Teleporting Stories: How Nurse Educators use Digital Stories in the Classroom

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### Purpose
- The purpose of this descriptive qualitative study was to explore how nurse educators use DS in the classroom.
- The findings from this study will assist nurse educators as they incorporate DS into the classroom.

### Significance
- Challenges in healthcare and generational changes have prompted nurse educators to look critically at the many pedagogies and pedagogical tools currently implemented in the classroom.
- Studies show that storytelling and digital stories (DS), short videos that combine still and moving images, music, sound, text, and video clips, have become prevalent in the classroom and can be an effective way to improve teaching and learning.
- While DS as a pedagogical tool for nursing education have numerous benefits, there is sparse research exploring how to incorporate DS in nursing education.

### Methodology
- **Participant Sample:**
  - Intentional sample of 12 nurse educators from Europe and the United States.
  - Initially, a purposive sample of 4 nurse educators who had published their experience using DS in the classroom.
- **Data Collection:**
  - Participants invited to participate in the study by e-mail.
  - Agreed to participate by clicking on a link provided within the query.
- **Data Analysis Technique:**
  - Nvivo 10 provided a secondary method of analysis where participant responses were categorized using interview questions.
  - Word frequency used as validation.
  - Straight eclectic, and unadorned answers to research questions were the analysis strategy.
- **Data Management:**
  - Lifescribe, a smartpen, recorded audio while simultaneously taking written notes.
  - Participant notes, transcripts, and data from smartpen were exported into a PDF file and managed using Nvivo 10.
- **Data Validity and Trustworthiness Through:**
  - Member checking
  - Peer debriefing
  - Audit trail

### Findings
- **Method 1: Embedded in PowerPoint**
  - 5 participants embedded DS in PowerPoint. Participant 10 explained, “If I’m using it to arouse emotion or to get attention, I…put it at the beginning.”
- **Method 2: Embedded in virtual learning environment**
  - 4 participants discussed embedding DS into a virtual learning environment. Participant 1 states, “So far, we’ve been…using them as an adjunct so the students can on their own time go view them on Blackboard...that way they can see the DS and review them.”
- **Method 3: To prompt discussion**
  - 10 participants used DS to prompt discussion and debate in either the classroom or virtual learning environment.
- **Method 4: To assess the storyteller’s healthcare needs**
  - 2 participants had students view online DS and then had students create a care plan for the storyteller.
- **Method 5: Created as a project to share**
  - 4 participants had students create DS as either an individual, small group, or class project. DS created by students included ethical worries they encountered in clinical, specific content learned during the semester, or a class project to raise awareness on a health issue.

### Discussion
- The literature and results of this study suggest DS beneficial to student learning, and can be incorporated nicely into the classroom and virtual learning environment.
- Further research is needed to evaluate knowledge acquisition, knowledge retention, and efficacy as a teaching-learning tool in comparison to other teaching methods.

### References/Acknowledgments