

Title:

Best Teaching/Learning Strategies to Foster Collaborative Learning and Team Building: A Literature Review

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Session Title:

Education Posters Session 2

Keywords:

collaborative learning, evidenced-based teaching strategies and inter-professional education

References:

Kreye, S & Oetker- Black, S. (2013). A global service-learning experience for nursing students in Tanzania: A model for collaboration. *Nursing Forum*, 48(4), 256-261. doi: org/10.1111/nuf.12046

Sheppard, K.D., Ford, C. R., Sawyer, P., Foley, K., Harada, C. N., Brown, C. J., & Ritchie, C. S. (2015). Th interprofessional clinical experience: Interprofessional education in the nursing home. *Journal of Interprofessional Care*, 29(2), 170-172.

Stephens, T. M. & Gunther, M. E. (2016). Twitter, millennials, and nursing education research. *Nursing Education Perspectives*, 37(1), 23-27.doi:10.5480/14-1462

Abstract Summary:

In an effort to explore the best evidence available to teach students and foster team building, a literature review of evidence-based active learning strategies that foster collaborative learning was conducted.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe strategies currently employed in nursing education.	Numerous teaching/learning strategies will be reviewed.
The learner will be able to identify strategies that foster collaborative learning.	Several strategies will be discussed.

Abstract Text:**Background**

Nurses are foundational to the health of communities and the nation. As global citizens, nursing students remain concerned about their local, national and international communities. Social media, long-distance learning, and study abroad programs have fostered a global learning environment. Many schools of nursing have adopted active learning strategies to facilitate teaching/learning of concepts addressing a holistic approach to patient care in a complex multidisciplinary care environment. Patient care is multifaceted involving the physical, emotional, psychological, spiritual, and social needs of the person being cared for by a team of professional healthcare providers. Collaborative learning appears to foster interprofessional relationships and improve patient outcomes.

In an effort to explore the best evidence available to teach students and foster team building, a narrow literature review of evidence-based active learning strategies that foster collaborative learning was conducted.

Method

This poster provides an overview of the current literature available addressing evidence-based active learning strategies that foster collaborative learning. The purpose of the integrative literature review of primary English peer-reviewed sources published within 2013-2017 was to determine the evidence, the current state of knowledge, and best evidence of sound teaching strategies to foster collaborative learning. Data sources include: CINHAL, ScienceDirect, SAGE, and ERIC.

Results

Numerous strategies were identified in the literature including a global-service learning program (Kreye & Oetker-Black, 2013), inter-professional practice models (Sheppard et al., 2015), the use of social media (Stephens & Gunther, 2016), gaming (Boctor, 2016), simulation (Murphy & Nimmagadda, 2015), and role-playing (Wheeler & McNelis, 2014).

Conclusion

Nurse educators are seeking alternative learning/teaching strategies to reach Millennial students who desire to be actively engaged in the learning process. These strategies afford students multiple opportunities to take ownership of their learning, build on previous knowledge and experiences, and learn to function effectively in interprofessional teams. Successful learning should positively impact patient outcomes as graduates are more prepared to practice collaboratively within the multidisciplinary work environment.