Turkish Journal of Computer and Mathematics Education Vol.12 No. 7 (2021), 1199- 1206

Research Article

Debriefing Strategy In Teaching Professional Education Courses To State University Students

Jocelyn L. Reyes
Cavite State University
jocelynreyes@cvsu.edu.ph

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

ABSTRACT This paper explains how a debriefing technique was established at a state university in Cavite to examine such teaching activities. Debriefing is important to all our practices in the classroom. In order to generate student progress in the teaching and learning level, all of these strategies have not been properly tested and replicated, so it is necessary to look back and validate them. To systematically analyze the situation, the study used the qualitative method and documentary analysis. The study shows that student communication, reflective thinking, and critical thinking skills are developed with the students in conducting debriefing with them. Students demonstrated knowledge of structures and problems and their simplicity. It further promotes developing numerous classroom activities and explaining best practices at a state university in teaching technical courses in education. Therefore, the pedagogical techniques of teachers are reinforced and changed through this methodology.
A workshop on the usage of debriefing by fellow teachers and managers will be organized to verify the feasibility, practicality, and efficacy of the debriefing technique for the future.

1. INTRODUCTION

Debriefing is used to promote the process of teaching and learning as a strategy. This form of approach has not been emphasized, expressed and even tested in tertiary education. In Biggs and Tang [1] principle of positive integration, the expected learning results should be constructively associated with the training and learning practices and the review. The teaching and learning activities offered by students at each meeting are one of the most important aspects of teaching and learning. Biggs and Tang emphasized that through organized and informal experiences with students that decide how we and our students feel about education, teachers can create a learning environment. Eventually, if the environment in the school is positive, it has a significant impact on academic achievement. It must be measured if the classroom is negative and often negative, so that the teacher can find out what happens in a class during the debriefing period. Focusing on all of our classroom experiences would be helpful, realistic and efficient if properly addressed. Similarly, in study conducted by Dreifuerst [2], debriefing and encouraging the implementation of best teaching methods is through simulation learning. On the other hand, in work-integrated learning (WIL), debriefing has long been recognised as playing an important role, with knowledge alone deemed inadequate to deliver learning Accessible debriefing literature in WIL is highly located in medicine, nursing and other health-related practice-based sciences, notably in recent years, and little is known about how debriefing is interpreted and/or used more widely in other fields of education and disciplines/professions [3]. Debriefing may be especially effective with WIL experiences in which learners may be subjected to future experiences such as chronic disease, mortality and traumatized communities [4]. The current state of scientific knowledge on critical incident shows that debriefing can reduce the stress of employees involved in critical patient incidents, that debriefing should be given to all employees involved in critical incidents, that debriefing facilitators should be trained, that debriefing should be held before the shift ends or within 24 hours of the incident [5].

Little is known about debriefing in the teaching and learning process. The researcher has found bulk of researches on debriefing used by the healthcare and allied sciences. In a clinical review, Bae, Juhee, and Lee [6] used the debriefing protocol to remind health care professionals of 'clinical logic' to improve their clinical competencies. As a result, their reasoning skills and the overall flow of their reasoning have improved. Learning happens during the debriefing process of comprehensive empirical analysis by using the methodology of modeling along with the process of debriefing. In a report done by Major, et.al. [7]. They used debriefing techniques for nursing students in clinical models The measured elements comprise the simulation 's psychosocial, emotional, and affective beliefs. As a consequence, the therapeutic simulation simulations were found to be a reflective activity that completely related to the pupil incorporating various information into affective, emotional, and psychosocial principles that improved the skills of the students. It is advised that the debriefing is carried out in a formal way which leads to the understanding of the student. Thus, "without judgement," "through judgement," or with "good judgment" may be carried out. In the first category, students' errors are not listed and the positive points are celebrated. In the second, the facilitator reveals the flaw implicitly and questions "why" the procedure or activity was carried out [7]. In order to facilitate learning outcomes, successful debriefing during simulation-based training (SBT) is important [8].

Secheresse & Nonglaton [9] claimed that Cognitive conflict in simulation-based education might occur when participants' awareness does not compel them to overcome a new situation or whether it happens a differentiation between the awareness of the participants and knowledge and behavior. This has been confirmed by Gerace [10] who stated that at all levels of learner curriculum, a simulation-based education that offers intentional or repeated practice and input achieves learner maturity over a lifetime of study.

Simulation is not a novel teaching modality in nursing education, and the evidence base for SBLE has expanded exponentially [11]. It is a learning opportunity that offers a healthy, non-threatening environment where, without affecting a patient, students can exercise cognitive and technological skills. Prior to graduation, students do not experience all patient scenarios in the clinical environment and SBLEs provide students with resources to encourage the improvement of their logical thought and clinical reasoning abilities. Depending on experience, the effects of debriefing can vary. The effects on student success will be marginal or have a detrimental affect if the distinguishing characteristics are absent from the debriefing. The possible consequence is no development of students' critical thought and decision-making skills and no application of new insights to future interactions. If, as seen in the opposite example, the atmosphere was not mentally healthy, the student could suffer during future simulation activities from anxiety and poor performance in the simulated environment. The experience offers students with the ability to develop their decision-making capabilities and to translate the information acquired to potential clinical experiences if the distinguishing qualities are present in the debriefing [12]. Debriefing is an integral aspect of health education with the high-fidelity modeling experience. For structuring debriefing after simulation, video-assisted debriefing (VAD) is used [13]. Reed [14] also claims that debriefing is said to be where the majority of simulation learning takes place, the retrospective time after a simulation [15].

In periods of a pandemic, teachers used automated debriefing to reflect. Cheng, et.al. [16] also noticed that there are too many difficulties in facilitating debriefings via a programming. Teachers can also have appropriate instructions to facilitate effective interactive learning. Student networks' learning interactions prompted the writers to discover specific methods to solve student challenges in performing simulated debriefings. It will also be two-way teaching and studying. When teachers are able to discuss the class, students must be interested in studying. The interactions of Classroom with students should be important, satisfying and inspiring. The secret to this objective is the debriefing period.

The above literatures have one thing in common and that is, the debriefing is used to facilitate the process in the medical and allied education or to facilitate the teaching and learning process in the classroom.

2. RESEARCH METHOD

The qualitative approach and documentary analysis were used in this research to analyze the debriefing procedure practices in the classroom. The analysis was restricted mainly to the implementation of the debriefing approach and how to enhance the classroom's teaching and learning experiences and student participation.

Sampling Procedure and Participants

The research demonstrated the value of a debriefing approach at a state university in Cavite for teaching professional education. Convenience sampling was used in this research of participants in teacher education. Convenience sampling selects, maybe over a particular duration, those that are accessible and likely to participate [17]. These 40 students are actually pursuing a Bachelor's degree in Secondary Education.

Instrument

Given that the qualitative method and documentary analysis were used in this study, observation was used as a technique to evaluate the theories.

Data Collection

The research was performed with 40 sophomore students during a professional education course. Classroom tasks were undertaken and a debriefing technique for six (6) weeks or a duration of one term was used to objectively evaluate and focus on the different activities and student interaction for further improvement.

Data Analysis Framework

For 40 sophomore students in professional education, the researcher performed multiple classroom teaching tasks and debriefing techniques. The following steps have been achieved: introduction of teaching and learning practice, debrifying stragey, contemplation, and assessment.

Theoretical Foundation

This piece of work adheres to two learning standards. In terms of measuring the experience of learners, the first concept is more about Kolb's Experiential Learning. Experience has an influence on the nature and growth of lifelong learning which is the basis of learning and progress. The researcher assumes that in order to measure, interpret, and represent the behaviors and action measures for future change, there is a need to review certain practices in the classroom. In order to help the learners, understand how to understand, multiple teaching-learning approaches have been studied and published to broaden concepts and applications, independent of the norm of the instructional program. To promote the teaching and learning cycles, the instructor should know how to use

constructivism, experiential learning, and interventions. The methodology of Kolb synthesizes ideas of goal-directed and behavioral learning to create a learning loop that values the mechanism and the continued essence of learning. The learning period of Kolb is usually defined by four phases in which the learner advances repeatedly [18].

Significance of the Study
The importance of this research was to perform a debriefing to analyze the different behaviors in the classroom as a strategy. This strategy of debriefing was a form of reflection on the experiences of the authors in professional education courses, AY-2020-2021.

Scope and Limitation
This research is restricted to the usage of a debriefing strategy in an AY-2020-2021 technical education course. It used several classroom exercises to draw on student learning interactions as tools.

3. RESULTS AND DISCUSSION

It is essential to provide a survey or research on effects, study habits, personality trends, management of the classroom, among several others as a framework for improvement. This study, however, focuses on the application of the debriefing method to help teachers and students in the learning stage become aware, analytical, informative and efficient. Being reflective as an instructor means finding out when a new training approach is effective in learning for students. This must then be established, analyzed and accepted and translated into a more established method after a methodology is applied. It is important to be accessible to change to become a reflective instructor. In order to strengthen teaching and improve learning, self, advisor and student evaluation is necessary**.** Even professional teachers can't clarify what they know — they have to practice it. In these situations, Schon suggests, clinicians use their experience and prior experiences as a justification for intervention, a type of intervention knowledge that emerges from maturity and thus differs from the principle of repetitive activity influenced by the experiential learning. Brookfield [19] sets out four main outlets, including "the eyes of students, the perceptions of colleagues, personal experience, and theory and research." Teachers may use different resources and approaches to learn and focus on their instruction from these sources, ranging from low-key to formal, and personal to inter-collegial. Our understanding of education is completely different than what we have learned than everyday teaching in accordance with the aforementioned assertions. Without really testing this out, we cannot be confident that a technique is successful. Conclusively, if these are evaluated, judged, and commented on, carrying out numerous exercises within the classroom allows it more successful.
Take one student, for instance, who never attends the online classes due to slow connectivity of Internet. The student wants to leave or stop his/her schooling. However, with the help and motivation strategy of the instructor, the student is encouraged to continue his/her studies. Finally, to finish her education, the student learns she must strive hard and wait. The motivational style of the instructor wakes the students up and to make them learn. The response comes out easily because his / her teacher is honest. The student is already participating in various groups and teaching programs. This method is called Reflection-on-action. There is a more deliberative and conscientious phase following the event or learning session. More important research and behavioral analysis of what would have happened if intervention had taken place. One of the best cases of critical evaluation, this example creates thoughts on behavior.

The Debriefing Strategy
Rather than an easy chat, debriefing explains why something happens and addresses potential effects. Accurate knowledge is placed before systems of dominance. People communicate and they know what to strengthen and develop in order to better appreciate the root causes of their successes and shortcomings. Interactions can be challenging, but participants realize that the complexity of placing items on the table is restricted to the challenge of presenting the same vulnerabilities [20]. Among organizations, the style of debriefing varies [14]. Debriefing during simulation is an environment where it is important to actively examine the basic structure of issues. They will then be used in circumstances that vary from the experience of simulation where core concepts of problems are established [21].

Traditionally, only at the end of a scenario is a debriefing session given. During an existing simulation session, a potential solution might be to time-out the scenario to debrief particular parts or incidents. Two possible benefits of this in-scenario or stop-and-go strategy are available. Six, when the simulation is stopped shortly after the incident, the participants would be more able to remember the events during the debrief sessions. Two, the repeated fast debriefings will be "digestible" more quickly and could contribute at the conclusion of the session to an improved learning of expertise and information than one lengthy debriefing [22]. A useful debriefing method is systemic debriefing. The scope and format of a systemic debriefing exercise, however, must fit functional and pedagogical considerations to be successful [23]. Strategies in various institutions or schools are different from

each others. However, each strategy could complement each other. Cummings [24] defined debriefing as a concept used in experiential education to define the question and answers sessions of learners in her essay "Training Wheels" (www.training-wheels.com). To explain how debriefing was performed, she also created several tasks. These include: anchor bits, sit-and-receive, puzzle of the group, movement and contemplation, among others, the UFO stone. When they accomplished an assignment, her tasks encouraged her audience to think and offer their opinions. As a result, learners became interested with what they studied, helping them to find opportunities to rely on their own learning. The researchers noted various studies on input and contemplation, but there were no clear, quantitative studies on debriefing technique in a simulated classroom setting [24]. Educational programs were, however, designed to meet the academic requirements of the pupil. The researchers have diverse strategies for implementing their debriefing technique. Students learn effectively and focus on maximizing student performance through multiple techniques. There are various conflicting priorities for the attention of a debriefer that can lead to a heavy mental workload, which can negatively impact the success of debriefers and ultimately the results of learners [25]. Various problems were encountered by different research proponents especially in the implementation process of debriefing. Debriefing as a teaching aid for learning from games [26].

The researcher investigated the changes based on constructive input from the students. Teaching is a theoretical discipline and in studying how to instruct, we can reflect on three issues: (1) What have I done? (2) What's the effect of everything I've done? (3) How am I enhancing my work? It's the last topic that we need to work on to strengthen our instruction. Reflective practice is a difficult form of creation which was utilized in this analysis. The concepts underpinning all our instructional efforts are described by analyzing both our viewpoints and expectations of students. In the classroom, students were asked regarding their feelings, expectations, and the effects of each exercise. To clarify how students feel and believed, both oral and written media were useful tools. Various activities that will enhance their strengths and motivate them to do something in the class they want to do are one way to engage students in learning. Four (4) forms were used by the researchers to conduct the debriefing process.

The Classroom Activity Scenario with Debriefing

In Week 1 and 2, the students conducted a classroom activity at this level of learning that involved student learning. They were tasked with group study and cognitive domain analysis. The class of 40 students composed of four classes. Each group has a leader to direct the activity of its peers. In the cognitive context of Bloom's Taxonomy, the instructor allowed them 30 minutes to explore the different action words. The instructor informed them to show their work after that. All participated to each group's effective performance. The first pre-debriefing step, then, was to include their input about how they thought through the exercise and how they might theoretically enhance their assigned mission. Each commented favorably. Any of their reviews samples is as follows:

> "It was interesting to be with the group."
>
> "Everyone was excited because the group activity was done virtually."
>
> "It was so easy to share insights and ideas despite this pandemic due to the strong collaboration with our teacher."
>
> "The connectivity was not so strong, but the activity was very interesting."
>
> " I am so positive that learning during this pandemic will be easier if everyone cooperates and understands each other."
>
> "The lesson was easy to understand because of the support and guidance of the leader and the instructor."

In brief, students were optimistic regarding the results of their actions in the classroom. This entails some technological difficulties owing to poor internet access, but with the students, it went well. Much of the groups spoke favorably and in the future they would like to undertake this project again.

The students disclosed that, except for their internet connectivity, there were no issues experienced. During this type of action, collective learning has been accomplished. They documented their intriguing encounters first. Positives gave them the opportunity, whether positive or negative, to write their opinions about the exercise. They were prompted by the negatives to write their opinions or bad emotions about the task. The question mark also prompted them to pose a question if the lesson or activity was generally not understood. Students enabled their own self-reflection on the issues that existed and whether difficulties in learning or behavior itself ought to be altered.

In comparison with the study of Coomes [12], after a 15-20-minute simulation-based learning experience, based on an adult medical-surgical patient case, the four to five participating students and simulation coach go for the debriefing in a classroom or conference room. Successful participants in the debriefing are students who were

active witnesses during the SBLE. The simulation teacher starts with open-ended questions posed to the students, such as "What went right?" and "What do you see as areas that could have been improved?" There is a brief conversation about the patient and the reactions of the students to the patient. The simulation teacher poses questions such as "What was the overall problem with the patient?" and "What are the take-away points from this exercise?" The simulation instructor asks students to personally compose a reflection on how they felt this exercise went and their overall views on the process after the students had an opportunity to dialogue. It took 20 minutes to complete the entire debriefing process. This is called a borderline condition since it includes much, though not all, of the distinguishing characteristics of debriefing. This situation lacks cognitive understanding, a critical examination of the experience of the simulation, and an introduction into the debriefing experience of core ideas and the nursing process. The process of Coomes and the researchers have similarities in such a way that students had time to make their own self-reflections using the journal or a diary of what has happened and how they felt during the actual experience. Success in debriefing is important for promoting simulation learning. However, the debriefing method remains new to many faculty members. The faculty does not undergo instruction in the behavior of impactful and healthy about debriefs. As a consequence, they are uneasy and sometimes disengaged [27]. This was also experienced by the teachers and researchers in the succeeding weeks, however, this was overcome through some series of online dialogues with the students.

In week 3 and 4 of the academic calendar, a discussion on online learning vs. face-to - face was held by the instructor in the technical education course. The students were divided into two and an informal dialogue was carried out. A moderator was appointed to act as a facilitator when their points were observed and analyzed by the instructor. The instructor performed a debriefing during the discussion. There were conflicts between the students themselves, but through disagreement and agreement on some topics, this became manageable. Serious and self-reflective, they made them. She attempted to test a basic implementation of reflective teacher education in a pre-service course in teaching English to other language speakers (TESOL) at UK University in a parallel analysis [28]. During this debriefing time, students and teachers had a stronger degree of reflective study.

The facilitator presented the summary and conclusion of the activities performed in the classroom during the talks. As shown in the form below, the students were challenged to assess their analytical learning as a post debriefing task:

Form no. 1: Reflective Feedback Form

Course: EDUC 75 _____Section: _____Date: _____
When you think about studying, what do you feel? The following statements are classified by significance. (1,2,3,4,5,6,7,8,9,10)
_____It makes me feel fulfilled with everything I'm thinking about.
_____It makes me feel positive about the issue.
_____It makes me feel comfortable about something and accountable.
_____This motivates me to improve for the better.
_____This strengthens my ability to understand more.
_____It makes me feel positive about learning.
_____It shows me how to study hard.
_____It motivates me to think of potential solutions to any issues.
_____It makes me aware of my learning patterns and capabilities.
_____It allows me to be mindful of my time and budget my time wisely.

Using the above method, the value of debriefing among students were stressed to them right after an activity. A simple image of the importance of each classroom assignment was given by the levels. The students were provided a short form in week 5 to address how they felt regarding their class today in a couple of paragraphs. For effective simulation-based training, debriefing is recognized as necessary. Its successful usage, sadly, is variable. We developed a teaching workshop for trainers to teach core evidence-based elements of successful debriefing [29]. In this scenario, a facilitator or a lecturer should know how to make use of the correct debriefing to come up with better results in the end. Students should also realize that debriefing is a type of reflection that would help them realize about what they did and how they could improve in the future. Through debriefing, the intended learning outcomes of the lesson could easily be achieved as revealed by Barwani [30], debriefing requires in-depth conversation or sharing of thoughts to deduce the intent or goal of the pedagogy used in the curriculum, as any other analysis or reflective activity. Successful debriefs are said to be crucial for learning to take place, whereby individuals understand events surrounding them and make meaning to those interactions.

Form No. 2: Student Daily Reflection

Student Reflection Form No. 2
Today, I feel _____because _____
meeting, I felt (that)

_____because_____
_____.Now I want to
_____
_____.

At several examples, the latter type was used to explain a student's feelings towards his feelings today or at the last conference. This has already been compared to his emotions as well. It helped them, with their potential suggestions for change, to remember the events that have taken place in the past. There was simple and spontaneous contact between students and teachers. This was used to learn the English language by constructing strong sentences similar to the first two ways, allowing the students to be truthful and analytical by examining the real situation.

The students would address a panel discussion about the types of assessment that students can take during this pandemic time in week 6 of this term, which will conclude the preliminary period. The topic revolved around the evaluation of the portfolio vs. multiple option evaluation. Much of the class decided to provide the multiple option test. It is widely recognized, for a variety of reasons, multiple-choice tests are often popular in education; they are simple to grade, have more objectivity, and may cover more content on a single test. Several research based on multiple-choice tests because of their success and utility, while a portfolio appraisal may be an overview of student-selected examples of job experience and performance-related documents that may analyze and encourage advancement against academic objectives, like student efficiency. General questions were addressed to the students for further reflection after the panel discussion.

Form No. 3: Phases of Student Reflection

Student Reflection
1. How well do you think the team members are working together?
2. How well do you feel that each participant has contributed to this activity?
3. How well do you think the team was listening to each other's role?
4. How well do you think the team has been working together to start and finish the task?
Stages of Reflection
Stage 1 What?
1. What happened in your panel discussion experience?
2. What went well in the panel discussion topic?
3. What were the problems encountered during this stage?
Stage 2 So What?
1. Is the activity important? Is it related to the new normal?
2. Did you know you could possibly do the panel discussion?
3. Can you see imagine yourself accomplishing such a task?
4. How would you do things differently next time?
Stage 3 Now What?
1. Can you make a new plan?
2. What kind of help do you need from your group?
3. What would be the implications of your action and your decision?

This was the last form used by the students for this term. During the debriefing process, the three phases of reflection were established.

The first stage informs the "what" of the incident. To find out what occurred, anything happens in the action should be documented. The second stage "so what" provides learners with the meaning of how to evaluate a role of self-organization that is very necessary if there is a related philosophy behind this practice. The last stage is the "now what," which suggests the action plan to be formed to change the behavior of the activity itself as a person, group, or enhancement. By pointing out certain individual facts, the last stage will be the vital part of working out the true sense of each assignment. Students should consider possible ways at this level to maximize possible intervention in the future.

Student Engagement

Behind these teaching and learning philosophies, the researchers sought to develop their teaching. Debriefing strategy is an activity that is unique. "In an article," Importance of Classroom Creativity, indicates that a good classroom environment, coupled with a program, also includes some aspects of creativity that enable students to be innovative and encourage them to learn new things as well. The concept of feedback is continuous, but such

an action takes some time to be carried out. Asked whether the students had learned further, clarified objects, or modified some part of the lesson or activity during the class. They were always asked if they liked our lesson and what more had to be improved to enhance the subject, incorporate the content, etc. Challenges, questions, suggestions, and input also taught both the teacher and the students to relate to each other. During this process, the behavior of students improved. In the process of debriefing, student communication has been improved. While enjoying and participating in the different activities, students' reflective thinking and critical thinking skills were developed and enhanced.

As found out by a research [31], when students are granted the opportunity to be more responsible in the course, the debriefing strategy facilitates and increases student involvement, motivation and performance. If students are involved in making activities in the classroom, they may choose the topic of a quick discussion or develop their own ideas. This immediately improves the level of engagement. It also helps them to evaluate their own knowledge and skills, and it enables them to gain a deeper understanding of material instead of enabling them to simply rest on surface details.

4. CONCLUSION

Debriefing is defined as experiential learning by oral or written questions and responses to clarify tasks. In deciding what went well, why it went well, what went poor, and why a certain classroom activity went wrong, this strategy is seen to be effective. In this way, educators may organize their teaching approaches and methodologies to boost the learning environment. Activities used in the debriefing process were seen as more functional and useful since students found several forms to interact successfully in the debriefing period. This method should be carried out in a language school, although the introduction of such a methodology should be rendered clear at the beginning of the semester. On the first day of classes, a successful management strategy begins with carefully organized, orchestrated plans to carry out classroom activities and events. In the end, this strategy should be continuously utilized and a workshop should be conducted for all teacher to find out whether this strategy is useful, practical, and beneficial to their students.

ACKNOWLEDGMENTS

For their moral support, affection, and inspiration to do research amid the pandemic, the researchers would like to thank her family and her institution.

REFERENCES

1. C. Tang. "Reflective diaries as a means of facilitating and assessing reflection." Hong Kong: The Educational Development Centre, The Hong Kong Polytechnic University, 2015.
2. K.T. Dreifuerst. "Using debriefing for meaningful learning to foster development of clinical reasoning in simulation." *Journal of Nursing Education, 51*(6), 326-333, 2012. doi:http://dx.doi.org/10.3928/01484834-20120409-02
3. T. Winchester-Seeto, T., & A.D. Rowe. "Who is holding the mirror? debriefing and reflection in work-integrated learning." *International Journal of Work - Integrated Learning, 20*(4), 335-349, 2019. Retrieved from https://search.proquest.com/scholarly-journals/who-is-holding-mirror-debriefing-reflection-work/docview/2331555993/se-2?accountid=165126.
4. S. Didham, L. Dromgole, R. Csiernik, M.L. Karley, & D. Hurley. "Trauma exposure and the social work practicum." *Journal of Teaching in Social Work*, 31(5), 523-537, 2011. doi: 10.1080/08841233.2011.615261.
5. "Pediatric emergency department staff preferences for a critical incident stress debriefing." *Journal of Emergency Nursing, 45*(4), 403-410, 2019. doi:http://dx.doi.org/10.1016/j.jen.2018.11.009.
6. J. Bae, Y. Lee, Y. Jang, & Y. Lee. "Development of simulation education debriefing protocol with faculty guide for enhancement clinical reasoning." *BMC Medical Education, 19* doi:http://dx.doi.org/10.1186/s12909, 2019.
7. C. Bortolato-Major, M.D.F. Mantovani, J.V.C. Felix, R. Booste, A.M. da Silva, & J. Caravaca-Morera, J. "Debriefing evaluation in nursing clinical simulation: A cross-sectional study." *Revista Brasileira De Enfermagem, 72*(3), 788-794. doi:http://dx.doi.org/10.1590/0034-7167-2018-0103, 2019.
8. A.Kamal, S. Sushant, M. Tensing, A. Stormorken, & C.E.Chumpitazi,. "Development, implementation, and evaluation of a faculty development workshop to enhance debriefing skills among novice facilitators." *Cureus, 12*(2), 2020. doi:http://dx.doi.org/10.7759/cureus.6942
9. T. Secheresse & S. Nonglaton. "The "Timeline debriefing tool": A tool for structuring the debriefing description phase." *Advances in Simulation, 4*, 1, 2019. doi:http://dx.doi.org/10.1186/s41077-019-0119-4.

10. J.R. Gerace. *A simulation-based teaching strategy to achieve competence in learners* (Order No. 27834663). Available from Publicly Available Content Database. (2395266778), 2020. Retrieved from https://search.proquest.com/dissertations-theses/simulation-based-teaching-strategy-achieve/docview/2395266778/se-2?accountid=165126
11. M.A. Cantrell, A. Franklin, K. Leighton & A. Carlson. "The evidence in simulation-based learning experiences in nursing education and practice: An umbrella review." *Clinical Simulation in Nursing*, 13(12), 634-667, 2017. doi: 10.1016/j. ecns.2017.08.004
12. G. Coomes. "Debriefing in simulation-based learning experiences: A concept analysis." *The Midwest Quarterly, 60*(3), 298, 2019. Retrieved from https://search.proquest.com/scholarly-journals/debriefing-simulation-based-learning-experiences/docview/2220725860/se-2?accountid=165126
13. A.Abeer & E.T. Miller. "Effectiveness of video-assisted debriefing in health education: An integrative review. *Journal of Nursing Education, 57*(1), 14-20, 2018. doi:http://dx.doi.org/10.3928/01484834-20180102-04.
14. S.J. Reed, C.M. Andrews, P. Ravert "Debriefing simulations: comparison of debriefing with video and debriefing alone." *Clin. Simul. Nurs.,* 9, Iss. 12, 2013, e585-e591.
15. S.J. Reed. "Written debriefing: Evaluating the impact of the addition of a written component when debriefing simulations." *Nurse Education in Practice, 15*(6), 543-548, 2015. doi:http://dx.doi.org/10.1016/j.nepr.2015.07.011.
16. A. Cheng, M. Kolbe, V. Grant, S. Eller, R. Hales, B. Symon, & W. Eppich. "A practical guide to virtual debriefings: Communities of inquiry perspective." *Advances in Simulation, 5,* 1-9. doi:http://dx.doi.org/10.1186/s41077-020-00141-1, 2020.
17. D.C. Bueno. "Practical qualitative research writing." Manila: Great Books Trading, 2016.
18. McLeod, S. A. (2013). *Kolb - Learning Styles.* Retrieved from www.simplypsychology.org/learning-kolb.html.
19. S. Brookfield. "Becoming a Critically Reflective Teacher." 2017. 2nd ed. San Francisco: Jossey Bass.
20. D. Sundheim, D. "Debriefing: a simple tool to help your team tackle tough problems." In:
21. https://hbr.org/2015/07/debriefing-a-simple-tool-to-help-your-team-tackle-tough-problems#:~:text=Debriefing%20is%20a%20structured%20learning,or%20changes%20on%20the%20field, 2020.
22. S. Johnston, F. Coyer, & R. Nash, R. "Simulation debriefing based on principles of transfer of learning: A pilot study." *Nurse Education in Practice, 26,* 102-108, 2017. doi:http://dx.doi.org/10.1016/j.nepr.2017.08.002.
23. P. Schober, K.R.J. Kistemaker, F. Sijani, L.A. Schwarte, V.G. Dick, & R. Krage, "Effects of post-scenario debriefing versus stop-and-go debriefing in medical simulation training on skill acquisition and learning experience: A randomized controlled trial." *BMC Medical Education, 19* doi:http://dx.doi.org/10.1186/s12909-019-1772-y, 2019.
24. O.V. Pavlov, K.Saeed, & L.W. Robinson. "Improving instructional simulation with structural debriefing." *Simulation & Gaming, 46*(3-4), 383, 2015. Retrieved from https://search.proquest.com/scholarly-journals/improving-instructional-simulation-with/docview/1735715460/se-2?accountid=165126.
25. M. Cummings. Debriefing: Training wheels. In: www.training-wheels.com, 2018.
26. K.L Fraser, M.J. Meguerdichian, J.T. Haws, V.J. Grant, K. Bajaj, & A. Cheng, A. "Cognitive load theory for debriefing simulations: Implications for faculty development." *Advances in Simulation, 3,* 1, 2018. doi:http://dx.doi.org/10.1186/s41077-018-0086-1.
27. R. Nadolski & G. Van Lankveld. *Self-debriefing or teacher-debriefing on a game for learning IT communication skills?*. Reading: Academic Conferences International Limited. 2018. Retrieved from https://search.proquest.com/conference-papers-proceedings/self-debriefing-teacher-on-game-learning/docview/2131785355/se-2?accountid=165126
28. K.G. Woolfrey. "P130: Learning through simulation-a debriefing faculty development course." *CJEM : Journal of the Canadian Association of Emergency Physicians, 19,* S122, 2017. doi:http://dx.doi.org/10.1017/cem.2017.332.
29. "Role and the importance of creativity in classroom." .In: http://www.edsys.in/creativity-in-classroom, 2020.
30. J.T. Paige, S. Arora, G. Fernandez, & N. Seymour. "Debriefing 101: Training faculty to promote learning in simulation-based training. *The American Journal of Surgery, 209*(1), 126-131, 2015. doi:http://dx.doi.org/10.1016/j.amjsurg.2014.05.034.
31. A.Barwani, Effective debriefing helps achieve learning objectives in the classroom. *Journal of Education and Educational Development, 1*(2), 156-165, 2014. doi:http://dx.doi.org/10.22555/joeed.v1i2.43.
32. **"**Active learning." In: https://teachingcommons.stanford.edu/resources, 2020.