

# ENGAGED Learning in the Time of Pandemic:

## Flipping and Hybridizing Geriatric Care Curriculum through the Sharestart Method

疫同共舞：應用學思達理念翻轉高齡照護的教與學

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EMI Course



### Background

The older population is growing dramatically across the world. It is estimated that nearly three quarters of nursing professionals' practices deal with caring for older adults. Addressing these challenges, the Department of Nursing initiated an elective geriatric care curriculum for international master students. In a time of distance learning due to the COVID-19 pandemic, the course convener team devised a pedagogical approach to balance the feasibility of in-person educational activities and the engagement of class participants.

### Practical Problems

Geriatric care curriculum involves the cultivation of knowledge, competence, and attitude related to bio-psycho-social wellbeing of older adults. This usually requires intensive face-to-face learning activities; however:

- The COVID-19 pandemic has made it difficult for regular in-person teaching activities.
- Relying solely on online learning dis-motivates and dis-engages participants, undermining the goals of curriculum.

### Solutions

We adopted the Sharestart method (學思達理念) with a hybrid learning approach to flip traditional geriatric care curriculum by combining three types of learning activities:

- (1) Synchronous physical formats: Group case discussion/ oral presentation, and field trip.
- (2) Synchronous online formats: virtual classrooms
- (3) Asynchronous formats: Online material self-learning

### Sharestart Implementation and Evaluation

01

#### Self Learning

(學生自學)

- Online education material (videos, and handouts) on the N-learning platform.
- Academic paper reading.

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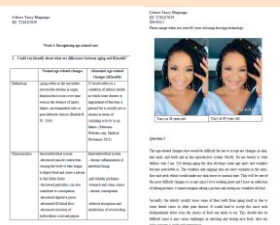


02

#### Thinking

(思考問題)

- Completing pre-designed learning sheets that address specific geriatric care issues.

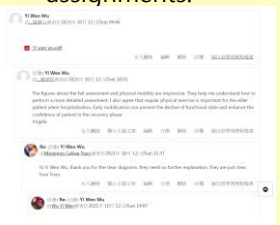


03

#### Discussions

(小組討論)

- Reviewing and commenting on other participants' assignments.
- Group discussion and anonymous voting for the best assignments.



04

#### Presentation

(學生報告)

- Group oral presentation on a specific geriatric care issue.
- Collaborative working for producing an age-friendly health education leaflet.



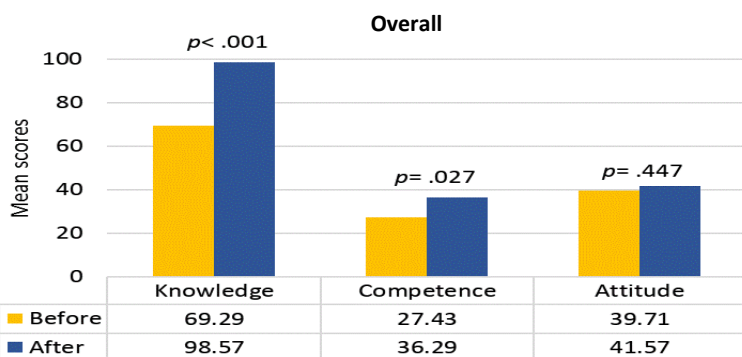
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#### Teacher Conclusions

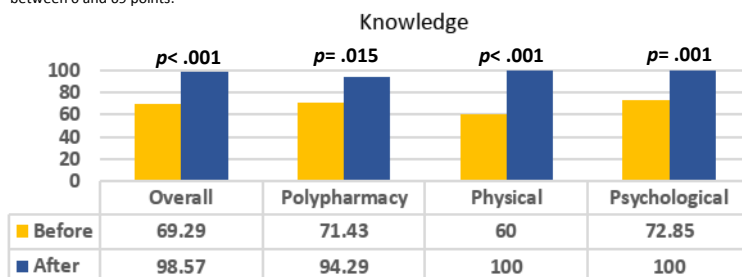
(老師總結)

- Comprehensive reviews of key learning points after each assignment to provide real-time feedback.
- Sharing excellent assignments to all students.

This class has well-timed assignments of both in-class and online. Some did not provide analysis in very detail and careful reading of these assignments is very important. The point of the first part is sharing and comparing assignments between you and ability. I very appreciate some of you did the assignments which is really attracted my eyes. The 2nd and 3rd parts are connected, you have to analyze the problem, problems and set the priority. Which one is needed to be the first priority. After your analysis, you can give your own opinion and the teacher can give you feedback. I suggest that you give more feedback to the students. I really appreciate that you can read peers' assignments. I think this part makes me motivate myself to active learning. I really enjoy watching video on N-learning.



Self-rated competence in geriatric care contains 16 items, each scaled from 0 to 3 points, meaning that a person could score between 0 and 48 points. Attitude in geriatric care contains 23 items, each scaled from 0 to 3 points, meaning that a person could score between 0 and 69 points.



### COURSE FEEDBACK

**Geriatric Care 2021**

- The most important point I received from lessons is the comprehensive assessment for the elderly.
- I have learnt how to assess a scenario and give the right and appropriate interventions for the scenarios.
- The difference between normal ageing and different kinds of disease in the older adults.
- I don't want to miss any time for participation in class.
- I really appreciated that we can read peers' assignments. I think this part makes me motivate myself to active learning.
- I really enjoy watching video on N-learning.



### Strengths

- The application of the Sharestart method enhanced participants' leaning motivation, class engagement, and academic performance, despite in the time of pandemic.
- The Hybrid learning approach enhanced the autonomy of participants and improved the feasibility and flexibility of course development in the time of distance learning.

### Weakness

- Cultural differences and English requirements could be a barrier for quality discussion and learning but were able to facilitate the diversities of experience and viewpoints and reflections of healthcare professionals in specific country contexts.