

# Self-guided learning of non-traditional students in the context of further education in health and nursing care

Sarah Hampel (M.A.)<sup>1</sup>, Anika Eiben (M.A.)<sup>1</sup>, Prof. Dr. Martina Hasseler<sup>2</sup>

<sup>1</sup>Ostfalia University of Applied Sciences, Faculty of Public Health Services <sup>2</sup>Heidelberg University, Faculty of Medicine Department of General Practice and Health Services Research

## Background

Based on the growing compression in the daily work routine in health and nursing care the German Science Council recommends the promotion of academic study programs for employees in health and nursing care. But typical academic programs are not suitable for this target group because of their high workload at work, family responsibilities or other responsibilities.

Within the sub-project “Bachelor Upgrade Applied Nursing Science” (funding number 16OH22035) of the joint project “Installation of part-time study programs in nursing- and health sciences” (funded by the German Federal Ministry of Education and Research) new scientific programs in Nursing and Gerontology will be developed, implemented and evaluated.

## Target groups

Experts from different fields:

- health
- nursing
- therapy
- education



## Main research question

Which curricula concept promotes the self-guided learning of non-traditional students?

## Results of the evaluation

The first results show different challenges for the use of new educational technology. The new programmes request a high individual responsibility of the participants. The learning success depends on the existence of supportive environments in private as well as professional settings. Overall the present results indicate that blended learning has a high potential for non-traditional learners if some supporting factors are taken into account.

## Success Factors

Use of different tools of educational technology (e.g. video tutorials, learning platforms,...).

Development of didactically formatted study- and support material for participants.

Creation of user friendly, conducive environments (e.g. support, recording of online-phases).

Inclusion of online-mentors for counselling and support of participants and lecturers.

## Overview about the offer

### Mandatory Modules

**Upgrade – course profile: “Health and Care in the ageing process”**

(Participating in all 3 courses equals **certificate I**)

**Scientific further education programme “Early help in Gerontology and care”**

(Participating in all 3 courses equals **certificate II**)

**Certificate: self-determined participation in health and care processes**

(consists of 3 courses: ZMmB1-3)

**Certificate: Specific care of people with disabilities in different circumstances**

(consists of 3 courses: ZMmB4-6)

### Electives: interdisciplinary cross section modules

Consists of 4 courses in which students can participate in addition to the mandatory modules.

## Method

Evaluation of 8 modules since summer semester 2016; since winter semester 2017/18 with a changed evaluation design  
 ➤ quantitative online questionnaire at the end of the semester (13 topics) + qualitative interim evaluation (5 topics)

145 participants in all courses; n=51 participated in the evaluation

## Challenges

Strong orientation on familiar learning strategies & types of examinations, e.g. interaction with their fellow students or in-class lectures.

Compatibility of family, work and further education  
 ☾ Designing smaller and specified tasks in the study material.

Especially at the beginning: technical problems and high need for support (participants and lecturer).