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The Impact of Multiple Pedagogies in Prelicensure Baccalaureate  
Nursing Programs: A Case Study

Sydney Laura Moran

THE IMPACT OF MULTIPLE PEDAGOGIES IN  
PRELICENSURE BACCALAURETTE NURSING PROGRAMS:  
A CASE STUDY

DISSERTATION

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Sydney Laura Moran

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by

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2018

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## ABSTRACT

**Background:** Educators today are faced with the issue of developing and successfully presenting a curriculum for students to develop the knowledge and skills necessary to adapt to the work environment. As demands placed on graduate students change, faculties must adapt the curriculum to not only meet the long term strategic goals of the institution and its accrediting body, but also ensure accreditation of practitioners who are safe and capable of critical thinking.

**Purpose:** The purpose of this qualitative case study, using the method of Robert Yin as a guide, is to explore the impact of using multiple pedagogies in a Bachelor of Science in nursing pre-licensure curriculum. The questions that guided this study were; How do nursing students in a pre-licensure BSN program describe their educational experience within a curriculum that uses multiple pedagogical approaches?, How do nursing faculty in a pre-licensure BSN program describe their experience with using multiple pedagogical approaches in implementing the curriculum?, and How do stakeholders perceive the implementation of multiple pedagogical approaches in a pre-licensure generic nursing education program?

**Theoretical Framework** The constructivist traditions utilized in this study emphasized the innate complexity of humans, their ability to shape and create their own experiences, and the idea that truth is composed of multiple realities. This constructivist study focused on the understanding of the human experience as it is lived.

**Methods:** This study will utilize a qualitative, explanatory single intrinsic embedded case study to understand the impact of multiple pedagogies in a pre-licensure nursing program on students and faculty. The researcher will seek to understand the phenomenon

from the perspective of the student in their educational journey as well as the faculty teaching.

**Results:** The case themes that developed were feeling loss, dealing with anxiety and willing to change. .

**Conclusions:** The voices of the participants reflected movement through the three stages of organizational change. The stakeholders and faculty reached a level of willingness to change while the student population remained in a tolerable phase with some aspects of their education.

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## DEDICATION

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## CHAPTER ONE

### PROBLEM AND DOMAIN OF THE INQUIRY

According to the National League of Nurses (NLN, 2005 and 2015), the overriding purpose of nursing education is to prepare a nursing workforce that safely and effectively meets the health care needs of the public, while teaching with and about emerging technologies. National accrediting bodies for nursing education have called for pre-licensure nursing programs to involve students as active participants in the learning process: To be flexible in meeting individual student learning needs, accessible and responsive to diverse student populations, and accountable to the public. (NLN, 2005, 2015; American Association of Colleges of Nursing [AACN], 2008). At the same time, students increasingly view themselves as “consumers” of education, pressuring the academy to function more like a business focused on customer satisfaction, than an institution of higher learning (Grueber et al., 2010; Stoltenberg, 2011). The challenge of providing rigorous, yet responsive nursing education in a consumer-driven society is occurring at a time when a looming national shortage of nurses, coupled with a stalled economy, is increasing both the demand for access to pre-licensure nursing education programs and more registered nurses in the workforce (American Nurses Association [ANA], 2016; Healthcareers Network, 2015; Rosseter, 2014).

This researcher used a case study approach to investigate how faculty in a pre-licensure nursing program are adapting curriculum to meet these demands. A case study is best used to develop an in-depth description and analysis of a case or multiple cases (Creswell, 2013, p. 104). This author utilized the case study method guided by Robert Yin (2014) to better understand the effects of changes in curriculum to meet the NLN

challenge. The study sought to understand the effects on a pre-licensure nursing program when multiple pedagogies are implemented.

### **Background of the Study**

According to the National Leagues for Nursing (NLN), (2005) nursing education is challenged and accountable for preparing professional individuals to meet the health care needs of the public; therefore, education programs must be well-aligned with changes arising from the health care needs of the community. Because health care is dramatically evolving, the practice environment is complex and it demands new competencies of nurses that, in turn, demand transformation of nursing education programs and educational practices (NLN, 2005, p. 2). Graduates must be able to manage in a technologically-driven environment (NLN, 2015). To meet the requirements of graduation from a Generic Bachelor of Science in Nursing (GBSN) program, the nursing candidate must be able to critically-think and problem-solve (American Association of Colleges of Nursing [AACN], 2008). To fulfill the contract with the public, universities must produce graduates who are safe practitioners and capable of moving beyond surface learning to the level of understanding the “how” and “why” actions behind the content learned, thereby becoming effective critical thinkers (Hawks, 2014).

### **Curriculum**

Educators today are faced with the issue of developing and successfully presenting a curriculum that will result in students who develop the knowledge and skills necessary to adapt to the work environment. As the demands placed on graduates change, faculty correspondingly must adapt the curriculum to not only meet the long-term

strategic goals of the institution and its accrediting body, but also ensure they produce practitioners who are safe and capable of critical thinking.

Curriculum has many definitions. According to Ronald Doll in Billings and Halstead (2012), curriculum is “the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school” (Billings & Halstead, 2012, p. 78). William Doll described “curriculum in a relation to a shifting paradigm, moving from a formal definition to a focus on one’s multiple interactions with others and one’s surroundings” (Billings & Halstead, 2012, p. 78). Bevis chooses to define curriculum as “those transactions and interactions that take place among students with the intent that learning takes place” (Bevis & Watson, 2000, p. 72).

Keating defines curriculum as “the formal plan of study that provides the philosophical underpinnings, goals, and guidelines for the delivery of a specific educational program” (Keating, 2006, p. 2). An educator tends to gravitate to the definition that matches their preconceptions. Of these definitions, this researcher is drawn to William Doll and Bevis’ definition as they acknowledge and incorporate the interactions between student and instructor as part of the curriculum.

The term “curriculum” was first used in Scotland as early as 1820, and became a part of the education dialect in the United States nearly a century later. It is derived from the Latin word *curere*, which means “to run”, and over time it has been translated to mean “course of study” (Billings & Halstead, 2012, p. 78). Scotland defines the purpose of curriculum as “enabling each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor” (East Lothian

Council, 2017). The aim is to ensure that all children and young people in Scotland develop the knowledge, skills, and attributes they will need if they are to flourish in life, learning and working now and in the future (East Lothian Council, 2017). While this was obviously written for early education, the concepts can be transferred to higher education. The goals are universal; to achieve a level of success and understanding that can be used to advance the future. A successful curriculum is one that fosters students who are successful, confident, responsible and effective professionals.

The goals for curriculum development today are ever-changing. Individual course curriculums must be developed to assure that students obtain and develop the skills necessary to move to the next level, achieve full comprehension of all expected outcomes, and make a successful transition into the workforce upon graduation. The traditional curriculum utilizing the “banking system” of education described by Paulo Freire (1921-1997) is no longer a viable option in education today (Freire, 2000). Educators are challenged with blending the curriculum to aid the student in connecting the actions done in the clinical setting to the content covered in the classroom (Benner, Sutphen, Leonard, & Day, 2010, p. 12). Once connections are made and the student understands the “why” behind the “how” they start to develop critical thinking skills mandatory in today’s workforce.

### **Nursing Curriculum**

Early nursing curriculum of the 1800s was based on the Nightingale School Model. Training consisted of primarily on the job training mixed with regimented living and working. This “curriculum” was intended to develop proper character traits and habits for those serving as nurses (Keating, 2006, p. 7).

In 1917, 1927, and 1937, the National League of Nursing Education (NLNE) published a series of curriculum recommendations to increase classroom hours and decrease patient-care hours (Keating, 2006, p. 10). Curriculum has steadily changed to incorporate the student aspect of the relationship making nursing students take a more active part in their education.

Bevis attempted to move curriculum forward by focusing on human interaction and active learning. She further proposed a change to the definition of curriculum to include students' and teachers' interactions and the communications that occur between them. (Billings & Halstead, 2012, p. 80). This educator relates to Nelms who attempts to "capture the personal meaning of curriculum". He defines the term as intensely personal learning within a transpersonal interaction, stating that curriculum is:

"the educational journey, in an educational environment in which the biography of the person (the student) interacts with the history of the culture of nursing through the biography of another person (the faculty) to create meaning and release potential in the lives of all participants" (Billings & Halstead, 2012, p. 80).

As nurses take an active role in developing health care delivery, nursing education must correspondingly prepare curriculum that will educate nurses at all levels with appropriate leadership skills and an understanding of complexity and change (Billings & Halstead, 2012, p. 135).

The American Association of Colleges of Nursing (AACN) (2008) "*The Essentials of Baccalaureate Education for Professional Nursing Practice*" is a curricular suggestion that serves to transform baccalaureate nursing education by guiding the curriculum elements and framework for the 21<sup>st</sup> century. These guidelines address

recommendations from all key stakeholders, as well as landmark documents such as the recommendations for the core knowledge required of all healthcare professionals. It was adopted to meet the needs of a drastically-changing healthcare system by attempting to build a safer system to improve healthcare outcomes.

Learning is the acquisition of new mental schemata, knowledge, abilities and skills, to successfully solve problems. This furthers decision-making on the basis of experience, which elevates “doing” as a basis for achieving effective understanding of the knowledge (Hsu & Hsieh, 2011, p. 2436). National League for Nursing released this position statement in 2005:

“Nursing education programs must be designed to involve students as active participants in the educational enterprise, be flexible meet constantly changing demands and individual student learning needs, be assessable and responsive to diverse student populations, and be accountable to the public” (National League for Nursing [NLN], 2005, p. 1).

New nursing graduates are expected to function in an ever-changing environment at a level that is safe for them and their patients. In order for this to occur, the novice nurse must have more than a surface knowledge from which to draw for critical thinking to occur. The nursing profession can no longer rely on tradition, past practices, and good intentions: Curriculum designs within the nursing profession must reflect the current health care system and be fluid and flexible. Educational curricular designs must be responsive to the most current needs of society (Boland & Finke, 2009, p. 119).

Quality and Safety Education for Nurses (QSEN) is another document guiding nursing curriculum today. It was developed by nurses who adapted Institute of Medicine

competencies for nursing (patient-centered care, teamwork and collaboration, evidence-based practice, quality improvements, safety, and informatics), offering definitions to describe the essential features of what it means to be a competent and respected nurse. QSEN is used as a guide to examine the statements of knowledge, skills and attitudes (KSAs) for each skill that should be developed during pre-licensure nursing education (Cronenwett et al., 2007).

### **Nursing Shortage**

The United States has a projected shortage of Registered Nurses (RNs) that is expected to intensify as baby boomers age and the need for health care grows. Compounding this problem is the rising demand for care given the national passing of the Affordable Care Act that increases the number of patients in the healthcare system. According to The Bureau of Labor Statistics' *Employment Projections 2010-2022* released in December 2013, the RN is listed among the top occupations in terms of job growth through 2022, demonstrating an expected growth of 19% in the workforce. There is an additional estimate that 525,000 replacement nurses will be needed in the workforce by 2022. The total need from growth and replacement is estimated to be 1.05 million RNs by 2022 (Rosseter, 2014).

The average age of the employed RN has changed from 42.7 years to 44.6 years in 2010. America is also seeing an increase of patients over the age of 65. This age group has many medical and health needs, adding to the strain on the current health system. Calculating in the recent reforms in healthcare that will give millions of people access to the healthcare system intensifies the strain and increases the demand for nurses. The problem deepens with anticipation of the economy strengthening and older nurses being

able to take advantage of retirement, the problem deepens. Given all factors combined, this leaves the American people without sufficient healthcare workers--nurses in particular--to safely meet their health care demands (American Nurses Association [ANA], 2016).

Demand for healthcare services is predicted to intensify in the next ten years, driven by the aging population and increased access to healthcare; however, the supply of healthcare providers will simultaneously decrease (Healthcareers network, 2015). Carnevale, Smith & Gulish (2015) state that in the workforce today there are close to 3.5 million nursing professionals, accounting for virtually three of every five healthcare professional and technical jobs. Nursing professionals hold 57% of the 6.1 million jobs in the healthcare profession. A projected 1.6 million job openings for nurses through 2020, 700,000 newly created and 880,000 replacement positions for retiring baby boomer nurses, compounds this issue (Carnevale, Smith, & Gulish, 2015).

The Florida Center for Nursing (FCN) issued their report in May of 2016 stating that Florida had a gain of 40,061 new registered nurses in the 2014-2015 license cycle with 21,600 of those being from licensee by exam (passing the state board). They further report a loss of 21,526 registered nurses in the same cycle. This results in a gain of 16,535 nurses into the Florida nursing workforce (Florida Center for Nursing [FCN], 2016, p. 6). With this addition, Florida still currently has 12,493 vacant RN positions. They state that 17% of Florida's working RNs are over the age of 61, and an additional 21% are aged 51-60. These nurses are expected to phase out of the workforce within five to ten years (FCN, 2016, p. 3).



The FCN has made four recommendations to assist in combating the nursing shortage. The first is to encourage bright and caring people to enter the field of nursing. Second; promote activities to improve retention of the existing workforce. Third; support research efforts and analysis of workforce trends. Fourth; increase the number of nurses qualified to teach, making a way for our older nurses to transition into another practice environment. Taking advantage of their vast experience in a teaching forum to the benefit of new nurses could allow for a mutually-beneficial transition from clinical practice to academia. (Florida Center for Nursing [FCN], 2016).

### **Education and the Nursing Shortage**

Nursing schools are striving to develop programs that produce well-rounded graduates who are safe practitioners in an attempt to uphold their social contract with the public. In order to assist in producing more graduates to help combat the nursing shortage, universities are implementing technology to allow students to attend courses from remote locations, enabling larger class sizes. They are further using multiple pedagogies in teaching to assist the student to obtain a deeper understanding of the material covered. Students entering these nursing programs are accustomed to being taught in a traditional format (Hawks, 2014).

According to the NLN Survey of Schools of Nursing in 2014 64% of all BSN programs turned away qualified applicants (National League for Nursing [NLN], 2014). Sheffield (2016) reported that one well-known nursing school in Central Florida admitted only 126 of the 306 qualified applicants. She further states that “Florida schools cannot educate all of their promising would-be nurses while its hospitals are in near constant hiring mode, advertising dozens and dozens of nursing jobs and offering bonuses of up to

\$10,000 to experienced registered nurses” (Sheffield, 2016, p. 2). With this being the trend, educators and institutions must assure retention and satisfaction of these students. By incorporating multiple pedagogies without understanding the dynamics this practice has on students and faculty, the nursing shortage may be unnecessarily exacerbated, resulting in an inadequate number of nurses prepared to meet the health and wellness needs of the public.

### **University as Business**

Institutions of higher education are coming to the realization that their services could be regarded as a business-like service industry and as a result, they are being forced to focus more on meeting or exceeding the expectations of their student populations (Gruber, Fub, Voss, & Glaeser-Zikuda, 2010). This realization is true where tuition-based models compete for student enrollment. There are many types of higher education options today; state colleges, community colleges, private collages, technical schools, and universities both private and state each marketing their curriculum as the best available at economical cost. There are many students entering the education system utilizing government funding, which is increasingly being tied to the quality of teaching and research programs (Stoltenberg, 2011, p. 1). The rapid expansion of colleges and universities, along with increasing tuition costs force the institutions to think differently about the role of student satisfaction (Stoltenberg, 2011).

Students have begun to view themselves as consumers or customers of a service organization, with high expectations of standards and efficiency from educational institutions. Therefore, customer satisfaction is becoming increasingly important (Stoltenberg, 2011). Satisfied customers attract new customers by engaging in positive

word-of-mouth communication to inform acquaintances and friends, and they may return to their university for other courses, as well as higher degrees (Gruber et al., 2010). Institutions will only be able to deliver service encounters that satisfy customers if they know what their customers want. Only if an institution understands how their customers perceive the services being offered can they possibly adapt those services to meet those needs, and in return have a positive impact on the perceived level of satisfaction (Elliott & Shin, 2002). Sinclair (2011) states that satisfaction can be viewed as both a requirement for student success and an outcome of the learning process. Student satisfaction is connected to improved academic performance as well as continued learning (Wall, Parlio & Parsh, 2014, Hawks, 2014). Therefore, the suggestion can be made that academic administrators should focus on understanding the needs of the students, who are the target audience. Student experience/satisfaction and the improvement of such should be the forefront of monitoring in higher education (Gruber et al., 2010). Students must be satisfied not only with the promised product, but also with the one delivered (Gruber et al., 2010).

Some aspects of the university that are universal to all students are the services provided such as; student research facilities, selection of library books, campus structure and parking facilities, canteen facilities, space for group discussions, sports programs, student support services, and technology availability, such as Internet access, strength of Wi-Fi system. (Sahin, 2014). Students will also be interested in the individual resources for their area of studies; for example, a nursing student would want to know resources available for practice, such as simulation laboratories, application laboratories, and clinical sites. All students will want to know the quality of the professors and curricular

content for their program of study, as well as the research rating of the university. (Sahin, 2014). In this time of consumerism, whereby the university is forced to function as a business of higher-education, the curriculum being offered is the product of interest to a potential student. It is imperative that faculty and administration create curriculum that meets the long-term goals of the institution and its accrediting body, as well as producing safe medical practitioners who are competent critical thinkers.

### **Pedagogical Trends**

There are many approaches to teaching; however, the faculty will tend to follow a pedagogy that is comfortable to them. The challenge comes when faculty members are asked to incorporate technological advances into their existing curriculum. The pedagogies that were investigated in this current study are traditional, blended, and the flipped classroom. The researcher has included a brief discussion of the technology that blended and flipped classrooms utilize in their curriculum.

**Traditional.** Students enter school with little to no knowledge of the field they are pursuing as a career. Traditional education is a teacher-dependent pedagogy in which the instructor utilizes class time in front of the class lecturing, usually with a power point presentation or student handout on content that was assigned reading prior to class. This is the educational format students starting college following high school are most familiar and comfortable with for their learning (Spiers et al., 2014, p. 1464, and Hawks, 2014, p. 265). The faculty member is the “sage on the stage” in traditional education, instilling the knowledge to the student recipient (Colley, 2012, p. 212). Emphasis in traditional education is memorization of facts (Critz & Knight, 2013, p. 210).

Lecture-based education is most positive for students who are auditory learners, but not for students who learn in other methods. Lecture-based learning also requires the skill of note-taking; those weak in this area will have trouble understanding what they should be remembering from the lecture. Student boredom is another issue that occurs when a lecture drones on and on. Lectures should be a tool in the teacher's tool-box of teaching methods and used when appropriate. Instruction should be varied from class to class to reach the most number of students possible (Kelly, 2014). McCurry (2010) states that the lecture-based approach is fine when the resulting goal is memorization of the information provided.

There is much support for the use of lectures in education. "Lectures are effective because they exploit the spontaneous human aptitude for spoken (rather than written) communications and because they are real-time, human-presence social events (rather than electronic media)" (Charlton, 2006, p. 1261). Lectures are done for courses requiring a long-term commitment to be in the proper place at the proper time. This repetitive interaction allows for bonds of trust and respect to be formed between the audience (class) and the lecturer (instructor). Charlton argues that the taking of lecture notes, is an act that allows students to understand, abbreviate and re-structure the information in the course of recording it, therefore converting lecture to an active learning experience (Charlton, 2006). Another interesting view about the lecture method is that since it is delivered by an actually-present individual, it creates a here-and-now social situation which happens in real time. Humans are social animals, who are more alert and vigilant in a social situation. The eye contact between lecturer and audience offers a way for two-

way communication. The lecturer can see if the audience is paying attention or if they are comprehending the material being presented (Charlton, 2006).

Nursing, students in particular are required to build foundations upon every trimester to eventually lead to critical thinking on the subject matter. These foundational courses are often taught in the traditional format, whereby the instructor stands in front of the class and instills the content necessary for memorization that will in turn be regurgitated onto an exam assuring memorization has occurred (Critz & Knight, 2013). Traditional lecture-based education is a pedagogy with which many faculty members are familiar and comfortable teaching. Many were educated in this format for their own formal education (Spiers et al., 2014).

While this has been accepted and supported, traditional education alone is not always in the best interest of the student. This view point is very well described by Paulo Freire (1921-1997) in his *Pedagogy of the Oppressed* (1968). In his work, Freire compares current education to a “banking system”. The banking system of teaching is comparable to traditional education, in which the teacher takes complete control, on the assumption that students are passive learners. The instructor determines what needs to be learned and proceeds to fill the students with preselected information. This concept of the student as a bank and the teacher as the depositor implies that the student must “fit in to” the world as it is; supporting an unquestioning and submissive response to authoritative roles. He further points out that this mindset of teaching is not definitively effective, as it does not involve teacher-student dialogue and therefore does not engage the creative mind of the student. He states the goal of a banking (traditional) education is to break down the oppressed by influencing them to accept the status quo of the oppressor.

Freire claims that creativity and dialogue is killed through this banking method of education, because the teacher narrates knowledge for the student to memorize, assuming the student is ignorant in the subject matter. The teacher pushes what students “need” to know, expecting them to accept it as their only choice, whereupon critical thinking and creativity opportunities are denied. He states that these are the larger consequences of the banking concept.

**Problem Posing Education.** To counter this concept, Freire offers the option of problem-posing education. Problem-posing education allows people to develop their human natures fully as it depends on dialogue; recognizes the relationship between people and the world; encourages creativity and discovery, and leads to transformations. This concept is generally characterized as cooperative relationship between the student and the teacher. The students are not sitting passively waiting for the truth to be handed to them: They are instead responding to problems posed to them by the world. This results in new challenges, commitment, critical thinking and deeper understanding. The teacher in this concept model is always ready for dialogue with the student, making them both more inquisitive and creative humans (Freire, 2000).

Freire’s opinions are supported by The Situated Learning Theory’s Communities of Practice (CoP) by Jean Lave and Etienne Wenger. Situated Learning at its simplest is learning that takes place in the same context in which it is applied (Wenger, 2006). It is argued that learning should not be viewed as simply the transmission of decontextualized knowledge from teacher to student, but a social process whereby knowledge is co-constructed, as embedded within a particular social and physical environment (Wenger & Wenger-Trayner, 2015). Communities of Practice are groups of people who share a

concern or a passion for something they do and learn how to do it better as they regularly interact. This concept can be applied to a cohort in a nursing program. In CoP they refer to new novice members of the community being on the outside of the bullseye and the “old timers” or experts on the inside with participation between them. When using this to speak of educational pedagogies, the traditional method would keep the student on the periphery listening with the expert always centered and speaking. This goes along with Freire’s thoughts of oppressing the student. Both the Situated Learning Theory and CoP along with the concept of problem-posing can be accomplished in alternate pedagogies, such as blended learning and flipped classrooms.

**Blended learning.** As the paradigm has started shifting in education today, curriculum is changing to incorporate the student as a more active participant in learning. Blended learning refers to a method of instruction that utilizes two or more complementary approaches to teach the same material. By combining classroom lectures with activities, discussions, case studies, and/or web-based modules, the teacher is experimenting with blended learning (Spiers et al., 2014, Hsu & Hsieh, 2011, p. 2436). Blended learning can also be understood as the systematic integration of several complementary informational delivery mechanisms in an effort to optimize learning and skill acquisition (Hsu & Hsieh, 2011, p. 2436). Students have more responsibilities placed on them in blended learning courses (Hsu & Hsieh, 2011, p. 24). Blended learning presents the role of the instructor as a facilitator in the learning process (Colley, 2012, p. 229). The blended learning environment is one in which students share control and take greater responsibility for their own learning, thereby empowering and motivating them by making them “invested in” the materials learned (Colley, 2012, p. 229).



According to Billings & Halstead (2012) the incorporation of tools that improve communication between students and instructor via synchronous and asynchronous modalities results in higher student outcomes (Billings & Halstead, 2012, p. 398). It is further stated that students who demonstrate a more vested interest and spend more time on-task have more positive outcomes than those who spend less time on the tasks at hand. By incorporating audio as well as video and face-to-face communication techniques, instructors give their students more responsive access to them and in return gain more positive outcomes (Billings & Halstead, 2012).

**Flipped classroom.** The flipped classroom (FC) is a hybrid approach to learning, using technology to move the classroom lecture to “homework” status and using face-to-face classroom time for interactive learning (Missildine, Fountain, Summers, & Gosselin, 2013, p. 599). The expectation is that students will come to class prepared for collaborative learning through group discussion; analyzing case scenarios, discussing real-life cases and challenges from the clinical component of the course, and engaging in meaningful interactive activities to apply knowledge acquired in pre-class work (Critz & Knight, 2013, p. 210). In the FC model, instructors interact with students by discussing points of confusion, providing real-life examples relevant to course content, challenging students to think more deeply about complex processes, and monitoring peer-to-peer, team-based learning activities (Hawks, 2014, p. 265). Emphasis in the classroom is on application and learning, not memorization of facts (Critz & Knight, 2013, p. 210). Professors in the FC format (“the guide on the side”) collaborate with students to ensure mastery of essential course concepts. (Hawks, 2014, p. 265, Missildine et al., 2013, p. 598).

**Technology in the classroom.** A current pedagogy in education today is the use of technologies to expand the delivery method of education. Technological advancements offer “new opportunities to enhance and broaden learning experiences” (Billings & Halstead, 2012, p. 95). According to the Institute of Medicine (IOM) as technology evolves, increased numbers of nursing programs have found that e-learning, simulation, and mobile devices offer much potential for nursing education (Billings & Halstead, 2012, p. 95). While technology can be a benefit for educators, it can also be a detriment. Old school or traditional educators are sometimes highly resistant to using technology, especially when they do not understand its usefulness as a tool in part because they are afraid they are unable to control it. In addition, those who are not properly trained to use the technology they are being asked to use cannot be effective with it. While the curriculum needs to stay up-to-date with technologies, a selling point for student consumerism, it is equally as important to assure that the faculty are competent in all technologies they are expected to use.

Synchronous learning is also termed “real time” learning. During scheduled learning activities, the students and the teacher may be in different geographical locations but are technologically linked in by some form of audio and/or video communication system (Kozolwski, 2002, p. 42). Using the real-time method, students from different geographical locations (and time zones) meet, but they meet at the same standard (clock) time. Using a synchronous format, live didactic lectures delivered at the main campus are simultaneously broadcast to the distant/satellite sites (Ward et al-., 2006, p. 119). By utilizing two-way audio and visual capabilities, the instructor and students at all sites are

able to conduct in-class discussions as well as engage in question and answer sessions (Ward et al., 2006).

Asynchronous online learning permits instruction from different geographic locations as well as allowing variability for when the teaching and learning may occur. The learning activity does not have to be scheduled or completed at the same time (Kozolwski, 2002, p. 42). This method requires a computer and access to high-speed internet. In asynchronous learning, the communication switches from a predominantly face-to-face method to a computer environment where e-mail, chat sessions, list serves, and bulletin board postings are the predominant form of communication (Kozolwski, 2002, p. 42). The role of the instructor changes from a lecturer to a facilitator of learning. Students take a more active role in their own education, as they complete the classes at their pace following timelines established in the course syllabus (Weiner, 2008). This is a positive environment for the non-traditional student who is older, and must balance family obligations and jobs while gaining or furthering an education.

Video-conferencing is a means to connect learners from distant sites to main campus courses. It has been used in astrophysics, career counseling, physician consults, and organizational theory classes (Rush, Walsh, Guy, & Wharrad, 2011). Video-conferencing is a means by which students are added to existing courses without having to have a physical seat for them, allowing for expanded class sizes. This technology is one answer to a higher demand for classes than a university has physical space to accommodate. It is also beneficial when a university has several satellite campus sites. Instructors from the main campus teach their regular class and students in the distant site are present via a video conferencing service (Wall Parilo & Parsh, 2014). This

technology can foster a “sage on the stage” approach as the instructor remains in “camera range” (Rush et al., 2011).

Nursing curriculum today incorporates many pedagogies into a single program. This is being done in response to the challenges by the NLN, and to answer the competencies set by the IOM. The curricular paradigm shift from straight traditional education to incorporating multiple pedagogies in nursing education has not been investigated in relation to its effect on the students, faculty and stakeholders.

### **Statement of the Problem**

Recognizing the pervasive impact of technology on society and in healthcare, today’s nursing education programs are restructuring their programs and classroom facilities to promote meaningful learning in a technological era. This restructuring process requires the effective integration of technology into an existing teaching-learning environment. Regardless of the quantity or sophistication of technology placed in classrooms, the key to how to use these tools lies in the university faculty. Faculty members have individual preferences for using traditional, blended, online, or flipped-classroom pedagogies. Little is known about how nursing faculty members integrate and use technology education within their existing teaching-learning preferences. An understanding of how these instructors accommodate familiar patterns of classroom interaction with new technologies is needed to help institutions of higher learning in general, and nursing education programs, specifically, to successfully integrate these new information and communication technologies.

### **Purpose of the Study**

The purpose of this qualitative case study was to explore the impact of using multiple pedagogies in a Bachelor of Science in nursing pre-licensure curriculum.

### **Research Questions**

1. How do nursing students in a pre-licensure BSN program describe their educational experience within a curriculum that uses multiple pedagogical approaches?
2. How do nursing faculty in a pre-licensure BSN program describe their experience with using multiple pedagogical approaches in implementing the curriculum?
3. How do stakeholders perceive the implementation of multiple pedagogical approaches in a pre-licensure generic nursing education program?

### **Philosophical Underpinnings**

Philosophical underpinning is defined as “the philosophical stance informing the methodology and thus providing a context for the research process and grounding its logic and criteria” (Crotty, 1998, p. 3). It is further explained as “a way of looking at the world and making sense of it” (Crotty, 1998, p. 10). A philosophical underpinning provides a clear conceptual foundation of research variables. This in turn provides clarity on a researchers’ perspectives of the world and how they approach it to gain a better understanding the world (Polit & Beck, 2012). Philosophical underpinnings are used by researchers as a lens from which the research or inquiry evolves.

There are two world-views that guide research; positivism and interpretivism. Positivism is considered when the researcher seeks to quantify the results in numbers. However, interpretivism is the method of choice when the researcher seeks to understand

or interpret the meanings of behavior from a qualitative perspective. This inquiry was done following an interpretive paradigm.

### **Interpretivism**

The goal of engaging an interpretivist paradigm is to understand and interpret the meanings in human behavior rather than to generalize and predict any direct cause-and-effect. It is important for an interpretivist researcher to uncover motives, meanings, reasons, and other subjective experiences which are time- and context-bound (Edirisingha, 2012). Interpretivism allows the investigator to study things in terms of the way they occur. Through interpretivism, meanings are constructed by humans as they engage with the world they are interpreting. Interpretivists argue that individuals are not just puppets who react to external social forces as positivists believe. According to interpretivists, individuals are so intricate and complex that different people must experience and understand the same “object reality” in very different ways. Consequently, different people have their own, often very different, reasons for acting the way they do in the world.

Interpretivists argue that, to understand human action, the world must be viewed through the eyes of the participants doing the acting. An interpretivist approach to social research is qualitative rather than quantitative, because the investigator uses methods such as unstructured interviews or participant observation (Thompson, 2015) to gain understanding. According to Crotty (1998), an interpretivist study is one in which “meaning comes into existence in and out of ones’ engagement with the realities of one’s world: it is not discovered but constructed; and different people may construct meaning in different ways even in relation to the same phenomenon” (Crotty, 1998, p. 71).

## **Constructivism**

The constructivist paradigm, also called a naturalistic paradigm, is a world view arising from the interpretive paradigm. The roots of constructivism are grounded in various disciplines such as education, psychology, philosophy, and well-known philosophers such as Jean Piaget (1896–1980), Immanuel Kant (1724–1804), Edmund Husserl (1859-1938), and Thomas Kuhn (1922-1996) who also studied the history of science. Adherents assume that all knowledge is a meaningful reality constructed in and out of interactions with humans and their world, so that it must be transmitted within an essentially-social context (Crotty, 1998, p. 42). Constructivism assumes “relative ontology” (there are multiple realities), a subjective epistemology (knower and respondent co-create understandings), and a naturalistic (in the natural world) set of methodological procedures” (Denzin & Lincoln, 2011, p. 13).

Constructivism assumes that reality is constructed from human experience and interactions with the world rather than being discovered; therefore, no purely objective truth exists (Lincoln & Guba, 1985). Since every object is given meaning by the subject interacting with it, each phenomenon can be viewed differently and given different meanings by each individual. Researchers guided by a constructivist paradigm try to understand a phenomenon using inductive reasoning (Polit & Beck, 2012). From a constructivist point of view, meanings are co-constructed by the researcher and the research participants, allowing many related truths to be found. The outcomes of the research are often suggestive rather than conclusive (Crotty, 1998). Constructivism allows for a subjective understanding of life situations of the participants (Denzin & Lincoln, 2011).

Although relatively new in its current form, constructivism has deep historical roots. At their core, constructivist perspectives focus on how learners create their own understanding. Some philosophers, such as Socrates (469-399 B.C.E), focused on helping students construct meanings on their own, rather than having authority figures transmit information to them. Immanuel Kant built upon this by recognizing that the way learners perceive stimuli from their environment shapes their understanding of the world while; also taking into account their prior ideas and interests. Later, Jean Piaget defined accommodation and assimilation as ways for new knowledge to build upon previous knowledge. The ideas of Lev Vygotsky (1896–1934) also influenced constructivism. He helped increase awareness of the interactions between the individual, interpersonal, and cultural historical factors that affect learning (D'Angelo et al., 2009, p. 1).

Liamputtong (2013) states that constructivist researchers believe that there are multiple truths which are individually-constructed, and that reality is shaped by social factors, such as class, race, ethnicity, gender, culture and age. He further states that researchers utilizing constructivism believe that reality is not firmly- rooted in nature, but rather a product of a person's own making (Liamputtong, 2013). The constructivist paradigm assumes that knowledge is maximized when the distance between the researcher and the participants is minimized. The voice and interpretations of the study participants are, therefore, crucial to understanding the phenomenon of interests, and subjective interactions are the primary way to access those interpretations (Polit & Beck, 2017).

A central belief of researchers working in this paradigm is that research is a subjective process, due to the active involvement of the researcher in the construction and



conduct of the research (Liamputtong, 2013, p. 11). Reality is defined by the research participants' interpretations of their own realities. When situated in this paradigm, research focuses on an exploration of the way people interpret and make sense of their experiences in the worlds in which they live, and how the contexts of events and situations and placement of these within wider social environments impact constructed understanding (Liamputtong, 2013, p. 11).

Constructivist researchers hold a view that the subject material of the social sciences, people and their institutions is fundamentally different from that of the natural sciences. Studying the social world requires a different logic of research procedure; one that reflects the uniqueness of humans in contrast to the natural order. Constructivist researchers are required to grasp the subjective meaning of social action, for which they must employ research methods allowing people to articulate the meanings of their social realities; in short, a qualitative approach (Liamputtong, 2013). Findings from a constructivist inquiry are the product of the interaction between the researcher and the participant (Polit & Beck, 2017, p. 11).

Researchers using constructivist traditions emphasize the innate complexity of humans, their ability to shape and create their own experiences, and the idea that truth is composed of multiple realities. Constructivist studies are therefore heavily-focused on an understanding of the human experience as it is lived. This is usually done through the collection and analysis of qualitative materials that are narrative and subjective in nature (Polit & Beck, 2017).

Evolving and flexible procedures are used to capitalize on findings that emerge during the course of the study. Inquiry usually occurs in the field (naturalistic settings),

over an extended period of time. In constructivist research, the collection of information and its analysis typically develops concurrently; as researchers sift through information; insights are gained; new questions emerge, and further evidence is sought to amplify or confirm the insights (Polit & Beck, 2017). Constructivist studies yield rich, in-depth information that can reveal varied dimensions of a complicated phenomenon. Findings from in-depth qualitative research are typically grounded in real-life experiences of people with first-hand experience of the phenomenon (Polit & Beck, 2017).

### **Constructionism**

Constructionism is removed from the objectivism found in the positivist stance. According to Crotty (1998), constructionism maintains that each person is introduced directly to an entire world of meaning. The culture and subcultures into which humans are born provide us with the meanings. Each person is taught and learns in the process of enculturation. These meanings shape thinking and behavior throughout one's life. Therefore, constructionism offers the framework that our cultural heritage pre-empts the task of meaning- making (Crotty, 1998, p. 79).

Crotty further states that constructionism rejects the view of human knowledge and belief that objective truth exists separately and is waiting for one to discover it. It is only through engagement with the realities of the world that truth or meaning come into existence (Crotty, 1998, p. 8). A constructionist believes there is no meaning without a mind to create it; in other words, meaning is not discovered, but rather constructed. The world is pregnant with objects holding potential meaning, but actual meaning will emerge only when consciousness engages with it (Crotty, 1998, p. 43).

Different people may construct different meanings even in relation to the same phenomenon. This is demonstrated when one examines one era against another, or one culture to another. Each thing, object or subject emerge as partners in that generation or culture, resulting in multiple constructs of meaning for the same phenomenon (Crotty, 1998, p. 9). This can be understood by the example of a simple tree. Human beings have constructed it as a tree, named it a tree and attributed associations to it as a tree. But, different associations about the tree are generated even within the same overall culture. A “tree “would bear different connotations in a logging town, a treeless slum, and an artists’ rendition (Crotty, 1998, p. 43).

The purpose of this study was to explore the impact of using multiple pedagogies in a Bachelor of Science in nursing pre-licensure curriculum. It is imperative to understand the elements of constructionism and what role they can play in the outcome of the study. This study utilizes students, faculty members and stakeholders of diverse ages and cultures. Each will have their own experiences they bring to the study. How they associate their construct of meaning had an impact on their responses to the phenomenon of interest.

### **Qualitative Research**

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers employ an emerging qualitative approach to inquiry; the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive to establish patterns or themes. The

final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (Creswell, 2013, p. 44)

Qualitative research is an approach of inquiry whereby investigators study the world of human experience (Creswell, 2013). These researchers seek knowledge through an individual's understanding or meaning obtained from participants about their social experiences through their interactions with others. Qualitative research is useful when the research context or the nature of the problem is poorly-understood; the researcher attempts to make meaning of certain phenomenon by examining what lies behind it. To participate in qualitative research, Creswell states "there are compelling reasons to undertake a qualitative study" including when the question to be answered starts with a "how" or a "what" question (Creswell, 2013, p. 17). Qualitative researchers attempt to make meaning of certain phenomena using an interpretive approach in the naturalistic setting for which the study is proposed (Creswell, 2013).

Qualitative inquiry is a situated activity, as it "locates the observer in a given world, and consists of a set of interpretative, materialist practices that make the world visible" (Creswell, 2013, p. 43). Its emphasis is on a holism and focuses on the individual's world as they interact with their environment. Crotty (1998) describes a philosophical position as a guiding system of principles entrenched in the researcher's underlying epistemological and ontological assumptions that informs the methodology, "providing a context for the process and the grounding for its logic and criteria" (p. 7). The focus of this study is to understand how a curriculum incorporating multiple teaching

pedagogies (traditional, blended learning, flipped classroom and technology) affects faculty and administration through student outcomes.

Five scientific assumptions guide all empirical studies; *ontology* (nature of reality), *epistemology* (what counts as knowledge and how knowledge claims are justified), *axiological* (the role of values in research), *rhetorical* (language of the study), and *methodological* (the process of research), (Creswell, 2013). Each of these assumptions were addressed differently based on the type of type of inquiry being conducted.

The ontological issue relates to the nature of reality and its characteristics. Qualitative researchers embrace the idea of multiple realities. All involved in the research; the researcher and participants, as well as those reading the study, embrace different realities. Qualitative researchers, have the intent of reporting multiple realities when studying individuals. To incorporate evidence of multiple realities, the researcher utilizes multiple forms of evidence in themes, through the actual words of different individuals and presenting different perspectives (Creswell, 2013). The researcher reports different perspectives as themes to develop in the findings (Creswell, 2013, p. 21).

Ontology is the study of being, according to Crotty (1998). He states it brings forward to the investigator “what is” the nature of existence and the structure of reality as such. Ontological and epistemological issues tend to emerge together (Crotty, 1998, p. 10). Ontology is introduced into the framework of a qualitative investigation alongside epistemology informing the theoretical perspective to embody a certain way of understanding what (ontology) is as well as a certain way of understanding what it means

to know (epistemology). The researcher conducted semi-structured interviews and utilize the participants' original words to identify emerging themes.

Epistemology is concerned with the methods of knowing and learning about the world and allows the investigator to focus on how reality is constructed; what forms the basis of understanding in a body of knowledge (Polit & Beck, 2012). The epistemological assumption in a qualitative study means that the researcher tries to get as close as possible to the participants being studied. Subjective evidence based on individual views is assembled. Knowledge is gained through examining the subjective experiences of people and how they express those experiences.

It is important to conduct this kind of study in the "field", where the participants live and work. The longer a researcher stays in the "field" or gets to know the participants the more they "know what they know" from firsthand information (Creswell, 2013, p. 20). The researcher tries to minimize the "distance" or "objective separateness" between himself or herself and those being researched (Creswell, 2013, p. 20). The researcher relies on quotes as evidence from the participants; collaborates with them, spends time in the field with the participants and becomes an "insider" (Creswell, 2013, p. 21). The researcher of this current study was an active participant in the study doing interviews and personal observations, minimizing the distance between the participants and the researcher.

An axiological assumption relates to the values of the study. When doing qualitative research the researcher brings personal values to the study, which must be made known in the study. The inquirer acknowledges the value-laden nature of the study and actively reports biases as these factors impact the information gathered from

participants in the field. The researchers are then said to have “positioned themselves” into the study. The researcher openly discusses values that shape the narrative and includes his or her own interpretations in conjunction with the interpretations of the participants (Creswell, 2013, p. 20-21). The researcher in this study has journaled and memoed with each interaction in the study so that the true words of participants were allowed to come forth and decrease her own words being interjected in the analysis and reporting.

No matter the type of qualitative research, the overall rhetorical assumption is that one is not “truth seeking” or “all-knowing”, but instead reporting on the nature of reality through the views of the research participants (Creswell, 2013). The researcher reports in the most objective way possible, as opposed to gathering quantitative data and doing statistical tests. The rhetorical style of qualitative research reporting is humanistic, with a thorough descriptive and interpretative mode of writing about the research results (Young, 2013).

Methodology is the strategy, plan of action, process or design linking the choice and use of methods to the desired outcomes (Crotty, 1998, p. 3). Qualitative research methodological procedures are characterized as inductive, emerging, and shaped by the researcher’s experience in collecting and analyzing the data. The logic that a qualitative researcher follows is inductive from the ground up, rather than handed down entirely from a theory or from the perspectives of the inquirer (Creswell, 2013, p. 22). The research question can sometimes change in the middle of the study to better reflect the types of questions needed to understand the research problem. The data collections planned may need to be altered to assist in answering the new question. The researcher

developed an increasingly-detailed knowledge of the topic being studied while analyzing the data (Creswell, 2013). The researcher works with particulars (details) before generalizations, describes in detail the context of the study; and continually revises questions based on experiences in the field (Creswell, 2013, p. 21).

There are choices for the methodology in qualitative research. It can be done using ethnography, grounded theory, phenomenology, or a case study. The investigator for this inquiry utilized the case study method to investigate the proposed problem and research questions.

### **Case Study**

The three possible guides for case study research are Robert Yin (2014), Robert Stake (1995), and Sharan Merriam (1998). Robert Yin has a constructivist, interpretivist and pragmatic approach (do what works) combining qualitative and quantitative research methods. Robert Stake utilizes a constructivism and existentialism (nondeterminism) interpretivist method and Sharan Merriam utilizes a constructivist descriptive method to include only qualitative methods for research.

Case study research has no hard and fast rules to guide the researcher. It is a very flexible research approach that ranges from simple to complex. Case studies can be used to research a single individual, a group of individuals, a process, a neighborhood, an organization, institution or events (Munhall, 2012, p. 359). Case studies can be conceptualized in three manners: descriptive, explanatory, or exploratory. In a descriptive case study, the purpose is to describe a phenomenon in its real-world context. An explanatory case study seeks to explain how or why a condition came to be (how a



sequence of events did or did not occur). An exploratory case is used to identify the research questions or procedures to be used in subsequent research (Yin, 2014, p. 218).

Creswell describes three types of cases commonly used in research. The intrinsic case is a unique case study that has unusual interest in and of itself and needs to be described and detailed. The instrumental case is used to understand a specific issue, problem, or concern (i.e. juvenile diabetes) or a case to understand the problem. The third type, or collective case study is used when one issue or concern is selected with multiple case studies to illustrate the issue (Creswell, 2013, p. 99).

Case study research includes experiments, surveys, histories, and archival analysis as types of social science research and is the preferred method when: (1) the main research questions are “how” or “why”; (2) a researcher has little or no control over behavioral events; or (3) the focus of the study is a contemporary (as opposed to completely historical) phenomenon (Yin, 2014, p. 2). There are two theoretical frameworks that undergird case study research. Pragmatism and symbolic interactionism were both utilized in this study.

### **Pragmatism**

Pragmatism originated in the United States during the latter quarter of the 19<sup>th</sup> century. It has significantly influenced non-philosophers; notably in the fields of law, education, politics, sociology, psychology, and literary criticism (McDermid, n.d., p. 1). Pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily; that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected.

Pragmatism is perhaps America's most distinctive contribution to philosophy. Developed by Pierce, Dewey, and James in the late 19th and early 20th centuries, pragmatism holds that both the meaning and the truth of any idea is a function of its practical outcome. Pragmatists reject all forms of absolutism and insist that all principles be regarded as working hypotheses that must bear fruit in lived experience (Perry & Taylor, 2006, p. 1).

The perspective of the pragmatist is that truth cannot be arrived at through deductive reasoning from an *a priori* theory. Instead, it must be developed inductively with constant empirical verification. Truth is modified in light of new discoveries relative to time and place. “Pragmatic reflection begins with experience as an interactive process involving individuals and their social and natural environment” (Munhall, 2012, p. 229). Differences in perspectives are valued and provide a basis for shared problem-solving as the researcher draws on existing knowledge and resources; and ongoing revisions of understanding. Under pragmatism, the goals of inquiry are judged in terms of their usefulness for making change and thus values are an inherent part of pragmatism. Pragmatism supports seeking revised understandings for the purpose of making useful change through inductive exploration of diverse situated human experience (Munhall, 2012).

According to Creswell, there are many forms of pragmatism. Researchers holding an interpretive framework based on pragmatism focus on the outcomes of the research, actions, situations, and consequences of inquiry, rather than antecedent conditions. There is a concern with “what works” to provide solutions to the problems (Creswell, 2013, p. 28). In practice, the individual using this world-view will use multiple methods of data

collection to best answer the research question; employ multiple sources of data collection; focus on the practical implications of the research; and emphasize the importance of conducting research that best addresses the research problem (Creswell, 2013, p. 29).

The research here proposed to understand the impact of using multiple teaching strategies in a single pre-licensure nursing curriculum is guided by pragmatism.

“Individual researchers have a freedom of choice, because they are “free” to choose the methods, techniques, and procedures of research that best meet their needs and purposes” (Creswell, 2013, p. 28). The researcher utilized multiple methods of data collection to allow an in-depth understanding of the phenomenon. The interpretivist/constructionists view further guided this research.

### **Symbolic Interactionism**

Symbolic interactionism is a major framework of sociological theory; relying on the symbolic meaning that people develop, in the process of social interaction. The substantive basis for symbolic interaction as a theory is often attributed to the social behavioral work of Dewey (1930), Cooley (1902), Parks (1915), Mead (1934, 1938), and many other early theorists. Blumer (1969) coined the phrase “symbolic interaction”, and is considered the founder of this type of framework. In articulating his view of what symbolic interaction is, Blumer theorized that human beings account for meaning in two basic ways; as attached to a concrete object, or as a “physical accretion” imposed on objects, events, and the like by people. (Berg & Lune, 2012, p. 9). Blumer suggests that meaning is derived from the social process of interactions between and among individual people and groups. Meanings allow people to produce various realities that constitute the

sensory world (the “real world”), but since these realities are related to how people create meanings, reality then becomes an interpretation of various definitional options (Berg & Lune, 2012).

Symbolic interactionism was introduced to American sociology in the 1920s by the American philosopher, George Herbert Mead. Symbolic interaction theory analyzes society by addressing the subjective meanings people impose on objects, events, and behaviors. Subjective meanings are given primacy, because it is believed that people behave based on what they believe and not just on what is objectively true. Thus, society is perceived as socially-constructed through human interpretation. People interpret their own and one another’s behavior in a way that forms the social bond. These interpretations are called the “definition of the situation” (what people use to know what is expected of them and what is expected of others in a situation). Through the definition of the situation, people obtain a sense of the status and roles of those involved in the situation, so that they know how to behave (Crossman, 2016, p. 1).

As one of several theoretical schools of thought, symbolic interactionism involves a set of related propositions that describe and explain certain aspects of human behavior. Human beings are unique animals and what they say and do are the results of how they interpret the social world. Human behavior is based on learning rather than biological instincts. Communication is done through symbols; the most common system of which is language (Berg & Lune, 2012, p. 9). Linguistic symbols amount to sounds and/or physical gestures to which people mutually agree on over time, thus attaching a collective significance or meaning to them. The core task of a researcher of symbolic interactionism

is to capture the essence of the process for interpreting or attaching meaning to various symbols (Berg & Lune, 2012).

Blumer (1969) identified three tenets of symbolic interactionism:

- People act towards things and people on the basis of meanings they have for them.
- Meanings stem from interaction with others.
- People's meanings are modified through an interpretive process used to make sense of and manage their social worlds (Munhall, 2012, p. 228).

Snow (2001) expanded the tenets of Blumer, reframing the principles of symbolic interactionism as interactive determination, symbolizations, emergence and human agency. Symbolic interactionism assumes that meaning is made and constantly changed through interaction, whereupon it becomes embedded in social context. Both social context and meaning influence the ways in which human agency is enacted (Munhall, 2012).

The use of symbolic interactionism in this research assisted in understanding how the interactions of the students in this nursing program are (or are not) affected by the introduction of a synchronous campus added to their existing campus. Understanding the effect of expanding their cohort to include students who are not only geographically separated from them, but also in numbers that are severely disproportionate to the number in their physical classroom. Symbolic interactionism lends the researcher to the interview process.

The problem statement in this research indicated that it is a qualitative inquiry. Allowing the use of descriptive or identifying words rather than numerical values as the basis of analysis. The researcher enters and respectfully engages the people in their

environment, to make sense of and interpret the phenomenon according to the meaning people bring to it and subsequently develop (Schwandt, 2015). The research question “How do nursing students in a pre-licensure BSN program describe their educational experience within a curriculum that uses multiple pedagogical approaches?” indicated a case study methodology, as it is a bound system which the researcher estimates to be the most effective.

Case study research is the preferred method for situations in which the main research questions are “how” or “why” questions, a researcher has little or no control over the behavioral events, and the focus of the study is a contemporary phenomenon (Yin, 2014, p. 2). OF the three possible guides for a case study Robert Yin utilizes a constructivist interpretivist (pragmatic) approach combining quantitative and qualitative research methods. This method was chosen by the researcher, because it allows numerical data to be incorporated into the study.

### **Relationship of Case Study Approach to this Study**

The researcher chose Yin’s approach, due to its constructivist / interpretivist frame that allows the researcher to enter the world of the participant’s natural setting or context, with the belief that “context is crucial to deciding whether or not a finding may have meaning in another context as well” (Lincoln & Guba, 1985, p. 39). *Figure 1* depicts how the decision to use the case study method was made.

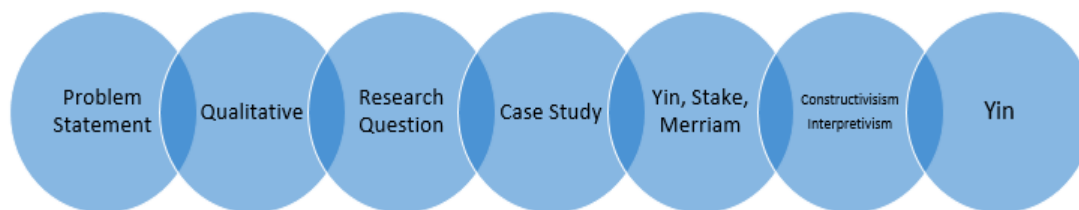


Figure 1. *Decision of Case Study Process (Moran 2017)*

A single explanatory intrinsic embedded case study guided by the methods of Robert Yin was used to describe and explore the meaning students and faculty members who participated in this study ascribe to their participation in a system that utilizes multiple pedagogies. Yin's method permits, the researcher to incorporate numerical data of the phenomenon as well as qualitative data, a combination resulting in a deeper understanding. This allowed the researcher to be involved in the research and conduct multiple forms of data collection in both qualitative and quantitative analysis.

### **Significance of the Study**

Case study methodology contributes to the knowledge base of the phenomenon of teaching in multiple pedagogies by revealing insights on how various pedagogies affect students and faculty. Case study work can uncover specific facts and tangibles about this process of being taught in multiple pedagogies by bringing issues to the surface that should be further investigated.

Many other disciplines related to educating health-care professionals and nurses can benefit from the data and process as well as the outcome of the study. This was a foundational exploration with the potential of underpinning cross-discipline, multi-case studies to assess similarities and differences in multiple pedagogical incorporation in education.

**Significance to Nursing**

This study is important to nursing, as it has the potential to yield important information about satisfaction and outcomes. It is important to understand the effect multiple pedagogical instruction has on not only the start-to-finish times of nursing students, but also on the institution's marker test; the Exit HESI. If the students are not graduating on time, or are not graduating ready to practice, the nursing shortage will continue to be negatively affected.

**Implication for Education**

Students today envision themselves as customers in the service business of higher education (Gruber, Fub, Voss, & Glaeser-Zikuda, 2010). With the rapid expansion of colleges and universities and significant increases in the cost of a college education, colleges have been forced to think differently about the role of student satisfaction in order to compete. Continuous quality improvement is needed to meet or exceed student (customer) expectations of quality (Stoltenberg, 2011). Institutions will only be able to deliver service encounters that will satisfy students if they know what the student wants. An institution must understand how their students perceive the services being offered before they can possibly adapt those services to meet those needs, and in return have a positive impact on the perceived level of satisfaction (Elliott & Shin, 2002).

**Implication for Practice**

In the ever-changing arena of nursing, it is imperative for institutions of higher learning to deliver graduate nurses equipped to meet the demands on them when entering the workplace. To accomplish this goal, it is imperative that educators move from the comfortable pedagogy of traditional education that leaves our graduates at a deficit upon



entering the workforce. Education must start to incorporate other pedagogies that allow the student to not only gain knowledge, but also develop the ability to apply that knowledge to real-world situations they will enter as graduate nurses (Boland & Finke, 2009, Colley, 2012, Hsu & Hsieh, 2011). A combination of methods allowing for this learning and still providing satisfaction to the student is the ultimate goal of nursing education in response to the National League of Nurses (NLN) challenge in 2005 (NLN, 2005).

### **Implication for Research**

This study can be viewed as a foundational study with considerable potential for future research. Multi-discipline studies comparing the effects of pedagogies in nursing with other healthcare disciplines could be done. The institution being researched offers many other healthcare programs that could be used for these comparative studies.

### **Implication for Health/Public Policy**

Academic institutions must maintain low rates of attrition in order to address the issues of the nursing shortage. When students are satisfied with their institution and perceive that they are obtaining the necessary knowledge to be successful, they will stay with that institution. Unsatisfied students will seek enrollment elsewhere, resulting in possible continued dissatisfaction and never obtaining the goal of graduation, or delayed graduation dates and delayed entrance into the workforce. In the absence of understanding the dynamics of using multiple pedagogies in nursing education, the nursing shortage may be unnecessarily exacerbated, resulting in an inadequate number of nurses prepared to meet the health and wellness needs of the public; now and in the future.

### **Scope and Limitations of the Study**

The scope of this study involves senior nursing students in a pre-licensure Bachelor of Science in nursing program. A purposive sampling was done via a flyer to the senior nursing students enrolled in a faith-based university in Florida. These participants were chosen, because they are actively living the role of the student and have been instructed in multiple pedagogies on their educational track. The investigator is an instructor in the junior year and has no further influence on the outcome of their courses; having no further control over grades has allowed student participants to answer the questions honestly as opposed to what they might have felt the researcher wanted to hear.

A very important limitation to this study is the researcher's employment by the researched university. The researcher is an assistant professor in the nursing program being studied. Access to documentation may be denied and answers to questions may not be truthful from participants seeking to be loyal to the university and saying what they believe the researcher wants to hear as opposed to honest answers or feelings.

Other limitations of the study included the inexperience of this investigator, the sample being taken from a single institution in Florida, and the participants being in the senior year only. Personal experiences with the different pedagogies in her education as well as now in her faculty role and beliefs of the researcher are recognized as potential influences and biases on the research findings. It was important for the researcher to constantly clarify when she was functioning as a faculty or a researcher, as the expectations of each role are completely different. According to Yin (2014) Case Study Methodology could also be a limitation, as it is in-depth and time consuming, as well as dependent on the abilities of the researcher; in this case a novice.

### **Chapter Summary**

This chapter discussed the background of the proposed study of nursing education through multiple pedagogies in a pre-licensure nursing program, including the statement of the problem and purpose of the research. It further discussed the philosophical underpinnings of interpretivism, constructivism, pragmatism, and symbolic interactionism that guide the case study following the method of Robert Yin. The importance of this study to nursing in general as well as the implications to nursing education, nursing practice, nursing research, and health/public policies were explained. The scope and limitations of the proposed research were discussed. Chapter Two will discuss the Literature Review.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

The purpose of this qualitative explanatory single intrinsic embedded case study was to understand the impact of multiple pedagogies in a pre-licensure nursing program on students and faculty. A qualitative literature review was necessary for the researcher to identify gaps in the literature by investigating what research has been done and what findings have already been discovered. The literature review in a case study is also used to further assist the researcher in developing sharper and more insightful questions (Yin, 2014, p. 15). Chapter One presented an overview of the phenomenon of interest. Chapter Two presented a current review of the literature to determine how the proposed research problem can add to the scholarly knowledge already available on the subject and fill in an identified gap.

Literature searches were conducted using the following databases: Cumulative Index to Nursing and Allied Health Literature (CINAHL), EBSCOhost, Medline, ProQuest, PubMed, OVID, and dissertation abstracts. Key words included *teaching pedagogies, blended learning, traditional education, flipped classroom, and nursing*. Limits were imposed of English language only, consisting of literature published between the years of 2005 and 2017, with classics obtained through reviewing citations in published works. This literature review included a discussion on historical context, and the categories that emerged from the literature review place the study in context. The review also includes the following content areas: student satisfaction, academic success/knowledge transfer, and faculty perspective.

### **Historical Context**

Early nursing curriculum was based on the Nightingale School Model in the 1800s, and primarily consisted of on-the-job training, mixed with regimented living and working. This “curriculum” was intended to develop proper character traits and habits suitable to the profession (Keating, 2006, p. 7). In 1917, 1927, and 1937 the National League of Nursing Education (NLNE) published a series of curriculum recommendations that differed from this model in significant ways. Each report recommended increasing classroom hours and decreasing patient-care hours (Keating, 2006, p. 10). Curriculum has steadily changed over this time to incorporate the student aspect of the relationship by making students a more active part in their education. Bevis attempted to move curriculum forward by focusing on human interaction and active learning. She further proposed a change to the definition of curriculum to include students’ and teachers’ interactions and the communications that occur. (Billings & Halstead, 2012, p. 80).

Alternatives to traditional lecture-based education are increasingly popular. Blended learning is the systematic integration of several complementary informational delivery instruments in an effort to optimize learning and skill acquisition. It provides a conceptual framework for selecting and combining a multitude of learning techniques, from traditional to technology-based (Hsu & Hsieh, 2011 a, p. 2436). Technology has added many aspects to education. Faculty today utilize many forms of technology as an extension of an overall sociological phenomenon of technological dependency including e-mail, online classroom, platforms (such as Canvas, Angel, Black Board), exam soft, Panapto, video conferencing, and pre-recorded flash modules.

A flipped classroom is a pedagogical model that employs asynchronous video lectures, reading assignments, practice problems, and other forms of technology-based resources outside the classroom, and interactive, group based problem-solving activities in the classroom (Hawks, 2014, p. 264). This pedagogy was introduced in a high school chemistry class in 2007 as a means to provide athletes who missed class due to competitions with an alternative means of obtaining class content. Jonathan Bergmann and Aaron Sams were the teachers credited for this pedagogy. It replaces standard lecture-based format with interactive opportunities (Harrington, Bosch, Schools, Beel-Bates, & Anderson, 2015, Hawks, 2014, p. 265).

Satisfaction from a university perspective has been thrown to the forefront as students view themselves as consumers of higher education. Universities realize they are considered a business-like service industry, competing for tuition dollars (Gruber et al., 2010). Universities are trying to focus more on meeting or even exceeding the needs of their students. Students expect value for their money and like consumers will go where they perceive they are getting the best outcome for their investment (Gruber et al., 2010, p. 3). The curriculum offered by each individual programs of study is the product that each university are offering.

### **Student Satisfaction**

Hsu (2011) did a quantitative cross-sectional survey design to study (1) the students' satisfaction and attitudes as members of a scenario-based learning process in a blended learning environment, and (2) the relationship between students' satisfaction ratings of the nursing ethics course and their attitudes in the blended learning environment. The researcher indicated she used a purposive sampling method of selecting

two classes of the six second-year groups. In total, 99 senior undergraduate nursing students from a public nursing college in Taiwan were invited to participate. The instruments used were the CAAS (Case Analysis Attitude Scale) and the BLSS (Blended Learning Satisfaction Scale). The CAAS was a Likert Scale with a test score range of 9-45, it registered a content validity level of 0.71 and internal consistency Cronbach *alpha* of .85. The BLSS was a Likert Scale with a possible range of 18-90 points. It registered a content validity of 0.81, with an internal consistency Cronbach *alpha* of .91. Descriptive statistics and frequency analyses were conducted using the blended learning perception survey. This combined with the self-assessment survey produced results indicative of the participants' perceptions toward blended learning itself and its effects.

The result showed that blended learning experiences ranged from 3.27-3.76 (highest score is a 5). The self-assessment of the scenario analysis had mean range of 2.87-4.19. Nearly 57.8% of the participants rated the course "extremely helpful" or "helpful". The study showed a Pearson Correlation Coefficient (*r*) of students' satisfaction responses to blended learning and case analysis attitudes ( $n=99$ ,  $r=.43$ ;  $p < 0.0001$ ). The author of the study stated she felt the results testified to the potential of the blended learning model proposed in her study. She felt it was a possible way to bridge the gap between students and instructors and between students and their peers, which are recognized advantages of blended learning. She further stated that faculty members would be able to create meaningful learning by employing blended pedagogical considerations in the course design. Future studies indicated by this one included: expanding the study to do a comparison with students of different fields, as well as

conducting a comparison of learning performance yielded by blended learning courses of a differing pedagogical design.

Spiers et al. (2014) used a qualitative ethnography design drawing on principles of grounded theory analytic techniques to frame their study. They used interviews to obtain an in-depth understanding of the students. This study was on the learning trajectories and experiences of graduate nurses with problem-based learning. Purposive sampling was used to recruit 45 Registered Nurses. Theoretical sampling occurred in response to identification of emerging themes and negative cases. The author demonstrated the findings in an analytic matrix, comparing the levels and placing the participants into a group. She further supported the results with direct quotes from the participants.

The problem-based learning (PBL) philosophy used encouraged students to be more actively-involved in their learning-teaching process, rather than being passive recipients of information and knowledge. While they struggled with feelings of “teaching themselves” they were able to see the benefits as they entered the working environment of nursing. Student satisfaction did not mirror academic achievement in nursing PBL contexts. The conclusion presented is supported by past research, and the author uses these results to explain the theoretical link they propose for future research. Future focus on research could determine how the influence of orientation to studying correlates structural and procedural supports needed for a diverse student population.

Missildine et al.. (2013) did a quantitative, quasi-experimental study comparing three types of educational offerings for one course. The reasoning for the study was that even after completing the rigorous prerequisites for nursing courses, students were unable



to complete the nursing curriculum for varied reasons. This study built on a previous study looking at the use of innovative teaching to increase student retention in the program and thus aiding in the nursing shortage. A convenience sample of 589 students was recruited for the study over a period of three semesters.

Three approaches to teach adult health nursing were used: (a) lecture only (LO) (Fall, 2009), classroom lectures by faculty and via interactive television; (b) lecture plus lecture capture (LLC) (Spring 2010), classroom lecture plus lecture capture backup; and (c) lecture capture plus innovation (LCI) (Fall 2010) using the flipped classroom approach, in which there were no classroom lectures. Comparable examination items on test metrics were used from semester to semester to ensure consistency. Satisfaction data was gathered using a 16-item, faculty-developed questionnaire.

The first hypothesis from the Missildine study was discussed in a future section of this literature review related to knowledge transfer. The second hypotheses; “The LCI method will result in higher student satisfaction scores than the LLC and the LO methods” was assessed by a 16-item satisfaction survey created by the faculty and which therefore lacked validity data, a definite limitation of this study. The survey was completed by 445 students yielding a 75.5% response rate. As satisfaction was not normally-distributed, a Kruskal-Wallis Test was conducted to determine whether satisfaction scores were higher for the LCI groups, compared with the LLC and LO groups. The unexpected results showed that students were more satisfied with the LO and the LLC methods than with the LCI flipped classroom approach; therefore, the second hypothesis was rejected.

Critz & Knight (2013) conducted a quantitative study using the FC in graduate nursing education. They stated the FC had been originally developed for use in high school for chemistry students, but soon caught the eye of other educators of all levels. Their review revealed that no studies had been reported using the flipped classroom in nursing graduate education. Their study used 20 students from two graduate classes taking the pediatric course. They used a 5-point Likert Scale 10 question survey (two related to other graduate school issues and not reported in this study) delivered by Survey Monkey. There was also a space available for comments. Forced-choice answers were analyzed using descriptive statistics, whereas comments were analyzed using descriptive content analysis.

Eight questions correlated to the different aspects of the FC. All questions received mostly positive responses. The out-of-class readings received one low mark with a comment stating "they were overwhelming to someone that was working full time as well as going to school". Two students did not feel enough time was allotted for the quizzes (20 minutes for 10 questions). On the subject of listening to an in-class lecture by peers, the comments reflected inconsistencies in student presentation ability. There was also a comment from a student stating "I would rather listen to the expert (instructor) who has the education and experience, not a peer who knows as little as I do." The study states that "they found the flipped classroom to be about flipping pedagogy away from lecturing at students toward working together with students to enhance critical thinking skills and preparing them for future practice." (Critz & Knight, 2013). Future research should be done on regulating the new tools developed to teach with the FC to determine whether or not they fulfill their potential.

The scholarly discourse of the review of student satisfaction show mixed results. While Hsu (2011) had positive results from the students, Spiers et al. (2014) showed that the students only had positive remarks retrospectively after they had entered the workforce. Critz and Knight (2013) received mostly positive reports, but students also stated they preferred hearing from the experts over hearing from their peers. Missildine et al. (2013) found that students preferred lectures over the flipped classroom. Hsu and Hsieh (2011) stated that “In blended learning courses, students have more responsibilities placed upon them than in traditional learning environments” (Hsu & Hsieh, 2011, p. 24). The FC studies have shown that the student must have a vested interest in their education and must be more than surface learners to enjoy the educational experience of a FC. This supports the need for further research to determine if a combination of lecture and outside technologies will result in positive student satisfaction. The proposed research ascertained as part of the interviews the student and faculty perceptions of utilizing multiple pedagogies. It further attempted to indicate to what extent student satisfaction is weighed for the administration.

### **Academic Success/Knowledge Transfer**

Hsu and Hsieh (2011) did a quantitative quasi-experimental study about the effects of blended learning modules on nursing students’ learning of ethics course content. The first hypothesis of the study was that students would have higher mean scores in the Case Analysis Scale (CASS), the Case Analysis Self-Examination Scale (CASES), the Blended Learning Satisfaction Scale (BLSS) and the Metacognition Scale (MS) following blended learning modules (web-based learning plus classroom lectures) in contrast with those without the web-based component. The second hypothesis of the

study was that after experiencing blended learning modules, the students would have higher mean scores at post-test of the Case Analysis Scale (CASS), the Case Analysis Self-Examination Scale (CASES), the Blended Learning Satisfaction Scale (BLSS) and the Metacognition Scale (MS) following blended-learning modules in contrast to those without the web-based component.

They used a two-group pre-test and post-test quasi-experimental study. The study included five cluster groups of second-year nursing students in a registered nurse (RN) to baccalaureate science in nursing (BSN) program: A total of 213 students participated. The SPSS 15.0 Software Package was used for the data analysis. The two groups were found to be demographically homogeneous. The results of the study did not support either hypothesis; while there was not a statistical difference in the performance of the experimental group in the study for all tests they did, the experimental group did register significant progress in the mean ranks on the Case Self-Evaluation Scale and the Metacognition Scale from pre- to post-test.

The authors point out that the students in the control group were a larger number and they had higher grades in previous courses than the participants in the experimental group. This study showed that both blended learning and traditional teaching were effective ways to present the content covered in the course. Future studies suggested could explore the immediate and long-term impact of replacing traditional-style classroom lectures with blended learning modules (Hsu & Hsieh, 2011 a).

Missildine et al. (2013) utilized a quasi-experimental quantitative study to compare three types of educational offerings for one course. The reasoning for the study was that, even after completing the rigorous prerequisites for nursing courses, students

were unable to complete the nursing curriculum for varied reasons. This design was used in two adult health courses offered consecutively in semesters two and three in the nursing department curriculum. A convenience sample of 589 students was recruited for the study over a period of three semesters. Three approaches to teach adult health nursing were used: (a) lecture only (LO) (Fall 2009), classroom lectures by faculty and via interactive television; (b) lecture plus lecture capture (LLC) (Spring 2010), classroom lecture plus lecture capture backup; and (c) lecture capture plus innovation (LCI) (Fall 2010) using the flipped classroom approach, in which there were no classroom lectures. Comparable examination items on test metrics were used from semester to semester to ensure consistency. Satisfaction data was gathered using a 16-item, faculty developed questionnaire. The first hypothesis: “The LCI (flipped classroom) method will result in a higher course examination average for Adult Health I students and Adult Health II students than the LLC and LO methods” was supported by using a one-way analysis of variance (ANOVA) that demonstrated significant differences according to the method of teaching.

Average exam scores were significantly higher for the students in the LCI group ( $M = 81.89$ ,  $SD = 5.02$ ) than students in both the LLC group ( $M = 80.70$ ,  $SD = 4.25$ ,  $p = 0.003$ ) and LO group ( $M = 79.79$ ,  $SD = 4.51$ ,  $p < 0.0001$ ) in both courses. The change in the mean grade was small; however, it reflected an additional 47 students achieving a passing grade over the course of the study. This study had a huge impact on nursing for the 47 students. The second hypotheses has been discussed earlier in this paper with student satisfaction. Future research questions were given relating to social media; ratio of lecture to innovative application in classes; applying different combinations of

teaching for better outcomes; these teaching methods were not appropriate for all content, and finally, how to best ensure student preparation for interactive sessions (Missildine et al., 2013).

Wall Parilo and Parsh (2014) preformed a case study on student perceptions of video-streaming nursing classes. The study looked at students in their pediatric and obstetrical nursing courses and offered lecture in two formats: live lecture and video-streamed lecture. Live lecture is the traditional classroom format of live, in-person lecture without recording archives, whereas video-streaming is live (synchronous) online lecture, also recorded for digital archives (asynchronous viewing).

A convenience sample of 53 students responded to the survey done at the end of the semester. The survey asked what students liked about video-streaming and what they liked about live lectures; each question was followed by five identical lists of options. There was also a space for comments to be added. Video-streaming scored higher for knowledge retention, increased learning of content and convenience while live lecture scored higher for faculty connection and student interaction. Written comments in favor of video-streaming stated the students could do other things while listening to the lectures and they liked the convenience of listening over and over to clarify concepts. Being able to watch on their time, and pause to take notes when necessary were also advantages. Live lecture comments had three themes emerge: interaction with faculty members, student connections, and focus. The case study revealed the strengths of both live and video-streamed course delivery. Future research recommended was utilizing test scores on different types of teaching, as well as studies on different methodologies of teaching (Wall Parilo & Parsh, 2014).

Geist, Larimore, Rawiszer and Sager (2015) conducted a pre-test/post-test nonequivalent control group quasi-experimental quantitative design to answer the question: Is there a significant difference in content knowledge gained when comparing methodology of traditional lecture to the flipped classroom?

The convenience sample consisted of 86 nursing students enrolled in a state university in Tennessee. The course used for the study was a required Pharmacology II course given over two trimesters to 40 students in fall 2012 and 46 students in spring of 2013. The GPA and midcurricular HESI scores for each cohort were similar with a 3.8 (GPA) and 965 (HESI) for the fall and a 3.7 (GPA) and 911 (HESI) in the spring. The fall cohort was taught in the traditional format and the spring was taught the same content in the flipped classroom format. The data collected was three exam scores, in addition to a final exam score. Screening for missing data, miscodes, outliers, and testing for violations of assumptions underlying that analysis, including Box's Test of equality of covariance, revealed no screening problems or assumptions violations.

The covariate was highly-significant for each of the four dependent measures. The *F* value for method (flipped or traditional) for the first, second and third unit tests showed high significance. The first test had highly significant results, showing that the difference in method accounted for 52 percent of variance in performance between the groups ( $F [1,86] = 90.50, p = .000, n = .52$ ). For the second test, the highly significant result showed that the difference in method accounted for 15 percent of the variance in performance ( $F [1,86] = 14.38, p = .000, n = .15$ ). For the third unit test, the highly-significant result showed that the difference in method accounted for 34 percent of the

variance in performance ( $F [1,86] = 43.59, p = .000, n = .34$ ). The final exam was not significantly different for the two methods ( $F [1,86] = 1.95, p = .167, n = .02$ ).

These findings indicate that the variance in performance of the groups on three unit tests was highly-associated with the teaching method used. This study adds to the nursing education literature by providing quantitative data to support the use of a flipped classroom method in terms of knowledge acquisition. It is stated that future researches can utilize this as a foundation for more studies into the pedagogical approach (Geist, Larimore, Rawiszer, & Al Sager, 2015).

Harrington, Bosch, Schools, Beet-Banes, and Anderson (2015) conducted an experimental quantitative study to compare the learning outcomes of two groups of nursing students, in both flipped and traditional pedagogies, as measured through exam questions (knowledge and application type questions), quiz (time to complete) scores, and overall semester scores. The faculty used a constructivist theory to create a flipped classroom.

The convenience sample of 82 students in their second trimester of a baccalaureate nursing program at a public university in the Midwest United States was randomized into two different teaching interventions. The class researched was offered in the spring trimester of 2013, a first- level medical surgical nursing theory course, which used a concept-based curriculum to teach adult patient care. Students were randomly-assigned to the traditional or the flipped classroom.

Data was collected from the three examinations, 24 quizzes, and a written paper then analyzed using SAS software 9.3 Version. To detect significant differences,  $t$ -tests and confidence intervals were used. No significant differences in means were found for



any student outcome measured at  $\alpha = .05$ . Effect sizes were all small, except for exam two scores, which were considered medium. The method of equivalence intervals was used to demonstrate similarity between groups. Exam 1 score, Exam 3 score, and Exam 3 application questions scores were equivalent, with a 95 percent confidence on average between the pedagogies. Multivariate analysis of covariance (MANCOVA) techniques were employed to further investigate potential differences between the groups, accounting for other pertinent variables. A MANCOVA was performed with the overall scores on exams, quizzes, and the paper as dependent variables. Pedagogy type served as the independent variable, and the prerequisite course grade was included as a covariate. No statistical significance was found (Wilks lambda = 0.882,  $p = .092$ ). A second MANCOVA using exam scores specifically for knowledge and application questions as dependent variables was conducted. There were no statistical differences found (Wilks lambda = 0.851,  $p = .057$ ). A final analysis utilizing ANCOVA was done to detect a difference in mean course grade between groups, after adjusting for prerequisite course grade. No significant difference was found ( $F = 0.002$ ,  $p = .961$ ).

These two groups were followed through the remainder of other nursing program for future research to see if any differences in clinical reasoning are detected (Harrington, Bosch, Schools, Beel-Bates, & Anderson, 2015).

The review of the scholarly discourse related to academic success, knowledge transfer, and competency reveals that all methods reviewed had a positive aspect depending upon the comparison method. Hsu & Hsieh (2011) showed that both traditional and blended learning methods were effective pedagogies for presenting material to the students. Neither method was significantly-stronger than the other.

Harrington et al. (2015) demonstrated no significant differences were noted between a traditional classroom and a flipped classroom in the outcomes measured; exam questions, quiz scores, and course grades. Both pedagogies were equally- effective, resulting in the same final exam grade average. Missildine et al. (2013) showed that exam average scores were significantly higher in the group that used lecture capture and an intervention (blended learning). Geist et al. (2015) showed similar results with the flipped classroom compared to traditional.

The study findings indicated that the variance in performance of the groups on three unit tests was strongly-associated with the teaching method used. Wall, Parilo and Parsh (2014) used self-reporting from students; they reported higher knowledge retention, learning of content, and convenience with the video-streaming method, but felt faculty interaction and student interaction scored higher with the live lecture method. In three of the five studies, there was higher knowledge retention with an alternative pedagogy as opposed to traditional. Much research is available when comparing two pedagogies, but none were identified that examined the results of multiple pedagogies being utilized in a single pre-licensure nursing program. This is a gap in the literature that this study will help address by gaining knowledge on academic success / knowledge of students experiencing education through multiple pedagogies in a single pre-licensure nursing program.

### **Faculty Perspective**

Colley (2012) used a qualitative, critical case-study approach to understand the change phenomenon in her study on faculty perceptions of implementing a learner-centered philosophy in a school of nursing. The university changed from a traditional

education system to a learner- centered system to aid in the preparation of nurses into the ever-changing profession they enter upon graduation. Learner-centered approaches to education have been shown to produce responsible, active learners who demonstrate higher levels of achievement than those taught with traditional teaching methods (Colley, 2012, p. 229). The goal of the study was to examine how the faculty understood the philosophy and implemented it in their classrooms; the conditions for the change faculty viewed as most significant; faculty perceptions of the current state of the change process and recommendations faculty could offer to schools considering the same change.

A purposive sample of 11 eligible nurse faculty members who took part in the implementation of a learner-centered philosophy agreed to participate in the study. Inclusion criteria included teaching for a minimum of two semesters in the department, allowing participants sufficient engagement to speak knowledgably about the process. The author had been involved in the change process since the onset and, as researcher, was in the role of participant observer in the program being studied. Her direct involvement in the social world of the study helped provide a better understanding of the participants' subjective experiences and the social, cultural, and relational context of the study. Pseudonyms were used to help ensure confidentiality within the department and college.

A face-to-face interview, and two anonymous, narrative questionnaires (sent electronically to the participants) were used for data collection. Immersion in the data was achieved by first transcribing then repeatedly reading the collected materials. After refining and redundancies had been eliminated, five categories containing 20 themes resulted. The five categories were: understanding the philosophy, teaching approaches,

mixed responses from students, factors affecting implementation, and perceptions of the current state. The study found that belief in the benefits of a learner-centered teaching philosophy was a key factor in the participants' willingness to implement change (Colley, 2012). Previous studies cited support for the findings of this study.

Paige and Smith (2013) did a qualitative interpretive phenomenologic study of faculty scholars involved in the Wisconsin Technology Enhanced Collaborative Nursing Education (WI-TECNE) initiative. The questions that guided the inquiry were: "What are the epistemological beliefs and assumptions triggered or changed? And, "How do nurse faculty members describe the teacher – student relationship in Problem Based Learning (PBL). All 50 faculty scholars in the fourth year of the study were invited via email to participate in the study; eight volunteered. All participants were women with 2-30 years of teaching experience, and no prior education in PBL. They were all nurse faculty representing four different nursing programs. Five held master's degrees in nursing, two held PhD degrees and one had a doctor of nursing practice degree.

Data sources included semi-structured, face-to-face or phone interviews and observations during faculty development sessions. Interviews followed a topic guide, lasted 45-60 minutes and occurred over a three-month period. An interpretive phenomenologic analysis (IPA) was utilized. The researcher used memo and notes to maintain an audit trail of her ideas and reflective thoughts to insure methodologic rigor. The interview questions were answered by the researcher prior to the interviews beginning. Tables and concept maps were utilized in the identification of patterns and relationships between themes.

Four themes emerged as the faculty participated in the PBL development program: (1) The relationship became more collaborative as both teacher and student were “learning...and going on this journey together”. (2) Faculty stated it was hard to “let go” and watch the students struggle to interact and “find” their own answers to the problems. They wanted to rescue them and felt uncomfortable holding back teaching the material. It was difficult not bail them out but allow them to discover it. It went against their personal philosophy of being paid to be there and teach the material. (3) Uncertainty on the faculty part, sub themes that occurred in this area as three questions: Can I do it? How will others see me? Will PBL work? Faculty was also uncertain about student evaluations at the end of the semester. The faculty had mixed results as to which method of delivery was more conducive to PBL: the face-to-face or the on-line learning. (4) The theme of valuing PBL as a developmental process also had three subthemes: a) understanding PBL group dynamics; Faculty felt that discussing group dynamics at the beginning of the PBL course or activity was both a barrier and a benefit. b) Problem design complexity; Faculty struggled with designing problems with enough detail to keep it on track and, defining what the problem to be solved really was. c) Faculty support in PBL; Faculty recognized that they needed support from peers and administration alike.

The researchers stated that inconsistencies between study participants’ intentions and their actions existed. They stated that faculty must be empowered for the new role that challenges their personal pedagogical beliefs (Paige & Smith, 2013, p. 217).

Evans, Knight, Sonderlund and Tooley (2014) conducted a qualitative interpretive phenomenological analysis to explore the facilitator’s experience of online asynchronous and synchronous interprofessional education (IPE) facilitation of pre-licensure students.

All 21 facilitators in the IPE unit were invited via email to participate in the study; 19 agreed to take part. 90 percent of the facilitators were women aged between 31 and 50 with previous experience in face-to-face tertiary teaching and either one (42%) or two (58%) years of experience in online IPE facilitation. None had facilitated IPE in a face-to-face format. Their backgrounds were in nursing, dietetics, medicine, social work, speech pathology, physio-therapy or occupational therapy. Post-unit, semi-structured telephone interviews designed to understand the facilitators' experiences in facilitating in both the asynchronous and synchronous environments were conducted. Copies of the interview questions were emailed to the participant prior to the interview. Data was coded by two separate investigators and then they were analyzed together to identify subordinate themes and subthemes.

Two subordinate themes each having subthemes emerged. Theme One: Positives of the Facilitating Experience with sub-themes of: perceiving that students were learning, own development as a facilitator, flexibility of the role, and feeling supported as a facilitator. Theme Two: Challenges of the Facilitating Experience: technological problems in the synchronous environment and engaging students in both the asynchronous and synchronous environments. The researcher reports that the study highlights positive aspects of the facilitation experience, and emphasizes specific areas for future curriculum planners to consider in their bid to further enhance the asynchronous and synchronous online IPE facilitator and student experience (Evans, Knight, Sonderlund, and Tooley, 2014, p. 1056).

Mastel-Smith, Post, and Lake (2015) did a qualitative hybrid model of concept development to gain insight into faculty's perceptions and expressions of online caring

presence. A purposive sample of six nursing faculty members was obtained. All participants were full-time, doctoral-prepared white women, aged 50-67 years, had taught for an average of 12 years, and had taught 11 courses on line. Further, they agreed to have researchers observe their online courses that were being taught 100 percent online.

Phase One, the theoretical phase (Literature Review) was conducted prior to Phase Two, which consisted of interviews and application of Watson's Ten Caritas Process as a guide for course review. Phase Three integrated findings from the first two phases and developed a result in a comprehensive definition of online caring presence. Interviews were conducted and coded by two researchers independently using NVivo Software. A code book that included code name, description, and examples was developed to promote reliability.

Findings consisted of four major themes resulting from the interview data: (1) online teaching experiences, (2) similarities and differences between online and face-to-face teaching, (3) online presence, and (4) online caring presence. Identified subthemes were: feelings about online teaching, personal teaching philosophy, and technology, communication, teaching methods, student engagement, time, disclosure, knowing the students, real person, student success, affirming, and caring feedback. The resulting definition of online caring presence is as follows: faculty and students, mutually-present and engaged, create a connection promoted by faculty's affirmations and sensitive feedback in a safe environment for the purpose of student success. The researcher states that this study is an important step in making online education desirable, effective, and successful (Mastel-Smith, Post, & Lake, 2015 p. 150).

These studies show similar results assessing the perspective of the faculty utilizing alternative pedagogies to traditional face-to-face classes. The conflict between the individual teaching philosophy and the requirements of the new pedagogy is a struggle noted in three of the four studies (Colley, 2012, Mastel-Smith, Post, & Lake, 2015, Paige & Smith, 2013). The belief in the benefits of a learner-centered teaching philosophy is a key factor in the participants' willingness to implement change (Colley, 2012, p. 212). Transitioning from a "sage on the stage" configuration to a guide or facilitator is a challenge for faculty. "Participants acknowledged their new teaching role as facilitators of learning, as opposed to instillers of knowledge" (Colley, 2012, p. 212) "I did not feel engaged when I had to 'let go' and allow students to struggle to find their own answers. This teaching is letting the students guide themselves as opposed to me guiding them. I am not quite there yet as far as letting them struggle as much as they could. I think it is one of the challenges I have because....my own philosophy is they're paying for me to teach and I should be giving them their monies worth" (Paige & Smith, 2013, p. 216).

Another common thread among the reviewed studies was technology. All four studies had positive and negative responses when discussing the use of technology in the classroom. Positives were incorporating students from afar within a main campus classroom via video capabilities, in "overcoming geographical boundaries". Having options and utilizing multiple methods of communication was another positive identified, the phone, Skype, and Blackboard Collaborate, along with email were all options the faculty had and they pragmatically used "whichever worked for the student" (Mastel-Smith et al., 2015, p. 148) Assuring that the proper support was available was of the



utmost importance when the faculty was utilizing new technology. Evans et al. (2014) stated that problems such as logging on issues, being disconnected during the sessions, malfunctioning headphones and microphones were some of the challenges their participants faced. They further explained that some of the participants were able to use the issues as learning experiences to relate to real life and technology (Evans et al., 2014, p. 1054). One challenge identified in teaching via technology was that it is much harder to actually do gut-feeling things as you do not have non-verbal cues or interject and stop the aggressive or the rude student or coax the passive learner to come on board (Evans et al., 2014, p. 1055).

The study utilizing the case study approach to explore the impact of using multiple pedagogies in a Bachelor of Science in nursing pre-licensure curriculum added to the scholarly discourse of faculty perceptions of incorporating technology into the curriculum.

### **Experiential Context**

The researcher is an assistant professor in the nursing program of the researched university. She teaches to the main campus and the satellite campus students are brought in via audio-conferencing technology. The numbers are considerably distorted with cohorts of 1-5 in satellite campus and 55-74 in the main campus cohorts.

As an instructor in the first and fourth trimesters of a nursing, I am exposed to teaching in multiple pedagogies on a daily basis. My first-year students have no foundation upon which to build; this is where the lecture method is beneficial, in my opinion. Here I do use some blended techniques by asking the students to watch videos and pre-recorded modules prior to coming to class. It is in the class that I lecture to

further explain concepts that must be mastered. I do use an open-communication method allowing for the students to ask questions and share experiences to expound content.

Some case studies are presented to start the process of critical thinking.

The fourth trimester students do have a foundation upon which I expand. This course utilizes self-study modules to cover developmental levels and pre-recorded modules to explain the concepts for class. The class time is used to discuss case studies about the content and expound on potential ways of caring for the issues being discussed. This is a blended learning environment as well, but more student independence in learning is utilized.

As an advisor for 25 students I hear complaints on the ways that different classes are organized and taught. I listen and try to determine the teaching pedagogy that is being delivered and if it is effectively being used. The combination of teaching and listening to the students talk about other courses is the basis of the research being proposed.

It is important to use reflexivity in research. This is the process of reflecting on myself as the researcher to attempt in providing an effective and impartial analysis of the research. This process requires examining and consciously acknowledging the assumptions and preconceptions brought to the research. A journal that is written in every day as well as after every encounter then reading that journal before writing up analysis will help control any bias (Wilkie, 2015).

This researcher was guided by Robert Yin's case study methodology and in keeping with the interpretivist/constructivist paradigm it is important for me to reflect on my own experience with teaching in multiple pedagogies, as well as the stories of other teachers chosen method of teaching. This will serve as the beginning of an audit trail that

explicates any preconceived ideas about this phenomenon. I will use journaling and memoing to continue to make known my thoughts and feelings of this phenomenon as each interaction occurs, as every observation and participation takes place. Utilizing the interpretivist/constructivist paradigm, this was important as my interpretation would become part of the analysis. Yin (2014) states that when utilizing case study the researcher must avoid bias by being sensitive to contrary evidence and be able to ethically conduct the research (Yin, 2014, p. 73). Journaling and memoing assisted the researcher in avoiding bias. Bracketing is not utilized in the interpretivist paradigm as the researcher's interpretation is a valued part of the conclusions.

### **Chapter Summary**

Chapter Two has presented an insight to the phenomena of interest. The literature review reveals three key themes; student satisfaction, knowledge transfer/outcomes, and faculty perspectives. Many studies compared two pedagogies or more instruction pedagogies. No studies were identified as having researched a single pre-licensure nursing program utilizing multiple pedagogies. This is a gap this study can assist in filling.

## **CHAPTER THREE**

### **METHODS**

The purpose of this qualitative, explanatory single intrinsic-embedded case study was to understand the impact of multiple pedagogies in a pre-licensure nursing program on students and faculty. The study sought to understand the phenomenon from the perspective of the student in their educational journey, as well as the faculty teaching them. This chapter reviewed the research design, sample and setting, inclusion and exclusion criteria, data collection procedures and human subject protection. The strategies used to promote trustworthiness in this qualitative research; credibility, dependability, confirmability, and transferability were also discussed.

#### **Research Design**

Yin (2014) noted that the process for conducting case study research requires the researcher to follow the general process of planning, data collection, data analysis, and dissemination of the findings. The components of research designs are:

1. Plan: Identification of and defining the research questions of the phenomena of interest with “how and why” questions about the situation or problem to be studied to determine the purpose of the study. This is the time when the decision is made on which case study methodology is most appropriate for the study. After coming to an understanding of the definition of a case study and identification of relevant situations leading to this method compared to the other methods possible for research is when the decision to do a case study is made (Yin, 2014, p. 2).

2. Design: Selecting the case and determining the data gathering and analysis techniques to best answer the research questions are the steps involved in the design phase. In this phase the researcher identifies the case and establishes the logic of the case study. The unit of analysis is defined. The researcher is constantly testing against the four criteria for rigor, a strategy that will maintain the quality of the case study according to Yin (Yin, 2014, p. 26).
3. Prepare: In this phase of the research the researcher prepares to collect evidence. During this process, the researcher develops a case study protocol, selects the final case, and gains approval for human subject protections (Yin, 2014, p. 70).
4. Collect: This phase involves the collection of data through multiple sources of evidence. The researcher collects evidence in the case, utilizes triangulation from different sources, and assembles the data into a comprehensive case study database to assure a secure chain of evidence. Yin warns the researcher to use caution with the utilization of data from electronic sources. His caution concerns the overwhelming information available and the potential of wasted time, verification of sources prior to use, and verification of permissions for use of social media. (Yin, 2014, p. 102).
5. Analyze: Analysis permits the investigator to utilize a display of the data in different ways while watching for promising patterns, insights, and concepts. Four analytic techniques used to complement single case study research include pattern matching, explanation building, time-series analysis, and logic models. Cross-case synthesis applies to research utilizing multiple cases.

Exploring rival explanations or interpretations is pursued throughout the analytic process (Yin, 2014, p. 132).

6. Share: Sharing involves dissemination of the data to reveal narrative in the words of the participants (Yin, 2014). Sharing is the process of bringing the results and findings to a closure. The researcher first must define the audience and whether oral or written reporting, or a combination of both. Yin advises to start early in composing visual and textual materials. Enough evidence to allow the reader to reach their own conclusions is preferred. He lastly suggests reviewing and re-composing until it is well done.

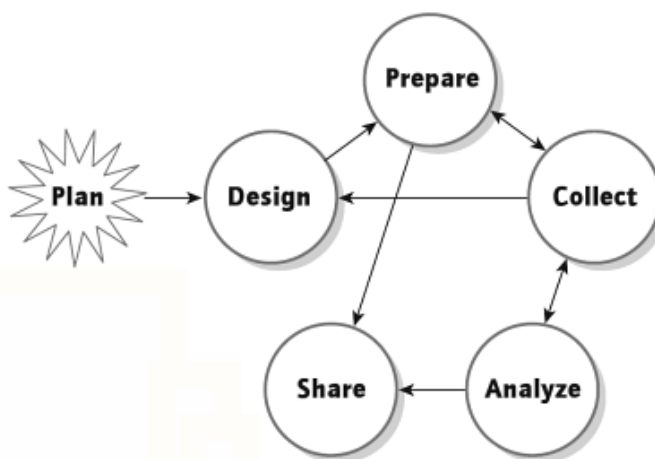


Figure 2. *Research design of Robert Yin (2014)*

This study utilized an inductive process to research the proposed case study guided by the method of Robert Yin. The researcher made many observations, conducted interviews, reviewed documents and discerned patterns from these data sources. Yin's design is a fluid one of constant collection, analysis, sharing and redesigning of the study

to assure the results represent the researcher's interpretation of the phenomenon as guided by the word of the participants.

Yin (2014) considered the single-case study method to be appropriate if three conditions exist: (1) the researcher has little control over the phenomenon being studied; (2) to address "how" or "why" research questions; and (3) the focus is on a current phenomenon within real-life circumstances (Yin, 2014). The fields of law and medicine have many accounts of case-study methodology in the literature. Case studies in both disciplines have been used to explore the educational efforts of students enrolled in their respective programs (Tellis, 1987). Government agencies have also used extensive case-study methodology for evaluative purposes to examine the effectiveness of specific programs and determine if they meet their stated goals (Tellis, 1987).

The main case study in this research was centered at a nonprofit, faith-based university's pre-licensure generic baccalaureate in nursing program (GBSN). It was considered an embedded case, because it highlighted multiple subunits, such as the students, the faculty and the stakeholders, in an attempt to understand the impact of the phenomenon on each group.

Explanatory case studies seek to explain how or why some condition exist. They further offer detailed interpretation of a case from the multiple perspectives of many subunits to provide meaningful conclusions about the phenomenon of interest. They explain the phenomenon through accurate descriptions of facts within the case, drawing attention to alternative explanations, and giving conclusions based on credible accounts. (Yin, 2014).

### **Single Embedded Intrinsic Case Study**

The unit of analysis in this study was a single Generic Bachelor of Science in nursing pre-licensure program within the context of its environment. Stake (1995) identifies this type of intrinsic case study, because of the focus on a single unit instead of a separated experience, attempting to create broad hypotheses regarding the case. This study was led by the desire to understand the uniqueness of the case, rather than to build theory or connecting the case to another case. Researchers who possess an authentic interest in a case and follow the case study approach to seek a better understanding of the case are utilizing an intrinsic case study approach (Stake, 1995).

This case study can further be defined as holistic, according to Yin (2014), due to the exploration of a single case within one environment and in a unique event. When utilizing a holistic case study and looking at one issue while also, having interest in different decisions made within the case, the researcher utilized a holistic case study with embedded units to allow exploration of the case, while further contemplating the influence of varied subunits associated with the case (Yin, 2014). This study attempted to examine the case of a pre-licensure nursing program utilizing multiple pedagogies as well as subunits of senior students, faculty, and stakeholders to further understand the impact of multiple pedagogies being used in a single GBSN pre-licensure nursing program. (See *Figure 3*)



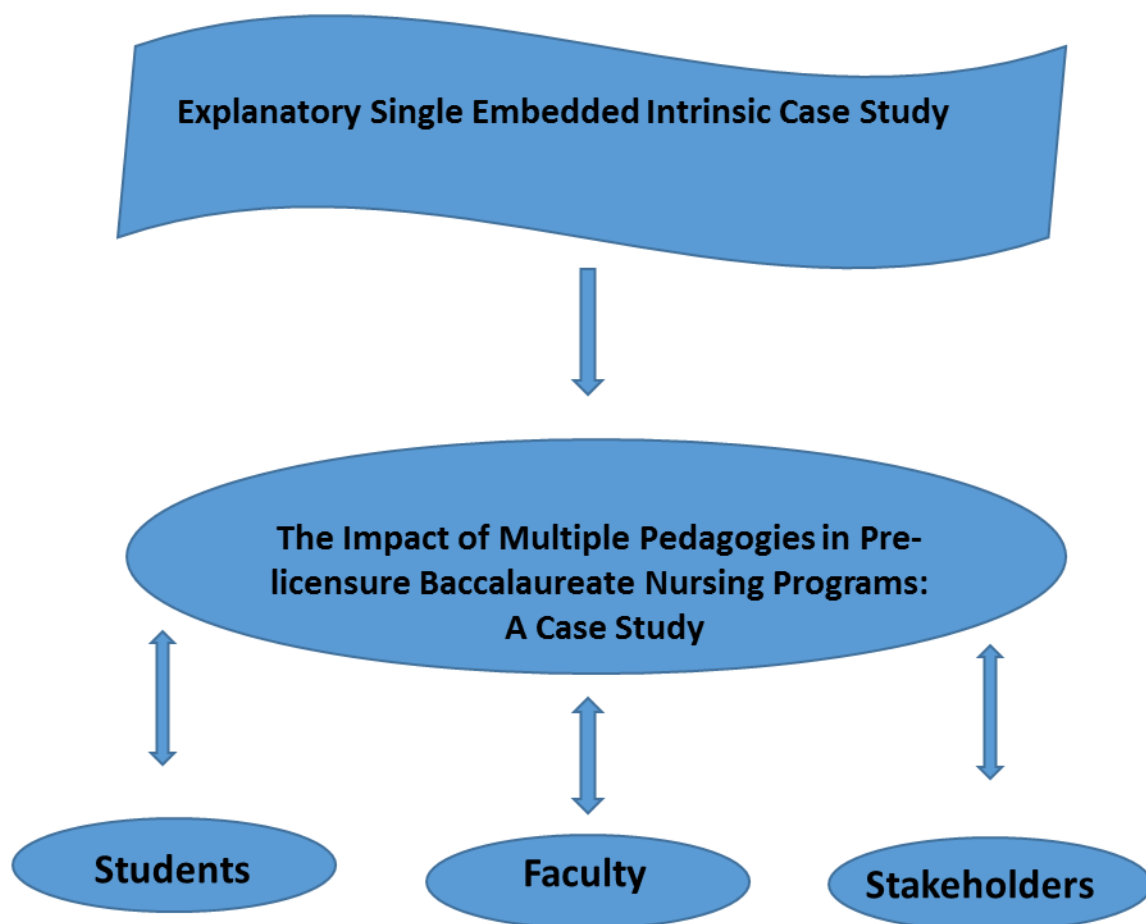


Figure 3. *The explanatory single embedded intrinsic case and its subunits (Moran, 2018, adapted from Yin, 2014).*

### Sample and Setting

#### Sample

In this study, the case was the sample (Creswell, 2013, p. 157). The boundaries of the case were: the university's pre-licensure baccalaureate nursing program and three subunits of participants; senior student nurses, university stakeholders, and nursing faculty. It is important that all participants have experienced the phenomenon being studied in a qualitative research design (Creswell, 2013, p. 155). This study utilized purposive and snowball sampling strategies. Purposive sampling is, according to Polit and Beck defined as "a nonprobability sampling method in which the researcher selects

participants based on personal judgement about which ones were most informative. (Polit & Beck, 2017, p. 741). Snowball sampling is the result of early participants sharing the research study with others who then also volunteer to be participants (Berg & Lune, 2012, Polit & Beck, 2017).

There are no fixed rules for sample size in qualitative research (Polit & Beck, 2017, p. 497). Participants typically are recruited and interviewed until saturation is reached. Saturation is achieved when the data becomes repetitive, yielding no new information for the development of themes or categories (Polit & Beck, 2017, p. 497). When qualitative data is collected primarily through interviews, the recommended sample size to achieve saturation can exceed 30 participants for individual interviews, and up to 12 participants for focus groups (Creswell, 2013, p. 157; Cote-Arsenault, 2013, p. 311). This study utilized individual and focus group interviews. Senior nursing students in the GBSN program (at the main campus and distance campus sites), and stakeholders of the program, were invited to participate in individual interviews. The maximum number of student participants was 20, and the maximum number of stakeholder participants was 15, the GBSN faculty were invited to take part in the study via a focus group interview. A maximum of 9 faculty participants were recruited for the focus group interview. Therefore, a total maximum of 44 participants were recruited for this study.

### **Setting**

This study utilizes a faith-based university in Florida. The generic Bachelor of Science in Nursing (GBSN) program was the focus of the study. This university was chosen due to the utilization of multiple pedagogies in the delivery method of the nursing

curriculum. The researched university nursing program also audioconferences the program to its sister campus located in Colorado, adding the component of technology as another tool of pedagogy. The convenience and ease of access for the researcher were also contributing factors in the decision of the setting.

### **Access and Recruitment of the Sample**

The researcher is an assistant professor at the university nursing program being researched. All student participants were senior level and had completed the two courses taught by the researcher. The researcher is not an advisor for any of the student participants and had no supervisory duties over any faculty members. Four of fifteen potential stakeholder participants have supervisory roles over the researcher.

Upon approval of Barry University's Institutional Review Board (IRB), as well as the researched universities IRB, access and recruitment of the participants commenced. The principal investigator scheduled a face-to-face meeting with Adventist University of Health Science's Director of the School of Nursing (SON). The purpose of the meeting was to explain the study, and obtain permission to access nursing faculty and senior student nurses on both the main and sister campus. Permissions for the researcher to access requested documents listed in *Table 1* were also discussed. Once all permissions had been granted, the SON's executive secretary emailed a recruitment flyer developed by the researcher (Appendix C) via Canvas, the SON's learning management system, to all of the senior-class cohorts on the main campus and the distance campus in Colorado. The executive secretary also accessed the SON's faculty at the main campus and the sister campus via emailed flyer to invite them (Appendix C) to participate in the focus group interview.

The primary investigator contacted the university's stakeholders at the main campus and the sister campus via a flyer (Appendix C) to participate in individual interviews. Stakeholders were those with an affiliation at both campuses. They may have been an executive or an administrative appointment, or a member of the curriculum development staff, or instruction technology staff. The stakeholder flyers were distributed on both campuses as well as via email. The primary investigator emailed the flyer to the stakeholders from her Barry University email. Flyers were also be posted on the bulletin boards approved by the administration, on the main and sister campus. The primary investigator posted the flyers at the main campus. The vice chair of the nursing department at the sister campus posted the flyers for that campus. Every participant in the study received a \$20.00 Visa Gift card after signing the consent form.

### **Ethical Considerations/Protection of Human Subjects**

It was the responsibility of the researcher to assure that the human rights of each participant who voluntarily agreed to participate in the study are protected. The ethical concerns in any research endeavor must be focused on protecting participants from harm (beneficence, nonmaleficence), ensuring their anonymity (respect for human dignity), and confidentiality (justice). These cannot be guaranteed in qualitative research, but protection from harm and confidentiality remain priorities. As an Assistant Professor at the researched university, it is imperative to this researcher that no student felt obligated to participate in the study. Senior level students were the only cohorts invited to participate in the study as they had previously taken all of the courses instructed by the researcher in the program, so no further courses were taught by the researcher once the student reaches the senior level. Advisees' of the researcher were not included in the study.

Once approval from Barry University's Institutional Review Board (IRB) had been obtained (see Appendix A), IRB approval at the researched university was obtained (see Appendix A). Each participant was reminded that their participation was voluntary and they could withdraw from the study at any time. They were informed that the interviews were audio-recorded and could be paused or stopped at any time at their request. The consent form was clear and provided the participant with information regarding the aim of the study, the type of data being collected, nature of the participants, risks and benefits of the study (no risk or benefits), compensation, voluntary status, right to withdraw at any time, as well as the contact information of the researcher. Consent forms were signed prior to all individual and focus group interviews. Consent and demographic data forms for any Skype interview were obtained electronically via the secure web-based signature service of DocuSign.com. The returned forms were encrypted by the service and accessible only by this researcher.

Consents (hard copy) from face-to-face interviews were kept in the researcher's home office in a locked drawer. Skype interview consents (obtained via DocuSign) were printed and kept in the same file as face-to-face consents. Demographic data forms were scanned into electronic data and kept in the computer file labeled with the chosen or assigned pseudonym in the researcher's password-protected computer. Field notes were transcribed by the researcher and placed into an appropriate file in the researcher's password-protected computer.

Recordings of interviews were kept until transcribed and member-checked, then deleted by the researcher. The transcriptionist deleted files as per third-party agreement, once acknowledgment of receipt from the researcher has been received. Transcribed data

was kept for a minimum of five years, then indefinitely by the researcher on the secure-password protected computer. Individual interviews have stored under the pseudonym and the focus group were stored under focus group. Focus group participants were informed that, due to the nature of the group interview process, confidentiality cannot be guaranteed.

Document review was also included in data collection. Policy as related to teaching style or pedagogy was reviewed. Further documents included; the faculty job description for both campuses, policy guiding the curriculum of the SON, policy for curricular change, retention rates for the three senior cohorts, policy regarding unsuccessful students at both campuses, and the syllabi for the courses being offered. All documents have been kept in the researcher's home office in a locked cabinet, Field notes were typed and stored on the researcher's password protected computer.

The researcher received a nursing faculty endowment from the researched university to assist in the funding of the proposed research. Upon receiving these monies, additional exclusion criteria were added to the faculty and stakeholder categories eliminating any person on the committee that awarded the funds as well as anyone having veto power over the funds from participating in the study.

### **Data Collection Procedures**

Upon IRB approval from Barry University and the case study university, four phases of data collection commenced. Three primary forms of data were collected: document reviews, individual and focus group interviews. Data collection proceeded in four phases at the main and satellite campus as shown in Tables 1, 2, 3, and 4:

**Phase I-** Document Review.

**Phase II-** Stakeholder Interviews.

**Phase III-** Faculty Focus Group Interview**Phase IV-** Individual Student Interviews*Table 1***Phase I:** Potential Documents Included in Review

Potential Documents Included in Review
Policy of the institution as it relates to teaching style or pedagogy. (Main Campus)
Faculty Job Description (Both Campuses)
Template of faculty contract (generic) (Both Campuses)
Policy guiding the curriculum of the SON (Main Campus)
Policy for curricular changes. (Main Campus)
Retention rates for each cohort (Both Campuses)
Syllabi for each course (Main Campus)
Success rates each course. (Both Campuses)
Policy regarding unsuccessful students in the program. (Both Campuses)

*Table 2***Phase II:** Stakeholder Subunit

Stakeholders: Middle management appointment at the main or satellite campus, administrative appointment at the main campus or satellite campus, curriculum development staff at the main or satellite campus, instruction technology staff at the main or satellite campus.
Upon receiving a phone call or email from the stakeholder from either campus responding to the email flyer request for them to participate in the research (Appendix C) a mutually agreed upon date was set for a face to face or Skype interview.
The stakeholder received an email meeting correspondence via the email outlook calendar used at the university to confirm the scheduled appointment. This program will send an automatic reminder of the meeting.
The participating stakeholder was reassured that the interview is voluntary and they have the option to withdraw from the study with no penalty. They were reminded of the use of audio recording before the beginning of the interview. They were reminded that they may refuse to answer any questions presented; and may request that the audio recorders be stopped at any time, and resumed with their permission without penalty or consequence.
The stakeholder was reminded that the interview will last a maximum of 60 minutes, and the second interview that follows for member-check to ensure correctness of the data as understood and documented will last a maximum of 30 minutes and may be done via telephone. They were informed that they may obtain a copy of the results of the study when it is completed.

Prior to the beginning of the interview, the stakeholder, was provided the informed consent, whereupon it was reviewed and the content clarified if necessary (see Appendix B). If there are no questions the researcher obtained the stakeholder signature on the informed consent. The pseudonym was selected after the informed consent is signed. The demographic form (see Appendix F) was then be completed; identified by the pseudonym. Ample time (a maximum of 10 minutes) was provided to complete the demographic form.

The researcher performed all satellite campus interviews face to face while there for observations. Should this have not occurred, stakeholder requesting to be interviewed via Skype would have been asked to sign and return via DocuSign the informed consent (see Appendix B) as well as the demographic questionnaire (see Appendix F) before scheduling the mutually agreed upon date of the interview. The researcher would have ensured the forms had been received and verified for completeness prior to the start of the interview. For stakeholders selecting to interview via Skype a \$20.00 Visa gift card would have been emailed the day before the interview whether or not they chose to complete the interview.

The established interview protocol, along with probing questions as needed (see Appendix G, H) was followed to encourage in-depth information from the stakeholder.

A \$20.00 Visa gift card was given at the beginning of the interview process after the consent was signed for the face to face participants.

Once the interview questions were completed the researcher asked the stakeholder if they have any farther comments or questions. If none arose the stakeholder was thanked for their time and reminded of the transcript review (member check) that were emailed to them and requested to contact the researcher to find a mutually agreeable time for review. They were reminded that this can occur via a telephone conversation if necessary. The time for the second interview should not exceed 30 minutes. The recording device was then turned off.

The recorded interview was sent to the transcription service that had completed the third party agreement for transcribing. Once the transcribed interview was received and member check was completed the recordings were destroyed by the primary investigator.



Table 3

**Phase III: Faculty Subunit**

Faculty of the GBSN program at the researched university main and satellite campuses.
Upon receiving a phone call or email from the faculty indicating their interest from the email that included the recruitment flyer (see Appendix C) the researcher contacted the individuals via phone and insured they meet the inclusion criteria before scheduling a mutually agreeable date and time for the focus group interview.
The faculty received an email meeting correspondence via the email outlook calendar used at the university to confirm the scheduled appointment. This program will send an automatic reminder of the meeting.
All participants were reassured that the focus group was voluntary and they have the option to withdraw from the study with no penalty. They were also reminded of the use of audio recording before the beginning of the interview.
The faculty were reminded that the focus group interview would last a maximum of 90 minutes. They were informed that they may obtain a copy of the results of the study when it is completed. They were then be instructed that due to the nature of a focus group, confidentiality cannot be guaranteed.
The faculty group interview took place on the main campus, all faculty were stationed at the main campus. If necessary the satellite campus faculty would have been involved via Skype if they meet criteria and volunteered to participate. Faculty, prior to beginning the focus group interview, were provided the informed consent, whereupon it was reviewed and the content clarified if necessary (see Appendix B). If there were no questions the researcher then obtained the faculty signature on the informed consent. The pseudonym was selected after the informed consent was signed. The demographic form (see Appendix F) was then be completed; identified by the pseudonym. Ample time (a maximum of 10 minutes) was provided to complete the demographic form.
Faculty requesting to be interviewed via Skype would have been asked to sign and return via DocuSign the informed consent (see Appendix B) as well as the demographic questionnaire (see Appendix F) before scheduling the mutually agreed upon date of the focus group interview. The researcher ensured the forms have been received and verified for completeness prior to the start of the interview.
The established interview protocol, along with probing questions as needed (see Appendix G, H) were followed to encourage in-depth information from the group.
A \$20.00 Visa gift card were given at the beginning of the interview process to each member of the focus group after the completion of the consent. Skype participant gift card were emailed once completed consent and demographics were obtained prior to the start of the interview.
Once the interview questions had been completed the researcher asked the participants if they had farther comments or questions. If none arise the participants were thanked for their time and the recording device was then turned off.

<p>The recorded interview was sent to the transcription service that had completed the third party agreement for transcribing. Once the transcribed interview is received and verified by the researcher the recording were destroyed by the primary investigator.</p>
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*Table 4*

**Phase IV: Student Subunit**

<p>Senior Nursing Students at the researched university in the GBSN program attending the main or satellite campuses.</p>
<p>Upon receiving a phone call or email from the student indicating their interest from the official flyer (see Appendix C) the researcher contacted the individuals via phone to insure they met the inclusion criteria before scheduling a mutually agreeable date and time to conduct a face-to-face or Skype interview.</p>
<p>If the student met the inclusion criteria and agreed to participate in the study, they received an email meeting invite from the researcher to confirm the scheduled appointment and a message as a reminder the day before the scheduled interview by the outlook calendar.</p>
<p>The interviews began by the researcher welcoming the participant and expressing gratitude for their participation. Then, each participant was reassured that the interview is voluntary and they have the option to withdraw from the study with no penalty. They were also reminded of the use of audio recording with two hand held recording devices before the beginning of the interview. . They were reminded that they may refuse to answer any questions presented; and may request that the audio recorders be stopped at any time, and resumed with their permission without penalty or consequence.</p>
<p>The students were reminded that the initial interview would last a maximum of 60 minutes, and the second interview that follows for member-check to ensure correctness of the data as understood and documented would last a maximum of 30 minutes and may be done via telephone once they had reviewed the transcript.</p>
<p>Students requesting to be interviewed via Skype would have been asked to sign and return via DocuSign the informed consent (see Appendix B) as well as the demographic questionnaire (see Appendix F) before scheduling the mutually agreed upon date of the interview. The researcher would have ensured the forms had been received and verified for completeness prior to the start of the interview.</p>
<p>Students selecting face-to-face interview were provided the informed consent, it was reviewed and the content clarified if necessary (see Appendix B). If there were no questions the researcher obtained the students' signature on the informed consent. Next the demographic questionnaire (see Appendix F) was given to the student. The student were provided ample time (a maximum of 10 minutes) to complete the demographic questionnaire and decide upon their pseudonym, if they could not decide on a pseudonym one was given to them.</p>
<p>The established interview protocol along with probing questions as needed (see Appendix G, H) were followed to encourage in-depth information from the students.</p>

For students selecting to interview via Skype a \$20.00 Visa gift card would have been emailed the day before the interview whether or not they chose to complete the interview. For students selecting the face-to-face interview, the gift card was given at the beginning of the interview process after the consent had been signed.

Once the interview questions had been completed the researcher asked the participant if they had any farther comments or questions. If none arose the participant were thanked for their time and reminded of the transcript review (member check) that would be emailed to them and requested to contact the researcher to find a mutually agreeable time for review. They were reminded that this can occur via a telephone conversation if necessary. The time for the second interview was a maximum of 30 minutes. The recording device was then turned off.

The recorded interviews were sent to the transcription service that had completed the third party agreement for transcribing. Once the transcribed interview is received and member check is completed the recording were destroyed by the primary investigator.

## **Inclusion Criteria**

### **Student.**

- Minimum 18 years of age
- Senior-level Generic Bachelor of Science in Nursing students attending classes in the academic year 2017-2018 at the main or satellite campus.
- Able to read and speak English
- Faculty academic advisor other than the researcher
- Willing to be audiotaped
- Access to Skype

### **Faculty.**

- Faculty in the Generic Bachelor of Science in Nursing program at the main campus or the satellite campus
- Taught for one academic year at the researched university or satellite campus
- Willing to be audiotaped
- Access to Skype

### **Stakeholder.**

- Middle management appointment at the main or satellite campus;

- Administrative appointment at the main or satellite campus;
- Curriculum development staff at the main or satellite campus;
- Instruction technology staff at the main or satellite campus;
- Willing to be audio taped
- Access to Skype

### **Exclusion Criteria**

#### **Student.**

- Less than 18 years of age
- Students attending classes at the main or satellite campus that are not at the senior level or in the Generic Bachelor of Science in Nursing program
- Unable to read and speak English
- Unwilling to be audiotaped
- No access to Skype
- Advisees of the researcher
- Current or future students of the researcher

#### **Faculty.**

- Faculty who are not teaching in the Generic Bachelor of Science in Nursing program
- Less than one academic year of teaching at the researched university
- Unwilling to be audiotaped
- No access to Skype
- Participant on the Grant and Research Committee.

#### **Stakeholder.**

- Not an middle management appointment at the main or sister campus;
- No administrative appointment at the main or satellite campus;

- Not involved in curricular development at the main or satellite campus;
- Not instruction technology staff at the main or satellite campus;
- Unwilling to be audio taped;
- No access to Skype
- Participant on the Grant and Research Committee
- Veto power for the Grant and Research Committee.

Procedures to protect the confidentiality of participants were implemented to the extent of the laws that pertain to the protection of human participants. Participants were asked to select a pseudonym that cannot be traced to their individuality. Electronic records; including transcriptions, digital recordings, correspondences via DocuSign, and published results of the study were identified by pseudonyms and stored in the password-protected computer of the researcher in her home office. Hard copy data and records were stored in a locked file cabinet separate from the locked cabinet containing the signed informed consents in the researcher's home office. Digital recordings of individual interviews were destroyed once member check had occurred. Digital recordings of the focus group interview were destroyed after verification by the researcher. Signed informed consent forms were stored in a locked cabinet separate from other study records. All data will be kept for five years after the study completion, then maintained indefinitely. The findings of the study will be reported in the aggregate to protect participant privacy.

The researcher had no supervisory role with any faculty participant. She had no further contact in an instructor role with any student in the senior nursing cohorts. Any student who is an advisee of the researcher was not included in the study. The stakeholder group has four potential supervisors of the researcher who were invited to participate in the

study. The researcher reminded all volunteer participants that she is doing the interview as a researcher and not as a faculty, peer, or employee. She thanked them for participating and assisting her in this role. .

### **Interview Questions**

Yin (2014) identifies five levels of questions in utilizing case study methodology.

He states that relevant questions can occur at any of the five levels:

**Level 1:** questions asked of specific interviewees;

**Level 2:** questions asked of the individual case (questions in the case that are to be answered by the researcher during the case);

**Level 3:** questions asked of the pattern of findings across multiple cases;

**Level 4:** questions asked of an entire study- for example, calling on information beyond the case evidence and including other literature or published data that may have been reviewed; and

**Level 5:** normative questions about policy recommendations and conclusions, going beyond narrow scope of the study.

Of the five levels, researchers should concentrate heavily on Level 2 for the case study protocol (Yin, 2014, p. 90-91).

Interviews were conducted in an effort to understand the student experience of having been taught through multiple pedagogies as well as the faculty experience of teaching with multiple pedagogies. Students and stakeholders participated in individual interviews, while faculty members were interviewed in a focus group. These questions can be located in Appendix F.

### **Demographic Data**

This study utilized a researcher-designed demographic questionnaire to describe the study participants. All participants in the research study chose pseudonyms to be utilized throughout the study process. The demographic questionnaires for each subunit can be located in Appendix D.

### **Data Analysis**

Data analysis was used to interpret and convert the data into a story describing the phenomenon, or the participant's views using their words to give their perspective. This process involved collecting data and connecting the categories identified from immersion in the data. Finally, the process concluded with the creation of a visual display of the data and writing it up for distribution (Miles, Huberman, & Saldana, 2014).

There are multiple methods that can be used to analyze qualitative data. They typically involve immersion in the data so that the researcher can become familiar with its essence. By immersion in the data, themes and patterns can emerge to display relationships. Case study methodology according to Yin (2014), provides several data methods to aid the investigator in attempting to understand the realities of humanistic problems from a holistic perspective. This study utilized interviews, recordings, and documentation reviews. Data analysis is the process the researcher used to tell the story following her interpretation of the data (Creswell, 2013).

Creswell (2013) stated that the process of analysis consists of making a detailed description of the case and its setting. Creswell recommends memoing and a thorough reading of the text by getting immersed in the data, making margin notes and forming initial codes. Next, the researcher labels the data into codes and themes by utilizing

categorical aggregation, establishing the themes or codes that are emerging. The next step is for the investigator to interpret the data, according to Creswell (2013), as direct interpretation is necessary and one must develop naturalistic generalizations of what was learned. An in-depth picture of the case using narratives, tables, and figures eventually appears (Creswell, 2013, p. 191-192).

Data analysis consists of examining, tabulating, testing or otherwise recombining the evidence, to produce empirically-based findings according to Yin (2014). He further states that analyzing case-study evidence is difficult, because the techniques still have not been well-defined (Yin, 2014, p. 132). Utilizing computer aids to help manipulate large amounts of data are helpful according to Yin, but the researcher is still required to define the relevant codes and interpret any observed patterns. This researcher utilized NVIVO to assist her in identifying and correlating the codes and themes. Pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis are five specific techniques that Yin states can be utilized in the process after the general ones have been done. Pattern matching is one of the most desirable techniques in case study methodology (Yin, 2014).

### **Research Rigor**

Trustworthiness is the qualitative equal to validity in qualitative methodology. The current “gold standard” criteria for establishing the trustworthiness of qualitative data are credibility, dependability, confirmability, and transferability as outlined by Lincoln and Guba (Lincoln & Guba, 1985, p. 301). These terms are the naturalist equivalents for internal validation, external validation, reliability, and objectivity in quantitative studies (Creswell, 2013, p. 246). Some techniques proposed to operationalize



these terms are; prolonged engagement in the field, triangulation of the data sources and methods and investigators to establish credibility. It is necessary to use thick description to assure findings are transferable between the researcher and study participants (Creswell, 2013).

### **Credibility**

Credibility establishes the believability of the results of the research. It can be more dependent on the richness of the data collected than the amount of data collected. There are three activities that can increase the probability that credible findings were produced in qualitative research; prolonged engagement, persistent observation, and triangulation (Lincoln & Guba, 1985, p. 301). Creswell (2013) states that persistent observations done in the field involve building trust with the participants, while learning their culture. This researcher did not have prolonged engagement in the field, but she was immersed in the data.

Credibility further involves checking for misinformation from distortions introduced by the informants or researcher (Creswell, 2013, p. 251). This was an important feature of this study, as the researcher is a faculty member at the researched university. It was imperative that the role of the researcher and faculty / employee be explicitly detailed before each interview to assure the participant that their voice was heard as it is recorded. The explanation of the study includes assurances that the outcomes were reported as interpreted from the voices of the participants, the document review, and the observations.

Triangulation involves using multiple sources and methods to provide corroborating evidence (Creswell, 2013, Lincoln & Guba, 1985, Yin, 2014). The

investigator in this study utilized triangulation to examine the data collected by being immersed in the data from many angles. Triangulation further enabled member-checking to assure the participants' input ensuring the accuracy and interpretations of the data as credible (Creswell, 2013, Lincoln & Guba, 1985, Yin, 2014).

### **Dependability**

The ability to weigh the accuracy of the research findings and make a determination on these findings, interpretations, and conclusions assuring that they are supported by the data as it is presented is one way a researcher establishes dependability. It can further be established by the ability to replicate the study utilizing the same methods (Yin, 2014). This ensures that the research findings are consistent and can be accomplished through an external audit process (Creswell, 2013). Other strategies supporting dependability include thick, rich descriptions, member-checking, and triangulation (Creswell, 2013, p. 252).

### **Confirmability**

Confirmability questions how the steps in the process of data collection have been established to determine the research outcomes as confirmed by the participants. It was important in this study to assure the findings were shaped by the respondents and not the researcher's bias, or interest. The researcher must present the findings in sufficient quality and quantity to support the findings as they are stated (Yin, 2014). Triangulation and the keeping of a reflexive journal, as well as having an audit trail, are three methods to enhance the confirmability by maintaining neutrality in the study (Lincoln & Guba, 1985, p. 319).

## **Transferability**

Creswell (2013) stated that the process of understanding a research study is what is known as transferability (Creswell, 2013). When comparing the study results to other comparable studies, readers may infer that the findings would be comparable to their own situation. The researcher can assist the reader by presenting the data in detailed and specific terms (Yin, 2014). Transferability can further be achieved in qualitative research by “providing the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility” (Lincoln & Guba, 1985, p. 316).

## **Chapter Summary**

This chapter reviewed the method chosen to guide the case study research as indicated by Robert Yin. It further reviewed the sample and setting of the research study, as well as how the sample was accessed and recruited. Inclusion and exclusion criteria and ethical considerations were also discussed. The data collection procedure for each subunit of the case was explained. Interview questions and demographic data that had been collected were reviewed. The chapter ended with a discussion of the trustworthiness of the study utilizing credibility, dependability, confirmability, transferability. Chapter Four will discuss the findings of the study.

## **CHAPTER FOUR**

### **FINDINGS OF THE INQUIRY**

The purpose of this qualitative, explanatory single intrinsic-embedded case study was to understand the impact of multiple pedagogies in a pre-licensure nursing program. The study sought to understand the phenomenon from the perspective of the student in their educational journey, as well as the faculty teaching in the program.

This chapter presented the results of the data collected from document review, and interviews from 23 participants involved in the generic Bachelor of Science in nursing program. This study utilized Yin's (2014) case study methodology to investigate a phenomenon in its actual life setting. Yin (2014) states by utilizing open coding and constant comparison while interpreting the data it is possible to find the link between the studies purpose and the results in reference to the purposed research questions. The qualitative data analysis was performed following Yin's (2014) guidelines as well as utilization of NVIVO 11 software for data management. Phase I of the data collection was the review of documents. Phase II incorporated individual interviews with seven stakeholders, three middle management , three information technology specialists, and one program implementation director. Phase III included a focus group with five members of the nursing faculty, while Phase IV utilized individual interviews with 11 senior students. Students and faculty members were interviewed to obtain data about their experiences. Aggregated data collected from other sources was obtained from document review and stakeholder interviews to understand the history of the introduction of the sister site into the GBSN program and policies guiding it for each campus. All interviews were coded utilizing NVIVO 11 software for data management, as well as manual notes

in the margins of the hard copy transcripts as they were read and re-read. The results are reported by interview phase themes as well as the overriding themes of the case. The themes for each phase and the subsequent case themes are shown in Table 5.

Table 5

*Themes from Phases and Case Themes*

Phase I	Signaling Change	Uncertainty	Rewriting Policy
Phase II	Executive Decision Making	Feeling Uncomfortable	Making it Work
Phase III	Feeling Disoriented	Being Skeptical	Renewing Commitment
Phase IV	Letting Go	Resenting	Tolerating
Case Themes	Feeling Loss	Dealing with Anxiety	Willing to Change

## Phase I

### Document Review

#### Sample Description

Document review was preformed utilizing the researcher's computer and her access to the shared drive at the College of Nursing. The review examined several documents: Nursing Curriculum Committee minutes from 2008-present, Nursing Council Meeting minutes from 2008-present, GBSN taskforce meeting minutes, the Student Bulletin and, Undergraduate Catalog, faculty and student handbooks, and syllabi of nursing courses. An excerpt from an interview with a member of Denver's middle management was utilized to speak to the congruency of policies at the two campuses.

#### Themes

A review of the documentation revealed obvious changes had come to the department in an executive decision format. While there were other aspects leading to the

change, the ultimate transformation were necessary, due to the implementation of a sister campus that would be housed in Denver, Colorado. This singular decision led to multiple steps needing to occur in the college of nursing to implement the change. The three themes that emerged from the documents relative to this issue were *signaling change*, *uncertainty* and *rewriting policy*.

### **Signaling Change**

Aguirre, Neilson, and, Tipping (2004) defined the necessary aspects of a successful organizational change by saying “The vision should include how individual employees fit into the new organization as well any benefits that will result from the change.” They further imparted that the change should not be done by telling but by showing, since telling is simply talking to someone (p.8). The theme of ‘signaling change’ was demonstrated in several of the documents reviewed: nursing council meeting minutes, GBSN taskforce meeting minutes, and the College Bulletin. In the minutes from nursing council meetings in 2009, anticipated changes were announced. The changes that were signaled included program expansion from an ASN to a BSN program, the future integration of the Denver Campus, and the need to transition all nursing courses to a blended format (Crockett, 2009).

### **Uncertainty**

Perminova, Gustafsson, and, Wikstrom (2008) examined four definitions of uncertainty in new projects and created a concluding one. They state that “uncertainty as a context for risks as events having a negative impact on the project’s outcomes, or opportunities, as events that have beneficial impact on project performance (p.76).” The theme of uncertainty was developed from the data in the documents suggesting ambiguity

in how to proceed with integrating the two campuses and the change to a blended format for the nursing program. In the minutes from nursing council meetings, GBSN taskforce meetings, and nursing curriculum meetings, unique aspects of implementing a BSN program in two states became apparent. Colorado initially declined the request, but Florida had to proceed anyway, since the GBSN program was approved at that end (Crockett, 2010).

Uncertainty about the required clinical hours and availability of clinical areas was an ongoing topic. Development of new courses requiring clinical placements within the community, discussions about more sites and the need to hire more adjuncts was a concern. The educational training of adjunct faculty in the ASN was another concern, as a Master's degree would now be a necessity for the GBSN (Crockett, 2009)

### **Rewriting Policy**

The Society for Human Resource Management (SHRM), (2017) spoke to policy changes in a systematic approach. They stated; “ change management involves defining and adopting new corporate strategies, structures, policies, procedures and technologies to handle changes in external conditions and the business environment (para.1).” When policy is revised it can be in the form of a change or a reform. Policy change refers to incremental shifts in existing structures, or new and innovative policies. Reform usually refers to a major policy change. (Cerna, 2013). The nursing department was undergoing policy reform. The theme of rewriting policy captured the operationalization of integrating two campuses in different states with multiple pedagogies. Data from the following documents reviewed supported this theme: Course syllabi, undergraduate catalog, faculty and student handbooks, and faculty contracts.

Course syllabi were transformed into a standardized templates with blended learning listed as the pedagogy being utilized and the newly developed GBSN program, level, and course outcomes listed. The incorporation of a Denver satellite campus necessitated syllabi changes every trimester to either have Denver faculty resources added or deleted. The undergraduate catalogs were revised to include the Colorado campus as well as the BSN program. Faculty handbooks were rewritten to include the Denver campus as well. Student handbooks were revised to not only include the addition of Colorado, but to incorporate new outcomes for the program at the different levels associated with the GBSN (College of Nursing, 2013).

A review of two faculty contracts revealed an inconsistency. Although the language used in each contract was the same, the contracts did not reflect the difference in role expectations between faculty at the Orlando and Denver campuses. For example, the faculty in Denver initially functioned as room facilitators, with no theory or course teaching responsibilities. This did not meet the standards set in the faculty handbook for workload. In the four years since, as the campuses have integrated, these roles have become more similar. The contracts, however, did not reflect this transition.

The policies that guide the nursing program were discussed at the Denver campus so that uniformity could be achieved. **Babs** had the responsibility of policy and procedure enforcement at the campus and she stated:

We try very hard to maintain standardized policies on both sides. Whenever we do have anything that comes to paths that might be different, we try to get together as an administrative group... but we don't do it in isolation. Sometimes we have to get higher administration involved depending upon how severe the



problem is or what it entails... you also have to look at the legalities of what you're looking at and how does it affect things, again, legal-wise.

Follow-up information to the document review GBSN delivered via a blended format started in fall of 2012. Denver admitted their first cohort of two in Fall of 2014.

## **Phase II**

### **Stakeholders**

Stakeholders who met the inclusion criteria were interviewed. The stakeholder group was utilized in the case to add understanding about the incorporation of the sister campus into the main campus. Seven stakeholders were interviewed who represented the roles of, middle management, information technology, and program implementation.

### **Characteristics of Stakeholder Participants**

#### **Middle Management**

**Ann.** Ann holds a middle management appointment at the Denver campus. She has been employed with the university for thirteen years and, worked at the Florida campus for eleven years before relocating to Denver for the last two. She troubleshoots technology issues at the Denver campus that threaten to compromise a student's ability to fully participate in videoconferencing with the Orlando campus. She is not involved in curricular planning or development, but manages the implementation of the distance learning technology. She does not have final decision-making ability, but she is very involved in requesting upgrades to the current tele-education technology. She is involved with the hiring and support of staff at ADU Denver. Ann describes herself as “an advocate for the students at ADU Denver”. She holds a Master’s Degree in Leadership.

**Babs.** Babs holds a middle management appointment at the Denver Campus. She has been with the university for 4 years and 3 months at the Denver campus where she was hired. She acts as a faculty facilitator in the rooms while classes in the GBSN program are being taught to assure no issues arise. She teaches to the Orlando campus from Denver in Leadership and Management and prefers a blended or flipped classroom. Her responsibilities are to assure there are substantial and qualified faculty, qualified students progressing successfully through the program, and adequate space and equipment to conduct the program, as well as clear communication between the main campus and Denver. She oversees one full-time nursing faculty member at the Denver campus. She does not have final decision-making authority, but works collaboratively with other administrative personnel to address any issues that may occur with students on the Denver campus. She holds an ED.D in Educational Leadership.

**Rocky.** Rocky holds a middle management position at the main Central Florida Campus. He has been with the university for more than 20 years. He is involved with distance learning as he assists in establishing the budget as well as projection of revenues and expenses for both campuses. He holds a MA in Health Services Management and is currently pursuing an ED.D in Organizational Leadership.

### **Information Technology**

**Donald Duck.** Donald Duck holds an information technology position supporting the faculty in the GBSN program with secure testing and the learning management system for both the Orlando and Denver campuses. He has been at the Orlando facility for 11 years. He also designs and develops online courses for the university and supports all online nursing courses. He has no final decision-making authority. He prefers a

blended classroom and teaching online. He has no teaching responsibilities this trimester. He holds an ED.D. with a focus on eLearning.

**Todd.** Todd holds an information technology support position maintaining the videoconferencing equipment used for broadcasting the nursing program to the Denver campus. He is responsible for the equipment on both campuses. He has been at the main campus for three years. He is involved in the distance education model as one of two technicians who maintain and manage the video conferencing and classroom equipment technology for the institution. He also assists in any video technology decisions due to his background. He currently holds a Bachelors of Fine Art in Motion Picture, Television and Recording Arts and he is pursuing a Master's Degree in Human Computer Interaction

**Goofy.** Goofy holds a middle-management position in the technology department. He has been employed at the main campus for ten years. He provides technology support for online learning as well as the distance education in Denver. He does have teaching responsibilities but not at this university; he prefers a constructivist classroom. He has decision making authority in educational technology and simulations. He holds a PhD in Educational Administration.

### **Program Implementation**

**Cinderella.** Cinderella holds a program management appointment at the researched university and oversees curriculum and faculty. She has been at the university for twenty-six years. She has chaired a department that offered an online bachelors completion program. She also taught in two introduction courses online. She taught via videoconferencing to the sister campus prior to her current appointment. She still enjoys

being a guest lecturer. She holds a Master of Science in Human Resources Management and a Bachelor of Science in Radiologic Technology.

### **Themes**

The purpose of the interviews for the stakeholder category was to understand the process involved in the introduction of a sister campus into the nursing program via videoconferencing technology. The stakeholders supplied a rich history on the reason for the formation of the Denver campus. Three themes emerged from the data collected via individual interviews *executive decision making, feeling uncomfortable, and making it work*.

### **Executive Decision Making**

Deeb (2018) defined executive decision-making as “a top-down policy change that can affect all employees or only one department (para. 2.)”. She further explained that lower-level managers can have some input into recommendations for their sections or contribute department data, but the top-down approach does not give them authority to make any decisions (Deeb, 2018). Executive decision-making reflected the approach leading to establishment of the sister campus. This top-down decision-making process involved the researched university’s executive officers reaching independent conclusions intended to change or improve the system. The decision to initiate and maintain a sister campus was made solely at the executive level. The mid-level and program managers offered insight onto how this process unfolded.

**Rocky** explained the reasoning behind the development of the Denver campus.

The nursing program in Denver was probably the key reason as to why we looked at establishing the campus out there... When the hospital executives of the

healthcare system out in Denver had a desire to have a future workforce that understood the mission of their institution, being a Christian institution out there... they looked to us and said, how can we have your students come to our facility, understand the way we do things here and then be able to hire those same students? It was through that conversation with leadership that idea developed.

**Ann** spoke of how the main campus executives handled early setbacks in maintaining the Denver site:

The Denver campus was started with the intention of beginning with the nursing program that year. That was in 2009... Through some of the challenges with the Colorado Board of Nursing, that was slower than we had hoped and so they ended up starting two other programs out here, in the meantime, just to kind of keep the campus here viable, so that by the time they did get that approval for nursing, that we could just kind of go right into it.

**Todd** explained how personal feelings about accommodating the Denver campus, gave way to a realization that “it’s part of your job”

From a technology standpoint, I try to stay away from the faculty drama, if you want to call it that, and how people feel about the system, and how the emotions of it are working. From my perspective, it’s a directive from administration so I have to do what they ask me to do.

**Goofy** explained that there had been difficulties with the Colorado Board of Nursing to start the nursing program so a pilot program was done in Florida utilizing the equipment and placing a small number of the students in a different section of the university to receive their courses allowing both the faculty and technology staff to have

a run through prior to the implementation of a full cohort that was significantly geographically separated.

“The first year, we had no students in Denver, and so in ‘08 what we did was, the very first trimester in one of the nursing classes, we took eight students out. We sent them to work at Forest Lake Academy and with a faculty. The faculty was also there to mentor them.”

### **Feeling Uncomfortable**

Hyatt (2017) offered a definition of this theme by stating “The feeling one has when they are pushing them self to grow (para. 14).” The theme of feeling uncomfortable captured the stakeholders’ personal challenges in implementing the executive decision to start the sister campus.

**Rocky** spoke of the contentious initial meeting with the Colorado Board of Nursing (BON):

I was dealing directly from zero, trying to convince the Colorado Board of Nursing, they should let us be there. One of our first meetings, I remember when I was sitting there, the representative -- their biggest challenge, they thought, was, oh, this is being tried before. What are you going to do to make sure the kids aren't just running around in class, not paying any attention?

**Ann** expressed apprehension regarding the process of securing Colorado BON approval to start the nursing program:

There were several Colorado Board of Nursing meetings where they were not favorable toward our program, and toward our method of education delivery...

the Board was saying, “Well, there are sixth graders in Pueblo who are doing education through the TV and they just goof off all day. How is this going to work?” They were very wary of our method of education delivery... Because of the history of kind of some volatile decisions by the Colorado Board of Nursing, we went into that meeting very apprehensive.

**Ann** also worried about the financial viability of the Denver program with the initial cohorts in the nursing program. The first cohort was two students and the second was four.

“We had low numbers for the first two classes because of all of the hoops that we're having to jump through... and we're still waiting on accreditation.”

**Cinderella** spoke of the tension faculty experienced when teaching from the main campus to the Denver campus, via videoconferencing:

I'll mention one other thing -- and I don't know where this would go, but... I know that a lot of the instructors over there in Denver will just mute the class. They still hear the stuff coming from Orlando, but they'll mute their class. When I teach class, I tell them to keep it unmuted. Because you'll ask them a question, they'll forget to unmute and then it becomes -- can I say irritating?

**Rocky** spoke of the unique adjustments that faculty had to make when teaching via videoconferencing; and of his concerns about how these problems may be exacerbated as the Denver class sizes increase

...There's been a lot of education that has been required for faculty. It's also a lot of learning on the infrastructure side ... as well as it's an ongoing learning curve

that we continue to have because as classes grow...how do you expand and get the students more engaged even beyond the Polycom?

**Goofy** expressed his frustration with the lack of fit with the faculty's existing knowledge, expertise, and skills in using the videoconferencing technologies.

... Faculty training has not been consistent... it is in no man's land. Our area is technology, so even though faculty do listen to us, we are so busy, the department, itself, is very busy and they don't know technology, so ... there's a lot of things thrown at faculty... faculty are inundated with lots of training, lots of responsibilities... It's quite haphazard.

**Todd** agreed with Goofy that faculty training on the videoconferencing equipment is a concern.

My honest opinion on where we could improve support would be training the faculty. There isn't a dedicated person who has faculty experience or knows how to work with faculty that could help aid them in training all these systems.

### **Making it Work**

Heathfield (2018) presented this definition of making it work after an organizational change; "Once the decision has been made for change, whether you agree or not, you need to do everything in your power to make the selected direction succeed." She added "if you can't buy into the fact that the chosen decision is where you are going, you can at least, buy into the fact that it is critical to do everything in your power to make it work (para.17)." The theme of "making it work" captured what had to happen to ensure that the Denver campus was integrated with in the Florida campus



**Goofy** spoke of overcoming the challenge of implementing a synchronous distance program between campuses:

... You want to make sure that the learning is a one room experience. ... the students over in Denver, don't have the benefit of the instructor physically. They can tune out a lot quicker than the student in Orlando, and they sometimes may feel like they have been the stepchild of the main campus. So, we make a special effort to make sure that the Denver students have special attention... we are very intentional in making sure that we are doing all that we can. So that the students, in Denver, feel that they are part of the Orlando class.

**Babs** was ultimately optimistic and supportive of the integration of the two campuses, despite her initial hesitations about the untested outcomes of videoconferencing technology. .

I think they tried to provide good equipment and personnel to run this type of a program... I think they really endeavored to work through the kinks. I don't think there are a lot of models out there of what this is supposed to look like and so we're almost like pioneers, you know? ... We think everything should run perfectly and it doesn't, and so, I think the university has tried valiantly to do something that very few people have done, and they've tried their best to provide equipment and support and personnel to be able to do that. A lot of it has been on a ground level .... I think sometimes we have to step back and say, yeah. That's sometimes kind of rough.

**Todd** emphasized the key role of technology in implementing the new program: There's multiple pieces of hardware in the system that work seamlessly when they

talk to each other correctly via network, but can make a class come to a complete stop if they aren't communicating effectively.... The classrooms in Denver and the classrooms in Orlando, have mirroring technology. The faculty member can basically walk into the room, press a couple buttons on a touch screen, and then have class as if they would normally do...

Technology was also helpful, however, in keeping the two campuses connected when adverse weather closed the Denver campus, but the Orlando campus was conducting classes as scheduled. Donald Duck explained:

Students- when they log on to learning management system which is Canvas- can access Panopto videos on the different courses. They can always access the lectures, any time, 24/7 during the entire semester. Now, we push all those archived videos, typically on the same day, so that the next day students will have the access.

**Goofy** was pro-active about the problem-solving needed to address inadequate funding for the technology;

... some schools or some companies spend 100K, 100 grand, just to outfit one room. We spend about 50K and then we don't have a replacement cycle right now. We replaced a system in classroom 227 after seven years when it failed... but we cut it so close... and we don't have enough time to test things out, so this time in 227 we have serious audio issues. You know how fundamental audio is? .... The solution is we've got to be more mission-critical in the way we refresh our technology. We cannot wait until it fails. We cannot wait until it's out of warranty. So right now we're trying to put it in a five-year replacement cycle...

Funding was also an issue **Rocky** thought was important to assure the success of the Denver campus;

Well, there's always the challenge of resources, financial resources. That's always a big challenge and figuring out how do you fund something when you have limited resources. We want to deliver good education, we want to have good outcomes. So making sure to have the resources and continue to put them in that direction is definitely a concern. Always an ongoing concern.

**Cinderella** addressed the issue of the faculty training that had to occur in order to teach using the videoconferencing equipment.

Not too long after Denver -- that we started teaching to Denver -- we had a faculty development presentation on broadcast teaching. I actually gave that one - it was evidence based -- and talked a little bit about everything from building the presentation ... -- to even what the teacher wore solid colors are preferable... and how animated you can be ...And thinking about where you're standing...

**Ann** talked about how they are making it work on the Denver campus with limited faculty as resources for their fourteen students.

We only have two faculty members right now, hoping to have a third soon. Our faculty and staff here will pretty much do anything that they can to help the students, not only just with academic things, with life circumstances, just really anything that they find themselves in... what's challenging to them.

She further expands working through the challenges of being on the Denver campus and not having adequate support from the Orlando campus.

...Initially people on main campus didn't see the value in our campus here, and weren't supporting us and our students, just like they would the faculty and students in Orlando. We're seeing that change and shift toward, more toward the positive all the time, which I'm really happy about, but we just want them to look at our students, you know, Denver students, they're our students. There everybody's students and we all want to see them succeed and to do whatever we can to help...but when you have buy-in, you can then figure out how you're going to move, mitigate different challenges for the students and then get it done.

**Babs** added to this saying that they all serve as a link for the students in Denver to the main campus in Florida

We all have had to... and I mean every one of us, faculty and staff, be involved in being that link to get that student where they need to go because a lot of times, they'll email, they'll call and won't get through the system that way so a lot of times we'll have to call and say, we've got a Denver student -- we finally have been able to put some people in place that particularly just handle the Denver students, so their ears' kind of attuned to those people and that has helped tremendously

**Rocky** explained how Denver's low faculty-to-student ratio also helped to facilitate the program's implementation.

...We are smaller, the one-on-one attention that they, the Denver students get, is such a positive that it outweighs any technological issues we've encountered. That is something to consider if you're going to use this technology, harnessing the positives of...a very small faculty staff -to-student ratio is going to be important.

### **Phase III**

#### **Faculty Focus Group**

The faculty focus group consisted of five volunteer participants meeting the criteria. The faculty focus group interview was conducted on the main campus in Central Florida. A description of the faculty participants follows. The purpose of the faculty focus group was to address the research question of the faculty experience in teaching in multiple pedagogies.

#### **Characteristics of the Faculty Focus Group**

**Bob.** Bob is an assistant professor at the main campus of the university. He has been employed with the university for thirteen years. He teaches to both campuses in the senior years of the GBSN program; one course contains no clinical component, one has a clinical component and the third is all clinical. He utilizes traditional, blended, flipped, videoconferencing, simulation, and a learning management system in his teaching. He prefers a blended and flipped classroom. His least favorite pedagogy is asynchronous online education. He holds a PhD in Nursing

**Nole Girl.** Nole Girl is an assistant professor at the main campus of the university. She has been employed at the university for 4 years. She teaches to both campuses in the junior and senior level classes, one class containing a clinical component, one without clinical, and the third is all clinical. She utilizes traditional, blended, flipped, videoconferencing, simulation, and a learning management system in her teaching. She prefers a blended classroom. Her least favorite pedagogy is traditional teaching. She holds a Master of Science in Nursing specializing in Nurse Midwifery

**Nancy.** Nancy is an associate professor at the main campus of the university. She has been working at the university for twenty years and currently teaches to both campuses in the junior and senior level classes. Both of her classes have clinical components and she does one clinical assignment. She utilizes traditional, blended, flipped, videoconferencing, simulation, and on line teaching in her classes. She prefers a blended classroom. Her least favorite pedagogy is audioconferencing. She holds a DNP as well as a Master of Science in Nursing and a Master's Degree in Public Health.

**Jane.** Jane is an assistant professor at the main campus of the university. She has been employed at the university for 3 years. She teaches in the sophomore, junior and senior level classes. She has two classes that both contain clinical aspects. She teaches to Denver in both of her courses. She utilizes traditional, blended, flipped, videoconferencing, simulation, online teaching and a learning management system in her teaching. She prefers a blended classroom. Her least favorite pedagogy is audioconferencing. She holds a Master of Science in Nursing with an emphasis on Nursing Education.

**Jill.** Jill is an assistant professor at the main campus of the university. She has been employed at the university for eleven years. She teaches to both campuses in the sophomore year and only at the main campus for the senior year. She teaches a course that has a clinical component and she oversees the clinical aspect of that class and all adjuncts, while her second class is all clinical. She utilizes blended, flipped, videoconferencing, simulation, and a learning management system in her teaching. She prefers a flipped classroom. Her least favorite pedagogy is online. She holds a Master of Science in Nursing Degree.

## Themes

The faculty members who participated provided a primary source in this case study. They had a direct connection to the study, research questions, and hopefully the results are a benefit for them. The interview for this group was done on the main Orlando campus utilizing a focus group of five full time faculty members in the ADU College of Nursing. The three themes that were identified with the faculty were *feeling disoriented*, *being skeptical*, and *renewing commitment*.

### Feeling Disoriented

Delaney (2011) defined disorientation as “losing all your familiar cues (para. 2)”. The theme of “feeling disoriented” captured the faculty's initial process of adjusting to the new expectations of the distance program. Adjusting to the new technology was a major issue voiced by the faculty. **Bob** stated

... There's probably five or six rooms that have video-conferencing equipment hooked up in it and each one, the controls are different. When there's a problem, it's more difficult to troubleshoot when people are new to using this or changing a room. It can be confusing

**Nancy** agreed:

... I get switched from room to room every semester and once I get one room down pat as to how to use this equipment, here I am in a new room and it's not the same. So you waste time calling up people to help you come and help you troubleshoot it. I think the fact that we have so many to select from, makes it sometimes confusing.

**Jane** reflected on the different style to teaching required by the videoconferencing.

...I use the word barrier, but for me, during those moments and those semesters, I find that you can't be as active in the classroom. With the bodies that are in front of me... I have to alter what I'm going to do that day, specifically because I'm in a Polycom situation with a remote classroom.

**Jill** stated she felt there was no in between with technology. "I think I can sum up the whole technology thing. Basically, when it's good, it's golden. When it's bad, it's horrid."

### **Being Skeptical**

Philosophical skepticism is, unlike ordinary skepticism, defined as a skepticism that doubts whole categories of beliefs. (Theory of Knowledge, 2018, para. 2). The theme of 'being skeptical' brought together the faculty's doubts, cynicism, and reticence about incorporating another pedagogical modality in a program already utilizing several without scrutiny.

**Bob** reflected mixed emotions:

I look at it as it's kind of a double edge sword...it is liberating that we can teach in multiple methods to be able to reach different learning styles...A large percentage of nursing faculty do not have a lot of teaching background... to teach them how to manipulate variations of pedagogies, frequently different than the ones that they were taught when they were in school, it kind of cuts back a little bit because as a faculty member now, I've got to teach the students but I've got to teach the



new faculty, too, about all this new stuff that's going on that you need to get up to speed on.

**Nole Girl** spoke to utilizing new equipment that did not function and no IT back up was available:

...I love the document camera, which allows me to bring pictures and or put an object that I might be modeling right under the camera and it projects to the screen. Perfect example, I needed it on Friday of last week, it did not work..I tried everything. I tried texting and nobody came. I had to resort to writing on the board and asking the facilitator on the other side to please draw it herself for her student over there.

**Nole-Girl** expounded on IT issues.

... this past semester has been very frustrating for me with the support of technology department, perhaps because my class is on a Friday afternoon when I think the support people are no longer here, and then not responding to us via text when we're texting them and begging for help. I've also been here really early in the morning and also, if something is not working, I called that technology number that's right there in neon numbers, and they do not answer.

**Jill** was skeptical about the quality of the current equipment and the projection of larger classes on both campuses.

As we grow, as their students grow and our cohorts grow...we are running across incidences where we're growing, but the technology that we have available to us is not growing with us... we're hitting some barriers when it comes to that. An example would be having a larger classroom in the distance learning classroom

not being able to see the faces or have as much interaction because we have screens that are so small but we can't see facial expressions and we can't -- sometimes we miss raised hands because again, now instead of one or two students, we have ten. So we're just running into some of those challenges.

**Bob** spoke to the main campus increased class sizes:

It is not just with the two or ten that you have out there, but the 70 -80 that you have here, and just the sheer number of people, whether they're here or there, or the mix between them, you can only keep your eye on so many moving targets at once.

**Nancy** spoke to the challenges of doing group assignments and teaching through games:

The small numbers in Denver make it difficult to accomplish fairly.

In the past I've done, okay, you guys in our remote site are a group, and you guys here in my class separate into groups of three and four. Well that, again, doesn't give my remote people a chance to really interact with other people, other than the same people they always interact with. ... This semester I combined. That didn't turn out well at all. My people here did not like being partnered with the people on remote site. Number one, because of the time difference and because they just didn't have that connection there... I usually do gaming... I divide up per rows and I get the remote site people involved as much as I can. ... I have no more than three so that makes this very unfair because in a row there's possibly six or seven in my primary site... That makes it unfair because it's only them..

**Jane** added to the thought that the trimesters that you have a Denver cohort your teaching style is completely different as you have less freedoms.

... With the bodies that are in front of me, we want to do activities or things that to get them up out of their chair. There are ways to work around that and we definitely do but I might take and alter what I'm going to do that day, specifically because I'm in a Polycom situation with a remote classroom.

### **Renewing Commitment**

Moon (2018) offered one definition of renewing commitment in an organization; one way to show a renewal of commitment to an organization is to “identify and get to know your strengths (para. 3)”. Renewing commitment with faculty was demonstrated by the integration of new technologies incorporating the Denver campus into the class participation. It was further demonstrated by faculty-created curriculum allowing integration of the sister campus. When discussing the curriculum and keeping it up-to-date the faculty members participating in this study felt it was a strength of the nursing department as they have academic freedom and there is also a curriculum committee in the department that reviews courses to control drift.

**Jill** spoke to the change from an Associate to a Bachelor's program

We modified our curriculum when we transitioned from our Associate program to our generic Baccalaureate program...number one, through the accreditation process, we revisited our curriculum. We have a departmental curriculum committee that reviews ... our current curriculum... on an annual basis, as well, amongst the faculty in the course.

**Nancy** reminisced about how changes used to be made when she was first hired at the university and how those processes have changed over time.

We used to have knee-jerk type reactions back in the day. I've been here for a while and it was something didn't go well or something, or they failed this and, Oh! We've got to change it. You know, with really no data to support anything. For that time that point in time this was bad. Let's do something about this quickly. And it was more of a hodgepodge. I don't see that anymore. Luckily, we are data-driven.

**Bob** added to the curricular conversation by breaking it down to the individual module level.

... When it comes to being a teacher in a classroom, you're giving this module to present. You can present it anyway you want to. You are allowed to and encouraged to update and change things as you see fit in order to best meet the needs of the learners that you're presenting to. There's not a whole lot of oversight with that but there is opportunity to meet with mentors and other faculty to develop those kinds of learning activities if you would like to do that... When it comes to completely restructuring a class or offering a new class, yes, it does go through the Curriculum Committee. As long as the rationale for making those changes are sound and potentially data-driven, sometimes logic is sufficient, that process is fairly smooth. ...you're encouraged to keep things updated as much as you can.

The identification of several strengths with the technologies offered assisted the faculty in their delivery of videoconferencing courses. Some identified a specific

technology that allowed them to incorporate both campuses simultaneously while permitting students to remain anonymous. **Nole Girl** stated:

My absolute favorite thing to do is clicker questions...they really like the anonymity of the polling questions because it gives them the opportunity to fail and not feel like, oh, my gosh. I chose the wrong answer! Sometimes I let that clicker questions guide the discussion...That seems to be a good way to kind of guide that discussion as the class goes on.

**Bob** emphasized the anonymity of audience polling and shared how he uses it to engage both campuses. He stated:

That idea of using the audience polling, particularly as it relates to having a distant site, is a good way to interact with and engage the distance site because it shows you how many people are polling. I've even used it in such way to wear, alright you Orlando people don't push the button yet, let's just see what Denver's got to say first, and then you all can choose to agree or disagree...

**Jane** shared some of the different polling sites and apps she has utilized in her class:

...There's also good apps out there. I've used Kahoots before, phone apps, it's free, you give them their little ID number and it'll go through the app site, as well -- you can do different forms there. You can do polling questions. You can do something as silly as making a picture and if they answer questions correctly, then it pulls or adds something to the picture. It's an outcome thing. They're still learning, they're still answering questions but there's different ways to do it. You

can make kind of games out of it for learning while you are incorporating both sides of the camera.

Part of knowing strengths is also knowing the resources available to assist in growth and knowledge development. The participating faculty members shared some of the resources available to them.

**Bob** referred to the technology utilized for the entire university:

If there's a technology that you heard of that you wanted to use, that's being used on campus, our technology people will take the time to meet with you individually to teach you how to do it. ... The technology education offered at the university is also audioconferenced and panaptoed to allow Denver faculty to participate in real time and offers faculty at either campus that cannot attend the option to view the session later.

**Jane** referred to the monthly email:

... Education for faculty via the monthly email that talks about face to face, or group classes that can be done with our technology department. They get topics such as, Canvas, or Intro to Canvas, or Examsoft, or whatever the case may be so you are able -- they will say very specific time or may give some variety of times and you can sign up for those courses...

**Nole-Girl** and **Bob** spoke of the library and the librarians as well as the resources available through the university library.

... Our librarians have some really neat things in the library site. I had one of them come and show me culture vision, that for the cultural projects that we do, that's an amazing database... Sometimes, I don't know it's there. ...the librarian

and approached me and said, hey. Check this out. It opened up my world. And the students'.

To which **Bob** added

... As technology and electronic access...It's so much easier that it's crazy how much access our students have to the volumes and volumes and volumes of literature, not just in healthcare but to all kinds of stuff out there that can get access from 24/7, anywhere in the world...

#### **Phase IV**

##### **Senior Students**

The purpose of the interviews with the senior students in this study was to understand their feeling of their educational journey in a nursing department that utilized multiple pedagogies. The 11 senior students who met the criteria for the study were individually interviewed. Individual interviews occurred at both campuses allowing the student to remain in their natural environment and the researcher to see them in person rather than on Skype to allow full visualization of body language in the interview. Eight Orlando students and three Denver students were interviewed. Saturation occurred at nine interviews, evident when two additional students were added to ensure no new ideas would emerge.

##### **Characteristics of Senior Students**

**Hope.** Hope is a female student on the Florida campus. Her cohort incorporates Denver via videoconferencing. She is between 26-35 years old and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the

program.

**Sweeny Todd.** Sweeny Todd is a female student on the Florida campus. Her cohort does not participate in videoconferencing for their classes. She is between 18-25 years old and holds a high school diploma. She started the nursing program in January of 2012 and has an anticipated graduation of August of 2018. She has not repeated any courses in the program.

**Princess Belle.** Princess Belle is a female student on the Florida campus. Her cohort does not participate in videoconferencing for their classes. She is between 18-25 years old and holds a high school diploma. She started the nursing program in January of 2012 and has an anticipated graduation of August of 2018. She has not repeated any courses in the program.

**Pink.** Pink is a female student on the Florida campus. Her cohort incorporates Denver via videoconferencing. She is between 26-35 years old and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has repeated one course in the program.

**Hulk.** Hulk is a female student on the Florida campus. Her cohort incorporates Denver via videoconferencing. She is between 18-25 years of age and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

**Jeff.** Jeff is a male student on the Florida campus. His cohort incorporates Denver via videoconferencing. He is between 26-35 years of age and holds a



high school diploma. He started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. He has repeated one course in the program.

**Mickey Mouse.** Mickey Mouse is a female student on the Florida campus. Her cohort incorporates Denver via videoconferencing. She is between 18-25 years of age and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

**Pinocchio.** Pinocchio is a female student on the Florida campus. Her cohort incorporates Denver via videoconferencing. She is between 18-25 years of age and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

**Cogs Worth.** Cogs Worth is a female student on the Denver campus. She engages with her cohort in Florida from Denver via videoconferencing. She is between 18-25 years of age and holds a high school diploma. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

**Moana.** Moana is a female student on the Denver campus. She engages with her cohort in Florida from Denver via videoconferencing. She is between 18-25 years of age and holds a bachelor's degree in integrated physiology. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

**Queen Elizabeth.** Queen Elizabeth is a female student on the Denver campus. She engages with her cohort in Florida from Denver via videoconferencing. She is between 36-45 years of age and holds an associate degree. She started the nursing program in August of 2015 and has an anticipated graduation of April of 2018. She has not repeated any courses in the program.

The demographic distribution of the 11 students is displayed below in Table 6.

**Table 6**

*Demographic Distribution of Senior Students*

<b>Demographic Characteristics Senior Students</b>	<b>n = 11</b>	<b>Percent</b>
<b>Age</b>		
18-25	6	55
26-35	4	36
36-45	1	9
Over 45	0	0
<b>Gender Identifies With</b>		
Male	1	9
Female	10	91
<b>Start Date / Projected Graduation Date</b>		
08/2015-04/2018	9	82
01/2016-08/2018	2	18
<b>Repeated a Nursing Course</b>		
Yes	2	18
No	9	82
<b>Highest Degree Held</b>		
High School Diploma	4	36
Associate	6	55
Bachelor	1	9
<b>Campus Attended</b>		
Denver	3	27
Florida/Denver cohort	6	55

<b>Florida/No Denver Cohort</b>	<b>2</b>	<b>18</b>
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The senior student group consisted of 11 volunteer participants. Six students representing 55% were between 18-25 years of age, four students representing 36 % were between 26-35 years of age and one student representing 9% was between 36-45 years of age. Female participants made up 91% with 10, with one male participant constituting the remaining 9%. The start date of August 2015 and graduation date of April 2018 represented 82% of the participants with nine, the other two students started in January of 2016 with an expected graduation of August 2018. Nine of the students, 82% had not repeated any nursing courses while two, 18% had repeated at least one nursing course. Previous level of education was broken down as 36 %, four having a high school diploma, 55%, six having an Associate degree, and 9%, one student having a Bachelor degree. Participants attending the Florida campus that had a Denver cohort represented 55% with six, Florida Campus without a Denver cohort had two students representing 18%, and Denver had 3 participants making 27% of the study.

### **Themes**

Senior student interviews were conducted on both campuses. A total of 11 individual student interviews were conducted. One senior cohort in the study participated in videoconferencing for their nursing program, while the other was exposed to all pedagogies except videoconferencing. The themes from the students included *Letting Go*, *Resenting* and *Tolerating*.

## Letting Go

Cohen (2017) defined “letting go” as a way to “Accept things you cannot change. Stop wishing things could be the way they once were. Bring yourself into the present moment. This is where life is happening (para. 9)”. The theme of “letting go” was evident in this study, as many of the students came from either high school or community colleges where traditional education had been the dominant form of education. Upon entering the nursing program at this university, they had to let go of the traditional ways of education and adapt to a blended format.

**Queen Elizabeth** shared her struggle adjusting to a new way of learning. She shared

In the beginning I felt extremely overwhelmed. I felt like there was a lot going on and I felt like I was being pulled in a lot of different directions, both with school and home so it was challenging to start a program and to know that that needed so much of my time at the same time of trying to incorporate that with my home life, as well. ...having to learn how to use the canvas system, how to learn how to do the Polycom system. All of that was fairly overwhelming and stressful. It was almost like you wanted to take it day-by-day... you come to class and pay thousands of dollars to be taught. However, you're not going to be taught everything in class that you're going to learn for the next years that you're going to be in this career... Yes, they'll mention it here and there, or, if they don't mention it, you know, good luck.

**Jeff-** also had difficulty “letting go”:

... In the beginning, I wouldn't read the book at all, hardly. I'd come to class and expect to learn everything. Usually, I think that's just from being used to courses in high school and things like that. Once you...understand how a nursing student needs to think, you understand that you need to know the material, and that actually knowing the material before you come to class will actually help...clarify things. ...I need to have time management skills, come to ready, I wish I would have known that sooner.

**Sweeny Todd** likened “letting go” to being required to grow up:

It's been heavy, a little complicated, because I had to figure out things throughout the way. I wasn't told “Hey, you're going to this, this, and that.” I was more like, okay, I have to figure it out... So, I had to grow up really fast in college and do things on my own.

**Hope** also saw the personal accountability that came with a new learning environment:

As far as education, it was a little different. I was expecting, because I was used to teachers actually teaching, I wasn't really used to blended learning, so I didn't really get the whole blended learning in the beginning, but as I started attending more classes, I started to get the hang of it. Overall, I would say that I would have to teach myself a lot of the stuff.

## **Resenting**

Ruane (2012) defined resentment as “a feeling of indignation or ill will felt as a result of a real or imagined grievance (para. 1)”. Resenting came through in the voices of

the students when discussing the videoconferencing equipment, peer to peer teaching, the computers required for the program, and the software utilized for exams.

Polycom which is the videoconferencing equipment utilized in the rooms that the nursing students are taught in is a source of resentment for the students.

**Jeff** had a negative opinion of the videoconferencing because of the disruptions it created in the classes he was taking:

With Polycom, it's horrible... Usually, the first 15, 20 minutes of class, is all taken up by, 'I can't hear Denver', or 'it's not working', or 'you can't see your material', or 'I'm going to call IT to come down and fix it. ... it takes up a lot of time. Or we'll be in the middle of a lecture and somebody accidentally pushes the wrong button and it completely shuts down their system. Then everybody kind of panics for a minute...it's a distraction. It really is.

**Mickey Mouse** was also disgruntled regarding the negative effects of videoconferencing on classroom dynamics:

I absolutely hate it. And I feel bad for them on their side because we can never hear them, and they can never hear us fully. I feel like it just adds a level of chaos to the classroom we have to wait for the microphone so they can hear us and it just slows down the process of learning.

**Cogs Worth** who was a student at the distance site in Denver, shared similar frustrations with the videoconferencing format:

A lot of times, it's very difficult to hear because people are noisy or the microphone is not working correctly, or even if the microphone is working correctly, sometimes it gets echoey and we just have to fix those things. It's gotten

a lot better since the trimester started, for sure.

**Hulk's** irritation with videoconferencing was evident as she spoke of being treated unfairly.

...On the one hand they're having their education done through TV. But for us all the attention is geared towards the needs of Denver... when the majority of the class has to receive lecture from the other side (Florida's main campus). It makes it really, really difficult. It's sounds kind of selfish saying it. But they signed up for it. We really didn't. We signed up to have class's one on one...but with Denver we don't get as much of that attention that I thought we were going to get.

Another point of bitterness with the students was peer-to-peer teaching in which they were assigned topics as groups and then teach it to the class. Sometimes they were given the topic ahead of time and sometimes they go to class and were given a set amount of time to research the topic they will be teaching.

**Moana** did not find peer-to-peer teaching as a valuable technique in her educational journey.

I actually paid to come sit here and learn it from you. I don't necessarily like hearing from my classmates during class or having them present the content.

... They can misinterpret information, misinform, and I don't necessarily trust that they are giving the accurate content. That, I think, has been my least favorite and a lot of these courses use the group to come up and present X material. ... I would like the professors to teach the content.

**Jeff** had very strong feelings about student teaching. He stated “the one I hate is where we're told read this and do this, and teach everybody. And it's like, come on, man, I'm paying \$475 a credit hour right now.”

**Moana** also spoke negatively about the amount of peer to peer teaching in the program:

The one thing I would change is...students doing the teaching. I understand the concept because that makes us look up information and everything. However, a lot of times when the students get up there, they kind of just rattle off Wikipedia facts that they found. Well it's not Wikipedia but you know, like WebMD or whatever, you know. That's just not helpful and educational. You might as well not come to class. You know, like, I can look up WebMD. I want more of a teacher standing up there, and really helping us teach.

**Hope** spoke of the frustration of being taught incorrect information:

We would have to read, come in and whether it's right or wrong, we would have to go to the front of the class and just teach everyone. And then we would be corrected, which I felt was confusing because if I understood it this way, and then someone taught me the right way, then I wouldn't know it. But if I'm teaching it the wrong way to the entire class, then it's like, okay, now it's confusing.

**Jeff** is one of two students interviewed who purchased recommended computer from the school prior to the start of the nursing program. This has been a big source of resentment for him.



The requirement for the computer, I think it's a joke. I got the computer. Within three months of having it, it crashed, and erased everything I had from the beginning of the semester, of semester one. Everything. Gone. I took it to the IT department and said, hey, I just bought this \$1,000 computer. This shouldn't be happening. ... they're like, oh, I don't know. We can't recover any of it. Sorry, we'll just reboot your computer. From then on, it just kept getting worse and worse, and there were other issues. It started acting up. And you know what? I sold it and went and got my own computer and I've never had any issues with my Mac.

**Pinocchio** shared her regrets of buying a new computer for this program when she had one that met the requirements. “My only regret was I bought a different computer and in retrospect, I would not have bought a computer. I would have just kept using the same thing I had because it had the right software.”

**Pink** remarked on observing so many peers having trouble with the computer that she did not purchase one: “I've never had a problem with my computer versus buying a \$1200 computer that I notice they had to come and fix it all the time for the people that do have that computer. So just so you know don't buy their computer.”

The last area of resentment discussed was the testing software utilized by the school of nursing. Examsoft was the program used for the first two years of their program then it was changed to Exemplify. The voices of the students as related to the change follow.

**Hulk** shared her thoughts on the transition from Examsoft to Exemplify for the test taking software

This past trimester they changed Examsoft to Exemplify. I've never, ever, starting from the beginning have ever had any issues with math, and it's not to brag rather it's to explain. ... This has been the first semester that I've had to retake dosage three times because my computer's calculator on the new exemplify, has been off. When I point it out and I show that's what's going on and they see what's going on, they're like well, thanks for the recommendation, sorry, retake it anyway. It's been very frustrating with that, especially during exams, because it's part of your grade...

**Mickey Mouse** sang the praises of Examsoft but was perplexed with the decision to change to Exemplify.

So Examsoft; I love the Examsoft, it was great. I don't know why we changed it. Exemplify especially for dosage calc it rounds the answer were one but it gives you 0.99999 so I don't appreciate the calculator on that. And, oh, that's another thing on Exemplify when you're going back to do a test review it's very hard to see what the right answer is, what you selected. It's just all crossed out and chaotic and it's like well what is this?... Because that's difficult to try to correct yourself when you don't know what you got wrong.

**Pink** heard the issues of Exemplify and did not change.

I'm still using Examsoft and I've not had a problem with that one thank God, but we've had issues with Exemplify. I don't know why they have to change it. If something's working, why would you want to change it?

**Hope** did download Exemplify:

The beginning of this semester, they had us download this new Examssoft that is now Exemplify. Yeah, and the calculators on the Exemplify, it wouldn't round, So, everybody's number who had the new Exemplify, would be off by one digit. As a result, everybody got that question wrong. That was very frustrating to us because, yes, it's just one question but that could be the difference between passing the class and failing a class. So that was very, very frustrating...

### **Tolerating**

An inspirational quote by Charles Darwin defined the benefits of tolerating “It is not the strongest of the species that survives, nor the most intelligent that survives, it is the one that is most adaptable to change” (Western, 2016, p.2). The students spoke to the theme of attempting to adapt to having Denver as a part of their cohort. While they did not like the technology and did not have an acceptance or toleration for it, their thoughts towards the Denver students were those of open-mindedness.

**Mickey Mouse** stated:

... We've had Denver since Intro to Nursing so forever ago before you're in the nursing program. And I feel like at the beginning of the program it was very bumpy trying to get connected, ... trying to get the screens right so they could see us or so we could see them kind of thing. As we've progressed through the program I feel like it's been smoother... I do think it's great that we're offering that program to another campus. ...but I feel like they're not as active as like the actual classroom here in Orlando.

**Jeff-** had feelings of ambiguity about the Denver cohort when videoconferencing was working effectively:

“Well from my side, it really doesn't affect me too much. A lot of times I lose track that they're even there until the teacher or professor will bring them up or say, hey, Denver what do you think? I've talked to them specifically. Hearing how they have to deal with it, it sounds impossible, but yeah, for me, it doesn't really affect me at all.

**Hope** shared her thoughts:

It was different for me because I would hear people talking but then realized it was in a whole other state. I wouldn't say it would affect my learning, but I think it probably affects their learning and how they received the information because a lot of the stuff that we discuss, they could hardly hear us, so them being somewhere else is really odd to me. I don't know how they do it. I wouldn't be able to do it.

**Pink** explained her thoughts of Denver;

I'm a face-to-face kind of person. I don't know how they're -- how they can retain and learn everything without being physically here. I don't really talk to them. They're just kind of like a fly on the wall kind of deal to me...

**Queen Elizabeth** shared her thoughts as a student taking her education via teleconferencing from Denver.

I believe at first it was exciting. It was a new challenge for us, or for myself. I think that the journey has come along, I don't even look at it so much as they're in a different state. I know they're on a screen and they're not right in front of us but

at the same time, they incorporate us in these classes and we're accepted even though we are in a completely different state.

### **Major Themes of the Case**

Based on the themes developed in of each of the phases of data collection, the major themes of this case study are *feeling loss, dealing with anxiety, willing to change*.

#### **Feeling Loss**

McAlearney, Hefner, Sieck, and Huerta, (2015) defined loss as an important part of change that is often overlooked. Busch (2011) stated “All loss must be mourned” Busch (2011, p.2). He added;

“Whatever the magnitude, quality, or scope of the changes, for the individuals involved something will inevitably be lost, in addition to whatever we will gain. That loss must be acknowledged and dealt with effectively before we can fully appreciate and exploit anything new that is in the offering” (p.2).

The theme of “feeling loss” was determined relevant in this study, as all participants in the case had undergone a change, whether it be small or monumental. With this change the participants suffered a loss of normalcy for some aspect of their being.

**Cinderella** states that when she was teaching prior to her new appointment, she felt a loss of control of her day when the decision to integrate Denver was incorporated. It required her to restructure class times in the departments affected to allow for the two hour time difference.

... I'm a morning person. And I love teaching eight o'clock classes. And so all of a sudden now you're having to teach classes later and sometimes that go into the

traditional lunch hour. ...As a teacher, if you're used to starting your day teaching ... once that's done, having the rest of day ... personally that was a challenge for me because you come in and knew you taught only maybe an hour and a half, and then you break up your day afterwards...

**Nancy** spoke to the loss of being able to read a student's face and body language. I do not like the remote classrooms... I need to look at a student's face up close and see, and be able to read it. I cannot do that. When I try, it becomes all fuzzy and so, are you getting it? Beats me. I could tell some by when they're answering but... I want to see your face. I don't want to see faculty over there typing away doing other work.

**Cogs Worth** spoke to the loss of a relationship with her peers due to being on the Denver campus:

...One thing I'm realizing is the relationships part is not there as much because we're not as big here. Some of the activities, like sororities or the nursing groups, we don't have as many of those... so relationships that can be a little bit harder...

**Moana's** feelings of loss also reflected a feeling being detached from the classroom dynamics in Florida:

The biggest difference, I think, is not having the hands-on learning, for example, volunteering to go up and write on the whiteboard. Those things aren't always available to us out here. I want to feel like I'm a part of the class, rather than this person off in the distance who's learning.

**Queen Elizabeth** missed meaningful in-class interactions with the Florida faculty:

... I really do feel like a lot of the times I do get that one-on-one but unfortunately, it's not necessarily in that classroom setting with that professor it's outside... when I do bring up questions and when I do have things that I'd like to go over. It's more or less reiterated for me in a way that I can learn and absorb.

### **Dealing with Anxiety**

Change is an inevitable fact of life, but forced change is emotionally more intimidating and disturbing than is generally assumed. The awareness of loss is therefore much more profound and creates more anxiety (de Klerk, 2017). The theme “dealing with anxiety” related to the participants as they tried to continue moving through their journey after their normalcy had been removed.

**Goofy** spoke to utilizing different equipment in each room:

I think as much as the university is trying to fund the equipment in the technology, there is only so much money. We have limited resources ... sometimes we are buying the cheapest equipment, and so when you buy the cheapest equipment, naturally you cannot standardize everything... One year it's, oh, that brand is cheaper, let's go with that brand. And so we bought Lifesize, which is in 352. Lifesize is very different from Polycom. Can you imagine the faculty teach a class 214, which is Polycom, and also teach a class in 352 in Lifesize? You can imagine the faculty would say, man, I don't remember -- when it's different, you don't remember how to even dial.

**Bob** spoke to this:

... There's probably five or six rooms that have video-conferencing equipment hooked up in it and each one, the controls are different. When there's a problem,

it's more difficult to troubleshoot when people are new to using this or changing a room. It can be confusing

**Nancy** agreed:

... I get switched from room to room every semester and once I get one room down pat as to how to use this equipment, here I am in a new room and it's not the same. So you waste time calling up people to help you come and help you troubleshoot it. I think the fact that we have so many to select from, makes it sometimes confusing.

**Todd** discussed how hectic the nursing class schedule is for the IT department:

We are on call. So, let's say any given Wednesday at this point in time, we have five nursing classes per day. In the afternoon, it gets a bit hectic if we have a room ... go down, then we generally split up crew members and go to different places until we get things back online.

**Donald Duck** spoke of dealing with unpleasant students needing assistance:

Once in a while we do have some students they may not have the most pleasant attitude because they have computer malfunction especially if they purchased computers from our designated sources. They invested money on the computer but yet the computer still gives them glitches once in a while. For those students we just work with them and direct them to work with their faculty.

**Cinderella** expressed the need to be more prepared with lessons:

... You have to be so much more prepared...I found I could not do anything spontaneously. Because if you would have wanted to draw something on the board, they weren't going to be able to see it. And so you had to think so much



ahead, and not that that's a bad thing, except sometimes students would ask a question and you would think, oh, this is what I used to with that and now all of a sudden it's not the effective way because the distant students aren't going to be able to see that at the same time. So a little bit more preparation certainly, and of course, again, the way you would teach things.

She further spoke of the incorporation of all of the technologies for students infringing on the ability of faculty members to protect their own course content:

...because of flipped and the fact that they have voice-over everything so that everybody has the lectures... Panopto has its value, but I think that there also has to be a balance between the teacher's desire to have everything captured versus not, so that they can protect their contents. Because even though we refresh content, we don't create new content every year. And so I think that there has to be a balance where the instructor feels like they can have control over what gets recorded and made available to the students.

**Babs** brought up the different level the students enter in a clinical setting compared to the other universities in Denver:

Here in Colorado, I would have to say the execution is that you're taking a program, again, from another culture, another state, and plopping it down at the middle of a state that's already well-established in the way they are running curriculum and it's different. For example, we bring our students as sophomores into clinical area. Nobody else does that here. They all go in in the junior year.

## **Willing to Change**

Sverdlík and Oreg (2015) demarcated willingness to change in an organizational transformation as a direct link to the extent of which the change was ordered or voluntary. They further stated that persons who hold a negative orientation to change exhibit less favorable response to specific changes (p.83). “Willing to change” emerged as a theme related to how the university moves forward. Stake holders continue to monitor and improve the equipment being utilized. Faculty members utilize a blended format incorporating many versions of technology to integrate Denver into their classes. Students are at a state of toleration and doing what is necessary to be successful.

The faculty participants in this study spoke in regards to the openness of utilizing multiple pedagogies within the nursing program, **Nancy** commented: “...I think it's great, for our own learning as well. I keep learning new things, new techniques and I think what's best is that we have the resources to support those learnings”

**Jill** shared: “I think it's good for our students because of the diversity of the students that we have, they all learn in different ways and different levels and different paces, so I think promoting all those different opportunities for them is good”

**Noel Girl** added: “This generation of students, a lot of them seem to be people that require a lot of stimulation, so the more that we vary things for one classroom to the other, the more likely we are to keep them engaged.”

**Jane** agreed with Jill: “I'm in agreeance with Jill. I believe that learning styles, being able to reach the student where they're at, be able to offer that variety for them because of the different ways that their brain processes certain concepts that

we need to make sure that we are presenting in many different ways to meet many different needs.

**Babs** commented on the way technology is allows growth of class sizes:

We have to realize with resources and the things that are going on in the world, we have a small amount of faculty coming into the ranks. We have a whole great big world out there to educate and we can use technologies and modalities to reach a whole bunch of people that don't have access to education. I've been excited by the technology and I think it has helped all of us grow and our abilities to teach and to utilize technology in a way we never thought we would as educators.

**Rocky** spoke about the advancements with technology: "Technology has come a long way, even in the short time we started. Prices have continued to drop. The ease of technology and the major infrastructures, the internet, and that continues to improve and get better regularly."

**Babs** recounted the progress that has happened in teamwork

:... It is growing and improving every day. I think people are much more willing to work with each other. I see more communication flow. I see people more willing to work on the project as a whole and finally saying, Denver is an accepted part of what we do, and not the redheaded stepchild but that this is here to stay, and that we're going to work together to make it the best thing that we can make it... we've worked really hard on both sides to make that happen, and I think our students are seeing more and more as seamlessness as we go along. We have our Polycom issues once in a while and stuff but I think the personnel chain

of communication and camaraderie working together has really come miles and miles. We really appreciate that.

### **Restatement of Research Questions**

This case study was conducted to answer the questions:

1. How do nursing students in a pre-licensure BSN program describe their educational experience within a curriculum that uses multiple pedagogical approaches?
2. How do nursing faculty in a pre-licensure BSN program describe their experience with using multiple pedagogical approaches in implementing the curriculum?
3. How do stakeholders perceive the implementation of multiple pedagogical approaches in a pre-licensure generic nursing education program?

The research questions were answered with the case themes of *feeling loss*, *dealing with anxiety*, and *willing to change*. Each of the participant groups voiced a feeling of loss as well as anxiety. Willing to change was the final case theme, which was evident in the faculty and stakeholder group voices, but, the student group voices showed that they remained in a state of toleration as opposed to being willing to change.

### **Connection to a Theory**

The case results which unfolded into themes described a university in a state of transition. This transition has not only involved the university as a whole, but also wove down into the College of Nursing and to all of the students in the Generic Bachelor of Science in its nursing program. Each group experienced a transition in their own arena as they journeyed through the nursing program. Denver and Orlando alike are transitioning. The theory that has been connected to this study is William Bridges'

Transition Model (2000). His model incorporates three phases to guide an organization through its process of a change. The phases are identified as Endings-Neutral Zone-and New Beginnings. He explains that change and transition are different;

“Change is situational; it is the external event that is taking place, a new strategy, a change in leadership, a merger or new product. The organization focuses on the outcome that that change will produce, which is generally in response to external events. It can happen very quickly.” Transition is the inner psychological process that people go through as they internalize and come to terms with the new situation that the change brings about. The starting point for dealing with transition is not the outcome but the endings that people have in leaving the old situation behind. Getting people through transition is essential if the change is actually to work as planned” (Bridges & Mitchell, 2000).

The connection of the theory William Bridges’ The Transition Model and its stages will be discussed further in Chapter 5.

### **Chapter Summary**

Chapter Four discussed the results of the inquiry from 18 individual participants’ interviews and the five member faculty focus group. Data collection and the process of analysis *were* reviewed. From each group of participants themes were discovered and explained. Overall themes that emerged from the voices of the participants were *transitioning*, *challenging*, and *integrating technologies*. These themes will be connected to Bridge’s Transitional Model for further exploration.

## CHAPTER FIVE

### DISCUSSION AND CONCLUSION OF THE INQUIRY

The purpose of this qualitative, explanatory single intrinsic-embedded case study was to understand the impact of multiple pedagogies in a pre-licensure Generic Bachelor of Science in Nursing program on senior students and faculty. Themes were identified through emersion in the transcribed interviews of the 23 participants. The overriding themes of *feeling loss, dealing with anxiety, and willing to change* have been further explored, interpreted and connected to current literature and an associated with the Transformation Theory by William Bridges. The chapter will discuss the implications of this injury to nursing education, practice, research, and health/public policy. The strengths and limitation of the study will be revealed as well as future research recommendations and a final conclusion.

#### Exploration of the Meaning of the Study

This study was performed to facilitate an understanding of the impact that pedagogy and technology have on students and faculty when a single GBSN program incorporates multiple pedagogies and technologies. To understand this phenomenon from view-point of the 23 participants, the lens of an interpretive-constructivist paradigm was utilized for a subjective understanding of the life situations of the participants (Denzin & Lincoln, 2011). The goal of the interpretivist paradigm is to understand and interpret the meanings in human behavior rather than to generalize and predict direct cause-and-effect relationships. It was important that the researcher uncovered motives, meanings, reasons, and other subjective experiences that were time and context bound (Edirisingha, 2012). Constructivism assumes that knowledge is maximized when the distance between the

researcher and the participant is minimized. The voice and interpretations of the study participants are crucial to understanding the phenomenon of interest, and subjective interactions are the primary way to access those interpretations (Polit & Beck, 2017).

A constructivist paradigm was chosen to guide the researcher because it emphasized the innate complexity of humans, their ability to create and shape their own experiences, as well as supporting the idea that truth is composed of multiple realities. This study was heavily focused on understanding the human experience as it was being lived (Polit & Beck, 2017). The researcher conducted semi-structured interviews to gain the voice of the participants as they reflected on their journey in the GBSN program. Interviews were conducted in Florida as well as Denver to keep the participants in their usual surroundings for the interview and to allow the researcher to be exposed to both campuses as well.

Perspectives with pragmatism differences are valued and provide a basis for shared problem-solving; drawing on existing knowledge and resources, and ongoing revisions of understanding (Munhall, 2012). In this study the researcher used multiple methods of data collection to best answer the research questions (Creswell, 2013, pp.28-29). By conducting individual interviews for the senior student and stakeholder participants and a focus group for faculty participants the researcher utilized pragmatism in this study.

Symbolic interactionism relies on the symbolic meaning people develop, in the process of social interaction. Blumer (1969) has suggested that meaning is derived from the social process of interactions between and among individual people and groups. These meanings allow people to produce various realities that constitute the sensory

world (the “real world”), but since these realities are related to how people create meanings, reality then becomes an interpretation of various definitional options (Berg & Lune, 2012). Interviews conducted in this study based upon symbolic interactionism yielded rich data from the voices of the students and faculty members, a feature that allowed the researcher to understand the interactions of the students and faculty with the students that were added to their class via videoconferencing in a sister campus that is geographically separated by 1,700 miles and two time zones.

The problem statement in this research led the researcher to a qualitative inquiry so that she could enter and respectfully engage the participants in their normal surroundings, making sense of and interpreting the phenomenon relative to the meaning the participants brought to the interviews (Schwandt, 2015). The first research question was “How do nursing students in a pre-licensure Generic Bachelor of Science in Nursing program describe their educational experience within a curriculum that uses multiple pedagogical approaches?” Asking the question in the way led the researcher to choose a case study methodology. The researcher investigated a bound system because this is the preferred method for situations in which the main research questions are “how” and “why” questions (Yin, 2014).

The researcher chose Yin’s methodology as it is a constructivist / interpretivist frame that allowed the researcher to enter the world of the participant’s natural setting or context, with the belief that “context is crucial to deciding whether or not a finding may have meaning in another context as well” (Lincoln & Guba, 1985, p.39). Participants were interviewed at their home campus. Understanding their perceptions during the semi-structured interviews provided insights into their journey in the GBSN program as either



a faculty member or senior student. The philosophical underpinning of case studies asserts that the truth is conclusive and provisional on an individual's point of view (Yin, 2014).

The choice of a single embedded case assisted the researcher in exploration of the case while considering the influence of the subunits within the case. The use of multiple data sources during the data collection phase assured triangulation. The participants were actively engaged in the study through semi-structured interviews so that the researcher could obtain their perceptions and descriptions in their own voices. Their participation was appreciated and was useful in understanding the phenomenon of interest.

William Bridges' Theory of Transition (2000) assisted the researcher in a deeper understanding of the phenomenon being researched. Understanding the phases of endings, neutral zone, and new beginnings as related to the transition in an organization added a depth to the study that the researcher did not have prior to the linkage of this theory. The philosophical underpinnings of symbolic interactionism and pragmatism assisted to capture the voices of the participants, thus giving meanings to their interactions and actions.

### **Interpretive Analysis of the Findings**

This study was discussed in the first two chapters where the problem was identified and the literature review revealed a gap related to the impact of multiple pedagogies in a single GBSN program on students and faculty. Three groups were embedded in this case, all three were utilized along with a review of selected documents. After conducting a document review, individual and group interviews, the data was analyzed to understand the voices of each participant and to identify themes. Three

overriding themes emerged *feeling loss*, *dealing with anxiety*, and *willing to change*. Each of these themes will be discussed and strengthened by incorporation of literature support.

### **Feeling Loss**

McAlearney, Hefner, Sieck, and Huerta, (2015) did a study that defined feeling loss after an organizational change as” the loss of all familiar in light of the new requirements (p. 467)”. Their participant verbalized the change as “the death of the old way into the new one (p.466)”. One aspect of perceived loss that was the loss of vauled expert knowledge as the reorganization process occured. As the change implemented required technology, the older participants felt there was a power shift as younger professionals were more tech-savvy and now able to function faster than their teachers (McAlearney, Hefner, Sieck, & Huerta, 2015). Weiner (2008) discussed the incorporation of technology into nursing education and the anxiety felt by students as they transformed from passive reciepients of knowledge to active learners.

Feeling loss was an integral element arising from interviews in the current study. **Sweeny Todd** spoke to loosing the comfort of the high school education system:” It’s been a little complicated, because I had to figure out things throughout the way. I wasn’t told.... you’re going to this, this, and that... I was more like, okay, I have to figure out... I had to grow up really fast in college and do things on my own”. **Princess Belle** spoke of feeling lost in the first trimester “ I’m a spiritual person so I asked God, you got me through Intro but I’m going through first trimester and I don’t know why I feel like getting me through intro was mostly a mistake because I don’t see myself getting through this, I felt lost at that time.”

Bader and Roy (1999) raised the issue of the loss of a relationship with students when education is offered via distance education. **Queen Elizabeth** spoke to this from the viewpoint of a Denver student when she said "... I really do feel like a lot of the times I do get that one-on-one but unfortunately, it's not necessarily in that classroom setting with that professor it's outside..." **Jane** explained her sense of loss of being unable to interact with the Denver students "... having a larger classroom in our distance learning classroom not being able to see the faces or have as much interaction because we have screens that are so small we can't see facial expressions ..." **Nancy** reiterates Jane's feelings about not seeing faces and the connection when she said "I need to look at a student's face up close and see connections, and be able to read it. I cannot do that. When I try, it becomes all fuzzy ... I want to see your face."

### **Dealing with Anxiety**

Basyal and Seo (2017) did a study on employees' resistance to change. They state "the change produces anxiety and uncertainty. When the change is instigated all employees are affected. (p.349)" This is echoed by Chandler and Hanrahan (2000) in their article researching the departmental change to utilizing interactive video to create connections with distance students. Anxiety was felt by the faculty who expressed "teaching with the interactive equipment takes me twice as long to teach half of the content" (p.77). That sentiment was voiced in all interviewed groups for this study. **Todd** spoke out about how the class comes to a stop if the equipment it is not functioning properly. "There's multiple pieces of hardware in the system that can work seamlessly when they talk to each other correctly via network, but can make a class come to a complete stop if they aren't communicating effectively." **Nole Girl** expressed her anxiety

and frustrations with a piece of equipment she was attempting to utilize to incorporate the distance site “Perfect example, I needed it on Friday of last week, it did not work. I couldn't get it working. I tried everything. I tried texting and nobody came.” **Jeff** reflected on the added anxiety of the equipment and the extra time it takes:

With Polycom, it's horrible. It's actually more of a distraction in class than anything. Usually at the beginning, the first 15, 20 minutes of class, is all taken up by, I can't hear Denver, or it's not working, or we can't see your material, or I'm going to call this IT guy to come down and fix it. ... -- it takes up a lot of time. Or we'll be in the middle of a lecture and somebody accidentally pushes the wrong button and it completely shuts down their system.

**Pinocchio** spoke about her anxiety of the first trimester. “Health Assessment was not a good class for me. I say now I work well under pressure but back then, I really didn't, and having to basically perform for somebody was just really, it was nerve-racking. You forget everything as soon as it was your turn to start.”

### **Willing to Change**

Sverdlik and Oreg (2015) defined willingness to change as being directly related to the degree which the changes are voluntary versus imposed as a substantial impact on how persons respond to them. They reiterate that change can constitute a key event in people's lives (p.309). Organizational change, according to Kerman, Freundlich, Lee and Brenner, (2012) is a way an organization moves from its current status to some future and hopefully, more effective status (p.235). They explain change as either a first-order change that alters part of a system or a second-order change involving a paradigm shift for the organization, with change occurring in the organization itself (p.237). The

university in this study experienced a second-order change that was executively mandated.

While stakeholders and faculty showed a willingness to change as they progressed forward. Student voices spoke more to a level of tolerance. Ward, Garrett, and Marsh (2006) found similar results in their study involving videoconferencing technology. Their study found that students at the main site felt the technology negatively affected their ability to learn and were less likely to enroll in another videoconferencing course. With the executive decision to incorporate Denver into the nursing program, main campus students did not have any choice in the matter. So while the faculty spoke in terms of openness to utilizing multiple pedagogies within the nursing program, students expressed a different perspective.

**Nancy** commented: "...I think it's great, for our own learning as well. I keep learning new things, new techniques and I think what's best is that we have the resources to support those learnings"

**Jill** shared: "I think it's good for our students because of the diversity of the students that we have, they all learn in different ways and different levels and different paces, so I think promoting all those different opportunities for them is good"

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them because of the different ways that their brain processes certain concepts that we need to make sure that we are presenting in many different ways to meet many different needs.

**Babs** commented on the way technology allowed growth of class sizes:

We have to realize with resources... we can use technologies and modalities to reach people that don't have access to education. ...It has helped us grow and our abilities to teach and to utilize technology in a way we never thought we would as educators.

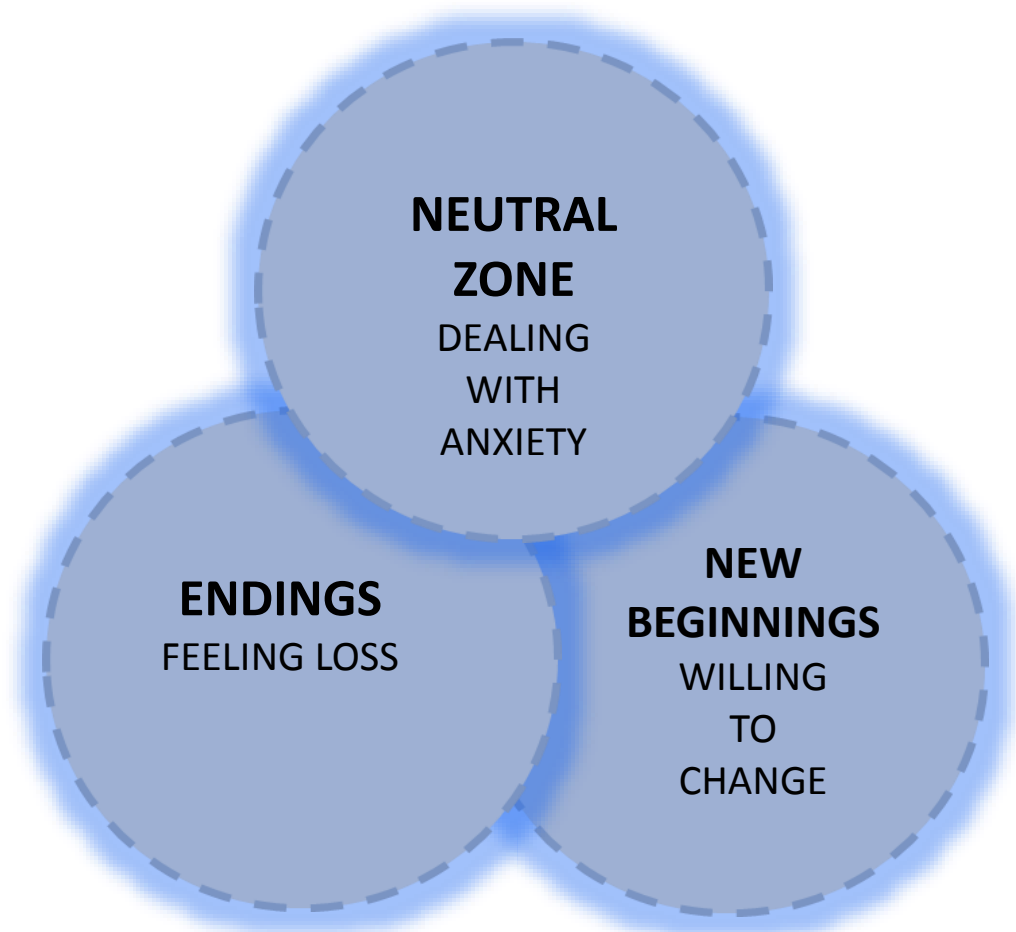
**Rocky** spoke about the advancements with technology: "Technology has come a long way, even in the short time we started. Prices have continued to drop. The ease of technology, major infrastructures, and the internet continues to improve and get better regularly."

**Babs** recounted the progress that has happened in teamwork

:... It is growing and improving every day. I think people are much more willing to work with each other. I see more communication flow. I see people more willing to work on the project as a whole and finally saying, Denver is an accepted part of what we do... that this is here to stay, and that we're going to work together to make it the best thing that we can make it... we've worked really hard on both sides to make that happen, our students are seeing more and more as seamless as we go along.

### Connection to the Theory

The researched university and all involved in this study were in a state of realizing the effects of transitions that have occurred. The university incorporated a second sister campus via videoconferencing technologies shortly after the college of nursing transitioned from an Associate Degree program to a Generic Bachelor's program. Each student entering the program is beginning a transition. For these reasons a theory supporting organizational change was selected for this study, as it matched all three groups embedded in the case. Figure 4 illustrates The Bridges Transition Model.



*Figure 4* Schema of William Bridges' Transition Model (Moran adaptation, 2018)

The Bridges Transition Theory was developed by William Bridges. This model utilizes three stages of transition in which change occurs. Each stage moves the organization and its people into the next. He does state that individuals remain in different phases different lengths of time and progress independently of one another. The three stages connected to the current case study were: Endings, The Neutral Zone, and New Beginnings (Bridges & Mitchell, 2000, William Bridges Associates, 2017).

### **Endings**

The stage of endings is a time for saying goodbye while respecting the past without ridicule: It is important that the past is positioned as a positive legacy that has paved the way for the new (William Bridges Associates, 2017). The first requirement of this stage is, according to Bridges, that people must let go of the way things—and worse, the way they themselves—once were. He likens it to the old folk-saying “you can’t steal second base with your foot still on first” (Bridges & Mitchell, 2000). The problem is that many people have spent their whole lives standing on first base. They are not only being asked to give up a personal preference, but to let go of the way of engaging or accomplishing tasks that made them successful in the past. Endings bring people to the point at which they must give up what feels to them like their entire world of experience, their sense of who they are, even their “reality” itself (Bridges & Mitchell, 2000).

This stage connects to the theme of “feeling loss”. In the current study, the university was examined as it changed from a thriving singular campus to one that has added a sister campus 1,700 miles away intended to be financially sustained by its enrollment. Consequently, the faculty has had to transition from an Associate Degree Program taught mostly in their comfort pedagogy of the traditional format to a GBSN



program and incorporation of a blended pedagogy as the platform for this curricula. That change comes as the Denver program is also being incorporated adding the videoconferencing to the requirements of the faculty transformation. Thirdly, but not any less important is that endings impacted the students who came into the program from a traditional format and were completely caught off guard when expected to be responsible for their education.

### **The Neutral Zone**

Stage Two of the process is known as the neutral zone where exploration takes place. This stage is both uncertain and uncomfortable. Bridges and Mitchell (2000) state that in this stage “people are driven to get out of it so some try to rush ahead while others try to back-pedal and retreat into the past”. For a transition to be successful the organization and its people must spend time in this phase, and recognize it is not wasted time because although it is challenging, a creativity and energy of transition is accessed. They liken this phase to the biblical time in the wilderness with Moses, for it was in the wilderness that the Ten Commandments were handed down, not in the Promised Land. It is in this stage that organizations become vulnerable to competition as people become resentful and protective, self-doubting and less productive due to the feelings of being overloaded, confusion, and high turnover rates. It is in this phase that old weakness can re-emerge (William Bridges Associates, 2017).

This stage correlates to the theme of “dealing with anxiety”. It is in this stage that the University now has its original, plus a satellite campus in a different state but they are not cohesive, it is more of a Denver vs Orlando mindset. The faculty has consequently been challenged with a higher level of teaching new curricula under new pedagogies

engaging new technologies in both locations. The students have been exposed to many pedagogies within the curriculum at the same time they must adapt to this new method of learning while also trying to adapt to being responsible for their knowledge and learning. Many transitioned from high school to a university environment and they had to develop new time management skills. This level in the process is an example of inhabiting the Neutral Zone.

### **The New Beginning**

The third and final stage is the new beginning. Some people will never achieve this stage as they fail to let go of the old ways and make a complete ending. Others may fail because they are scared and confused by the neutral zone and do not stay long enough for it to do its work on them. Some will make it through the first two but come to a halt at the final phase, “new beginnings”. It is in this phase that people must start behaving in a new way, and that can be disconcerting—it puts a sense of self competence and values at risk. If there has been a history of punishing mistakes in the organization, people tend to hang back to see what others will do with the new beginnings first (Bridges & Mitchell, 2000). It is important in this phase that everyone understands the “four P’s”. Purpose – explain why, Picture- share the vision of how it will look and feel, Plan- lay out a detailed, step-by-step plan, and Part- give people a part to play in the transition and the new beginning (William Bridges Associates, 2017). The Theory of Transitions by William Bridges was a perfect guide to assist this researcher in understanding the necessary steps in a change process relative to the current study.

In this time of new beginnings or final stage the university is two campuses simultaneously running three programs with much thought to the future of further

expansions to other demographic areas. The faculty teaches the GBSN program while incorporating Denver into the classroom via videoconferencing. They also experiment with new technologies in the class to incorporate a learner-centered education. Students are transitioning through the program as they are exposed to many pedagogies along their way to becoming graduate nurses. They are learning the necessary skills to be technologically sufficient in their new role. They are adapting to the teaching pedagogy changes but are “tolerating” the equipment imposed to connect with the Denver cohort.

The researched university experienced a second order change creating a paradigm shift within the organization. For this reason, a system organizational theory was chosen. William Bridges’ Transition Theory spoke to not only the organizational changes, but also to the individuals experiencing the changes. This theory and its three phases: endings, neutral zone, and new beginnings, connected to the case themes obtained from the voices of the participants after analyzing the themes from each of the four phases. The key factor that connected the theory with this research was the acknowledgement of the fact that while the organization will change, individuals will experience the journey through the change at different times, with different levels of acceptance, a sentiment echoed in the voices of the participants.

### **Significance of the Study**

This study enabled the investigator to explore the journey of a Generic Bachelor of Science in Nursing program through the voices of the participants in their real world. This phenomenon was perceived through the eyes of the participants and understood through their own words. This case study revealed specific facts and tangibles about the utilization of multiple pedagogies in a singular GBSN program. The researcher obtained

information from multiple sources including senior students, stakeholders, and members of the nursing faculty.

The study relates to other disciplines associated with educating health-care professionals in an understanding of the effect that multiple pedagogies have on both students and faculty alike. Indications are that this study can be utilized as a foundational study promoting an exploration of multi-discipline studies to assess the effect of multiple pedagogies including the aspect of incorporating a distant site via audio conferencing technologies into an established classroom. This study can further be utilized by universities to understand the impact of top-down decision making on not only stakeholders and faculty, but the students.

### **Significance to Nursing**

This study is important to the nursing profession in that the investigator was enabled through it to identify many challenges experienced by students and faculty alike in incorporating multiple pedagogies into a singular curriculum. It showed that not all students are ready to accept responsibilities for their own learning. This has resulted in some unsuccessful classes, leading to delayed graduation times and delayed entry into the workforce.

This study further showed that those students who took an active role in their education had higher satisfaction with blended and flipped classes. This results in graduate nurses capable of making critical decisions and who are ready to function in the ever-changing world of health-care.

### **Implication for Nursing Education**

Universities today are forced to function as a business of education assuring that their customers are satisfied with the goods being marketed for the price being requested (Gruber, Fub, Voss, & Glaeser-Zikuda, 2010). This study has given a voice to the student and faculty utilizing technology to deliver entire nursing programs as to the impact on their ability to teach and learn in a blended format. This complexity of information paves the way for changes to be incorporated and guide continuous quality improvements needed to meet or even exceed student expectations (Stoltenberg, 2011).

As stated by **Rocky** “We believe that the future of all education is going to require some level of distance education or online education using technology to harness resources... there will be more hybrid models coming out... to optimize resources and faculty...” Technology is a part of the future of education, the investigator conducting this study accordingly was able to identify some of the small issues being experienced in the current situation, thus improving the knowledge of teaching via technology. This study indicates that at the current time students at the main campus were only tolerant of the extra distractions the necessary equipment to videoconference the program brought to their education.

### **Implications for Nursing Practice**

The effects that different pedagogies and technologies have had on the graduate nurses of today were examined through this study, indicating an understanding of needed continued change in education to support the desired outcome of the graduate must be attained. Education today is being delivered in multiple pedagogies that encourage students to go beyond surface thinking and attempt to achieve a graduate point of being

in which they are able to apply the knowledge not just have it, according to Colley, 2009, Hsu & Hsieh, (2011). This study was able to show that while education is moving to the blended and flipped modalities of instruction, until student buy-in is gained it is not a satisfactory solution for the university. The student must develop an ability to apply their knowledge to a series of circumstances, thus fulfilling the challenge of the National League of Nurses in 2005 (NLN, 2005). The incorporation of multiple technologies answers the updated 2015 challenge of having graduate nurses able to function in today's technological world (NLN 2015).

### **Implications for Nursing Research**

This study can be utilized as a foundational study with the potential to incorporate other disciplines for future research. It further addressed a technology being utilized to offer an entire nursing program via videoconferencing equipment, not simply a class or singular set of classes but the entire nursing program at a faith-based university in Florida. The rich descriptions from the voices of the participants allows a deeper understanding of the effects this technology has on students sitting face to face in the main class, or receiving an education completely via a screen.

### **Implications for Health/Public Policy**

This study showed the researcher that faculty-owned and created curriculum are still accountable to the institution and its governing bodies. While the main campus is housed in Florida, the sister campus is located in Colorado. Curriculum had to be scrutinized by both state requirements to make a congruent program compliant with all established guidelines. The accrediting bodies of the Accreditation Commission for Education (ACEN) and The Commission on Collegiate Nursing Education (CCNE) and

their requirements were also a necessary part of curricular adjustments that had to be made and continually updated. This study assisted the researcher and in turn the institution being researched with a deeper understanding of the effect of the curriculum in the College of Nursing utilizing multiple pedagogies on students and faculty. By understanding the impact that the curriculum had on graduates the impact the program is having on the potential effect on the nursing shortage, and thus the number of nurses prepared to meet the health and wellness needs of the public is more completely understood.

### **Strengths and Limitations**

One of the strengths of this study was the different groups of participants interviewed. The voice was not just of students, but of also of faculty members and stakeholders as well. Another strength was each interview was conducted at the location that the participant was enrolled in, Orlando and Denver. A third strength was the use of pseudonyms allowing the participants to answer questions freely and honestly. Triangulation was utilized, adding another strength of credibility to the study.

A very important limitation of this study was the researcher's employment at the university and having received a grant to assist in the funding of the study, which resulted in added exclusions of stakeholders and faculty. While this researcher feels the questions were answered with honesty by the senior students as opposed to what they thought the professor might have wanted to hear, that possibility does exist.

No access to executive-level managers was another limitation of the study. Document review did not include any document not available to the researcher as a faculty member of the university.

Other limitations include the researcher as a novice; the sample was a single institution in Orlando, and only senior students were invited to participate. Having been educated in multiple pedagogies as well as currently teaching in them, the researcher acknowledges and her beliefs about each may be a source of bias that could have influenced reported outcomes.

### **Recommendations for Future Study**

Thoughts for future studies include a study done on all of the students utilizing the Denver campus for their education to investigate their lived experience of obtaining a degree via videoconferencing technology. Secondly, professional issues revealed in the voices of the students and faculty were not directly included in the study results, consequently, this researcher would like to further investigate some statements made by some student participants regarding professor incivility to one another. A third study might investigate technologies that the students utilize every day, and how the tool of collaboration might be used to find a way to incorporate those in the academic arena.

### **Summary and Conclusions**

This study utilized a case study methodology guided by Robert Yin (2014) to understand the impact of multiple pedagogies in pre-licensure baccalaureate nursing programs. This study aimed to add to the knowledge of how university curriculum impacts students and faculty alike when it incorporates multiple pedagogies as well as the technology of videoconferencing. The literature identified a gap related to comparing more than two pedagogies as well as an entire nursing program. A purposive sample of 23 participants participated in the study. Individual interviews were done with 11 senior students, seven stakeholders consisting of three middle management personnel, three



information technology personnel, and one Program Implementation participant. A faculty focus group of five faculty members was also conducted. Themes were identified for each group as well as overriding themes of the case. The interview process provided thick rich data in the voices of the participants related to their interpretation of the impact of multiple pedagogies on the nursing program. *Feeling loss*, *Dealing with Anxiety*, and *Willing to Change* emerged as the main themes. William Bridges' Transition Theory was incorporated to add a deeper understanding of the process of organizational transitions.

The strengths and limitations of the study were addressed. Implications for nursing, education, research, and public health/ policy were furthermore identified. Thoughts for future research to add further understanding of the phenomenon were discussed. Ongoing research will continue to add to the body of knowledge, thus, fulfilling a deeper understanding of educational practices.

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APPENDIX A  
INSTITUTIONAL REVIEW BOARD APPROVAL  
BARRY UNIVERSITY  
RESEARCHED UNIVERSITY

# Barry University

Division of Academic Affairs



## Research with Human Subjects Protocol Review

Date: October 17, 2017

Protocol Number: 170807

Title: The Impact of Multiple Pedagogies in Prelicensure  
Baccalaureate Nursing Programs: A Case Study

Name: Sydney Moran

Address:

Faculty Sponsor: Dr. Jessie Colin

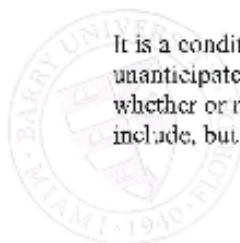
Dear Ms. Moran:

On behalf of the Barry University Institutional Review Board (IRB), I have verified that the specific changes requested by the convened IRB on October 2017 have been made.

It is the IRB's judgment that the rights and welfare of the individuals who may be asked to participate in this study will be respected; that the proposed research, including the process of obtaining informed consent, will be conducted in a manner consistent with requirements and that the potential benefits to participants and to others warrant the risks participants may choose to incur. You may, therefore, proceed with data collection.

As principal investigator of this protocol, it is your responsibility to make sure that this study is conducted as approved by the IRB. Any modifications to the protocol or consent form, initiated by you or by the sponsor, will require prior approval, which you may request by completing a protocol modification form.

It is a condition of this approval that you report promptly to the IRB any serious, unanticipated adverse events experienced by participants in the course of this research, whether or not they are directly related to the study protocol. These adverse events include, but may not be limited to, any experience that is fatal or immediately life-



threatening, is permanently disabling, requires (or prolongs) inpatient hospitalization, or is a congenital anomaly cancer or overdose.

The approval granted expires on October 21, 2018. Should you wish to maintain this protocol in an active status beyond that date, you will need to provide the IRB with and IRB Application for Continuing Review (Progress Report) summarizing study results to date. The IRB will request a progress report from you approximately three months before the anniversary date of your current approval.

If you have questions about these procedures, or need any additional assistance from the IRB, please call the IRB point of contact, Mrs. Jasmine Trana at [redacted] or send [redacted] Finally, please review your professional liability insurance to make sure your coverage includes the activities in this study.

Sincerely,



David M. Feldman, PhD  
Chair, Institutional Review Board  
Barry University

[redacted]

Note: The investigator will be solely responsible and strictly accountable for any deviation from or failure to follow the research protocol as approved and will hold Barry University harmless from all claims against it arising from said deviation or failure.



October 23, 2017

To: Sydney Moran

**Re: NR12517 Title: “The impact of Multiple Pedagogies in Pre-licensure Baccalaureate Nursing Programs: A Case Study”**

**Submission Date: 05/18/2017**

**Dear: Sydney,**

The proposed research project “**The impact of Multiple Pedagogies in Pre-licensure Baccalaureate Nursing Programs: A Case Study**” has determined to be Exempt from review by the Institutional Review Board (IRB) of [redacted] for implementation. As determined by DHHS regulations [45 CFR §46] and FDA regulations [21 CFR §§ 50 and 56] the Principal Investigator accepts responsibility to comply with all Federal, State, and University policies regarding the rights and welfare of human and/or animal subjects.

If you wish to change the protocol of your research study, you must submit subsequent changes for review. As the investigator, you are required to notify the [redacted] and the Office of Compliance of any adverse events resulting from this study. All significant protocol deviations must be reported to the Research Office and the IRB and you must await approval prior to implementing the revised protocol. When completed, you must submit notification of termination of the study.

- |  |  |
|--|--|
| <input type="checkbox"/> Approved                          | <input checked="" type="checkbox"/> New Submission |
| <input type="checkbox"/> Expedite                          | <input type="checkbox"/> Resubmission              |
| <input checked="" type="checkbox"/> Exempt from IRB Review | <input type="checkbox"/> Multicenter Study         |

Sincerely,

Len Archer, Ph.D.  
Chair, Institutional Review Board

cc: Leana Araujo, Ph.D., Research Officer

Institutional Review Board



**APPENDIX B**

Student Individual Interview Consent Form  
Stakeholder Individual Interview Consent Form  
Faculty Focus Group Interview Consent Form

Approved by Barry University IRB's

Date: 10/17/17

Signature: 

**Barry University  
Individual Informed Consent Form Student  
For use with Skype/Face to Face Interviews**

Your participation in a research project is requested. The title of the study is "The impact of Multiple Pedagogies in a Generic Bachelor of Science Nursing Program: A Case Study" The research is being conducted by Sydney Laura Moran, a PhD student in the College of Nursing and Health Sciences at Barry University, and is seeking information that were useful in the field of nursing. The aim of the research is to understand the impact of being taught, and teaching in multiple pedagogies. In accordance with these aims, the following procedures were used: two digitally recorded interviews and a demographic survey. The first audiotaped interview were conducted in a face to face meeting or Skype interview using open ended questions related to the topic of understanding the experience of being taught in multiple pedagogies. The first interview will last a maximum of 70 minutes (10 minutes for the demographic questionnaire and 60 minutes for the interview). The second interview will last approximately 30 minutes and were completed face to face, via Skype, or over the phone and will not be audiotaped. The total time commitment is 100 minutes. The purpose of the second interview is for clarification and verification of information collected during the first interview. We anticipate the maximum number of participants to be a total of 44.

If you decide to participate in this research, you must meet the following criteria:

- Minimum 18 years of age
- Senior-level Generic Bachelor of Science in Nursing students attending classes in the academic year 2017-2018 at the main or satellite campus.
- Able to read and speak English
- Faculty academic advisor other than the researcher
- Willing to be audiotaped
- Access to Skype

If you decide to participate in this research, you received a \$20 VISA gift card as a token of appreciation for your participation after completion of the consent form. You may keep this regardless of whether you complete the interviews or not. As a research participant you were asked to do the following: Complete a 10 minute demographic questionnaire, spend 60 minutes in an audio recorded interview at a mutually agreed location. The digital recording of the first interview were transcribed, you were asked to review the transcription for accuracy in a second interview during the next two weeks. The second interview will last approximately 30 minutes. The total estimated time for this study is 100 minutes. The recordings were destroyed by the researcher once the review and clarification is completed. There are no known risks to you as a participant in this research. There are no direct benefits to you. Your consent to be a research participant is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there were no adverse effects on your or your continued studies at the university. You may choose not to answer any question(s) and may ask that the recorder be paused or stopped at any time.

As a research participant, information you provide were held in confidence to the extent permitted by law. As this project involves the use of Skype: to prevent others from eavesdropping on communications and to prevent impersonation or loss of personal information, Skype issues everyone a "digital certificate" which is an electronic credential that can be used to establish the identity of a Skype user, wherever that user may be located. Further, Skype uses

well-known standards-based encryption algorithms to protect Skype users' communications from falling into the hands of hackers and criminals. In so doing, Skype helps ensure user's privacy as well as the integrity of the data being sent from one user to another. If you have further concerns regarding Skype privacy, please consult the Skype privacy policy. To ensure confidentiality, the researcher will establish a separate Skype account for this research project only. After each communication, the researcher will delete the conversation history. Once this is done, the conversation cannot be recovered. The conversation were transcribed by a professional who has signed a third-party confidentiality form. Following verification of transcription, the digital recording were destroyed. As stated previously, to the fullest extent of the law, the information you provide as a research participant were kept confidential: that is, no names or other identifiers were collected on any of the instruments used. Any published results of the research were in aggregate form and pseudonyms were used. Transcripts of recordings were kept in a locked file in the researcher's office. Digital recordings were destroyed after transcription is verified. Your signed consent form were kept separate from the data. All digital data were kept in a password protected file on the researcher's private computer for a minimum of 5 years then, indefinitely.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Sydney Laura Moran at [redacted]; my supervisor, Dr. Jessie M. Colin, at [redacted], or the Institutional Review Board point of contact, Estella Azevedo, at [redacted]. If you are satisfied with the information provided and are willing to participate in this research, please signify your consent by signing this consent form.

**Voluntary Consent**

I acknowledge that I have been informed of the nature and purposes of this experiment by Sydney Laura Moran and that I have read and understand the information presented above, and that I have received a copy of this form for my records. I give my voluntary consent to participate in this experiment.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*

\_\_\_\_\_  
*Date*

(Witness signature is required only if research involves pregnant women, children, other vulnerable populations, or if more than minimal risk is present.)

Approved by Barry University IRB a

Date: 10/17/17

Signature: 

Barry University  
Individual Informed Consent Form Stakeholder  
For use with Skype/Face to Face Interviews

Your participation in a research project is requested. The title of the study is "The impact of Multiple Pedagogies in a Generic Bachelor of Science Nursing Program: A Case Study" The research is being conducted by Sydney Laura Moran, a PhD student in the College of Nursing and Health Sciences at Barry University, and is seeking information that were useful in the field of nursing. The aim of the research is to understand the impact of being taught, and teaching in multiple pedagogies. In accordance with these aims, the following procedures were used: two digitally recorded interviews and a demographic survey. The first audiotaped interview were conducted in a face to face meeting or Skype interview using open ended questions related to the topic of understanding the experience of being taught in multiple pedagogies. The first interview will last a maximum of 70 minutes (10 minutes for the demographic questionnaire and 60 minutes for the interview). The second interview will last approximately 30 minutes and were completed face to face, via Skype, or over the phone and will not be audiotaped. The total time commitment is 100 minutes. The purpose of the second interview is for clarification and verification of information collected during the first interview. We anticipate the maximum number of participants to be a total of 44.

If you decide to participate in this research, you must meet the following criteria:

- Middle management appointment at the main or satellite campus;
- Administrative appointment at the main or satellite campus;
- Curriculum development staff at the main or satellite campus;
- Instruction technology staff at the main or satellite campus;
- Willing to be audio taped
- Access to Skype

If you decide to participate in this research, you received a \$20 VISA gift card as a token of appreciation for your participation after completion of the consent form. You may keep this regardless of whether you complete the interviews or not. As a research participant you were asked to do the following: Complete a 10 minute demographic questionnaire, spend 60 minutes in an audio recorded interview at a mutually agreed location. The digital recording of the first interview were transcribed, you were asked to review the transcription for accuracy in a second interview during the next two weeks. The second interview will last approximately 30 minutes. The total time for this study is estimated to be 100 minutes. The recordings were destroyed by the researcher once the review and clarification is completed.

There are no known risks to you as a participant in this research. There are no direct benefits to you. Your consent to be a research participant is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there were no adverse effects on you. You may choose not to answer any question(s) and may ask that the recorder be paused or stopped at any time.

As a research participant, information you provide were held in confidence to the extent permitted by law. As this project involves the use of Skype: to prevent others from eavesdropping on communications and to prevent impersonation or loss of personal information, Skype issues everyone a "digital certificate" which is an electronic credential that can be used to establish the identity of a Skype user, wherever that user may be located. Further, Skype uses



well-known standards-based encryption algorithms to protect Skype users' communications from falling into the hands of hackers and criminals. In so doing, Skype helps ensure user's privacy as well as the integrity of the data being sent from one user to another. If you have further concerns regarding Skype privacy, please consult the Skype privacy policy. To ensure confidentiality, the researcher will establish a separate Skype account for this research project only. After each communication, the researcher will delete the conversation history. Once this is done, the conversation cannot be recovered. The conversation were transcribed by a professional who has signed a third-party confidentiality form. Following verification of transcription, the digital recording were destroyed. As stated previously, to the fullest extent of the law, the information you provide as a research participant were kept confidential: that is, no names or other identifiers were collected on any of the instruments used. Any published results of the research were in aggregate form and pseudonyms were used. Transcripts of recordings were kept in a locked file in the researcher's office. Digital recordings were destroyed after transcription is verified. Your signed consent form were kept separate from the data. All digital data were kept in a password protected file on the researcher's private computer for a minimum of 5 years then, indefinitely.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Sydney Laura Moran at [redacted]; my supervisor, Dr. Jessie M. Colin, at [redacted]; or the Institutional Review Board point of contact, Estella Azevedo, at [redacted]. If you are satisfied with the information provided and are willing to participate in this research, please signify your consent by signing this consent form.

#### **Voluntary Consent**

I acknowledge that I have been informed of the nature and purposes of this experiment by Sydney Laura Moran and that I have read and understand the information presented above, and that I have received a copy of this form for my records. I give my voluntary consent to participate in this experiment.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*

\_\_\_\_\_  
*Date*

(Witness signature is required only if research involves pregnant women, children, other vulnerable populations, or if more than minimal risk is present.)

Approved by Barry, University, IRB :

Date : 10/17/17

Signature : 

Barry University  
Faculty Focus Group Informed Consent Form  
For use with Skype/Face to Face Interviews

Your participation in a research project is requested. The title of the study is "The impact of Multiple Pedagogies in a Generic Bachelor of Science Nursing Program: A Case Study" The research is being conducted by Sydney Laura Moran, a PhD student in the College of Nursing and Health Sciences at Barry University, and is seeking information that were useful in the field of nursing. The aim of the research is to understand the impact of being taught, and teaching in multiple pedagogies. In accordance with these aims, the following procedures were used: one digitally recorded interview and a demographic survey. The audiotaped interview were conducted in a face to face meeting or Skype interview using open ended questions related to the topic of understanding the experience of teaching in multiple pedagogies. Due to the nature of a focus group confidentiality cannot be guaranteed. The interview will last a maximum of 100 minutes (10 minutes for demographic questionnaire and 90 minute interview). We anticipate the maximum number of participants to be a total of 44.

If you decide to participate in this research, you must meet the following criteria:

- Faculty in the Generic Bachelor of Science in Nursing program at the main campus or the satellite campus
- Taught for one academic year at the researched university or satellite campus
- Willing to be audiotaped
- Access to Skype

If you decide to participate in this research, you received a \$20 VISA gift card as a token of appreciation for your participation after completion of the consent form. You may keep this regardless of whether you complete the interview or not. As a research participant you were asked to do the following: Complete a 10 minute demographic questionnaire, 90 minutes in an audio recorded interview at a mutually agreed location. The estimated total time commitment for this study were 100 minutes. The recordings were destroyed by the researcher once the review is completed.

There are no known risks to you as a participant in this research. There are no direct benefits to you. Your consent to be a research participant is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there were no adverse effects on you. You may choose not to answer any question(s) and may ask that the recorder be paused or stopped at any time.

As a research participant, information you provide were held in confidence to the extent permitted by law. As this project involves the use of Skype: to prevent others from eavesdropping on communications and to prevent impersonation or loss of personal information, Skype issues everyone a "digital certificate" which is an electronic credential that can be used to establish the identity of a Skype user, wherever that user may be located. Further, Skype uses well-known standards-based encryption algorithms to protect Skype users' communications from falling into the hands of hackers and criminals. In so doing, Skype helps ensure user's privacy as well as the integrity of the data being sent from one user to another. If you have further concerns regarding Skype privacy, please consult the Skype privacy policy. To ensure confidentiality, the researcher will establish a separate Skype account for this research project only. After each

communication, the researcher will delete the conversation history. Once this is done, the conversation cannot be recovered. The conversation were transcribed by a professional who has signed a third-party confidentiality form. Following verification of transcription, the digital recording were destroyed. As stated previously, to the fullest extent of the law, the information you provide as a research participant were kept confidential: that is, no names or other identifiers were collected on any of the instruments used. Any published results of the research were in aggregate form and pseudonyms were used. Transcripts of recordings were kept in a locked file in the researcher's office. Digital recordings were destroyed after transcription is verified. Your signed consent form were kept separate from the data. All digital data were kept in a password protected file on the researcher's private computer for a minimum of 5 years then, indefinitely.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Sydney Laura Moran at [redacted]; my supervisor, Dr. Jessie M. Colin, at [redacted]; or the Institutional Review Board point of contact, Estella Azevedo, at [redacted]. If you are satisfied with the information provided and are willing to participate in this research, please signify your consent by signing this consent form.

#### **Voluntary Consent**

I acknowledge that I have been informed of the nature and purposes of this experiment by Sydney Laura Moran and that I have read and understand the information presented above, and that I have received a copy of this form for my records. I give my voluntary consent to participate in this experiment.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Researcher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*

\_\_\_\_\_  
*Date*

(Witness signature is required only if research involves pregnant women, children, other vulnerable populations, or if more than minimal risk is present.)

**APPENDIX C**  
**FLYER**  
Student Flyer  
Faculty Flyer  
Stakeholder Flyer



## Faculty Flyer

### Participants Needed for Nursing Research!

The Impact of Multiple Pedagogies in a Prelicensure Baccalaureate Nursing Program: A Case Study



In order to participate in this research study you must meet the following criteria:

#### **Inclusion criteria were:**

- Faculty in the Generic Bachelor of Science in Nursing program at the main campus or the satellite campus
- Taught for one academic year at the researched university or satellite campus
- Willing to be audiotaped
- Access to Skype

A \$20.00 Visa Gift Card were given to each participant as a token of appreciation. There is a total time commitment of 100 minutes for this study.

If interested please contact Sydney Moran, MSN, RN, CPN, a PhD student in the Barry University College of Nursing and Health Science program [REDACTED] or [REDACTED]. If you have questions or concerns, please contact: Dr. Jessie M. Colin Barry University Faculty Sponsor [REDACTED] or IRB representative, Estella Azevedo, [REDACTED]



## Stakeholder Flyer

### Participants Needed for Nursing Research!

The Impact of Multiple Pedagogies in a Prelicensure Baccalaureate Nursing Program: A Case Study



In order to participate in this research study you must meet the following criteria:

#### Inclusion criteria were:

- Middle management appointment at the main or satellite campus;
- Administrative appointment at the main or satellite campus;
- Curriculum development staff at the main or satellite campus;
- Instruction technology staff at the main or satellite campus;
- Willing to be audio taped
- Access to Skype

A \$20.00 Visa Gift Card were given to each participant as a token of appreciation. There is a total time commitment of 100 minutes for this study.

If interested please contact Sydney Moran, MSN, RN, CPN, a PhD student in the Barry University College of Nursing and Health Science program [REDACTED]. If you have questions or concerns, please contact: Dr. Jessie M. Colin Barry University Faculty Sponsor [REDACTED] or IRB representative, Estella Azevedo [REDACTED].



## APPENDIX D

## DEMOGRAPHIC DATA SHEETS

**Demographic Data Sheet  
Student Individual Interview**

1. **Date:** \_\_\_\_\_
2. **Pseudonym** chosen: \_\_\_\_\_ please choose a name to represent you in the research.
3. **Start Date** in Program \_\_\_\_\_
4. **Gender:** what gender do you identify with \_\_\_\_\_
5. **Age:**  
  
18-25  
26-35  
36-45  
46-55  
> 55
6. **Highest** degree held non-nursing  
  
High school diploma  
Associate  
Bachelor  
Master
7. **Expected** graduation date? \_\_\_\_\_
8. **Which Campus** do you attend: Florida Denver



**Demographic Data Sheet  
Faculty Focus Group**

1. **Date** \_\_\_\_\_
2. **Pseudonym chosen** \_\_\_\_\_ choose a name to represent you in this study.
3. **Years teaching** in GBSN program at this facility \_\_\_\_\_
4. **Levels** of classes taught  
  
\_\_\_\_\_
5. **Pedagogies** utilized in your classes :Circle all that apply  
  
**Traditional** (ex. Lecture, power points) **Blended** (combination of teaching methods)  
**Flipped** (the student prepares for class and comes to class ready to discuss or lead a case study or present the content) **Online teaching** (synchronous or asynchronous)  
**Videoconferencing** (polycom) **Social Media, Virtual Worlds** (second life) **Simulation, Learning Management Systems** (canvas, examsoft)
6. **What is your pedagogy of choice?** \_\_\_\_\_
7. **What is your least favorite pedagogy?**

**Demographic Data Sheet  
Stakeholder**

1. **Date** \_\_\_\_\_
2. **Pseudonym** \_\_\_\_\_
3. **In what way do you determine, implement, support, or evaluate the GBSN program curriculum?**  
\_\_\_\_\_  
\_\_\_\_\_
4. **Years** at the researched facility \_\_\_\_\_
5. **Involved** in distance learning? **Yes or No**
6. **Teaching responsibilities** \_\_\_\_\_
7. **Pedagogy** preference Traditional [ ] Blended [ ] Flipped [ ] Other [ ]  
**If other please specify** \_\_\_\_\_

## APPENDIX E

## INTERVIEW PROTOCOLS

**Individual Interview Protocol**

1. Respond to participants that are interested in the study, verify criteria met, decide upon a mutually agreeable date, time and if the interview were conducted via face to face, telephone or Skype.
2. Obtain pertinent contact information including telephone and email.
3. If participant is geographically separated, utilize DocuSign to obtain the consent and demographics prior to setting the date time for the interview.
4. At initial meeting, introduce self and welcome the participant.
5. Thank the participant for their willingness to participate.
6. Create a relaxed atmosphere using conversations and questions.
7. Describe study protocol, explain the informed consent, and questions.
8. Have participant read and sign the consent.
9. Offer token of appreciation. If patient is geographically separated, email gift card prior to interview.
10. Remind participant of the option to withdraw from the study at any time.
11. Ask participant to complete the demographic questionnaire including selection of pseudonym, if no chosen pseudonym one were assigned.
12. Remind the participant that the interview were audio-recorded and that the recorder can be paused or stopped at any time.
13. Conduct the interview following the guiding questions.

14. Conclude the interview by asking the participants if they have any further questions or comments.
15. Remind participant that the transcribed interview were emailed to them and that the follow up verification of the accuracy were done by telephone or face to face at a mutually agreed upon time.
16. Thank-participant for volunteering. Turn the recording off, disconnect Skype if needed.
17. Self- reflection of the interview by journaling thoughts, feelings, and observations.
18. Submit the audio recording to the transcriptionist who has signed the third party confidentiality form.
19. Maintain the security of the documents from the interview, consent in a locked drawer in the researcher's home office, demographics in the password protected computer of the researcher.
20. Review the transcribed interview with the audio-recording.
21. Provide transcript to participant for member check.
22. Analyze data, memoing and journaling throughout the entire process.
21. Schedule interviews until saturation is reached.
24. Analyze data identifying themes.

### Focus Group Interview Protocol

1. Respond to participants that are interested in the study, verify criteria met, decide upon a mutually agreeable date, time and if the interview were conducted via face to face or audio conference.
2. Obtain pertinent contact information including telephone and email.
3. If participant is geographically separated, utilize DocuSign to obtain the consent and demographics prior setting the date time for the interview.
4. At initial meeting, introduce self and welcome the participants.
5. Thank the participants for their willingness to participate.
6. Create a relaxed atmosphere using conversations and questions.
7. Describe study protocol, explain the informed consent, and questions.
8. Have participant read and sign the consent.
9. Offer token of appreciation. If patient is geographically separated, email gift card prior to interview.
10. Remind participant of the option to withdraw from the study at any time.
11. Ask participant to complete the demographic questionnaire including selection of pseudonym, if no chosen pseudonym one were assigned.
12. Remind the participant that the interview were audio-recorded and that the recorder can be paused or stopped at any time.
13. Inform the participants that due to the nature of group interviews, confidentiality cannot be guaranteed.
14. Conduct the interview following the guiding questions.

15. Conclude the interview by asking the participants if they have any further questions or comments.
16. Thank-participants for volunteering. Turn the recording off, disconnect conferencing telephone.
17. Self- reflection of the interview by journaling thoughts, feelings, and observations.
18. Submit the audio recording to the transcriptionist who has signed the third party confidentiality form.
19. Maintain the security of the documents from the interview, consent in a locked drawer in the researcher's home office, demographics in the password protected computer of the researcher.
20. Review the transcribed interview with the audio-recording.
21. Analyze data, memoing and journaling throughout the entire process.
22. Analyze data identifying themes.

APPENDIX F  
INTERVIEW QUESTIONS

**Student Questions**

Tell me about your education at this university?

What has it been like for you to be in a main class where there are students participating via video-conferencing from a distance site?

I'd like to take a closer look at each semester you have been in the program:

What was your experience in your first trimester?

What was the next trimester like? Was it the same or was it different.

, how about the next one?

How would you describe your experience with the technology required in the program?

How was the learning platform system? The exams? Email communications with the faculty. What was technology like when there were students in alternate sites? Learning with technology without technology.

Tell me about your experience with independent learning in this program. What was it like for you to be held accountable on tests material that was not covered in class?

Can you tell me about your experience with the summative exams? (Researcher will explain summative exams at this institution. The exams that you took at the end of the semesters and mid curriculum and before you leave)

How would you describe your ideal learning situation? How does this institution fit with that idea?

The researcher will ask further probing questions to clarify or to gain more insight into the participant's response.

Concluding Quote:

TELL me and I forget, TEACH me and I remember, INVOLVE me and I LEARN.

Benjamin Franklin

### **Faculty Focus Group Questions**

Can you share with me what it has been like teaching an institution that promotes multiple pedagogies as well as supports the introduction of multiple technologies in the classroom and in implementing the curriculum?

Tell me about evaluating students who are in the classroom and evaluating distance students.

#### **Additional questions may include:**

What is your pedagogical preference?

What technologies do you incorporate for your teaching style?

What is your experience in the university learning new technologies?

What is your experience of classroom teaching when distance students are added through technology?

What is your perception of the students experience in a blended learning environment?

How would you describe the process used to modify or change the curriculum at this institution?



## **Stakeholder Questions**

### **Middle management**

Please tell me about the history of the implementation of the Denver Campus for the nursing program?

Tell me about the positives that have developed?

Tell me about the challenges have been faced in this process?

Are there plans to expand to include more distance sites for the SON?

### **Information technology**

What has been your experience implementing the information technology support needed in a program that uses multiple technologies to support on site and distance learning students?

What do think facilitates this process?

What do you feel are barriers to this process?

### **Program Implementation**

Tell me about the challenges of the curriculum when it involves traditional (in seat) students and distance students.

Please tell me about how the curriculum supports group work with the distance students.

Please tell me about the curriculum and how it relates to presentations.

What is the transition from traditional teaching to now offering it to students at a distance?

What are some of the successes you have seen in this process?

What are some of the challenges you have seen in this process.

**SON Chair / Vice Chair if Sister Campus**

What is your experience managing a nursing education program that supports multiple pedagogies and supports multiple technologies?

What things do you feel help facilitate this process?

What things do you feel are barriers to this process?

Other probing questions were used to further understand the thoughts of the participants.

## APPENDIX G

## CONFIDENTIALITY FORM

**Barry University**  
**Third Party Confidentiality Form**

Confidentiality Agreement

As a member of the research team investigating \_\_Moran PhD Study\_\_\_\_\_, I understand that I will have access to confidential information about study participants. By signing this statement, I am indicating my understanding of my obligation to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study participants are completely confidential.
- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.
- I understand that all information about study participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information unless specifically authorized to do so by office protocol or by a supervisor acting in response to applicable protocol or court order, or otherwise, as required by law.
- I understand that I am not to read information and records concerning study participants, or any other confidential documents, nor ask questions of study participants for my own personal information but only to the extent and for the purpose of performing my assigned duties on this research project.
- I understand that a breach of confidentiality may be grounds for disciplinary action, and may include termination of employment.
- I agree to notify my supervisor immediately should I become aware of an actual breach of confidentiality or situation which could potentially result in a breach, whether this be on my part or on the part of another person.

Jennifer Ferris      11/3/17      Jennifer Ferris  
 Signature                      Date                      Printed Name

\_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_  
 Signature                      Date                      Printed Name

## APPENDIX H

## CURRICULUM VITAE

## VITA for Sydney L. Moran

August 18, 1965	Born- Orlando, Florida
1993	ASN, Valencia Community College Orlando, Florida
1994-1998	Staff Nurse, Sitka Pioneer Home Sitka, Alaska
1996-2002	Staff Nurse Sitka Community Hospital Sitka, Alaska
1999-2003	Head Nurse, Sitka Medical Center Sitka, Alaska
2003-2005	Staff Nurse, Florida Hospital Orlando, Florida
2005-2012	Staff Nurse, Charge Nurse, Florida Hospital for Children, Orlando Florida
2009	BSN Florida Hospital College of Health Science Orlando, Florida
2010-2012	Patient Placement Coordinator, Florida Hospital for Children, Orlando Florida
2012	MSN Education, University of Central Florida, Orlando, Florida
2012-2014	PALS Coordinator, Florida Hospital Altamonte Springs, Florida
2014-Present	Assistant Professor Nursing, Adventist University of Health Sciences, Orlando Florida
2018	PhD Nursing, Barry University, Miami Shores, Florida