

# Assessment of Student Engagement with Team-Based Learning in Nursing

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## Background

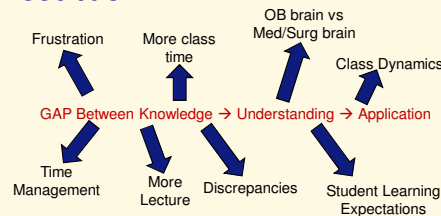
- ❖ **There is a call for transformation in nursing education to:**
  - Integrate knowledge and clinical experience
  - Encourage multiple ways of thinking and learning
  - Enhance student engagement
- ❖ **Team-Based Learning (TBL) is a unique teaching strategy that was used to:**
  - Transform the quality of the learning experience
  - Accomplish deep student learning
  - Increase the joy of teaching



## Sample

- ❖ Two cohorts of junior level undergraduate nursing students
- ❖ Convenience sample
  - EC N = Pre 44/44; Post 37; 3 matched
  - MF N = Pre 16/16; Post 13; 13 matched
  - Total N = 16/ 50

## Analysis of Focus Group TBL Feedback



## Changes made from Fall Students TBL feedback in Spring semester

1. Voice over PowerPoint lectures made for student review introducing content within each unit
2. Critically reviewed Readiness Assessment Tests (RAT) and revised to focus on *knowledge based* questions
3. Updates 1 & 2 allowed more time to discuss case study application
4. Reviewed other OB texts as new option



## Acknowledgments

\*Items 1-34 adapted and used with permission from The College Student Report, National Survey of Student Engagement, Copyright 2001-14 The Trustees of Indiana University.  
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## Purpose

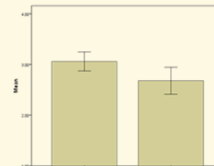
Assess student engagement in a sample of undergraduate nursing students before and after participating in a nursing course using the Team-Based Learning strategy.

## Methods

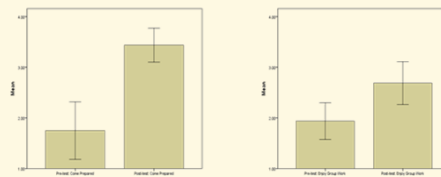
- ❖ Pre and Post completion of the Classroom Survey of Student Engagement (CLASSE student)\*
- ❖ Mid-semester Focus Group for TBL feedback (voluntary)
- ❖ Mid-semester Peer Evaluation of team members



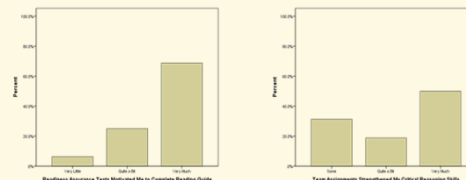
## Preliminary Results: CLASSE survey (Fall only)



## Preliminary Results



## Preliminary Results- Specific to TBL activities



## Team-Based Learning (TBL) Process

A set of learning activities in a particular sequence

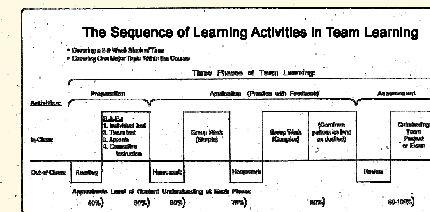
Within each topical unit within the course this 3-phase sequence is used:

1. Preparation
2. Application
3. Assessment



Michaelsen, L. Knight, A. & Fink, L.D. (2004)

## The sequence of Learning Activities in TBL



## Discussion

- ❖ Preliminary overall results without significant difference (pre and post TBL)
- ❖ Significant positive results supported relevant aspects for the TBL strategy including:
  - RAT motivated to prepare for class
  - Critical thinking was strengthened by participation in team assignments
  - Completed readings prior to class
  - Enjoyed group work
- ❖ Limitations:
  - Small sample size
  - Question validity of CLASSE tool in measuring engagement



## Lessons Learned

- ❖ Strengthened knowledge and utilization of the research process
- ❖ Reward of Faculty//Student research process: Valuable insight into the student perspective by faculty and similarly the faculty perspective by student researchers
- ❖ Initiation of new teaching strategy requires faculty deep thinking & student feedback to accomplish meaningful learning transformation
- ❖ Challenge to change previously embedded learning culture
- ❖ Importance of tool validity: Different tool more accurate measure **engagement** to evaluate TBL process??