

An evaluation of the impact on the student teaching and learning experience of simultaneous delivery using the virtual classroom and face to face delivery in a healthcare CPD module

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Background and rationale

- Collaborative partnership - Channel Islands
- Extending opportunities for CPD study on-island
- Plan: Offer Critical Care Module remotely using Adobe Connect (3) and simultaneous face to face delivery (7)
- Commenced January 2020

Aims

- To explore the student experience of participating in a CPD module offered in simultaneous delivery (hybrid) mode and the impact which this has on the teaching and learning experience
- Anticipated benefits
 - Use in other CPD modules
 - Increase choice – distance, choice, inability to access traditional F2F provision
 - Increased opportunities to ‘meet’ and network

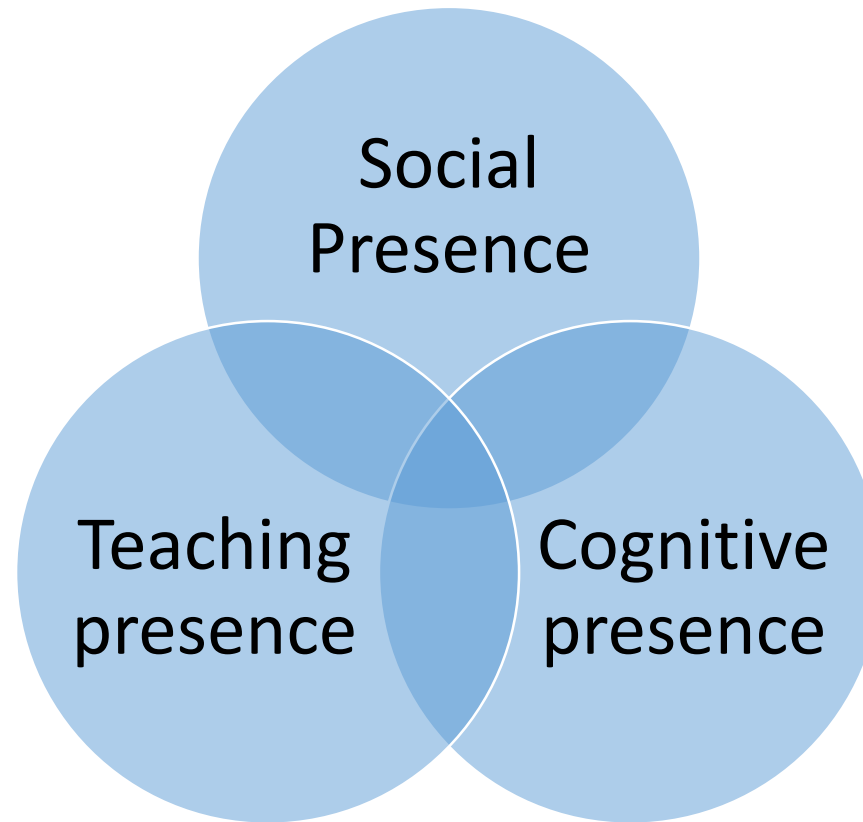
Key themes in the literature

- ‘the thoughtful integration of classroom face to face learning experiences with online learning experiences’. (Garrison and Kanuka, 2004, p.96). Simple and complex
- Hybrid – best of both worlds (geographically distant alongside face to face) (McKenna et al, 2019).
- CPD student experience (Bower et al 2015, Brown, 2015)
- Benefits and challenges of online learning

Theoretical Framework

Community of Inquiry Framework

Garrison, Anderson and Archer (2000)



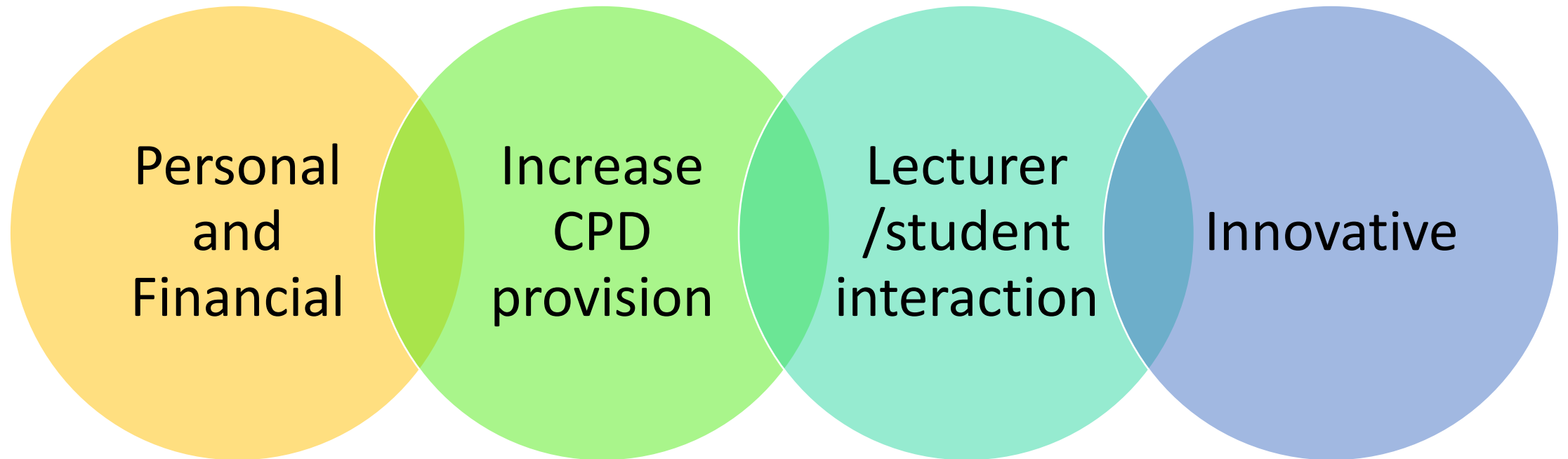
Research design

- Qualitative study using Nominal Group Technique (NGT).
- Used in education settings in curriculum evaluation.
- Advantages (Lennon, Glasper and Carpenter, 2012)
 - ✓ Anonymity
 - ✓ Non-hierarchical
 - ✓ Values all participants' contributions
 - ✓ Time efficient
 - ✓ Direct participant involvement
 - ✓ Generates large amounts of data

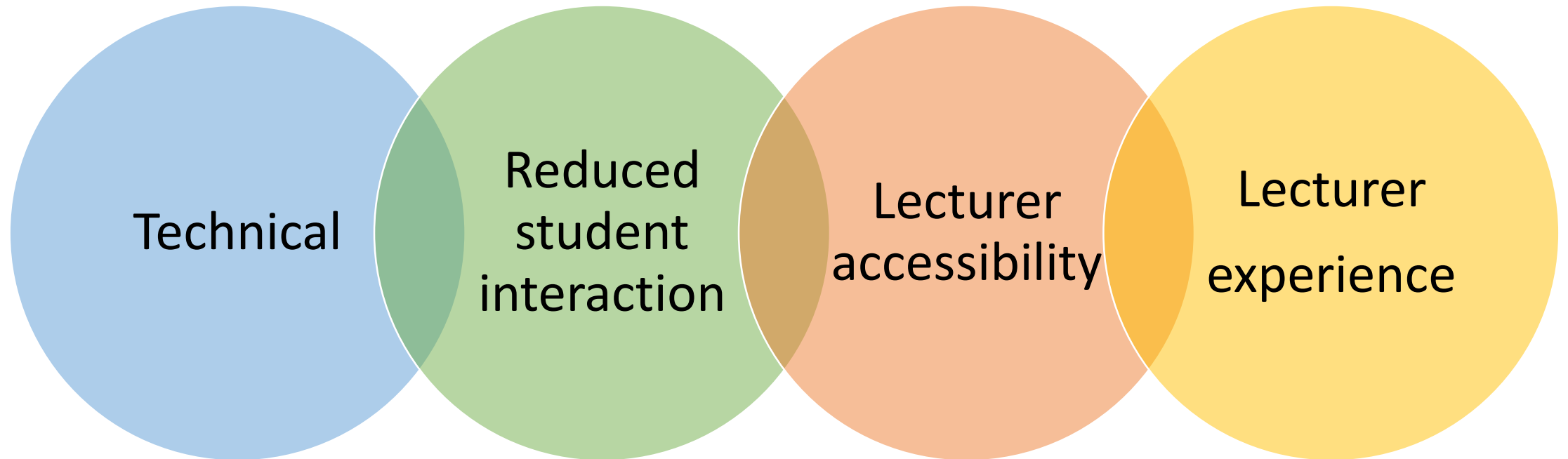
Data collection and analysis

- Phase 1 NGT: silent reflection/ round robin / ranking of statements
- Phase 2 NGT: focused reflection / group discussion (recorded).
- Thematic analysis of data

Benefits of simultaneous F2F and online (hybrid) delivery



Challenges



Design, delivery and interaction

- Design impacts on the quality of interaction
- Community of Inquiry Framework – design should facilitate interaction of the social, cognitive and teacher presences

Teacher-learner

Learner-learner

Learner-learning materials

Recommendations and learnings from 'lockdown'

- Based on findings one size will not suit all forms of CPD delivery
- Classroom based face to face mode
- Online only mode - combining synchronous and asynchronous learning
- Online and face to face mode: - i.e. all face to face or all online
- Hybrid mode: simultaneous online and face to face
- Adapted hybrid mode

Hybrid online learning in CPD: concluding comments

- Hybrid models of online learning can successfully be adapted for healthcare CPD.
- Embed delivery and design of blended learning within a relevant theoretical framework which reflects the importance of the centrality of the CPD student experience.
- Design and delivery should reinforce the positive elements of the hybrid mode and offer ways to overcome the limitations.