

## TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 3 Competency – Bloom’s Level: Evaluate  Student Led Seminar: Sum It Up!
<b>Learning Activity Summary</b>	Students will be paired in groups of two. Each group will be assigned a specific QI related topic. The students will utilize their knowledge of research and evidence based practice to retrieve two recent articles from search engines such as PubMed or CINAHL, that pertain to their QI topic. The students will submit the articles to the facilitator for approval then will work together to summarize their articles. Each student will present a meaningful article summary to the class in two minutes or less.
<b>Domain of Learning</b> (Bloom’s Taxonomy Revised)	Cognitive (identify level): Students will <b>analyze</b> and <b>evaluate</b> an evidence based QI article.  Affective: Not identified for this activity  Psychomotor: Not identified for this activity
<b>Student-Centered Learning Objective(s)</b>	<i>At the completion of this learning activity, the learner will:</i> <ul style="list-style-type: none"> <li>➤ Demonstrate the ability to utilize search engines to select useful evidence based QI articles</li> <li>➤ Appraise an evidence based QI article</li> </ul>
<b>Preparation Required by Teacher/Facilitator and Materials Needed</b>	Identify a variety of QI topics (one topic per each group of two students). Provide a brief overview of the assignment requirements and directions. Provide a brief review of search engines and use of key words.  Materials: Stop watch or timer, computer lab or students will bring their laptops (if feasible)
<b>Time Allotted</b>	10 minutes for directions and review of search engine, 20 minute to locate and summarize articles, class presentation will depend on class size but will be limited to 2 minutes or less per student, 10 minutes for debriefing
<b>Learning Styles Addressed by Activity</b>	Information presentation is through sound and text. Modality of learning is through verbal content. The delivery approach will be active. Understanding will be gained through the use of a holistic approach.
<b>How is content connected to prior learning?</b>	Students will build up prior knowledge of QI initiatives, nursing policy and procedure, safe patient care, nursing research, evidence based practice, and presentation skills.
<b>Reflective <u>Debriefing</u> with</b>	Students will likely feel anxious and rushed following their 2

<b>Learners</b> (post-learning activity) How will it be accomplished?	minutes presentation – validate their feelings. Students will discuss which strategies they used in searching for their articles as well as how they determined that their articles were meaningful and useful for consideration in improving quality of care.
<b>Evaluation of Learning</b> (How will it be accomplished?)	Students will be required to search for and select a second article regarding a quality improvement topic of their choice. Student will be asked to summarize the article in 400 words or less. A rubric will be provided.
<b>Teacher Reflection</b> (justify choice of learning activity and good “fit” for the identified learning objectives)	This activity provides the students with the opportunity to utilize search engines to find evidence, review research articles and summarize their findings to determine if the article is worthwhile for use in developing new or improving existing policies and procedures in their clinical practice field. This activity will also provide students with the development of teamwork and presentation skills.

**Reference:**

Herrman, J. W. (2016). *Creative teaching strategies for the nurse educator (2nd ed)*. Philadelphia, PA: F. A. Davis Company.