Background

- Increasing complexity and rapidly changing work environments. **Momentum to become learning organizations**

- Increasing **demands** on organizations to improve performance

- Need for competent nurse leaders

- Need for **deep learning**
Objectives and Aims

- What are barriers to the use of blogging as a learning strategy?
- What are facilitators to blogging?
- Is there a difference in participant satisfaction with the learning experience between blogging and traditional classroom methodology?
- Does blogging as a learning methodology increase reflective learning?

The Role of reflection in learning

- Enhances the development of the professional self in practice (Boud, 2001)
- Aides the transformative learning process (Mezirow, 1998)
- Provides the opportunity for student’s to articulate their understandings of course content and clinical experiences
Reflective Learning and Blogs: Expand Classroom Experience

- **Encourage self-reflection** (Maag, 2005)
- Provides opportunities for **increased student participation** and **rich interaction** among students and faculty (Goldman, 2008; Grassley & Bartoletti, 2009; Maag, 2005)
- Promote **active learning opportunities** for cognitive development through writing and publishing knowledge gained over time (Goldman, 2008; Maag, 2005)
- Offer **online shared learning spaces** (Goldman, 2008; Hubbs & Brand, 2005; Maag, 2005)
- Allow the instructor to view, through the student’s words, the quality of comprehension and mastery of content, including the **affective responses** (Goldman, 2008; Hubbs & Brand, 2005; Maag, 2005)

Theoretical Framework: Kolb’s Experiential Learning (ELT) Theory

- **Concrete Experience**
- **Observation and Reflection**
- **Generalization and abstract conceptualization**
- **Active Experimentation**
- **Concrete Experience**
Application of Blogging to Kolb’s (1994) ELT Using Blogging

**Project and Study Design**

- IRB approved, Quasi-experimental study design, to analyze the relationship between groups.
- “The Manager as Leader Learning Cafe” curriculum was developed for nurse managers at the medical center as part of the Nurse Executive Leadership Development Program
- Delivered to in a face-to-face traditional classroom format with a modified café learning approach
Project and Study Design

- Group BL randomly assigned to participate in a teacher-led blog and attend the face-to-face training.
- Provided the opportunity for participants to reflect on questions based on assigned reading plus content of the face-to-face training.
- Group TA, were given a traditional written assignment to complete, with the same questions that were used for the blog.
- Differences in reflective thinking between groups were measured post training using The Reflective Learning and Interaction questionnaire (Peltier, et al., 2005).

Factor Model of Dimensions of Reflective Learning and Interaction

- Assessment of both levels of reflective learning, conditions of reflection, perceptions of program quality (Peltier, et al., 2005).
- Reliability was established through factor analysis.
- Regression analysis to statistically assess impact of each of the dimensions on perception of quality of the program and benefits derived upon entry into the workforce.
Table 4 Results of the Manager as Leader Program Evaluation

Overall, I found the learning experience

Effective use of teaching tools (small groups, role playing, …)

Presentation orderly and understandable

Knowledge of subject

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Effective use</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Knowledge</td>
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</tbody>
</table>
Operational Definitions

- **Reflection**
  the intellectual (cognitive) and affective (emotional) activities (D. Boud & Walker, 1985, 1998), associated with the exploration of the meaning of experience (Dewey, 1933), in the development of new understandings and appreciations (Mezirow, 1991).

- **Reflective process**
  the degree to which the learner’s schema or cognitive structure is used or changed by challenging habitual ways of thinking and acting, leading to different approaches to similar practice situations (D. Boud, Keogh, R., & Walker, D., 1985; D. Boud & Walker, 1998; Dewey, 1916, 1933; Kember, 1999; Mezirow, 1998; Wong, Kember, Chung, & Yan, 1995).

<table>
<thead>
<tr>
<th>Learning Dimension</th>
<th>BL Mean (SD)</th>
<th>TA Mean (SD)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Reflection</td>
<td>3.67 (0.33)</td>
<td>4.18 (0.56)</td>
<td>0.09</td>
</tr>
<tr>
<td>Reflection</td>
<td>4.10 (0.38)</td>
<td>4.28 (0.74)</td>
<td>0.63</td>
</tr>
<tr>
<td>Student Interaction</td>
<td>4.00 (0.32)</td>
<td>4.13 (0.52)</td>
<td>0.61</td>
</tr>
<tr>
<td>Instructor Interaction</td>
<td>4.25 (0.47)</td>
<td>4.50 (0.47)</td>
<td>0.40</td>
</tr>
<tr>
<td>Habitual Learning</td>
<td>4.03 (0.51)</td>
<td>4.00 (0.60)</td>
<td>0.92</td>
</tr>
<tr>
<td>Understanding</td>
<td>3.53 (0.41)</td>
<td>3.84 (0.54)</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Overall, the program provided me with the opportunity to develop new understandings and appreciations of my experience and role as a nurse manager/leader

<table>
<thead>
<tr>
<th>Overall rating of learning experience**</th>
<th>BL Mean (SD)</th>
<th>TA Mean (SD)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.67 (0.52)</td>
<td>3.60 (0.55)</td>
<td>0.84</td>
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Barriers/Facilitators

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Facilitators</th>
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<tbody>
<tr>
<td>Access to the blog/shortened Time for Blog Responses</td>
<td>Provide an orientation to the blogging experience with instructions on self-registration, access and clarification of expectations.</td>
</tr>
<tr>
<td>• Need for self-registration</td>
<td>May have needed more time to develop into a learning community to feel comfortable in expressing feelings and thoughts</td>
</tr>
<tr>
<td>• Wait time to get approved-delay in postings</td>
<td>Individualized instructor feedback for each post versus responding to the group when all responses were posted.</td>
</tr>
<tr>
<td>• Approval to join the group</td>
<td>Assessment of knowledge and comfort with blogging pre-assignments</td>
</tr>
<tr>
<td>Time to develop a learning community</td>
<td></td>
</tr>
<tr>
<td>• Length of program and time between Session I and Session II</td>
<td></td>
</tr>
<tr>
<td>Timing of instructor feedback</td>
<td></td>
</tr>
<tr>
<td>Level of BL group member comfort with blogging</td>
<td></td>
</tr>
<tr>
<td>• Experience and skill with writing (BL group)</td>
<td></td>
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</table>

Weaknesses

- Small sample size and convenience sample limits generalizability of the findings.
- Although there were no between group differences in scores on the program evaluation regarding self-awareness, the overall high rating indicates a high level of self reflection from the learning experience.
- The high level of reflective exercises included in the face to face training could be a confounding variable, making it harder to find between group differences in reflective learning.
Conclusion

- The use of reflection in the cycle of learning is a challenge to professionals.
- The technology afforded by blogs can be used, to extend the learning beyond the classroom for the deeper learning needed for reflection to occur.
- Need for nurse educators to ensure that this vital step of the learning cycle is incorporated into the planning and implementation of learning activities.
- Informs the practice of other nurse educators contemplating to incorporate social mediated learning such as blogs, into their learning strategies to enhance reflective learning.
References


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Questions