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Emergency remote teaching for our part-time nursing students during the COVID-19 pandemic

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Background



- In our Bachelor of Nursing programme (part-time), students are registered nurses working within various clinical settings.
- Because of the coronavirus disease 2019 (COVID-19) pandemic, our epidemiology course (*Feb to May 2019*) was moved entirely to online teaching.

Challenges



- We needed to address the challenges associated with the fact that the course is offered to final-year students who are simultaneously working on the frontline.
- It was important that students could graduate on time and that the online learning activities be flexible to accommodate the needs of our students.

What We Tried?



- Our flexible learning environment was developed in **partnership with students** in a manner that allowed their preferences and feedback to shape how the teaching and learning activities were to be delivered.

What We Tried?

- First, we have made the learning resources more flexible and accessible by recording all lectures with the video platforms Panopto or Zoom™ and making them available until the end of the semester



What We Tried?

- Second, lecture handouts are now designed to be self-explanatory and include examples illustrating how epidemiological concepts.
- All recorded lectures are divided into different subsections for convenient review and revision of the unit material.



What We Tried?

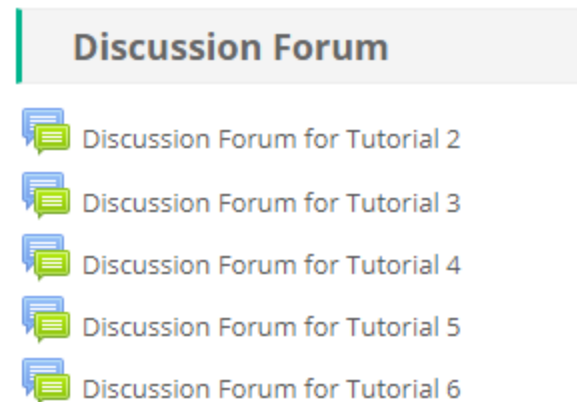


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- Third, interactive, real-time consultation meetings with students are provided after the recorded lectures, before assignments are submitted and examinations administered, so that students can ask questions and learn from other students

What We Tried?


- Fourth, to supplement these tutorials, online discussion forums have been set up on Moodle.
- Students can ask questions regarding the lectures at any time
- Course tutors are responsible for the online discussion forums




What We Tried?

- Last, COVID-19 has been incorporated into the teaching materials to illustrate concepts such as incubation period, fatality rate and surveillance through the inclusion of some of the latest publications about its epidemiology.

COVID-19 and Epidemiology

 Defining the Epidemiology of Covid-19 — Studies Needed

 The Incubation Period of Coronavirus Disease 2019 (COVID-19) From Publicly Reported Confirmed Cases: Estimation and Application

 Clinical Characteristics of Coronavirus Disease 2019 in China

What lessons were learned?



- First, even when we provide live lectures online, the lectures need to be recorded and made available to students so they can view them repeatedly at their own convenience.
- This is particularly important for part-time students who are working on the frontline during this stressful period.
- During the COVID-19 pandemic, our students have extra duties and longer working hours. Learning and teaching activities must be accessible to students

What lessons were learned?



- We further recommend that the recordings be divided into different subsections with each conveying only one key concept.
- We have found it particularly helpful in our recordings to finish the subsection by posting an example question for students to try and to explain the answers in the next section of the recording.
- The advantages of using subsections include the fact that only the subsection rather than the whole lecture must be re-recorded if something goes wrong. It is also easier to hold students' attention if the recording is not too long.
- Further, students can more easily jump to the subsection they want to study.

What lessons were learned?



- Second, recorded lectures (one-way communication) should be supplemented by interactive meetings with students.
- Based on our experience, students give feedback to teachers and ask questions related to the teaching materials and assignments.
- Students also learn from other students' questions when they participate in these meetings.
- Furthermore, teachers can provide emotional and psychological support.
- Importantly, these meetings diminish the repeating of student questions, which means that teachers do not have to answer the same questions several times.

What lessons were learned?



- Last, it is worth noting that our students have not been very responsive to the online forums. It appears that such forums do not encourage them to ask questions or discuss the course content.
- Instead, the students make use of the interactive meetings to engage in more useful collaborative experiences with other students and the course teachers.

Feedback From Students

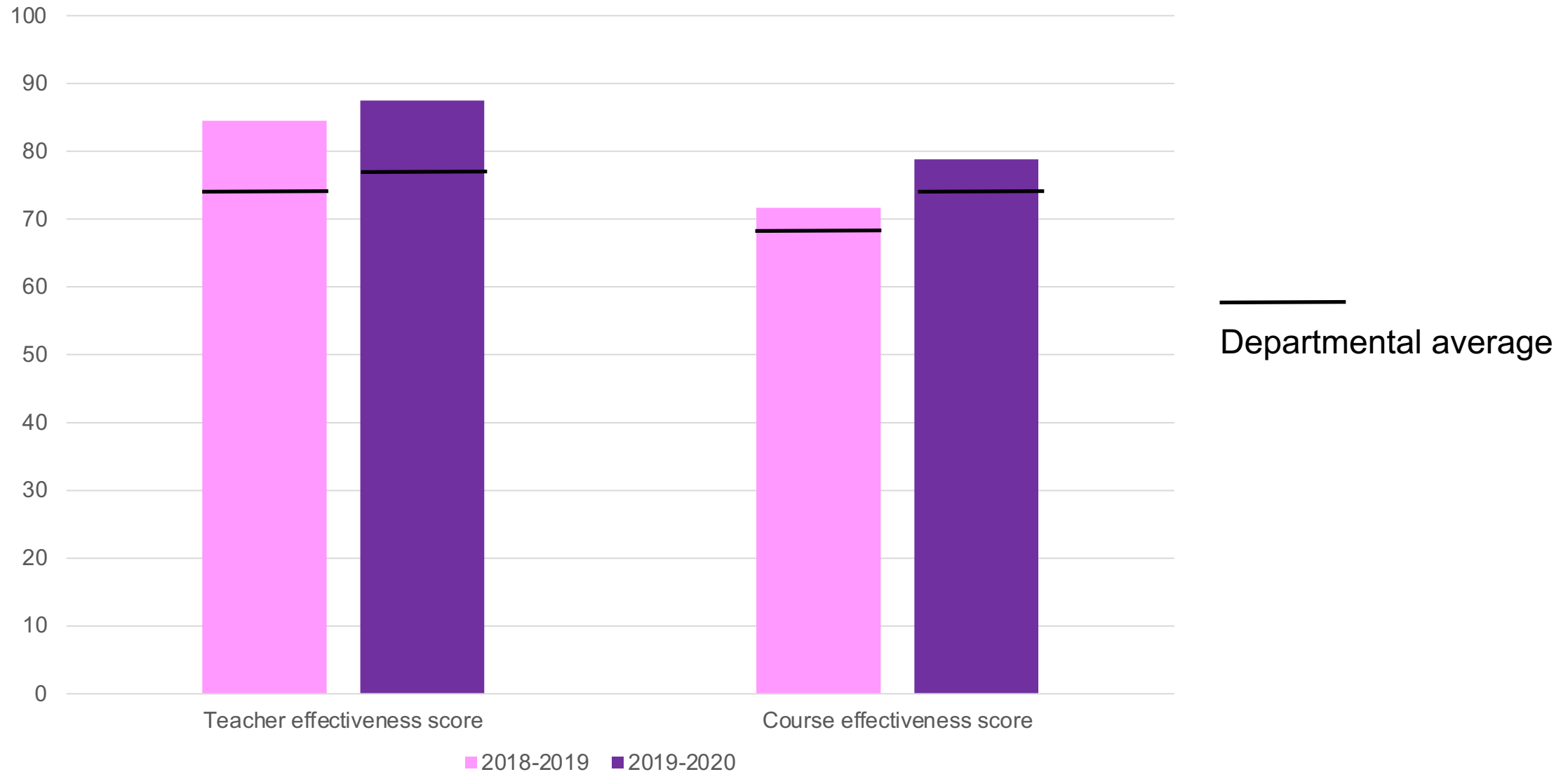


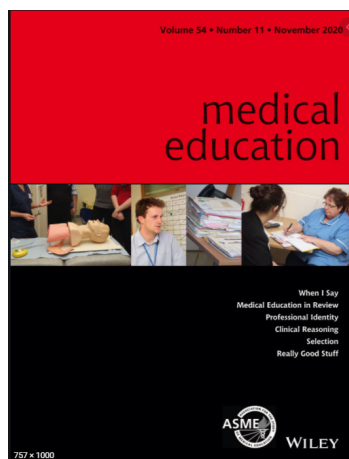
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Students' feedback	<ul style="list-style-type: none">• Although we only had few lessons then follow by Panopto and Zoom meeting, teachers are welcome to contact them freely via email, apps and Zoom meeting and prepare a lot of references for us, we very appreciated.• Teachers provided wide range knowledge about epidemiology and used lively updated examples such as current COVID-19 pandemic situation for explanation.• The answer of tutorials are not only provide answer but also explanation. Very usefull!• The supplementary materials are useful
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Feedback From Students

The Student Evaluation of Teaching and Learning (SETL)





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What can we do for part-time nursing students during the COVID-19 pandemic?

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