

Nursing Education Research Conference 2018 (NERC18)

Hybrid Teaching in Graduate Education: Optimizing Virtual Engagement to Enhance Contextual Learning in Doctoral Students

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Hybrid learning, also referred to as blended or mixed-mode learning, is a technique that combines traditional face-to-face classroom instruction with newer technology mediated teaching learning modalities (Alammary, Sheard, & Carbone, 2014). It has been utilized in K-12 as well as institutions of higher education to provide a transformative educational experience that fosters deeper understanding while promoting the acquisition of communication and information management competencies (Jamison, Kolmos, & Holgaard, 2014; Sung, Hwang, & Chang, 2015). While hybrid learning is not a new concept, expanded use of teaching technology can greatly enhance graduate nursing education (Potter, 2015). Use of hybrid learning strategies in doctoral education has not only served as a transformative instructional approach, but also as a vehicle for enhancing contextual learning (Hsu, Hamilton, & Wang, 2014). By engaging in hybrid learning experiences students are able to meaningfully integrate course concepts into their development as nurse leaders. In the changing landscape of academia, student consumers expect course experiences that are flexible and individualized to learner characteristics. Hybrid teaching-learning strategies have emerged as a transformative modality to provide both students and instructors with the opportunity to manipulate the time, space, and place during which learning occurs while valuing the inherent nature of intrinsic student characteristics (Liu et al., 2016). As a result, enhanced contextual learning has been realized by uniquely blending didactic instruction with virtual engagement.

The presentation will review how hybrid learning strategies have been utilized in doctoral courses with a particular focus on outcomes relative to enhanced contextual learning. Additionally, adaptable strategies for graduate and undergraduate courses will be reviewed. The presentation shall benefit both novice and experienced educators responsible for providing didactic instruction to undergraduate and graduate students. Program administrators shall also benefit from strategies discussed as they seek to refine creative program offerings. After attendance, participants will be provided with information about various hybrid frameworks as well as tangible implementation strategies to promote constructive learning.

Title:

Hybrid Teaching in Graduate Education: Optimizing Virtual Engagement to Enhance Contextual Learning in Doctoral Students

Keywords:

Contextual Learning, Hybrid Classrooms and Teaching Technology

References:

Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, 30(4).

Hsu, J., Hamilton, K., & Wang, J. (2014). Guided independent learning: A teaching and learning approach for adult learners. *International Journal of Innovation and Learning*, 17(1), 111-133.

Jamison, A., Kolmos, A., & Holgaard, J. E. (2014). Hybrid learning: An integrative approach to engineering education. *Journal of Engineering Education*, 103(2), 253-273.

Liu, Q., Peng, W., Zhang, F., Hu, R., Li, Y., & Yan, W. (2016). The effectiveness of blended learning in health professions: Systematic review and meta-analysis. *Journal of medical Internet research*, 18(1).

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Sung, H. Y., Hwang, G. J., & Chang, H. S. (2015). An integrated contextual and web-based issue quest approach to improving students' learning achievements, attitudes and critical thinking. *Educational Technology & Society*, 18(4), 299-311.

Abstract Summary:

Hybrid learning has been utilized in academic settings to provide transformative educational experiences. While the concept is not new, expanded use of teaching technology can greatly enhance graduate nursing education. The presentation will review how hybrid learning has been utilized in doctoral courses to promote contextual learning.

Content Outline:

1. Introduction - Internal and external variable influencing graduate nursing education
 1. Consumerism
 2. Student characteristics and experiences
 3. Established learning outcomes and competencies
2. Body
 1. 'Perception' and its relationship to knowledge obtainment
 1. Intrinsic student variables and their influence on perception
 2. Constructivism and its relevance to contextual learning
 2. Key considerations for meaningful classroom experiences in adult learners
 1. Emerging evidenced-based technologic resources to enhance contextual learning
 2. Hybrid learning as an evidenced-based teaching learning strategy
 3. Hybrid learning implementation
 1. Hybrid learning models/frameworks
 2. Aligning with curriculum / student learning outcomes
 3. Integration exemplars
3. Conclusion - Contextual learning benefits of hybrid teaching learning
 1. Individual scaffolding to frame meaning
 2. Development of reflective practice

First Primary Presenting Author

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Professional Experience: Certified nurse educator with 12 years experience teaching all levels of nursing students. Doctoral work in the area of technology and teaching expertise in technology related courses. Conference organizer and presenter relative to technology in healthcare and education
Author Summary: Dr. An'Nita Hebron is a family nurse practitioner, business owner, and nurse educator with over 16 years of service to the nursing profession. She is currently graduate faculty with Coppin State University and maintains research interests in health information technology and positioning for career advancement in healthcare.