PII-14: Blended vs. Lecture Learning: Outcomes for Staff Development

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**Abstract Categories:**
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**Abstract:**

**Introduction:** The study is a randomized controlled trial to provide evidence regarding the effectiveness of blended vs. lecture format for cognitive learning in the staff development setting. The focus is student learning outcomes for Critical Care Pharmacology as determined by written testing.

**Method(s):** Nurses orienting to critical care were voluntarily enrolled and randomized into two education groups of 35 participants each. All participants completed a multiple choice pretest to measure prior knowledge. Demographic data was obtained including age, gender, degree, and experience. The control group was scheduled for a full day of Critical Care Pharmacology lecture while the study group received Critical Care Pharmacology interactive learning modules via the hospital’s computerized learning management system. The study group was also scheduled for a two hour discussion session following module completion. The researcher prepared materials, led discussions and presented lectures. Both blended and lecture learners received a total of 6.5 hours of the same content. Following education, participants completed the Critical Care Pharmacology test traditionally given to all nurses entering critical care. The test was prepared with input from critical care educators; statistical analysis of test reliability indicated a Kuder-Richardson 20 of .70. Test-taking was proctored; tests were blinded and corrected by a trained educator using a test answer form. Both groups were invited to focus sessions to discuss perceptions of educational method and total number of hours studied.

**Results:** Currently 67 learners are enrolled. Mean pretest scores are 61 for lecture and 63 for blended. Twenty-eight participants have completed the post test; scores average 89.6 for the lecture group and 90.3 for blended learning. Further statistical analysis is planned including comparison of scores relating to demographics. Study completion will be December, 2009.

**Discussion & Conclusions:** Preliminary data indicates little difference in outcomes between blended vs. lecture groups. Initial focus groups suggest blended approach is preferred to lecture learning. Many participants have not tested, and interesting data may result from analysis comparing demographics and outcomes.

**Abstract History:**
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

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