A Journey to Improve Student Engagement and Perceptions in Online Education

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Abstract

strategies are included evaluation outcomes pre- and post-implementation of these shares my journey to increase student engagement and and is especially challenging in online education. This poster Student engagement in learning is important to all courses perceptions of a course including strategies used. Student

Problem Identification

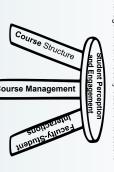
degree seeking, holding a prior bachelor degree, and are highly motivated adult learners. The course design mirrored the campus educational partner. Eight (8) Canvas Modules organized the course and followed best practices established by LSON's track students. The students in the ABSN track are second indicate the level of frustration and poor student perceptions of not well organized. Aggregate Course Evaluation from fall 2018 review all materials. This also led to a feeling that the course was caused undue stress on the students as they felt compelled to learning opportunities. The volume of additional resources content and offered numerous additional resources and optional the first time online fall 2019 for the Accelerated BSN (ABSN) NSG 441 Leadership/ Community in the Nursing Profession for Marian University Leighton School of Nursing (LSON) offered

Course Analysis							
	Mean	Responses Strongly Agree	Strongly Agree	Agree	Nether Agree or Disagree	Disagree Strongly	Strongly Disagree
The syllabus clearly communicated the learning outcomes of the course.	3.52	23	238.6% (N=2)	56.5% (N=13)	17.4% (N=4)	13.0% (N=3)	4.3% (N=1)
The readings, discussions, lectures, labs, and/or projects helped me affain the stated learning outcomes for this course.	2.96	23	230% (N=0)	47.8% (N=11)	13.0% (N=3)		13.0% (N=3)
Multiple instructional methods were used in the course (e.g. lectures, problem solving, case studies, hands on-activities, experiments, discussions, etc.).	3.39	23	234.3% (N=1)	47.8% (N=11)	30.4% (N=7)	17.4% (N=4)	(N=0)
The instructional activities and assignments supported the course learning outcomes.	ω.	23	234.3% (N=1)	34.8% (N=8)	26.1% (N=6)	26.1% (N=6)	8.6% (N=2)
The activities and assignments challenged me to think more deeply/critically about the course subject matter.	3.13	23	238.6% (N=2)	34.8% (N=8)	21.7% (N=5)	30.4% (N=7)	4.3% (N=1)
Overall, Nation's Franciscen values of peace and justice, responsible sewardship, dignity of the individual, and reconciliation were reflected in the class.	3.52	23	23 13.0% (N=3)	43.5% (N=10)	30.4% (N=7)	8.6% (N=2)	4.3% (N=1)
would recommend this course to another student	2.69	23	230% (N=0)	30.4% (N=7)	26.1% (N=6)	26.1% (N=6)	17.4% (N=4)
	Mean	Responses		Agree	Neither	Disagree	Strongly
Instructor Questions	Mean	Responses Strongly Agree		Agree	Neither Agree or Disagree	Disagree	Disagree Strongly Disagree
The instructor demonstrated mastery of the subject matter.	3.65	22	238.6% (N=2)	56.5% (N=13)	30.4% (N=7)	(N=0)	4.3% (N=1)
The instructor provided well-organized learning activities.	3.22	2	238.6% (N=2)	43.5% (N=10)	13.0% (N=3)	30.4% (N=7)	4.3% (N=1)
The instructor provided prompt, useful feedback that aided my learning.	3.3	2:	238.6% (N=2)	39.1% (N=9)	30.4% (N=7)	17.4% (N=4)	4.3% (N=1)
The instructor was available on a regular basis to answer questions.	3.26	2	228.6% (N=2)	43.5% (N=10)	21.7% (N=5)	21.7% (N=5)	(N=0)
The instructor's behavior clearly reflected his/her genuine concern for my learning success.	3.13	2:	238.6% (N=2)	43.5% (N=10)	13.0% (N=3)	21.7% (N=5)	13.0% (N=3)
I would recommend this instructor to another student.	3.09	22	234.3%	43.5%	21.7%	17.4%	13.0%

dents how to apply instead of simply ideats mainly, it would be helpful if s to know to apply, and this was not staght how to apply concepts in me, the class average for the in a cohort that successfully made it in a cohort that successfully made it

Improvement Strategies

approach for improvement strategies included course structure, significantly impacts their engagement. A three-pronged course management and faculty-student interactions The student's perceptions of the faculty and the course



	uation comments
expectations of the course.	
to establish a relationship	d in the course
developed and delivered liv	nd best practices
Orientation presentation	Series 1
0	

Met with members of the Marian University Center for Teaching and Learning to dearing to discuss the evaluation results and student comments to determine strategies for improvement.

Course evaluation com-used to inform course modifications.

Modules realigned to improve flow of content, limit and describe the additional resources and optional learning activities. third exam added to reduce e amount of material tested each. Completed Magna: How can I avoid communication "misfires" with students? Continuing education

ssignments revised to liminate duplication from the courses and emphasize ommunity concept formation. hree quizzes added to rovide feedback to students etween exams. ntemails are answered days per week through Introduction phone calls implemented to identify any individual learning or organizational needs. This strategy resulted in favorable response from students. Orientation presentation developed to assist students to "THRIVE" in NSG 441

Evaluation

student perceptions of the course and the instructor from fall 2019 indicate improvement overall with Aggregate Course Evaluation data and comments

Course Analysis							
Course Questions	Mean	Mean Responses	Strongly Agree Agree	Agree	Neither Agree or Disagree	Disagree Strongly Disagree	Strongly Disagree
The syllabus dearly communicated the learning outcomes of the course.	4.22	23	2245.5% (N=10)	45.5% (N=10)	9.0% (N=2)	(N=0)	0.0% (N=0)
The readings, discussions, lectures, labs, and/or projects helpe dime attain the stated learning outcomes for this course.	4.09	23		54.4% (N=12)			9.1% (N=2)
Multiple instructional methods were used in the course (e.g. lectures, problem solving, case studies, hands-on- activities, experiments, discussions, etc.).	422	23	2245.5% (N=10)	45.5% (N=10)	0.0% (N=0)	4.5% (N=1)	4.5% (N=1)
The instructional activities and assignments supported the course learning outcomes.	4.18	23	2245.5% (N=10)	45.5% (N=10)	(N=0)	(N=0)	9.1% (N=2)
The activities and assignments challenged me to think more deeply/critically about the course subject matter.	4.13	22	2245.5% (N=10)	40.9% (N=9)	4.5% (N=1)	0.0% (N=0)	9.1% (N=2)
Overall, Marian's Franciscan values of peace and justice, responsible stewardship, dignity of the individual, and reconcliation were reflected in the class.	4.09	22	2236.4% (N=8)	45.5% (N=10)	13.6% (N=3)	0.0% (N=0)	4.5% (N=1)
would recommend this course to another student	3.91	22	2231.8% (N=7)	40.9% (N=9)	18.2% (N=4)	(N=1)	(N=1)
	Mean	Responses	Strongly	Agree (4)		Disagree	Strongly
Instructor Questions	Mean	Mean Responses Strongly Agree (4) Neither Agree (5) Agree of Disagree (3)	Strongly Agree (5)	Agree (4)		agree	Strongly Disagree (1)
The instructor demonstrated mastery of the subject matter.	4.28	18	1855.6% (N=10)	33.3% (N=6)	9 %	5.6% (N=1)	5.6% (N=1)
The instructor provided well-organized learning activities.	4.06	18	1844.4% (N=8)	33.3% (N=6)	(N=2)	5.6% (N=1)	5.6% (N=1)
The instructor provided prompt, useful feedback that aided my learning.	4.12	18	1850% (N=9)	33.3% (N=6)	(N=1)	(N=1)	5.6% (N=1)
The instructor was available on a regular basis to answer questions.	4.37	19	= 0.	0-	-		5.3% (N=1)
The instructor's behavior clearly reflected his/her genuine concern for my learning success.	4.42	19	_	0.	-	-	5.3% (N=1)
I would recommend this instructor to another student.	4.17	18	1850% (N=9)	33.3% (N=6)	(N=1)	5.6% (N=1)	(N=1)

- were some differences between the project, in order to do the project that was due in clinical, you had to review the ements in the other, this was a bit confusing.
- Comments:
 read-AMAZING. She was understanding, showed that care for our well-being and went out of her way make reduced was AMAZING. She was understanding showed that care had het all semister even understand the makerial and were not confused on concepts. I wish I could have had het all semisters even understanding and were not confused on concepts. I wish I could have had het all semisters even understanding and were not confused on concepts. I wish I could have had het all semisters.
- reference was enaily opod, site a lawys made time for us. Site was always analastic, doctrictors how site made time for all or site was amazing) and responded quickly to questions, and expressed occern in our bearing. The class was not easy, and increases the second of the serving. The class was not easy, and increases the second of the

Conclusion

which was new that semester. Revisions have been difficulty with the Disaster Preparedness project, each semester. Evaluations from fall 2019 show Student evaluations have improved consistently will be analyzed for any further concerns. The concerns. The course evaluations for spring 2019 made to the assignment addressing student 'individual" touch with the students continues to be

well received by students.



Resources

Ko, S. & Rossen, S. (2017). Teaching online: A practical Guide (4th ed.). New York, New York: Routledge.

McGuire, S.Y. & McGuire, S. (2015). Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and michiation. Sterling, Virginia: Stylus Publishing LLC.