

Title: **Digital Learning in Nursing Education**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Understand why Abertay have embedded digital skills within their nursing curriculum to conform with the Scottish Government Health and Social Care Delivery Plan that identifies digital technology is key to transforming health and social care services and that the workforce must be upskilled accordingly. In addition, to address the issue raised by McCabe & Timmins (2016) that nursing is presently failing to maximise the benefits digital technology can bring, due to a need to change the current culture. Staff need help to adapt and accept change and this should begin with undergraduate nurses.

The student digital skills tracker (Jisc 2018) revealed that throughout the UK '69% of learners feel digital skills are essential for the workplace only 42%' agree that their course prepared them for this in their workplace. At Abertay these figure are 73% and 57% respectively. Universities must ensure their curriculum develops their students' digital skills.

2. Understand the process used by Abertay to harness stakeholder energy and students to co-design the Digital OAR by using a small scale trial, then involving all stakeholders in workshops; the use of Iterative design followed by testing by staff, students and NHS staff to ensuring stakeholder ownership of the final design.
3. Understand how Abertay have used e-portfolios and student's personal mobile devices to enhance quality management of nursing placements by:

Enabling supportive oversight, formative and summative assessment (Jisc 2012) of student progress while on placement through e-portfolio reporting features.

Use of secure verified mentor electronic signatures using NHS e-mail address, to provide a complete audit trail;

Use of shared e-portfolio with secured areas for student evidence of learning and mentor feedback.

A digital OAR allows students to provide evidence/reflection unrestricted by small boxes on paper pages. Students reported they reflected more, in turn, their mentors provided more feedback. This motivated students to plan and take charge of their learning

Implement a digital solution where access to IT infrastructure is under pressure on busy NHS wards by using a fully responsive e-portfolio which works on a laptop, tablet or smartphone.

Session Outline

The session will:

- Outline the drivers contributing to the implementation of the Digital Ongoing Assessment Record (OAR) for example Government, NHS and Abertay digital policies.
- Discuss how the project was managed to ensure the final design was fit for purpose and owned by all stakeholders including a small trial in 2015 (Smith , J. & Cambers, W.) which identified issues that needed to be addressed before scaling up.
- Discuss the approach to system rollout and how students and NHS Mentors are supported when using the Digital OAR
- Demonstrate the affordances of the Digital OAR
- Discuss project evaluation of student and NHS mentor feedback following year 1 and the experience gained so far from Year 2 of the project.

Session Activities and Approximate Timings

Part 1 - 15 minutes)

Presentation and Demonstration covering:

- Background to the project including Abertay's Digital strategy; NHS Digital Strategy & Scottish Government Health and Social Care Delivery Plan.
- Discuss project methodology, small scale trial, stakeholder involvement and student co-design
- Discuss approach to supporting staff, students and NHS mentors when using the Digital OAR
- Demonstrate the affordances of Digital OAR e-portfolio, how the Digital OAR facilitates reflection, recording achievement, formative and summative assessment and ensures a secure workplace placement quality management system.
- Discuss project evaluation.

Part 2 - 20 minutes

Delegate Activity

- Delegates will be able to view a completed Digital OAR for a fictitious student using any internet enabled personal device.
- Delegates to work in pairs – one person the student and one the mentor, discuss and then engage in a round table discussion. – questions to consider: what do they like, what don't they like, how could this be used in their own practice, what challenges do they see in implementing this kind of e-portfolio, how could they overcome these challenges. Use a flipchart to record questions/comments.

Part 3 - 10 minutes

- Ask delegates to feedback from their tables.
- Flipchart questions/comments will be analysed and a report addressing these will be sent to delegates attending the session.

References

Jisc. (2012). E-portfolios: *Why use e-portfolios*. Available at: https://www.jisc.ac.uk/guides/e-portfolios/why-use-e-portfolios_p2. (Accessed 26 November 2018).

Jisc. (2018) *Digital experience insights survey 2018: findings from students in UK further and higher education*. Available at: http://repository.jisc.ac.uk/6967/1/Digital_experience_insights_survey_2018.pdf (Accessed 26 November, 2018).

McCabe, C., Timmins, F. (2016) *Embracing healthcare technology: What is the way forward for nurse education?*, *Nurse Education in Practice*, 21, pp. 104-106.

Scottish Government. (2018) *Scotland's Digital Health and Care Strategy: enabling, connecting and empowering*. Available at: <https://www.gov.scot/publications/scotlands-digital-health-care-strategy-enabling-connecting-empowering/pages/2/> (Accessed 26 November, 2018).

Smith, J., Cambers, W. (2017). *Using an electronic assessment system for nursing students on placements*. Available at: https://discovery.dundee.ac.uk/ws/files/20000646/Author_Accepted_Manuscript.pdf (Accessed 26 November, 2018).