

19th Global Nursing Education Conference

April 27-28, 2017 Las Vegas, USA

Using micro-modules in flipped classroom: Feedback from students

Carmen W H Chan, Cho Lee Wong and Helen Yue Lai Chan
Chinese University of Hong Kong, Hong Kong

Background: Our long tradition of highly didactic teaching in nursing program can disseminate a large amount of information, but it offers few opportunities for feedback, student engagement, peer interaction, and the application of knowledge. Another important issue of didactic lecturing is a simple faith that students can learn and understand what they are told. Educational experts have provided new insights that successful learning is a much more complex process than just listening. In fact, students adopt various learning styles and strategies in learning.

Aim: Our team has developed four micro-modules that covered four major topics including nursing diagnosis and care plan, nursing care for patients with pain, process of wound healing and wound care and techniques in wound dressing. Each micro-module consisted of an annotated PowerPoint, a set of self-test question, and/or a tailored made cartoon video. The four micro-modules aim at facilitating students to gain preliminary concepts in the topics before class and support flipped classroom. Course teachers can then make use of the class-time to further elaborate the contents and engage students to do in-class activities such as, discussion and presentation and thereby consolidating their knowledge.

Methods: The project was evaluated by using scrutiny of web-logs, student surveys, and focus-group interviews.

Results: Web log analysis showed that the number of views of the micro-modules was high (ranged from 438 to 3965 times). Survey results revealed that 69.5% of students agreed that micro-modules helped them to gain a better understanding of nursing knowledge and skills on the designated topics, and over 70% of students were satisfied with flipped classroom teaching. Preliminary analysis of the focus-group interviews data indicated that majority of students enjoyed the new learning model, but some preferred to have more online exercises and less discussion in class.

whchan@cuhk.edu.hk

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