Flexible Learning Initiative: School of Nursing Undergraduate Curriculum

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OBJECTIVES
- Redesign curriculum structure within practice-based courses to shift/flip 12 hours of traditional classroom time to flexible learning activities.
- Use situated learning resources, such as the Canadian Neighbourhood, a virtual community of individuals/families assessing health care along a continuum of care.
- Creation, implementation & evaluation of flexible learning activities offered in the following contexts: a) classroom, b) clinical skills laboratory, c) online laboratories.
- Deliver professional development sessions to introduce faculty to new teaching strategies in support of Flexible Learning (FL).
- Evaluate FL design and implementation in the BSN curriculum.

METHODS

PLANNING
- Soft Flexible Learning (FL) Project Team:
  - Flexible Learning Initiatives Coordinator (FLIC)
  - Flexible Learning Faculty Leader (FLFL)
  - Technology Affinity Faculty Leader (TAFL)
  - Soft FL Core Team
  - Soft FL Support Team
- Objectives:
  - FLIC development
  - Tafl development
  - FL curriculum design
  - Implementation

IMPLEMENTATION
- Key Faculty Leaders:
  - Maura MacPhee (MDM, 2010-2013)
  - Cathy Ebbehoj (MDM, 2014-2015)
  - Joanne Ricci (MDM, 2015-2016)
- Objectives:
  - Flexible Learning activity development
  - Faculty FL training
  - FL integration in courses

EVALUATION
- Key Faculty Leaders:
- Evaluation Approach:
  - Student feedback
  - Learning analytics
  - Course/program/departmental surveys
  - Faculty surveys
- Evaluation Tools:
  - Course evaluations
  - Program evaluations
  - Department evaluations
  - Student surveys
  - Faculty surveys

RESULTS

FL MODULE DEVELOPMENT

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<th>Classroom (%)</th>
<th>FL MODULES</th>
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<td>FL</td>
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Exemplar Quotes
"I really appreciated our online discussions. I felt like I got information extremely well, it forced me to really think about things that I normally would not have thought about and more passive in I thought people who aren’t as comfortable speaking in large groups."" The conditions of having so many different ways of learning, like having clinical and lab and lecture and seminar has been really helpful, whether or not our students felt comfortable or not, we had different ways of teaching and discussing in our courses, we could give us an idea of what we are actually going to be doing in those weeks, things like that, so that’s been really helpful.

"What’s worked for us in flexible learning is that we have very few, you learn something, you’re given a case study, you have to do it and you just have to consider it with the rest of the members and you discuss what you’ve learned." The combination of having so many different ways of learning, like having clinical and lab and lecture and seminar has been really helpful, whether or not our students felt comfortable or not, we had different ways of teaching and discussing in our courses, we could give us an idea of what we are actually going to be doing in those weeks, things like that, so that’s been really helpful.

EXEMPLARY CONTENT

Exemplar Quotes
"From my observations, there were a number of options with the students. They have a number of resources that they can use, whether they are books or websites or visits to outside experts, or use of online resources. They can also use the material and the resources that are available to them in the classroom. They can also use other resources that are available to them online. So that’s been very helpful to me in terms of planning."

My teaching practices have changed considerably since incorporating Flexible Learning. I have already used some informal flexible learning strategies to support student learning, however, rather than contextualize the content within the learning experience, I would like to do something more systematic and generalizable. In this section, I will outline how I plan to use a range of flexible learning approaches to support learning more systematically and generalizable.

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ACKNOWLEDGEMENTS
This Flexible Learning project was generously funded by the UBC 2015-2016 TELF grant awarded to Dr. Maura MacPhee, Dr. Benno Goertzen and Cathy Ebbehoj. Professional Development Sessions were facilitated by the 2015-2016 Elizabeth Kenny McCann Education Scholarship awarded to Dr. Maura MacPhee.

Background photo: Kathryn Ciriaco-Palma