2013-04-12

Use of a Blog in an Undergraduate Capstone Course

Shelly J. Reed
shelly-reed@byu.edu

Debra Edmunds

Follow this and additional works at: https://scholarsarchive.byu.edu/facpub

Part of the Nursing Commons

Original Publication Citation
Western Institute of Nursing Annual Research Conference, 213

BYU ScholarsArchive Citation
Reed, Shelly J. and Edmunds, Debra, "Use of a Blog in an Undergraduate Capstone Course" (2013). All Faculty Publications. 15.
https://scholarsarchive.byu.edu/facpub/15

This Poster is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.
Purpose
- To utilize blogging in an undergraduate nursing capstone course
- To evaluate student and instructor perceptions about the usefulness of blogging in relation to student learning and socialization to “become a nurse”

Rationale
- Teaching strategies should be tailored to generational values and learning culture to facilitate student learning.
  - Today’s generation has grown up with technology and expects information presented in an entertaining way.
- Narrative pedagogies provide learning benefits including interpreting, critically thinking, and analyzing concepts, ideas, and situations.
  - There is limited research about how learning is affected by narrative pedagogies.
  - Research is needed to examine which strategies enhance critical thinking, promote learning, and develop autonomy in professional practice.
- Blogging, which is online journaling, could be suited to today’s generation of nursing students.

Method
- IRB approval was obtained for this qualitative descriptive study.
- Two capstone courses, one with 7 students and another with 8 students, in two different semesters participated in blogging as part of their course.
- Student opinions about the use of blogging were obtained by focus group interviews.
- Instructor views of the blogging activity were also compiled.

Results
- Initial feelings expressed by students were annoyance and intimidation, but these quickly dissipated.
- Blog posts were primarily related to student experiences, with student comments on other students’ posts providing support.
- Positive aspects of the blog identified by students:
  - Viewed it as a “safe” place to comment
  - Felt connected as a group
  - Valued feedback provided by peers on the blog
  - Learned from their and others’ experiences
  - Synthesized thoughts in written form to enhance learning
- Positive aspects of the blog identified by clinical instructors:
  - An effective form of immediate debriefing, since time is limited in weekly bridging
  - A venue for students to synthesize their thoughts, especially on how their experiences in clinical will influence their nursing practice
  - Provides group support so students can see they are not the only ones experiencing struggles
  - A way to monitor how students are learning and progressing throughout the semester

Conclusion
- Blogging was identified as a helpful and fun learning activity by both students and instructors and will be continued in future semesters.