

2010

Innovative approaches to generational instruction: Welcoming the NeXters via the Hybrid

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Recommended Citation

Smith, RN, MSN, Kellie and Clark, RN, MSN, CNRN, APN, BC, Kathleen, "Innovative approaches to generational instruction: Welcoming the NeXters via the Hybrid" (2010). *College of Nursing Faculty Papers & Presentations*. Paper 35.

<http://jdc.jefferson.edu/nursfp/35>

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Student Demographics

Students currently entering higher education were born between 1980-2000 and are often referred to as NeXters, Millennials, or Generation Y.

An undergraduate nursing core curriculum course was developed and implemented using a constructivist pedagogy approach which characterizes generational distinctiveness to optimize learning and student satisfaction.

Age Distribution:

| N= | Mean | Median | Mode | SD | Min | Max |
|----|------|--------|------|-----|-----|-----|
| 82 | 24.6 | 22 | 22 | 6.4 | 20 | 52 |

Generational Distinctiveness

- Techno-savvy
- Family oriented (tremendous parental involvement)
- Self reliant, optimistic, confident
- Team and goal oriented
- Realistic, tenacious, with a heroic spirit, and proficient at multi-tasking
- Practical and trusting of authority
- Demand employment that is satisfying and complementary to their lives
- Seek flexible work schedules

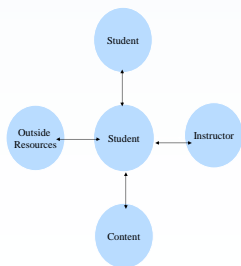
NeXter's Model of Instruction

Constructivist Pedagogy:

- Emphasis on achieving active participation in learning
- Learning constructed from previous knowledge and experience
- Hybrid Course Instruction: Traditional face-to-face teaching enhanced with the use of technology
- Utilizes the proven effectiveness of traditional classroom instruction
- Student socialization kept intact
- Instruction supplemented with the usage of instructional technologies

Hybrid Instruction

- Blend of traditional in-class sessions with online (web based) components
- Encourages active and interactive learning
- Student-centered instruction
- Provides multiple opportunities for the student to explore, discover and learn according to individualized needs
- Increased Interaction between:



Essential Aspects of Hybrid Course Instruction

Self-Directed Learning

- Orientation and cohesive course structure
- Expectations addressed
- Firm schedule that does not fluctuate
- Online course learning units consist of: organized presentation of concepts including: assigned readings, content lectures (reflective of course objectives and learning goals), web resources and assignments
- Self-paced student progression
- Concise, organized, and easy to navigate

Problem Solving with Immediate Relevance

- Problem based learning and critical thinking exercises that attach meaning from real world experiences
- Individual and group projects reflective of current issues and trends in nursing
- Timely individualized instructor feedback using rubrics

Immediate Feedback

- Serves to organize the student, indicating what core content is important and how it would be applied
- Prompt assignment and evaluative feedback increases student motivation and interest in the course (providing proof of achievement and performance)
- Rubrics offer clear expectations for learning outcomes
- Frequent formative and summative evaluation (Confirms student understanding and recall of information)

Active Participation and Communication

- Course Online Discussion Forum
- Encourages student interaction
- Develops shared understanding from diverse sources
- Serves as a socialization tool
- Instructor as moderator and active facilitator

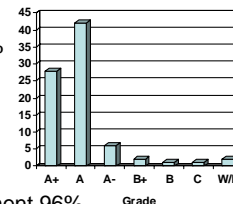
Outcomes

Course evaluation data (n=82)

% of students reporting:

- Very Satisfied- Satisfied- neutral: 66%
- Correlation of course content 98%
- Clarity of assignments 98%
- Facilitate written communication 96%
- Workload 98%
- Online environment 92%
- Theory to practice 96%
- Professional role development 96%
- Enhanced critical thinking 92%

Distribution of Grades



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