

00267 Learning Experience and Knowledge Retention Levels of Year 2 Diploma in Nursing Students From Lectures Delivered via a Learning Experience Design Approach at a Polytechnic in Singapore

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Aims: Born and raised in the era of social media, millennial learners have different expectations and learning styles from previous generations. The aim of this study is to examine whether learning experience and knowledge retention levels differ between lectures delivered via a Learning Experience Design (LXD) approach versus traditional didactic methods for nursing students at a polytechnic in Singapore.

Methodology: A quantitative quasi - experimental study design using convenience sampling was conducted on student nurses above 18 years old. Two online questionnaires (1 knowledge - based questionnaire, 1 learner experience questionnaire) were administered at the end of lectures for both the control and intervention groups. The knowledge - based questionnaire consisted of 10 multiple - choice questions aimed to assess participants' knowledge retention. The learning experience questionnaire consisted of 10 questions presented in 3 parts: Part A - demographic data, Part B - learning experience, and Part C - experience towards LXD (intervention group).

Result: Mean scores for the knowledge - based questionnaire were significantly higher in the intervention group in comparison to the control group; (mean (SD) 65% (19%) versus 57% (17%); $p=0.001$). Participants' self - reported attention levels were significantly higher ($p<0.001$) for the intervention group (mean = 74%; SD = 18.9%) when compared with the control group (mean = 62.7%; SD = 20.8%). Student nurses in the intervention group reported that lectures delivered via LXD were more fun (72.5% vs 58.9%; $p<0.001$). Significantly more students in the intervention group (72.1% vs 60.6%; $p<0.001$) reported increased knowledge retention as opposed to the control group ($p<0.001$).

Conclusion: Usage of the learning experience design approach to deliver lectures led to better learning experience outcomes and increased knowledge retention levels. We hope this study informs educators regarding the students' positive learning experience and increased knowledge retention levels from lectures delivered via the LXD approach, and thus encourage more educators to incorporate it in their lessons.