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Hybrid learning in nursing education: Students experience

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Abstract

Current students expect information to be timely and interactive, and technology provides such opportunities to enhance learning environments. Many nursing institutions have embraced the use of technology in the classroom and numbers of online programs continue to expand. An increase number of courses in higher education are adopting hybrid format which offer effective and flexible course delivery without the complete loss of face-to-face contact. This study analyzed the students' experience on integrating e-learning and face-to-face instruction in the classroom. A nursing course was delivered using hybrid learning as a technological teaching strategy. Course Management System, virtual classroom, group wiki discussion, online testing, classroom teaching, discussion, power points presentation and final video production project. Forty two junior students were queried about the competency of hybrid learning. Data were collected through a survey available to students on paper with a six – point likert scaled tool for measures. Results showed that 71% of the male students had prior degrees with age ranging from 27 to 44 years while the remaining were from other ethnic groups from less than 20 to 26 years. The overall satisfaction of the hybrid learning strategy was based on the receptivity of the faculty (p = .021) and students likelihood of selecting the hybrid teaching in future was highly significant (p = .020). A major significant model R^2 = .72, F (5, 42) = 15.126, p = .000 was developed for the overall assessment of the hybrid teaching method and this indicate that 72% of the variables were explained.

Biography

Priscilla Okunji is an Assistant Professor and has earned her PhD in Health Sciences. She has a Masters degree in Nursing Informatics from University of Maryland and is presently the Coordinator of RN-to-BSN online program. She has published in peer reviewed journals and spoke in both national and international conferences. Dr. Okunji is the Principal Investigator of intramural grants sponsored in part by NIH. She has had many awards including faculty senate "emerging scholar" and "teaching with technology" which correlates to her believes that technology integration in the curriculum would lead nursing profession to a new horizon, hence the hybrid technology implementation.

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