

NET2021 Conference

Live session full abstracts

Theme Session 8B

Learning, teaching and assessment strategies

8Bi, 14:10 - 15:45, 3 September 2021

Innovation paper

Teaching team communication skills in Radiotherapy using decision-based learning scenarios

Andrea Maggs, Donna Dimond and James Rawlings, University of the West of England and Louise Smith, Bristol Haematology and Oncology Centre

Promotional abstract: This project aimed to evaluate the use and effectiveness of decision-based learning scenarios in improving Radiotherapy students' communications with clinical staff. Three interactive online scenarios using videos of simulated encounters with clinical staff were used in teaching second year Radiotherapy students. Themes were derived from feedback from clinical staff and previous students reflecting encounters that were felt to cause conflict or uncertainty in communication. These included inappropriate questioning of staff, timekeeping, and reporting potential set-up errors. Students completed three evaluations pre-/post-intervention and post-placement, to assess scenario content, usability and quality, and student confidence.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Post-placement feedback from students on the Radiotherapy undergraduate programme at the University of the West of England highlighted recurring points of tension between clinical staff and students with frequent mismatches in expectations. Whilst communication with patients was taught at Levels 1 and 3 of the undergraduate programme, it was noted that communication with staff was not overtly addressed in the academic setting. As online interactive decision-based learning scenarios had proved a popular learning strategy for teaching patient-focused communication skills at Level 1, a similar approach was implemented to teach staff-focused communication skills at Level 2.

Aim/focus of the innovation: Three interactive learning scenarios were created within the Learning Pool software, utilising actors to simulate common tensions between staff and students in the clinical setting (Coyne *et al.*, 2018). Students were required to select from pre-determined responses to explore the impact of their communication-focused choices. Two scenarios were explored to promote group discussion, supported by facilitator guidance to ensure underpinning theory was incorporated (Cockbain *et al.*, 2009). The third was explored through self-directed study. The aims were to improve confidence and skills in communicating with staff through understanding the motivators and consequences of different responses, and through the reflection on personal experiences (Cappi *et al.*, 2019).

Implementation of the innovation: The scenarios were initially deployed in November 2018 during the first semester of year 2 of the undergraduate Radiotherapy programme. Students had completed their first clinical placement in year 1, enabling opportunity for reflection upon their personal experiences during engagement with the learning materials. Scenarios were deployed via the Blackboard virtual learning environment to allow remote

access. Students were encouraged to explore multiple pathways through the scenarios. The timing of the intervention allowed application of acquired knowledge and understanding during subsequent placements.

Methods used to assess the innovation: Three paper-based questionnaires were used to evaluate student perceptions and personal confidence levels, providing rationales for their confidence scores. Respondents were also invited to rate the appropriateness of the content and the quality and usability of the scenarios. Questionnaires were deployed before the intervention, between exposure to the scenarios and the year 2 placement, and after the year 2 placement.

Key findings: 11 (50%) of the cohort completed all 3 questionnaires. Results demonstrated a rise in mean confidence levels from 6.8/10 pre-intervention to 7.4/10 post-intervention, with none reporting decreased confidence.

9 felt scenarios were appropriate to clinical practice. During the subsequent placement 3 respondents experienced strained communication with staff, but none felt the examples in the scenarios were relevant to their specific situations.

8 felt the intervention should be delivered before first placement.

All respondents rated the scenario quality as good or acceptable and the usability as either excellent, good or acceptable. 9 felt the content was appropriate while 2 were unsure.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

1. This project offers learners the opportunity to link theory to practice through simulated interaction with clinical staff within authentic scenarios designed to be transferrable to other healthcare professions.
2. The results of this project support the view that the use of blended learning is effective in increasing student confidence in communication skills.
3. The results of this project demonstrate that interactive decision based e-learning is well received by learners.

References:

Cappi, V., Artioli, G., Ninfa, E., Ferrari, S., Guarnieri, M.C., Martucci, G. & Sarli, L. (2019) 'The use of blended learning to improve health professionals' communication skills: a literature review.' *Acta Biomed.* 2019; 90(4-S):17–24. DOI:10.23750/abm.v90i4-S.8330

Cockbain, M.M., Blyth, C.M., Bovill, C. and Morss, K. (2009) 'Adopting a blended approach to learning: Experiences from Radiography at Queen Margaret University, Edinburgh.' *Radiography.* 15(3), 242-246.

Coyne, E., Frommolt, V., Rands, H., Kain, V. and Mitchell, M. (2018) 'Simulation videos presented in a blended learning platform to improve Australian nursing students' knowledge of family assessment.' *Nurse Education Today*, 66, 96-102.

Keywords: Blended Learning, Communication Skills, Decision-based Learning, Simulated Video, Radiotherapy.

8Bii, 14:10 - 15:45, 3 September 2021

Innovation paper

Enhancing engagement outwith the classroom: Using videos within Snapchat as a tutorial tool

Suzanne Faulkner, University of Strathclyde

Promotional abstract: Research has shown that students are better able to apply medical techniques accurately when classroom learning is supplemented with video. Teaching fellows in Prosthetics and Orthotics at the University of Strathclyde recorded several short videos demonstrating various patient assessment techniques. Each of these videos were uploaded to a Padlet. The Padlet was then uploaded to the VLE in addition to the class Snapchat group, an established tutorial tool in the degree programme. Meeting the students where they are, in this case Snapchat, means that students can access this valuable learning resource 'on the go'. This has led to increased accuracy and efficiency when students are undertaking patient assessment sessions and can be replicated in other disciplines.

Background, context and evidence base for the innovation, including, where possible, its international relevance: The use of videos for training and education in Medicine and the professions allied with medicine, is not new. The benefits of adding auditory and visual enhancement to aid with recall and efficiency are well documented. However, there is a dearth of literature with regards to the use of video as a teaching aid in Prosthetics and Orthotics with most of the literature referring to its use in Nursing and Medicine. With the development of cameras in smart devices, it has never been easier to record and share video content, in this case specifically patient assessment techniques, with others.

Aim/focus of the innovation: This innovation was borne out of frustration that when students were observing patient assessment techniques, demonstrated by teaching staff on a student patient, students would be busy taking notes. Subsequently missing segments of the demonstration. Inevitably this meant when students came to participate in patient assessment sessions, they were apprehensive and underprepared. The aim of the innovation was to provide students with easy-to-access videos in one location demonstrating patient assessment techniques that they could access anytime to facilitate learning outwith the classroom and learning 'on the go'.

Implementation of the innovation: Several videos, no longer than 2 mins in duration, were recorded on the tutors' smart phone and uploaded onto a Padlet (essentially an electronic whiteboard), with each of the videos saved with the name of the specific test being undertaken. This Padlet was then uploaded to the Snapchat tutorial group already established with this class. Students often do not engage with the University VLE, preferring to access content from their smart devices with just one click. It is for this reason the Padlet was added to the Snapchat group, a platform widely used by students and accessed several times daily.

Methods used to assess the innovation: Triangulation of data was undertaken to assess the students' perception of the innovative use of videos demonstrating patient assessment techniques collated on a Padlet, uploaded to the class Snapchat group. The various methods used to capture data were end-of-module evaluations, a Qualtrics questionnaire and output from small focus groups.

Key findings: As a result of the instructional videos students are more prepared for clinical sessions, and as such approached these sessions with more confidence. On the whole this has led to students performing these patient assessment techniques with more accuracy

meaning input from the teaching staff is to fine tune the way these tests are conducted rather than starting from scratch. The students are also better placed to help each other out through peer support having access to the patient assessment videos. Meeting the students 'where they are' has led to several learning opportunities that otherwise would not have taken place.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- As a result of the instructional videos students are more prepared for clinical sessions, and as such approach these sessions with more confidence.
- On the whole this has led to students performing these patient assessment techniques with more accuracy meaning input from the teaching staff is to fine tune the way these tests are conducted rather than starting from scratch.
- The students are also better placed to help each other out through peer support having access to the patient assessment videos.
- Meeting the students 'where they are' has led to several learning opportunities that otherwise would not have taken place.

References:

Greenhow, C. & Lewin, C. (2016). 'Social media and education reconceptualising the boundaries of formal and informal learning.' *Learning Media and Technology*, 41(1): 6-30.

Keywords: Snapchat, Padlet, Patient Assessment, Video.

8Biii, 14:10 - 15:45, 3 September 2021

Innovation paper

Providing online support for internationally educated nurses to transition to practice

Dr Patricia Bradley, York University

Promotional abstract: A consortium of four university Nursing professors developed an online program of study that integrated learner supports for Internationally Educated Nurses (IENs). The Consortium hired tutors to improve IENs' English language and communication skills, develop their individual learning plans, discuss strategies for academic success, and help them gain an understanding of the Canadian healthcare culture. This presentation will provide an approach to the use of tutors to support online programs that can meet individual student learner needs and improve learner outcomes. Best practices and lessons learned will be shared.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Since 2013, the provincial nursing regulatory body has advised thousands of internationally educated nurses (IENs) who have been assessed that they must address their competency gaps through Baccalaureate-level education if they wish to bridge to the Registered Nurse category. Without this education, IENs cannot bring their knowledge, skills and abilities to the Ontario healthcare system, nor could they integrate into their profession. In order to respond responsibly to IENs' heterogeneous learning needs and transition them successfully to licensure and practice, four universities in Ontario came together as a consortium to develop and deliver a competency-bridging program of study.

Aim/focus of the innovation:

- To implement a program of study that enables Internationally Educated Nurses to successfully transition into the workplace.

- To create an inclusive, active, and responsive online learning environment for diverse learners that supports learning.
- To provide learner-centred supports that address diverse learner needs.
- To provide instructor support and development when teaching diverse students.

Implementation of the innovation: This innovation focused on best practices for creating programs that are culturally inclusive and responsive to learning needs of students. Best practices included: online scaffolding to address different learning styles and diversity of the learners; online remediation to create a culturally inclusive and responsive online learning; synchronous and asynchronous learning; robust use of online tools to provide learning opportunities between IENs and Course Instructors; incorporating English as an Additional Language (EAL) supports into the course development process; ongoing online supports (i.e., Tutors, English Language Advisors, and Competency Learning Plan Advisors); and faculty development to deliver curriculum in a meaningful way.

Methods used to assess the innovation: Evaluation methods included student course surveys, student support surveys, Course Instructor reports, Tutor reports, English Language Advisor reports, and Competency Learning Plan Advisor reports.

Key findings: Online courses increased access and widened participation. Supports such as Tutors, an English Language Advisor, and a Competency Learning Plan Advisor improved student retention and success but require thoughtful implementation. Creating an inclusive learning environment requires knowledgeable faculty, English as an additional language expertise built into the course development process, and pedagogical principles that are responsive to the needs of learners are instrumental to successful learning.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- Our work demonstrates that online courses are able to widen participation of students across Ontario.
- The use of supports such as Tutors, English Language Advisors, and Competency Learning Plan Advisors are able to improve student retention and success.
- Faculty need support when teaching diverse learners so that they able to create an inclusive learning environment.

Keywords: Responsive, Teaching-Learning, Developing Courses for Diverse Learners.

8Biv, 14:10 - 15:45, 3 September 2021

Research paper

An evaluation of the impact on the student teaching and learning experience of simultaneous delivery of a healthcare CPD module using a hybrid online model

Dr Venetia Brown and Cariona Flaherty, Middlesex University

Promotional abstract: This study reports on the student experience of participating in a Healthcare CPD module offered in simultaneous dual delivery (hybrid) mode using nominal group technique. Four themes emerged from analysis of the data on the advantages of face-to-face (F2F) and online simultaneous delivery and further themes emerged when analysing the data on the disadvantages. Recommendations are based on the fundamental importance of embedding the design and delivery of blended learning within a relevant theoretical framework, which reinforce the positive elements of the hybrid mode whilst offering ways to overcome the limitations.

Background, including underpinning literature and, wherever possible, the international relevance of the research: The healthcare CPD academic team in a metropolitan university recognised the need to review provision to reflect the increasing focus on technology-enhanced learning. Blended learning is generally defined as the combination of face-to-face (F2F) and online learning within which there are different models (Baragash & Al-Samarraie, 2018). It is an area which has seen continuous and rapid development in higher education institutions (Kastner, 2020). Garrison and Kanuka (2004) suggest that blended learning is simultaneously simple and complex reflecting the variety of modes of delivery which include online synchronous or asynchronous modes or a combination. The student experience of the hybrid mode (simultaneous delivery combining F2F and online modes) will be presented.

Aim(s) and/or research question(s)/research hypothesis(es): The aim of the study was to explore the student experience of participating in a CPD module offered in simultaneous dual delivery (hybrid) mode: F2F in the classroom and online virtual classroom (VC) including the impact which this method of delivery had on the teaching and learning experience. It was the first time that a healthcare CPD module had been delivered using dual approaches. The experiences and impact of this approach both from the perspective of the VC students and the F2F students was a vital aspect of the evaluation process. The outcome of the study was important in that it could impact on whether this approach could be rolled out to other modules in the healthcare CPD portfolio of provision

Research methodology/research design, any ethical issues, and methods of data collection and analysis: The study used qualitative, evaluation methodology with the intention of exploring feelings, attitudes, perceptions and experiences of qualified nurses working in intensive/critical care settings who were enrolled to study a stand-alone CPD critical care module at the University in a dual delivery mode. Nominal Group Technique was used to collect data. This technique is often used in education settings in curriculum evaluation and consists of six stages which according to Lennon, Glasper and Carpenter (2012) can be adapted. The stages used in the study were: silent reflection; round robin; clarification; ranking of statements; collation of marks and ranking and finally focus reflection. Focus group reflections were recorded, transcribed and analysed.

Key findings and recommendations:

Findings. Four themes emerged from the data analysis of the advantages of simultaneous F2F and VC delivery: personal/financial, increased CPD provision, lecturer-student interaction and innovation. The four themes from data analysis of the disadvantages of F2F and VC modes were: technical, reduced student interaction, lack of lecturer accessibility, lack of lecturer familiarity with online platforms.

Recommendations. In order to address the lecturer-student and student-student interaction challenges an adapted hybrid model is proposed where simultaneous F2F and online delivery is enhanced. At a designated time during each session all learning activities will transfer to online mode for all students. Online breakout rooms could then be used to facilitate student-student interaction and collaboration. Lecturer-student interaction could be enhanced by designing delivery so that small groups of students are taught F2F in class, on a rotational basis to facilitate teacher-student interaction. Lecturers who are new to the online teaching and learning environment may benefit from observing more experienced colleagues operating in a range of online modes. They may also require and benefit from in-session support of an experienced colleague or an online learning technician. Experienced online lecturers may also act as mentors and carry out teaching observations in order to offer developmental feedback.

Three key points to indicate how your work contributes to knowledge development within the selected theme:

- This study has demonstrated that hybrid models of online learning can successfully be adopted for use in the healthcare CPD setting.
- In the context of a post-pandemic world where learning to live with COVID-19 as the norm, implementing an adapted hybrid approach to online learning can facilitate safe delivery in a positive interactive learning environment.
- The study emphasises the importance of embedding online delivery and design in a relevant pedagogical framework which reflects the importance of the centrality of the CPD student experience.

References:

Baragash, R.S. & Al-Samarraie, H. (2018) 'An empirical study of the impact of multiple modes of delivery on student learning in a blended course.' *The Reference Librarian*, 59 (3), 149–162. Available at: <https://doi.org/10.1080/02763877.2018.1467295>.

Castner, J. (2020) *Blended Learning: Moving Beyond the Thread Quality of Blended Learning and Instructor Experiences*. Available at: https://www.thejeo.com/archive/2020_17_2/kastner [Accessed: 1st March 2021].

Garrison, D.R. & Kanuka, H. (2004) 'Blended learning: Uncovering its transformative potential in higher education', 7, 95–105.

Lennon, R., Gasper, A. & Carpenter, D. (2012) 'Nominal Group Technique: its utilisation to explore the rewards and challenges of becoming a mental health nurse, prior to the introduction of the all graduate nursing curriculum in England.' *Working Papers in Health Sciences*, 1(2), 1-5.

Keywords: Hybrid Online Learning; Online Interactive Learning Environments, Technology Enhanced Learning, CPD, Student Experience, Nominal Group Technique.

8Bv, 3 September 2021, 14:10 - 15:45

Poster+

Implementation and evaluation of a transformative learning framework to enhance learning during study abroad

Gill Smith and Dr Debra Morgan, Northumbria University

Promotional abstract: Students who study abroad are remote from their home faculty. They experience disjuncture, yet they are required to be independent learners. As a result, variations in experience of learning may exist. To support such students to maximise their learning during unaccompanied-by-faculty study abroad placements, a teaching quality enhancement project has been undertaken. This project translated a novel Transformative Learning Framework into practice, through the development of a range of blended learning activities designed to challenge and maximise transformative learning at each stage of the study abroad journey. This poster will present project experiences and evaluates the outcome of this project.

Main focus/theme of, or issues addressed by, the poster: The poster will demonstrate how a novel transformative learning framework has been translated into study abroad educational practice. It will highlight the developed blended learning activities (including face-to-face, online supported learning, e-communications and peer mentorship) designed to challenge and maximise transformative learning at each stage of the study abroad journey.

The poster will also present the evaluation, using research methods, of the impact of the application of this framework and teaching materials in relation to supporting students to learn during the study abroad journey.

Research approaches and underlying evaluation: Following the gaining of informed consent, a mixed-method approach will be utilised to evaluate the impact of the teaching enhancement. This comprises:

- Focus groups (digitally recorded) with students to identify satisfaction and impact, including identification of attainment of learning outcomes and experiences of peer mentorship. Thematic analysis will be employed. n = 2 focus groups with returned students. n = 1 focus group with peer mentors.
- Questionnaires to ensure individual voices are not 'lost' in group settings. Descriptive statistical analysis will be employed. Questionnaire for returned students. (n = 10 -17) Questionnaire for peer mentors. (n = 5)

Implications for healthcare education:

1. The poster offers new insight and understanding in relation to the conference theme, and, the pedagogy of study abroad when students are unaccompanied-by-faculty and that include a professional placement.
2. It shares the experiences of development of innovative teaching and learning materials and it presents an evaluation of the effectiveness of these materials.
3. It promotes to academics the importance of evidence-based programme design and student support, throughout all stages of the study abroad journey, in order to facilitate transformative learning.

References:

Morgan, D.A. (2018) 'Learning in Liminality: A hermeneutic phenomenological investigation of student nurse learning during a study abroad journey', Doctoral thesis, University of Northumbria 2018.

Morgan, D.A. (2019) 'Learning in liminality: Student experiences of learning during a nursing study abroad placement: A hermeneutic phenomenological research study.' *Nurse Education Today*, 79, 204-209.

Keywords: Transformative Learning, Study Abroad, International Placements, Pedagogy, Liminality.