

Yes Professor, I Am Totally Ready for Class Today!

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The Problem:

Nursing instructors are expected to provide active learning opportunities in the classroom, yet there is little research provided to help instructors develop strategies to motivate students to come to class prepared. Without classroom preparation, students do not experience the benefits of deep learning with the engagement activities.

The Solution:

Discover strategies that will motivate students to come to class prepared and collect data about the students' experiences using those teaching and learning strategies.

This solution brings back the joy of teaching for the instructors and joy of learning for the students.



Results

Students reported that five interventions motivated them to come to class prepared:

1. Twenty minute voice-over Powerpoint provided before class.
2. Two page pre-class worksheet that prioritized content and used the textbook.
3. Random student presentation of pre-class worksheet answers in class.
4. Less information transfer in class and more engaged activities.
5. Five percent of the final grade was based on completion of these engagement activities as an incentive for completion.

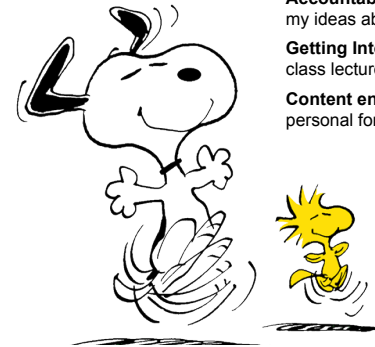
Methods

Qualitative study based on the following data collection:

Focus group – 19 students who have had a mixture of traditional lecture-style classes and fully engaged flipped classes.

Instructor interviews – 9 educators who use a mixture of teaching strategies to motivate students to prepare for classes.

Records review – 130 written responses over a three year time period from an instructor who uses specific strategies to enhance classroom preparation.



Conclusion

Five themes based on student comments:

Knowing What to Study: "I feel less anxious when going to class because I have a better idea of the priorities for the day."

Deep Learning: "It has made class time more about deeper understanding than just listening to a PowerPoint presentation."

Accountability: "I know that in every class I will be asked to share my ideas about the content so I come prepared."

Getting Into the Text: "It is very easy to put off preparing for a class lecture when you will just be lectured at for two hours."

Content engagement: "This makes the learning process more personal for me because I am forced to reflect on the material."

References

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