Classroom collaborative Team-Based Learning: a model for 21st century education?

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Tell my journey using this innovative teaching approach

✓ BU ethical approval
Background

Care of Client with Acute and Long terms condition

How can we contextualise nursing knowledge in the University classroom setting?

Placement pressures.....
TBL session

• Team based Learning seminar (flipped classroom) on caring for people with respiratory disorder

• Collaboration between academic nurses and respiratory specialist NHS staff

• Aim – was to narrow the theory-practice gap

• Delivered to around 250 student nurses across two sessions
3 Questions focusing upon Collaborative TBL

1. Improve students’ confidence in understanding material presented?

2. Associated with improved examination performance?

3. Student feedback v traditional teaching?
The Team-based Learning Process

1. Pre-class preparation
2. Assurance of readiness
   (a) IRAT*
   (b) tRAT*
   (c) Appeals
   (d) Mini-Lecture
3. Application activities

The Collaborative Team-based Learning Seminar
- Online activities to revise respiratory A&P
- Recorded lecture and recommended reading on pathophysiology/nursing care for COPD and asthma
- Students answered 15 multiple choice questions first as individuals (iRAT) then agreed answers to the same question in teams of 5-7 students (tRAT).
- Students could ‘appeal’ if they disagreed with the wording or answer but needed to back this up with evidence
- A mini-lecture addressed knowledge gaps

Following the ‘4 S’ Framework*, student teams applied their knowledge making clinical decisions for two patient case scenarios.
**IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)**

Name ___________________________  Test # _____
Subject ___________________________  Total _____

**SCRATCH OFF COVERING TO EXPOSE ANSWER**

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Staff contribution

Involvement of nurse academics greatest in the overall design including all teaching materials

Involvement of NHS staff greatest in the facilitation of case studies based on their own caseloads
Student Feedback

What students said they enjoyed/benefited their learning (n=168)

Informative, Interactive, Interesting, Fun

What students said they would change (n=110)

Organisation, Length, Nothing, Smaller, Time
Does collaborative TBL environment improve students’ confidence in understanding the material presented?

- Bristol on-line survey
- Questions focused
  - Confidence in knowledge
  - Confidence in providing care
- SPSS Statistics
Collaborative TBL environment is associated with improved examination performance?

Work in progress
Staff Feedback

“I initially felt it would not work with such a large number of students however, seeing it in action changed my mind. I can’t think of anything I would change.”

NHS staff all felt they were able “to pass on our passion, knowledge and skills to nurses who could be looking after us one day”
My learning

- Quantitative findings using Bristol on-line survey
- Needed qualitative study
- Larger groups is set to stay
- Practitioners opportunity to support learning in the classroom
- TBL is a new approach to learning for practitioners in practice
- 2017 intake self funded v bursary funded: different set of learners?
References


Casey, Fink, Jaynes, Campbell, Cook, 2011 Wilson Readiness for practice: the senior practicum experience. Journal of Nursing Education. pp. 646-652


Questions?