TODAY’S STUDENTS: TEACHING TO THE TECHNOLOGY DRIVEN GENERATIONS

By Becky Anglin MSN RN
LEARNING OBJECTIVES

1. Discuss the major differences in learning styles with newer generations of students.
2. Develop strategies to help students learn through using technology.
3. Critique the role of the educator with newer learning styles.
4. Understand methods of teaching using technology.
I am not paid or affiliated with any of these technology applications I will be talking about but these are some that I have found to be very successful in the classroom. The more hands on the students can be the more they are likely to pay attention and participate in any subject matter.
“CHANGE IS NOT ONLY A CONSTANT BUT A GUARANTEE IN MEDICINE.”
USE OF TECHNOLOGY
TODAY'S GENERATIONS

- Largest population since baby boomers
- Generation born between 1982-2000 (Shatto, Erwin 2017)
- Used to having information shared in real time
- Comprise 53.5% of workforce
- First generation to have computers in school
- Able to multitask
- Typically more engaged when given autonomy and freedom to use various technologies.
- Average college student spends 9 hours a day using multimedia.
- Like nursing because of the high ability to change jobs and the need for achievement.
Almost twice as likely to be a RN as the baby boomers were.

By the time the 1st Millennial reached age 33 there were 760,000 full time Millennial RNs.

By 2020 the nursing workforce will be dominated by this generation.

But even still this high rate of entering nurses will be dampened by the retiring number of baby boomers.
TRADITIONAL LECTURING VS. ACTIVE CLASSROOM

- Bridging the gap
- Use of mixed teaching methods
  - Lecture and actively engaging
- Allowing students to bring their own technology device has shown to encourage their active participation.
- YouTube videos
- Flipping the classroom to be more engaged and less lecturing is key.
PUTTING MY LECTURES INTO THEIR HANDS

- PowerPoint online
- Lecturing time
- Use technology
- Case Studies
- Student research
- Games
ONLINE LEARNING SYSTEMS

- Video to come
Knowing it all. . . .

- Do not need to know everything
- Help students learn what are appropriate resources
- Library searches
- Hold them accountable for finding information
- Do not give them every answer
- Prepare for the “real life” clinical site
QUESTIONS AND ANSWERS DURING CLASS

- What is a reliable source
- Where do I start to look
- How do I search
- What are key words to use
- Why are you making me find the answer when you already know it??
References in most hospitals are on the computer.

Reference what is seen in the clinical settings.

Teach them how to properly use them.

Online references allow them the access to use in the classroom and also in clinical settings.
SURVEYS

- Create Surveys
- Use them in class
- Can make it a game or instructional
- Use it to see if content is being understood
- Figure out where lack of student understanding is
Question 1 of 11

Abnormally short menstrual cycle

Win up to 1000 points!
28 year old female
Diagnosis: Infection to right foot with fever
History: DM II, Asthma, Allergy, PCN, cats

Vital Signs:
BP 136/88
Temp 38.7
HR 70
RR 18
O2 sats 98% on RA

Ineffective health maintenance
Poor diet selection

Disruption of subq tissue
Impaired tissue integrity

Infectious wound to right foot

Physical therapy

Acute pain

Difficulty ambulating
c/o pain level 5/10
difficulty with ADLs

Decreased pain to right foot before discharge

Injury to right foot

Case management

Serum Lactate

ESR rate >20mm/hr

Importance of taking pain med to keep pain under control

Increase to pain

Annual comprehensive foot exam.

Infectious disease

Blood cultures to right and left
AC: no growth

FVC: 3.9 L
FEVI: 3.15 L

WBC 18.6 H
Neutrophils 76 H

Effort screening}

Endocrinologist

Diabetes education classes

RT

Consult

Ineffective breathing pattern

Swelling and spasm of inhaled irritants or physical exercise

AEB

Aspirin

R/T

Case management

 consult

Internal assessment

WNL

order

at least

Goal

RT

Consult

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Can create any type of evolving case study.

Allows students to create their own path.

Could be done ahead of class as an assignment or in class.

Then review in class to explain what and why is the proper path.

Takes some upfront work but then can be used over and over again.

Evolving Case Studies

https://www.google.com/docs/about/
- Gives the instructor immediate results after students complete.
- It's FREE!
- Breaks down results and can be uploaded into an excel spreadsheet.
- Gives you times and date of when completed by each student.
- Also breaks down results based on each part of the case scenario or question.
Maternity Case 1

Patient Sally

Sally is a 16-year-old patient. She is currently 30 weeks pregnant. She has been going through a lot of stress due to her past experiences of losing her baby at 20 weeks of pregnancy. She has also been dealing with depression and anxiety. Despite this, she is doing well and is currently on medication for her mental health.

Sally comes to the hospital at 8am

Sally states her water broke at 7am this morning. Sally came in and states her water was clear in color and a large amount. You have hooked up Sally to the fetal heart monitor and trees. Sally is contacting every 2 mins. At this point, they are not very painful right now.

What is your first priority for Sally now that she is in the hospital?

- Allow Sally to walk around the halls to get her contractions closer together.
- Call the doctor and get an order for capnomics since her water was broke since 7am.
- Call the doctor and get an order for PON.

Back Next

Never ask passwords through Google Forms.
Sally is walking

Sally has been walking for an hour and has come back to her room

What is your priority nursing assessment for

- Check for dilation
- Check for FHT and contractions
- Add option or ADD "OTHER"

Answer key: 0 points
STUDENTS NOT TECHNOLOGY DRIVEN

- Have to learn to use for EMR
- Learn now to make transition to nursing easier
TECHNOLOGY OVERLOAD

- Remember to use these technology driven lessons with moderation
- Too much at one time
TECHNOLOGY AS A TOOL NOT A BURDEN

- Use it for success of students
- Choose what is right for you students
- Add in a little each semester
- Do not try to add it all in at once

- Thank you
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Evolving Case Study

- How to create one.
REFERENCES

