

Learning and Teaching Showcase #8

Teaching innovation that leads to student engagement, retention and success.

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Scaffolding and Authentic Assessments:

Used in 1st and 2nd year Primary Health courses of the Bachelor Nursing Program to engage and enhance student learning

Nicole Coombs

School of Nursing and Healthcare Professions

Why was the Change needed?

Traditional delivery + BOLD
Student attitudes



Low priority courses

- Theory focused
- Reading/discussions
- Didactic
- ‘Grey’ concepts
- Assignments

High priority courses

- Hands on/practical
- Simulation
- Experiential learning
- ‘Black and White’ concepts
- Exams

Traditional student attitudes

'If the classes were shortened to the appropriate length than that time could be used for an Anatomy and Physiology tutorial'

'...taken away from other classes that are just as important such as anatomy'

'I don't think this (health promotion) should even be a course. I think it is mostly common knowledge and not necessary for nursing students. It should be an elective, not compulsory.'

'...why cant we just learn facts and have a quiz or an exam?'

(1st year Student comments 2016/2017)

Scaffolding of learning journey

Primary Health Stream (co-developed with Mr Andrew Smith SoNHP)

- 1st year: Determinants of Health
- 2nd year: Health Promotion and Illness Prevention

In Design

- Steps/stages
- Building on knowledge/skills/attributes

As Process

- Support methods/tools
- Feedback and formative submissions
- Resources and templates



Publication: Coombs, N. (2018) Educational scaffolding: Back to basics for nursing education in the 21st century. *Nurse Education Today* 68: 198-200 <https://doi.org/10.1016/j.nedt.2018.06.007>

Authentic Assessments

Assessment FOR learning

Pedagogy

- Meaningful and purposeful
- Relates to 'real world'
- Construction/application of knowledge/skills
- Memorable

Originality

- Unique
- Transferable



Authentic Assessments : 1st year

(co-developed with Mr Andrew Smith SoNHP)

1. Fieldwork- individual community assessments

Facilitated 12 elements

Fieldwork worksheet submission

- Observations
- Data and statistics
- Analysis

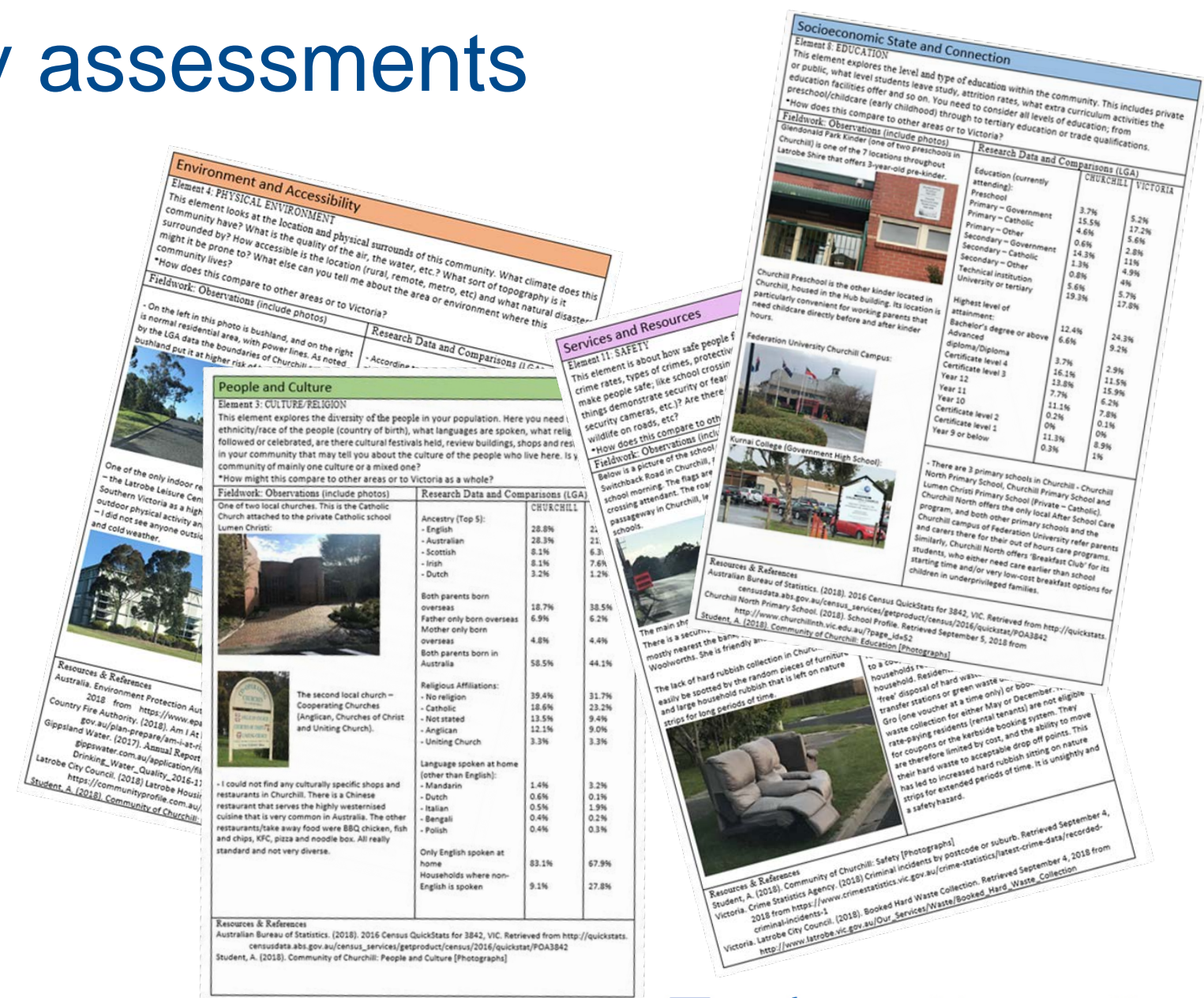
Compilation of evidence

- Community Profile
- Community Fact sheet

Health priorities within chosen community

- Web of Causation
- Links to Determinants

2. Reflection- written/Vlog



Student feedback: 1st year

'The fieldwork was great. Really opened my eyes to the determinants of health in my area and changed my thinking.'

'The assessments and class discussions allow students to relate the work in to real life nursing'

'Evaluation and observation of different aspects of the community make you look upon health differently, including how health problems stem from behaviours and other factors which influence the health of individuals'.

'I think the course was useful as it cemented the knowledge about the determinants of health of individuals and the community. I did actually learn a lot. The content was interesting and made me think a lot more about looking at people and their stories....everyone has a story'

'The course assessments are very beneficial in understanding the health system and determinants of health issues. It has enabled me to look at the world differently and I have enjoyed that'

(1st year student comments, 2016 & 2017)

Authentic Assessments: 2nd year

(co-developed with Mr Andrew Smith SoNHP)

1. Health Promotion Program: Expo and document

Group work- using community data from Determinants of Health

Creation of a health promotion program (presentation)

- Target population, social marketing, aim and impact

Health promotion Process (document)

- Assessment,
- Planning,
- Implementation and
- Evaluation

2. Essay: Application of knowledge



Health Promotion Expos 2017 & 2018



Student feedback: 2nd year

“...classes were fantastic. I wish all classes were like this subject”

“The group assessment was fun and creative”

“I really enjoyed this class, the expo day was great and we were all really proud of our work and how well we worked as a team. It was a fun assignment that everyone really tried their best”

“I absolutely loved the expo!! I think this was a great assessment but wish it could have been done as a larger group.”

“The way that the expo assessment is designed helps to make learning the background content fun. It allowed for a more relaxed way of learning”

“The Expo presentation was a particular aspect of this course which enabled students to work cohesively together and gain knowledge through discussions and research which normally would not occur if it were an individual assessment task.”

(2nd year student comments, 2017 & 2018)

End of the journey...

“The most helpful aspects of this course is getting a good understanding that nursing isn't just putting bandaids on patients and sending them home.....”

(Evaluate feedback 2017)

Any Questions?

n.coombs@federation.edu.au

