Effective Use of Digital Products – Introducing the Bucket Strategy

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EFFECTIVE USE OF DIGITAL PRODUCTS – INTRODUCING THE BUCKET STRATEGY

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The purpose of this paper is to discuss how to effectively plan a nursing course using digital products. I developed the Bucket Strategy as a way to determine the best placement of digital products in your course.

As a novice, or even as a skilled educator, it is easy to become overwhelmed with all the digital resources available! Elsevier's digital products such as HESI, Sherpath, Elsevier Adaptive Quizzing, Clinical Skills, and SimChart®, are all great tools to incorporate into a course but it can be overwhelming to understand how to use them effectively. This is a common theme echoed among nurse educators as they adopt new digital products.

Incorporating technology into the classroom is a trend in higher nursing education (Society for College & University Planning, 2016). While digital products can enhance student learning, nurse educators may find the sheer number of resources overwhelming and may either overuse or underuse the products available to them. It is important to spend time planning the implementation of your digital products so they enhance your students' ability to learn.

The Bucket Strategy

Research supports the flipped classroom model as a best practice in nursing education (Breda & Towle, 2014); using digital products is supported in the flipped classroom model, however, a key point is that technology alone does not drive better outcomes (Kolb, 2017). This is why I like to introduce the **Bucket Strategy** when discussing the flipped classroom model.

There are three main buckets to help you utilize digital products and promote the flipped classroom model. Bucket one is student preparation for class, bucket two is in class time, and bucket three is evaluation. Bloom's taxonomy is the framework utilized for the Bucket Strategy. For optimal success, it's the nurse educator's responsibility to place products in the correct bucket.

Developed in 1956 and revised in 2001, Bloom's taxonomy helped to provide an organized structure for cognitive learning (Owen-Wilson, L., 2016). Now, it's commonly used as a framework to help educators develop course objectives and can be used to help guide them in the selection and placement of digital products.

Once you have selected the products that meet your course objectives, use the Bucket Strategy to effectively plan how they'll be used in your course. Bucket one – student preparation – aligns with the *Remembering and Understanding* levels of Bloom's taxonomy. Bucket two represents time spent in class and aligns with *Application* and higher levels of Bloom's. Bucket three represents evaluation either as student self-evaluation or formative evaluation by the nurse educator and is aligned with *Analyzing* and higher levels of Bloom's.

Bucket 1 — Student Preparation, Bloom's Levels Remembering and Understanding

Bucket 2 — In-Class Time Bloom's Levels Application, Analyzing, Evaluating, and Creating

Bucket 3 — Evaluation, Bloom's Levels Analyzing, Evaluating, and Creating

Steps to Consider

There are three important steps to successfully plan implementation of digital products in your course. First, it is important to review your course outcomes and objectives. To do so, consider the following questions:

- How is your content currently presented and is there a better way to present it?
- Is there something you expect from the student that the digital product will promote?
- What is your goal for adding a digital product to your course?

Once you have answered the questions above, the next step is to learn about the product and complete product training. A clear understanding of the product will help to ensure optimal implementation.

The last step is to think about the content you are covering and how the new digital product might help to improve your teaching strategy. This is the time to start filling your buckets! Consider the following questions with your digital product in mind:
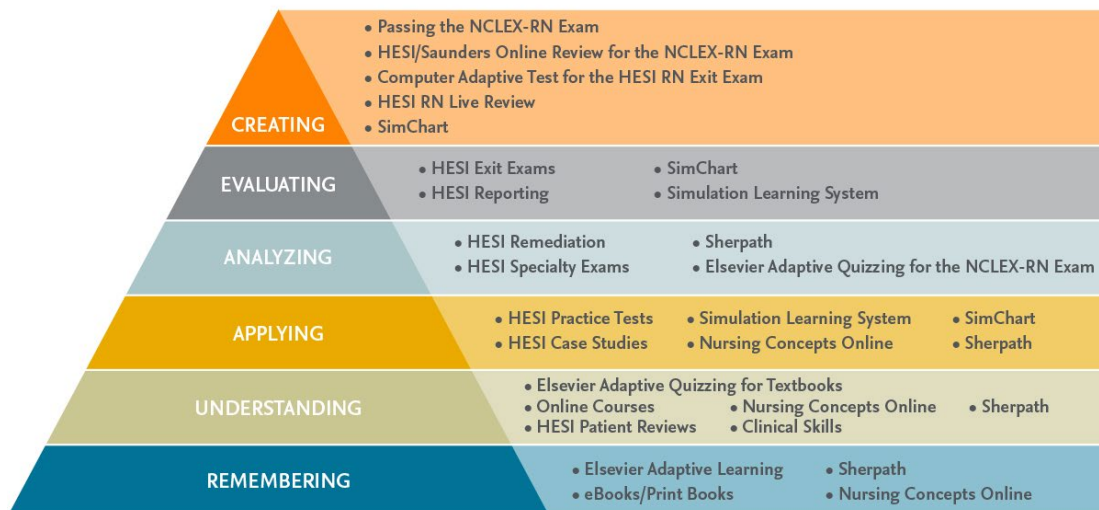
- Bucket 1- Are you expecting students to come prepared to class?
- Bucket 2- How will you create an active and engaged learning environment?
- Bucket 3- How will you promote student self-evaluation and formative evaluation as the nurse educator?

Answer the questions above for **each content area** of your course. Then, determine what piece of your new digital product you want to use in each bucket in order to meet your course objectives. It is important to note that products can be used in multiple buckets depending on how you implement them. For example, SimChart is listed at the application level in the Bloom's taxonomy graphic below. If your content area is oxygenation, you could have students chart "expected" respiratory findings for a patient with asthma during class, this would best align with bucket two and is a great use of in-class time to help students apply content.

SimChart could also be used for evaluation in bucket three. For example, if your content area is oxygenation, you could have students get in groups and use SimChart to create an asthma patient with orders, medications, lab values, nursing care plan, etc. Having students create a patient on their own is a great formative evaluation and will help you to determine if students truly understand oxygenation as it relates to asthma.

Choosing your Digital Product

The pyramid graphic below is designed to help you think about what Elsevier digital products are associated with each level of Bloom's taxonomy. Use it as a reference when thinking about which products to use to fill your buckets.

CREATING
- Passing the NCLEX-RN Exam
- HESI/Saunders Online Review for the NCLEX-RN Exam
- Computer Adaptive Test for the HESI RN Exit Exam
- HESI RN Live Review
- SimChart

EVALUATING
- HESI Exit Exams
- HESI Reporting
- SimChart
- Simulation Learning System

ANALYZING
- HESI Remediation
- HESI Specialty Exams
- Sherpath
- Elsevier Adaptive Quizzing for the NCLEX-RN Exam

APPLYING
- HESI Practice Tests
- HESI Case Studies
- Simulation Learning System
- Nursing Concepts Online
- SimChart
- Sherpath

UNDERSTANDING
- Elsevier Adaptive Quizzing for Textbooks
- Online Courses
- HESI Patient Reviews
- Nursing Concepts Online
- Clinical Skills
- Sherpath

REMEMBERING
- Elsevier Adaptive Learning
- eBooks/Print Books
- Sherpath
- Nursing Concepts Online

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Conclusion

In summary, planning a course with digital products can be overwhelming, but the Bucket Strategy helps simplify the process – enhancing your student's ability to learn and helping to promote optimal student outcomes.

References

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