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# Changing Tactics: Effectively Engaging Level 1 Nursing Students on Different Campuses

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# Changing Tactics: Effectively Engaging Students on Different Campuses

## Background:

Zoom, a video conferencing program, was used in the Introduction to Nursing Concepts course to teach on both campuses simultaneously. (Main campus with 64 students and Rio Rancho campus with 8 students) From the beginning there were issues with the microphones and speakers. While many of these issues were corrected, students on both campuses felt frustrated and stated that the Zoom sessions disrupted the flow of class. The Rio Rancho campus students lacked interest in the lectures, and it was difficult to get them to participate in discussions.

## Methods:

Zoomed lectures were replaced with narrated power points in the spring of 2019. Students find narrated PowerPoint presentations to be useful, interesting and state that the presentations contribute to their learning. In addition to the narrated Power Point presentations, class time is now used for further discussion of assigned reading and PowerPoint presentations. Learning is enhanced through other in-class active learning activities such as case studies, debates, and professional journal article discussions.

## Results:

Students' evaluations from the fall 2018 and spring 2019 were compared. A 1 to 5 Likert scale was used with 5 being strongly agree and 1 being strongly disagree. The question "The structure of the course encouraged student engagement" scored higher in the spring where narrated power point lectures were used.

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Narrated PowerPoints, videos, discussions and group activities are effective, engaging, and preferred by nursing students.



Evaluation of Course Structure and Student Engagement		
	Fall 2018 (Zoom)	Spring 2019 (Narrated Power Points)
Rio Rancho Campus	2.80	3.90
Main Campus	3.63	4.02

\*A Likert scale was used with 5 being strongly agree and 1 being strongly disagree