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The Strength Of The Team: Collaborating for Learning

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The Strength Of The Team: Collaborating for Learning

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“The University of Calgary will be a global intellectual hub located in Canada’s most enterprising city. In this spirited, high-quality learning environment, students will thrive in programs made rich by research and hands-on experiences.”

University of Calgary,
Eyes High Strategic Statement



Objectives

1. Describe an active learning strategy used in a 2nd year nursing course.
2. Provide opportunities for discussion and self-reflection related to integrating active learning strategies into your teaching practice.



~~Sage on the Stage~~



Safe Learning Environment

“Simulations aren’t successful and effective unless the learning environment is very supportive, helpful and genuine. I learned so much and it’s a great starting point to begin in a clinical simulation before going out into real practice.”

Second year nursing student



Learner's Experience

1. Knowledge construction process
2. Experience and appreciate multiple perspectives
3. Authentic contexts
4. Responsible for own learning and practice
5. Reflection through debriefing



Key Concepts

- ⑩ Critical Thinking
- ⑩ Collaboration
- ⑩ Communication



It is what it is.
or
We must face it, we can fix it.

Van Auken, P. (2013). Maybe it's both of us: Engagement and learning. *Teaching Sociology*, 4(2), 207-215.



Active Learning is not a spectator sport!



Think about a time students have not been engaged in your class.



Feedback from students

“It allowed me to actually experience what real nursing teamwork was like. We had to form relationships in a very short period of time and divide responsibilities according to our interests/abilities.”

“It’s important for nurses to plan ahead for different circumstances but also be flexible to the family’s needs.”



Feedback from Students

“The ability to think on the spot.”

“Recognizing that our experience with different clients
is not always black and white.”

“Biggest learning: it’s okay not to know everything.”



We must learn to walk together, holding hands when we need to, exploring many paths as we go.



“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades an openness of mind and heart that allows us to face reality even as we begin to move beyond boundaries, to transgress.”

Hooks, B. (1994). Teaching to transgress: Education as the practice of freedom (p. 207). New York: Routledge.



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