

Title: Using and escape room-style activity vs a traditional lecture in a pre-licensure pediatric nursing course.

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Abstract

Background & Significance: Interactive and experiential learning is replacing traditional lectures in many fields in higher education including in nursing programs. Critical thinking and problem-solving skills are important aspects of nursing. One new method for actively engaging students with content is using elements of escape rooms. While there has been research on a few nursing schools using escape-room style methods in class, to our knowledge there has not been a study to date which compares head-to-head a traditional lecture with students taking notes and an escape room in the same graduate pre-licensure nursing program.

Purpose: This study compares two pediatric nursing courses teaching the same content through two different instructional methods: a traditional lecture-based class and an escape room style class. The immediate goal is to see which teaching method helps the students understand and retain the content best.

Methods: Pre-test/post-test design plus four questions on the final exam to measure content knowledge retention.

Results: Data was collected from January 2023 to June 2023. Immediately after the course material was presented, the escape room cohorts did significantly better on four questions on the post-test.

Discussion/Conclusion: This data would support the theory that actively engaging students in learning through interactive activities such as the escape-rooms, does in fact improve student retention of the course material. However, when we review the results of the final course exam given approximately three weeks after the TBI content was delivered, the escape room cohorts did not do significantly better.

Keywords: teaching methods, escape room, nursing education

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