NUR1100 - Introduction to Nursing Praxis

Dr Lisa Beccaria, Senior Lecturer
Anne Brock, Lecturer
School of Nursing and Midwifery

TITLE: Embedding online technology to build social and emotional engagement with first year nursing students: A pilot study

PARTICIPANTS: 424 undergrad students: NUR1100 S1, 2021: 415 and NUR1100 S2, 2021: 328

CONTEXT: NUR1100 Introduction to Nursing Praxis in Semester 1, 2021 is a first-year nursing course which provides students with an opportunity to attend an on-campus two day residential school to build foundational clinical skills. One of the challenges in students' preparation is that they typically meet their fellow residential peer group when they attend. Fundamental to the residential school is students' ability to work collaboratively together in relation to patient assessment and care, as well as practising health assessment skills on each other. A new initiative was introduced for Semester 1, 2021 to support the formation of online study groups with each residential school group so that students could interact, get to know each other before residential school, and continue to discuss aspects (such as course content and general information sharing) after the residential school and for the remainder of the semester. FlipGrid was the online technology that was introduced as the platform to support the above new initiative.

This proposed intervention aligned well with the University and School of Nursing and Midwifery priority of enhancing the first-year experience. Many of our students are first-in family at university, and/or come from culturally and linguistically diverse backgrounds, or have no previous work experience in health care, therefore, helping them to be exposed to and feel confident with our online environment (which can be explored in their own time) is seen as a real need in enhancing their learning experience. The course where this intervention took place is a large first-year foundational clinical skills course, typically with enrollments over 500. Students are expected to attend a mandatory clinical simulation residential school as part of this course, where they are able to develop their knowledge and skills in relation to basic physical assessment, e.g. cardiac/respiratory, as well as learn how to take patients vital signs, complete basic nursing documentation, and practice using standard communication techniques for handover. This course is run over Semesters 1 & 2.

Aim of the initiative

Due to the ongoing impact of COVID and the fact that students may be spending less time together on-campus, this initiative was aimed at trying to build social, emotional and engagement between first-year nursing students. In NUR1100 (Introduction to Nursing Praxis) all students are required to attend a mandatory residential school, which is held over 2 days and involves students practising a range of foundational clinical skills. For students who do not have prior healthcare experience, attending a simulated clinical learning environment which contains high-fidelity mannequins, the need to practice some health skills on each other and also the need to undertake some skills together and be able to communicate health care information can be a challenging anxious before attending the on-campus residential school, and this can affect their engagement and performance. Creating an online opportunity, therefore where students can begin forming a connection with each other, was seen as an important aspect in terms of their clinical skills residential school experience.

Therefore, the aim of this project was to increase NUR1100 students' social, emotional and collaborative engagement with their peers using FlipGrid as the online collaborative platform.

Educational Technologies

FlipGrid is an asynchronous platform designed to support group-based collaboration and communication online, where students can upload videos to share with other students in their group, and provide each other with feedback or comments about the ideas they present in their videos.

In Semester 1, 2021, 65 FlipGrid groups were created so that each residential school group could have their own FlipGrid page to communicate. Each group was provided with their own secure link to their FlipGrid group space.

In Semester 2, 2021, 29 FlipGrid groups were created for each residential school group.

Online engagement framework

The use of FlipGrid in NUR1100 was designed to provide each residential school group with a platform that would encourage greater student engagement in a number of ways, based on Redmond et al's (2018) Online Learning Engagement elements, including:

- Using FlipGrid to support **social engagement**
  To encourage those students in each residential school group to develop a relationship with the other students in their group in preparation for participation in the on-campus two day residential school. FlipGrid's capability to support students uploading short videos with a comments feature supporting responses from members within each group was intended to assist in establishing trust and providing a sense of belonging between members of each group, so each group had already built a sense of community and understanding before they met face-to-face for the residential school.
- Using FlipGrid to support **collaborative engagement**
  To encourage students to engage online with their peers in the lead up to their face-to-face residential school, and provide a group space where they could debrief about their res school experience and continue to learn from and collaborate with members of their group throughout the semester.
- Using FlipGrid to support **emotional engagement**
  To provide students with opportunities to articulate their assumptions and manage their expectations about the two-day residential school, to motivate each other in preparation for the res school experience, and help them develop greater confidence in and commitment to learning throughout the semester.

Project approach

FlipGrid was integrated into the Study Desk via the Getting Started Section. The information for students included a course instruction video (created using Adobe Spark), a link to a general FlipGrid video, a link to a FlipGrid research survey, and a link to the students' unique FlipGrid link to join their fellow residential school group members (as illustrated right).

FlipGrid was also mentioned in tutorial classes at the beginning of semester, and the course meet up leader also encouraged students to use FlipGrid.

FlipGrid was also discussed in General forum posts as illustrated below.

⌄ FlipGrid - a way of meeting and connecting with other students

This semester, we are going to be trialling the use of FlipGrid.

Click here to watch a brief course video on FlipGrid

What is FlipGrid?

FlipGrid is a social learning platform that has been used by educators in schools and universities all over the world. As a video platform it enables you to see and hear other students online asynchronously (meaning not live). This means that you can post and then later view others posts in your own time, at a time that is convenient to you. It is free and easy to use. It can be used in many different ways by teachers such as for assessment, reflections, meeting other students, responding to discussion topics. In this semester we have created a FlipGrid link for each residential school class group.

Within each weekly content module you will find a heading for student engagment activity - FlipGrid and you will be able to access the list of residential classes and links to access your class FlipGrid.

How to Get Started:

Watch a getting started student video about FlipGrid

Video: Everything you need to know about FlipGrid and NUR1100

How to Get the Most out of FlipGrid:

- Follow instructions on getting set up
- Be patient with yourself, learning a new technology can take a little bit of time, but you will soon get familiar
- Use it regularly with other students
- Try the topic suggestions provided by the teaching team as prompts

Advantages of using FlipGrid:

Students that have used FlipGrid have reported the following:

- It's ease of use
- Feeling like you are having a more life-life conversation with other students rather than just using text
- Feeling more connected to other students
- Being able to use your phone or your laptop
- It can help to build communication skills
- May reduce feelings of isolation studying online
- It can help to have your voice heard - this is important in developing professional communication skills

FlipGrid Feedback:

We are extremely interested to hear your feedback about the use of FlipGrid this semester. Please refer to the research project this semester which includes the link to provide quick feedback.

FlipGrid Research Project:

Please refer to the following information about the FlipGrid Research Project this semester. This link takes you to more information and how to give feedback.

FlipGrid Research Project

Accessing FlipGrid:

Go to the weekly content resources on the study desk and refer to the student engagement activity. Click on the link below for further instructions on how to access.

FLIPGRID

GENERAL COURSE FORUM (ALL STUDENTS) -> Accessing FlipGrid Groups
by Lisa Beccaria - Monday, 22 February 2021, 3:39 PM

Hi everyone,

In this week's tutorial, your teacher will be talking about FlipGrid.

Here is a short video that includes basic instructions on how to find more information, and how to get in contact with your fellow residential school students.

FLIPGRID - HOW to ACCESS

Happy FlipGridding

Kind regards

Lisa

Permalink   Edit   Delete   Reply

See this post in context

❶ Help and documentation
You are logged in as Lisa Beccaria (Log out)
NUR1100_2021_1

In addition, the residential school teachers were encouraged to use FlipGrid to introduce themselves to the student cohort, thus modelling the use of FlipGrid while trying to build social connections between residential school teachers and student groups.

The FlipGrid activity involved students uploading 1min 30sec videos for eight topics throughout the semester. These included:

Topic 1: "Experimenting with FlipGrid" - this is where students could practice using the platform without needing to share anything specific to the curriculum.

Topic 2: "Hello I am" - this is where students could introduce themselves. They were provided with some prompting questions to consider for their response, including "In your video, share: What your name is and perhaps how you pronounce your name, What is something you would like to share about yourself with others? In what country were you born? What made you decide to study nursing?"

Topics 3 - 8: Suggested things for the group to discuss as ideas, e.g. things in general they wanted to discuss, things they were excited about learning, things they were unsure about, hobbies and interests, and whether they were interested in forming a study group.

Overall, the FlipGrid was designed to: (a) build confidence and self-efficacy in using asynchronous communication tools; (b) build confidence in getting to know other students; and (c) at a cognitive level, consider what they needed to know to help them with their studies.

Evaluation method

FlipGrid's Analytics (2021) indicates how many separate groups have been created, the number of views, and the number of videos created. The only interactions that the students were using FlipGrid for was to introduce themselves, and other students were viewing their videos (some also responded with a direct comment/reply), while other students just viewed others' videos. Most views were of the teaching staff's FlipGrid videos. The following screenshot illustrates FlipGrid's Activity Snapshot:
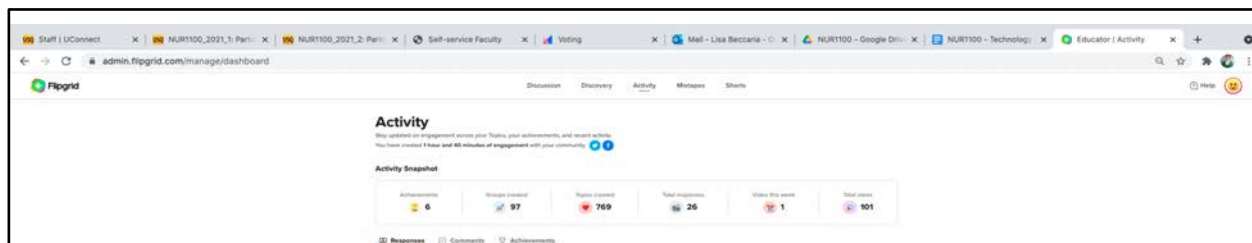
USQ StudyDesk analytics relating to the students' use of learning objects were used to determine how many students accessed each FlipGrid, and to identify any other factors regarding course participation and overall study engagement. The image below indicates that a significant proportion of students clicked onto the FlipGrid information in S1, 2021, which was comparable with some assessment information links (green indicates the students who had accessed the study desk during the semester), 59.4% in total, and 16.7% accessed the FlipGrid Research Project Information.

In comparison to S1, we found in Week 4 in the S2, 2021 course that over half of the students had already accessed the FlipGrid information.
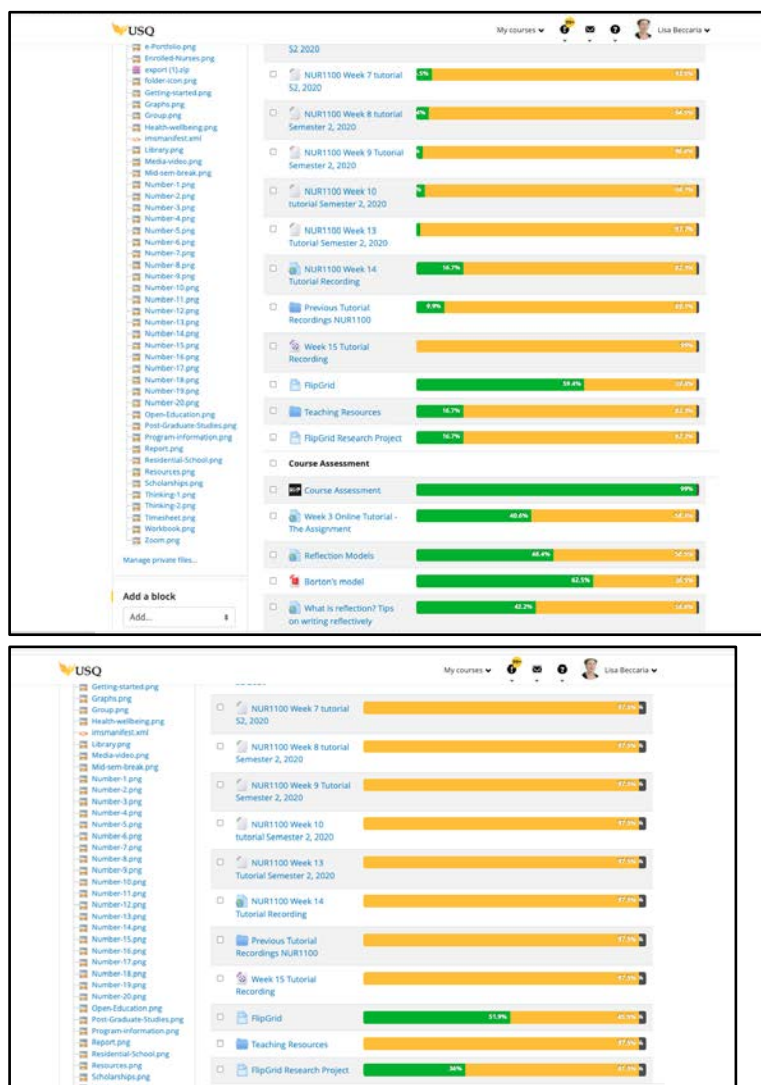
Data from Panapto's analytics showed 84 views of the brief course introductory video (as of 04/08/21).

Data was also collected from attendance at the residential school and course engagement data.

Flipgrid Survey - **Mentimeter** was used as a simple way of gathering data from students about their experience with using FlipGrid throughout S1 2021 (https://www.menti.com/o9aeq48vdy/0). In total seven students responded to the survey with two students including words to describe their experience of using FlipGrid, and one student added a comment about how it could be improved, including the ability to add options to reply to a p

Example of Mentimeter's word cloud feature to summarise student feedback:
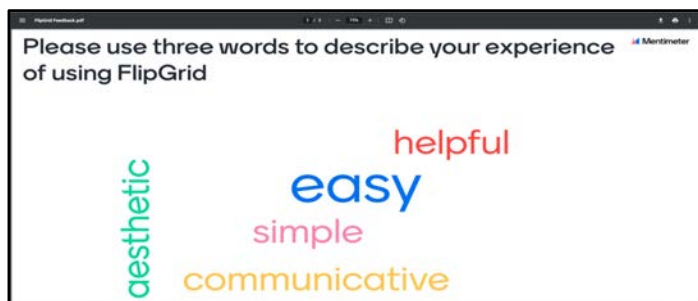
The following Session Dashboard screenshot indicates that students accessed most of the FlipGrid information within the first few weeks of semester and that according to course analytics, it was one of the most accessed resources, even compared with course and assessment information/material, indicating there was a clear interest in what FlipGrid had to offer students.

Project impact

Analysis of both StudyDesk and FlipGrid data showed there was very little uptake of FlipGrid by students in the Semester 1 cohort. This may have occurred as a result of little development time to get things ready before S1 commenced and the time required to obtain ethics approval. Given that it was after the S1 had started that the FlipGrid was effectively embedded into the course, this may have been too much online information for students to deal with. In previous cohorts, teaching staff has also found that it takes students some time to fully comprehend what residential group they are enrolled in via their student centre, and this is a necessary prerequisite for creating the 65 res school group FlipGrids for S1.

The main way students used FlipGrid in S1 was to record short introductory videos and to view other students' videos or recordings created by members of the NUR110 teaching team. For S1, there was no evidence of interaction in FlipGrid with the exception of two students responding to a teacher recording and one student commenting on another student's video.

Following on from the S1 experience, the NUR1100 teaching team are using FlipGrid again with their Semester 2, 2021 cohort and sent the following email to the cohort one week before S2 commenced:

Dear NUR1100 students,

Firstly a big welcome to you this semester in the course NUR1100 Introduction to Nursing Praxis. In preparation for the course which commences next week, I wanted to share some information with you.

This semester in NUR1100 Introduction to Nursing Praxis, all students have been placed into an online group according to your residential school group (as per your course enrolment). We are using a social learning platform called FlipGrid, and there is more information on the study desk in the Getting Started Section. You can use this link to get to know your fellow students, ask each other questions, share information, and you may even like to use it as an online study group. The good thing about FlipGrid is that it is free and easy to use. The link will remain open for you all semester. We would also ask that you provide feedback at some point during the semester about your FlipGrid experience.

You may like to firstly, click on this link (or copy and paste into your web browser) to create an introductory message to your fellow residential group members.

https://flipgrid.com/79677427

Toowoomba External RS09, Semester 2, 2021

Check out this Flipgrid!
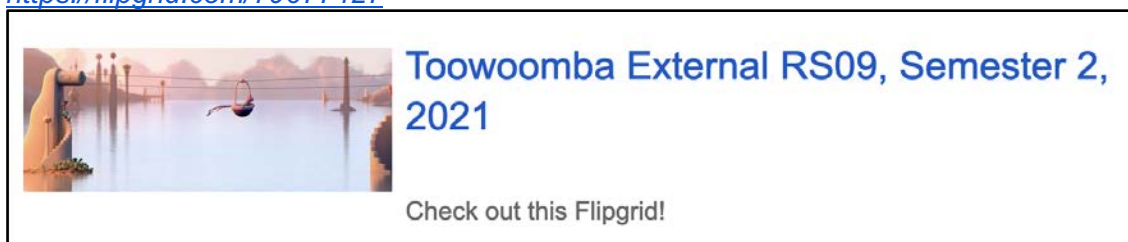
I hope you all have a wonderful semester

Kind regards,

Lisa

Students viewed the FlipGrid videos created by the Clinical Nursing staff (illustrated below), although from the Course Examiner's perspective it was a challenge to get all of the casual staff involved, partly due to the limited time but also some staff were uncertain what to do. For example, one staff member sought help from the Course Examiner to record their video using FlipGrid in her

office. This highlights the need for targeted training of any teaching staff who are required to trial the use of a new technology as part of their involvement in teaching a course.
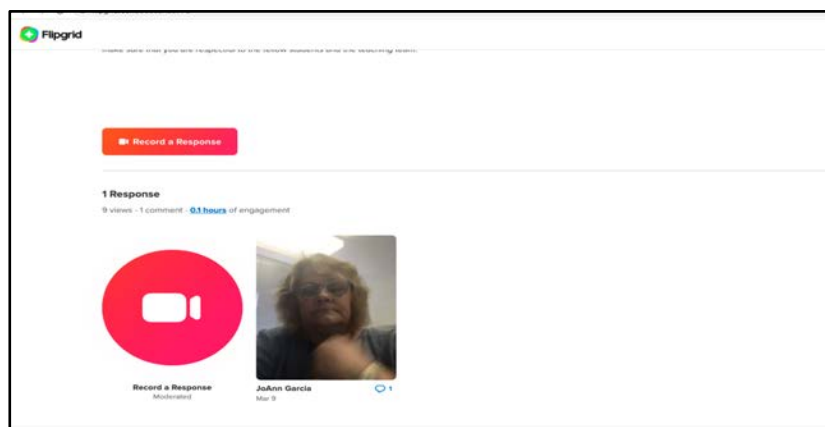
FlipGrid was new to me as the Course Examiner which meant that I needed to invest time in becoming familiar with the features and functionality of FlipGrid and undertaking prototype testing. I also needed some discussions with the project team about best ways to foster this type of engagement and ideas for flipgrid activity. Participating in the Tech Dems workshop sessions also introduced me to additional technologies, such as Mentimeter and Adobe Spark which I learned how to use and found these to complement FlipGrid in NUR1100's course design.

For the purposes of NUR1100, I think FlipGrid is best used to support introductory-style engagement within a cohort platform, which is the way students have appeared to use it. They also viewed a short video getting to know their laboratory teacher, which is positive in preparing for their on-campus residential school.

In terms of the effectiveness of FlipGrid used to achieve this project's aims, whilst there was some uptake by students in S1, it was quite minimal. The results of S2 2021 might shed more light on students' interest in, and confidence in, using a technology such as FlipGrid to engage more with their peers. First year students such as those enrolled in NUR1100 are transitioning to university study, so whilst this type of technology may have a place, however it may require more work on behalf of the teaching team to identify the potential of FlipGrid in enhancing the student experience and demonstrating tangible benefits for students to invest the time in engaging with such a technology, and with their lecturers and peers.

While the intention of this project was not to test the effectiveness of FlipGrid with regard to specific learning outcomes, the results of this project has indicated that there is *some* desire for students to get to know each other, know about each other, and experience a more personal introduction (by way of short video) to their teacher, all of which may assist in building greater social and emotional engagement throughout a teaching session.

Recommendations

In preparation for the next offering of NUR1100, I intend to keep using Mentimeter as a way of gathering simple feedback from a student cohort, and encourage the teaching staff to continue to create their own introductory videos at the beginning of the semester.

With regard to the current course design, I may remove many of the topic-based activities and focus future activities for social engagement. I also need to discard much of the information presented on StudyDesk, and rewrite this to be more clear and concise.

I'm not sure if I will continue to use FlipGrid for this purpose. I need to find a simpler solution to support students meeting each other to reduce the administrative/technological load of setting up large sets of FlipGrid groups for each new cohort/semester.

A number of aspects need to be improved or enhanced in preparation for the next offering of NUR1100. These include:

- Early communication with students, including just before semester commenced and reinforced in the first couple of weeks of semester, and try a more personalised approach in any emails or announcements informing students about FlipGrid;
- Develop a set of instructions for students that clearly takes them through a step-by-step process to use FlipGrid;
- Using Mentimeter in situ within the flipgrid environment to gain instant feedback
- Encourage more of the teaching team to record their own introductory videos at the beginning of the semester; and
- Encourage students to respond more readily to group contributions, even if at times they simply use emojis as acknowledgement of having read, liked or supported a student's idea, question, comment or response.

Some general recommendations about using new technologies in a course include:

- Seek advice from digital technology advisors and/or educational designers on the best ways to embed information in StudyDesk so that it is clear, concise and visually appealing;
- Obtain feedback from students early on in the semester to gain an understanding of how to best promote students' use of a technology;
- Consider getting students to test your technology before it goes live to the whole cohort;
- Explore if there is a notification feature where students would receive a message if someone replied to their FlipGrid video.
- Consider showing examples of student's video postings from a previous cohort (with the students' permission, of course) as a way of modelling student contributions; and
- As an administrator for the flipgrid groups, I did learn that having 2 accounts was problematic to access data or at least remembering which account would hold the data (e.g. either an initial set up from microsoft office or gmail). My advice is to make a note of which account you had initially set up and only use that account to manage your educator dashboard.