Can Connecting With Students Create a Seamless Transition From ADN to On-Line RN-BSN Programs?

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Disclosure

• Author: Holly R. Farley EdD, RN
• Objectives:
  • 1) describe study-online nursing education, millennial students transitioning to an online BSN program
  • 2) share findings and online strategies for the online instructor to create a seamless transition for students building on previous experiences
• Employer: Eastern Illinois University
• There is no conflict of interest
• There was no commercial support or sponsorship for the study
Background

• Push for Bachelor’s degree as entry to practice
• Millennials are the largest group in the workforce
• Many studies identify millennial students as “tech savvy” and preferring online learning as an extension of their upbringing
• Gap exists. Little has been researched on the online preferences of this group
Research Questions

• Single exploratory case study
• **RQ1**: How do millennial nursing students develop preferences for learning activities and assignments in online RN-BSN programs?
• **RQ2**: How and why do millennial nursing students believe certain learning activities and assignments facilitate learning in online RN-BSN programs?
• **RQ3**: How and why do millennial nursing students believe certain learning activities and assignments hinder learning in online RN-BSN programs?
Themes

• **RQ1**: Face to face preferred, Obligations influence choice

• **RQ2**: Instructor Commitment, Lectures, Relevance to practice, Research required

• **RQ3**: Not challenging, Uninvolved instructors

• Specifically sought to identify specific activities and assignments, but found that no matter the assignment, overall dedication and guided learning through interaction from the instructor was most important

• Major theme that was supported by all other themes was Instructor Commitment
Connecting Students through Intentional Communication

• “check-in” emails
• Share information about yourself
• Allow students to call outside of office hours
• Follow-up when assignments are missed
• Respond in a timely manner
• Make all correspondence personal
• Always give feedback
Connecting with Students through Assignments and Activities

• Don’t just be a bystander in the discussion forums
• Require more from students in discussion boards (not only certain number of posts).
• Don’t be afraid to take off points
• Eliminate fill-in-blanks from PowerPoint
• Know your students knowledge base and experience
• Connect assignments to theory or concepts
• Be very clear as to “what” and “why” and “when”
• Don’t make students guess at what is expected
Connecting Students with Each Other

• Group work
• Include lectures
• Consider synchronous classes when possible
• Encourage students to connect outside of the classroom through other platforms (simulates face-to-face)
Closing

• Transitioning from face-to-face can be difficult, even for the technologically savvy
• Create environments where students feel **CONNECTED**
• Commit to being involved in the online classroom and connecting with students
References


References Continued

Questions