THE CHALLENGES OF IMPLEMENTING ODL IN HNE

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The Challenges of Implementing Open and Distance Learning (ODL) in Higher Nursing Education (HNE)

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OUM is the pioneer & the only HEI that applies ODL for its nursing programmes in M'sia

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PRESENTATION OUTLINE

- Introduction
- Problem Statement
- Objectives
- Method
- Result: Research Studies
- The Challenging Factors
- The Achievement of Learning Outcomes & Benefits of ODL
- Conclusion

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INTRODUCTION

- The term open and distance learning (ODL) represent approaches that focus on opening access to education and training provision, freeing learners from the constraints of time and place, and offering flexible learning opportunities to individuals and groups of learners

(UNESCO, 2002)

- ODL - refers to the provision of flexible educational opportunities in terms of access & multiple modes of knowledge acquisition

(Ahmad, Phillips, Santhi & Wahid 2010)

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INTRODUCTION

- Throughout this presentation the term online learning (OL), open and distance learning (ODL), open, distance & flexible learning (ODFL) and web-based distance learning (WBDL) will be used interchangeably

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INTRODUCTION

- ODL is one of the most rapidly growing fields of education, and its potential impact on all education delivery systems has been greatly emphasized through the development of internet-based information technologies
- Its rapid development and the move towards more knowledge-intensive, interdependent and internationalized societies create new challenges and opportunities for the design and delivery of education

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INTRODUCTION

- In Malaysia, the offering of ODL courses and programs is consistent with the mission of the Malaysian Ministry of Higher Education, and is a critical effort for the survival of higher learning institutions (Dzakiria, H. & Mohamad, B. 2004).

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INTRODUCTION

- When used as training for healthcare workers, including nurses, ODL addresses the issues of continuity; by opening the way to training them at preferred times and locations, thus minimizing or eliminating interruption of healthcare delivery
- ODL programs are more challenging to implement when the topic of interest is specific & relating to clinical setting

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PROBLEM STATEMENT

- Nursing education is a major key to the development of the nursing profession

- Higher nursing education (HNE) is vital to meet the evolving healthcare needs, and at the same time to preserve the standards and integrity of the profession

PROBLEM STATEMENT

- As traditional training is ever-present and considered the standard, both kinds of training approaches are continuously researched and compared
- *"Is ODL nursing programs going to be as good as the traditional method?"* is the significant question frequently asked particularly to the provider/ distance educator

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PROBLEM STATEMENT

- On the other hand, the contemporary knowledge-driven society requires that nurses upgrade their knowledge and skills in order to remain competitive and competent in a fast-changing environment

- But due to acute staffing problems many healthcare sectors are unable to release the staff (nurses) away from the clinical areas to undertake prolonged periods of study

PROBLEM STATEMENT

- Therefore, the accessibility to open and distance education is a suitable way of ensuring opportunities for all nurses to engage in continuous professional development and lifelong learning

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PROBLEM STATEMENT

- For lifelong learning to be in synergy with work and family, nursing education must be made accessible, affordable and flexible to allow the nurses to cope with the demands and pressure of busy work and family commitments

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PROBLEM STATEMENT

- Hence, this study is aimed to critically examine the discussions and arguments presented by 12 selected articles that basically focused on:
  - the challenges of implementing open, distance and flexible learning in nursing education
  - and whether the learning outcomes could be achieved by open and distance education

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OBJECTIVES

To identify challenging factors that influence the implementation of ODL in higher nursing education

To determine to what extent does the learning outcomes achieved by open and distance education differ from conventional education

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METHOD

- A review of the nursing literature was completed using the CINAHL, EBSCOhost, SAGE Online Journal and Health Sciences in ProQuest databases
- The following search terms, with the ending "in nursing" were used: distance education, distance learning, online learning, ODL, online continuing education, Web-based learning, Web-based instruction, Web-based course, Web-based education, Web-based distance learning and distance learners

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METHOD

- Each term yielded from 4 to 604 entries. The entries were scanned for the appropriate terminology (i.e. challenges, quality, flexibility, students' perception, students' experiences) to indicate a possible match with the subject under study
- Foreign language articles and articles without abstracts were not surveyed
- From this search, 26 articles were retrieved.

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METHOD

- The primary criterion for inclusion in this literature review - the article was a study based on research, not on anecdotal evaluations or opinions
- Inclusion of research studies was based on the explicit purpose, aim, method, sample, data collection, and data analysis being reported.
- Using these criteria, 12 research studies were analyzed

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RESULTS: RESEARCH STUDIES

A range of 12 research studies were analyzed (2008 – 2015) with the majority were qualitative research using interview and survey techniques

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THE CHALLENGING FACTORS

THE CHALLENGING FACTORS

- The theoretical point of reference is based on the theoretical principles of online education and promoting online learning for contemporary nurses that support lifelong learning

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THE CHALLENGING FACTORS

- HNE requires the development of nurses who are able to manage information and high technology in one hand and complicated clinical judgments in the other
- However, it is very challenging for nurses and the healthcare institutions to achieve these needs as it require nurses for continuing education

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THE CHALLENGING FACTORS

- Due to acute staffing problems many healthcare sectors are unable to release nurses for prolonged periods of study
- Additionally, the increased costs related to further education are often prohibitive for many nurses who cannot afford to interrupt work for study
- Furthermore, the pressure of combining shift work and family life and commitments often exclude continuing education

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THE CHALLENGING FACTORS

- It was made a judgment that in attempting to combine shift work with family life, associated with acute staff shortages in many healthcare areas, make it difficult for many nurses to leave the clinical area to undertake further education

THE CHALLENGING FACTORS

- On the other hand, nurses are facing with ongoing pressure to demonstrate proficiency in a variety of nursing skills, clients demand and the concerns of consumer advocacy groups which require them to be professionally accountable to update knowledge and skills, and deliver care that is evidence-based and best practice

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THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

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- Biggs and Tang (2008) emphasize that online learning change the role of the teacher from imparting knowledge to facilitator in learning

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

Thus.....

- Making students active learners and create a higher level of engagement in learning
- Promotes the development of higher order cognitive skills such as critical thinking and clinical decision making for nurses

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- Farrell, Cubit and Bobrowski (2008) and supported by other related researches discover that when online learning is interesting and engaging, and the students have ready access to computers and technical support, learning can be successful

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- One of the more significant findings to emerge from a comparative study is that web-based education has encouraging effects in improving both participants' (nurses) knowledge and skills performance, and in enhancing self-efficacy in performing nursing skills with a high satisfaction rate expressed by participants

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- Web-based distance education may play a more encouraging role compared to conventional teaching strategy in nursing in terms of knowledge acquisition and retention, skill performance and satisfaction rate, as well as self-efficacy in performing nursing skills

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- Many participants have expressed their preference for web-based distance education for its great flexibility, learner independence and time efficiency (Bloomfield, While & Roberts, 2008)

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- A descriptive study by Mee, S. (2014) examined the effectiveness of distance education compared with traditional campus based learning by measuring quantitative student learning outcomes

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- Its finding revealed that distance learners and campus learners have no significant different in their learning outcomes

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- This echoes similar findings, which demonstrate that distance education programs, regardless of the technology used to deliver the program, are equally effective, and occasionally more effective, than traditional training programs in measures such as exam scores and hands-on performance (Billings, 2000; Leasure, 2000; Umble, 2000)

THE ACHIEVEMENT OF LEARNING OUTCOMES & BENEFITS OF ODL

- Theoretically, the findings support the notion of distance education and conventional education are equally effective in teaching and learning nursing

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CONCLUSION

Quality ODL promotes the development of higher order cognitive skills such as critical thinking & clinical decision making

ODL facilitates ongoing education without having to leave the clinical area or family & friends

Learning outcomes could equally be achieved by traditional campus based education and distance education

Web-based distance education has equivalent or even better effects in improving participants' knowledge & skills performance and improving self-efficacy in performing nursing skills

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- Continuing education experiences & opportunities for nurses to keep pace with a rapidly changing environment are central to professionalism

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- It is hoped that a clearer understanding of ODL in nursing will foster more discussion & research about intentional, active inclusion of ODL behaviors in nursing curricula

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- Beyond that, the importance of LLL should be encouraged by all healthcare institutions and instill the importance of continuing education to all nurses as it is essential to maintain competence in practicing nursing safely & ethically

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QuestionTime

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