

Transforming the Classroom with Reflection

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Disclosures

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- ◆ **Rebecca Toothaker: no disclosures**
- ◆ **Pamela Cook: no disclosures**



Objectives

- ◆ **Describe the process of reflective thinking/journaling**
- ◆ **Describe the one minute paper as a active teaching strategy in the classroom setting**
- ◆ **Discuss research findings from the implementation of the one minute paper in a nursing classroom.**



Background

- ◆ **The concept of reflective thinking originated by Dewey (1997) is defined as “reflective thinking alone is educative” (p. 2).**
- ◆ **The use of Flipped Classroom techniques requires students to better prepare for class, which allows instructors to spend more time modeling, watching, and correcting as students apply concepts in the classroom (Sage & Sele, 2015).**



Background Continued

- ◆ **Reflection on practice and an awareness of self has been recommended as ways to enhance clinical competence and should begin during initial training (Hendrix et al., 2012; Phillips & Trainor, 2014).**
- ◆ **A competent reflective nursing student repeatedly reflects on experiences and is capable of reflecting-in-action. This process aids in continual learning from experiences that will benefit future actions (Schuessler, Wilder, & Byrd, 2012).**



Literature Review

- ◆ **Experiential learning that encompasses technology and evidence based educational strategies can lend to a more interactive classroom environment that draws Generation Z's attention (Montenery et al., 2013; Shatto & Erwin, 2017).**
- ◆ **Reflective journaling tools aid in content comprehension and active discussion**
- ◆ **Encourages the active learning that is recognized as best practice teaching.**
- ◆ **Students' replies reveal what concepts have not been fully understood, and what points were perceived as being of greatest importance.**



What is the One Minute Paper

- ◆ **Classroom Assessment Technique**
- ◆ **Formative Assessment Tool**
- ◆ **Gives learners a chance to clarify information**



Types of Questions

- ◆ 1.) Questions designed to assess students interest
- ◆ 2.) Questions identifying perceived relevance of course concepts
- ◆ 3.) Questions to assess students attitudes/opinions
- ◆ 4.) Questions about student comprehension
- ◆ 5.) Questions assessing conceptual connections

(Cuseo, 2015)



Purpose

- ◆ **The purpose of this study was to explore how the Generation Z nursing student views active instructional strategies in the classroom and the evolvment of critical thinking.**



Methods

- ◆ **Pilot Study**
- ◆ **Mixed Methods**
- ◆ **16 question pre and post survey**
- ◆ **One open ended question**
- ◆ **6 weeks of classroom**



Sample

- ◆ **Small sample size : exploratory**
- ◆ **29 participants**
- ◆ **23 sophomore level students**
- ◆ **6 junior level students**



Research Questions

- ◆ **Two questions will be asked to the students:**
 - (1) What is the most important concept that you learned in class today?**
 - (2) What was the most “muddiest” or most confusing concept learned in class today?**
- ◆ **After each session, the faculty created a study guide that answered the muddiest points with different teaching methods. This teaching tool was expected to clarify “unasked” questions and facilitate deeper critical thinking of concepts.**



Questions Showing Positive Correlation

2. The use of one-minute paper helps me to develop a better understanding of the subject matter when compared to traditional lecture based class.

		N	Mean	Std. Deviation
Q2	Q2	29	2.48	1.056
	Q2_POST	29	1.76	0.739

3. As a result of using the one-minute paper, I feel more comfortable participating in classroom discussion.

Q3	Q3	29	2.41	1.053
	Q3_POST	29	2.07	1.067



Questions Showing Positive Correlation

4. The one-minute paper allowed the professor to respond to concepts I did not understand.

Q4	Q4	29	1.52	0.949
	Q4_POST	29	1.31	0.66

9. Reflective journaling helped me learn from my classmates (vantage points).

Q9	Q9	29	2.41	1.323
	Q9_POST	29	2.31	1.257



Questions Showing Positive Correlation

10. I feel like reflective journaling helps stimulate class discussion

Q10	Q10	29	2.38	0.903
	Q10_POST	29	2.21	0.978

12. I am more involved in class discussion in this course because of the use of reflective journaling.

Q12	Q12	29	2.97	1.085
	Q12_POST	29	2.79	1.082



Questions Showing Positive Correlation

15. In the future, which of the following would you prefer?

◆ **More active learning with less lecture**

Q15	Q15	29	1.72	0.649
	Q15_POST	29	1.66	0.553



Limitations

- ◆ **Convenience Sample**
- ◆ **Small Sample Size**
- ◆ **Qualtrics and alignment of identifiers**



Implications for Educators

- ◆ According to Dale (1969) “people learn 10% of what they read, 20% of what they hear, 30% of what is demonstrated, but 90% when what is said and done is combined” (Boctor, 2013, p. 97).
- ◆ Students who take an active role in the learning process are empowered to become “co-producers of learning.



Recommendations for Future Research

- ◆ **Repeat study with larger sample size using paper surveys**
- ◆ **Exploit active strategies that enhance learner participation**
- ◆ **Tool Development**
- ◆ **Content validity**



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Thank You