Group work for students in an academic setting is often discouraging for both students and the instructor. Students complain that groups often include students who are not motivated to master a concept or assignment and/or students who do not possess the same skill set as other members of the group. Often a subset of the original group takes responsibility for completing the assignment allowing the remaining students to not participate as required or expected. Instructors are frequently called upon to govern the group when problems with participation occur and are asked to “force non-participating students” to do their share of the work.

Collaborative in nursing education encourages students to take an active role in their learning. Evolving from social learning theories and constructivism, collaboratively learning can improve both the process and outcomes of learning in nursing education. When properly implemented, students become responsible for their learning as well as the learning of their group members. Strategies for positive collaborative learning include considering group size in light of the assignment, establishing basic rules for group participation, promoting group communication, maintaining an instructor presence that changes as the project evolves, use of the group charter for group governance, and incorporating appropriate technology to promote group process. Consideration should also be given to assessment methods for the group project from both the instructor and individual group members. Self-assessment promotes a more active ownership in the outcomes of the group.

Critical thinking, leadership, and communication skill development is evident in collaborative learning teams. Self-awareness of personal strengths and weaknesses become evident through open discussions with group members. Students helping students better reflect the "real world" experiences. These experiences also transfer easily for the graduate nurse to the practice setting of working within a multidisciplinary team. Examples from both online and face-to-face classrooms will be presented.

Title: Integrating Collaborative Learning in Nursing Education

Keywords: Collaborative learning, Research and Undergraduate Nursing Education

References:

Abstract Summary:
Group work for students in an academic setting is often discouraging. Collaboratively learning, when properly used, can improve both the process and outcomes of learning in nursing education. This experience also transfers easily for the graduate nurse in the practice setting. Examples from both online and face-to-face classrooms will be presented.
**Learning Activity:**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>synthesize the principles and tenets of collaborative learning for undergraduate education</td>
<td>Describe the history of social learning theories, collaborative learning, and the application to nursing education; present basic principles that shift the responsibility for learning from the instructor to the students and promotes students' responsibility for their learning as well as the learning for group members; provide guidelines to ensure successful collaborative learning</td>
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<tr>
<td>describe the benefits and challenges of integrating collaborative learning in nursing education</td>
<td>Describe benefits of collaborative learning presented in the literature such as improved critical thinking and communication skills of students; demonstrate successful application of collaborative learning to the multidisciplinary practice environment; discuss challenges that have occurred with collaborative learning projects</td>
</tr>
<tr>
<td>identify creative solutions associated with small group work and collaborative learning.</td>
<td>Describe solutions that have successfully been applied to support student success in small group work; investigate technology options such as Wikis to promote collaborative learning; discuss the use of a group charter for students governing group participation</td>
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</table>

**Slot:**
A 01: Friday, April 8, 2016: 10:45 AM-12:00 PM