Background: Gregor Novak developed Just-in-Time Teaching (JiTT) as an instructional approach to encourage students to be more participatory in their learning experiences (De, Kavitha, & Kanagsabai, 2014). This approach shares characteristics with other effective teaching strategies that aim to facilitate active learning (Guertin, Zappe, and Kim, 2007). It also aims to improve student learning experiences and understanding of the content (Clark, 2016). In nursing education, it is through learning experiences that students develop critical thinking skills and the ability to reason (Candela, 2016). Educators must incorporate creative approaches during learning experiences, such as JiTT, to ensure graduates are ready for professional practice (Tucker & Bradshaw, 2014). This presentation describes a research study that examined the impact of implementing JiTT and technology to enhance student learning.

Purpose: Clinical instructors frequently reported nursing students in a senior-level, advanced medical/surgical nursing course struggled to identify cardiac dysrhythmias in the clinical setting. In response, faculty in the course redesigned the learning activity to enhance student learning using a blended approach with JiTT and technology. The aim was to ensure students were knowledgeable and clinically prepared to identify cardiac dysrhythmias and understand the appropriate nursing intervention.

Methods: Students were enrolled in the fourth semester of a baccalaureate nursing program in a public university in the southeastern United States. The learning environment was a large active learning classroom composed of glass boards and monitors. A qualitative research design was selected to conduct the study exploring the impact of the approach to teaching the cardiac content. The study contained 269 participants which consisted of students in three separate cohorts. Data were collected through use of a questionnaire administered at the completion of the learning activity.

Results: Themes derived from the study suggested that the learning activity was: 1) student-centered, 2) interactive, 3) provided clarity, and 4) assessed prior knowledge.

Conclusions: Students reported using JiTT and technology in the active learning classroom was beneficial and helped them gain a greater understanding of cardiac dysrhythmias. Thus, incorporating technology and creative approaches to teaching in active learning environments are student-centered and enhance student learning through peer-to-peer interaction and instructor-student interaction.
At the completion of the educational activity, participants will be able to describe an active learning strategy that uses technology to enhance student ability to transfer knowledge from the textbook and previous semesters to the clinical setting.

References:

First Primary Presenting Author

Primary Presenting Author
Katilya Ware, PhD
Auburn University
School of Nursing
Assistant Professor
Auburn AL
USA

Author Summary: Katilya Ware has implemented various active learning strategies in the classroom. She has published and presented at conferences on innovative approaches to learning in the classroom.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author
Sarah O. Watts, PhD, RN
Auburn University
School of Nursing
Assistant Professor
Auburn AL
USA

Author Summary: Dr. Watts is an Assistant Professor at Auburn University in the School of Nursing. Her areas of focus include interprofessional education, simulation, and rural health.