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## Jenevieve Roper TSSA Summer 2016

Jenevieve Roper

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## 2016 Summer Course Redesign Progress Report

### Abstract:

EKG Interpretation is a course that requires students to see minor details on a rhythm strip that may potentially lead to the diagnosis of heart conditions within the apparently healthy and clinical population. Currently, the use of quizzes through Powerpoint presentations does not allow the students to properly interpret the rhythms with proficiency. Therefore, it's believed that redesigning quizzes to be used interactively online through the application (app) Kahoot will allow the students to become more engaged in class and improve student learning outcomes. It will facilitate the students' ability to read and interpret EKG rhythm strips proficiently, especially when time is of the essence. It is expected that there will be an improvement in student learning as indicated through final grades and pre- and post-surveys.

### Progress:

As a result of working on the project, the progress is on track as expected. I have converted over half of the quizzes to an online version found on Kahoot. While most are private because I am still testing and tweaking, there is a public one that can be viewed at:

<https://play.kahoot.it/#/k/e27f5141-16d1-402b-88cd-a8a180e9c58c>

The project is still on track for complete transition of the quizzes to Kahoot by August 1, 2016. In addition, since I have been testing the use of the app in my summer class, I have been able to receive feedback from my students in the summer EKG class regarding the use of Kahoot, which has been positive (See table below for feedback received through the app). The timer feature has allowed the students to become more efficient in determining the rhythms and focusing on the details. The scoring function has made the students more engaged as they all compete for the highest score, which gives them bonus points for the next exam.

The one unexpected deviation that occurred is that the rhythm strips do not stay on the phone screen of the students. While this was unexpected, it does help promote social learning because I have been able to place them on teams, which has helped increase their peer instruction and retention of the material. Additionally, it has been difficult to try and find new rhythm strips online that I can use for the quizzes, but I have been able to find some newer ones that are more clear so the students are having an easier time reading from the screen to interpret the rhythms. Also, some phones for the students were unable to download the app due to the age of the phone. However, the students are also able to use their laptops or tablets to do the quizzes, so everyone is able to still contribute to the quizzes and learn. If we had an issue, they simply would write down their answers on a sheet of paper as they would a traditional quiz.

QUESTION	RATING
<b>How fun was it?</b>	4.699999809
<b>Did you learn something?</b>	1
<b>Do you recommend it?</b>	1
<b>How do you feel?</b>	
- Positive	0.714285731
- Neutral	0.285714298
- Negative	0