E-learning Modules: Promoting Success for Prenursing Students

**ABSTRACT**

The nursing shortage and rising attrition rates in nursing schools have serious implications for healthcare. To be successful in nursing courses, students must possess and routinely practice a wide range of self-regulated learning skills. E-learning modules were created to equip prenursing students with evidence-based techniques to facilitate learning. Three cohorts consisting of 163 participants completed the E-learning modules. Principles of self-regulated learning guided the design of the five modules that include videos, reading materials, and a quiz. The modules’ content covers self-assessment, organization, time management, reading and note taking, successful study skills, and test-taking strategies. Content in the first module guides students to reflect on prior learning, academic factors, personal and environmental factors, cognition, and metacognition. The goal of the third module is for students to engage in deep processing and metacognition while reading. The fourth module concentrates on successful study skills to induce optimal learning. The fifth module relates to test strategies and post-test reflection. The advantages of self-regulated E-learning modules include: (a) students can complete the modules at a convenient pace and schedule; (b) students can study materials again; and (c) faculty can advise students with specific challenges to review appropriate modules. Nurse educators are obligated to not only teach subject matter, but also assist students to become proficient life-long learners. For example, faculty can pose questions to guide reading, assign manageable reading assignments, and model reading sections of the textbook or a case study utilizing a reading framework. Creating self-regulated E-learning modules for prenursing students to address academic skills is only one proactive intervention that can be implemented by nurse educators to improve student retention and success. This poster describes the learning modules, the framework of self-regulated learning, student feedback, and implications for nurse educators.

**BACKGROUND**

Faculty explored opportunities to increase student success, which was the impetus for development of the learning modules. Three cohorts consisting of 163 participants have completed the learning modules. Faculty presented the modules in a 2-day seminar format for the first two cohorts, but participation was optional and poorly attended. For the third cohort, faculty converted content into required E-learning modules.

**FRAMEWORK**

**BARRIERS**

- Generational expectations
- Bulimic learning habits
- Competing demands on time and priorities

**System Issues**

- Change to concept-based curriculum
- Too many resources, too much information
- Team teaching inconsistencies

**Faculty Issues**

- Differing teaching and learning philosophies
- Competing demands on time

**Student Issues**

- Assess the Task
- Reflect and adjust if needed
- Evaluate strengths and weaknesses
- Monitor comprehension and performance
- Plan and apply strategies

**E-LEARNING MODULES**

**Module 1: Self Assessment**

- Objective - Recognize the complex interaction of factors influencing success
- Focuses on evaluation of academic strengths and weaknesses
- Facilitates reflection on:
  - Prior learning and academic factors
  - Cognitive and metacognitive abilities

**Module 2: Management of Oneself**

- Objective - Comprehend the level of discipline and amount of quality study time required
- Pertains to the planning phase of self-directed learning
- Outlines how to manage stress, anxiety, and time

**Module 3: Reading for Application**

- Objective - Engage in deep processing and metacognition while reading
- Correlates with applying strategies and monitoring comprehension
- Demonstrates how to:
  - Read with a purpose
  - Check levels of understanding
  - Take notes
  - Correlate nursing application of information

**Module 4: Studying**

- Objective - Incorporate evidence-based study strategies to facilitate comprehension and nursing application
- Associates with applying strategies, monitoring comprehension and performance, and reflection and adjustment phases of self-directed learning
- Components include:
  - Creating ideal study conditions
  - Methods to determine content importance
  - Strategies to achieve deep processing
  - Creating highly organized notes

**Module 5: Testing**

- Objective - Implement strategies for optimizing grades
- Relates to applying strategies and the reflection and adjustment phase of self-directed learning
- Content includes:
  - Utilization of the RACE technique for answering test questions
    - Recognize key words
    - Ask the question in one’s own words
    - Critically analyze options
    - Eliminate options

**IMPLICATIONS**

- Closely examine barriers and agree on a strategic plan
- Adopt a model to structure the plan
- Implement multiple/diverse strategies incorporating how to learn within content area
- Design and implement activities which foster cognition and metacognition
- Implement formative assessments
- Model reading for comprehension
- Track retention rates

**REFERENCES**


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