

Are We Having Fun Yet?

Instructional Delivery
Methods that Enhance
Online Student Satisfaction



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Objectives

- Develop strategies to increase online nursing student satisfaction
- Promote active learning and student autonomy
- Design courses relevant to the student's learning goals that enhance collaboration and interaction
- Discuss the importance of providing meaningful, prompt feedback



Background

- Increased growth among (non-BSN) RNs enrolled in online RN to BSN completion programs
- How does this population learn?
 - What constitutes their satisfaction with online learning?
- Specific instructional delivery methods are associated with the satisfaction levels of other learners (Bolliger & Halupa, 2012; Walker & Fraser, 2005; Witowski, 2008)



Instructional Delivery Methods

- Walker and Fraser's (2005) six instructional delivery methods defined in the Distance Education Learning Environments Survey (DELES) are:
 1. Instructor Support
 2. Student Interaction and Collaboration
 3. Personal Relevance
 4. Authentic Learning
 5. Active Learning
 6. Student Autonomy



Research Question

- Is there a significant relationship between the six Distance Education Learning Environments Survey (DELES) instructional delivery methods and online RN to BSN nursing students' satisfaction?



Methodology

- Quantitative Design
 - Non-experimental
 - Correlational analysis
 - Descriptive



Descriptive Findings

- Survey emailed to 6,733 potential participants
- **1,161** completed surveys (17.24 percent response rate)
- 723 percent more participants than originally deemed necessary
- Previous samples using DELES
 - 917 undergraduate general education (Shain, 2007)
 - 680 graduate general education (Walker & Fraser, 2005)



Demographic Variables

- **Age**

- 18 to 35 = 25%
- 36 to 44 = 28%
- **45 to 55 = 38%**
- 56 to 75 = 10%

- **Number of Classes**

- Zero = 1%
- 1 to 2 = 20%
- 3 to 4 = 19%
- 5 to 6 = 23%
- **7+ = 36%**

- **Gender**

- **Female = 93%**
- Male = 7%

- **Years Nursing**

- 0 to 1 = 9%
- 2 to 4 = 16%
- **5 to 10 = 22%**
- 11 to 15 = 11%
- 16 to 20 = 12%
- 21 to 25 = 11%
- 26+ = 19%



Demographic Statistics

Variable List	N	Mean	Median	SD	Min	Max	Skewness
Age	1,113	43.16	44.00	9.91	18	75	-0.17
Number of Classes	1,159	3.71	4.00	1.19	1	5	-0.37
Years Nursing	1,158	4.10	4.00	1.98	1	7	0.14

NOTE: Two participant's ages were edited. One age was listed as an "8" and replaced as missing. A second response was listed as "40+", this response was replaced with the value 40.



Pearson Correlation Coefficients

	Variables						
Variable List	SS	AL	AUL	IS	PR	SA	SIC
Student Satisfaction (SS)	1.00						
Active Learning (AL)	0.25	1.00					
Authentic Learning (AUL)	0.42	0.36	1.00				
Instructor Support (IS)	0.41	0.21	0.41	1.00			
Personal Relevance (PR)	0.50	0.30	0.66	0.44	1.00		
Student Autonomy (SA)	0.43	0.43	0.41	0.34	0.39	1.00	
Student Interaction and Collaboration (SIC)	0.31	0.17	0.33	0.29	0.41	0.19	1.00

NOTE: $N = 1,161$. All coefficients are significant at $p < .0001$.



Relationship Between Results & Constructivism

- Results confirm the findings found in previous studies involving online general education students and satisfaction levels pertaining to DELES
- Constructivism
 - Contextual factors of the DELES
 - Results help to expand empirical evidence that constructivist approaches (i.e., DELES instructional delivery methods) should be used in online RN to BSN curricula



Instructor Support

- Positive relationship between instructor support and online RN to BSN nursing students' satisfaction
 $(r = .41)$
- Feedback within the threaded discussions, answering questions and clarifying issues to assist students with constructing new knowledge



Student Interaction and Collaboration

- Positive relationship between student interaction and collaboration and online RN to BSN nursing students' satisfaction

$(r = .31)$; $(M = 3.25)$

- Collaborative group projects were not part of the curriculum, but could be important to satisfaction



Personal Relevance

- Positive relationship between personal relevance and online RN to BSN nursing students' satisfaction

($r = .50$)

- Create meaningful curricula relevant to the learner
- Create objectives that foster professional growth



Authentic Learning

- Positive relationship between authentic learning and online RN to BSN nursing students' satisfaction
($r = .42$)
- Create authentic learning environments
 - Problem-based learning
 - Case studies



Active Learning

- Positive relationship between active learning and online RN to BSN nursing students' satisfaction

($r = .25$)

- Active learning strategies
 - Games
 - Debates
 - Case studies



Student Autonomy

- Positive relationship between student autonomy and online RN to BSN nursing students' satisfaction

($r = .43$)

- Self-directed learning
- Experiential learning assignments
- Asynchronous environments



Limitations

- Design
 - Correlational design
 - inability to imply causation
- Sampling technique
 - Convenience sampling
- Instrument
 - Closed-ended forced responses
- Systemic difference
 - Timing



Implications for Nursing Education

- Design course content relevant to students' learning goals
- Promote student autonomy via threaded discussions and assignments
- Support asynchronous environments to promote autonomy and active learning
- Create assignments incorporating role-play and problem solving
- Encourage group work to increase student interaction and collaboration
- Provide meaningful, prompt feedback that is constructive in nature



Summary

- Increase growth in online RN to BSN degree completion programs (AACN, 2012)
- Aging RN to BSN student population (Leonard, 2003; NLN, 2012)
- Relationship between six instructional delivery methods and online RN-BSN student satisfaction
- Using constructivist approaches to enhance online RN to BSN nursing student satisfaction
- Opportunities for further research on other populations



Thank You!

Questions?

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