South Dakota State University

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Crack the Code: A Cost-Effective Way to Bring Simulation into the Classroom

INTRODUCTION

There are many challenges Universities face on how to bridge the gap between theory and application of nursing-practice. This project is a simple solution to bring simulation-based learning into the classroom and limit the barriers noted in the literature.

Common barriers to active learning methodologies:

- Increased student enrollment numbers
- Limited budget
- Faculty shortages
- Limited faculty trained in simulation pedagogy
- Limited time for active student involvement

(Carson & Harder, 2016; Walters, Potetz, & Fedesco, 2017)

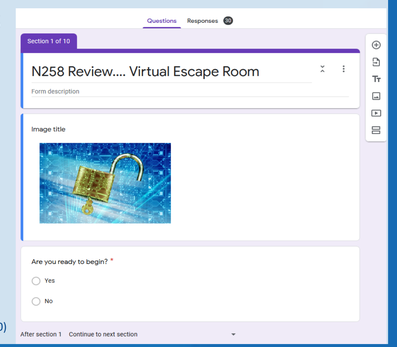
OBJECTIVES

The aim of this activity is to:

- Objective #1
  - Utilize the INACSL Standards of Best Practice: Facilitation to create cost-effective simulation-based learning experience in the classroom.
- Objective #2
  - Discuss the importance of simulation-based learning experience in the classroom to bridge the gap of theory and application of nursing-practice.
- Objective #3
  - Explore the use of Google Forms to engage students in a simulation-based learning experience.

MATERIALS

- Google Forms access
- Scenarios or application questions
- Student classroom groups
- Faculty facilitator



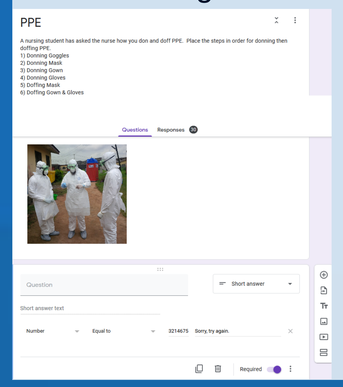
(Google LLC, 2020)

PROJECT BENEFITS

- Fun interactive way to learn
- Various options in Google Forms
- Inexpensive way to build scenarios
- Brings simulation into the classroom setting
- Can be done with one facilitator
- Unlimited number of student participants
- Helps apply what students learn in the classroom

CLASSROOM SIMULATION

- Specific content scenario or video can be added in prebriefing to guide the expected outcomes
- Scenario can be done independently or in groups
- Students need to answer questions appropriately, to advance to the next question(s)
- Multi-select questions have numbers that correlates with the correct answers, providing the “code” needed to advance to the next question
- Questions can be set up as a scenario with student application answers guiding the specific direction of the scenario
- The scenario ends with the faculty facilitator debriefing the class as a group



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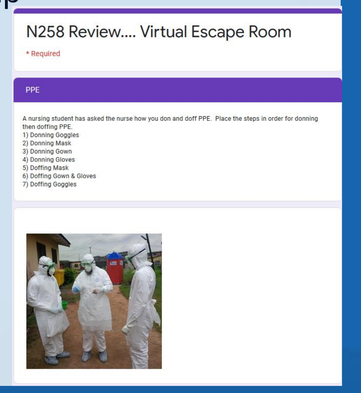

STUDENT FEEDBACK

- “If we did not get the code correct, it really made us think about our answers and look at why another option may be correct”
- “I liked that we could do this with a classmate and discuss thoughts between us before selecting an answer”
- “I liked that it was using scenarios and we could apply what we learned in class to the scenario”
- “It was fun that it was a game, but we learned a lot at the same time”