Evaluate tools delivery technique, utilizing assessment, and facilitates collaborative learning and diverse dialogue classmates, maintaining an ongoing.

Students are expected to write complex question. Students are required to respond using asynchronous video discussion. Nursing faculty changed their discussion platform from written to video. Following the Quality Matters Standards™, students are required to respond using asynchronous video discussions.

Learning Objectives

1. Engaged student learning through video discussion
2. Change asynchronous guided discussions from written to interactive video responses
3. Develop interpersonal relationships between students and instructors through visualization

Materials and Methods

This was a quality improvement project and course evaluation for effectiveness of using asynchronous video discussion. Students were provided with explicit written and video instructions necessary to complete their assigned video discussion within the course and with their classmates. They were asked to complete a course evaluation survey. Each assignment for the discussion included the topic and key points to be addressed. The student was allowed 3-4 minutes to provide their response. They were allowed 1.2 minutes to provide peer responses.

A course evaluation survey was developed in Qualtrics and the link was provided to the students within the learning environment. Qualtrics provided de-identified data. Participation in the survey was not linked to the course.

Data Results

Of the 90 student surveys n=75 were complete and included in the analysis of the data. The following results were found:

1. The survey results identified that 47% (n=35) students had previously participated in an online video discussion.
2. Students identified that video discussions were useful for engagement with course work 47% (n=35).
3. Seventy-five percent of students (n=55) agreed strongly agree learning and use of video discussion should be encouraged.
4. When asked if it was easy to navigate through the video video discussion 60% (n=45) agreed strongly agreed.
5. Fifty-six percent (n=42) of the students agreed strongly agree that it was easy to navigate the video discussion to respond to their classmates.

Conclusion

Students have developed interpersonal relationships through the use of asynchronous video discussion. Distance education no longer sit in a silo with the lack of personalization with written discussions. Students now have faces, names, personalities and mannerisms previously not conveyed by written discussions and a small photograph of their pets. Quality Matters Standards™, have been interwoven within distance education to improve Higher Education (HE) distance educational standards using well-developed courses to increase in student engagement, learning, and overall satisfaction with distance education.

Implication for Practice

Use of asynchronous interactive video discussion technology in higher education enhances learning and engages students in achieving competence with technological and communication resources. Video discussions aid in establishing a sense of connectedness with fellow students and instructors. Practice improvement is influenced by collaborative interdisciplinary translation of intelligent dialogue, which promotes the critical thinking process. Additionally, video discussion prepare the advanced practice nurse to deliver telemedicine and to translate evidence-based knowledge into practice.

References: