

Collaborative Quizzing to Increase Knowledge and Decrease Anxiety related to NGN



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Purpose

To use collaborative quizzing as both a low stakes assessment and a teaching strategy to increase knowledge of NGN question types while decreasing exam anxiety.

Background

- NGN Uses several new question types
- Nurse educators need to identify and implement strategies to prepare students for the updated exam
- Collaborative quizzing creates a non-threatening environment and a learning opportunity

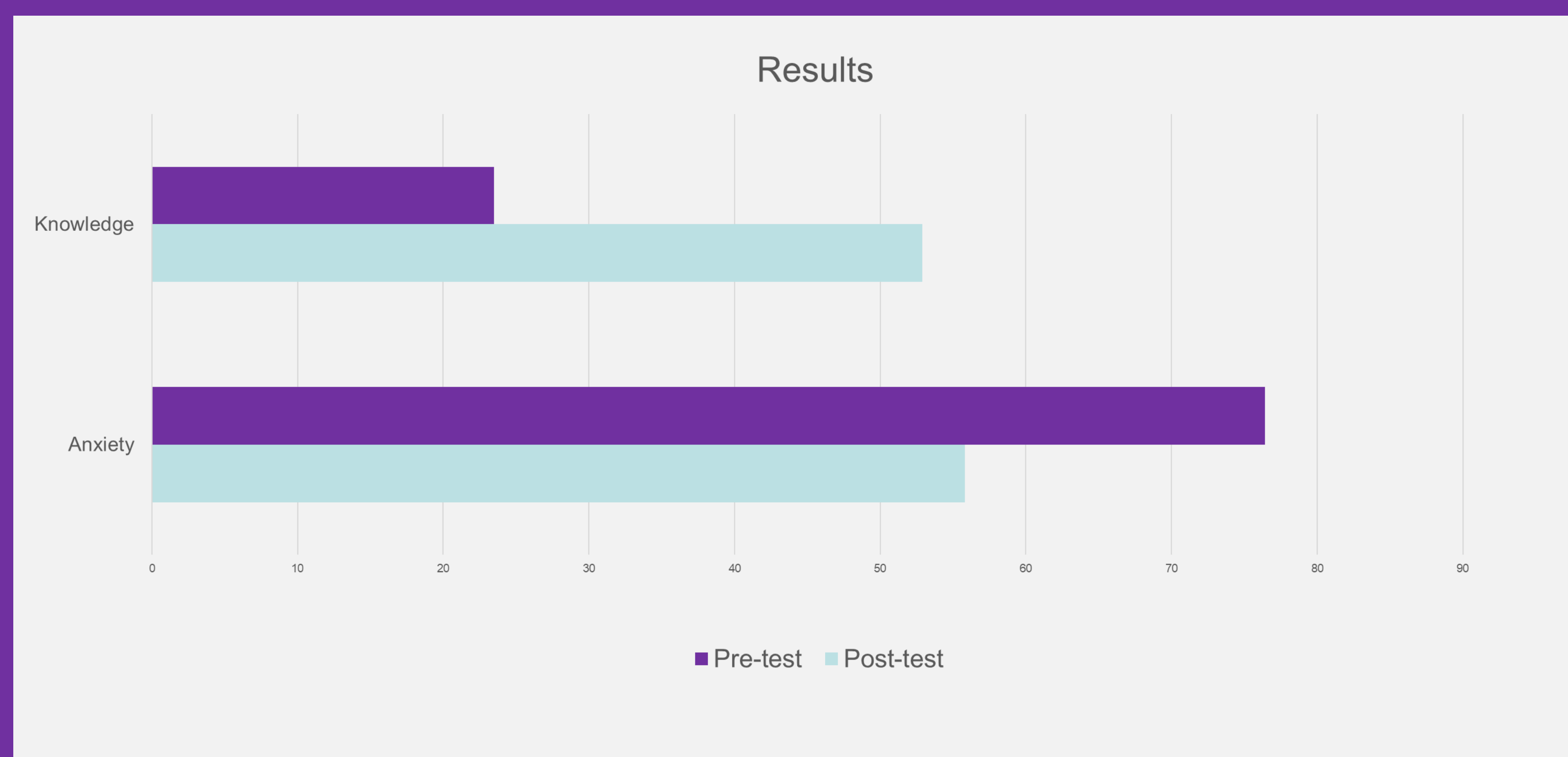
Sample

- 33 students enrolled in a traditional BSN program
- Second year of the program
- First Medical-Surgical nursing course



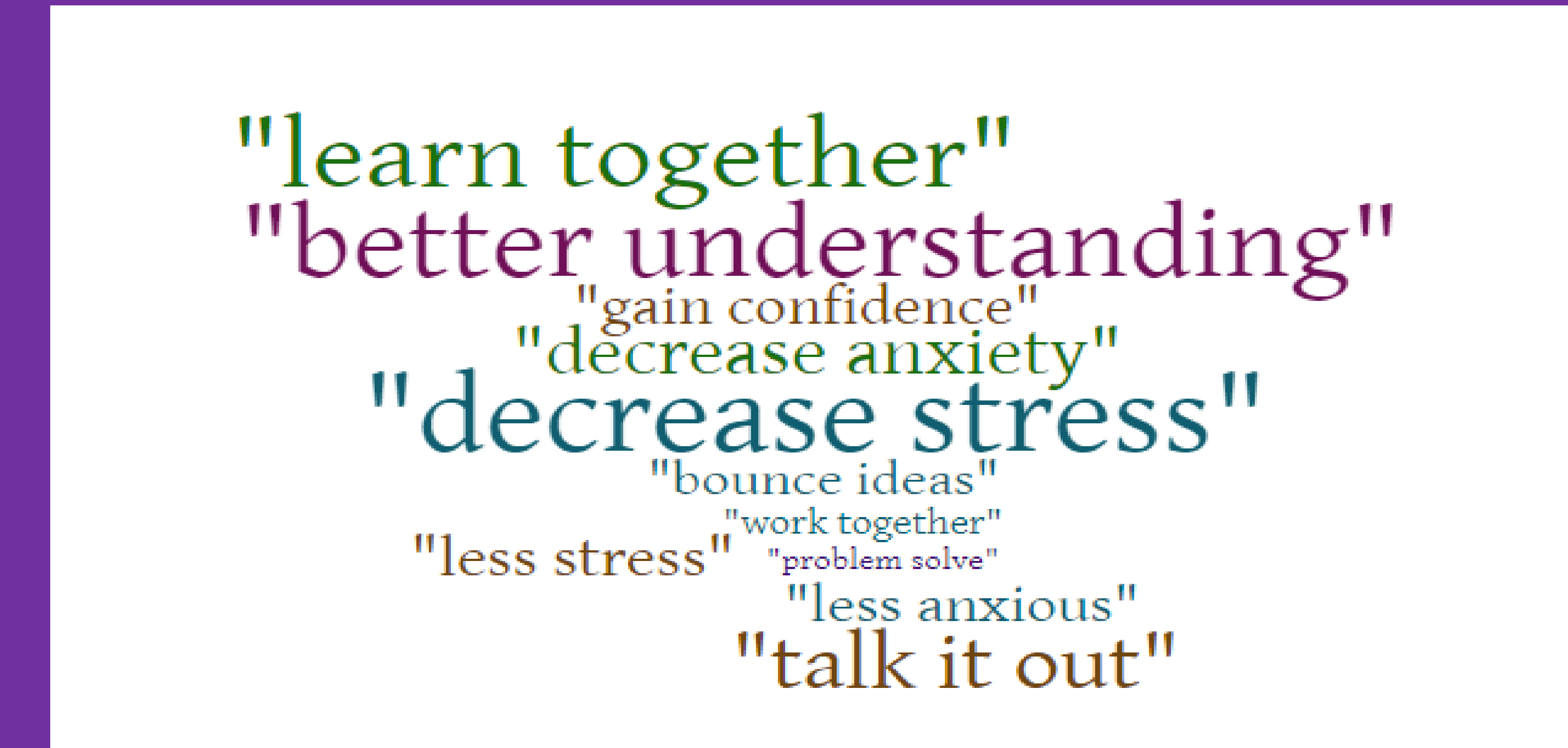
Method

- Students individually completed the ATI NCLEX Experience 3.0 videos and NextGen NCLEX Overview 3.0 modules
- Students organized themselves into groups of 3-4 and completed a team contract
- Students worked with their group to complete a 12-item quiz using NGN items from the ATI Custom Assessment Builder within a 1-hour time limit
- Students rated their knowledge and anxiety levels related to NGN before and after taking the quiz



Discussion

- Students rated knowledge and anxiety of a 10-point scale
- Self-reported knowledge level of NGN question types before and after taking the quiz improved by 29.4%
- Anxiety related to the new item types decreased by 38.6% after taking the quiz
- Students also provided qualitative feedback on their quiz experience



Conclusion

Nurse educators are eager to support student success on NGN. This pilot project demonstrated that collaborative quizzing can be used as both a low-stakes formative assessment and a teaching strategy. Collaborative quizzing increased knowledge of NGN and decreased student anxiety even when implemented early in the program.

Acknowledgement

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