



Graduate Nursing Students Satisfaction With Distance Learning

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Background

1. Understanding what influences graduate nursing students' satisfaction with distance learning will help administrators and faculty offer curriculum that provides support and positive distance learning experiences and successful outcomes.
2. This important with distance delivery since it has lower satisfaction, lower retention rates, and 10% to 20% higher likelihood of not completing courses.
3. Retention is important for nurses since the nursing workforce is aging; so educators must pay attention to factors that improve satisfaction
4. Satisfaction is crucial at the graduate level..
5. The Institute of Medicine Report (IOM, 2011) called for nurses to achieve higher levels of education to advance the profession.
6. With an effective survey evaluation tool, educators will have answers for how to improve graduate nursing student's satisfaction (distance learning).

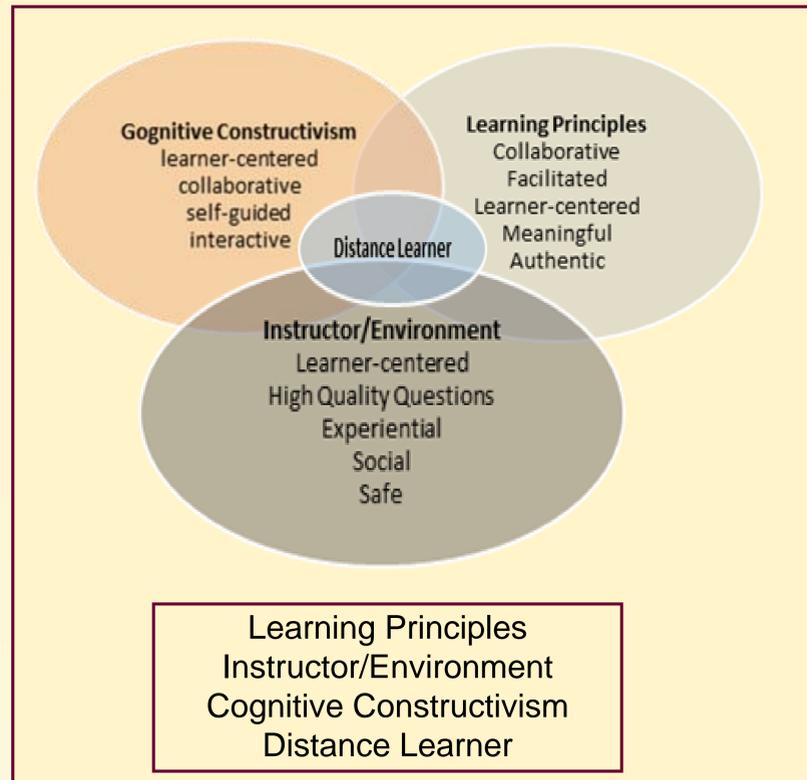
Purpose

1. Survey graduate nursing students enrolled in wholly distance learning.
2. Results will have implications for nursing educators responsible for curriculum, course design, and pedagogy.
3. Student feedback is crucial for the ongoing appraisal of nursing courses, curriculum, and/or programs.

Methods

1. Design was a quasi-experimental, quantitative,
2. Director of Graduate Studies sent emails with a link to surveymonkey.com to complete surveys,
3. Setting was the William Carey University Carey University School of Nursing.
4. Participants were 75 Graduate Nursing Students at William Carey University y

Cognitive Constructivism



Cognitive Constructivism Theory

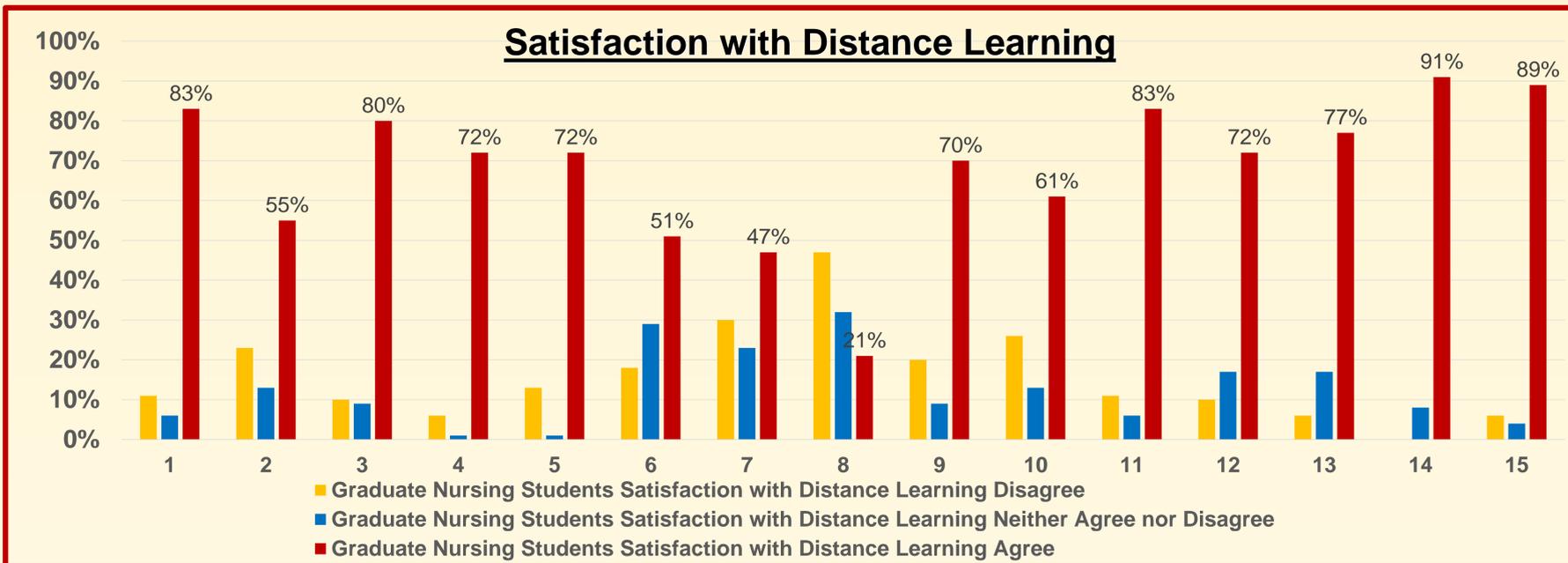
1. Inherent belief in distance learning is essential active participation 7 interaction of students.
2. Allows for collaboration, creating content, generating knowledge, and sharing information. Learning is actively constructed by learners based on their past experiences and interpreted based on their stage of cognitive development, cultural background, personal history, etc.
3. Learner builds on personal experiences in an active and social learning process facilitated by faculty.
4. Implications for educators is to provide an active, student-centered learning environment. Knowledge is developed individually but facilitated by interaction with others.
5. Faculty use high-level questioning to facilitate idea creation and linking, critical analysis, deep thinking, reasoning, collaboration, and the construction of meaning

Limitations

1. Small sample size and generalizations may not be made to all nursing distance learning environments.
2. Only one university was evaluated.
3. On many questions, participants chose neither agree nor disagree; data might be skewed., five questions were not answered.
4. Course was ten weeks, traditional courses might have different data.
5. Director of Graduate Studies sent the email to fill out the survey, maybe participants thought it was not anonymous.
6. Survey lacked demographic data. Age range of participant and age range of instructors might show a generational difference.
7. Some questions are too subjective and might have been misconstrued.

Recommendations

1. Future studies need to include demographic data.
2. Improve questions to more objective ones.
3. Have questions answer with agree, disagree, or NA to force participants to choose an answer.
4. Ensure all questions must be answered.
5. The literature review lacks research on graduate nursing student satisfaction with wholly distance learning.
6. Graduate nursing students satisfaction with distance learning research studies need to be explored further.
7. With an effective evaluation tool, educators will know how to improve graduate nursing student's satisfaction.



Results

1. Evaluation processes are not diligent enough to identify barriers to graduate nursing student's successful distance learning experience.
2. Course Content and Structure scored 91% & 89%. Orientation and Meaningful Feedback scored 83%. Social Interactions for Students scored 77%. Were Self-assessment Tools and Rubrics Given & Enough Interactions Between Faculty and Students scored 72%. Were Requests for Help Answered in 72 Hours scored 70%, which is unacceptable in distance learning. The remaining questions scored 60% and below.

References

- Andrew, L., Ewens, B., & Maslin-Prothero, S. (2015, Jun-Aug). Enhancing the online experience using virtual interactive classrooms. *Australian Journal of Advanced Nursing*, 32(4), 22-31.
- Iwasiw, C., & Goldenberg, D. (2015). *Curriculum development in nursing education* (3rd ed.). Burlington, MA: Jones and Bartlett Learning