Using Storyboarding Pedagogy to Promote Learning in a Distance Education Program

Storyboards are a useful tool for effectively presenting a team’s work to a variety of audiences, especially in an electronic classroom setting. Online and hybrid courses provide opportunities for faculty to use technology and digital applications, such as storyboarding, to enhance student learning and engagement. Although storyboarding is relatively new, the approach can enhance student understanding of concepts and applications by constructing a story in a series of visual scenes with or without commentary (Dexter, 2016). According to Lillyman, Gutteridge, & Berridge, (2011), nursing students and nursing educators positively evaluated the use of storyboarding in the online classroom as a way of exploring end-of-life issues, promoting creativity, and applying critical thinking and reflection-on-practice in the classroom (Dexter, 2016). The students are asked to share an experience from practice and engage in narrative storytelling, allowing them to make sense of issues that they identify as personally important.

Learning Objectives

This article provides a preliminary framework for the use of the online tool Storyboardthat® (http://www.storyboardthat.com) in nursing education as a way to incorporate a patient’s role into the learning environment. Through the use of storyboarding, students will apply health principles to decision making by analyzing situations that the professional nurse may encounter.

Learning Strategy

The instructors provided guidance regarding several health issues. In addition, through facilitation, the instructors provided tutorials on how to use Storyboardthat and examples covering various health issues. Students then created and posted their own Storyboardthat to the course discussion forum. Students engaged with one another in the discussion forum by providing scholarly references to support their feedback.

Student Evaluation and Learning

Evaluation of the method was given as a pre- and posttest that consisted of five polling questions, which included teaching methods and the process of using a storyboard as patient education tool. Students were given the opportunity to verbalize their impression of the storyboard experience during the debriefing through the course discussion board forum. Ninety percent of the students who completed the storyboarding activity expressed that learning how to use the tool helped them to teach and educate patients in a unique way. In addition, 93% of students indicated that using storyboarding as a teaching technique created a healing effect. Finally, 97% of the students indicated that through the use of storyboarding, they were able to disseminate health care information to patients more effectively.

Method Limitations and Clarifications

For the online delivery of the storyboarding assignment, one of the main concerns was that a total of three storyboards of 212 did not meet the rubric requirements of visual representation, resulting in a low-graded score. Upon investigating why those students failed to meet the rubric requirements, it was soon discovered that using another Internet browser altered the view of the storyboard in the virtual space. In future modules within this course, it will be clarified for students and graders to specifically use the Google Chrome™ web browser to create and review the storyboards, as suggested on the Storyboardthat website for best results.

Overall, the use of Storyboardthat provided students with a multimodal experience of educating patients. Storyboards provide a different learning experience that allows students to teach patients on how to better understand and cope with health issues or challenges.

References


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