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|---|------|------|----|
| Using the forms provided me with opportunities to practice critical thinking | 4.01 | 0.84 | 85 |
| Using the forms provided me with opportunities to synthesize nursing concepts | 3.85 | 0.9 | 84 |

Vjg Qwcnvtkeu uwtxg{ qhhgtgf uvwfgpvu cp qrrqtvwpkv{ vq õhtgg-ytkvgö cp{ eq o o gpvu vjg{ jcf about the use of the forms. Twenty-one students left comments: 11 were favorable, 5 were non-favorable, and 5 comments were neutral (not indicating favorability or not). A few students indicated that using the forms after exams was more anxiety provoking while others really enjoyed finding out right away what the correct answer was. However, a few students did indicate that the IF-TA forms were fine for finding out the correct answer, but that rationales were still not available. The majority of students did like using the forms for in class case studies and working through the cases (that proved quite difficult) in class with the forms.

Discussion

Overall, I have really mixed feelings about the results of the project. I do not believe the IF-TA forms really helped students learn or correct misconceptions. I believe the reason is because the IF-TA forms do not provide any rationales. Although they tell the student whether or not they chose the correct answer, they really do not learn why the answer is correct or incorrect. I think this is true for both the case studies and the post-exam group testing activity. The IF-TA forms did provide opportunity for students to review the exam in a controlled manner, however. Barriers exist in exam review including 1) civility and arguing with faculty and 2) getting students to attend exam review. The IF-TA forms addressed both of these issues.

I do think the IF-TA forms were helpful for the in-class case studies. However, the cases took students about 45 minutes to complete and there was very little time to review (in class) questions about the cases. A better way to use the IF-TA forms would be to either reduce the number of cases in totality (freeing up more classroom time to review the whole case) or to shorten the cases to 10 questions each (with truly pertinent content). The case studies are a package purchased by the student and required for the nursing courses; therefore the cases would need modified to shorten them.

I also believe the IF-TA forms provided the students opportunities to practice questions in class with a group of peers. NCLEX-style nursing questions require practice in order to understand how to answer and take the question. The more opportunities the students are offered to practice these questions, the more comfortable they become with them. Additionally, it became very clear to me that students continue to require exposure and practice when it comes to reviewing previously learned concepts from prior classes. Using the IF-TA forms allowed me to observe this gap in their progression in the program.

Conclusion

At this time, I do plan on continued use of the IF-TA forms for in class case studies to facilitate my modified flipped classroom approach. However, I will likely either reduce the number of cases used in the semester or I will shorten each case to 10-15 most pertinent questions. I will

also continue to use the IF-TA forms for group testing after the exam with one adjustment. After the completion of the group exam, I will allow additional class time to review rationales to test questions the students missed. This is going to require me to adjust classroom activities, however, and place more content as a recorded lecture in order to free up additional classroom time for the discussion of rationales. Thank you again for the support you provided for the purchase of the IF-TA forms.