

2020 4th Annual Upper Peninsula Teaching & Learning Conference (UP-TLC)

Track: Active Learning

Session Length: 25 or 50 Minute Presentation

Title: Promoting Student Engagement & Learning using Concept Map Podcasts

Abstract (250 words max) 185 words

I teach undergraduate Pediatric Nursing course, using case studies. Theoretically, the method helps students develop critical thinking skills and the case study method is often promoted as a useful process for promoting clinical reasoning in nursing students (Benner, Sutphen, Leonard, & Day, 2010; Rowles, 2012). However, I have long noticed that while some students flourish with the case study method, others flounder. Finding a way for students to learn the basic principles of the diseases would be a method of bridging their learning so that all students are better prepared for the critical thinking.

Having students engage in active learning experiences like concept maps can enhance learning for students (Fink, 2013). The pediatric course was enhanced by developing concept maps to promote active learning and emphasize the basic principles of each disease. To promote accessibility, the concept maps were videotaped with support from NMU's CTL staff and using the university's new lightboard technology. The presentation will detail

- pros and cons of using concept maps
- basic principles of using concept maps
- suggested methods for video production
- student feedback from three semesters of use

Align with the Conference Theme: "Bridges to Superior Learning"

Bridging is an apt term to describe methods that assist students to move from the traditional memorize for the test to a deeper level of learning.

Engage UPTLC audience

- Handout page will be set up with an option to construct a concept map
- I will actively seek questions and comments from the participants

Learning Outcomes

- Identify pros and cons of using concept maps
- Identify methods to enhance production of video podcasts

Equipment & Supplies: Projector & Screen

References

- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.
- Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses (revised and updated)*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

Agenda: 30 minutes

- 5 minutes Introduction to the Peds course
Importance of testing for NCLEX
Problems: 1) learn the concepts, 2) textbook, 3) cram-test-dump
- 10 minutes Concept Maps
- 5 minutes Practice Quizzes & Testing Strategy
- 5 minutes Student Outcomes
- 5 minutes Summary / Questions

Agenda: 45 minutes

- 5 minutes Introduction to the Peds course
Importance of testing for NCLEX
- 5 minutes Problems: 1) learn the concepts, 2) textbook, 3) cram-test-dump
- 15 minutes Concept Maps
- 10 minutes Practice Quizzes & Testing Strategy
- 10 minutes Summary / Questions