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Active Learning and Technology Immersion: Jumping in with Both Feet

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Introduction

In an effort to transform a graduate nursing education course, new teaching strategies included the use of e-portfolios, Prezi presentations, an online introduction wall, a digital conceptual framework poster, a paper created in a group using Problem Based Learning, and a group video created by the students reflecting on how they learn. Through active learning assignments, students created innovative projects to use in their current practice and in their future careers as nurse educators.

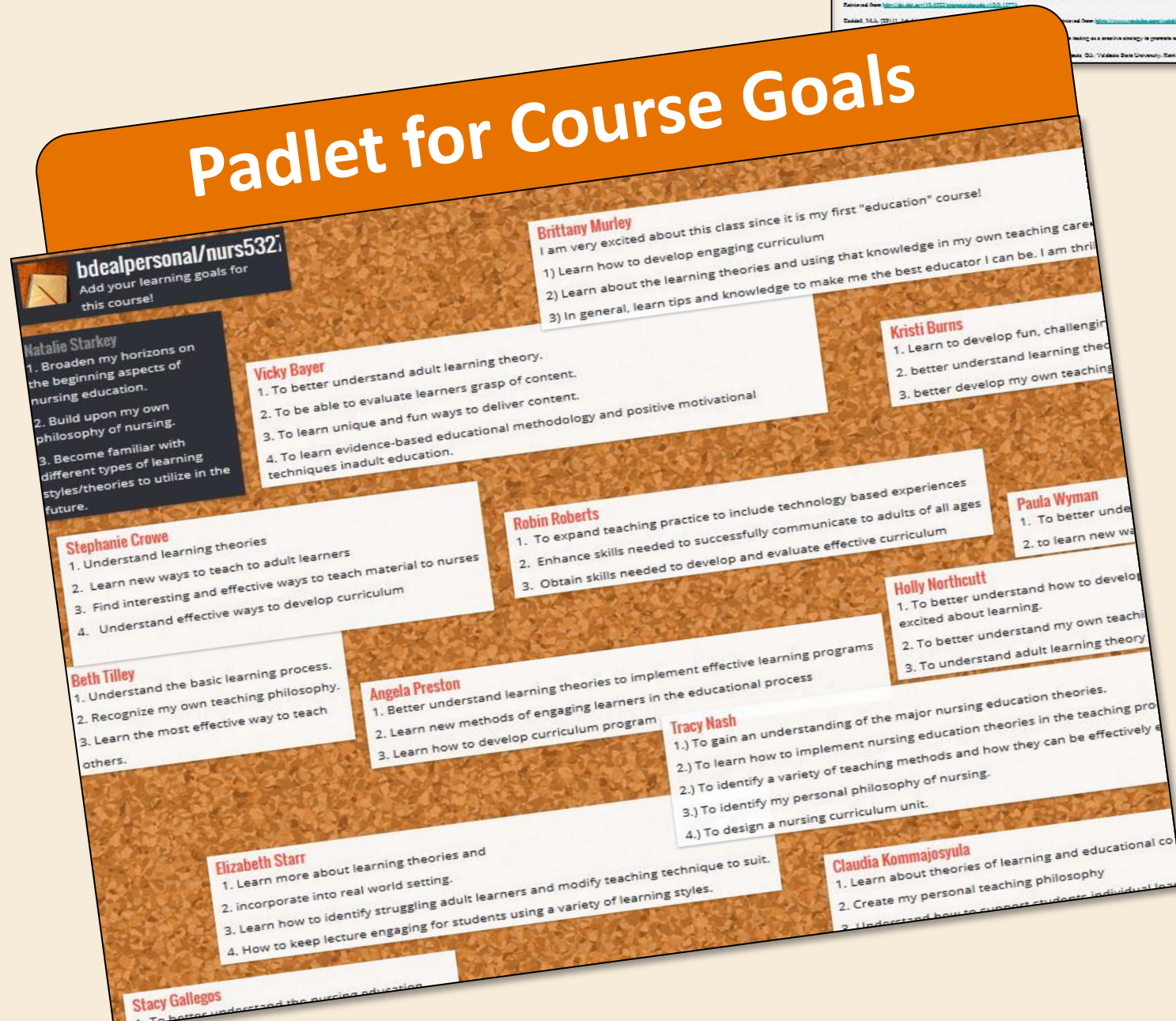
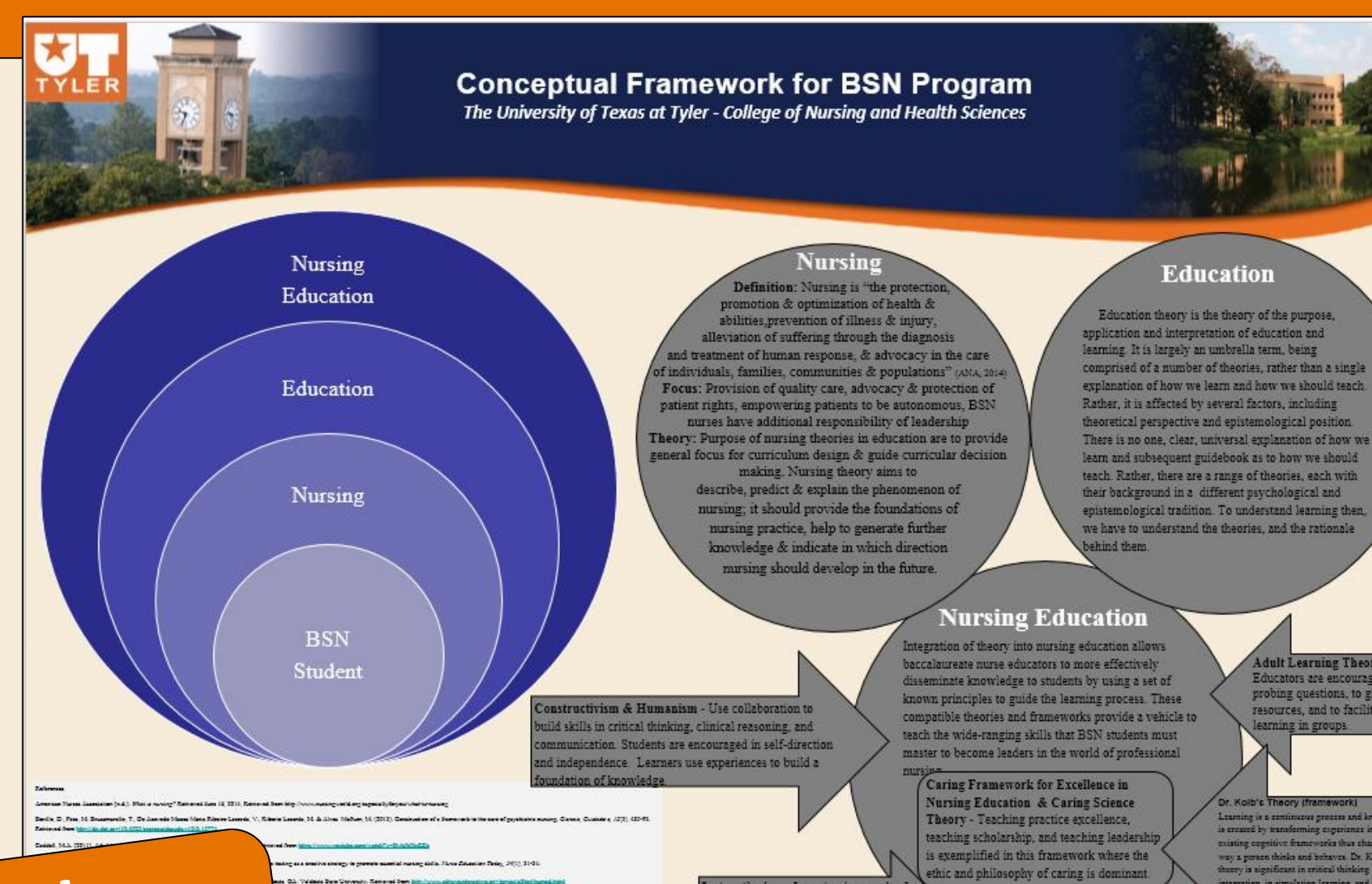
Student Feedback

- Exposure to technology will assist transition from nurse to educator
- I usually despise group work, but really enjoyed it this time!
- Encouraged active learning, deep thinking, and understanding of course content
- Group projects were fun!
- Learned a lot and had fun doing it!
- Projects beneficial in learning about adult education. Working in groups as an adult learner helped make those connections.
- Loved the variety of learning activities!

Teaching Strategies



Research Poster on Conceptual Framework



Discussion

Formative and summative course evaluations based on student feedback indicated students found the new learning techniques to be beneficial and enjoyable. The effectiveness of using this new technology in the classroom was based on both faculty and student engagement in a caring learning environment. By sharing technology and embracing new approaches to teaching, nurse educators can engage their students while transforming learning from a passive experience to an active learning practice that initiates higher order thinking.

Conclusions

Using multiple strategies for a 5-week intense summer course was risky, but faculty felt confident the students would have a good learning experience and they did! The "fun" factor energized and added to their learning. The strategies were new to many of the students and they enjoyed learning something new as well. Faculty had fun too!