

1-23-2020

An Evidence-based Intervention to Address Students' Understanding of Assignments and Improve Faculty Teaching Evaluation Scores

Mary Bondmass

University of Nevada, Las Vegas, mary.bondmass@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/btp_expo

Recommended Citation

Bondmass, Mary, "An Evidence-based Intervention to Address Students' Understanding of Assignments and Improve Faculty Teaching Evaluation Scores" (2020). *UNLV Best Teaching Practices Expo*. 89. https://digitalscholarship.unlv.edu/btp_expo/89

This Poster is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Poster in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Poster has been accepted for inclusion in UNLV Best Teaching Practices Expo by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

An Evidence-based Intervention to Address Students' Understanding of Assignments and Improve Faculty Teaching Evaluation Scores

Mary D. Bondmass, Ph.D., RN, CNE

BACKGROUND

While course assignments may be based on course objectives, this simple concept may not be evident to students; this is especially true with first-generation college students.

Student learning may be decreased when they do not fully understand or do well on assignments.

Dissatisfaction on end-of-course evaluation scores for the course and the faculty may result from students' frustration with their course performance

Faculty promotion criteria are often highly dependent on their students' end-of-course evaluation scores and may be negatively impacted when students do not perceive the clarity of course content and specifically assignments.

PURPOSE

The primary purpose of this study was to evaluate the efficacy of using a transparency to improve students' understanding of course content and associated course assignments.

METHODS

This study involved a retrospective evaluation of an evidence-based practice course taught at a public, urban university, involving four consecutive cohorts of undergraduate nursing students (N = 215). The same faculty taught the course, containing the same information and using the same hybrid delivery method each semester; the assignment transparencies were included in the course every other semester

. For this study, the course, level, and program objectives, plus the QSEN competencies were also used and connected to each of a course's assignments within the transparency. For each assignment in the course, a transparency document was created indicating the what (purpose), why (connection to objectives and competencies), and how (specific tasks involved to complete the assignment); the criteria for grading each assignment was also provided. To test the reliability of using the transparency, it was either included or excluded in the course over four consecutive semesters.

TEACHING PRACTICE

The use of a 'Transparency' is the teaching practice focused upon in this research.

A transparency is an evidence-based tool, consistent with adult learning theory, which provides the *what, why, and how* of course assignments and demonstrates the connections of these components with the course objectives.

Assignment #2: Abbreviated Critical Appraisal

Purpose: The purpose of this assignment is for NURS420 students to practice skills, gain knowledge, and develop professional attitudes related to evidence-based practice (EBP) and research specifically involving searching, reading, and demonstrating basic understanding of the essential elements of Clinical Practice Guidelines (CPGs) housed at the National Guideline Clearinghouse of the Agency for Healthcare Research and Quality (AHRQ) - found at www.guideline.gov

Skills practiced include:

- Reading and understanding quantitative, prospective, interventional, primary research with interventions that are within the scope of practice for a generalist RN; present state
- Identifying and articulating critical elements of a study
- Recognizing the appropriate use of statistical tests in a study
- Formulating original thought about nursing implications and constructive criticisms of a study
- Applying APA format in the body and reference list of an abbreviated critical appraisal

Knowledge gained - accomplish/address the following course, level, QSEN, Program, & EBP objectives, outcomes and competencies:

- Course objectives # 2.3, & 4
- Secondary course outcome #1, 2 & 6
- Level outcome # 5
- QSEN competency #1
- EBP competencies # 3, & 8.5
- Program outcome #4

Develop attitudes to:

- Value health care research as evidence for nursing practice
- Seek opportunities to utilize the healthcare research as evidence for nursing practice
- Recognize the *Why* and not just the *What* of information learned in the nursing program
- Acknowledge that knowledge gained from research is the basis of nursing practice, even though that knowledge may need to be transformed into a usable form as described by the AC/Star Model of Knowledge Transformation
- Appreciate well-conducted and well-written research articles

Tasks needed to complete the assignment include:

- Utilize the same article and information approved and graded from assignment #1
- Review all required materials from modules 1, 2 & 4
- Develop an abbreviated critical appraisal using the examples and templates provided
- Submit a first draft (non-graded) via WebCampus on or before [ADD DATE] by 11:59 pm Pacific Time - generally expect feedback 48 - 72 hours after your first draft submission
- After you receive feedback, make edits and submit your final draft on or before the due date [ADD DATE] by 11:59 pm Pacific Time - include the article i.e. attach a pdf of the article - even though you already sent it for assignment #1. See the example and template posted on WebCampus.

Criteria (see rubric for additional specifics):

A final submission will receive 10 course points if all or all but 1 of the following criteria are met:

The paper includes title page and a section for: introductory paragraph, purpose, problem/background, independent and dependent variables, literature review, procedures/methods, statistical tests, rationale for statistical test, results, conclusions, original thoughts for implications for nursing and general comments, and QSEN and EBP evidence ratings with rationale.

- APA, spelling, and grammar are completely correct, AND the article is attached in pdf format
- The submission deadline for the final submission is met (i.e., [ADD DATE] on or before 11:59 pm)

A final submission will receive:

- 7.5 - 9.99 course points if 2-3 of the above criteria are not met
- 5.00 - 7.49 course points if 4 - 5 of the above criteria are not met
- 2.50 - 4.99 course points if 6 - 7 of the above criteria are not met
- 0 - 2.49 if 6 - 7 criteria are not met

Assignment #4: Clinical Practice Guidelines

Purpose: The purpose of this assignment is for NURS420 students to practice skills, gain knowledge, and develop professional attitudes related to evidence-based practice (EBP) and research specifically involving searching for, reading, and demonstrating basic understanding of the essential elements of Clinical Practice Guidelines (CPGs) housed at the National Guideline Clearinghouse of the Agency for Healthcare Research and Quality (AHRQ) - found at www.guideline.gov

Skills practiced include:

- Searching AHRQ's National Guideline Clearinghouse for CPGs specific to the care and treatment of particular patient population and/or conditions covered in level 3 (e.g. PEIS, OR, GERO)
- Identifying and articulating critical elements found in Guideline Summary of the CPG

Knowledge gained - accomplish/address the following course, level, QSEN, Program, & EBP objectives, outcomes and competencies:

- Course objectives in 2 & 5
- Secondary course outcome # 4
- Level outcome #5
- QSEN competency #1
- EBP competencies # 9
- Program outcome #4

Develop attitudes to:

- Value health care evidence for nursing practice from CPGs
- Seek opportunities to utilize the healthcare research and CPGs as evidence for nursing practice
- Recognize the *Why* and not just the *What* of information learned in the nursing program
- Acknowledge that knowledge gained from CPGs is the basis of nursing practice
- Appreciate well-conducted and well-written CPGs

Tasks needed to complete the assignment include:

- Review all required learning materials from modules 5
- Search AHRQ's National Guideline Clearinghouse for a clinical practice guideline of interest to you related to PEIS, OR, or GERO
- From your chosen Clinical Practice Guideline, fill in the CPG worksheet - primarily using the 'Guideline Summary' from your CPG
- Post the title of your Clinical Practice Guideline in the subject line on the Assignment 4 discussion board to receive it - then either edit or reply to yourself and attach the completed CPG worksheet document
- Submit a first draft (non-graded) via WebCampus on [ADD DATE] by 11:59 - generally expect feedback 48 - 72 hours after your first draft submission
- After you receive feedback, make edits and submit your final draft on or before the due date [ADD DATE] - include the SR i.e. attach a pdf of the SR - even though you already posted it on the Discussion Board. See the example and SR worksheet template posted on WebCampus.

Criteria (see rubric for more specifics):

A final submission will receive 2.5 course points if all or all but 1 of the following criteria are met:

- The final submission includes: Guideline Title, Bibliographic Source(s), URL, download address, Scope, Target Population, Guideline Objectives, Description of Evidence Used to Guide Selection of the Evidence, Rating Scheme for the Strength of the Evidence, Grading System, Rating Scheme for the Strength of the Recommendation, Sources of Funding, Guideline Committee, Composition of Group that authored the Guideline
- Spelling and grammar are completely correct, AND question marks are used throughout unless otherwise stated as not needed (i.e., for the title etc)
- The submission deadline for the final submission is met [ADD DATE] (i.e., Sunday Dec. 4, 2016 on or before 11:59 pm Pacific Time)

A final submission will receive:

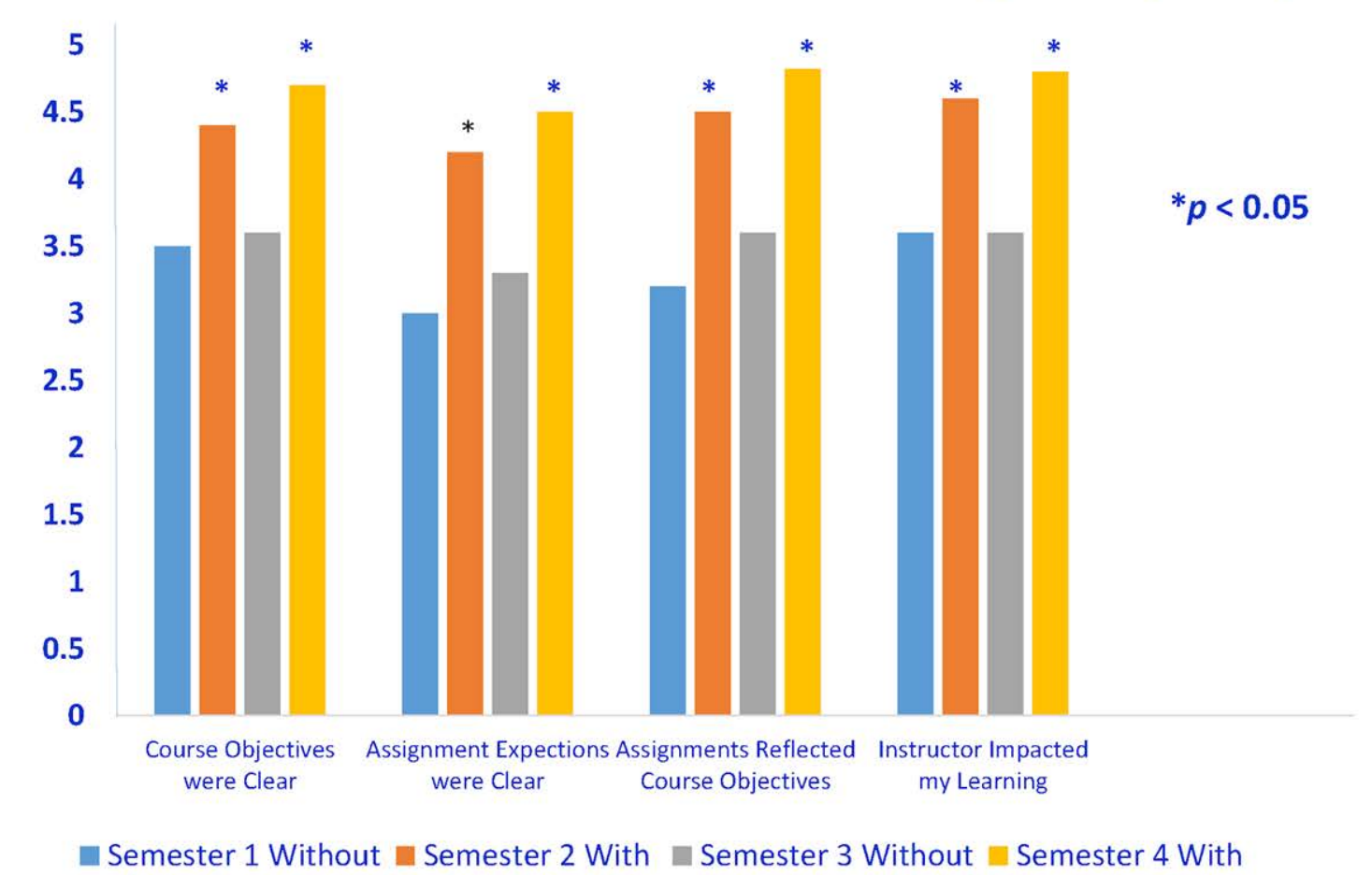
- 2 - 2.4 course points if 2-3 of the above criteria are not met
- 1.6 - 2.0 course points if 4 - 5 of the above criteria are not met
- 1.1 - 1.5 course points if 6 - 7 of the above criteria are not met
- 0 - 1.0 if 6 - 7 criteria are not met

EVIDENCE IT BENEFITS STUDENTS

Previous research with college students has provided evidence for the efficacy of a simple intervention called a transparency (REF)

When the transparency was used for this study, teaching scores improved significantly ($p < 0.05$) and students' comments were overwhelmingly positive about the clarity and their understanding of course assignments compared to when the transparency was not used.

Evaluation Items Across Semesters: With and Without Using a Transparency



RESOURCES AND REFERENCES

- https://www.unlv.edu/sites/default/files/page_files/27/Provost-Faculty-TransparentAssgntTemplate-2016.pdf
- https://www.unlv.edu/sites/default/files/page_files/27/Provost-TILT-ResearchSummary.pdf
- https://www.unlv.edu/sites/default/files/page_files/27/EVPP-InstitutionalLeadersSlides.pdf
- https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf
- https://www.unlv.edu/sites/default/files/page_files/27/TILT-SurveyDownload.pdf

CONCLUSION

In this study, the simple addition of a transparency for each course assignment enhanced students' understanding of their assignments; this was not the case when the transparency was excluded. Moreover, faculty's end-of-course evaluations were positively affected each semester the transparency was used.