

**Sigma's 30th International Nursing Research Congress
Benefits and Challenges of Distributed Synchronous Learning: An Undergraduate
Nursing Student Perspective**

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Purpose: This poster reports the findings of the first phase of a sequential, embedded mixed methods study exploring baccalaureate nursing students' experience of synchronous distributed learning. The primary and distributed sites are located in the south and east areas of Saskatchewan, approximately 200 Km apart. Classes are taught via videoconference from the primary site.

Methods: After receiving ethical and operational approvals, participants were purposively sampled across all years of a three-year nursing program at both sites to take part in focus groups. The semi-structured interview guide invited participants to talk about their experience of and perceptions of the challenges and benefits of distributive synchronous learning. The focus group discussions were audiotaped, transcribed, and analyzed for themes. These themes will inform the development of a survey that will go out to all students in the program in phase 2 of the study.

Results: Participants at both campuses preferred classes where their instructor was present in-person because it enhanced active engagement with peers and with the material. Challenges identified by participants at the distributed site were a sense of being unknown/unknowing, anxiety associated with speaking in class, difficulty communicating with the instructor outside of class, technological issues, and didactic approach to teaching. The benefits cited were the inclusion of a rural perspective, accessibility of post-secondary education, cost, and convenience.

Conclusion: The use of technology is becoming ubiquitous in undergraduate nursing education. The rapid proliferation of various forms of e-learning have been criticised as being driven primarily by economic factors rather than pedagogical evidence. Our preliminary analysis suggests that the success of distributed synchronous learning extends beyond the availability of technology and depends on the extent to which students and faculty feel engaged and supported as they integrate these approaches into the learning experience. This study informs a deeper understanding of students' experience of synchronous distributed learning and provides guidance for nurse educators involved in distributed teaching and learning.

Title:

Benefits and Challenges of Distributed Synchronous Learning: An Undergraduate Nursing Student Perspective

Keywords:

distributive synchronous learning, focus group and undergraduate nursing education

References:

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Abstract Summary:

This poster reports the findings of the first phase of a sequential, embedded missed methods study to explore the experience of synchronous distributed learning among baccalaureate nursing students in a Western Canadian province.

Content Outline:

The use of technology is becoming ubiquitous in undergraduate nursing education. The success of e-learning extends beyond the availability of technology and technical proficiency and includes the extent to which students and faculty are supported as they integrate these approaches into the learning experience.

This poster reports the findings of the first phase of a sequential, embedded missed methods study to explore the experience of synchronous distributed learning among baccalaureate nursing students in a Western Canadian province.

For this phase, participants were purposively sampled from each year of a three-year nursing program at two campuses to take part in focus groups about their perceptions of and the challenges and opportunities of distributive synchronous learning. The focus groups were audiotaped, transcribed, and analyzed for themes. These theme will inform the development of a survey that will go out to all students in the program.

The findings of this study will inform a deeper understanding of students' perceptions of the benefits and challenges of synchronous distributed learning and provide guidance for nurse educators involved in distributed teaching and learning.

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Author Summary: Dr. Gerri Lasiuk's clinical, teaching, and research interest relate to psychiatric/ mental health nursing, particularly the relationship of childhood adversity to adult health. Her current research focuses on women's experience of perinatal loss; the relationship between trust and oxytocin; and a review of simulation teaching-learning in prelicensure nursing. Her clinical background includes acute psychiatry; public health nursing; outreach, high-risk pregnancy program; mental health therapist in First Nation Communities; and psychotherapist in private practice.