INSTRUCTIONAL DESIGN CONSIDERATION:
TAKING THE LEARNER AND LAB BEYOND VIRTUAL WORLD

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INNOVATIVE INSTRUCTIONAL DESIGN: CONSIDERATIONS AND VARIABLE

- Content Design
- Teaching Strategies
- Evaluation Methods
- Role of Faculty
CONTENT DESIGN CONSIDERATIONS

**Variables**
- Define what is essential ~ “need to know”
- Accreditation process and agency requirements
- Needs defined by preceptors and clinical employers of graduates

**Challenges to complete content mapping**
- Consensus of defined essential content - GEPC
- Let go of the sacred cows
- Think outside the box
- Do what has never been done before
CONTENT DESIGN PROCESS

- Divide the semester in sections for instruction and evaluation
- Create weighted rubrics emphasizing content valued
- Create transparency during check off and OSCE for evaluation of lab proficiency
- “Re-Chunk" content into doable bite size readings, learning activities, and submissions for grading for setting realistic goals
TEACHING STRATEGIES

- **During instruction, refer frequently to the check off rubrics and evaluation criteria along with the “Red Flag” behaviors to be avoided**
  - **Think with the end in mind**

- **Define clear expectations to meet course outcomes**
  - Provide timelines and schedules

- **Discuss rubrics from day one and create practice “freebie” assignments so students can practice and learn from peer grading without impacting grades**
TEACHING STRATEGIES WITH EVALUATION IN MIND

- Require check list sign off after demonstration of topical assessment skills and techniques
- Diagnostic reasoning skills and scenarios
  - Demonstration videos for check offs created
  - Establish clear expectations and behaviors critical for success
  - Tips with do’s and don’ts recapped on discussion board following each lab
- Standardized Patients (SP) for objective rubric-based evaluation
- OSCE (Objective Standardized Clinical Exam) Lab set-up
EVALUATION METHODS

- BEGIN WITH THE END IN MIND

- Embed quality matrix and measurement tools to measure effectiveness of learning

- Complete evaluation for each topic before the end of lab with signed lab checklist

- Institute weighted rubrics emphasizing essential content to promote transparency during check off and OSCE for evaluation of lab proficiency
EVALUATION METHODS

- Provide formative feedback based on rubric during evaluation to avoid re-teaching.

- Reemphasize check off rubrics and evaluation criteria along with the “red flag” behaviors to be avoided.

- Give timelines, schedules with due dates, and rubrics during orientation.

- Create Inter Rater Reliability grading exercises with example videos.
EVALUATION METHODS AND PROCESS

- **Check off rubrics**
  - Audio interview (*Subjective data*)
  - Comprehensive check off (*Objective data*)
  - Problem Focused check off (*Diagnostic reasoning and presentation*)
  - OSCE (*Putting it together*)
CHECK OFF EXAMS
OSCE EXAM
ROLE OF FACULTY...REDEFINED

- Instruction versus Construction
- Implement new ideas...old is not always gold
- Maintain consistent instruction
  - Agree to disagree during planning BUT agree to teach as planned
  - Take notes to improve the next semester
    - Changes were made for 4+ consecutive semesters from lessons learned
- Content Masters
  - Each lab had a check list for instruction with a list of pearls to emphasize essential content
ROLE OF FACULTY

Accountability
- Mandatory lab dates for students and faculty
- IRR grading
- Diagnostic reasoning skills and scenarios
- Two faculty requirement for remediated check off

Meet with faculty frequently
- Begin each meeting with tips to encourage the heart of the lab faculty
CHALLENGES OF THE “FLIPPED CLASSROOM”

- Instruction versus Construction
- Avoid Cognitive Overload
- Assure quality instruction without lowering quality standards
- Rapidly evolving learning environment
  - Diversity in the classroom and labs extend beyond ethnicity, age, and learning backgrounds
  - Technology
NEW NEEDS OF THE “FLIPPED CLASSROOM”

**New Instructional Technology and Equipment**
- Instruction technology and tech support expectations redefined
- Mentors discussion board to facilitate peer learning
- Content lectures, demonstrations, and presentations uploaded in web based learning platform
- Evaluation criteria with rubrics uploaded in web based learning platform
- Practice assignments and demonstration videos with faculty and mentors (past students) input

**Advising Office Support**
REQUIREMENTS FOR THE “FLIPPED CLASSROOM”

- Faculty involved with:
  - Course planning
  - Content mapping
  - Lab design
  - Evaluation rubrics
  - IRR
  - Course revisions
BENEFITS OF THE “FLIPPED CLASSROOM”

- Improved quality and consistency in instruction and evaluation
  - Holistic approach
  - Congruent program and course outcomes defined the revisions

- Online Course Considerations
  - 16 week semester content converted to 8 modules
  - Cephalo-Caudal progression per systems maintained
  - Content taught in 4 weeks
  - Evaluation completed in 4 weeks

Promote life-long learning environment