Using a Scaffolded, Multi-modal Approach in Multiple Learning Environments to Improve Student Success

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Background

- With the growing demands in health care since the start of the pandemic, it is crucial to strategically integrate classroom (didactic) and clinical (practice) learning activities to promote nursing student's clinical judgement.
- To improve the preparation of nursing students for the dynamic, ever-changing healthcare workforce, nurse educators must be intentional and scaffold innovative, active learning strategies into the curricula to provide students with opportunities to improve higher-level critical thinking skills.
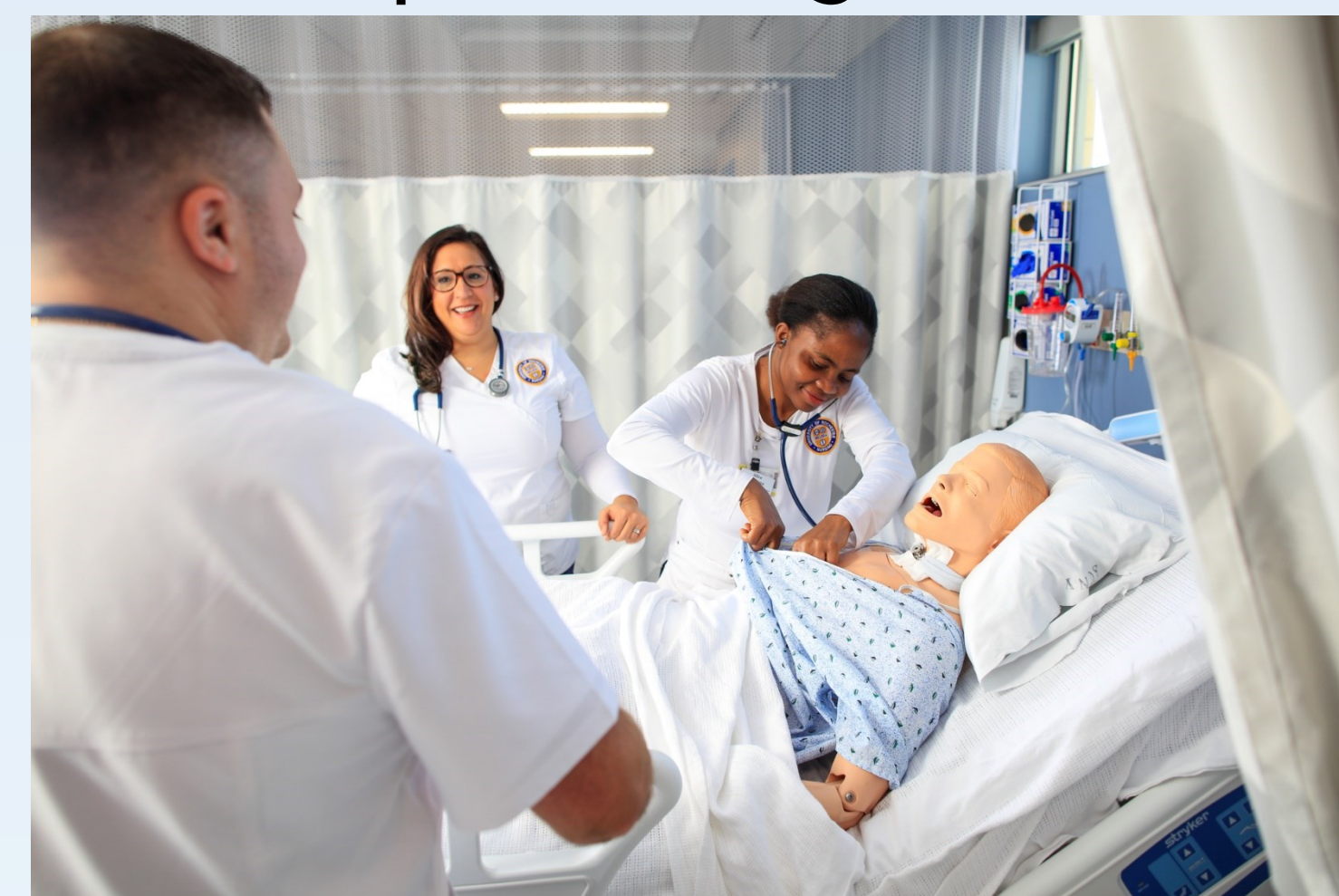
Goals

- Highlight the implementation of meaningful scaffolded content related to the exemplar of Sepsis, using a multi-modal approach for nursing students in an accelerated undergraduate nursing program.
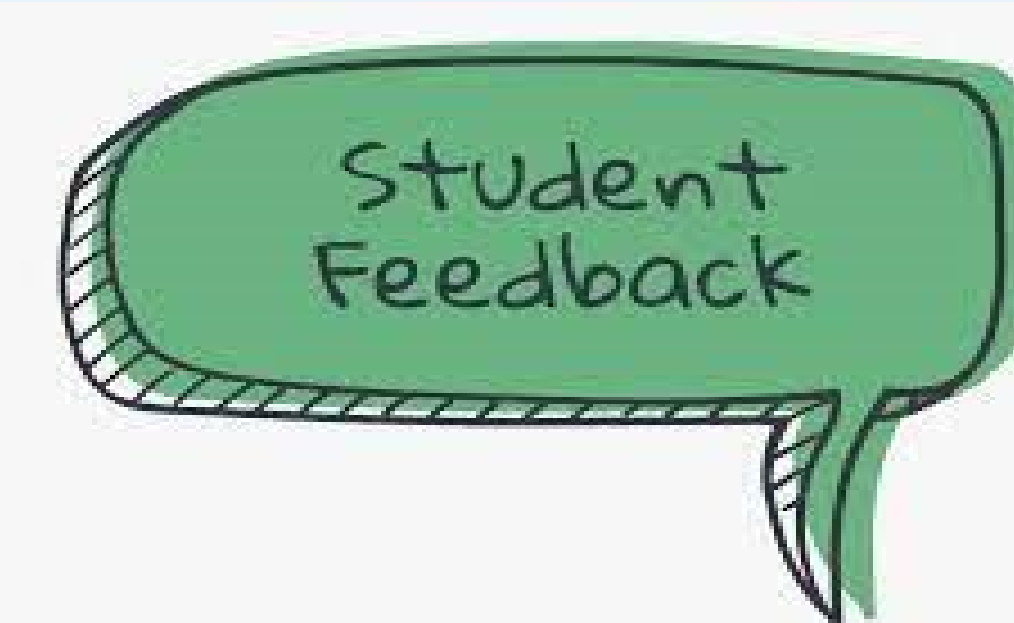
Methods

Multiple technological resources were utilized in various learning environments to provide opportunities for students to apply their knowledge related to the exemplar of sepsis. This multi-modal approach included:
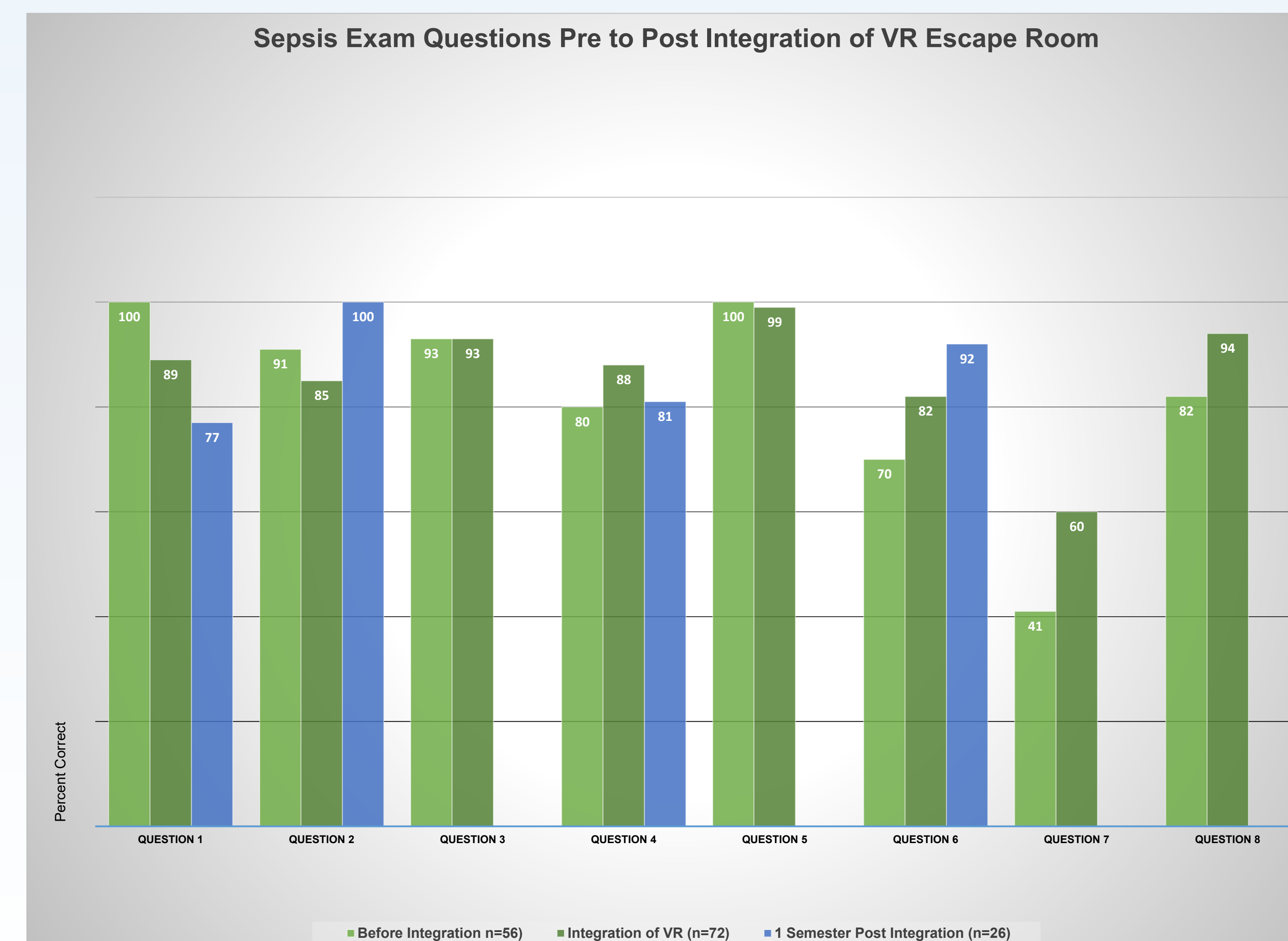
- Voice recorded lecture
- In class case studies
- virtual reality escape room
- virtual case studies
- high fidelity simulation
- higher-level questioning

Results

Student Feedback

"I really enjoy your teaching methods as it makes me fully learn the subjects rather than just memorize the slides."

"I feel the different forms of activities can help us remember the content."

Data collected in the chart below indicates improvement in 5 out of 8 questions. Two questions were unchanged in terms of scores.

Sepsis Exam Questions Pre to Post Integration of VR Escape Room

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
Before Integration n=56	100	91	93	80	100	70	41	82
Integration of VR n=72	89	100	93	88	99	82	60	94
1 Semester Post Integration n=26	77	85		81		92		

Conclusions

- A multi-modal approach is beneficial for students to retain information and apply their knowledge.
- Scaffolding content intentionally throughout a course should not be limited to didactic delivery but utilized in a variety of settings, allowing students multiple opportunities to practice clinical judgment skills and apply knowledge.

References

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