Nursing faculty teaching in the online environment are under increased pressure to provide edutainment; educating and entertaining students while maintaining high standards and preparing excellent nurses for the future. Instructors have long used exam reviews as a method to increase student success on examinations. Faculty have conducted exam reviews in a variety of ways to encourage student participation, and not simply to review content already taught. With the nursing shortage, increased enrollment in nursing programs and increases in number of students in online courses, faculty have felt pressure to provide students with engaging learning environments, including such reviews before examinations. Students enrolled in asynchronous online nursing courses enjoy exam reviews, but delivering an online exam review at a distance, may be challenging for many technologically challenged faculty. Although learning to incorporate innovative teaching strategies may be time consuming and frustrating, many nursing faculty have realized the benefits of these efforts and have committed the time to bring such innovation to their online classrooms. Using technology enhanced exam reviews, such as games, help many students to be successful in their courses (Atamturktur, Lee, & Tian 2015). Nursing faculty have been implementing games such as Kahoot! and Jeopardy for some time and have discovered that implementing a game-based approach to learning may increase student satisfaction, motivation, and achievement of learning (Bovermann, Weidlich, & Bastiaens, 2018; Davidson, 2016). Faculty have reported positive student outcomes when utilizing innovations such as gamification in the classroom (Davidson & Candy, 2016; Day-Black, 2015; Foss et al., 2014; Grianias, 2017; Plump & LaRosa, 2017; Thomas & Schuessler, 2016; Zeglen & Rosendale, 2018).

The purpose of this project was to implement an interactive, engaging exam review for an asynchronous, online, direct entry master’s in nursing course in order to increase student engagement, to increase student to student interaction, to allow students an opportunity to check their understanding of content, to allow faculty the opportunity to gauge student learning, and to increase student success. Faculty teaching the challenging Medical Surgical Nursing course recognized the vast amount of content covered in the course, realized students could benefit from a more engaging atmosphere and developed an exam review using the games of Jeopardy and Kahoot! Students read material, completed online discussions and assignments and then were offered the optional game exam review. Students exam scores were tallied, students were surveyed after the exams and students’ course evaluations were reviewed. Findings of the project included that students attending the game exam review had increased student engagement, increased faculty to student interaction, higher ratings on end of course evaluations regarding improved peer to peer learning, and higher exam scores. Students especially enjoyed the anonymous nature of the game, while being able to check their understanding of content. Students also stated the exam review added an enjoyable element to a difficult topic. Students reported being less anxious on the exams after participating in the online game review. Sattizahn, Moser, & Beilock (2016) report that, how students prepare for exams is an important factor for how well they will recall information during the exam.

Limitations of the project include the possibility that students could have been telling instructors what they thought they wanted to hear about the game exam review. This project was limited to one course in the program, so future research may include expanding the game exam review to more nursing courses. The online game exam review was implemented with experienced online educators. Many nursing faculty admit to either not enjoying online education or being frustrated by it. In order to expand the program, nursing faculty would benefit from education and training on how to implement the online game review. Faculty may resist innovations that are complicated to implement. In order to increase faculty
implementation, it is also beneficial to explain the usefulness of educational video games (Sánchez-Mena, Martí-Parreño, & Aldás-Manzano 2017).

In addition to expanding the project within the nursing college, it would be beneficial to expand the project to other colleges of nursing, perhaps as a global project with sister schools of students studying abroad. Currently, international nursing projects are being developed to bring faculty together to study innovations in nursing education (Johnston, Boyle, MacArthur, & Fernandez Manion, 2013). During the age of incredible innovations, faculty shortages and increased nursing enrollment, nursing faculty must continue to find new ways to support one another’s programs, and create engaging, fun, yet rigorous programs to foster student success and create a new generation of amazing nurses.

Title:
Game On! Implementing Emerging Gaming Technology for On-Line Graduate Nursing Students

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References:


**Abstract Summary:**

With the increase in nursing enrollment in an online environment, innovative methods are needed. An online game exam review project was implemented to increase student engagement and success in a masters in nursing online program.

**Content Outline:**

I: Online Nursing Education

II: Innovations in Education

III: Project: Game Exam Review

IV: Limitations and Future Research

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