2017 National Tertiary Learning & Teaching Conference

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Gudrun Dannenfeldt, Jolanda Lemów, Kevin Stewart, Kay Syminton, Ricci Wesselink

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THE IMPACT OF THE KURA CLOUD LEARNING PLATFORM ON STUDENT MOTIVATION AND OWNERSHIP OF LEARNING.

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kuraCloud

Fluids (compartments, concentrations, movements) (level 5)

Carol Campbell – Revision & Nursing Management of Diabetes

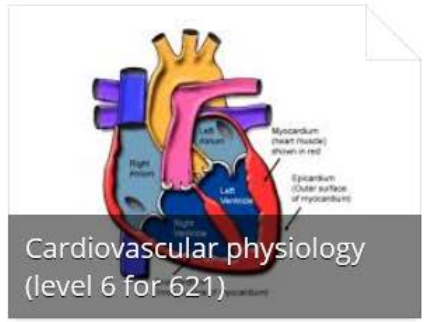
Diabetes Mellitus type 1 (level 6 for 621)

Insulin and diabetes mellitus type 1

Diabetes Case Study

Abnormal ECG

Angina pectoris



Cardiovascular physiology (level 6 for 621)

Drugs and ischaemic heart disease (level 6)

ECG Basics

Ischaemic heart disease - myocardial infarction

Mike Miller – Case Study

HTTPS://SYD1.KURACLOUD.COM/I/24AE6DCE/STAFF/COURSES/51/STUDENTVIEW

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Week 31	8 – 9	9 – 10	10 – 11	11 – 12	12 – 1	1 – 2	2 – 3	3 – 4	4 – 5
Monday		Immune System Disorders Cg.16				Introduction to Simulation Cg.16			
Tuesday	Kura Cloud Cardiac					Death & Dying Cg.16			
Wednesday	Kura Cloud Cardiac					Cardiac Lectorial Cg.16		Team Work Project	
	Stream A Simulation		Stream A Simulation			Stream A Mental Health D1.35/Cg.17			
	Stream B Mental Health D1.35/Cg.17					Stream B Simulation		Stream B Simulation	
Friday		Stream B HLBN622 Clinical Prep Cg.16				Stream B Cardiac Case Study Cg.18		Stream A Cardiac Case Study Cg.18	

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https://www.leafscience.com/wp-content/uploads/2017/03/xmotivation-marijuana-3.jpg.pagespeed.ic.MqjFT23Uol.jpg

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THE IMPACT OF THE KURA CLOUD LEARNING PLATFORM ON STUDENT MOTIVATION AND OWNERSHIP OF LEARNING.

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OBJECTIVES

- TO EXAMINE THE PRESENT NATURE OF STUDENT ENGAGEMENT WITH THE KURA CLOUD LEARNING PLATFORM
- TO IDENTIFY IF KURA CLOUD HAS INCREASED STUDENT MOTIVATION FOR THEIR OWN LEARNING
- TO IDENTIFY WHAT IMPACT IF ANY, KURA CLOUD HAS HAD ON STUDENT OWNERSHIP OF THEIR LEARNING
- PROVIDE INFORMATION FOR THE ONGOING INTEGRATION OF THE KURA CLOUD LEARNING PLATFORM IN THE UNDERGRADUATE NURSING CURRICULUM.

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SURVEY TOOL

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QUESTIONS

- KURACLOUD LESSONS HELPED ME TAKE OWNERSHIP OF MY LEARNING
- I HAVE MADE MY OWN NOTES IN THE NOTEBOOK SPACES PROVIDED IN THE KURACLOUD LESSONS.
- WHETHER THE CONTENT IS DIFFICULT OR EASY, THE KURACLOUD LESSONS ENABLED ME TO WORK THROUGH THE MATERIAL AND UNDERSTAND IT.
- KURACLOUD CASE STUDIES MADE ME REALISE THE IMPORTANCE OF SCIENCE IN NURSING PRACTICE.
- KURACLOUD PROVIDE A SAFE ENVIRONMENT FOR ME TO LEARN FROM MY MISTAKES.
- I WILL BE ABLE TO USE WHAT I HAVE LEARNED IN ONE LESSON IN OTHER SITUATIONS.
- I AM CONFIDENT I UNDERSTAND THE CONCEPTS PRESENTED IN THE KURACLOUD LESSONS.
- THE KURACLOUD LESSONS PROVIDED A VARIETY OF LEARNING MATERIAL AND ACTIVITIES THAT ENABLED ME TO LEARN INDEPENDENTLY.
- THE KURACLOUD LESSONS HELP ME LEARN HOW TO PROBLEM-SOLVE.
- THE KURACLOUD LESSONS ENCOURAGE ME TO ANSWER QUESTIONS INDEPENDENTLY.
- THE FORMAT OF KURACLOUD INCREASED MY MOTIVATION TO LEARN.
- THE REAL-LIFE VIDEOS AND STORIES INCREASED MY INTEREST IN THE CONCEPTS IN THE TOPIC.
- THE KURACLOUD CASE STUDIES INCREASED MY INTEREST OF NURSING CARE.
- THE LECTORIALS SUPPORTED MY LEARNING FROM KURACLOUD.
- I AM WILLING TO PARTICIPATE IN THE KURACLOUD LESSONS BECAUSE THEY ARE INTERESTING.
- THIS KURACLOUD STYLE OF LEARNING IS EFFECTIVE FOR ME.
- KURACLOUD ENCOURAGES ME TO SEEK EXTRA INFORMATION ABOUT TOPICS.
- THE KURACLOUD LESSONS ARE APPROPRIATE FOR MY LEVEL OF LEARNING AND STUDY.

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QUESTIONS – ANSWERED USING LIKERT-SCALE

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Strongly disagree --- Disagree --- Neutral --- Agree --- Strongly agree

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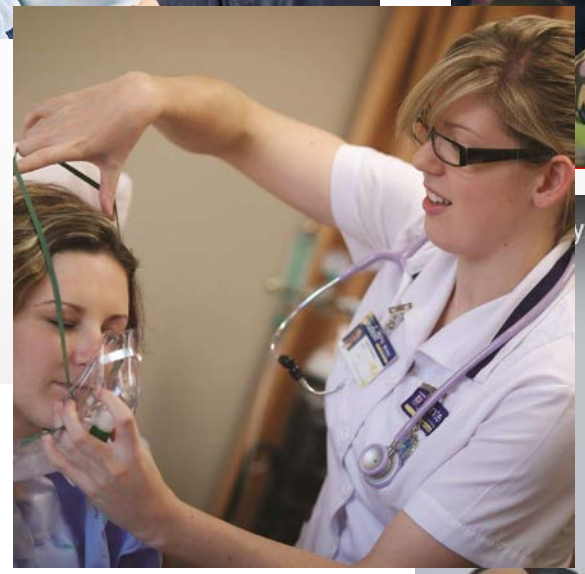
OPEN-ENDED QUESTIONS

- WHAT THINGS WORKED WELL FOR YOU WHEN USING KURACLOUD?
- WHAT THINGS DID NOT WORK WELL FOR YOU WHEN USING KURACLOUD?
- PLEASE MAKE ANY FURTHER COMMENTS YOU WISH TO MAKE.

PARTICIPANTS

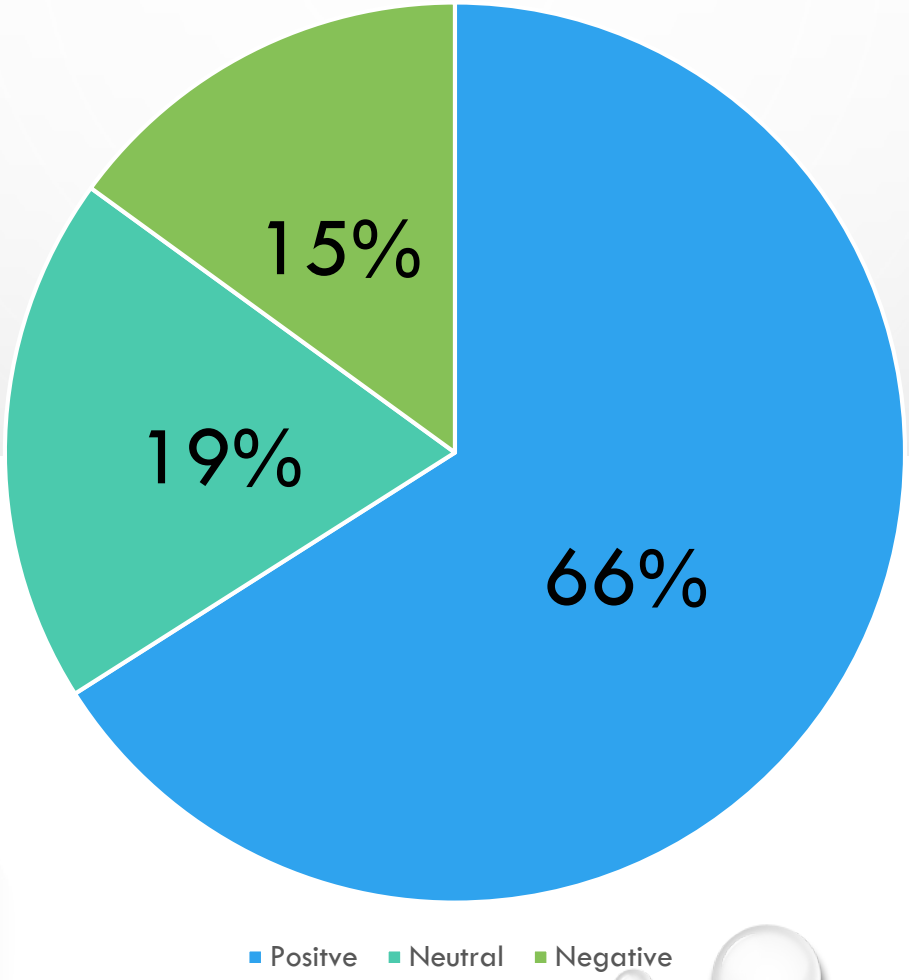


All pictures from Google Images or Wintec Website

The Latest...
Results
The Results Are In!

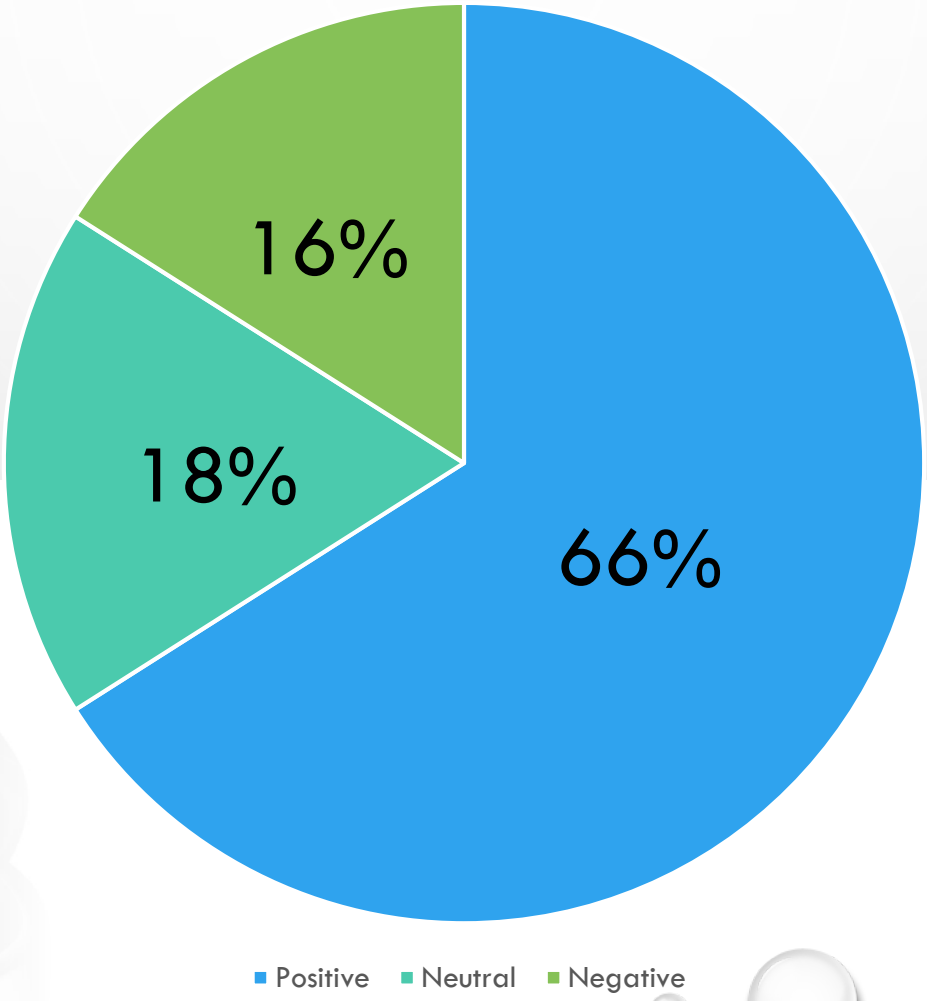
Motivation

Overall Picture



Ownership of Learning

Overall Picture



THEMES IN THE OPEN-ENDED QUESTIONS

https://blogs.adobe.com/digitalmarketing/digital-marketing/brands-lay-out-their-top-cx-priorities-themes-and-challenges-for-2017-and-beyond/

WHAT THINGS DID NOT WORK WELL FOR YOU WHEN USING KURACLOUD?

When I didn't understand the question and not being able to talk to a tutor about it straight away (S4)

Nobody to ask questions or give an explanation (S3)

Some of the things are hard to understand without explanations of tutors (S2)

Less interactive than lectures … (S1)

WHAT THINGS DID NOT WORK WELL FOR YOU WHEN USING KURACLOUD?

If answers weren't provided it was hard to gauge my level of understanding (S4)

There are some questions without answers which upsets me a little (S3)

I couldn't find the correct answer (S2)

Too much reading … How long it takes (S1)

What things worked well for you when using KuraCloud?

Videos – they explained things clearly … I can access it in my own time (S4)

It's precise, concise and convenient (S1)

The short answer and MCQ's help me answer and correct myself if I was wrong with a good explanation of the right answer (S2)

The case study includes everything about this patient, which gives me a whole clinical picture (S3)

Each topic is explained in detail with real life examples (S3)

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PLEASE MAKE ANY FURTHER COMMENTS YOU WISH TO MAKE.

… providing an answer "makes students lazy and little or no research is done or independent reading because the answer … is there" (S3)

Helpful online learning (S5)

To be completely honest, I didn't do a single KuraCloud activity in Semester Five … (S5)

Not sure why we need to pay for it! (S4)

This was not an effective use of my time and I would not recommend it (S5)

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PLEASE MAKE ANY FURTHER COMMENTS YOU WISH TO MAKE.

KuraCloud has allowed me to be a more independent learner and feel safe when making mistakes. This is a very effective way to really cement what you need to know and alongside with the lectorial, my understanding was deeper (S2)

SO WHAT?

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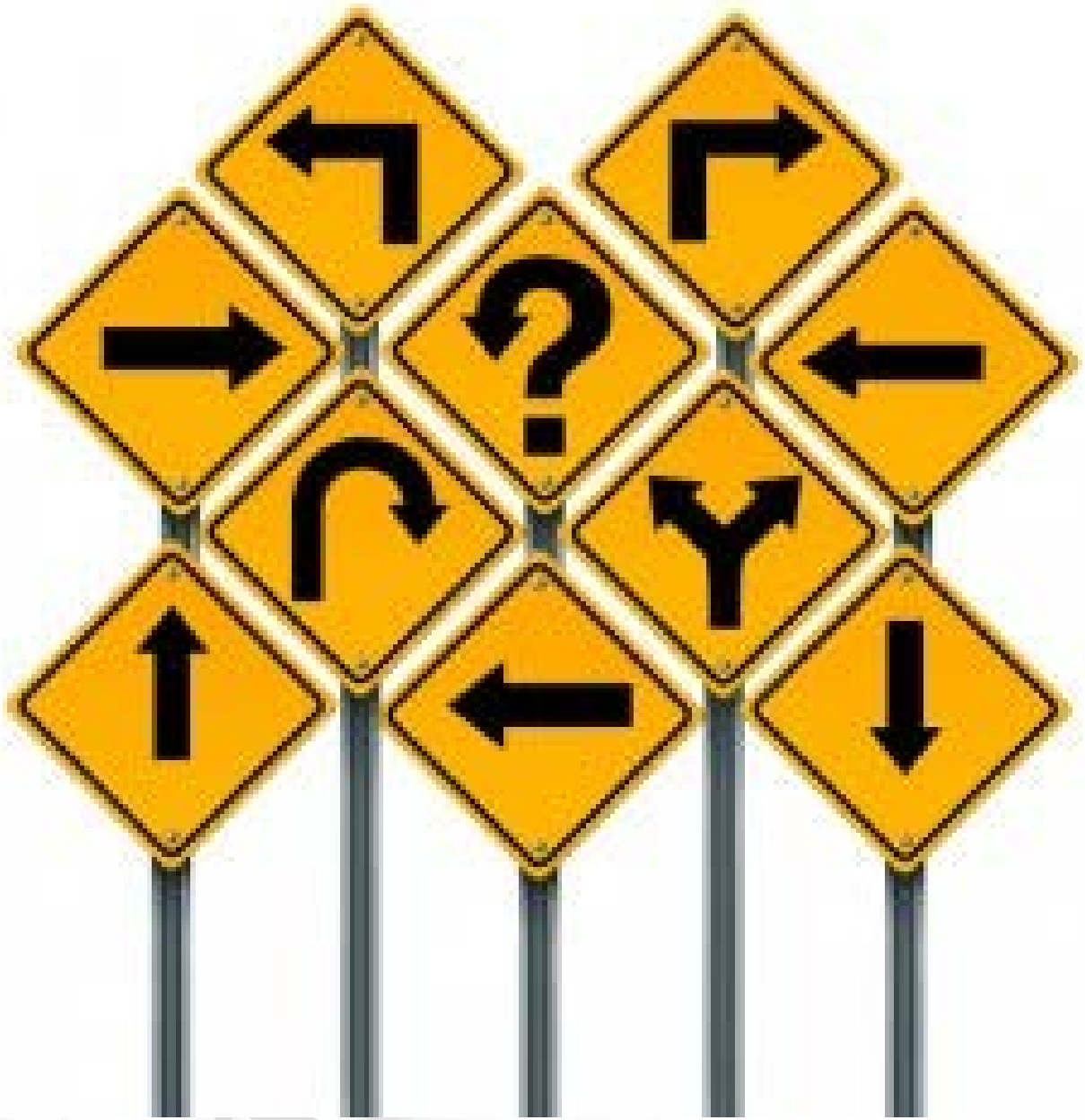

WHERE TO FROM HERE?

REFERENCES

- CONLEY, D. T. & FRENCH, E. M. (2014). STUDENT OWNERSHIP OF LEARNING AS A KEY COMPONENT OF COLLEGE READINESS. *AMERICAN BEHAVIORAL SCIENTIST, 58*(8), 1018 - 1034).
- JANG, B. G., CONRADI, K., MCKENNA, M. C. & JONES, J. S. (2015). MOTIVATION: APPROACHING AN ELUSIVE CONCEPT THROUGH THE FACTORS THAT SHAPE IT. *THE READING TEACHER, 69*(2), 239 – 247. DOI:10.1002/TRTR.1365
- YURCO, P. (2014). STUDENT-GENERATED CASES: GIVING STUDENTS MORE OWNERSHIP IN THE LEARNING PROCESS. *JOURNAL OF COLLEGE SCIENCE TEACHING, 43*(3), 54 – 58.

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