Teaching Research in an Online Undergraduate Course Using Collaborative Learning

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The purpose of this presentation is to describe the transformation of research knowledge into practice by addressing the challenges and opportunities of teaching research methods to online RN to BSN students. Historically, the course was taught following the steps for the research process, research critique exercises, and the development of a hypothetical study. As the curriculum moved to an evidence-based practice model, collaborative learning assignments were introduced in 300 level courses and further developed in 400 courses. The course was been redesigned to focus on students developing pilot study proposals in small groups, appraising study proposals created by peers, and submitting the final study proposals to the university's institutional review board. Completion of the study is then carried out in the senior capstone course during the following semester.

Guided by faculty with both qualitative and quantitative research experience, students work in small groups to build a research study evolving from the strategic plan priorities of the National Institute of Nursing Research (NINR) (National Institute of Nursing Research, 2013). Student perceptions of research and online group work prior to the course are at times very negative. The role of the educator is to help students learn how to work in a group and to mediate group dysfunctions. Participants in this presentation will learn about the various teaching methods used in the online environment to assist students in developing team cohesion through individual accountability and interpersonal communication skills while they move from a research question through proposal development. Participants will also understand how collaborative learning enables students to work in groups, develops a higher-level of thinking, oral communication, self-management, and leadership skills in preparation for social and employment situations.

References

American Association of Colleges of Nurses (2015). Fact sheet: The impact of education on nursing practice. Retrieved from http://www.aacn.nche.edu/media-relations/fact-sheets/impact-of-education

Falk, N. L., Hymer, R., & Schumann, M. J. (2014). Using a student-faculty collaborative learning model to teach grant development in graduate nursing education. *Jounral of Continuing Education in Nursing, 45(5)*, 212-218.

National Institute of Nursing Research. (2013). *Bringing science to life: NINR strategic plan.* Retrieved from National Institute of Nursing Research: https://www.ninr.nih.gov/sites/www.ninr.nih.gov/files/ninr-strategic-plan-2011.pdf

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218. National Institute of Nursing Research. (2013). Bringing science to life: NINR strategic plan. Retrieved from National Institute of Nursing Research: https://www.ninr.nih.gov/sites/www.ninr.nih.gov/files/ninr-strategic-plan-2011.pdf

Abstract Summary:
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Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Recognize the value of an opportunity for students to collaborate with faculty on a project.	Describe the value of collborative learning in an online RN to BSN capstone course
Evaluate the most effective teaching strategies to use in a collaborative learning environment.	Summarizes the most effective teaching strategies to use in an online collborative learning environment.

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