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Problem

Graduate students have a very wide variety of clinical experiences and knowledge is often very focused on 1 specific clinical area. They may not have not taken a pathophysiology course as an undergraduate or it may have been quite awhile ago! Significant gaps in knowledge is very common as a result. It is pretty typical to see a inverse bell curve with grades as a result of this.

Solution

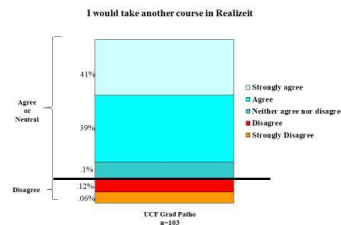
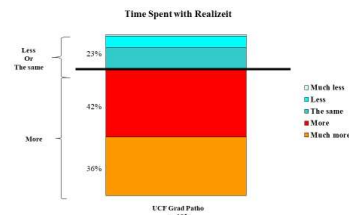
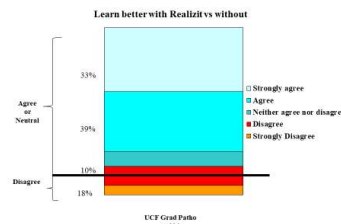
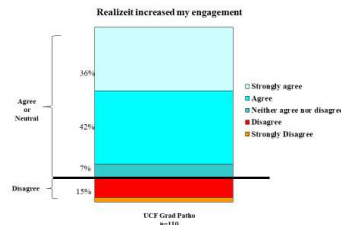
Deliver content in a way that adapts to both the gaps and prior knowledge of pathophysiology concepts.

Pilot work

Pilot of Realizeit at UCF fall 2014-2017
 -initially with online RN-BSN, then blended RN-BSN, then traditional face to face undergraduates
 -fall 2016 pilot with online graduate pathophysiology students and fall 2017 blended graduate students

Overall results showed that graduate nursing student perceptions were positive. They believed that they learned more and would choose to take a course delivered using this platform again.

Perceptions of Adaptive learning UCF Pilot Results



Next Problem

While students like Realizeit, does this platform improve learning outcomes?

Design

Fall 2017 pilot
 Quasi-experimental design with control class
 1 course content delivered by Personalized Learning Assignments in Realizeit
 1 course delivered via "lecture notes", power points and videos.



...Then Florence happened.

Did this impact perceptions of Realizeit?

Comparison of learning outcomes, quantitative measures of engagement/time on task, and other user metrics ongoing. Due to Hurricane Florence, the same study is being repeated this semester.

Perceptions of Adaptive Learning post Florence UNCW

