Are We Having Fun Yet?
Instructional Delivery Methods that Enhance Online Student Satisfaction

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Objectives

• Develop strategies to increase online nursing student satisfaction

• Promote active learning and student autonomy

• Design courses relevant to the student’s learning goals that enhance collaboration and interaction

• Discuss the importance of providing meaningful, prompt feedback
Background

• Increased growth among (non-BSN) RNs enrolled in online RN to BSN completion programs

• How does this population learn?
  – What constitutes their satisfaction with online learning?

• Specific instructional delivery methods are associated with the satisfaction levels of other learners (Bolliger & Halupa, 2012; Walker & Fraser, 2005; Witowski, 2008)
Instructional Delivery Methods

• Walker and Fraser’s (2005) six instructional delivery methods defined in the Distance Education Learning Environments Survey (DELES) are:
  1. Instructor Support
  2. Student Interaction and Collaboration
  3. Personal Relevance
  4. Authentic Learning
  5. Active Learning
  6. Student Autonomy
Research Question

• Is there a significant relationship between the six Distance Education Learning Environments Survey (DELES) instructional delivery methods and online RN to BSN nursing students’ satisfaction?
Methodology

- Quantitative Design
  - Non-experimental
  - Correlational analysis
  - Descriptive
Descriptive Findings

• Survey emailed to 6,733 potential participants
• 1,161 completed surveys (17.24 percent response rate)
• 723 percent more participants than originally deemed necessary
• Previous samples using DELES
  – 917 undergraduate general education (Shain, 2007)
  – 680 graduate general education (Walker & Fraser, 2005)
Demographic Variables

- **Age**
  - 18 to 35 = 25%
  - 36 to 44 = 28%
  - 45 to 55 = 38%
  - 56 to 75 = 10%

- **Number of Classes**
  - Zero = 1%
  - 1 to 2 = 20%
  - 3 to 4 = 19%
  - 5 to 6 = 23%
  - 7+ = 36%

- **Gender**
  - Female = 93%
  - Male = 7%

- **Years Nursing**
  - 0 to 1 = 9%
  - 2 to 4 = 16%
  - 5 to 10 = 22%
  - 11 to 15 = 11%
  - 16 to 20 = 12%
  - 21 to 25 = 11%
  - 26+ = 19%
### Demographic Statistics

<table>
<thead>
<tr>
<th>Variable List</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
<th>Skewness</th>
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</thead>
<tbody>
<tr>
<td>Age</td>
<td>1,113</td>
<td>43.16</td>
<td>44.00</td>
<td>9.91</td>
<td>18</td>
<td>75</td>
<td>-0.17</td>
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<tr>
<td>Number of Classes</td>
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<td>3.71</td>
<td>4.00</td>
<td>1.19</td>
<td>1</td>
<td>5</td>
<td>-0.37</td>
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<tr>
<td>Years Nursing</td>
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<td>4.10</td>
<td>4.00</td>
<td>1.98</td>
<td>1</td>
<td>7</td>
<td>0.14</td>
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</tbody>
</table>

*NOTE*: Two participant’s ages were edited. One age was listed as an “8” and replaced as missing. A second response was listed as “40+”, this response was replaced with the value 40.
# Pearson Correlation Coefficients

<table>
<thead>
<tr>
<th>Variable List</th>
<th>SS</th>
<th>AL</th>
<th>AUL</th>
<th>IS</th>
<th>PR</th>
<th>SA</th>
<th>SIC</th>
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<tbody>
<tr>
<td>Student Satisfaction (SS)</td>
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<td></td>
<td></td>
<td></td>
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<td>Active Learning (AL)</td>
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<td>1.00</td>
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<tr>
<td>Authentic Learning (AUL)</td>
<td>0.42</td>
<td>0.36</td>
<td>1.00</td>
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<tr>
<td>Instructor Support (IS)</td>
<td>0.41</td>
<td>0.21</td>
<td>0.41</td>
<td>1.00</td>
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<tr>
<td>Personal Relevance (PR)</td>
<td>0.50</td>
<td>0.30</td>
<td>0.66</td>
<td>0.44</td>
<td>1.00</td>
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<tr>
<td>Student Autonomy (SA)</td>
<td>0.43</td>
<td>0.43</td>
<td>0.41</td>
<td>0.34</td>
<td>0.39</td>
<td>1.00</td>
<td></td>
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<tr>
<td>Student Interaction and Collaboration (SIC)</td>
<td>0.31</td>
<td>0.17</td>
<td>0.33</td>
<td>0.29</td>
<td>0.41</td>
<td>0.19</td>
<td>1.00</td>
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</table>

*NOTE: N = 1,161. All coefficients are significant at p < .0001.*
Relationship Between Results & Constructivism

• Results confirm the findings found in previous studies involving online general education students and satisfaction levels pertaining to DELES

• Constructivism
  – Contextual factors of the DELES
  – Results help to expand empirical evidence that constructivist approaches (i.e., DELES instructional delivery methods) should be used in online RN to BSN curricula
Instructor Support

• Positive relationship between instructor support and online RN to BSN nursing students’ satisfaction
  \[(r = .41)\]

• Feedback within the threaded discussions, answering questions and clarifying issues to assist students with constructing new knowledge
Student Interaction and Collaboration

• Positive relationship between student interaction and collaboration and online RN to BSN nursing students’ satisfaction

\[(r = .31); (M = 3.25)\]

• Collaborative group projects were not part of the curriculum, but could be important to satisfaction
Personal Relevance

- Positive relationship between personal relevance and online RN to BSN nursing students’ satisfaction
  \[ r = .50 \]
- Create meaningful curricula relevant to the learner
- Create objectives that foster professional growth
Authentic Learning

• Positive relationship between authentic learning and online RN to BSN nursing students’ satisfaction ($r = .42$)

• Create authentic learning environments
  – Problem-based learning
  – Case studies
Active Learning

• Positive relationship between active learning and online RN to BSN nursing students’ satisfaction
  \[(r = .25)\]

• Active learning strategies
  – Games
  – Debates
  – Case studies
Student Autonomy

• Positive relationship between student autonomy and online RN to BSN nursing students’ satisfaction

\[ r = .43 \]

• Self-directed learning

• Experiential learning assignments

• Asynchronous environments
Limitations

• Design
  – Correlational design
    - inability to imply causation
• Sampling technique
  – Convenience sampling
• Instrument
  – Closed-ended
    forced responses
• Systemic difference
  – Timing
Implications for Nursing Education

• Design course content relevant to students’ learning goals
• Promote student autonomy via threaded discussions and assignments
• Support asynchronous environments to promote autonomy and active learning
• Create assignments incorporating role-play and problem solving
• Encourage group work to increase student interaction and collaboration
• Provide meaningful, prompt feedback that is constructive in nature
Summary

- Increase growth in online RN to BSN degree completion programs (AACN, 2012)
- Aging RN to BSN student population (Leonard, 2003; NLN, 2012)
- Relationship between six instructional delivery methods and online RN-BSN student satisfaction
- Using constructivist approaches to enhance online RN to BSN nursing student satisfaction
- Opportunities for further research on other populations
Thank You!

Questions?

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References


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