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

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:
<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>The learner will be able to describe strategies currently employed in nursing education.</td>
<td>Numerous teaching/learning strategies will be reviewed.</td>
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<tr>
<td>The learner will be able to identify strategies that foster collaborative learning.</td>
<td>Several strategies will be discussed.</td>
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Abstract Text:

Background

Nurse 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 relationship 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.