

Millennial nursing students' perceptions regarding pedagogies implemented in a private school of nursing Karachi Pakistan



آغا خان یونیورسٹی

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Research Aim

The purpose of this study was to explore millennial nursing students' perceptions regarding pedagogies implemented in a private school of nursing, Karachi, Pakistan.

Introduction

Nursing education needs a transition from traditional teaching and learning strategies to evidence-based pedagogies to overcome the challenges of a modern era complex health care system. Nursing academic institutions comprise Millennial students; Millennials are those born between 1982 and 2001 (Howe & Strauss, 2007). These students are different from traditional learners in many ways, and their learning needs are also different. Being a modern generation, Millennials are technologically savvy (Rodriguez, Ajjan, & Honeycutt, 2014). They prefer multi-tasking and teamwork. Millennials use cognitive, self-directed learning approaches, along with technology, to shape their preferences for learning styles (Battle & Tyson, 2018). In contrast, nursing schools are still practicing the traditional rote learning pedagogies, with teacher-centred approaches, which are leading to decreased engagement of nursing students, less favorable academic outcomes, and persistence of academic practice gap. To facilitate learning, it is important to understand Millennials' pedagogical needs so that competent nurses can be prepared to provide safe and quality care to patients (Battle & Tyson, 2018; Hills et al., 2017). In 2013, the Organization for Economic Co-operation and Development (OECD) published a report entitled OECD skills outlook 2013: Program for the International Assessment of Adult Competencies (PIAAC), 24 countries participated in numeracy and literacy, and 19 countries took part in problem-solving in the technology-rich environment (PS-TRE). The report documented the performance of U.S. adults, age 16-65, on a comprehensive survey of skills and concluded that the U.S. has proportionately more people with weak skills than some other countries, and fewer people with strong skills, describing it as weak on literacy, very poor on numeracy, and slightly worse than average on PS-TRE (Goodman, Sands, & Coley, 2015). This report led the U.S. think tank to reconsider seriously about educating Millennials, who are the future workforce for America. Thus the need arose for the restructuring of the present curriculum and for new pedagogies matching the Millennials' needs (Battle & Tyson, 2018; Hills et al., 2017; Prensky, 2001; Pardue & Morgan, 2008; Reilly, 2012). Significantly, globalization seems to suggest common concerns of the 21st-century learners all over the globe, and a similar situation is conceivably relevant to the Millennial nursing students of Pakistan.

Methods and Materials

A qualitative descriptive exploratory design (Burns & Grove, 2010; Polit & Beck, 2008) was used to explore the phenomenon. The study population comprised the fourth year undergraduate nursing students (BScN) and year one and year two graduate students (MScN) (born between 1982 and 2001; with entry into nursing after 12 years of education, and age > 18 years), enrolled in a private school of nursing and midwifery, Karachi, Pakistan. The study setting for conducting the interview was a private school of nursing, Karachi, Pakistan. The sample size was a minimum of 14 nursing students. Data was collected through a semi-structured interview guide. Creswell's approach to data analysis was used. (Creswell,

Results

Findings, from in-depth interviews, regarding perceptions of millennial undergraduate and graduate nursing students about pedagogies they have been experiencing during their educational period in a private school of nursing are presented below. The analysis of qualitative data from semi-structured interviews led to development of several categories, out of which five themes emerged from the categories, supported by narratives of study participants. These themes include:

1. Preferred pedagogies in classrooms and in clinical areas.
2. Factors that hinder learning in classrooms and in clinical areas.
3. Connection, communication, and collaboration
4. Expectations from faculty roles
5. Structure of an evaluation system

DEMOGRAPHIC CHARACTERISTICS OF THE STUDY PARTICIPANTS

Variable	Frequency (percentages)
Age	
21-25 years	7 (50%)
26-30 years	6 (43%)
31-35 years	1 (7%)
Gender	
Male	2 (14%)
Female	12 (86%)
Last qualification	
FSc	7 (50%)
BScN	6 (43%)
Post RN BScN, MSc Psychology	1 (7%)

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THEMES AND CATEGORIES

Themes	Categories
Preferred pedagogies in classrooms and in clinical areas	<ul style="list-style-type: none"> Blended learning/ VLE, technology as pedagogy Multi-methodology approach, including interactive learning, student centred learning Learning through sharing of experiences, performing hands-on clinical skills, and real patients' clinical exposure Simulation with effective use of resources Questioning in classrooms and in pre and post clinical conferences
Factors that hinder learning in classrooms and in clinical areas.	<ul style="list-style-type: none"> Distracting elements in classrooms Lack of acquisition of in-depth knowledge Group dynamics Large number of students Gap between theory and practice Lack of practice of core clinical skills in real-life clinical settings Burden of assignments
Connection, communication, and collaboration	<ul style="list-style-type: none"> Communication among faculty, students, and administration Fostering connection in nursing The bond between teachers and students Collaboration between nurses and doctors

Themes	Categories
Expectations from faculty roles	<ul style="list-style-type: none"> Understanding learners' types and implementation of strategies in relation to learners' preferences, subject, and content material Mentoring, coaching, faculty role modeling, and facilitating advance learning Promoting an environment for academic freedom Being aware of students' personal and educational stressors Possessing updated, in-depth knowledge of course content Maintaining ethical conduct
Structure of an evaluation system	<ul style="list-style-type: none"> Unbiased evaluation system Formative and summative feedback Constructive feedback

Discussion

The study indicated that millennial nursing students preferred innovative and interactive pedagogies that are student-centred. This emerged as a major finding in response to the first objective of study; exploration of millennial nursing students' perceptions and all findings are consistent with existent literature. According to the participants of the study, effective pedagogies that promoted learning; in the classroom and in the clinical area included: project-based learning, simulation, peer learning, faculty and peer sharing of real-life experiences, and pedagogy of questioning. They perceived that these pedagogies can contribute towards their becoming competent future healthcare professionals. The study participants perceived that a large number of students in the classrooms is one of the factors that hinders learning. The study found that millennial nursing students perceive that connectivity is the essence of the nursing profession and they wanted to have a connection, communication, and collaboration among multiple stakeholders

Conclusions

The study is probably the first of its kind in Pakistan that explored the perceptions of millennial nursing students in a private institution. Although, the study findings cannot be generalized, the majority of the study findings are supported in the existing empirical literature on Millennials' preferences for pedagogies. The study concludes that professional faculty development is necessary on an ongoing basis to keep them abreast with the current trends in pedagogies and to equip them with the necessary knowledge, skills, and attitudes, so that they can effectively implement and evaluate these students' preferred pedagogies. Moreover, the PNC can play its role by developing policies for faculty development and continuing education, regarding updated knowledge of effective pedagogies, their implementation, and the evaluation system, to make these congruent with Millennials' preferences. In essence, curriculum revision is needed to make these pedagogies effective for Millennials to be successful in dealing with the needs of the 21st-century complex health care system