Integrating Videography as an Online Teaching Pedagogy to Increase Student Engagement / Presence

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BACKGROUND / PROBLEMS

- Online classes are essentially composed of:
  - Power Point slides (without audio / video additions)
  - Readings (1 dimensional)
  - Videos from a variety of sites (not personalized to the course)
  - Discussion Boards (limited interaction-only 2 peer responses)
  - Mostly limited student to student interaction
  - Student to paper or text (1 way interaction)
  - Some student to faculty – paper grades
  - Online simulation with avatars are not necessarily realistic

Where is the true two-way interaction, engagement, & humanism?
Most online interaction is one way:

- Reading, Initial discussion board response, Writing papers

PURPOSE

Overall purpose is to increase engagement, and ultimately knowledge by:

- ❖ Increasing technology integration
- ❖ Providing **humanism** to the online learning environment
- ❖ Providing **realism** to the case scenario
- ❖ Integrating simulation via **video clips** / direct "patient" interaction to the online classroom
- ❖ Increasing participant **interaction**.
- ❖ Creating a more realistic learning environment
- ❖ Embracing another dimension of interaction

PARTICIPANTS

Sample of Convenience

➢ Graduate nursing students were selected for an existing course to conduct preliminary studies to see if video clips would aid in learning.

➢ Selected one graduate nursing course (Advanced Health Assessment)

LiIMITATIONS

➢ Small sample size with a N=20

➢ One online course of graduate nursing students only from one semester

➢ Students each previewed one 2 minute video clip

➢ Student was conducted at a medium sized online university setting

➢ Results are not generalizable, but are useful for future studies.

Stepwise Approach:
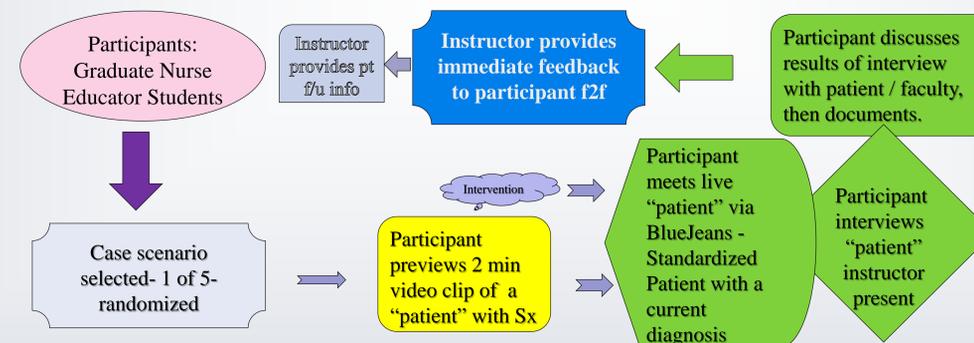
RECOMMENDATIONS

➢ Increase participant numbers

➢ Mixed study with incorporation of a pre and post quiz

➢ Maintain the same level of patient complexity

➢ Maintain face-to-face immediate evaluation of communication skills

➢ Provide immediate feedback for assessment skills

➢ Evaluate and integrate technology, humanism, and realism to more courses within the graduate program.

RESULTS

Video clips:

- ❖ Increased participant interaction with the case scenario by being able to talk directly to a real patient having a current medical problem.
- ❖ Added humanism and realism to the case scenario.
- ❖ Increased critical thinking skills as documented on the instructor observer form.
- ❖ Increased communication and teaching skills.
- ❖ Overall increased knowledge and hopefully retention (exam grades were higher than previous classes).

- Humanism
- Knowledge
- Interaction
- Realism
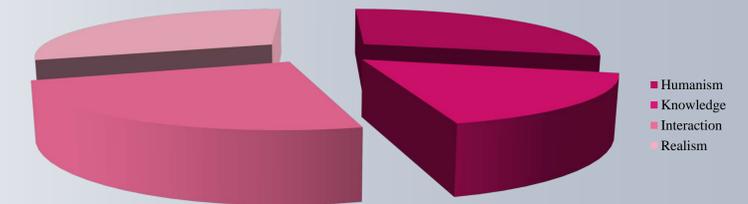
Student Reactions to the Video clips / Standardized online patient..

CONCLUSIONS

- Video clips added humanism and increased participant engagement in the Advanced Health Assessment course.
- Participants stated that the video clips were beneficial and assisted with increasing knowledge by providing humanism, realism, and interaction with a live patient with a current dx.
- Live case scenarios (utilizing a Standardized Patient) enabled participants to increase their critical thinking and communication skills.

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