Teaching Research In An Online Undergraduate Course Using Collaborative Learning

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Objectives

The audience will be able to:

1) Examine teaching methods to develop team cohesion through individual accountability and communication skills
2) Appraise the collaborative learning method of a group charter
The Cone of Learning

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks, we tend to remember...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Source: Edgar Dale (1969)
RN-BSN THREADS

Leadership
Clinical Thinking
Health Promotion & Professionalism
Communication
EBP
Curriculum Design: Capstone Courses

NURS 457 Research in Nursing
- Teacher-centered
- Part to whole organization
- Learning as receiving
- Structured environment

NURS 494 Advanced Concepts in Nursing
- Student-centered
- Whole to part organization
- Teaching as facilitating
- Flexible environment
Why Collaborative Learning

Develops critical thinking and higher level reasoning

Accurate understanding of others’ perspectives

Course success and retention of students

Development of nursing leaders
Teaching Methods: Establish collaborative learning model

The goal: Establish mutual agreement that instructor will guide students during the project.

Define Participant roles

Schedule initial dialogue between the instructor and groups (conference call)

Discuss contributions of each student: Develop roles

Describe student expectations
Help students recognize they are highly valued and bring life experience to the course.
Teaching Methods: Establish collaborative learning model

- Discuss who will own which part of the project
- Provide timelines and give credit where credit is due

- Students need to be aware of how often they will receive feedback

- Gain student buy-in at each step of the process

Discuss Potential Contributions of each student

Lay out a plan

Strive for success
Team members discuss their goals, timelines, and how they will achieve success in the class.

The team creates the group responsibilities and develops a combined outcome that is greater than the sum of individual outcomes.

The team must describe what member actions are helpful, not helpful, and what to do when these situations occur.
# The Charter

Title of Study: Visionaries  
Instructor: LBladen  
Team #: INTJ

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<th>Name</th>
<th>Phone</th>
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<th>Best time to call</th>
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<tbody>
<tr>
<td>Albert Einstein</td>
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<td>Martin Luther</td>
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<td>Heraclitus (Greek Philosopher)</td>
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Charter questions

1) What are the potential barriers to achieve the team goals?
2) What can faculty do to help the team complete the study?
3) Rules for participation (Be specific; if it is not written you cannot enforce it.)
4) Conflict management.
# Charter Timeline Agreement

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<tr>
<th>Activity</th>
<th>Expected Start Date</th>
<th>Expected Completion Date</th>
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<tr>
<td>Week 2 Conference call</td>
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Charter’s Final Steps

All of the team members must electronically sign that they participated in the creation of the Charter and agree to its contents.

Instructor feedback to Team’s
Collaborative Learning requires:

- Curriculum designs including threads
- Charter documentation
- Teaching Methods
- Group Processing
Questions?
References

