

**Title:**

Future Classroom Lab: Interactive Learning Environment

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**Session Title:**

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**Keywords:**

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**References:**

Racz B. et al., (2017). *CO-LAB Country Reports, Summary and reports from national partner leads*. <http://colab.eun.or/country-reports>

Wiggins, G. (2014). Seven keys to effective feedback. *Educational Leadership*, 70(1), 10–16.

**Abstract Summary:**

In higher education, teachers and students are currently challenged to cooperate in learning and assessment strategies to promote the achievement of expected learning outcomes and skills. This study describes the perception of nursing students about the contributions of peer feedback in the acquisition of skills required for future professional practice.

**Content Outline:**

I - Purpose

II - Methods

III - Results

IV - Conclusion

**Topic Selection:**

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**Abstract Text:**

**Purpose:** Schools are increasingly acknowledging that the traditional classroom with teachers at the front and students facing in one direction for the whole lesson does not

enable innovative pedagogical approaches. 21st century pedagogy methods such as flipped learning, collaborative learning and project based learning or scenario based problem solving have necessitated changes in the layout of the classroom to allow movement and flexibility. The aim of this study is to identify the student's recognition of the use of Future Classroom Lab - FCLab in learning engagement and satisfaction.

**Methods:** A qualitative and descriptive study. Data collection by focus groups with students, randomly selected among participants. A satisfaction and learning motivation questionnaire were applied to participants in the end of the classes period. All students from 3th and 4th nursing degree (n=82), that work in project based learning or scenario based problem solving. The FCLab was evaluated through the triangulation of methods: results of satisfaction and motivation questionnaire to students; the focus group with students and the evidence based data.

**Results:** Results prove that FCLab engage students in learning activities, allowing them to use diferente learning zones, that all together allows to a new and holistic view on teaching/learning, and show that is about being connected, being involved and being challenged. The flexibility of the zones enable to work in groups, pairs or individual, gives an added value to the research, to interpretation, analysis, knowledge-building activities, encouraged interaction and feedback as the use of learning technologies. Students mention that FCLab provide ways to foster self-directed learning, supports in self-reflection and meta-cognition skills.

**Conclusion:** FCLab provide diferentes learning zones that combined create the opportunity to provide transformative education, get students motivated, satisfied and engage, as allows to knowledge development and understanding about new teaching/learning styles, learning environment design, current and emerging technology, and societal trends affecting education for the future.