

# Learning preference and web-based academic engagement among graduate entry nursing students

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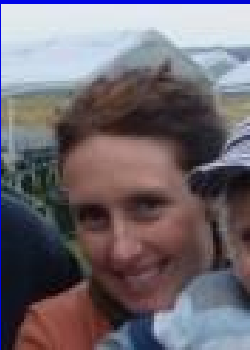
# Research Team



Ms Jane Koch



Dr Bronwyn Everett



Ms Lauren Metcalfe



# The Project

Graduate **E**ntry **N**ursing Students  
for whom **E**nglish **I**s a **S**econd  
Language (**GENESIS**) Research

# Related research outputs

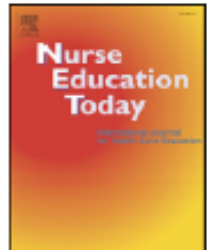
Nurse Education Today 31 (2011) 611–616



Contents lists available at ScienceDirect

Nurse Education Today

journal homepage: [www.elsevier.com/nedt](http://www.elsevier.com/nedt)



Learning preference as a predictor of academic performance in first year accelerated graduate entry nursing students: A prospective follow-up study

Jane Koch <sup>a,\*</sup>, Yenna Salamonson <sup>a</sup>, John X. Rolley <sup>b,c</sup>, Patricia M. Davidson <sup>c</sup>

Koch, J., Salamonson, Y., Rolley, J. X., & Davidson, P. M. (2011). Learning preference as a predictor of academic performance in first year accelerated graduate entry nursing students: A prospective follow-up study. *Nurse Education Today*, 31(6), 611-616.

# Learning preference & academic performance

## ❖ Conclusion

- Kinaesthetic sensory mode was a positive and significant predictor of academic performance at the 6-month follow-up
- Nursing course in Australia is more clinically based and encourages 'doing'
- Questioning, discussion and reflection which would favour students with kinaesthetic sensory modality

# Related research outputs

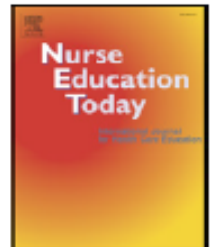
Nurse Education Today 33 (2013) 709–713



Contents lists available at SciVerse ScienceDirect

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journal homepage: [www.elsevier.com/nedt](http://www.elsevier.com/nedt)



Demographic and academic-related differences between standard-entry and graduate-entry nursing students: A prospective correlational survey

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Everett, B., Salamonson, Y., Trajkovski, S., & Fernandez, R. (2013). Demographic and academic-related differences between standard-entry and graduate-entry nursing students: A prospective correlational survey. *Nurse Education Today*, 33(7), 709-713.



# Graduate entry versus Standard entry students

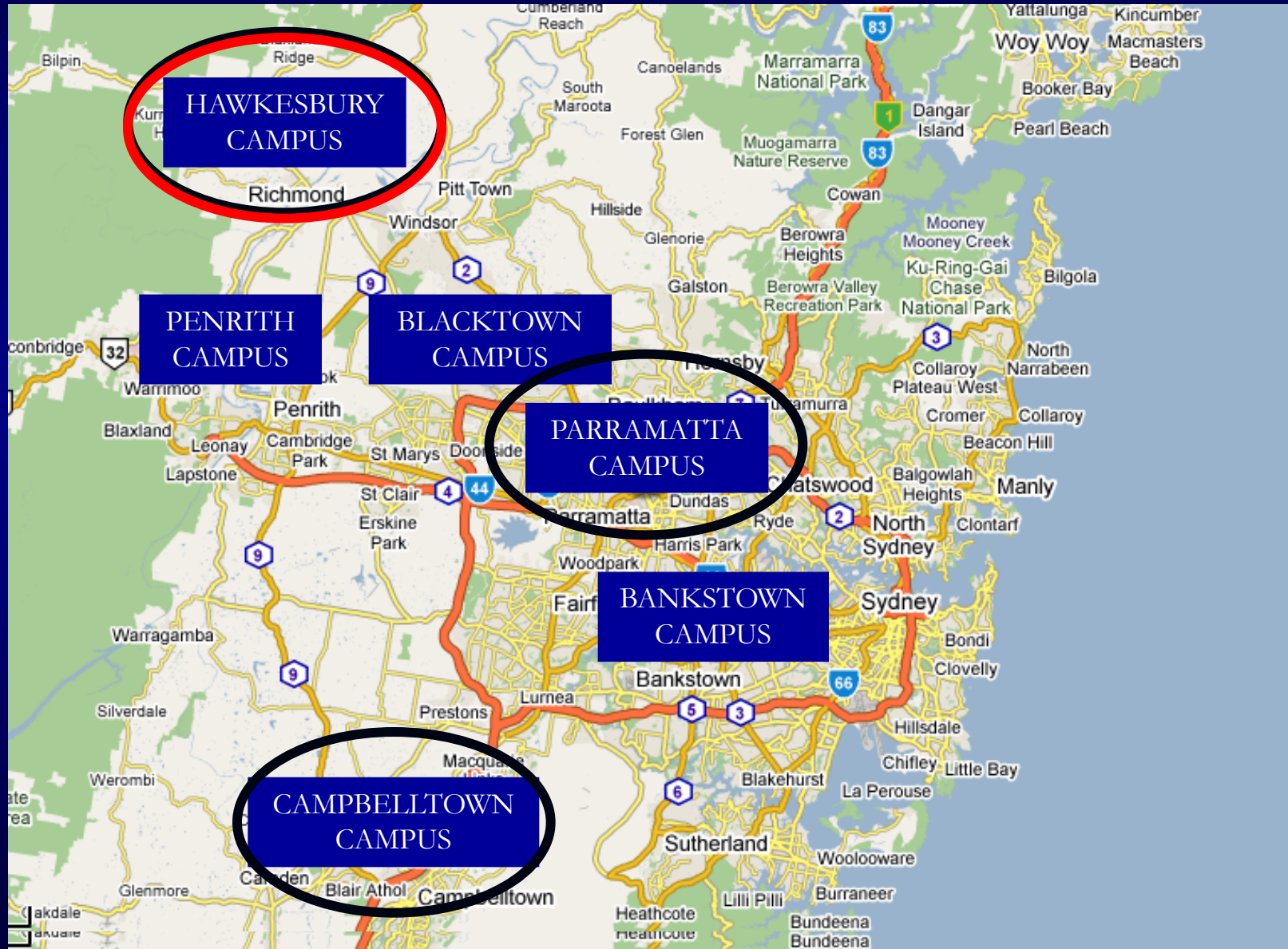
## ❖ Different

- Greater use of self-regulated learning strategies
- Academically outperform their standard entry counterparts

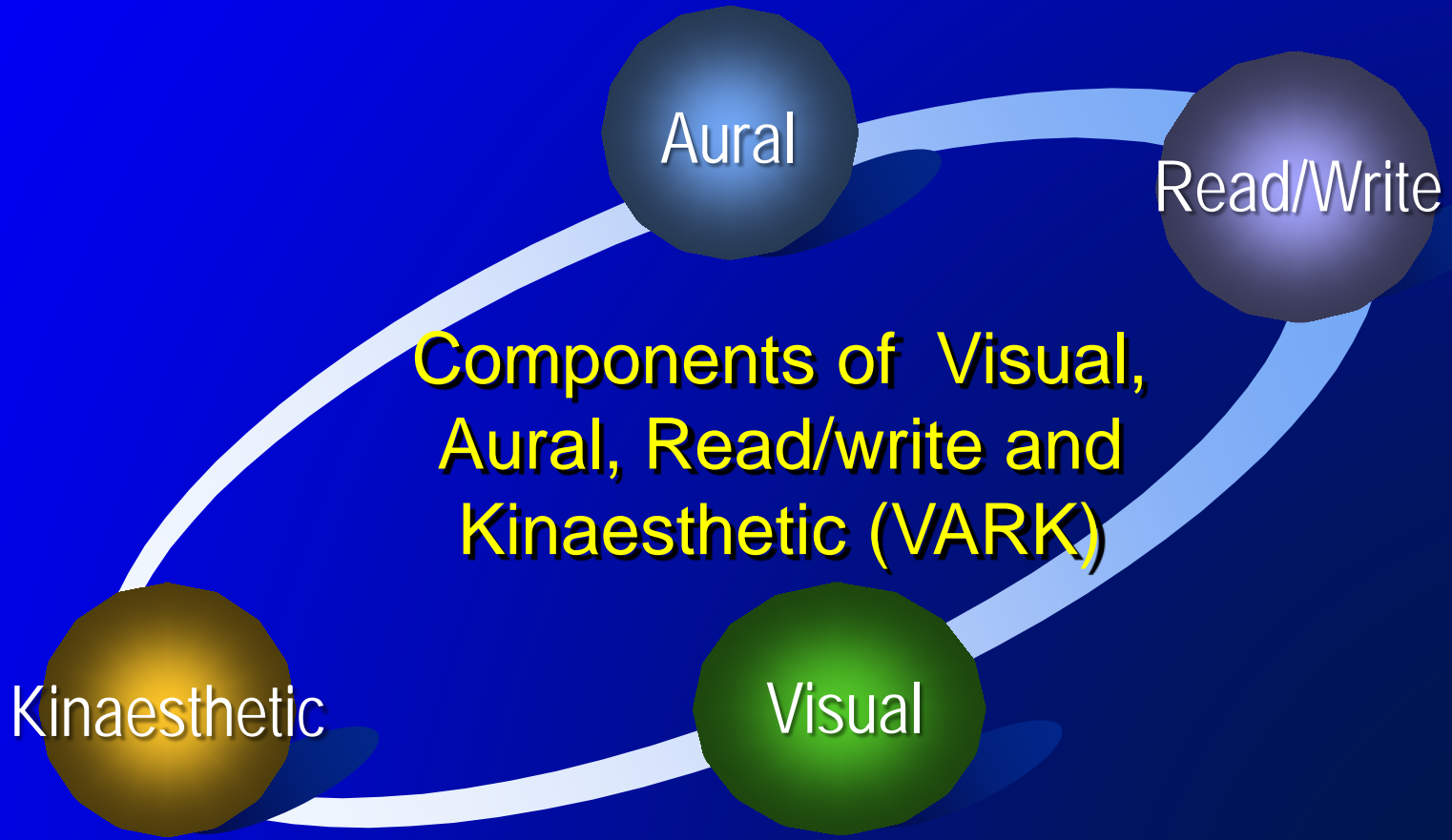
## ❖ Similar

- English language usage and the amount of time spent in paid work negatively impacted on academic performance

# Campus Location of UWS



# Components of learning preference



# Learning preference\*



## Visual Learners

- Diagrams, pictures, flowcharts

## Aural Learners

- Listening to lectures
- Podcasts



## Multimodal Learning Preference

## Kinaesthetic Learners

- Touching, doing, physical involvement



## Read/write Learners

- Printed text



*\*Fleming, N.D., Mills, C., 1992*

# Graduate-entry students

- ❖ Are they more likely to utilise learning strategies that focus on their academic pursuits, and thus less likely to engage in ‘extraneous’ information?



# Enhanced Learning Site



# Study aims

- ❖ To examine students' academic engagement in two types of online learning activities offered through: 1) course website; and 2) enhanced-learning website
- ❖ To examine the relationships with learning preference: Visual, Aural, Read/write and Kinaesthetic



# Methods

Prospective  
Survey Design

Access

- 1) course website
- 2) enhanced-learning site

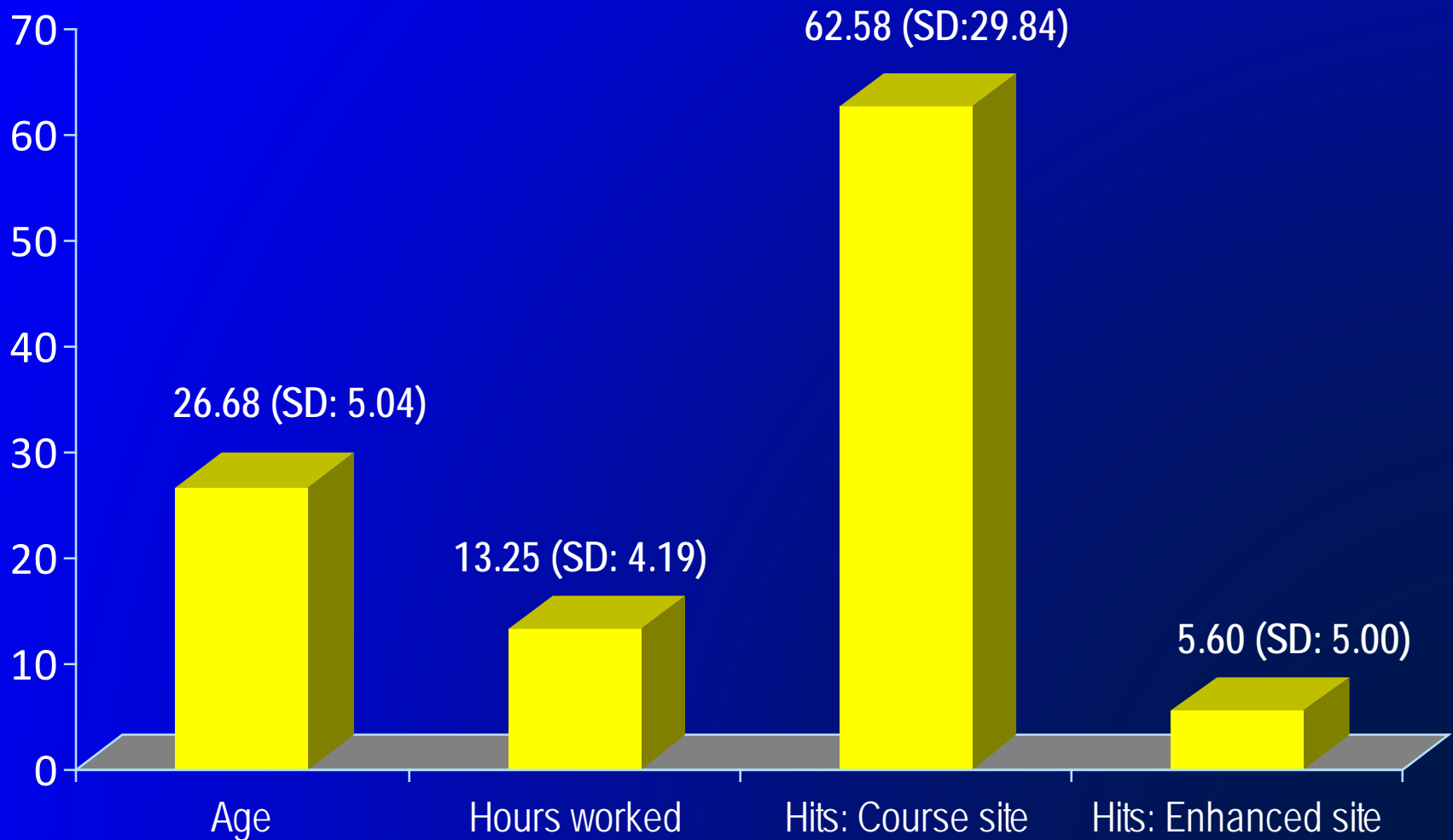
Data collection

- Baseline survey
- Online hit rates

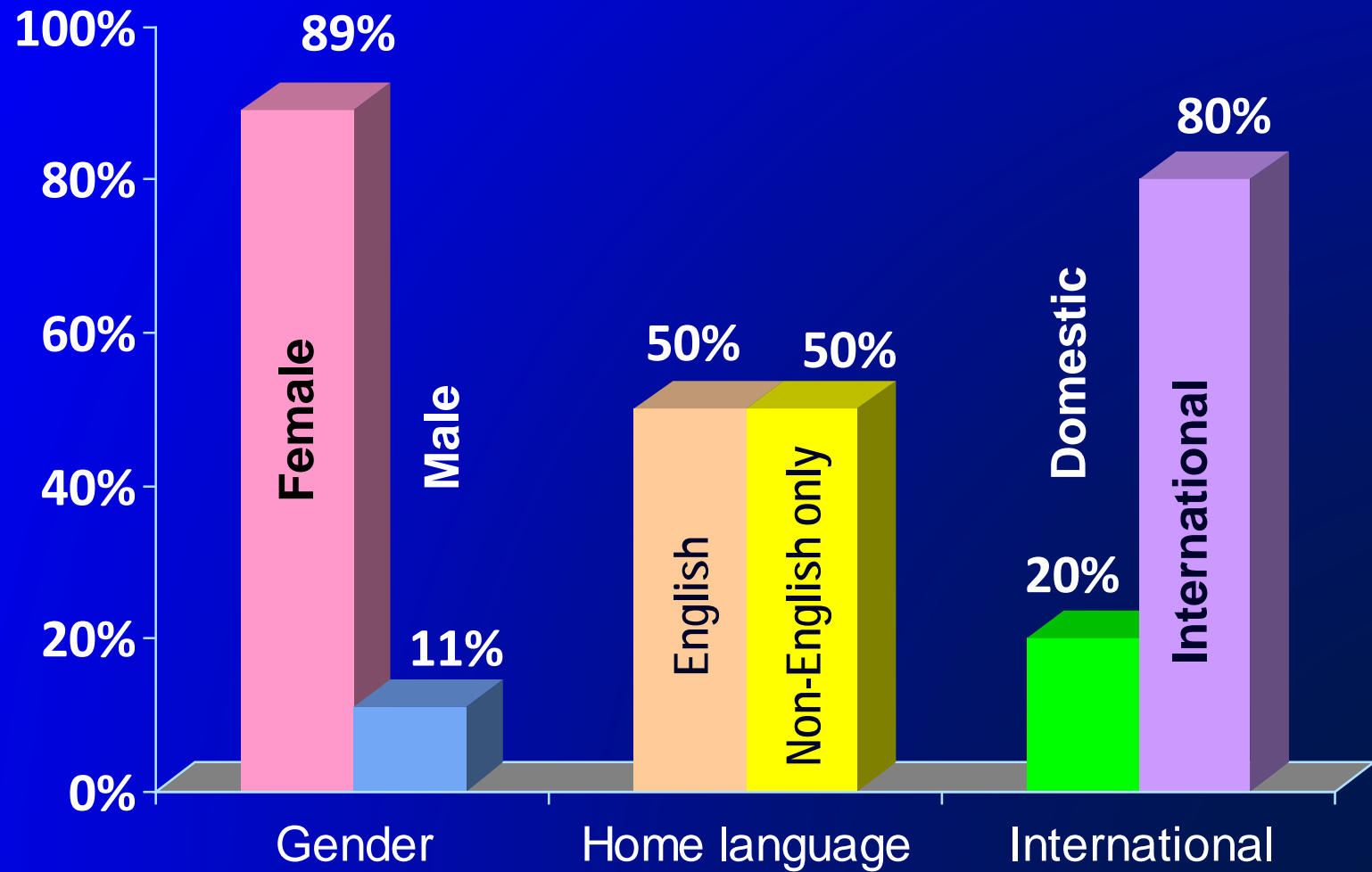
Data analysis

Evidence gathered to inform student  
online academic engagement

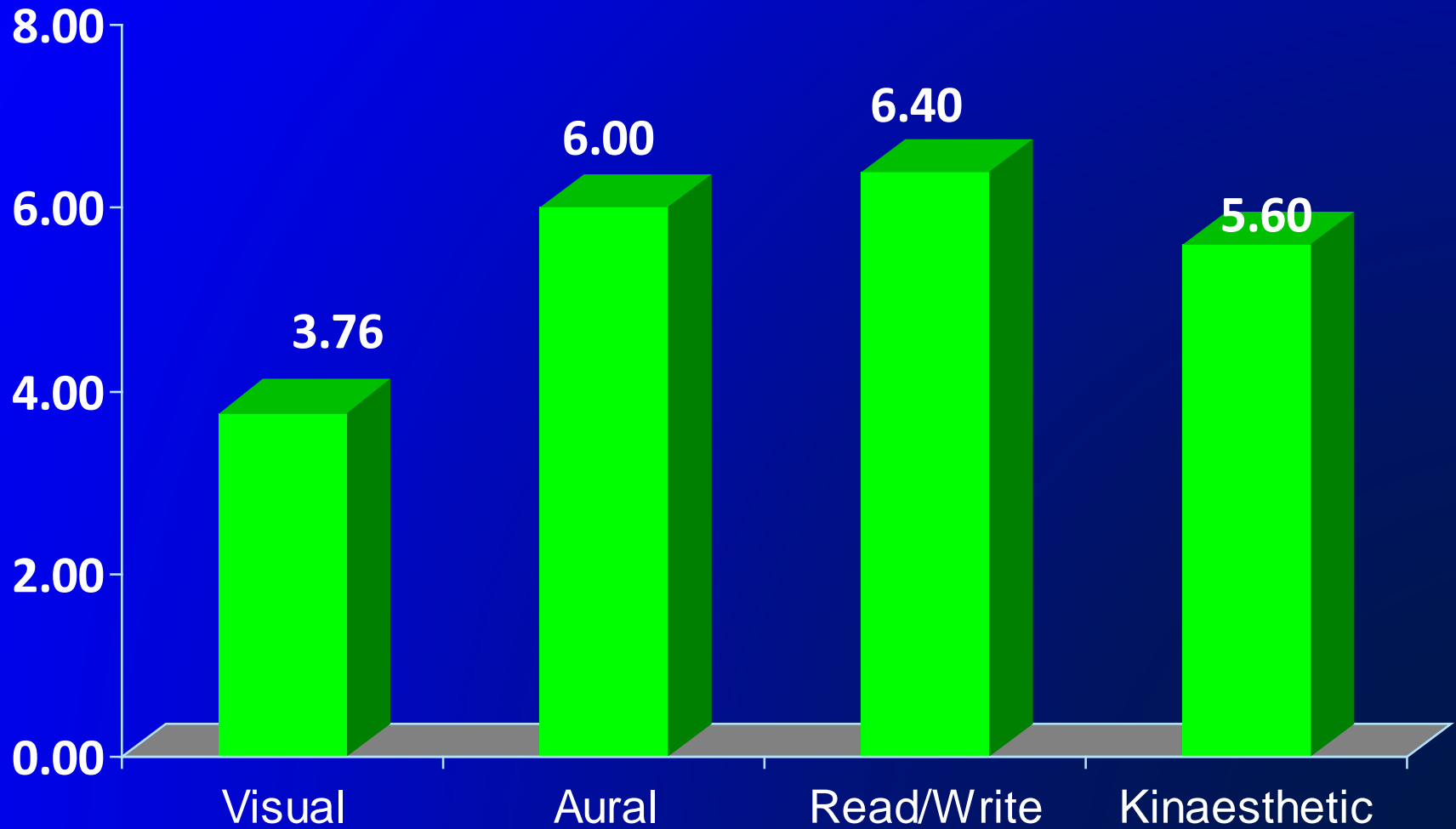
# Socio-demographic characteristics of participants (n=80)



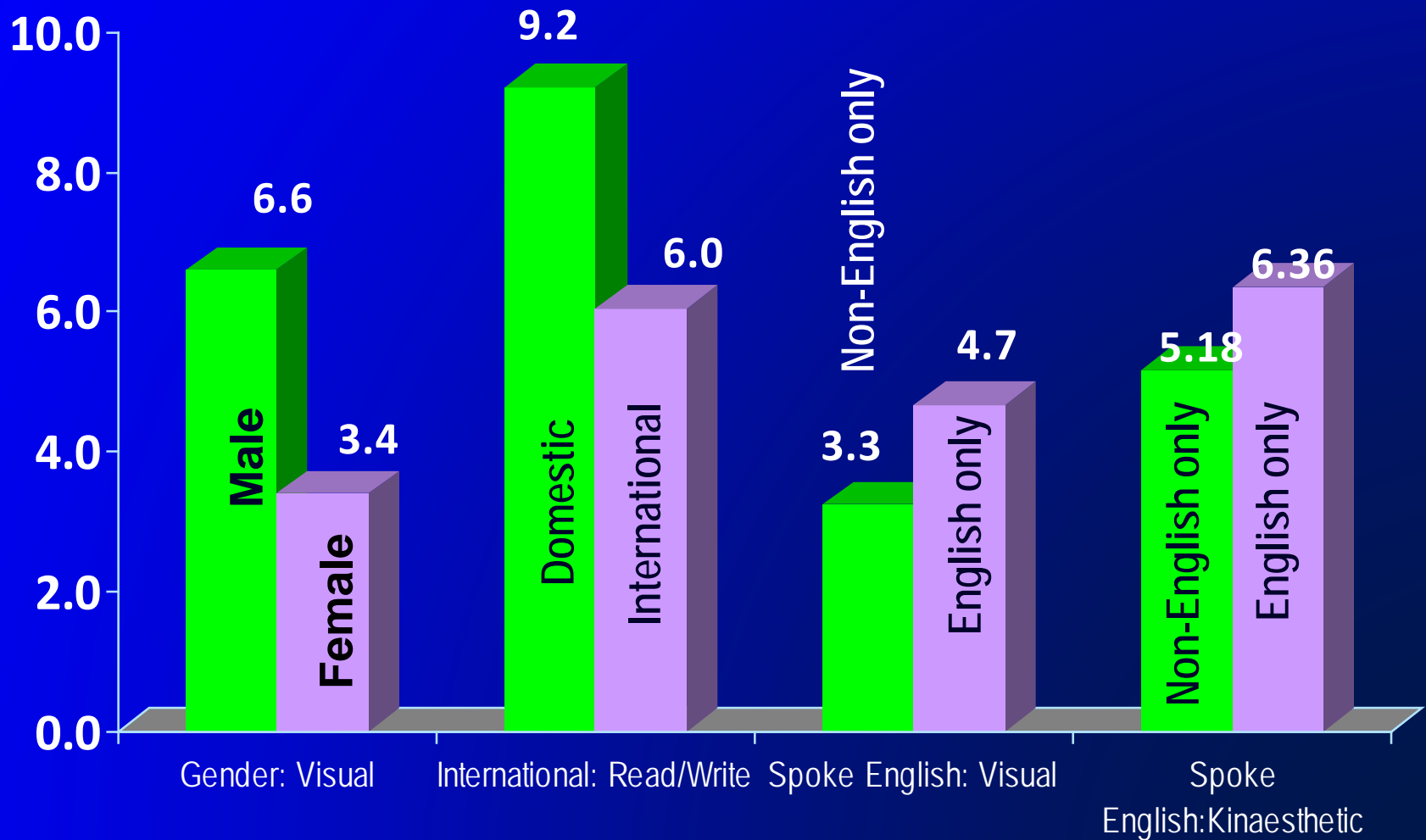
# Socio-demographic characteristics



# Mean VARK scores of participants



# Significant group differences



# Predictors of online hits: Enhanced Learning site



Variables	<i>Beta</i>	<i>p</i>	<i>R</i> & <i>R</i> <sup>2</sup>
<b><u>Predictors of hits</u></b>			
❖ Gender: Male	-0.07	0.672	<i>R</i> =0.289
❖ Enrolment category: International	-0.02	0.885	<i>R</i> <sup>2</sup> =0.083
❖ Learning preference: visual learner	0.30	0.035*	Adj. <i>R</i> <sup>2</sup> =0.032

# Conclusion

- ❖ A combination of online learning activities, other than those that catered for visual learners, to accommodate for different learning preferences

