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The Use of Module Check-Ups to Improve Learning and Teaching in a Nursing Course

Virginia A. Reising, DNP, RN, PHNA-BC

Health Systems Science, University of Illinois-Chicago, College of Nursing, Chicago, IL, USA

Saria C. Lofton, PhD

Health Systems Science, College of Nursing, University of Illinois at Chicago, Chicago, IL, USA

Purpose: Concept testing is an assessment strategy used to assess knowledge acquisition of key concepts after initial presentation of materials (Stubbs, 2019). In the classroom, concept tests are implemented utilizing technology and are designed to be short, targeted assessments with minimal points assigned. Currently, there is limited literature about the use of concept testing in nursing education however literature underscores the challenges related to assessment in online nursing courses (Smith et al, 2009) and documents student preference for brief, low stake tests to assess learning (Okunji & Hill, 2014). The use of *checks-ups* as a form of concept testing was initiated by faculty to confirm student understanding of course concepts and ensure adequacy of course materials. We will describe the implementation of check-ups, as part of a blended graduate nursing population health course and post-implementation feedback from students and faculty.

Methods: This blended graduate nursing course was taught with the majority of content and teaching provided online through the Blackboard® content management system. During a sixteen-week semester, there were five modules and each module included one check-up that consisted of 10-12 questions. The check-ups were open for a week period with students having three attempts to answer the questions. The cumulative grade on the check-ups counted for 2.5% of the total course grade. At the end of the course student feedback was requested on course materials. Faculty also provided specific feedback on check-ups as part of the course evaluation. Content analysis was conducted on student scores and written feedback by students and faculty.

Results: Student scores on the check-ups ranged from 92.7% to 98.5%. As part of the end of the semester survey, students provided feedback on the course materials and assessments. Thirty-four students responded with nine students specifically mentioning the check-ups. Seven of these students provided positive feedback on the check-ups. Faculty also reported that check-ups are a useful tool for identifying missed concepts that can be discussed during live sessions with students and further developed for future revisions of content modules.

Conclusion: The use of check-ups as an interim assessment helped determine student knowledge gaps and improve course content. In subsequent semesters the faculty will make changes to the check-ups in this course to reduce the number of allowed attempts (from three to two) and move from multiple choice questions to application based questions. The questions will also move from being based on key deficit areas noted throughout past semesters to addressing how key concepts connect to the big picture of population health. Using check-ups through an online system in nursing education is a useful method to assess student learning and improve the quality of course materials.

Title:

The Use of Module Check-Ups to Improve Learning and Teaching in a Nursing Course

Keywords:

Online Instruction, Quality Improvement and Student Assessment

Abstract Summary:

The use of "checks-ups" as a method of interim assessment was initiated by faculty to confirm student understanding of course concepts and ensure adequacy of course materials. We will describe the implementation of check-ups, as part of a blended graduate nursing course and post-implementation feedback from students and faculty.

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First Primary Presenting Author***Primary Presenting Author***

Virginia A. Reising, DNP, RN, PHNA-BC
University of Illinois-Chicago, College of Nursing
Health Systems Science
Clinical Assistant Professor
Chicago IL
USA

Author Summary: Virginia Reising is a Clinical Assistant Professor at the University of Illinois Chicago where she teaches in the Doctor of Nursing Practice and School Nurse Certificate Program. Dr. Reising has a professional focus on the provision of health programming to underserved communities and helping students draw connections

between how the health of a community impacts individual health outcomes. She has taught graduate nursing students for over five years with experience in different learning modalities.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Saria C. Lofton, PhD

College of Nursing, University of Illinois at Chicago

Health Systems Science

Clinical Assistant Professor

Chicago IL

USA

Author Summary: Dr. Lofton is a clinical assistant professor in the College of Nursing at the University of Illinois at Chicago. She has taught adult learners using various online platforms for over ten years and has taught health promotion courses for the last three years. Dr. Lofton's expertise is based upon her work, locally and internationally, in community-based participatory research that emphasize utilizing community assets and local capacities to build strong communities.