Engage Me! Utilizing the Trifecta of Engagement in a Pediatric Nursing Course
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Trifecta of Engagement
Professor Setayesh learned about different techniques and "flipped classroom" activities that promote active learner participation when she attended Heather’s professional development workshop titled Applying the Trifecta of Engagement.

Student engagement with instructor:
Instructor connected with, and was available to, individual students via texting, email, phone calls, open office hours, advising, mentoring, web conference meetings, & email announcements.
Instructor provided personalized feedback on assignments, and encouraging notes and messages to students.
Instructor also used profile cards with personal information about each student to ensure a strong instructor-student connection.

Student engagement with their peers:
Peer-to-peer activities were encouraged & included group case studies, group projects, study groups, peer review, class discussions, group reflection, mini-presentations, and debriefing.

Student engagement with the content:
To provide some variety in the course content besides the textbook readings, students could review YouTube video clips and Podcasts.
Instead of explaining the content via lecturing the instructor used storytelling and guest speakers for the purpose of real-world relevance and application, which adult students care about deeply (Knowles, 2005).
Other activities to allow students to engage with content included: self assessment, goal setting, reflection, case studies, games like Jeopardy, flash cards, and field trips.

Assessment
Q1 I felt that the course content was presented using case scenarios, thought provoking questions, storytelling, discussion of critical points, asking for student input that were appropriate to the learning goals and subject.
Q4 This course had opportunities for student interaction using collaborative tools such as discussion of personal experience and group presentation.
Q7 I was encouraged and/or required to interact with my instructor...
Q8 I was provided with a rubric for all assignments and appropriate guidelines
Q9 My instructor took an active role in connecting with students...
Q10 I was given opportunities to reflect upon my learning...

Assessment Results
Positive Results: 70-95%
Student Perception of Teaching Median: change from 4.76 to 4.78
Student Perception of Learning Median: change from 4.64 to 4.85
Class Mean GPA: change from 3.67 to 3.50

Survey Results

Looking Forward
• Continue to experiment using active learning teaching strategies in future classes
• Collect more data, continue the study
• Present to faculty in the department
• Encourage other faculty to experiment and try new learner-centered methods to engage students in their learning

References
Moore, M.G. (1989). Three types of interaction (pp. 100-105). University Park, PA: American Center for the Study of Distance Education.