

Reflecting on the current resources available, what two resources do you see as being most beneficial to supporting students in the hybrid classroom? Provide rationales.

When students are taken out of an actual classroom and find themselves in front of a computer in a different location than their peers and their instructor, it becomes impossible to engage in real-time question and answer situations in a largely asynchronous course. In a traditional classroom, students' questions would have been either their own or possibly a question posed by a peer. Either way, the response to the question may have prompted a follow-up question or a discussion that fleshed out the concepts involved, and everyone in the room could benefit from the information exchanged.

That type of back-and-forth conversation has a social benefit as well as an exchange of information benefit which are both lost in the asynchronous online setting. Mitigating that loss of information and connection is possible if the online classroom uses the proper resources. According to Puksa and Janzen (2020) "good learning, like good work, is collaborative and social, not competitive and isolated. They also stated that frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement particularly with asynchronous delivery" (p. 689).

Group projects in hybrid classrooms can be a way to motivate students to think and act collaboratively which is a skill they will need as professional nurses. Polyakova-Norwood et al. (2023) found that "Working in groups prepares students to collaborate in intra and inter-professional healthcare teams...group work leads to personal and professional growth, including the development of leadership skills [and also develops] skills including critical thinking, communication, and appreciation of a diversity of perspectives" (p. 13).

Student-faculty contact is an important resource for students in the hybrid setting. Being a student is necessarily a vulnerable position even in a traditional classroom. There is an inherent power dynamic that can affect a student's ability to ask questions and learn. Johnson and Clemenson (2024) found that "Providing students with a continual sense of purpose, correlating coursework to the career setting, and scaffolding large assignments are perceived as caring behaviors. Faculty providing individualized support, developing trusting relationships, and being perceived as nurturing are essential" (p. 93).

In order of priority, list the faculty development needs that you view as essential to successfully implement a new hybrid undergraduate nursing program

1. Faculty need education regarding online teaching interventions.

"The nursing education literature is lacking in evidence and recommendations for digital pedagogical interventions" (Elliot et al., 2024, p. e4). This tells me that as late as 2024 there are not enough studies about pedagogical modalities to inform the nursing profession about the best ways to conduct distance learning.

Therefore, faculty are at a disadvantage, but it does afford opportunity for faculty development!

2. *Faculty need to develop their skills managing online discussions to maximize student learning opportunities.*

“Managing asynchronous online discussion so that it remains interactive, student driven, and on topic is an important aspect of the faculty’s role as a facilitator of student learning” (Billings & Halstead, 2023, p. 476). Faculty report having difficulty due to the “communication challenges they experienced with online delivery, including difficulties with having deeper, dynamic, interactive discussions with students, and the disembodiment of concepts, particularly with the asynchronous format” (Puksa & Janzen, 2020, p. 687).

3. *Faculty need to advocate for a different method when online learning is not the best platform.*

Content containing complex cognitive concepts and experiential learning, such as relational practice and psychomotor skill mastery, [may] be better suited for face-to-face settings because of the high levels of interaction and face-to-face collaboration with the teacher and peers that is needed to learn the concepts and meet course learning outcomes. (Puksa & Janzen, 2020, p. 689)

References

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