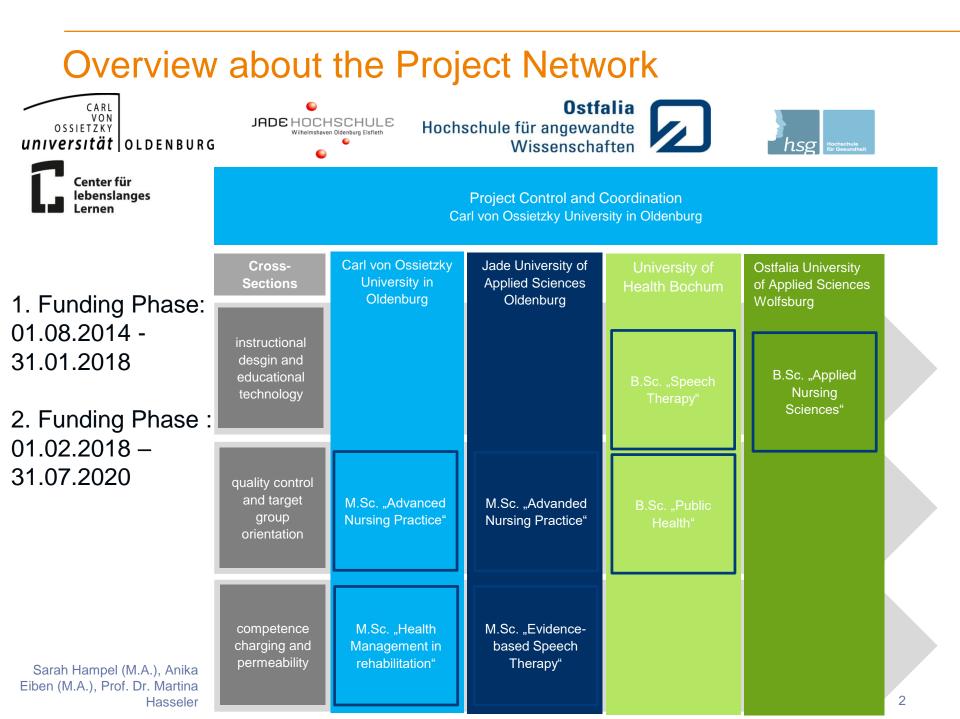# Self-guided Learning of Non-Traditional Students in the Context of Further Education in Health and Nursing Care

„Upgrade B.A. Applied Nursing Sciences"

Presentation at the 2nd Conference of Health Education and Research „Interprofessional Education"
Dublin 09./10.01.2019

Sarah Hampel (M.A.), Anika Eiben (M.A.), Prof. Dr. Martina Hasseler

Overview about the Project Network

CARL VON OSSIETZKY universität OLDENBURG

JADE HOCHSCHULE Wilhelmshaven Oldenburg Elsfleth

Ostfalia Hochschule für angewandte Wissenschaften

hsg Hochschule für Gesundheit

Center für lebenslanges Lernen

Project Control and Coordination
Carl von Ossietzky University in Oldenburg

1. Funding Phase:
01.08.2014 -
31.01.2018

2. Funding Phase :
01.02.2018 –
31.07.2020

Cross-Sections	Carl von Ossietzky University in Oldenburg	Jade University of Applied Sciences Oldenburg	University of Health Bochum	Ostfalia University of Applied Sciences Wolfsburg
instructional desgin and educational technology			B.Sc. „Speech Therapy"	B.Sc. „Applied Nursing Sciences"
quality control and target group orientation	M.Sc. „Advanced Nursing Practice"	M.Sc. „Advanded Nursing Practice"	B.Sc. „Public Health"	
competence charging and permeability	M.Sc. „Health Management in rehabilitation"	M.Sc. „Evidence-based Speech Therapy"		

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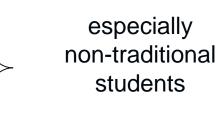
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Project Goals and Target Groups

- conception, development und implementation of internet-based and in-service Bachelor and Master programmes using a blended learning approach (consisting of independent study, online and scheduled teaching phases)

Educational technology (online-based learning environment)	Study organisation (different places)
Quality management (theory & practice)	Conception, development and implementation

- Experts from different fields:
  – health
  – nursing
  – therapy
  – education

especially
non-traditional
students

Project Part „Bachelor Upgrade Applied Nursing Sciences" (OHaW)

	mandatory modules			electives: interdisciplinary cross section modules	
Upgrade – course profile: Health and Care in the ageing process (Participating in all 3 courses equals **certificate I**)	**ZPFG 13** Relevant aspects of health and care for a healthy ageing in the society	**ZPFG 14** Multimorbidity of the oldest: health and nursing relevant side effects and interventions	**ZPFG 15** Personal care processes at the end of life care of very old women and men	**ZIQ1** Digitalization in the health and care sector	**ZIQ2** Ethic-related case discussion as a strategy of inter-disciplinary controlling
Scientific further education programme Early help in Gerontology and care (Participating in all 3 courses equals **certificate II**)	**ZG1** Transforming the culture of long-term care institutions	**ZG2** Early help for an autonomous life at home - despite need for help	**ZG3** Early help for an intersectional cooperation and coordination		
certificate: self-determined participation in health and care processes	**ZMmB1** Autonomy and participation	**ZMmB2** Planning participative health promotion and prevention	**ZMmB3** Organisation and Management for integration assistance institutions	**ZIQ3** Life-stage orientation in employments of women in the care sector	**ZK** Learning and organising in the studies
certificate: Specific care of people with disabilities in different circumstances	**ZMmB4** Managing care in different circumstances	**ZMmB5** Specific needs 1: ageing process	**ZMmB6** Specific needs 2: psychological diseases		

Questions

- **Which curricula concept promote the self-guided learning of non-traditional students?**
  - ○ Are they empowered to qualify themselves and to improve their competences?
  - ○ Do the content-related, the methodical and didactical elements meet the qualification and competence needs of the students?

- Which requirements exist for a traditional university organisation when they open their courses for non-traditional students?

Methods

- Evaluation of modules since summer semester 2016: already 8 modules evaluated
  - Since winter semester 2017/18 with a changed evaluation design
    - quantitative online questionnaire at the end of the semester (13 topics) + qualitative interim evaluation (5 topics)

  145 participants in all courses; n=51 participated in the evaluation

- Target group analysis (n=76)
  - cluster „employer & stakeholder" : interviews with experts, focus group interviews (n = 22)
  - cluster „employees & potentials students": online questionnaire with (potential) students and graduates (n = 54)

Online Questionnaire

1. Study material
2. Self-study phase
3. Learning process
4. Communication with the lecturer
5. Online-phases
6. Examinations
7. Support from the mentor
8. Learning outcomes
9. Learning and teaching methods
10. Support and counselling offers
11. Educational technologies
12. Compatibility of family, work and scientific further education
13. Satisfaction with the module

First Results of the Evaluation

Evaluation of modules using Blended learning approach with 145 participants in total (n = 51 participated in the evaluation)

- <u>Learning environment:</u> user friendly, conductive environment, at the beginning technical problems and high need for support

- <u>Organisation:</u> participants preferred the scheduled teaching phases → Orientation on familiar learning strategies & types of examinations

  - <u>Self-study phases:</u> sometimes problematic because of the compatibility, some participants had need for specification

  - <u>Online-phases:</u> recording is positive, discussions hesitant at the beginning, not everyone participated, technical improvement is needed

First Results of the Evaluation

Evaluation of modules using Blended learning approach with 145 participants in total (n = 51 participated in the evaluation)

- <u>Study material:</u> useful for the students

    – Especially positive: chapter overviews, callout phrases, glossary, learning goals

- <u>Learning support:</u> Positive feedback concerning communication, counselling, help with technical problems (those problems also affected lecturer) → very helpful support of lecturer <u>and</u> mentors

    – Learning support improves the learning goal

- <u>Improvement wishes:</u> more scheduled teaching phases, more time for their work assignements (study material)

First Results & their Implication for the Project

Positive results concerning the potential of Blended Learning for non-traditional students.

Continuation of the Testing and Evaluation of modules considering…

- the continuous support and instruction of lecturer (sharing of technical knowledge as well as teaching methods in the virtual classroom)
- Compatibility necessities of the participants
- Tests of location-independent types of examinations.
- Taking into account the workload of partipants.

Development of strategies to a continuos stabilization of our further education programmes at the university.

Thank you for your Attention!

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