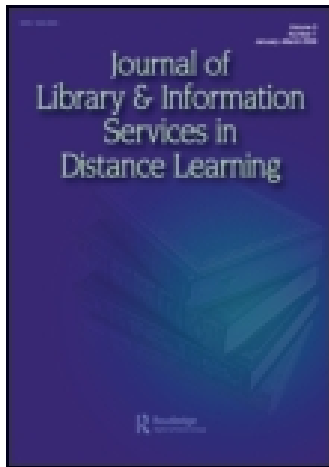


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Using Adobe Connect to Deliver Online Library Instruction to the RN to BSN Program

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Using Adobe Connect to Deliver Online Library Instruction to the RN to BSN Program

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This paper takes a look at how one academic health sciences librarian brought mediated literature searching to the distance RN to BSN nursing students. It takes a look at why Adobe Connect was the webinar software that was selected to deliver online instruction to the students. The article explains how students participated in a pre-class survey to determine what days of the week and times the instruction was delivered and how the PICO format was an essential component in the instruction content. It also answers the following questions: Was this online instruction delivery model successful? And will it be continued?

KEYWORDS *Adobe Breeze, Blackboard, distance learning, hybrid, instruction, library instruction, online learning, PICO formula, searching*

Many schools of nursing are transitioning from traditional classroom-based RN to BSN programs to a Web-based format. As this mode of delivery moves into the mainstream of nursing education one of the ways educators are trying to meet the needs of these distance learners is through webinars (Billings 1999, 292). These online courses that are connected through the Internet have some distinct advantages over traditional, face-to-face meetings: Every participant has a front row seat, meetings can be recorded and viewed at a later date, and savings on time and travel costs for both the participants and the presenters (Riddle 2010, 28).

The registered nurse (RN) to Bachelor of Science in nursing (BSN) program, at Arizona State University (ASU) College of Nursing and Health Innovation (CoNHI), leads to a Bachelor of Science in nursing degree. Students

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who are accepted into the program have an Associate of Applied Science degree from a community college or a nursing diploma program. The past four years this author has been a guest lecturer in the RN to BSN program. This is an opportunity to show what library resources are available to nursing students on the library Web site, <http://lib.asu.edu>, and a chance to demonstrate the research databases in the nursing discipline. It also gives students a hands-on opportunity to practice searching techniques in EBSCOhost's CINAHL or the National Library of Medicine's PubMed databases while the librarian is available for questions.

In the past those RN to BSN nursing students who did not receive library research instruction had to request an in person, one hour consultation with the health sciences librarian. During the 2010 fall semester, approximately 140 students were enrolled in the ASU RN to BSN program. Providing individual research assistance for the increasing numbers of students was not a sustainable model. The goal was to create online library research instruction for this program and to improve the process of obtaining library research assistance from the health sciences librarian. This article takes a look at how the health sciences librarian at the ASU Downtown Phoenix campus provided help using Adobe Connect software to those distance nursing students.

ADOBE CONNECT

One of the challenges of transitioning the RN to BSN program to a Web-based format has been access to and knowledge of the required computer technology. Both hardware and software are issues, particularly in the standardization of personal computers among students and also the students' varying levels of computer skills (Richard, Mercer and Bray 2005, 209). New technology gives the instructor more opportunities to engage students in the learning process. The proper implementation of technology can enhance students' learning experiences, and thereby improve their mastery of the course material (Smith and Potoczniak 2005, 38).

There are many webinar software packages to choose from including WebEX, GoToWebinar, and MegaMeeting. The one selected by the ASU College of Nursing and Health Innovation is Adobe Connect (formerly known as Macromedia Breeze). Adobe Connect provides synchronous library orientation training to distance learners. This delivery software offers a series of pods, each with specific functions, from which the webinar presenter can create a custom screen. The most commonly used and largest pod gives the participants a share screen controlled by the presenter (Riddle 2010, 29–30). The share screen (see Figure 1) allows the presenter to open a PowerPoint slide show or demonstrate multiple Web sites. A second pod allows a Web camera and voice options so that participants can see and hear the presenter.



FIGURE 1

A third pod is where questions and comments can be typed into a box and is another way of communication between the presenter and the participants.

TECHNICAL ASSISTANCE

During the 'live broadcast' of the NUR 315 session a member of the CoNHI Media, Instruction & Communication Support (MICS) technology office provided troubleshooting assistance during the interactive session. The technician was able to field logistic questions from the participants like: logging in and linking in to Adobe Connect, as well as audio and video problems. It is very important to have at least one other person available to answer these types of questions, while the librarian continues her instruction. All sessions were taped so students were able to access the session for later viewing.

STUDENT PARTICIPATION

The ASU faculty of NUR 315 scheduled a library research instruction during the 2010 fall semester. There were 148 students enrolled in the online course. Due to the significant number of students in this cohort, online delivery of this instruction was the solution. The health sciences librarian at the Downtown Phoenix campus who works closely with the CoNHI created a survey and asked for student input into multiple dates and times (see Figure 2). The survey was embedded in Blackboard, the students' course management system and they had a voice in when they wanted their research instruction scheduled.

Of the 148 nursing students enrolled in the distance NUR 315 course, 42 completed the survey. The results were four separate library instruction sessions via Adobe Connect instruction. The ninety-minute sessions were scheduled for the following days of the week and times: Monday and Tuesday morning, Tuesday evening, and Wednesday afternoon.

The use of Adobe Connect is an example of *connectivity* which has become a very important part of the learning process and *connectivity* is the key to successful implementation of technology in both the classroom and the virtual world. Connectivity is the students' and instructor's ability to engage with the course materials in novel ways using technology to enhance the learning process (Smith and Potoczniak 2005, 40).

Following the four library instruction sessions the students were asked to take a post-class survey prepared by a CoNHI course instructor. Unfortunately the design of the survey instrument did not yield usable results. In the future whoever designs a post-class survey, appropriate thought should be to the design of the survey instrument.

1. Copy of page: RN to BSN Instruction Survey

To determine method, date(s), and time(s) for nursing research instruction by the Health Sciences Librarian.

*** 1. What is your preferred method of receiving instruction on how to access and navigate the ASU Libraries resources and databases?**

On-line (Via Adobe Connect software)

In Person

*** 2. What is your preferred day of the week?**

Monday

Tuesday

Wednesday

Thursday

Friday

*** 3. What is your preferred time of day ? (Arizona Standard Time)**

7:30-9:00am

9:00am-10:30am

10:30am-Noon

Noon-1:30pm

1:30pm-3:00pm

3:00pm-4:30-pm

4:30pm-6:00pm

6:00pm-7:30pm

FIGURE 2

LIBRARY INSTRUCTION

The first part of the library instruction session was library orientation. According to Nancy Connor, associate professor at Cuyahoga Community College, library instruction is becoming more important as new people are doing distance learning. The librarian is able to walk students through various types of library research. It is basically just show and tell (Anonymous 2009, 5). The ASU library instruction included the following content:

- Navigating the ASU Libraries home page <http://lib.asu.edu> (See Figure 3)
- How to access electronic journals, e-books and DVDs via the library's catalog <http://library.lib.asu.edu/>
- How to register for the library's interlibrary loan service called ILLiad <http://lib.asu.edu/ill>
- Location and explanation of the ASU Libraries 24/7 chat service <http://lib.asu.edu/help>
- Where to get help when you cannot access electronic library resources <http://lib.asu.edu/systems/helpstar>

The second part of the online instruction was a 'live' demonstration on how to do an advanced search in EBSCOhost's CINAHL Plus with full-text database and the National Library of Medicine's PubMed database using the PICO format. PICO is an acronym and is described by the following words: (P)opulation, (I)ntervention, (C)omparison and (O)utcome. The sample PICO question is: *In the elderly, does the use of Tai Chi reduce the future role of falls compared with no intervention?*

- Population—*Elderly*
- Intervention—*Tai Chi*
- Comparison—*those elderly who receive Tai Chi and those who do not*
- Outcome—*Reduction of Falls*

The PICO format encourages the students to search the databases in this way and it makes it easier for them to identify the major concepts of their research. Each student brought their own PICO question to class; following the demonstration students were able to receive individual assistance from the librarian regarding their research question. Two of the four instruction sessions went over the allotted time of ninety minutes. The chat function in Adobe Connect also allowed students to talk to each other about the class assignment or make suggestions on the search strategy being discussed. Students like the convenience of the Adobe Connect sessions and Connor says the students seem so much more engaged (Anonymous 2009, 6).

ASU Libraries

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For Students
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Tutorials

Featured Resource

New mobile library site!

library One search

Search Library

Library One Search retrieves many articles, books, and other resources from the ASU Libraries' collection. [About the Library One Search](#)

connect with US on twitter @ASULibraries

Subject and Course Guides (LibGuides)

LibGuides - Guides to finding the best resources on a subject or a specific course. [Find a subject librarian](#)

Library Channel

Side By Side: The Freedom Riders Sacrifice to Expose Segregation (Constitution Day 2011)
Event: Side By Side: The Freedom Riders Sacrifice to Expose Segregation Date: Friday September 16, 2011 Location: Hayden Library, Room C6A/East (Upper Concourse Level) In honor of Constitution Day 2011, and in connection with the current Freedom...

ASU Libraries Hosts National Exhibition on 1961 Freedom Riders Exhibit: Freedom Riders Location: Hayden Library, Rotunda (Entrance/Lower Concourse Level) Available: August 16 - September 19, 2011, during normal library hours Description: The Arizona State University Libraries is pleased to announce...

Hours for Tuesday, Aug 30

Architecture Library: 8:00 AM - 10:00 PM
Downtown Library: 7:30 AM - 11:00 PM
Hayden Library: Open 24 hours*
Music Library: 8:00 AM - 10:00 PM
Polytechnic Library: 8:00 AM -

Most Used Resources

- ABI/Inform
- Academic Search Premier
- CINAHL
- LexisNexis Academic
- MDConsult
- Medline (Ovid)

FIGURE 3 "Home Page." ASU Libraries. Accessed October 27, 2011. <http://lib.asu.edu>. (Reprinted with permission.)

CONCLUSION

Adobe Connect is just one of many webinar technologies that allow an instructor to reach distance students as well as those face-to-face but there are some pitfalls along the way. In a post-class evaluation, ASU nursing students said it is difficult to type their questions in the chat box/pod. They would prefer to have their microphones open so they can verbally ask the librarian their questions. It is very time consuming to open and close each student's microphone when they are asking questions. When the microphones are left open during the question and answer period students talk over each other, and background noise is often heard. The second complaint is that students say that the large center screen/pod is sometimes hard for them to see. One of the ways to work around this issue is to share the entire screen but not within the pod. This solves the size issue but then the instructor must remember to toggle back and forth between the full shared screen and the chat pod screen.

The growth of the RN to BSN program at ASU made it imperative that the health sciences librarian explore ways to provide library research instruction to distance learners. Using Adobe Connect was a sustainable way to provide assistance to a growing population at the ASU College of Nursing and Health Innovation without adding another librarian.

There are many challenges to delivering instruction on the Web. It is important to have an additional person to assist with the technical issues while the presenter focuses on the course content. It is helpful to have the sessions recorded, so students that were unable to attend the 'live' session have something to review when doing their research. Make sure the post-course assessment survey has been given appropriate thought so the data is usable; and be prepared to change the delivery method if 'live' Web instruction becomes unwieldy. At ASU the delivery of instruction to the RN to BSN students was changed to another format during the 2011 spring semester.

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