University of Huddersfield Repository

Adams, Karen and Johnson, Claire

Blended learning: combining action learning and virtual learning to facilitate independent and collaborative learning for post-graduate Specialist Community Public Health Nursing (SCPHN) students

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/14397/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Blended learning in Post-Graduate SCPHN Education

Karen Adams
Claire Johnson
Introduction & background

• MSc Public Health Nursing Practice
  new course in 2006
• Afforded the opportunity to look at potential benefits of developing a blended approach
• Considered appropriate as Students are Part – time & Post-graduate
Context

• Age profile of students
• 40+ - 5, 30+ - 10, 20+ - 3
• Nursing/midwifery backgrounds include paediatric ICU, midwifery & cardiology
• Academic background: 7 BSc, 1 MSc, 7 Dip HE and 3 RGN + level 3 credits (& other evidence)
Themes informing the approach

• Lack IT literacy / skills & technical difficulties (Farrell 2006)
• Anxieties about being exposed to scrutiny by sharing ideas on-line (Sharpe & Benfield 2005)
• Level of motivation impacts on student engagement in on-line activities (Fox & MacKeough 2003)
Themes informing the approach

- Students need to commit sufficient time for E learning (Sharpe & Benfield 2005)
- Students need to understand the teaching & learning process (Sharpe & Benfield 2005)
- Part-time students valued web-based learning as supporting shared learning, resources & peer communication (Cook et al 2005)
Themes informing the approach

• Supports application of theory to practice (Heidari & Galvin 2003)
• Promotes development of supportive relationships (Heidari & Galvin 2003)
• Risks of eroding the principle ‘voluntariness’ of participating in ALS when it is a prescribed component (McCormack et al 2008)
Implementing the approach

• The use of E-learning (BlackBoard) in conjunction with Action Learning Sets to support classroom based teaching
• Groups asked to work together, on-line & face to face, on assigned tasks
• Outcomes are presented online to the student group and tutor for feedback
Action Learning Sets

• Typically small groups of 5-6 students
• Work together on assigned tasks, sharing ideas & experiences

Students were allocated to groups on the basis of:-

• Specialist area of practice and
• Placement base (to facilitate ease of contact)
Tasks (examples)

- On-line / face-to-face activities
- Develop guidelines to signpost PH practitioners to HNA data
- Produce a handout for your peers on how education / housing / employment / nutrition impact on health
- Undertake Myers Briggs test & reflect on findings & apply to a change management scenario in ALS
- PBL activity & presentation to peers to develop knowledge & understanding of clinical governance in relation to PH practice
Student Experience Cohort 2006-2008

- Simple evaluation questionnaire using Likert scale and open questions
- Objective was to obtain both process & outcome data
- Formative - for us – how does this approach work & do we need to change it?
- Summative – for students – was it effective?
• Despite its problems, 62% of students perceived it as both a learning and communication tool
• 77% of students felt that their levels of IT literacy were sufficient to enable them to participate in on-line activities
• 62% of students allocated themselves sufficient time to participate in on-line activities
BlackBoard

- Students comments……
- ‘sharing research/knowledge/information was good’ - reduced my workload & covered a large area of work’
- Enabled me to ‘work independently’
- ‘Developed my IT skills’
- Several students described problems ‘logging on’ & technical difficulties.
Action Learning Sets

• Students comments ..........
• ‘A good way to learn. Having to find out the information for myself was more beneficial than sitting in a lecture for 2 hours’
• ‘Promoted team working and sharing of knowledge’
• But .......
• Group dynamics impacts upon successful functioning of the group
Action Learning Sets

- 84% of students agreed that the ALS tasks promoted specialist application to practice.
- 61% agreed that membership of the ALS group itself helped them relate theory to practice.
- 54% agreed that ALS group membership promoted the development of relationships within the group but only 38% thought that it was supportive and helped them cope with the course.
Comparing our outcomes with previous evaluations

Where did we concur?

• Time management issues – life/work balance
• PT students valuing web-based learning
• Sharing knowledge
• Action learning facilitating students in relating theory to practice
Continues..

- Technical difficulties in accessing web-based learning was a barrier sometimes for some students.
- Group dynamics impacting on the success of ALS eg unequal commitment to the task!
Comparing our outcomes with previous evaluations

Where did we differ?

• Regarding lack of IT skills – 77% of students did have the skills. This is a higher % than some other studies Farrell 2006

• 84% of students highlighted a specific positive regarding the enabling effect of the ALS tasks on promoting specialist application in practice
Comparing our outcomes with previous evaluations

Where did we differ continued:

• This evaluation did not identify any issues regarding the lack of voluntariness in having ALS participation prescribed - this application is different to that of other colleagues eg Douglas & Machin 2004
Future evaluations need to consider whether

• A blended approach is more or less effective than a face to face taught session in facilitating learning?
• A blended approach facilitates deep learning?
• We need to design an evaluation tool which is less subjective eg. Measures knowledge and skills development
Future developments

- Preparing students during selection process – make sure that they have realistic expectations of the T&L strategies used.
- Additional support to overcome technical difficulties required at the beginning of the course
- Work on establishing more effective working principles for the ALS eg a contract between group members
References

- Campbell, M Gibson, W Hall, A Ricahrds, D Callery, P 2006 On-line vs face-to-face discussion in a we-based research methods course for post graduate nursing students: A quasi-experimental study *International Journal of Nursing Studies* Vol 45. pg 750-759
References

Thank you