Integrating Reflective Practice-Based E-Learning for Person-Centred Nursing

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Poster Presentation

Practice-Oriented Reflective Practice-based learning (RPL) supports students in developing their ability to reflect on their practice, accommodating various learning styles and preferences through diverse activities (Horn et al., 2020). E-learning courses support students in developing reflection and critical thinking skills by giving them more time to pause and contemplate—something that's often limited in traditional classroom settings (Khan & Setiawan, 2019; Geisnæs & Olesen, 2021). At University College of Northen Denmark, a person-centred nursing e-learning course was designed and implemented as part of the Bachelor of nursing program. However, the evaluation showed that many students were unfamiliar with the course. E-learning also offers valuable flexibility in terms of time and location, benefiting both students and educators (Danmarks Evalueringsinstitut, 2019). The same needs have been observed in the nursing education program at UCN, leading to the development and implementation of an e-learning course that reflect the fundamental principles of RPL. The project aims to explore how RPL can be used to develop e-learning subject didactics that support students' ability to reflect on person-centred nursing.

An adapted experience-based co-design (EBCD) approach was applied using a student-driven research-based innovation of didactic design. This approach was utilised to gain insight into students´ experiences (Pollitt et al., 2023) and to coproduce priority improvements and actions for the E-learning course for person-centered care in nursing education. This adheres to the RPL principle no. 1: Students experiences (Horn et al., 2020). Six first-year and six third-year nursing students

were invited to participate in two workshops to co-design priority improvements and actions for developing e-learning activities.

The findings provided insight into students´ perceptions of the e-learning course. The students rated revision of the visual layout a first priority improvement highest. They emphasised the relevance of the content in relation to both theoretical and clinical teaching activities. Furthermore, they found e-learning activities such as quizzes, podcasts and short recordings with students motivating.

This project captured, explored and understood nursing students' experiences and identified improvement priorities for an e-learning course on person-centered nursing. The use of RPL principles and EBCD enabled students to reflect on e-learning subject didactics to learn person-centred care.

Keywords
Student Experience, Reflective Practice-Based Learning, Experience Based Co-design, E-learning

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