



MEETING STANDARD 5 THROUGH STRUCTURED LEARNING CHALLENGES

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Session Overview

- Introduce ApprenNet as a tool to meet Standard 5
- Demonstrate learner-content, learner-learner and learner-faculty interaction to support active learning.
- Discuss how faculty members are able to conduct authentic assessment of students' mastery of the stated learning objectives.



Standard 5

Learner Activities and Learner Interaction

5.1 Learning activities promote the achievement of the stated learning objectives or competencies.

5.2 Learning activities provide opportunities for interaction that support active learning.

5.4 The requirements for learner interaction are clearly stated.



What is ApprenNet?

An online platform to “crowdsource” expert participation in novices’ learning

- A tool to engage students in active learning
- Provides opportunities for interaction
- Clear expectations

Relevant and Meaningful



PROBLEM-BASED LEARNING

Using Real World Problems/Situations

1.01 - Mr Sarich's chest pain | Myocardial infarction

1 TRIGGER 1 TEXT ③
RESULTS
PATIENT DATA | EBM ACTIVITY

TIMETABLE | TUTOR GUIDE ①
SUMMARY | CONTACTS | ONLINE ASSESSMENT
PROBLEM EVALUATION | TUTOR EVALUATION ②
Mr Sarich's chest pain

TRIGGER

④

⑤

LEARNING OBJECTIVES

This block contains a video player interface for a case study. The video shows a healthcare professional in a patterned shirt examining a patient's chest. The patient is sitting in a hospital bed and appears to be in discomfort. The interface includes a title bar with the case name '1.01 - Mr Sarich's chest pain | Myocardial infarction', navigation icons, and a list of menu items: '1 TRIGGER 1 TEXT', 'RESULTS', 'PATIENT DATA | EBM ACTIVITY', 'TIMETABLE | TUTOR GUIDE', 'SUMMARY | CONTACTS | ONLINE ASSESSMENT', 'PROBLEM EVALUATION | TUTOR EVALUATION', and 'Mr Sarich's chest pain'. There are also numbered callouts 1 through 5 overlaid on the video frame.



ACTIVE LEARNING



Using video challenges to create a structured learning activity

Three Levels of Planned eLearning Interactions as Applied to ApprenNet

Level III

- ApprenNet System**
- Structure
 - Design

Instructional Strategies

Level II

- Student learns by doing
- Student learns from peers, experts and faculty

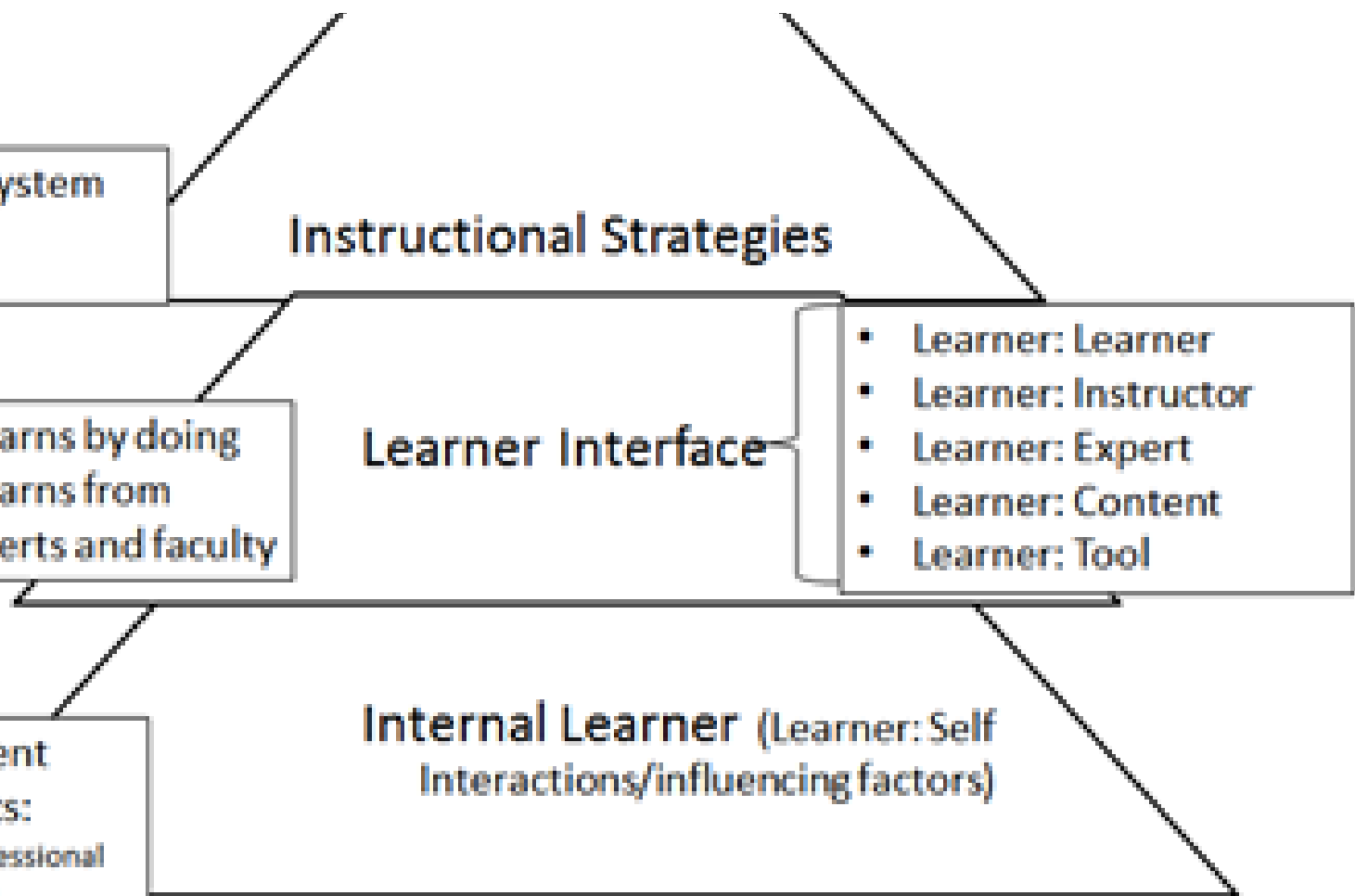
Learner Interface

- Learner: Learner
- Learner: Instructor
- Learner: Expert
- Learner: Content
- Learner: Tool

Level I

- Nursing Student Characteristics:**
- Working Professional
 - Adult Learner
 - Need for Relevancy
 - Practice Application
 - Reflection
 - Learning Style

Internal Learner (Learner: Self Interactions/influencing factors)



STEP 1

STUDENT WATCHES A 'REAL WORLD' SCENARIO

A SKILLS CHALLENGE THAT
PRESENTS A PROBLEM :

ETHICAL CHALLENGES



STEP 2



A STUDENT LEARNS BY DOING

- 1) Reviewing unit material
 - 2) Researching topic
 - 3) Recording him/herself practicing the skill via video
 - 4) Articulating a position with evidence
- REFLECTION AND SELF-CRITIQUE
RE-RECORDS MULTIPLE TIMES !!!**

STEP 3:



A Student learns from peers by

- 1) observing other Student responses,
- 2) giving feedback to other Students,
- 3) receiving peer feedback on his/her response,
- 4) voting for favorite responses.

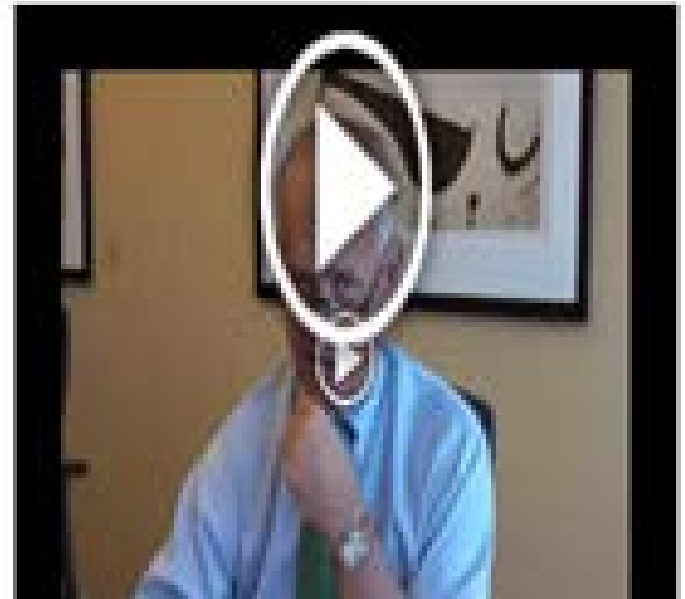
STEP 4:

A Student learns from experts by

- 1) viewing an expert's video response to the challenge, and
- 2) reading expert feedback to select Students (determined by Student voting)

Right Group - Expert Advice from Henry Barnes

See all expert feedback in a video!



STEP 5:

Student learning is reinforced

- 1) through reflection
- 2) debriefing



- Identification of different perceptions and attitudes that have occurred
- Opportunity to receive feedback on the behavior and decision making actions of the participant

**EFFECTIVE DEBRIEF
(REFLECTION)
THE KEY TO LEARNING**



Debriefing

Encourages participant to

explore emotions,

question,

reflect and

provide feedback to each

other

**Can be conducted
synchronously,
asynchronously or
face2face in
hybrid courses**

Purpose is to move toward assimilation of theory, practice and research in order to influence future actions.

HOW HAVE WE USED APPRENNET?

- Undergraduate and Graduate Nursing Ed
- Faculty Training
- Topics:
 - Leadership
 - Ethics
 - Professional Practice
 - Fair Use
 - Etc., etc.....

NURSING EDUCATION: TEACHING STUDENTS THE ROLE AS AN ADVANCED PRACTICE NURSE

Patient Self-Determination

Ms. D



"I may be crazy, but I'm not stupid. That treatment is going to kill me. I don't want it."



Leadership Issues

FACULTY AND FUTURE EDUCATOR TRAINING



Fair Use

Managing Student
Issues





WHY USE APPRENNET?

1. Engages in Active Learning
2. Builds Critical Thinking & Problem Solving Skills
3. Builds Communication Skills
4. Articulate a Position using the evidence
5. Builds skills in constructive feedback/civil discourse
6. Builds Confidence





WHAT ARE STUDENTS SAYING?



What are Students Saying?

“Great benefit that you were able to hear and visualize the speaker’s tone”

“I liked that it combined hearing, vision and interaction - A combo of these three really help with learning content!”



What are Students Saying?

“I really enjoyed being able to ‘see’ my classmates. I was so impressed with the level of presentations my classmates completed. I also really liked listening to the ‘expert’ opinion.

The expert often talked about something I hadn't thought of and it really helped me to work on my critical thinking skills.”



What are Students Saying?

“Once you have the other two layers of learning from researching on your own and watching peers’ answers,...
the expert video is incredibly helpful.

It allows you to see how practitioners approach and conceptualize the problems”



WHAT ARE FACULTY SAYING?



What are Faculty Saying?

- Students able to measure their own performance against their peers and the expert response.
- Students develop self confidence in their ability to communicate effectively and persuasively by supporting their position with evidence.



What are Faculty Saying?

- Brings real world experiences to the online classroom.
- Builds critical thinking through application of course-related knowledge, skills, and attitudes.
 - It allows students to see how practitioners approach & conceptualize the problems



What are Faculty Saying?

- Learning occurs on the cognitive and affective levels.
- Students develop skills in application of evidence based practice.



What are Faculty Saying?

- Generates high levels of student satisfaction
- Students appreciate engaging learning activities with rich feedback
- Students enjoy the opportunity for practice answering tough questions from real world experiences.

QUESTIONS & DISCUSSION



THANK YOU

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