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The use of team-based learning in a baccalaureate nursing program: Nursing leadership course

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Background: There has long been an interest in Team-Based Learning (TBL) method, an active learning method. The present study aims to demonstrate TBL's contribution to learning experiences of students participating in the "Nursing Leadership Course" in which the TBL method is used.

Methods: This study designed as participatory action research was conducted in two cycles. The study comprised 57 students who participated in the nursing leadership course. In each TBL cycle, a 100 minute class was held. In the first cycle, four and in the second cycle, seven topics were addressed. The data were collected through observation and focus group studies with open-ended questions.

Results: The students reported that in both cycles, TBL created rich and entertaining learning environment and promoted deep learning and active participation in the course. However, they also reported that the peer assessment section of the course stressed them out and thus they did not want to use it as an assessment technique. Student orientation and selection of material to be provided for pre-class preparation were determined to have critical importance in a course taught with TBL. It was also determined that team development activities and case studies performed in the second cycle greatly contributed to team development and learning.

Conclusion: If the aim is to create a learning environment that fosters positive learning experience for students, proper planning, and implementation and when necessary, modification of each process is important in courses taught with TBL. Here, the instructor who designs the course plays a critical role.

Biography

Nilgün Göktepe has completed her PhD from Istanbul University, Turkey in 2010. She is an Assistant Professor of Nursing Management in Koç University School of Nursing. She is interested in nursing management, leadership, productivity, education in nursing and educational methods.

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