

Column: Current Literature Review

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Our charge is to monitor education related journals (i.e. *Journal of Nursing Education*, *Journal of Higher Education*, etc.) And identify articles which are the most applicable to our readers. We will provide brief synopses of the articles plus potential applications to AT education. Please feel free to contact me if you have questions,

comments, or suggestions for this reoccurring feature, or if you would like to review an article that you feel is particularly applicable to athletic training educators. I would also like to hear about implementations you have made from the concepts we present in this feature. – cm

Marcell, M. Effectiveness of regular online quizzing increasing class participation and preparation. *International Journal for the Scholarship of Teaching and Learning*, 2008;1(2). <http://www.georgiasouthern.edu/ijstol>. Reviewed by: David Diers, Governors State University.

Many university students, particularly undergraduate students, become overwhelmed by the amount of work required for courses. The work that is usually ignored are the readings prior to classes. This however, makes for a poor discussion in class and a less effective learning environment. Infrequent assessments may also contribute to the student ignoring the course material until a scheduled exam looms closer. One incentive for the students to complete the assigned readings is to give frequent quizzes prior to class discussions. Studies have found that having regular quizzes prior to classroom discussion improves the students' understanding of the materia. It also elicits higher exam grades and better attendance. One draw-back to giving regular quizzes is that it can take up a substantial amount of class time which many instructors already feel that there is not enough class time. The author hypothesized that using the on-line system (i.e. WebCT) for on-line quizzes prior to class time would alleviate that problem. The author found that classes which did the quizzes had more questions at

the beginning of class and had completed the assigned readings at a higher rate than classes which did not complete the quizzes. Another benefit from the quizzes was that it helped the students maintain a regular reading and study schedule.

This benefit is applicable to all areas of study including athletic training. The students are more interactive in class and lectures become discussions when the students are familiar with the material. The on-line platform for quizzes does not take time out of class and creates a much better learning environment for the students. A downside of using this teaching tool is the extra prep-time for creating the quizzes which can have a steep learning curve if you are unfamiliar with the platform. However, once the platform is mastered the benefits can far outweigh the downfalls.

Koeniger-Donohue, R. Handheld computers in nursing education: A PDA pilot project. *Journal of Nursing Education*. 2008;47(2):74-77. Reviewed by Thomas G. Porrazzo, Alvernia College.

Enhancing clinical experiential learning by use of personal digital assistants (PDAs) is described in this article. The use of the PDA supports the educational objectives of providing holistic, coordinated, continuous, comprehensive and individualized care to the patient. The pilot project demonstrated that the use of PDAs during the student's clinical rotations enabled them to spend more time with their patients, while integrating research into practice.

The use of a PDA device during scheduled athletic training clinical rotations, present wonderful opportunities for learning. This learning could extend beyond assessment purposes and give support to differential diagnoses. The use of this technology as observed with physicians and nurses continues to grow, and could be a valuable asset to athletic training students as well as certified athletic trainers.



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Glavin, R. What every clinical teacher should know about clinical safety. *Clin Tch.* 2006; 3:103-106.

Reviewed by Courtney Burken, University of Mary-Hardin Baylor.

This paper is a brief summary of research available relating to medical mistakes in the health care system with information, clinical teaching, and mental models. Mistakes, mistake prevention, and teaching post-mistake are important components of effective clinical instruction. Articles discussing negative events and learning from negative events in the medical and allied health fields are rare as often the culture is to avoid or ignore the issues or provide criticism with minimal teaching and learning potential. This article identifies the importance of clinical teaching in curriculum influence, medical mistake prevention, and resources for handling the consequences of errors to enhance patient safety. Patient safety errors are critical and common though they range in consequence severity. The author notes that students must be taught to raise error and potential error awareness and provide appropriate mental and other frameworks to deal with error. Error types are divided into 2 categories, active and latent errors. Active errors include slips/lapses, rule based mistakes, and knowledge based mistakes. Latent conditions are system deficiencies that are identified from study of active errors. Clinical teachers should be involved through use of their roles, skills, and attitudes. Appropriate techniques to handle circumstances post-error include decreasing the number of errors, trapping errors before a patient is harmed, and mitigating the consequences of the errors that escaped the previously mentioned traps.

Royse, M., Newton, S. How Gaming is Used as an Innovative Strategy for Nursing Education. *Nurse Education Perspectives.* 2007; 5(28):263-267. Reviewed by Michele Monaco, Eastern University.

Nurse educators have been intrigued with the concept of gaming in the classroom since the 1980s. Gaming is an approach that stimulates learning by active engagement of the student, rather than the traditional passive lecture. Gaming is an innovative teaching strategy that research has shown to be effective in student learning outcomes. Gaming can be developed with any content area with a little time and creativity. The approach provides collaborative learning, stimulates discussion, encourages critical thinking, and mimic real life situations or simulation. With an enthusiastic approach, gaming also stimulates motivation, participation and student interest.

There are some possible drawbacks that each professor must take into consideration prior to creating a gaming scenario. Students differ in learning style, and some learning styles do not perform well with a competitive atmosphere. The competition may cause unwarranted stress. Other factors to consider are the cost of the game, the time to create the game to meet the anticipated outcomes and the control of the classroom. When developing a game for the classroom, there must be quality in preparation. A well defined introduction of the purpose of the game must be constructed, as well as defined rules and outcomes. A debriefing

after the completion of the gaming provides the students with the analysis of the information provided during the game. Ultimately the professor must provide the best strategy to facilitate student learning and educational objectives. Gaming is another tool that enhances student learning, motivation, and interest in life long learning. Educational gaming resources can be found at: www.studentnurseplaybook.com, and www.nurselearn.com.