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Catalytic Converter: Transforming a Traditional Education Into Hybrid Learning Model

Yvonne Joseph, MSN, RN, NPD-BC
Shoba Kanagamani, MSN, RN
Institute for Nursing, Office of the Chief Nurse Executive, Northwell Health, New Hyde Park, NY, USA

**Background/Statement Problem** - Traditional educational models lack significant interaction between faculty and learner and often do not take into account learning preferences. Teaching methods of the past often clash with current trends. Active learning is crucial and there was a need to develop a more futuristic orientation, inclusive of all generations. The difficulties as it relates to creating a new process would be substantial. Large groups of orientees in excess of 100 per week needed to be taken into consideration, as well as time constraints, learner engagement and collaboration. As a result, the team brainstormed and concluded that a new method of hybrid learning could improve the process. What would capture the attention of the subjects? Attaining learners’ needs requires creativity in developing multi-modal approaches.

**Methods:** The process started by rethinking the orientation curriculum and emphasizing blended learning as an alternative to traditional models. Finding the right blend between the face-to-face, online and self-learning is essential. The hybrid model of education started in January 2018, with classes given weekly over a period of 1-4 days. To date, there have been 2,365 interdisciplinary professionals who have participated in this new style of blended learning. The onboarding orientation program provides on-site and hands on learning experiences. The program content was designed based on the regulatory agencies and organizational requirements for interdisciplinary professionals. Collaborating with information technologist (IT) and nurse educators, a plan was created to incorporate numerous technological and interactive educational alternatives to enhance active learning. Different models in blended learning like rotation, flex, and A-La-Carte were included. Various teaching strategies incorporated high-fidelity simulation, gaming, mobile applications, self-learning exhibit, case studies and Learning Management Systems (LMS). All of these methods, take into account the various approaches to how individuals learn and enable retention of the material.

**Results.** Each participant had the opportunity to experience all of the methods that were presented previously. Participants vocalized and demonstrated collaboration amongst peers, friendly competitiveness and increased engagement. This hybrid design of adult learning promoted and amplified the use of the Cognitive, Affective and Psychomotor domains as well. Blended learning also increased flexibility and self-paced learning. Evaluations such as direct observation via High Fidelity Simulation noted improved demonstration on day 4 of simulation compared with day 1 simulation. The new multi-modal approach was also supported by the participants as evidenced by the post program survey that is completed on day 4 of the orientation process.

**Conclusion:** The ability of an institution to connect with diverse generations to provide an environment that fosters learning is challenging. Through the collaborative efforts of
the interdisciplinary team, we were able to convert traditional educational models into a stimulating learning experience that has successfully launched us into a new era of instruction. This is not the end but only the beginning, as future generations enter into this arena, we will need to continue to adapt to meet the ongoing needs of the learner.

Title:
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Keywords:
Active learners, Diverse Generations and Hybrid Learning

References:

Abstract Summary:
This session would be distinctly relevant for those interested in learning more about hybrid learning through the use of technology such as live demonstration, videos and gaming.

Content Outline:
I. Introduction: (5 Minutes)
How many of you have heard about blended learning or utilizing hybrid learning? (Audience participation via zeetings poll) This session will allow you to experience the transformation of our traditional orientation to a hybrid learning process. Throughout the presentation the participants will be engaged in the different methodologies, we have initiated in our new hybrid learning.
II. **Body** (30 Minutes)

A. Discuss the background and challenges faced with the traditional learning during orientation.

1. Onboarding orientation challenges:
   a) Time constraints and large groups
   b) Decreased learner involvement and collaboration.
2. Share traditional style post program survey feedback

B. Introduce hybrid learning

1. **Videotaping:**
   a) Videos actively engage the learner and provide basic knowledge
   b) Address visual and auditory learning styles
   c) Provide QR codes that contain videos
2. **Self-Learning Exhibit:**
   a) Encourages ownership of their self-paced learning need’s (Video to be presented)
   b) Allows flexibility as it relates to when in the orientation process it is completed.
3. **Mobile Gaming:**
   a) Demonstrates critical thinking skills, to promote recall of knowledge and problem solving
   b) Enhances team building and collaboration
   c) Gaming examples includes Socrative, Kahoot, Poll everywhere, Nobel Prize blood gaming, Tiny tap, Zeetings.
   d) Live demonstration of gaming technology with the participants
4. **Simulation:**
   a) Two days of High Fidelity simulation addressing the cognitive, psychomotor, and affective domains of learning
   b) Simulation utilization showed improved demonstration of team building, communication and experiential learning on day 4 versus day 1 of simulation.
5. **Learning Management System (LMS):**
   a) Completion of online modules using LMS.
   b) List of modules was given to the orientees.
6. **Skill Stations:**
   a) Learners were rotated between required skills stations for hands on practice.
   b) Educators will be facilitating skill stations.
   c) Examples of skills are IV insertion, Phlebotomy, CLABSI Prevention, CAUTI Prevention, etc.
7. **Other Mobile Technologies:**
   a) Technologies such as Zoom, Redcap, QR codes, etc.
   b) Video on usage of technologies throughout the orientation process.

C. Results

1. **Observation**
   a) Increased Collaboration
   b) Increased engagement
2. **Post Program Survey**
   a) Share hybrid style post program survey feedback

III. **Conclusion** (5minutes)

a) Importance of connecting with diverse generations
b) Future implications of hybrid learning

First Primary Presenting Author

Primary Presenting Author
Yvonne Joseph, MSN, RN, NPD-BC
Northwell Health
Institute for Nursing, Office of the Chief Nurse Executive
System Nurse Educator
New Hyde Park NY
USA

Author Summary: Yvonne Joseph MSN, RN, works as a Nurse Educator at the Institute for Nursing and for FlexStaff at Northwell Health. She has been a Nurse for over 30 years and has experience in Nursing Education, and Talent Acquisition. In her current role as a Nurse Educator, she collaborates with fellow professionals in developing and providing a well-rounded educational experience. Ms. Joseph earned her Master of Science in Nursing Education from Molloy College.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author
Shoba Kanagamani, MSN, RN
Northwell Health
Institute for Nursing, Office of the Chief Nurse Executive
System Nurse Educator
New Hyde Park NY
USA

Author Summary: Ms. Shoba Kanagamani currently works as a Nurse Educator for Northwell Health at the Institute for Nursing. Shoba received her MSN from Molloy College. She brings 16 years of nursing experience practicing in medical-surgical, orthopedic and nursing education. As a system Nurse Educator she offers orientation for newly hired interdisciplinary team members including nurses and ancillary staff. She is also an adjunct faculty instructor at a city university.