Faculty First Grant Report - 2019
"Redesigning a Foundational Course for Nursing Students in the Accelerated BSN Program"

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Project Overview and Course Overview

The project assisted in the total redesign of Nursing Pharmacotherapeutics (N351, N406) for the College of Nursing's Accelerated Bachelor of Science in Nursing (ABSN) program. The redesign of the course structure, condensing content from two semesters to one, included the development of online tools in order to facilitate best practices in the classroom. This included voice over PowerPoint presentations with closed caption capabilities; instructional videos; and the utilization of Studio to facilitate and monitor student engagement. These modifications were used to "flip the classroom" and promote an active learning environment.

Semesters the course has been and/or will be taught

Developed Spring and Summer 2019.
Implemented Fall 2019.
Will continue to be taught every Fall Semester.

Number of students affected

Forty students enrolled first semester of implementation.
Anticipated enrollment 60 students per Fall semester.

Project outcomes and products

The project outcomes included:
- ❖ Enhanced student learning.
  - Asynchronous access to course material in the form of Voice Over PowerPoints (VOPPTs). Content in the VOPPTs reinforced assigned textbook reading.
  - Instructional video on evidence-based techniques for studying, applied to course material.

- ❖ Course overview and relevance of course to program of study and future professional role.
  - Introductory video to both course and professional background of lead professor.

- ❖ Increased accessibility.
  - Closed-caption function of several videos was enabled.

A total of 17 videos were created and uploaded to Studio.
Samples of the instructional materials that were created during the project:
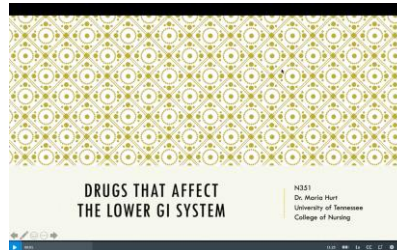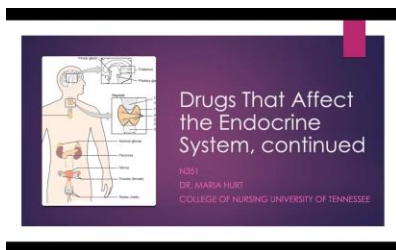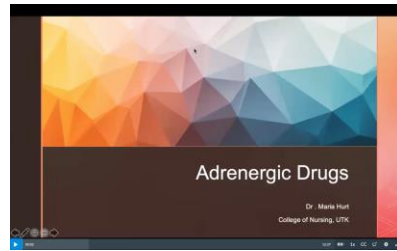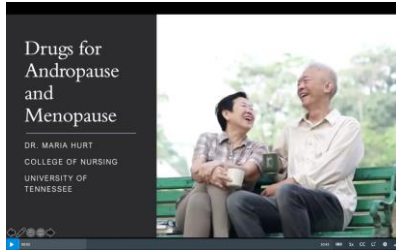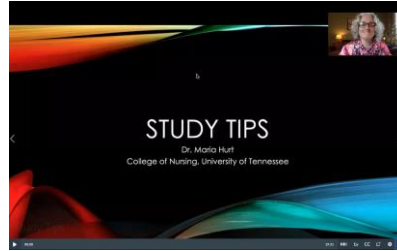
Student Evaluation

- **How did the project affect student learning?**
  The project condensed material from two semesters into one but made it manageable. It also provided a means to keep student engaged in what can be otherwise considered overwhelmingly complex content.
  o **What feedback did you receive from the students?**
  Overall very positive feedback:
"Loved the Voice Over Power Points (VOPPTs) because they helped me make outside of class notes and really get a better idea what to focus on, in addition to helping prepare for class".
"Love format of class and how you mix up different ways to retain information."
"Liked taking quizzes collaboratively."
"I appreciate the VOPPTs... they are helpful, and I watch them multiple times."
"Discussing case studies in class is helpful."
"Love team quiz taking."

Not surprisingly, there were other students who wished that the VOPPT material was covered in class, over two semesters- due to intense pace and content.

Project benefits for the department and UT

How did your project help the department achieve its goals?

  The project met the College of Nursing Strategic Plan's Educational and Technology goals of revising "content to meet professional standards and industry needs" while encouraging and supporting "innovative technology development in teaching." By implementing up-to-date teaching/learning tools, the newly redesigned course fostered faculty interest in incorporating innovative pedagogical approaches.

How did this project contribute to the university's Top 25 goal?

  The project contributed to five of the six Vol Vision Strategic Plan priorities. It served as a prototype for both *Undergraduate and Graduate Education* in that its redesign accommodated increasing student enrollment while also supporting student-student and student-instructor engagement via online and classroom active learning methods. Interdisciplinary collaboration between CON and OIT helped achieve *Creative Activity and Engagement* by developing a creative solution to limitations of class space and time, while also maximizing the available resources at hand - *Infrastructure and Resources.* Finally, the newly designed course offered inclusive learning opportunities for students of various backgrounds and learning styles, recognizing *Diversity and Inclusion* within the student body.

Conclusion

How has this project met your goals?

I was able to condense 4 credit hours over two semesters to 3 credit hours in a single semester, while maintaining the integrity of course content and increase student engagement.

What worked well and what did not work well?

Well:
- Regularly meeting with OIT specialist Dr. Goode, who was a wealth of knowledge.
- Creation of course introduction video.
- Creation of voice over Power Points with addition of closed caption function.
- Creation and implementation of team-based case studies.
- Addition of inclusive learning strategies in the classroom and in formative assessments.

Not so well:
- Turning Point was not integrated into course as planned, due to chronic issues with my account. These were finally resolved this semester (Spring 2020).
- Students were often confused about mid-week assignments (Wednesday evenings), due to atypical deadlines (usually Sunday evenings). I had to frequently re-explain to students that these were opportunities to review the content covered earlier in the week, as part of best learning practices.

What was your experience collaborating with OIT?

I experienced OIT to be extremely knowledgeable and helpful. They provided support for not only technology, but also best practices for course design and inclusive teaching. I would

recommend their team of experts to any faculty who seek to better understand and implement best teaching/learning practices.

What are your future plans/goals regarding this project's outcomes?

I plan to continue creating modules that incorporate closed captioned videos, and work towards adding more online case studies to enhance and reinforce content.

I hope to be able to present a Lunch and Learn to College of Nursing faculty.