College of Nursing Faculty Papers & Presentations

Jefferson College of Nursing

2010

Innovative approaches to generational instruction: Welcoming the NeXters via the Hybrid

Kellie Smith, RN, MSN
Thomas Jefferson University

Kathleen Clark, RN, MSN, CNRN, APN, BC
Thomas Jefferson University

Follow this and additional works at: https://jdc.jefferson.edu/nursfp

Part of the Nursing Commons

Let us know how access to this document benefits you

Recommended Citation

Smith, RN, MSN, Kellie and Clark, RN, MSN, CNRN, APN, BC, Kathleen, "Innovative approaches to generational instruction: Welcoming the NeXters via the Hybrid" (2010). *College of Nursing Faculty Papers & Presentations.* Paper 35.
https://jdc.jefferson.edu/nursfp/35

Innovative approaches to generational instruction: Welcoming the NeXters via the Hybrid

Kellie Smith, RN, MSN
Kathleen Clark, RN, MSN, CNRN, APN, BC
Thomas Jefferson University/ Jefferson School of Nursing

Student Demographics

Students currently entering higher education were born between 1980-2000 and are often referred to as NeXters, Millennials, or Generation Y.

An undergraduate nursing core curriculum course was developed and implemented using a constructivist pedagogy approach which characterizes generational distinctiveness to optimize learning and student satisfaction.

Age Distribution:

N=	Mean	Median	Mode	SD	Min	Max
82	24.6	22	22	6.4	20	52

Generational Distinctiveness

- Techno-savvy
- Family oriented (tremendous parental involvement)
- Self reliant, optimistic, confident
- Team and goal oriented
- Realistic, tenacious, with a heroic spirit, and proficient at multi-tasking
- Practical and trusting of authority
- Demand employment that is satisfying and complementary to their lives
- Seek flexible work schedules

NeXter's Model of Instruction

Constructivist Pedagogy:
- Emphasis on achieving active participation in learning
- Learning constructed from previous knowledge and experience
- Hybrid Course Instruction: Traditional face-to-face teaching enhanced with the use of technology
- Utilizes the proven effectiveness of traditional classroom instruction
- Student socialization kept intact
- Instruction supplemented with the usage of instructional technologies

Hybrid Instruction

- Blend of traditional in-class sessions with online (web based) components
- Encourages active and interactive learning
- Student- centered instruction
- Provides multiple opportunities for the student to explore, discover and learn according to individualized needs
- Increased Interaction between:
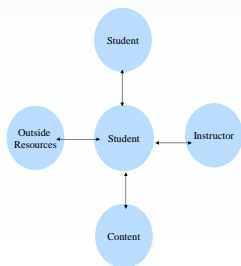
Essential Aspects of Hybrid Course Instruction

Self- Directed Learning
- Orientation and cohesive course structure
- Expectations addressed
- Firm schedule that does not fluctuate
- Online course learning units consist of: organized presentation of concepts including: assigned readings, content lectures (reflective of course objectives and learning goals), web resources and assignments
- Self-paced student progression
- Concise, organized, and easy to navigate

Problem Solving with Immediate Relevance
- Problem based learning and critical thinking exercises that attach meaning from real world experiences
- Individual and group projects reflective of current issues and trends in nursing
- Timely individualized instructor feedback using rubrics

Immediate Feedback
- Serves to organize the student, indicating what core content is important and how it would be applied
- Prompt assignment and evaluative feedback increases student motivation and interest in the course (providing proof of achievement and performance)
- Rubrics offer clear expectations for learning outcomes
- Frequent formative and summative evaluation (Confirms student understanding and recall of information)

Active Participation and Communication
- Course Online Discussion Forum
- Encourages student interaction
- Develops shared understanding from diverse sources
- Serves as a socialization tool
- Instructor as moderator and active facilitator

Outcomes

Course evaluation data (n=82)
% of students reporting:
Very Satisfied- Satisfied- neutral:
Correlation of course content 98%
Clarity of assignments 98%
Facilitate written communication 96%
Workload 98%
Online environment 92%
Theory to practice 96%
Professional role development 96%
Enhanced critical thinking 92%

Distribution of Grades
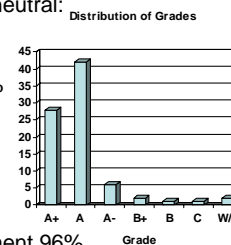
References

- Adams, A.M. (2004). Pedagogical underpinnings of computer- based learning. *Journal of Advanced Nursing,* 46(1) 5-12.
- Campbell, K. (1997). The web: design for active learning. *Academic Technologies for Learning.* Alberta, Canada. Retrieved on June 18, 2006 from http://www.atl.ualberta.ca/presentations
- Crawford, C. (2001) Rubrics: model of evaluation within a constructivist learning environment. Instructional Technology, School of Education, University of Houston at Clear Water, TX. Retrieved December 2, 2004 from Eric Digest Ed 462910.
- Denham, T. & Gadbow, N. (2002). Literature review: factors affecting the development of generation X and millennials. *Societal Factors Affecting Education.* Retrieved Nov 18, 2004 from Nova Southeastern University, Department of Education, Eric Digest EDRS 3-17.
- Dowie, S. (2006). Instructional design development. *Academic Technologies for Learning: A guide to Distributed Learning Environment.* Retrieved on June 18, 2006 from http://www.atl.ualberta.ca/documents/webbased/dleweb/development/motivation.htm
- Dziuban, C., Hartman, J., & Moskal, P. (2004). Blended learning. *Educause Review,* 2004(7), 1-12. Retrieved September 13, 2006 from http://www.educause.edu/ir/library/pdf/ERB0407.pdf
- Formella, N. & Rovin, S. (2004). Creating a desirable future for nursing part 2: The issues. *Journal of Nursing Administration,* 34 (6) 264-267.
- Klecker, B. (2005). Assessing learning online : The top ten list. *Paper presented at the annual meeting of The Society for Information Technology and Teacher Education,* Phoenix, AZ.
- Marsh, G., McFadden, A., & Price, B. J. (2003). Blended instruction: Adapting conventional instruction for large classes. *Online Journal of Distance Learning Administration,* 6(4), 1-11. Retrieved on June 18, 2004 from http://www.westga.edu/~distance/ojdla/winter64/marsh64.htm
- Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly,* 2003(1), 18-23.
- Oblinger, D. (2003). Boomers, gen-Xers and millennials: Understanding the 'new students'. *EDUCAUSE Review,* 38(4), 37-47. Retrieved September 13, 2006 from http://www.educause.edu/ir/library/pdf/erm0342.pdf
- Omelia, J.(1998). Understanding generationY: A look at the next wave of US consumers. *Drug and Cosmetic Industry,* 163(9), 90(1).
- Polta, A. (August, 2000). Generation Y: Diverse, independent and poised to wield clout. *West Central Tribune.* Retrieved Nov 18, 2004 from http://www.wctrib.com/stories/pioneers/p15.htm
- Tam, M., (2000). Constructivism, instructional design, and technology: Implications for transforming distance learning. *Educational Society,* 3 (2) ISSN 1236-4522. Retrieved December 5, 2004 from http://www.ifes.info/journal/3-2/tam.htm.
- Veronikas, S. W. & Shaughnessy, M. F. (2004). Teaching & learning in a hybrid world an interview with Carol Twigg. *Educause Review,* July/ August, 51- 62.
- Young. J. (2002). 'Hybrid' teaching seeks to end the divide between traditional and online instruction. *The Chronicle of Higher Education,* 48(28). Retrieved March 22, 2006 from http://chronicle.com