Improvement in the classroom learning through voice threads and classroom actives (Nursing 152)

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Assessment:

1. Select new learning avenues to provide the power point information and increase activities in the classroom to improve learning and understanding of the topics and to allow application of the objectives in the clinical setting. They could not analysis the results of the reading alone with the information supplied on the power points to care for clients in the clinical setting. They were unable to complete the picture of care required for the patient with a major medical diagnosis.
2. We introduced voice thread with the power points to be review at home, which allows classroom time for learning actives. This occurred around the end of October due to the percentage of low scores on the exam (65%).
3. The class actives such as; case studies, scenarios, disease process/medical diagnosis, NCLEX Q&A, and drug information has been introduces into daily learning actives for the objective of each week.

Plan/Innovation:

1. Both Linda and I, set up the voice threads with the power points two weeks in advance one for nutrition/daily dietary requirements (Romanie Brooks-Dillon) , one for fluid and electrolytes and ABG Analysis (Linda Benjamin) so that students can view them at home as many times as they needed.

The above topics requires the student to learn the many physical changes that occurred to the client in the clinical setting. Changes such as; swelling in the extremities (edema), poor tissue healing (dietary protein needs), lab results (fluids and electrolytes imbalance), and also specific medical diagnosis (kidney disease, heart failure, chronic obstructive pulmonary disease, multiple skin wounds with poor healing, multiple infections (lungs, skin, organs), and etc.

1. Student voiced that they read the chapter, listen to the voice threads and view power points at the same time, which enhanced the learning and increase memory of the content. They participated in classroom with the act ivies and was able to perform better in clinical setting. They were also able to retain the knowledge and improved the overall low test scores up to about 15% improvement. This brought the overall class average scores up to 84% and 88% which is now increasing with each exam/quiz and more stable learning process.
2. Quiz three prior to the changes

Exams Average High Score Low Score

|  |  |  |  |
| --- | --- | --- | --- |
| 9/8/15 (1) | 86% | 95% | 68% |
| 9/28/15 (2) | 94% | 100% | 73% |
| 10/26/15 (3) | 86% | 98% | 65% |
| 11/2/15 (Quiz) | 84% | 95% | 75% |
| 11/9/15 (4) | 88% | 98% | 80% |

Demonstrated learning:

1. Students showed an increase understanding and the ability to apply the material and exam low scores went up overall about 15 % on the last exam. . Students also demonstrated a better understanding in analysis the objective and increase critical thinking and provide safe patient care with improve knowledge and understanding.
2. The changed work in favor of the students with the average scores being in mid-80’s