

Using an Active Learning Classroom to Improve Outcomes

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Topic: Academic Nursing: Excellence & Innovation

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction

Creating academic excellence through innovation, considering diversity, equity, and inclusion in nursing instruction is critical in teaching a new generation of nurses.

Purpose

The pilot study explored if giving heavily weighted credit to the flipped classroom activities yet maintaining the program's rigor by requiring a University mandated exam average of 72% would increase the summative scores, formative scores, and student confidence in understanding the material.

Methods or Processes/Procedures

Formative assessment assignments were increased in number and rigor and given a weight of 35% of course grade after the students achieved an exam average of 72% per University policy. A total of 65 learning activities were added to the course. A weighted formative value of 35% allowed the students to move their final grade by one letter grade if the work was completed.

Results

A Nationally standardized course exit exam was used to evaluate overall effectiveness in improving academic knowledge. The benchmark for sufficient likelihood of passing the OB section of the NCLEX was 850. The pre-intervention group, who received traditional instruction and homework grades weighted at 10% had 34 students who scored under the 850 benchmark. The intervention group with a flipped classroom model with 35% of grade achieved through summative activities had 14 who fell below 850. The overall class average increased from the pre-pilot group to 901 in the pilot group. Qualitative data from student end of course evaluations changed from dissatisfaction with the amount and type summative assignments when there was 10% graded weight to very positive satisfaction with the same work when it was valued at 35%.

Limitations

This study was a pilot study and therefore had a small group of 90 students in each group.

Conclusions/Implications for Practice

Meeting students where they are at, meaning making the work more valuable to them as a grade can increase engagement and knowledge acquisition.

Biography

Tracy McManaman-Bridges is an Assistant Clinical Professor at Texas Woman's University in Houston, Texas. She has a Doctorate in Health Sciences Educational Leadership and an MSN in Leadership. She is a Certified Nurse Educator with eight years of teaching experience and 29 years as a nurse in Maternal Child Health. She has a passion for nursing students and new nurses developing their professional responsibilities and passion. As an educator, she believes in transformative learning through an active classroom.

Contact Information

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