

Trivia to Triumph: Unlocking Microlearning Potential in the Acute Care Hospital

Megan Grant, MSN, RN, MEDSURG-BC; Laura Weintraub, MSN, FNP-BC, CMSRN; Catrin Leins, MSN, RNC-OB; Peta-Kaye Johnson, MSN,RN,CEN,NPD-BC; Iulia Comanici, BSN-RN

Background

In the fast-paced, high-stakes healthcare environment, efficient knowledge transfer is critical for patient safety and best practice. Microlearning has been shown to enhance staff engagement and retention (Nissen et al, 2023; Thillainadesan et al, 2022). Within an acute care hospital setting, does the implementation of trivia-based microlearning education contribute to improved retention and learning preferences compatibility?

Purpose

The purpose of this work is to address institutional practice gaps with an educational intervention incorporating trivia microlearning.

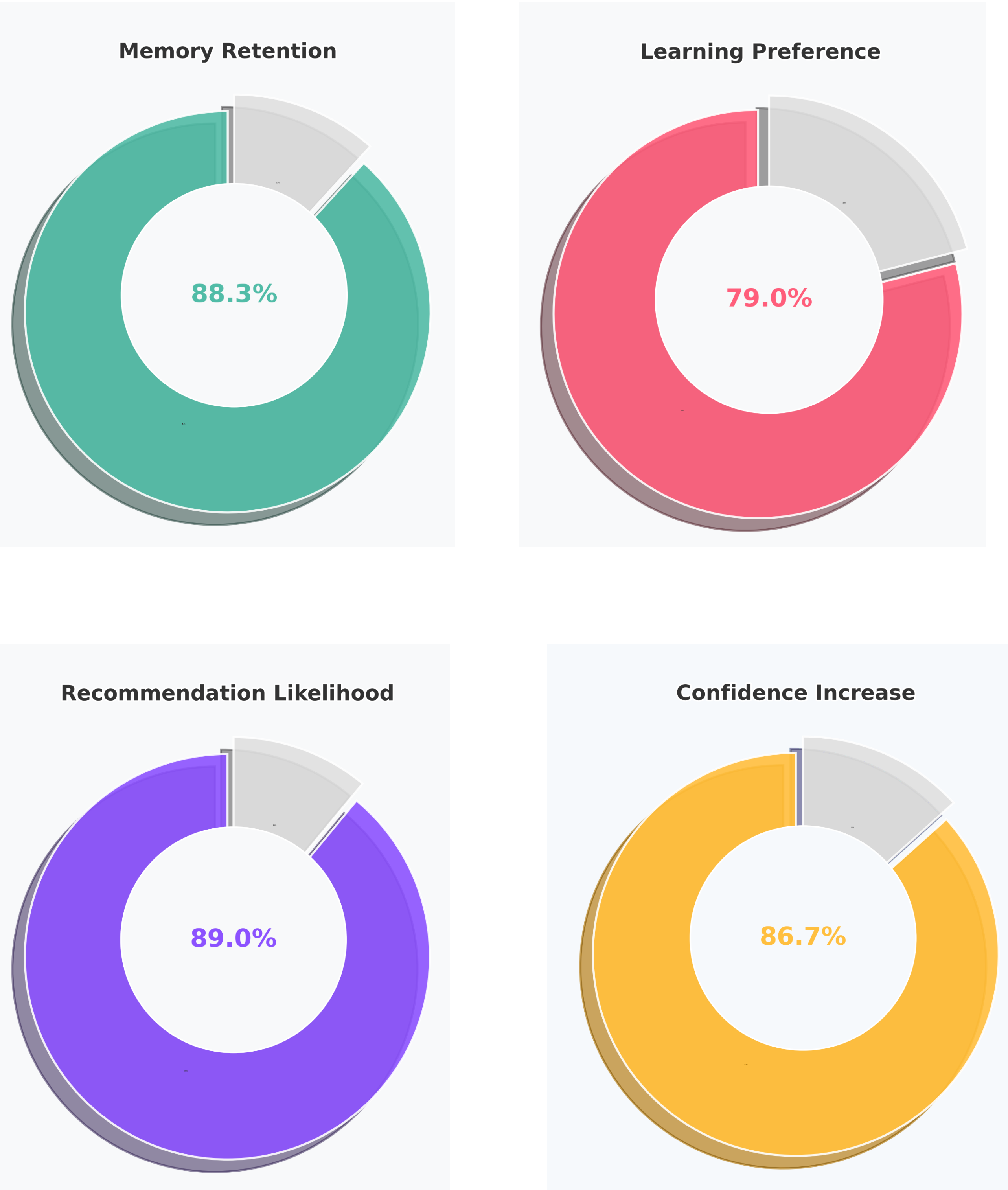
Methods

A Likert-scale questionnaire assessed the learning preference and confidence in knowledge of learners. It examined the knowledge gained through trivia activities in comparison to traditional Learning Management Systems (LMS) education.

Findings/Results

Ninety-four participants including nurses, physical therapists, administrative assistants, and doctors, born between 1953 and 2004 were surveyed.

Highlights from the survey indicate high satisfaction with microlearning, as outlined below:



Conclusions

The findings indicate a strong engagement and satisfaction with trivia-based microlearning. By incorporating trivia as a learning tool, hospitals can leverage short, interactive, and focused content to promote continuous education among healthcare professionals.

Trivia Team



References

