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## Design and delivery of a distance education programme: educating Vietnamese Nurse Academics from Australia

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### Abstract

In 2008 a move away from medical staff providing nursing education in Vietnam saw the employment of many new nurse academics. To assist in the instruction of these novice academics and provide them with sound teaching and learning practice as well as curriculum design and implementation skills, Queensland University of Technology (QUT) successfully tendered an international grant. One of QUT's initiatives in educating the Vietnamese academics was a distance learning programme. Developed specifically for Vietnamese nurse academics, the programme was designed for Australian based delivery to academics in Vietnam. This paper will present an overview of why four separate modules were utilised for the delivery of content (modules were delivered at a rate of one per semester). It will address bilingual online discussion boards which were used in each of the modules and the process of moderating these given comments were posted in both Vietnamese and English. It will describe how content was scaffolded across four modules and how the modules themselves modelled new teaching delivery strategies. Lastly, it will discuss the considerations of programme delivery given the logistics of an Australian based delivery. Feedback from the Vietnamese nurse academics across their involvement in the programme (and at the conclusion of their fourth and final module) has been overwhelmingly positive. Feedback suggests the programme has altered teaching and assessment approaches used by some Vietnamese nurse academics. Additionally, Vietnamese nurse academics are reporting that they are engaging more with the application of their content indicating a cultural shift in the approach taken in Vietnamese nurse education.

*Keywords: online; distance; eLearning; education.*

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### 1. Introduction

Increased accessibility and affordability of computers and internet access has seen eLearning used extensively by numerous educators in their teaching practice (Dorian & Wache, 2009; Ellaway & Masters, 2008A; 2008B; Heillessen & Josephsen, 2008; Kelly, Lyng, McGrath & Cannon, 2009; Muirhead, 2007; Pulman, Scammell & Martin, 2009). Accordingly, eLearning has become a growing and important component of many tertiary students' learning experience (Ginns & Ellis, 2009; Ireland et.al. 2009; Orton-Johnson, 2009). Despite the extensive application of eLearning, however, its benefits and risks continue to be debated. While there are enthusiastic calls for the widespread adoption of the enabling role of technology in learning, there are also skeptical responses to its implementation (O'Toole & Absalom, 2003, p.179). Disadvantages identified for eLearning include: feeling intimidated, confused, or frustrated if the technological knowledge necessary to function in an e-learning environment is lacking; failure to keep pace with the learning schedule if the necessary responsibility, independence and self-discipline to do so is missing; and a loss of connection with others due to reduced opportunities for face-to-face interaction and sharing of ideas (Cantoni et al.; Ellaway & Masters, 2008A & B; Haigh; Kelly, 2009; So & Brush, 2008; Yudko, Hirokawa, & Chi, 2008). Conversely, as with all teaching strategies, there is a balance and eLearning offers potential benefits as well. eLearning is: convenient (learners engage when, where, and at the speed they choose); consistent (all learners receive the same materials); fast (material previously learned can be skipped

over). Additionally eLearning offers: enhanced retention and understanding (the message is reinforced by combining or varying the types of content – audio, video, quizzes, etc); transmission of high quality, consistent content; support of life-long-learning, enhanced opportunities for communication, and opportunities to make mistakes without exposure (Cantoni et al, 2004; Ellaway & Masters, 2008A; Haigh, 2004; Yudko, Hirokawa, & Chi, 2008).

eLearning has been used with success to assist in the education of nurse academics working in a developing country (Lewis, Mai & Gray, in press). The aim of this paper is to present an overview of the genesis of a distance education programme designed specifically for nurse academics in Vietnam. It will discuss why bilingual online discussion boards were used in each of its modules and the process of moderating the discussion boards given comments were posted in both Vietnamese and English. It will also describe how the modules themselves modelled new teaching delivery strategies. Lastly, it will discuss the considerations of programme delivery given the logistics of an Australian based delivery.

## **2. Background**

Traditionally, Vietnamese nursing education has been primarily delivered by medical staff with the involvement of very few nurses. Given this, many felt that if a reform of Vietnamese nursing education was to occur, nurses must start to take responsibility of their own education – nurses must educate nurses in preference to medical staff educating nurses. In 2002 the Vietnam Nurses' Association (VNA) developed a national action plan for strengthening nursing and midwifery services within Vietnam. The VNA influenced government bodies to consider a review of national nurse education. The VNA believed that through international assistance and collaborative partnership, they could strengthen nurse teaching and build capacity in nursing education across Vietnam. Consequently, 2007 saw a move away from medical staff providing nursing education in Vietnam and the employment of many new nurse academics. To assist in the instruction of these novice academics and provide them with sound teaching and learning practice as well as curriculum design and implementation skills, an Australian university – The Queensland University of Technology (QUT) – successfully tendered an international grant and formed a partnership with the VNA. One of QUT's initiatives in educating the Vietnamese academics was a distance education programme. Developed specifically for novice Vietnamese nurse academics, the programme was designed for an Australian based delivery to academics located in Vietnam. Six distance modules were developed and sequenced to scaffold the participants learning.

## **3. Genesis of the Distance Learning Programme**

### *3.1. Module development*

With any course development there are many early questions and one of these will invariably relate to what content should be included within the course. In response to this question the course learning outcomes are automatically considered. However, expectations which will be placed on learners as well as the extent of student centred learning which is anticipated to occur should also be considered. Adult learners possess life experiences and most frequently an ability to discern, reflect and self motivate – these are traits which should drive the scope of course content which will be presented. Given this, it was decided by QUT academics that six modules would be developed and offered as external, distance education. Each module incorporates core content, readings, reflections and learner guidance in the nature of online discussions and pre-recorded vodcasts (audio and image recordings) as well as a written assessment item. There is an expectation the learner takes responsibility for a large component of their individual learning – the job of the academic coordinating the module is to direct the learning and ensure learning is scaffolded across the progression of modules.

To generate and deliver a bachelor of nursing course an academic requires specific pedagogical knowledge as well as teaching and learning development skills. The primary aim of the modularised programme is to up-skill nurse academics at a tertiary level (skills include information retrieval skills, critical thinking, justification of current practice and development of new practice). A secondary aim of the programme is to develop nurse academic networks across Vietnam (this was facilitated through moderated online discussion). The first two modules were designed as core modules and are mandatory for the Vietnamese nurse academics to complete. These modules address teaching and assessment. Following completion of the two core modules and depending upon the academics role, a choice of two elective streams is offered – either a curriculum development stream (comprising a further two modules) or a clinical teaching stream (also comprising two modules). It was determined that four modules would assist the novice academic to not only attain required knowledge, but more importantly to embed life-long-learning skills. By studying progressively over a four semester period knowledge would be reinforced and skills built through frequent feedback – academics should have the ability to problem solve individual issues and self appraise their performance.

### *3.2. Approaches to learning and teaching*

The programme modules were designed with a student centred approach. Course participants are provided with a module contained on a DVD. A 40 page document (approximate estimate across the six modules) outlines the module content, provides summaries of the content as well as links to web resources to support the content and provoke further thought and student engagement. To enhance this process vodcasts (short five minute videos of a QUT academic talking) are embedded within the module document. These vodcasts are presented numerous times throughout the module and both precede specific content sections and ante cede them. The precedent vodcasts pose questions and discuss some content to focus the participants learning when addressing the content. The antecedent vodcasts summarise key content and identify specific issues in an attempt to assist the participants to self regulate whether or not they have engaged with the content adequately and if there is a need for them to revisit the materials (or extend their individual reading and learning in the content area).

Reflective questions are also posed throughout the modules. The reflective questions are for the participants personal use only. They have been developed in an attempt to further engage the participants with the content. An example of a grouping of reflective questions taken from early in the Learning and Teaching 1 module (specific to teaching) is:

- What do you think teaching is and how would you describe your teaching?
- How do you think your students should be taught?
- What strategies do you use to teach your students?
- Do you think you should use other strategies as well? Why or why not?
- If you think you should use other strategies why don't you? What can you do to help yourself to use these other strategies?

Some reflective questions (such as these) are revisited again at the end of the module. The idea behind revisiting these questions is to assist the nurse academic to see if the module has altered their thinking. Following their engagement with the module materials have their thoughts about teaching changed? If so (and if not), why? The intention of this is again self moderation. For example, if there has been limited deviation in their thoughts are they operating at a higher level than they might have believed or have they failed to engage in the materials appropriately?

Assessments should not just measure knowledge or understanding – they should also teach. A good assessment will direct a learner as well measure their progress within a particular programme. The assessment items contained within the modules have been designed to ensure they teach as well as assess. As such, the module assessments also

constitute part of the approach taken to learning and teaching within this distance programme. The assessments will be discussed under the heading ‘Assessment Procedures’.

### *3.3. Selected texts/ readings*

All readings specific to these modules can be found online. Many Vietnamese nurse academics do not have access to the financial assistance required to purchase academic texts. Vietnam is a developing country and faces economic difficulty. All resources for these modules are web sites of academic origin. These sites have been monitored and updated each semester. Additionally, given the module assessment expectations and the recent purchase of database access for many module participants (funded as part of the international grant), the use of relevant texts and journal articles is evident in participant discussions and assignments.

## **4. Assessment procedures**

All six modules utilise the same assessment strategy. Module assessment comprises the participants involvement in online discussion groups and forums where set questions are answered. In addition to this, a written assignment is also required. Like the online discussion, the written assignment requires critical reflection on past practices or specific scenarios.

### *4.1. Bilingual online discussion*

The online discussions run over a five week period and participants are required to engage in discussion (this contributes 30% of their module grade). Online discussion is focussed on engaging the participant with the module content and is conducted in both English and Vietnamese (the participants will post some comments in Vietnamese as this will allow them to fully elucidate their ideas and thoughts). The online discussions are moderated by a QUT lecturer with the use of a Vietnamese translator. The online discussions have set questions which the nurse academics are required to answer or comment on. For example, from Learning and Teaching 1:

- Why are there so many learning models? Do you think one single model could fit all learners? Why or why not?

Questions are posed to facilitate discussion. In many instances the questions are discussed extensively, however, some occasions see discussion follow a different path specific to the participants interests and a rich dialogue tends to ensue. Flexibility and a non-judgemental attitude are key attributes of a good moderator and are the key to the success of these discussions. To further encourage online discussion and debate participants are not berated if they post a misguided statement – all online dialogue has an underlying positive tone. Incorrect statements will be appropriately contextualised by the moderator and discussion will be redirected. As the online discussion is an open domain (for that participant group) academics will read and respond to each other’s comments – the ‘visibility’ of the online postings serves to moderate the forum to a large extent.

### *4.2. Reflective written assessment item*

Depending upon the corresponding module, assignments require participants to observe and evaluate teaching sessions/assessment items/clinical performance/curriculum and unit development and implementation. Assignments are between 1,000-1,200 words and must be submitted in English. Assignment feedback is personalised and directed toward assisting the participant (after they have evaluated their practice) to determine the direction for future change. Feedback is also intended to reinforce the positive aspects of practice.

The assignments engage the participants in either theoretical unit delivery (classroom observations) and development (unit delivery and review as well as curriculum development) or clinical practice and supervision. For

example, the Learning and Teaching 1 module requires an observation of a teaching session and reflection on what made the participant think the students were or were not engaged, what is was the academic did which made it easy for the students to learn, what it was that made it hard for the students to learn, and to consider how the session might be improved or redeveloped. Assignments require a high level of reflection and supporting literature. Owing to the feedback provided across the modules referencing expectations escalate as does the balance of discussion.

## 5. Course delivery

Currently there are approximately 700 nurse academics working across Vietnam. Since commencing in semester 2, 2009, the distance education programme has seen the enrolment of 180 Vietnamese nurse academics (Table 1) across 19 institutions (nine universities; seven colleges; two 1,500 plus bed tertiary referral university affiliated hospitals; and one participant employed by the Vietnam Nursing Association). Thirty two of these academics have gone on to complete the programme; there are currently a further 103 nurse academics who have completed a minimum of one module and are currently active in the programme. Forty five (25%) Vietnamese nurse academics have commenced the programme and withdrawn (or been excluded due to non-participation on two occasions).

Table 1. Distance Learning Programme results by module.

MODULE	Semester 2, 2009			Semester 1, 2010			Semester 2, 2010			Semester 1, 2011			Semester 2, 2011			TOTAL Passed n (mean %)
	En	NP	Pass n(%)	En	NP	Pass n(%)	En	NP	Pass n(%)	En	NP	Pass n(%)	En	NP	Pass n(%)	
Learning and Teaching 1	32	4	22 (79%)	51	15	27 (75%)	50	13	26 (70%)	39	1	32 (84%)	39	8	28 (90%)	135 (79%)
Learning and Teaching 2				22	0	18 (82%)	33	6	20 (74%)	29	4	23 (92%)	35	1	30 (88%)	91 (84%)
Clinical Teaching 1										10	0	10 (100%)				10 (100%)
Clinical Teaching 2													10	2	8 (100%)	8 (100%)
Curriculum 1										27	0	24 (89%)				24 (89%)
Curriculum 2													24	0	24 (100%)	24 (100%)

- En = number of Nurse Teachers who enrolled in the module.
- NP = no participation (the Nurse Teacher did not attempt either module assessment item).
- Pass rates calculated on students who participated in module only – pass rates do not include Nurse Teachers who did not participate.

Anecdotal feedback from the Vietnamese nurse academics across their involvement in the programme (and at the conclusion of their fourth and final module) has been overwhelmingly positive. Feedback suggests the programme has altered teaching and assessment approaches used by some Vietnamese nurse academics. Additionally, Vietnamese nurse academics are reporting that they are engaging more with the application of their content indicating a cultural shift in the approach taken in Vietnamese nurse education. Formal evaluation of the QUT/VNA grant from an external advisor who has met with all parties involved with the project (including project recipients) yielded the following advisor feedback:

*The DE [distance education programme] seems to have been a great success despite your challenges, all the feedback I've had has been very positive.*

### 5.1. Considerations

Delivery of a distance learning programme allows students to progress at their own individual pace. Use of multiple teaching and assessment strategies (online discussion, written assessments, module content including

multimedia and reflective exercises) spaced over a semester ensure the participants pace their progression. Additionally, a combination of four modules delivered over a two year period serves to reinforce content and build skills and abilities progressively. As this programme is delivered to participants based in Vietnam and classroom interaction is not possible between the module coordinator and participants Skype and email are utilised to facilitate contact. The frequency of these interactions is driven by participant needs. Importantly, the modules have been developed to incorporate numerous learning and teaching strategies to meet the learning needs of any many participants as possible – it is recognised that all learners learn differently.

The QUT distance education programme combines the generation of educational modules by a party culturally foreign to the programme recipients with an out of country delivery. While it might be assumed this would hinder the success of the programme, a positive outcome has been attained. The modules themselves have modelled new teaching delivery strategies for the Vietnamese nurse academics. The content contained within the modules has generated reflection and critical evaluation amongst participants. To assume the programme has been of benefit to all Vietnamese nurse academics would be misdirected given a withdrawal rate of 25%. Records indicate many withdrawals occurred as a result of issues external to programme dissatisfaction or lack of interest, despite this it remains likely some participants currently active in the programme are progressing as a consequence of employment pressures rather than genuine interest or desire. If a programme such as this which advocates such a large departure from current Vietnamese nursing teaching and assessment practices were to affect only 5% of its participants one might consider it a success and a small step along a path less tread.

## 6. Conclusion

The paper has described the outcome of two disparate parties – QUT and the VNA – who combined to achieve a common outcome. An understanding of the constraints under which the intended programme participants function was essential for the successful design of this learning programme. A well structured and progressively scaffolded programme combining multiple learning and teaching strategies with assessments which taught not just assessed improved the likelihood of this programmes success. However, one also needs to consider not only the flexibility of those delivering the programme but also the application and commitment of the participants who undertook the programme. The magnitude of the cultural shift in altering Vietnamese teaching and learning practices must not be ignored.

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## Message from the Guest Editors

It is the great honor for me to edit this special issue of *Procedia Social and Behavioral Sciences Journal* for the selected revised papers presented in The Cyprus International Conference on Educational Research (CY-ICER 2012) held on February 08<sup>th</sup> – 11<sup>th</sup> 2012, at the Middle East Technical University Northern Cyprus Campus in North Cyprus.

As the guest editor of this issue, we are glad to see variety of articles focusing on the curriculum and instruction, educational technology, educational administration, guidance and counselling, educational planning, measurement and evaluation, learning psychology, developmental psychology, instructional design, learning and teaching, special education, distance education, lifelong learning, mathematics education, social sciences teaching, science education, language learning and teaching, human resources in education, teacher training, pre-school education, primary school education, secondary school education, vocational education, college and higher education, learner needs in the 21st century, the role of education in globalization, human rights education, democracy education, innovation and change in education, new learning environments, environmental education, professional development, nursery education, health education, sport and physical education, multi-cultural education, mobile learning, technology-based learning, computer usage in education and etc.

Furthermore, the journal is getting more international each year, which is an indicator that it is getting worldwide known and recognized. Scholars from all over the world contributed to this issue of the journal. Special thanks are to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank all who contributed to in every process to make this issue actualized. A total of 931 full papers or abstracts were submitted for this issue and each paper has been peer reviewed by the reviewers specialized in the related field. At the end of the review process, a total of 378 high quality research papers were selected and accepted for publication.

I hope that you will enjoy reading the papers.

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