**LEARNER OBJECTIVES**

**Upon completion of this session, participants should be able to:**

1. Discuss advantages of collaborative testing in online environments.
2. Identify potential technologies useful for administering collaborative exams in online environments.

**CONTENT**

**Introduction: Context, Content, and Conduct**

Definitions:

**Collaborative Learning:**
- When two or more people learn or attempt to learn something together
- The support provided towards educational goals through a coordinated and shared activity
- An instructional strategy whereby students work together in small groups to accomplish a common learning goal
  - Group members may be at different performance levels (Björnsdóttir, Garfield, & Everson, 2015)

**Collaborative Testing:**
- An assessment approach which allows students to work in teams while taking an examination (Wiggs, 2010)
  - Exams, administered collaboratively, can be used as teaching and learning tools (assessment-as-learning)
  - Students reflect and discuss their answers with peers, give and receive feedback, and so improve their understanding of the subject (Conejo, Barro, Guzman, & Garcia-Viñas, 2013)

1. First-semester nursing students in an online, post-baccalaureate, pre-licensure program performing poorly on NCLEX-style, multiple choice exams
   a. This is an accelerated program and there is little time to adjust and adapt in figuring out the pace
   b. NCLEX-style questions are a new challenge; there is little time to acclimate and so exam points are easily lost. This makes failing the first nursing course a real possibility

- **Learners**
  - Highly educated, second-degree students
    - Some with graduate and professional degrees
  - Working adults
    - Working in their field or transitioned to CNA/PCA jobs to gain healthcare experience

- **Influence of internal and external demands on learners**
  - Demands of daily life
    - Work schedules
    - Family commitments
  - Isolation of online environment

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2016 Nurse Educator Conference in the Rockies
Trends in nursing education
- Team-based learning
- Distance learning

2. Why collaborative testing?
   a. Previous experience with collaborative testing in a traditional, face-to-face ground program
   b. Collaborative learning is a hallmark of distance education (Jain & Jain, 2015)
   c. Collaboration is the goal of team-based, interprofessional/intraprofessional education (Team-Based Competencies, 2011)

3. What was hoped would be achieved?
   a. Promote the process of learning
   b. Promote critical thinking
   c. Develop skills of collaboration

4. What pedagogical framework(s) support achieving these goals?
   a. Vygotsky’s concept of the zone of proximal development:
      - Peer collaboration increases the learner’s problem-solving ability
      - Synergy of collaboration allows learners to surpass their individual limitations (Nafziger, Meseke, & Meseke, 2011)
   b. Feminist Pedagogy: any pedagogy that facilitates mastery of content and development of skills such as critical thinking (Howard, 2015)
      - Prioritizes collaboration over competition
      - Learning is a social construction and greater learning happens through collaboration
      - Assessments can be opportunities for collaborative learning

The content of the project
1. Goal: promote the process of learning
   a. How can faculty influence the collaborative exam experience for students to maximize peer-to-peer learning?
      i. Identify resources
         1. Investigate utility of Course Management System
         2. Investigate utility of available Web-conferencing software
         3. Identify available support from Academic Technology staff
         4. Consult with Faculty peers to develop structure for online collaboration

2. Goal: promote critical thinking
   a. How might faculty assist students to think more critically about how to respond to NCLEX-style questions?
      i. Create the learning environment
         1. Group formation that maximizes positive group processes
2. Exam Analysis Procedure

3. **Goal:** develop skills of collaboration from working in a group
   a. How do faculty encourage an inclusive environment where all voices are heard and valued?
      i. Peer support
      ii. Identify positive attributes of shared experience
      iii. Unite resources

The **conduct** of the project
1. **How can faculty implement collaborative testing strategies for distance learners, utilizing technology to implement strategies for assessment that also support learning?**
   a. Prepare students
      i. Explain purpose for and processes of collaborative exam
      ii. Technology Considerations
         1. Adobe Connect functions and capabilities
            a. Adobe Connect tutorial
               • Provide link to Adobe Connect room and have students practice signing in
               • Configure laptops for sound and video
      iii. Prepare quiet testing area in home
         1. Use headphones to reduce distractions and eliminate feedback from speakers
      iv. Group processes
         1. Faculty discuss with students the importance of creating an open and respectful space for all to share:
            a. Identify assumptions
            b. Engage in critical dialog
            c. Challenge respectfully
         2. Group members determine processes for collaboration
            a. How to begin discussion
            b. Process for contributing to discussion
            c. Decision process for final answer and when to move to next question
   b. Provide schedule for exam times
      i. Groups sign up for available times
      ii. Log-in 15 minutes ahead of scheduled time

2. **Undertake evaluation**
   a. What were the outcomes?
      i. Promote process of learning
      ii. Promote critical thinking
      iii. Develop skills of collaboration
Reference List


Team-based competencies. (2011). Workshop Sponsored by Health Research Services Administration, the Josiah Macy Jr. Foundation, the American Board of Internal Medicine Foundation, and the Robert Wood Johnson Foundation. Available at: [http://macyfoundation.org/docs/macy_pubs/Team-Based_Competencies.pdf](http://macyfoundation.org/docs/macy_pubs/Team-Based_Competencies.pdf)