



Using Lt in five Bachelor of Nursing cohorts: How's it going so far?

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Who are we?

- **WINTER: Waikato Institute of Technology** (Hamilton – City campus)
 - Centre for Health and Social Practice
 - Bachelor of Nursing – approx. Intake of a total of 200-250 student per year.
 - Bachelor of Midwifery - intake of approx. 45-75 students per year
 - Bachelor of Physiotherapy (starts 2019) – first intake 20 students

Our history with Lt

- **Prior to 2017**

- Lab tutor used in some Semester 1, 2 and 3 nursing science labs.

- **2017**

- Year 1 (Semester 1 and 2 Nursing Health science)
 - **Lt made the primary source of course content**
 - **We authored most of our own lessons in Lt**
- Year 2 - Semester 3 +4 – Lt case studies used for pre-learning before some lectures / lectorials.

- **2018 additions**

- Level 4 – Enrolled nursing and health science bridging courses introduced use of Lt for lectures and labs.

Let's focus on.....

Year 1 Bachelor of Nursing

Semester 1

Semester 2

Health Science Module

Health Science Module

Nursing Module A

Nursing Module D

Nursing Module B

Nursing Module E

Nursing Module C

Nursing Module F

- Year 1 (Level 5) Semester 2, Bachelor of Nursing students
 - Health science module
 - Physiology with pharmacology, microbiology and genetics
- Five cohorts
 - 2016 Semester A + B (Pre –Lt)
 - 2017 Semester A + B (Lt)
 - 2018 Semester A (Lt)

What changed?

Our Semester 2 Health Science
Classes went from

This

to

This



2016

2018

Why change?

- November 2016: Brain Trust Event 2016
 - Wintec health science + nursing staff attended
 - Introduced to and inspired by the concept of lectorials by Tony Zaharic
- Education moving toward
 - Blended learning – inclusion of digital media and face to face learning.
 - Flipped classrooms – Contact time used for discussion, application, consolidation



Why change?

We repositioned our role as tutors from "Sage on the Stage" to "Guide on the Side".



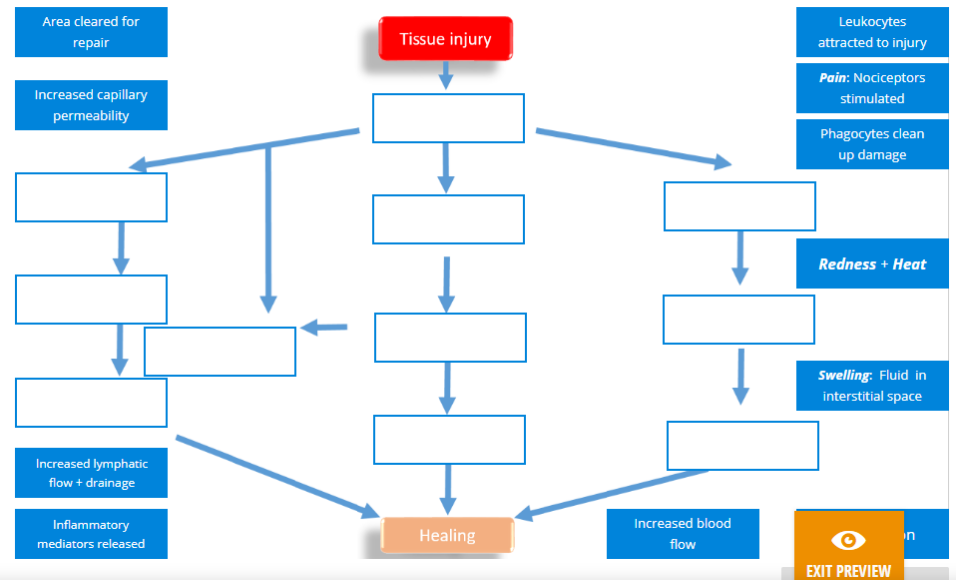


Authoring in Lt was simple and allowed us to provide students with:

- Clarity and focus
- Opportunities to check their understanding
 - Regularly
 - Variety of ways
- Immediate feedback as they learn

Why change?

Drag and drop the labels to describe the process of inflammation from tissue injury to healing



Let's look at the details ...

2016

Lecture 2 hrs
100-150 students
Power point + computer
or paper

Lab / Tute 2 hrs
Up to 20 students
Paper-based

Homework 1 hr
Self study
Paper based

2017

Lt Lesson/s 2 hrs
Self study

Lectorial 1 hrs
50-75 students
Paper-based

Lab / Tute 2 hrs
Up to 20 students
In Lt



What students said:

2017 Sem A* * = End of module survey

“What do you think about use of Lt compared to lectures?”

Pros - Themes

1. Found Lt helpful/beneficial
2. Lt allowed flexibility in the pace and timing of study
3. Lt improved understanding
4. Lt content was concise / provided clarity
5. Like exercises that allow them to check understanding / interactivity
6. Covers more learning styles than lectures
7. Requires you to work to learn

Cons - Themes

1. Would prefer to have lectures
2. Prefers to write rather than type / wants to print off Lt content
3. Would like additional explanations
4. Feels like they are working by themselves / being taught by a machine / teaching themselves

What students said:

2017 Sem B * * = End of module survey

“What is going well in your studies so far?”

Pros - Themes

1. Generally positive comments about Lt – like/love
2. Lt allowed flexibility in the pace and timing of study
3. Lt improved understanding
4. Like exercises that allow them to check understanding / interactivity
5. Enjoyed applying Lt pre-learning content in lab classes.
6. Like lectorial (consolidation/ application) questions

“What improvements can you suggest?”

Cons - Themes

1. Too much content in Lt lessons
2. Lectorials are too short
3. Would prefer lectures

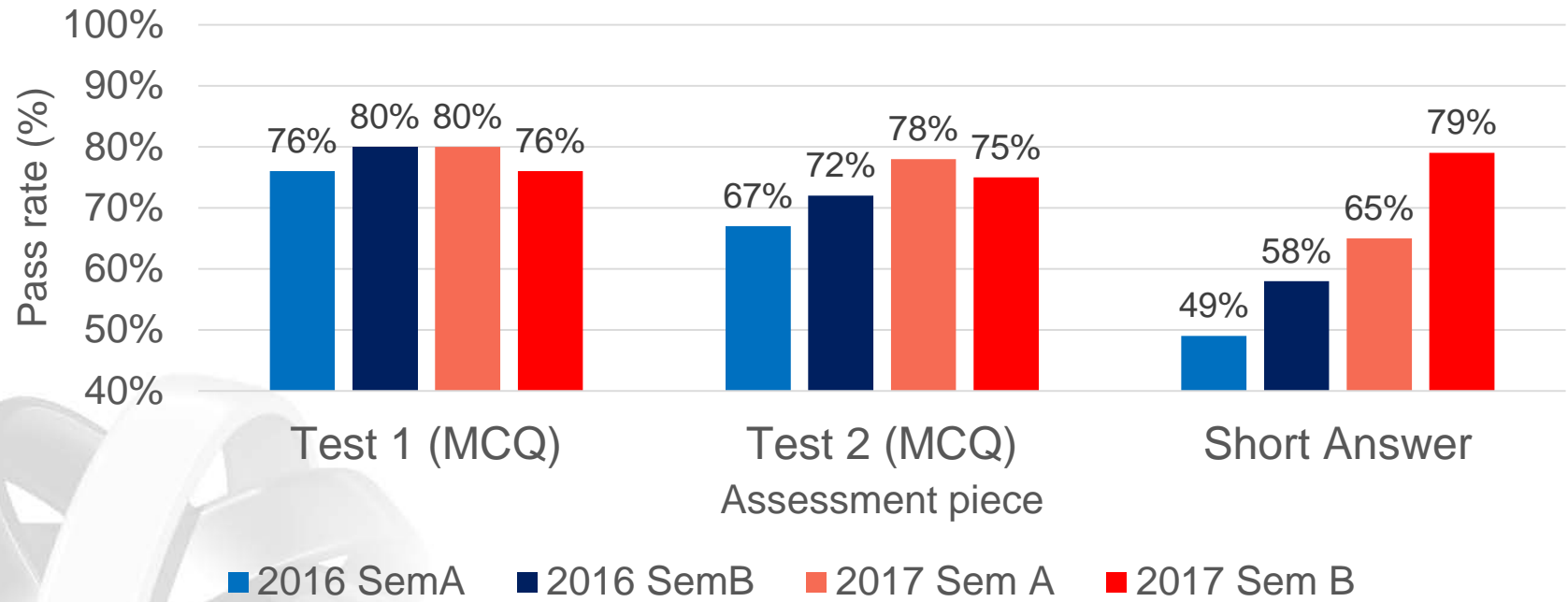
What happened?

Individual Assessments

Assessment pass rates of four Semester 2 health science student cohorts in the Bachelor of Nursing

Blue = pre Lt + traditional teaching

Red = Lt + blended + flipped learning





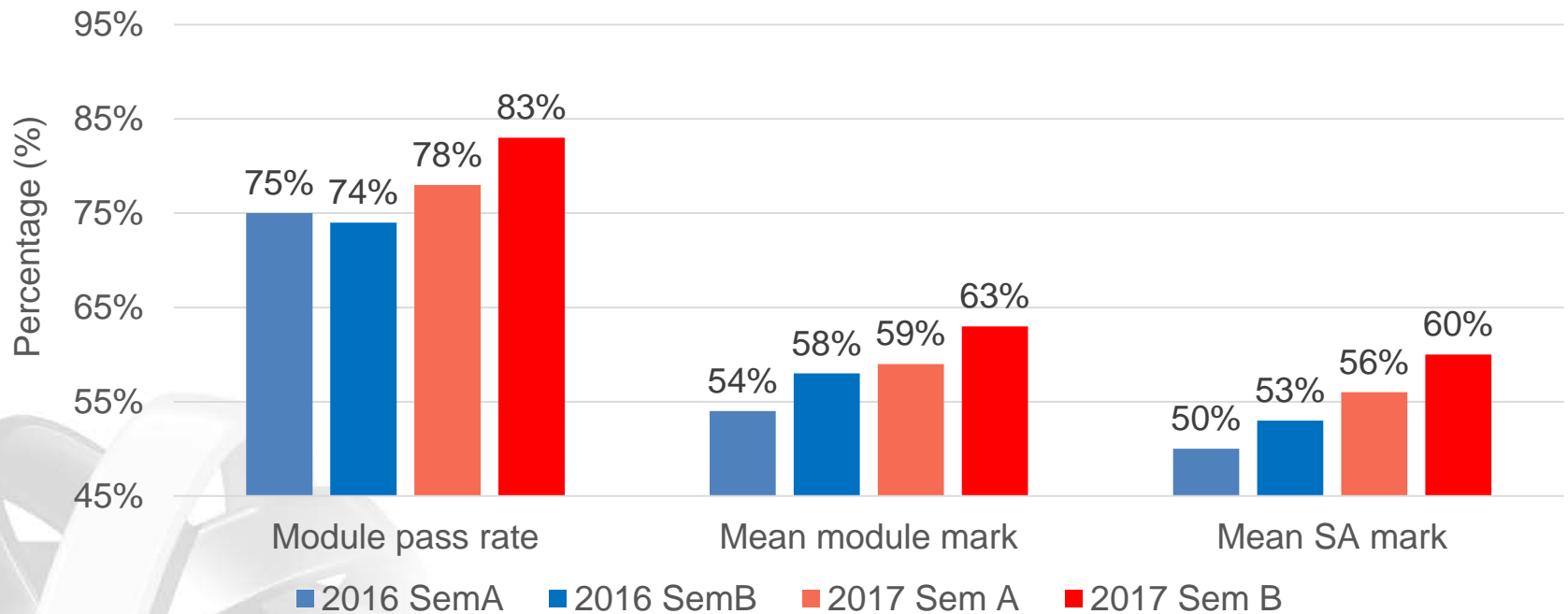
What happened?

Overall module pass rates and mean marks

Module pass rate, mean module mark and mean short answer test mark over four Semester 2 health science student cohorts.

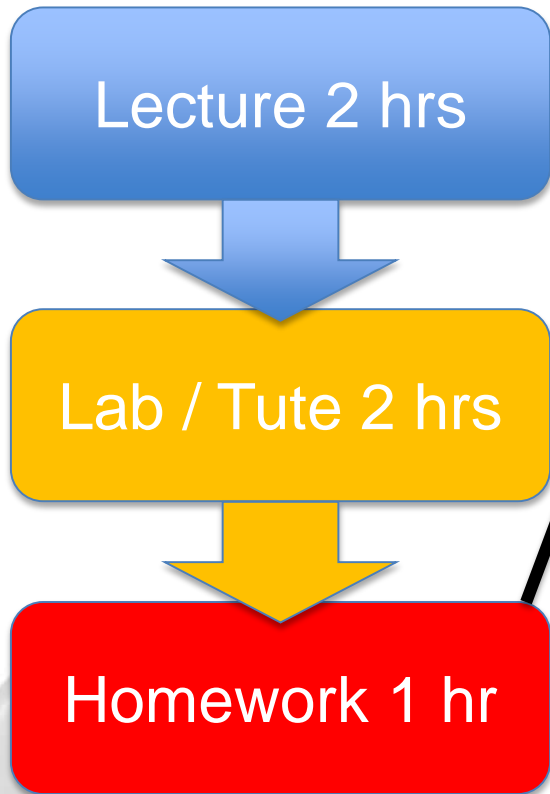
Blue = pre-Lt + traditional teaching

Red = Lt + flipped and blended

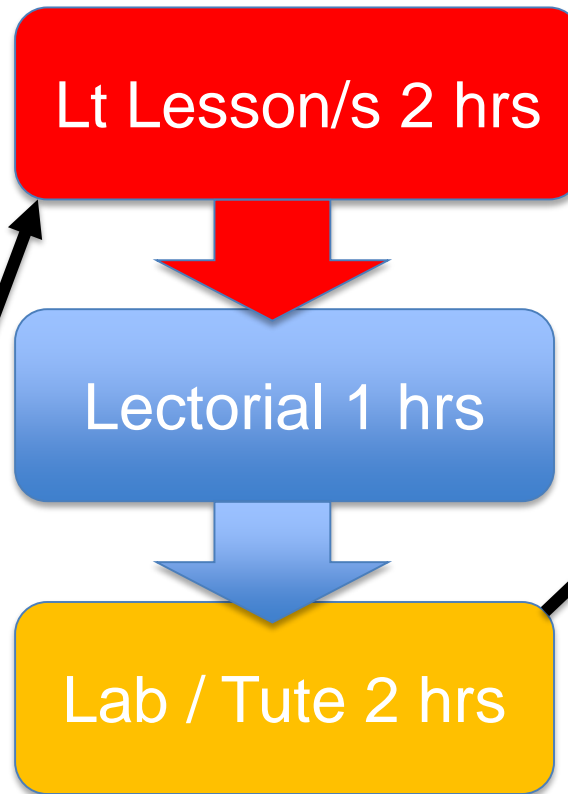


What changed in 2018?

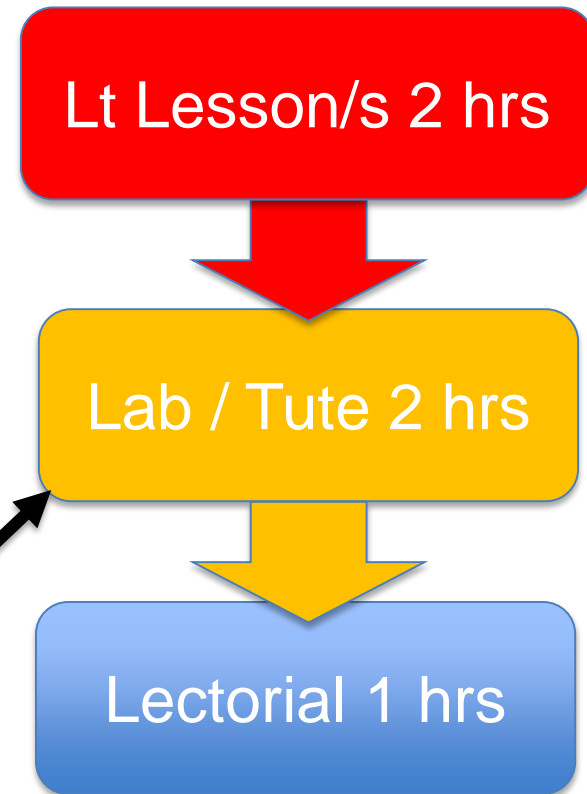
2016



2017



2018



Let's look at the details ...

2017

Lt Lesson/s 2 hrs
Self study

Lectorial 1 hr
50 – 75 students
Paper-based

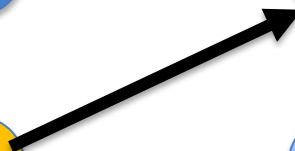
Lab / Tute 2 hrs
Up to 20 students
In Lt

2018

Lt Lesson/s 2 hrs
Self study

Lab / Tute 2 hrs
Up to 20 students
In Lt

Lectorial 1 hr
50 – 75 students
Now mostly in Lt



What students said

2018 Sem A* * = End of module survey

“What is going well in your studies so far?” “What improvements can you suggest?”

Pros - Themes

1. Enjoyed not having lectures
2. Understood when theory was put into context (in labs / lectorials).
3. Labs bring everything together.
4. Generally positive feedback

Cons - Themes

1. Would prefer lectures
2. Would like lectorials to be longer
3. Would prefer to write / print off Lt lessons
4. Generally negative feedback

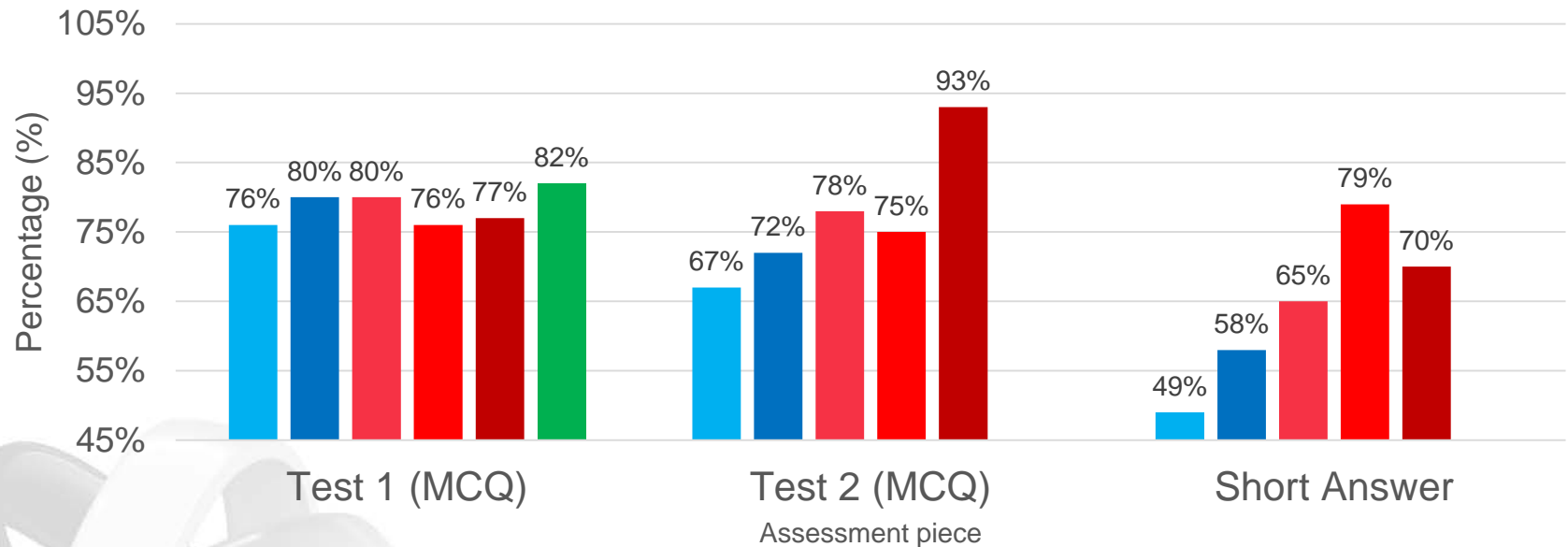
What happened?

Individual Assessments

Assessment pass rates of 5-6 Semester 2 health science student cohorts in the Bachelor of Nursing

Blue = pre-Lt + traditional teaching

Red + green = Lt + flipped + blended learning



■ 2016 Sem A ■ 2016 Sem B ■ 2017 Sem A
■ 2017 Sem B ■ 2018 Sem A ■ 2018 Sem B



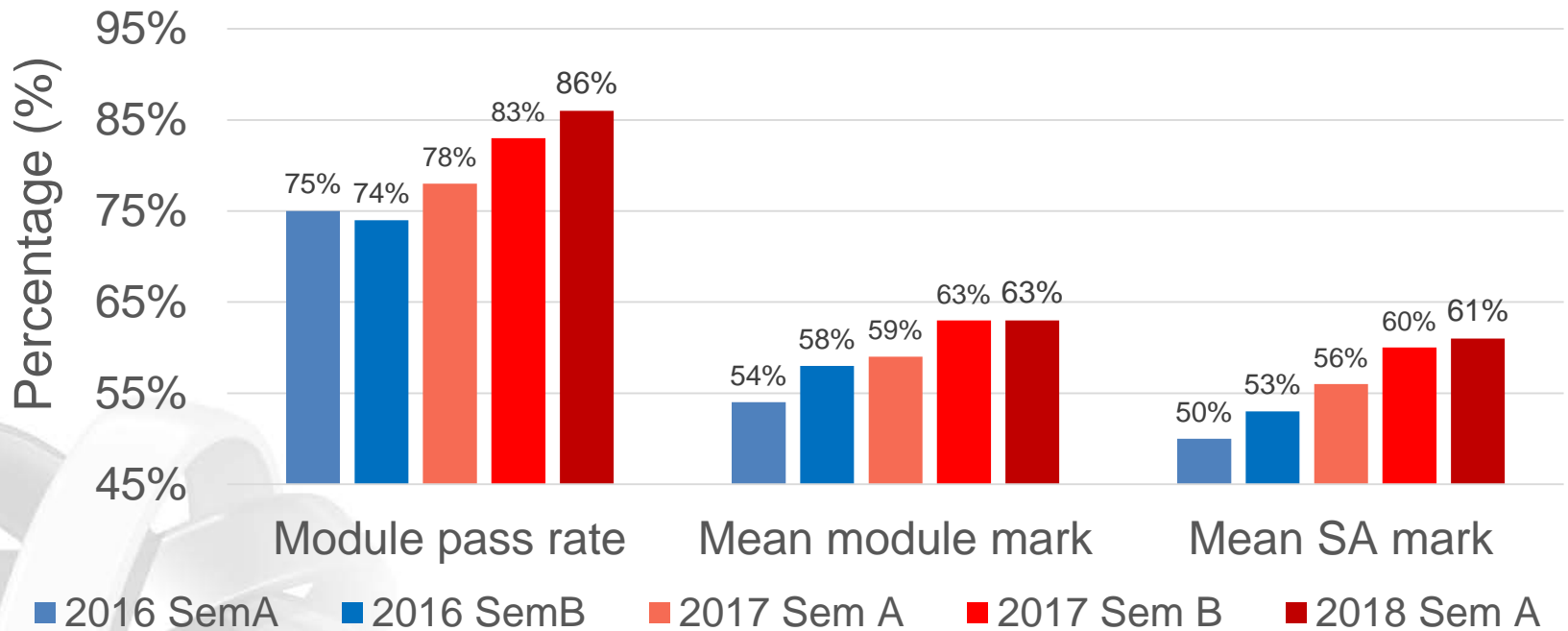
What happened?

Overall module pass rates and mean marks

Module pass rate, mean module mark and mean short answer test mark over five Semester 2 health science student cohorts.

Blue = pre-Lt + traditional teaching

Red = Lt + flipped + blended learning



Into the future....

- 2019
 - Level 5 - Introduction of "snap lesson" videos in Lt on key concepts.
 - Apply MUSIC model of motivation
 - Lt Health science content used to upskills graduate entry nursing students.
 - Level 4 – Lt used in completely online health science bridging module.
 - Level 5 Bachelor of Physiotherapy students start at Wintec will use Lt for health science.

How's it going so far?

How is THIS
working for us?



- Polarised student feedback about new structure.
 - On balance more positive than negative.
- Assessment results
 - Improved
 - Overall module pass rate
 - 75% → 86%
 - Mean overall module mark
 - 54% → 63%
 - Short answer
 - pass rate 49% → >70%
 - mean mark 50% → 61%

Where does the balance lie?

