Flipped Assessment: Using ‘Team’ Escape Room Activities to Validate Student Learning Outcomes

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Flipped Assessment: Using ‘Team’ Escape Room Activities to Validate Student Learning Outcomes

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Abstract
Escape room activities (ERAs) provide an integrated gaming technology learning environment supplemented with team communication and clinical judgment applications (Adams, et al, 2018). In this planned project, students in a 16 week research course will complete classroom assignments plus two structured escape room activities (TERAs). Given that a semester standardized, proctored final exam has been previously established to validate student learning outcomes, this benchmark will provide evidence for future learning outcome measurements. This project is intended to analyze student learning outcomes and perceptions of TERA implementation in a research course using a quasi-experimental, descriptive exploratory design.

Methodology
Sample/Setting
Convenience samples of consecutive semesters of nursing students in a required nursing research course.

Study Design
Following IRB approval, this project will use a quasi-experimental, descriptive post intervention anonymous survey & standardized test to analyze the impact of TERAs on student learning outcomes for a research course.


Introduction/Literature Review
- Faculty are encouraged to use a variety of innovative and diverse teaching and learning methods to engage Millennial and Generation Xers (Hermanns, et al, 2017; Strickland & Kaylor, 2016)
- It is crucial that nursing students learn safe and effective patient care utilizing evidence based research (QSEN, 2019).
- Escape room activities (ERAs) incorporate teamwork, critical thinking, prior and current knowledge, time management and creativity into meaningful, active learning opportunities
- ERAs should replicate realistic, professional content applicable to healthcare practice (Posey & Pintz, 2017)
- Purpose/Aim: To analyze student learning outcomes and perceptions of TERA implementation in a research course, comparing the standardized learning indicators for data analysis before and after TERA experiences.

Research Hypothesis:
Classroom learning + TERA x2

Discussion
Faculty utilizing ERA formats should be aware of the following recommendations (Hermanns, et al, 2017):
- Start planning well in advance
- Create a toolbox of activities
- Test all learning activities to determine fit & time commitment
- Re-review and refine instructions
- Engage other faculty input and assistance
- Create fun, stimulating, and meaningful activities
- Ensure positivity, reinforcing short and long term goals
- Forewarn students of potential frustration, active engagement, time, and potential challenges.

Conclusion
- The advent of interactive adventure games, such as ERAs, have been increasing across the United States. Simulated ERAs are gaining familiarity as a learning strategy that fosters a deeper understanding of didactic content (Clark, et al, 2018).
- Studies have examined baccalaureate nursing students who participated in ERAs and compared them to students who did not participate in ERAs finding that students engaged in ERAs demonstrated transference of knowledge, teamwork, and creativity which is the goal of nursing education (Posey & Pintz, 2017).
- Continued research is warranted to further validate study findings that assess student academic successes, self-confidence, clinical judgement, and clinical transferance using TERAs.

References