Promoting a Culture of Undergraduate Research Through Collaborative Learning

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AACN Expected Outcomes for Baccalaureate Nursing Programs

• Scholarship for EBP
• Inter-professional communication
• Collaboration for improving patient health outcomes
• Health promotion & disease prevention for individuals & populations

(AACN, 2015)
Challenges for Nurse Educators

1) To identify instructional methods to promote success in improving student outcomes, and
2) To prepare graduates with the necessary skills

Collaborative Learning Strategies
Clarion University of PA
Department of Nursing

- PASSHE System; located rural, western PA
- ASN
- BSN
- RN-BSN (online)
- MSN (online)
- DNP (online)
RN BSN / BSN Program Outcomes

Graduates are prepared to:

1. Integrate scholarly inquiry, research, & theory into evidence-based nursing practice
2. Promote health & well-being for individuals, families, and communities including vulnerable and diverse populations
3. Provide leadership to initiate change within communities, the profession of nursing, & the healthcare delivery system
4. Apply clinical thinking skills to professional nursing practice
5. Communicate effectively with others in a variety of settings
6. Demonstrate professionalism in nursing practice
Program Demographics

- BSN – traditional 4 year
- Face-to-Face Instruction
- 80% female; 20% male students
- Majority 18 – 22 year olds
- 75% on-campus students
- Research & collaborative learning introduced freshman year; integrated throughout
- Culminating capstone course

- RN BSN – 1 to 5 years
- Online instruction
- 85% female; 15% male students
- 76% students 26 to 54 year olds
- 90% from Pennsylvania
- 98% employed
- Hands-on research experience & collaborative learning leading to culminating capstone course
Integrating Collaborative Learning in Nursing Education
Learning Outcomes

At the end of this presentation, participants will be able to:

• Synthesize the principles and tenets of collaborative learning for undergraduate education

• Describe the benefits & challenges of integrating collaborative learning in nursing education

• Identify creative solutions associated with collaborative learning & small group work
What is it?

- Educational approach to teaching & learning
- Small group of students working together
- Learning as a social act; involves talking
- Goals: solve a problem, complete a task, create a product
- Shift from teacher-centered to student-centered model
Collaborative Learning

• Students working together to create a product that is greater than any individual alone might achieve
• Work may be divided among group members according to interests & skills
• Goal is not for the SAME learning to occur but instead MEANINGFUL learning to occur

“Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves” (Gerlach, 1994)
Assumptions about Learning Process

LEARNING IS...

• Active process
• Relates new knowledge → Framework prior knowledge
• Processing & synthesizing information rather than memorizing & regurgitating info
• Enhanced by diverse viewpoints & people with varied backgrounds
Learners in this environment:

• Are actively engaged
• Benefit from diverse viewpoints
• Benefits from people with varied backgrounds
• Create a framework and meaning for the discussion
• Challenged both socially and emotionally
  • Required to listen to different perspectives
  • Required to articulate & defend their perspectives
Collaborative Learning Cycle
Factors of the Work Group

- Collaborative Learning = Group Work
- Not sitting & talking
- Not dividing up tasks
- Not 1-2 students doing the work for the group
- Establishing group goals
- Requires individual accountability
- Student to Student instruction
Components of a successful group

- Positive interdependence
- Face-to-face encouraging interactions
- Individual accountability
- Personal responsibility
- Teamwork
- Social skills
- Group processing
Group Formation

- Formed by instructor (~ Week #3)
- Evaluate student skills for group placement
- Students cannot select group members!
- 4 to 6 students/group
- Create group roles such as coordinator, recorder, presenter, gatekeeper, information gatherer
- Develop group rules and goals
- Groups participate in determining course assignments, calendar, & evaluation methods
Group Evaluation

- Weekly classroom group work
- In-class time for group project
- Two group presentation assignments
- All members of the group same grade for presentations
- Self-evaluation of collaborative learning experience

http://www.wcer.wisc.edu/archive/cl1/CL/moreinfo/MI2A.htm
Challenges to Collaborative Learning

For Students:
• Used to lectures / exams
• Many not self-directed
• Easily distracted in groups
• Discouraged when members don’t pull their load

For Faculty:
• Time consuming
• Following students’ suggestions for assignments & evaluations
• Keeping students on task
• iPhones
• Face-to-Face classroom instruction
WHAT TO AVOID!

• One person taking over group
• Quiet people not participating
• Group members not getting along
• Members working at different speeds
• Members not contributing equally
• Side conversations or irrelevant discussions
„I never teach my pupils, I only provide the conditions in which they can learn”

Albert Einstein
1879-1955
References

• CUR (2015). CUR Strategic Pillars.