

# Pedagogical Change across Four Courses: SoTL as a Bridge

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**ABSTRACT:** As part of an ongoing SoTL study, we are working to understand the impact of guided concept mapping (Jaafarpour et al., 2016) and other active learning strategies in an anatomy and physiology course taught in the first year of a nursing program. This course is taught using a modified flipped classroom model by one of the co-investigators; the intent was to provide a more active learning environment within the class (Abeysekera & Dawson, 2015). Methodological challenges of the study include development of an effective means to analyze the concept maps (von der Heidt, 2015), in combination with interviews and student assessment in the course in order to demonstrate impact on learning. This is a longitudinal study. When we re-interviewed one cohort of participants at the end of their second year, to our surprise we learned that many students had begun to create their own concept maps as a learning strategy in their patho-physiology and patho-pharmacology courses. The second year instructor, also a co-investigator, is now piloting a deliberate use of concept maps in these courses.

We are currently surveying all students in the second year: some who were exposed to concept maps in their first year courses, some in the second year courses, some in both years, and some in neither. SoTL is an important transformative tool to help us tease apart and determine the impact of these approaches in the students' learning. We are investigating whether they better retain their learning and/or are better able to apply what they have learned. We are also interested in the efficacy of the strategy adaptation to the second year courses, and how the concept maps guided by the instructor may vary from the ones the students create independently. Our presentation will highlight the crucial role SoTL plays in answering these complex questions about student learning. In our study, SoTL has also had the transformative effect of bringing together two instructors from different disciplines and an educational developer to work together to impact student learning in a conceptually interwoven suite of courses that are critical to the students' success in the nursing program.

## REFERENCES

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