

Active Learning in Nurse Anesthesia Didactic Education

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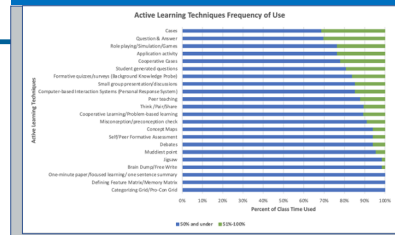
Problem

The literature is unclear to what extent faculty in nurse anesthesia (NA) understand and utilize active learning (AL) techniques within the didactic setting.

Methods

An online anonymous survey of NA didactic faculty using a validated AL inventory tool was deployed to 663 AANA members identified as employees of the various 123 colleges and universities throughout the U.S. to assess understanding and frequency of use of AL techniques, teacher perceptions of AL, and adaptations after COVID-19.

Illustration



Discussion & Implications

NA educators are using AL strategies in their classrooms through a variety of means with varying frequency. Further studies to test how effective these methods are at improving knowledge base and skills is warranted.

Literature Review

The AL pedagogy has been researched at every level of education with benefits in retention and engagement potentially translating to improved summative examinations and is now deployed in various graduate-level medical education specialties.

Results

Survey responses to frequency of use of various techniques showed the most used strategies in descending order: 30.3% respondents using Q&A > 51% class time, 11.76% of respondents using computer-based interaction systems using > 51% of class time.

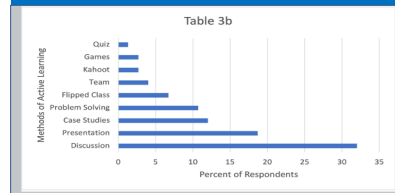
More Results

Themes identified by researchers that educators understood AL to be: participation, interactivity, and engagement. Many made adaptations to transition to flipped and asynchronous teaching and are now returning to face to face modalities.

Conclusions

This study demonstrated both understanding and use of AL in the NA didactic education setting from the educator perspective. This study will be submitted for publication.

Illustration



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