



UNIVERSITY *of* MARYLAND  
SCHOOL OF NURSING

# Using Collaborative Testing in a Clinical Nurse Leader Program: One Program's Experience

Dr. Regina Miecznikoski Phillips RN, CNE

Assistant Professor

# Collaborative Testing

- Definition → collaborative learning
- Discussion of test/quiz items to identify answers through consensus
  - Group of 2 or more students
- Various formats
  - Assessment then discuss/submit
  - Available points/prorated points/no added points
- a

# Clinical Nurse Leader

- Master's preparation
- Obtain by→
  - BSN or second degree
  - Additional certification
- University of Maryland SON→
  - Second degree students
  - Varied backgrounds
  - Graduate with MSN and are entry level nurse
- *Adult learners with unique learning needs*

# Pathology/Pharmacology Course

- 5 credits in first semester of program
- Course in comparison to all other CNL and BSN courses => more supplemental services
  - Highest rate of academic withdrawals in semester
  - Highest rate of grades at C (2.0) or less
- Faculty challenged to engage adult learners and enhance learning of difficult content

# Collaborative Testing Process

- Used only with selected quizzes
  - 4 quizzes each semester (4.5% each)
  - Used collaborative process in 2-4 times per semester
- Procedure
  - Administered quiz individually first (40 minutes)
  - Small groups reviewed quiz together
  - Initially submitted second scantron but unreliable
  - Group assignment varied – random or self-select
  - No additional points

# Evaluation

	All semesters
# responses	99/ 130 (76%)
Positive feedback	79 (60%)
Improve=> give correct answers	37 (28%)
Improve=> faculty/TA involved	4 (3%)
Improve = do at another time/more time	5 (4%)
Improve => Organizational	14 (11%)

# Evaluation-How to improve?

- Give correct answers in advance of the collaboration or during the collaboration
- More faculty involvement/ TA in each group
- Smaller groups
- Do it for exams too
- Do the next day/stressful on same day

# Challenges

- Large class/one room
- Absence prevented answers; some repeating students
- Classroom time
- Little incentive to participate



# Rewards

- Allowed for student engagement and collaboration
- Students learned new approaches to test questions
- Students discussed material/ explained material in different way
- Reinforced concepts/reviewed content
- Identified areas for additional study
- Students work with people outside usual group; made new friends or study partners
- Learned to discuss with people with different views or opinions



**QUESTIONS**