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## Key to teaching in online, distance and classroom settings: How to engage and motivate students in different learning environments

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How many times has an educator looked out from his or her podium to see students who are not engaged in the content or appear to be unmotivated to learn? Educators only want the best for their students so, what can instructors do to engage and motivate their students to want to learn about the material being presented? Educators need to continue to improve their skills with regards to teaching and using multimedia methods. By taking the lead and assessing the needs of students, educators have an obligation to take into account how students learn. Whether it is through visual, auditory, or kinesthetic means – instructors need to ensure one takes into account the needs of learners. In 2012, a study found that there are 6.5 million students taking at least one online course in the United States. It would be myopic to think these numbers will decrease in the future. If anything, the numbers will continue to grow as online and distance education courses continue to be developed and provided in various fields of study. Educators need to learn how to engage online and distance students. By doing so, these same methods can be employed in a classroom setting. Learners expect an engaging, interactive, and flexible learning environment and this presentation will help educators to motivate and engage learners in several different learning environments. The intent of this presentation is to provide instructors with some tools that will help educators engage students in a classroom, online or distance setting.

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## Effect of simulation on knowledge of advanced cardiac life support, knowledge retention and confidence of nursing students in Jordan

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Simulation is an important teaching strategy that may help enhance students' knowledge and skills. However, no studies were conducted to examine the effect of the simulation experience on student's knowledge in the provision of ACLS and confidence in carrying out advanced cardiac life support skills. This study examined the effect of simulation on nursing students' knowledge of advanced cardiac life support (ACLS) and confidence in applying ACLS skills. An experimental, randomized controlled (pretest–posttest) design was used. The experimental group (n=40) attended an ACLS simulation scenario, a 4-hour PowerPoint presentation, and demonstration on a static manikin, whereas the control group (n=42) attended the PowerPoint presentation and a demonstration only. A paired t test indicated that posttest mean knowledge of ACLS and confidence was higher in both groups. The experimental group showed higher knowledge of ACLS and higher confidence in applying ACLS, compared with the control group. Traditional training involving PowerPoint presentation and demonstration on a static manikin is an effective teaching strategy; however, simulation is significantly more effective than traditional training in helping to improve nursing students' knowledge acquisition, knowledge retention and confidence about ACLS.

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