

Nursing Education Research Conference 2020

Utilizing Quizzing to Improve Student Learning Outcomes in an Undergraduate Nursing Program

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Purpose: It is imperative pre-licensure nursing students are academically prepared to be successful on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) following graduation. Faculty in higher education are continually seeking ways in which to improve students' knowledge retention and ultimately student outcomes (Nguyen & McDaniel, 2015). The use of quizzing as a study tool is underutilized in nursing education. Many times, students are given only a few assessments per semester, followed by a comprehensive exam (Brown & Tallon, 2015; Downs, 2015). However, many studies have shown students benefit from the use of quizzing as a study tool, as it assists them in moving from rote memorization to understanding concepts (Michaels, 2017). Students and faculty alike might agree that quizzing is not the most modern study technique; however, research continues to support its effectiveness on long-term retention of knowledge (Davis, 2017; Rezaei, 2015).

Methods: This quasi-experimental research study investigated the relationship between the use of online quizzing within a baccalaureate nursing course and outcomes on students' comprehensive exam scores. Students participating in this study were enrolled in a fundamental level nursing course. The control group consisted of students who received only unit exams and a comprehensive final. The experimental group utilized content specific quizzes, which were created by a standardized testing company, in addition to unit exams and a comprehensive final. Students in the experimental group were further assessed to determine if there was a relationship between exam scores and the students' utilization of quizzing as a study tool.

Results: Comprehensive exam scores increased by 2.5% for students who utilized quizzing, and a positive statistical relationship was noted ($F(1,438) = 21.03, p < .001$) between the use of quizzing and students' comprehensive exam scores. Further analysis revealed there was no statistically significant difference ($F(1,81) = .001, p = .982$) in exam scores for students who reported using quizzes as a study tool versus those who reported completing quizzes only as a component of the course requirements.

Conclusion: When comparing quizzing and non-quizzing cohorts, quizzing was found to improve comprehensive exam scores, regardless of whether students utilized them as a tool to improve their studies. The implications for nursing education will be discussed in detail during the presentation.

Title:

Utilizing Quizzing to Improve Student Learning Outcomes in an Undergraduate Nursing Program

Keywords:

Quizzing, Student Outcomes and Study Techniques

Abstract Summary:

The purpose of this presentation is to disseminate findings of a quasi-experimental research study which investigated the relationship between the use of online quizzing within a baccalaureate nursing course and outcomes on students' comprehensive exam scores.

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