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**Impact of implementing active learning among bachelor of nursing students: A systematic and comprehensive protocol****Carmen Chan, S Y Chair, Ka Ming Chow and Cho Lee Wong**  
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**Background:** An interactive and active learning environment has a strong impact on developing students' generic capabilities. Metacognitive awareness is also known to be related to generic capability development. Active learning strategies in this project include flipped learning (the emphasis on pre-reading) and enhanced lectures (the breaking-down of a long lecture into several mini-lectures and the supplementation by interactive learning activities).

**Aims:** The proposed project aims at providing support to nursing teachers to implement active learning.

**Methods:** Phase I (2016-17) will be a preparation and training phase featuring a seminar and training workshop (in Feb 2017) to promote active learning and provide support to nursing faculties and a production of enhanced teaching resource. Phase II (2017-18) will be the implementation and evaluation of active learning in the classroom teaching of an undergraduate nursing program Year 5 curriculum. Phase III (Dec 2018) will be a seminar to disseminate the process and outcome of the promotion of active learning.

**Evaluation:** The effectiveness of the project will be evaluated in a controlled study and by a student engagement questionnaire, metacognitive awareness inventory and approaches to teaching inventory. Students in year 1 to 3 have already experienced a small scale pilot implementation of flipped classroom in some selected courses. This project adopts a two group controlled design, in which the outcome measure of Year 4 students of 2016/17 (without flipped learning as control) will be compared with next cohort of students who will be provided with active learning (intervention) for four years when they advance to year 4 in 2017/18. Baseline findings of the control group and process evaluation will be presented in conference.

**Conclusions:** Active learning is a promising teaching approach to nurture holistic development for nursing students in terms of generic capabilities and metacognitive awareness.

**Biography**

Carmen Chan has rich experience in nursing program curriculum development and management. She is the Vice Director (Education) and Chairperson of the Curriculum Committee of the Nethersole School of Nursing of the Chinese University of Hong Kong. She has adopted and tested many innovative teaching approaches such as problem-based learning, e-learning and flipped classroom. Recently she has received the University Education Award to recognize her significant contribution in nursing education.

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