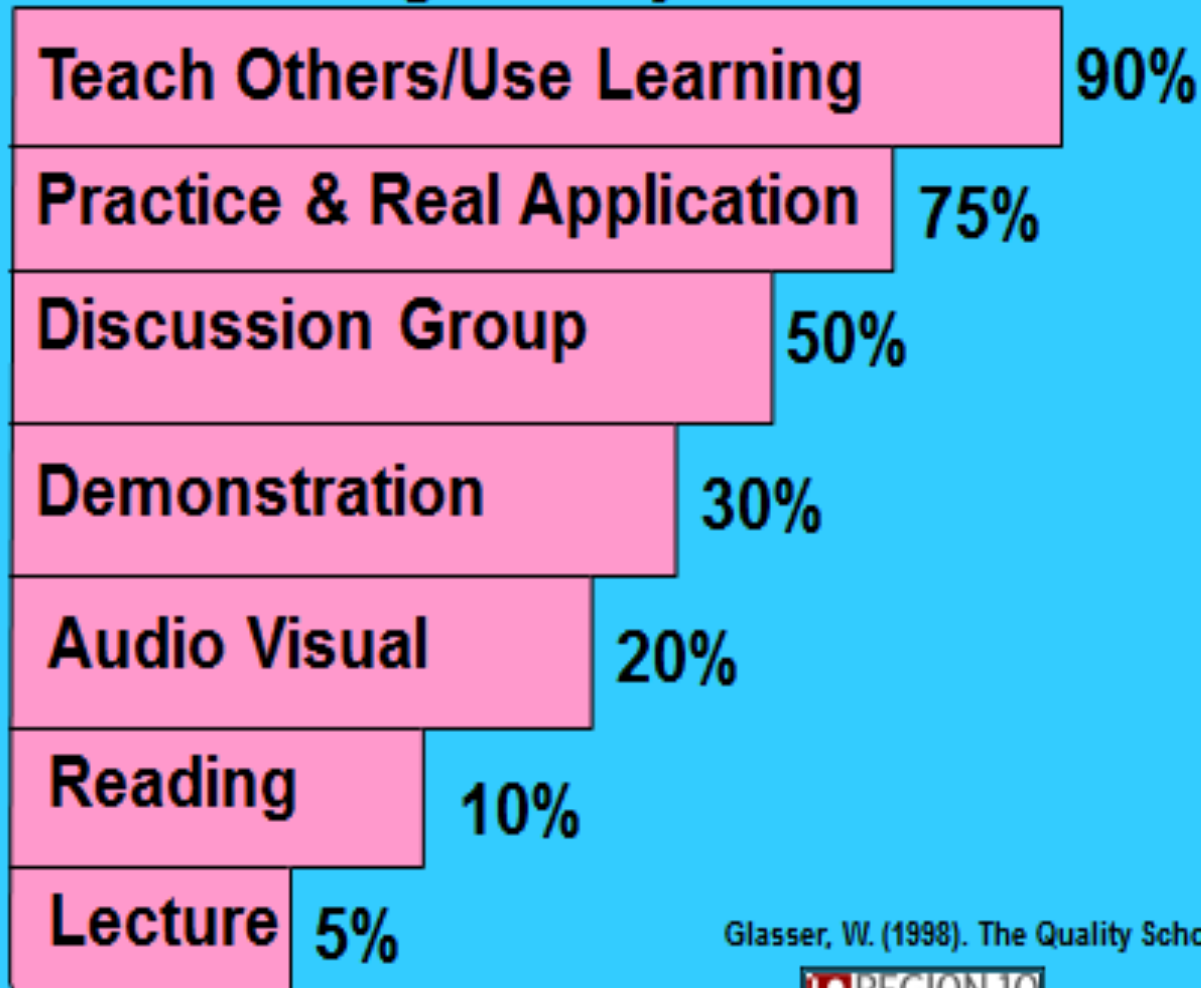
- 1. Discuss rationale for student engagement in the classroom
- 2. Discuss pedagogy of student engagement and active learning
- 3. What are the costs and benefits to the instructor and students
- 4. Strategies to employ
- 5. Thoughts for the future







## *Learning Activity Retention*

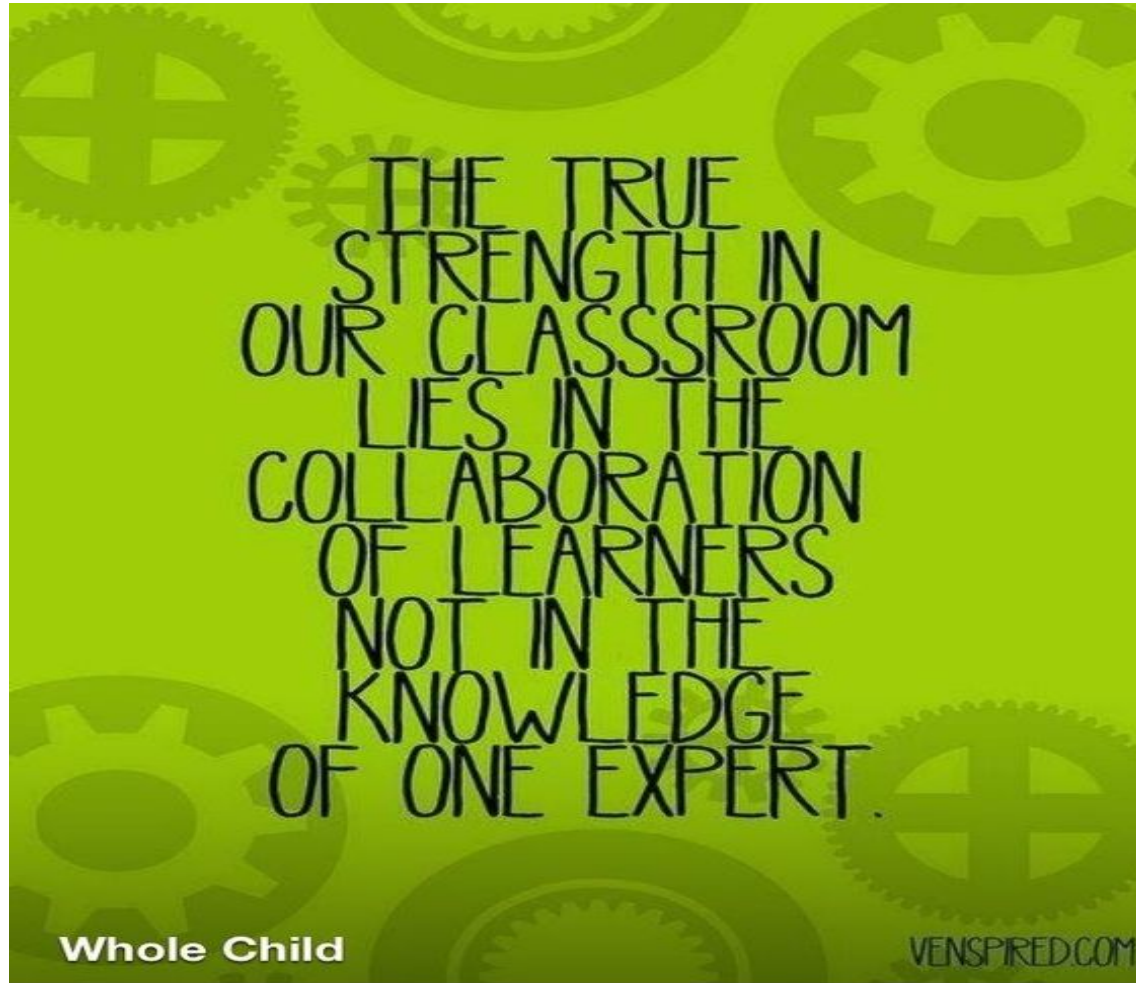


Glaser, W. (1998). *The Quality School*





# Something to Consider



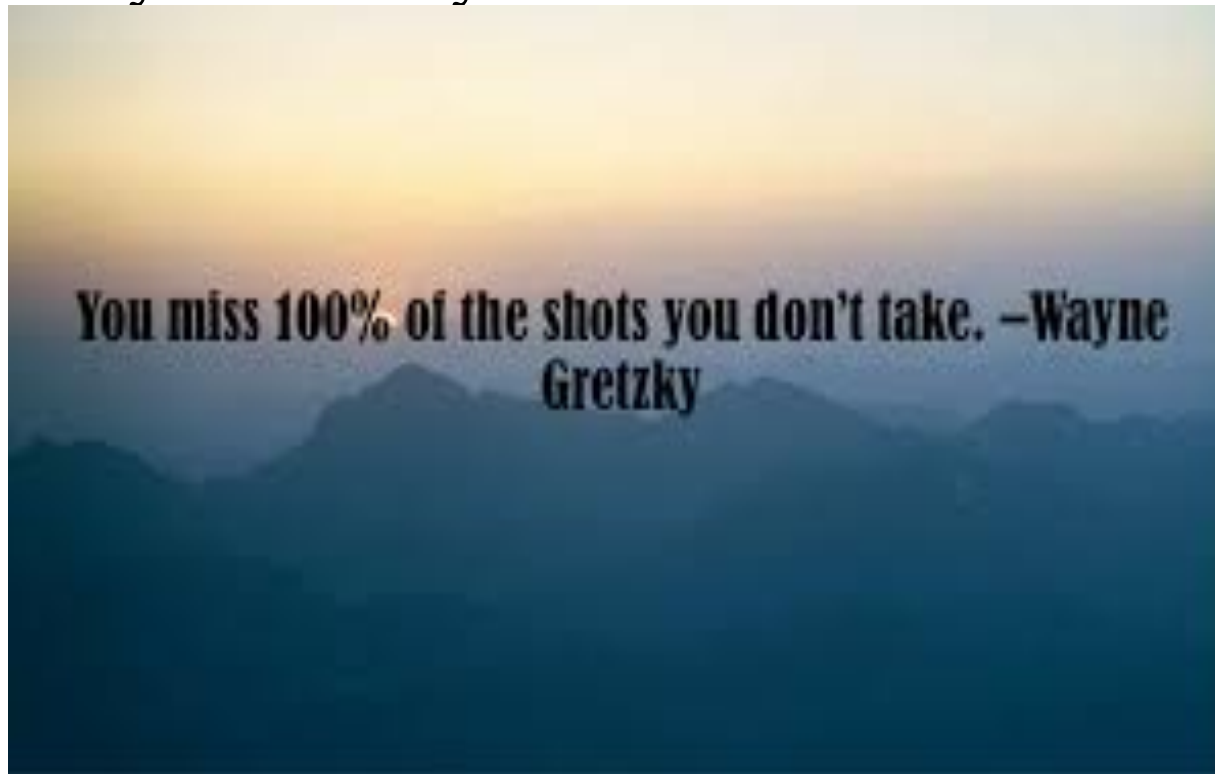
# State of Evidence

“Rather than using classroom time for passive pedagogical knowledge transfer, the focus of nursing education should be on problem-based, self-directed learning that promotes critical thinking.”

(Schlairet, Green & Benton, 2014, p. 321-322).

# Wayne Gretzky

- [http://www.azquotes.com/author/5901-Wayne Gretzky](http://www.azquotes.com/author/5901-Wayne_Gretzky)





# Principles of How People Learn

- 1. Learner Centered
- 2. Knowledge - centered
- 3. Assessment - centered
- 4. Community - centered

# Learner Centered

- Students learn at their own pace to their own learning style
- No longer “sage on the stage” but more facilitator role - “guide on the side”
- Freedom for instructor
- Team based learning-Kolb’s experiential learning model
- Move from passive to active learning and collaboration
- Development of interpersonal skills and teamwork
- Ownership of education by students

# KEY INGREDIENT

## Interaction and meaningful learning activities that occur during the in class time





# Knowledge Centered

- Requires students to apply information rather than memorizing content
- Encourages students to become independent, self -directed learners
- Encourages critical thinking and clinical judgement and decision making
- Encourages problem solving skills

# Assessment Centered

- Allows personal interaction between instructor and student
- Allows instructor to b engage students in higher levels of Bloom's taxonomy such as application, analysis and synthesis
- Real time feedback



# Community-Centered

- Instructors need to make connections to nursing profession
- Real Patient situations and relate the broader impact of textbook concepts
- Instructors need to be current in practice and knowledge of current nursing profession issues



# Instructor Challenges

- Heavy workload up front
- Time constraints with workload and faculty shortages
- Concept of nurse curator
- Development of in class activities
  
- “Candice Thille of the Open Learning Initiative at Carnegie Mellon University maintains that the business of higher education is ‘changing the knowledge state of the learner.’ Dusting off old course syllabi, PowerPoint slides, lecture notes and handouts will not suffice in an online world.” (Brooks, 2015, p.53)

# Student Challenges

- Buy- in to new formatting
- Accepting ownership of education and learning
- Shifting to a new form of learning -new and uncomfortable
- Shift from passive learning to active learning

# Benefits to Students and Instructors



# Strategies for Implementation Pre- Classroom

- Textbook
- Review articles
- Recorded lectures
- Worksheets
- Written prompts
- Kahn Academy
- Interactive Videos
- TED TALKS
- <http://ed.ted.com>



# Strategies for Implementation in the Classroom

- Share personal stories from own clinical experiences
- Case studies
- Current events
- Include humor
- Clinical vignettes
- Simulation exercise
- Simple pair and share
- Role play
- Student presentation
- Service Learning

# How to Start

- Start small
- Become familiar with pedagogy
- Develop “Bag of tricks”
- Consider hybrid course at first
- Give yourself TIME!

# Call for Radical Transformation

- Significant Gap between nursing practice and educational preparation
- Paradigm shift recommendation:
  - Teaching in context
  - Teaching for a sense of salience
  - Integrated clinical reasoning
  - An emphasis on professional formation.
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*, Stanford, CA: Jossey-Bass

# Thoughts for the Future

I've learned that people will forget what you said.  
People will forget what you did.  
But people will never forget how you made them feel.  
-Maya Angelou





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**THANK YOU**