

A Journey to Improve Student Engagement and Perceptions in Online Education

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Abstract

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

Problem Identification

Marleen University Leighton School of Nursing (LSON) offered a 4-year Leadership Community in the Nursing Profession for NNS 441. Leadership Community in the Nursing Profession for the first time online fall 2019 for the Accelerated BSN (AASN) degree students. The students in the AASN track are second degree seekers, holding a prior bachelor degree, and are highly motivated adult learners. The course design mirrored the campus course and followed best practices established by LSON's educational partner. Eight (8) Canvas Modules organized the content and offered numerous additional resources and optional learning opportunities. The volume of additional resources caused undue stress on the students as they felt the course was not well organized. Aggregate Course Evaluation from fall 2018 indicated the level of frustration and poor student perceptions of the course and the instructor.

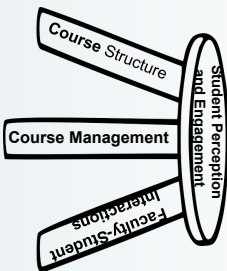
COURSE ANALYSIS

Course Questions

[illegible][illegible]

Improvement Strategies

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



Evaluation

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

Course Analysis

[illegible]

Course Comments:

- I thought for the most part the course ran smoothly, but I felt like some of the assignments were either not put together well or just were dragged out in discussion. The advisor project, that had been put just been discussed in the official code of things versus adding another discussion post, in our post conference, that had people rightly touch on our topics we pursued, so I felt that it was just overall not adding a discussion post to it afterwards. Lastly, the disaster project was some what of a disaster. It was very difficult to have meaningful views and I feel that it would be beneficial if a lot of the comments expected to be contacted by students. Another issue we came across was that some meetings didn't even focus on disasters.

It was helpful for me to deliver part of the material myself. This course was a little difficult for me, personally, as I have had no experience in a leadership/management position, so I was learning new information that was different to the nursing training I have been studied on in other courses. It was a helpful and interesting course. I did find it slightly difficult to prepare for the exams when the study guides were the learning objectives, so the articles provided in the modules seemed more helpful to me.

This course proved to be more beneficial than I thought it would be.

There were some differences between the pre- and in order to do the project that was due in October, you had to review the

- **Requirements in Brief:** This was a bit confusing.
- **Overall the course was well put together.** The instructor provided the class with plenty of information and ways to learn.
- **The exam blueprints differed from the actual exam** which made narrowing down areas to study difficult. Considering the amount of material on each exam and the short time frame between each exam, this would have greatly helped to improve study techniques.
- **Overall, Professor Davidson was very helpful and made resources available to all the students.**

Instructor Comments:
This instructor was AMAZING. She was understanding, showed true care for our well-being and went out of her way multiple times to erase we understood the material and were not confused on concepts. I wish I could have had her all semester.

[illegible]

Conclusion

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

- incorporate into any course to improve student metacognition, study skills, and motivation. Sterling, Virginia: Stylus Publishing LLC.