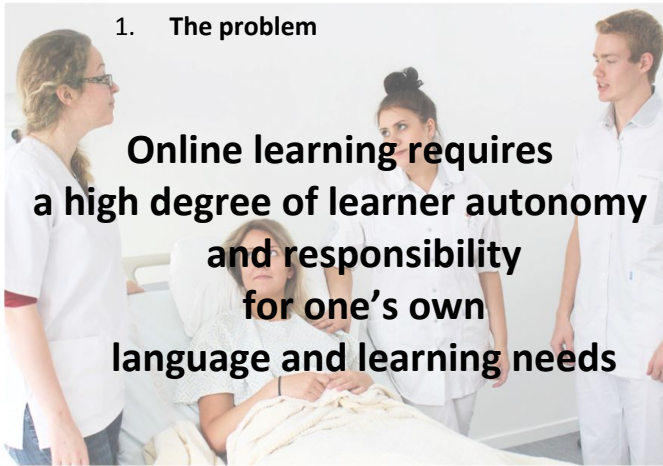


# Blending nursing language and communication training: A 360° learning experience



## 1. The problem

Online learning requires a high degree of learner autonomy and responsibility for one's own language and learning needs

## 2. Research focus

How can a blended learning approach help learners optimise their online learning experience?

## 4. Outcome

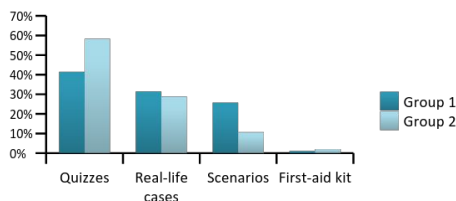
### 4.1 Overall online behaviour

Group 1 (n=23): Average of 654 logs per student

Group 2 (n=32): Average of 653 logs per student

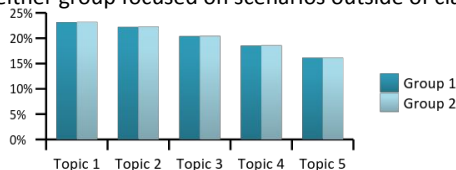
### 4.2 NoM activity online

- Learners focus most on quizzes and real-life cases
- Group 2 had more time and returned most often to quizzes and least often to scenarios



### 4.3 Activity for scenarios per topic

- In-class activities for both groups were based on the scenarios
- Neither group focused on scenarios outside of class



## 3. The treatment

### What?

NoM blended learning:

- NoM online (English): 5 topics, 25 scenarios, quizzes for Words, Language and Communication, Real-Life Cases, and a First-Aid kit
- Classes: Activities based on NoM online
- Facebook/Email: Activities directing learners to NoM online

### Who?

- Bridging students (N=55): working in healthcare while pursuing a Bachelors degree in nursing
- English proficiency ranging from beginner to advanced
- (Near-) native speakers of Dutch
- Comparable combination of Belgian and Dutch students

### Where?

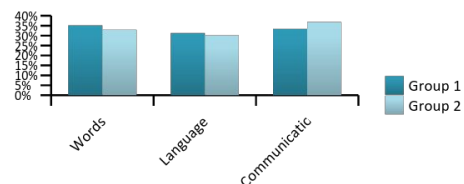
Artis Plantijn Hogeschool/Association University of Antwerp (Belgium)

### When? 2016

- Group 1: over a 5-week period
- Group 2: over an 11-week period

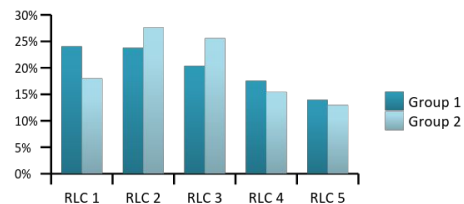
### 4.4 Activity for quizzes

- Both groups: Minimal in-class and Facebook/Email activities were used to direct learners to particular quizzes
- Least focus on Language – most focus on Words and Communication



### 4.5 Activity for real-life cases

- Group 1 had a Facebook/Email activity on RLC 1
- Group 2 had a Facebook/Email activity on RLC 2
- Activities seem to direct behaviour



## 5. Conclusion

Blended learning can lower the threshold to online learning by

- directing language learners' online learning behaviour while also allowing them the freedom to learn autonomously
- exposing vocational learners to various aspects of the online programme that they might not have explored otherwise
- increasing learning engagement
- adding a social dimension (e.g. collaborative learning among learners as well as between learner and lecturer) to online learning