

Examining and Improving Active Learning Strategies in an Undergraduate Nursing Curriculum

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Background & Significance:

Nursing education is being redesigned to align with the competency-based pedagogical approach, i.e., active learning, of the revised 2021 American Association of Colleges of Nurses (AACN) *Essentials*. Evidence reveals this approach achieves competency and can close the gap between academia and practice for new graduate nurses. Barriers to implementation include nurse faculty lack of knowledge about active learning.

Clinical Question:

Does nurse faculty (P) knowledge of active learning strategies improve after attending development workshops (I) as compared to passive learning strategies (C) to increase the use of active learning strategies in the nursing curriculum (O).

Evidence:

A literature search of CINAHL, PubMed and ERIC databases. Four main areas supporting the need for faculty development workshops on how to actively teach were identified: continued academic to practice gap for new graduate nurses, lack in utilization of active learning strategies and faculty development, barriers to active learning strategies, and the use of curriculum mapping to align active teaching strategies to the AACN Essentials.

Intervention Implementation:

Six full-time nursing faculty members at one nursing program participated in three, ninety-minute faculty development workshops.

Evaluation:

Participants utilized the S.O.A.R. (Strengths, Opportunities, Aspirations, & Results) method to discuss the utilization of active learning in the curriculum. Curriculum mapping of one AACN *Essentials* domain was developed to evaluate the use of active teaching strategies in the current curriculum with a goal of increasing active learning teaching methods by 10%. A Post-Workshop Knowledge Survey was disseminated to participants.

Results:

Curriculum mapping revealed a 75% increase in intended use of active learning strategies after faculty participated in the workshops. Faculty scored a 92% on the Post-Workshop Knowledge Survey. Participants also reported a greater understanding and willingness to apply new knowledge to the classroom.

Significance/Conclusion:

Faculty development workshops about active learning support implementation of competency-based nursing education.