

Moving from participation to
engagement in online education:

Writing cases that engage

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Objectives

Understand:

- the process of Backwards Design
- Components of engaging cases
- How to develop a course content map

Principle of adult learning

Adults have:

- A need to know why they should learn something.
- a deep need to be self-directing.
- greater volume and different quality of experience than youth.
- a perceived need to learn that drives their learning
- A task-centered or problem-centered orientation to learning
- Intrinsic & extrinsic motivation to learn

Constructivism

- People construct own knowledge (can't do it for them)
- Based on beliefs & experience
- Social interactions important in this process
- Active process

Knowledge Transfer

Transfer is:

“the ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned”

(Bransford, Brown, & Cocking (2000, p. 352).

Transfer is using knowledge wisely,
flexibly, & creatively

Chinese proverb

I hear, I forget

I see, I remember

I do, I understand

Content focused design

- 1. Plan what you will teach

- 2. What students will do (reading, assignments)

- 3. How to assess what you have taught

Teach for understanding

Understanding:

- “...to make sense of what one knows, to be able to know why it is so, and to have the ability to use it in various situations and contexts.” p. 353
- Implies transfer
- Implies an ability to perform

Tenets of understanding

When we truly understand, we can:

- Explain (support. justify)
- Interpret (construct own knowledge)
- Apply (reinvent, reengineer)
- Have perspective (What of it?)
- Empathize (walk in another's shoes)
- Have self-knowledge
(metacognition)

Stages of Backwards Design

- 1. Identify desired results

- 2. Determine acceptable evidence

- 3. Plan learning experiences and instruction

Step 1

Identify desired results

- What are the Big Ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?
- What provocative questions will foster inquiry, understanding, and transfer of learning? (Essential question)

Big ideas

- Pathologies to include
 - CDC National ambulatory care survey data
 - Experience of NP faculty
- Commonly prescribed medications
- Psychosocial issues
- Health disparities

Process

- Begin with basic case map (see handout)
- Plan for all courses initially
- Identify
 - Foreground issues
 - Background issues
 - Intertwining issues
 - Rich family histories
- Map over semesters

Foreground issues

- Disease pathologies commonly seen in primary care
 - Primary issue of case
 - Secondary issue (pathologies that will be considered based on the CC, but later r/o due to what is learned on the H & P)
- Health disparities
- Psychosocial issues
- Family history – disease prevention/health promotion

Background issues

Part of the patient's hx, but not the main issue

- Chronic diseases
- Medications
- Health disparities
- Psychosocial issues

SH/FH

- Basis for health promotion/disease prevention strategies
- Rich genograms created
- Formed basis for our “families”

Step 2

Determine acceptable evidence

- How will you know if students have achieved the desired results?
- What will you accept as evidence of student understanding and proficiency?

Assessment

- Participation in discussions (rubric)
- Individual SOAP notes based on content discussed (3-4/semester)
- MCQ's based on content to prepare for boards

Step 3

Plan learning activities

- What enabling knowledge and skills will students need?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught in light of performance goals? What materials and resources?

Teaching method

- Problem-based learning in a Wiki
- Students in groups of 5-7
- 6 cases per semester
- 5 steps per case divided over 2 weeks

Steps of PBL process

- Working hypotheses
- Information needed
 - Questions on history
 - What will be sought on exam
- Learning issues identified
- Casebook posted (complete H & P)
- Clinical reasoning (rule-in or rule-out)
- Assessment & plan

Updating case map

- Case map updated after case completed
- Differentiate between expected & actual content (results of students' work)
- Informs future cases

References

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Zul, J.E. (2002). The art of changing the brain: enriching the practice of teaching by exploring the biology of learning. Sterling, Virginia: Stylus