# Instructional Strategies

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<th>Orientation to Learning</th>
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| 1. Provide an overview | Learners will be introduced to the WBI by the following:  
  - Welcome/introduction to the course.  
  - A brief overview of the content (course description).  
  - Introduction/bio and photo of the instructor with information detailing how and when to contact the instructor.  
  - Link to the course syllabus. |
| 2. State the objectives/goals |  
  - A brief statement describing the objectives/goals.  
  - A list of the objectives/goals for instruction with a graphic image also representing the course procedural sequence. |
| 3. Explain relevance to instruction |  
  - A statement describing the benefits of this course to the learner’s nursing practice.  
  - Learners will be invited to share their reflection on their first experience being involved in intraoperative cardiac surgical care. |
| 4. Assist learner recall or proper knowledge, skills and experiences |  
  - Checklist of required prior knowledge and skills.  
  - Learners will be invited to share their own brief bio- identifying their past nursing/operating room (OR) experience and any previous experience learning in a WBI course. |
| 5. Describe directions on how to start. Navigate and proceed through the unit of instruction |  
  - Explicit directions provided describing the process of navigating the LMS.  
  - Explicit directions regarding the use of the LMS email for communications.  
  - Explicit directions directing learners on ... |
how to submit assignments.
- Information provided for scheduling a telephone/Skype/etc. orientation, 1:1 with the instructor.

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| 1. Present instructional content | • Direct instruction through presentations using text, video and supporting images.  
• Required and recommended reading lists.  
  o Text and links to webpages.  
  o Links to PowerPoint presentations.  
• Elaboration on content by using:  
  o Explanations.  
  o Examples.  
  o Graphics.  
  o Text. |
| 2. Provide learning cues | • Ask key questions for learner reflection.  
• Provide examples for student reflection.  
• Emphasize text using bold or italic text.  
• Provide diagrams/images and PowerPoint for key concepts.  
• Encourage learners to seek a mentor in their practice. Acquiring a mentor in perioperative cardiac surgical care will assist in directing learners to identify key concepts. |
| 3. Present opportunities for practice | • Exercises (questions to respond to, reflective thinking exercises, matching games, etc.)  
• Individual investigations.  
• Case studies. |
| 4. Provide feedback on practice performance | • Instructor and mentor (when possible) feedback.  
• Instructor responses to email/forum questions.  
• Instructor feedback on assignments with LMS email. |
<p>| 5. Provide review of and close the unit of | • Instructor presented summary of |</p>
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| learning, highlighting the key points (lesson/unit wrap-up).  
- Preview of information in the next unit or lesson. Description linking current and upcoming unit learning.  
- Comment on progress within the course. | |

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<td>1. Assess performance</td>
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- Provide grading rubrics for exercises.  
- Assign exercises.  
- Assessments completed at the completion of each unit or lesson (matching exercises, questions, matching, reflection, case study, etc.).  
- Summative final exercise. |
| 2. Advise learner of performance scores |  
- Return graded assignment with comments and rubric.  
- Email results using LMS.  
- Report grades using the LMS.  
- Self-reflection/evaluation, when appropriate.  
- Encourage remediation, if necessary. |

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<td>1. Enhance and enrich learning</td>
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- Summarize and review the WBI objectives/goals and learning through text and graphic(s).  
- Make recommendations for additional/future learning. |
| 2. Provide remediation for unmet objectives |  
- Encourage learners to review lessons/units for unmet objectives/goals.  
- LMS email questions to the instructor.  
- Provide additional learning resources.  
- Advise learners that WBI course will become inactive (date) and encourage note taking for future reference. |
| 3. Provide opportunities for retention |  
- Summarize learning.  
- Encourage students to share practice experience when they utilized learning. |
Motivational Strategies

The motivational framework to be used is the ARCS model of motivation (attention, relevance, confidence, and satisfaction).

Orientation to Learning

- Use short biographies and photos (instructor and learners).
- Use of engaging graphics to stimulate interest.

Instruction to Content

*Focusing Attention:*

- Providing novel or unusual images, videos or text-based descriptions.
- Pose reflective questions at the beginning of the lesson to create a sense of mystery for the student to reflect on during the examination of content.

*Establishing Relevance:*

- Providing examples that demonstrate how the learning will assist students to achieve their personal goals.
- Providing students the opportunity to self-evaluate their assignments/assessments (as appropriate).
- Offering “real world” examples and scenarios.
- Providing self-study activities. Offering opportunity to modify or alter assignment detail, with instructor approval, for assignments/assessments. One example is submitting a PowerPoint rather than a written assignment. Other mediums may be selected based on student familiarity.

*Instilling Confidence:*

- Provide positive and constructive feedback on assignments.
- Encouraging learners to establish a mentorship relationship in the surgical cardiac care practice environment. This will afford learners the opportunity to collaborate with a more experienced nurse. This will ultimately reduce dependence over-time as the student becomes confident and independent.
- Learners being encouraged to submit comments to the instructor on their professional progress in perioperative practice.
- Lessons/units and assignments/assessments building on previous/required knowledge and skills. As an example, learning cardiac surgical instruments from their knowledge of general surgery instruments.
Facilitating Satisfaction:

- Utilise assignments/assessments that directly incorporate newly acquired skills.
- Utilize a final summative assessment that employs the newly acquired skills.

Measurement of Learning

- The instructor will provide feedback on assignments/assessments in a positive and constructive manner.
- Feedback will be offered throughout the lessons/units.
- Informal mentorship feedback can also be provided on assignments as learners’ progress through the course.
- Diverse assessments will be used to determine student achievement.

Summary and Close

- Learners will be encouraged to keep in touch with their learning community through their preferred medium. This will provide the opportunity to share experiences in the cardiac surgical care practice environment.
- The instructor will suggest additional resources for future learning.

Other Factors to Consider

Class Size

The class size for this course will have no minimum or maximum enrollment. The institutional policies for continuing nursing education classes at the Saskatchewan Institute for Applied Sciences and Technology (SIAST) does not mandate minimum or maximum enrollments. A continuous enrollment option will be provided to allow learners the greatest flexibility to engage in continuing education. This is necessary because the course is a response to industry demand that has been created by a change in orientation policy. As such, there will initially be high numbers of students enrolling and a later reduction as equilibrium in clinical orientation rates is achieved. The maximum number of students engaging in this course based on initial needs assessment is 30 learners. Offering the course on a “cost-recover” basis will necessitate a minimum annual enrollment to cover delivery/maintenance expenses (the minimum annual enrollment is yet to be determined).

Offering the course as a self-study approach offers the required flexibility for working nursing professionals. The learners will have varying work schedules and a variety of different access times.
Also due to the introductory nature of the content, simple assignments/assessments and lower levels of interaction, a higher student to teacher ratio will be employed. Additionally, as enrollments in the course are stabilized, the facilitation of the course may be completed by a part-time instructor offering other related online education programs (i.e. Perioperative nursing RN and LPN, Medical Device Reprocessing, Principles of Ambulatory Care, etc.).

**Navigation and Learner Control**

To encourage ease of use, navigational paths will be easy to learn and locate. The elements (icons, paths and assignment links) will be prominently displayed on the website in a logical location to consistently ease learner navigation. This is intended to ensure learners time is not distracted focusing on navigating the course. Further, the learner will be able to determine their pace of completion based on their work and personal schedule. The completion time will be communicated and monitored by the instructor. All lessons/units will be open for student access at the beginning of the course start date to allow students to progress through the lessons/units at their own pace. As working professionals, learners may choose to take time off of work to complete the course and complete in an accelerated pace. This flexibility of navigation and control is essential to ensuring success.

The instructor will also communicate how to schedule a 1:1 orientation with students to ensure learner confidence. This is also essential because the learners may be engaging in studies at times when the instructor is not available (out-side of normal office hours).

**Feedback**

The feedback strategies for the course will be structured in the following ways:

- **LMS email**- the instructor will respond within 24 hours of student email (excluding weekends).
- A generic announcements feature will be utilized to address general questions for the entire class. This function will be generated on the learners’ next login following the announcement submission to the LMS.
- A Frequently Asked Questions section will be available in the discussions forum for students to review and post additional questions that may be of concern to others in the class.
- Learners’ may request a 1:1 appointment with the instructor at a predetermined time within the instructor’s usual office hours.

These strategies will be employed to attempt to alleviate student anxiety and manage instructor workload.
Interactivity

The course will have lower levels of interactivity because of the self-paced design. However the following strategies will be employed:

- **Learner-Content**
  - Text presentations.
  - Clearly organized content.
  - Provision of rich and relevant examples.

- **Learner-Learner**
  - Use of shared bios.
  - Encouragement of social interaction in and out of the WBI course.

- **Learner-Instructor**
  - Email within the LMS to individuals or the entire group.
  - Use of Skype or other preferred mediums for office hours.
  - Use of chat rooms for focused discussions (i.e. FAQ or general questions area).

- **Learner-LMS**
  - Use of grade books.
  - Notification to students of graded assignments.
  - LMS announcements “pop-ups” on login for group announcements.
  - A central point of access for course information.