

# Exploring the Effectiveness of Student-Led Webinars and Workshops as Teaching Strategies Using Kirkpatrick Model Among MSN Students

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<https://doi.org/10.62345/jads.2025.14.1.30>

## Abstract

*To explore the effectiveness of webinars and workshops as teaching strategies using the Kirkpatrick model among MSN students. A qualitative phenomenological study was conducted at Ziauddin University Faculty of Nursing and Midwifery (ZUFONAM). The target population consisted of Master of Science in Nursing (MSN) students enrolled at ZUFONAM. This study adopted a quasi-experimental post-analysis design and followed a qualitative phenomenological approach. A qualitative descriptive study explored nursing students' experiences conducting workshops and webinars as course assignments. Data were collected through semi-structured interviews with participants who shared their challenges, learning experiences, and recommendations. Thematic analysis identified key themes, including initial challenges due to ambiguity, skill development in teamwork, communication, collaboration, and technological handling, as well as suggestions for incorporating workshops and webinars into teaching strategies. This study's findings reflect the growing importance of interactive learning strategies in nursing education. While there are still issues with the preparedness and comfort of students with new formats, the overall benefits of workshops and webinars in enhancing teamwork, communication skills, and confidence are well-documented in recent literature.*

**Keywords:** Nursing Education, Webinar, Workshop, Professional and Skill Development.

## Introduction

In medical and nursing education different teaching and learning styles are adopted, focusing on the active learning of the students (Shipps et al., 2023). At the graduate level students are very experienced, therefore, the traditional lecture method does not seem beneficial. Students are adult learners with vast educational and clinical experiences. For that reason, student-led activities are an innovative way of active learning in which student take ownership of their learning experience (LaTourrette et al., 2021). Researchers highlighted that the concept of active learning is effectively implemented in medical and nursing colleges. Active learning is defined as learning by doing (Mohamed, 2018). There are different methods faculty members are utilizing to promote active learning. Student-led workshops and webinars allow students to participate under the supervision of an expert person and conduct small group discussions (Ebner et al., 2019). These small group discussions enhance the ability to interact professionally, develop confidence, engage more in their learning, have the freedom to deliver

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their content utilizing their abilities, advance their skills in teaching, and enhance leadership skills among students (Gupta et al., 2021).

Webinars are a kind of seminars conducted online in other words it is called web-based seminars. Digital learning is commonly encouraged in higher education and professional training nowadays and is identified as an effective teaching-learning strategy in higher-level education. In these online sessions, students facilitate communication that not only enhances their communication skills but also learns to deal with participants across the globe. Webinars are the platform where students can learn to operate recent IT technology, web cameras, and other equipment as well. Furthermore, they learn to develop the skills of moderators as well (Gomathi et al., 2014).

Workshops are smaller group activities in which students work as facilitators using the didactic approach to the delivery of information. Researchers claim that in different domains of health care the approach of learning is shifting towards the learner-centered that helps learners to engage in their learning and work constructively (Ross et al., 2018). These workshops are based on practicing learned skills during sessions. These hands-on practices using an interactive approach enhance critical thinking skills, and learn lifelong competency. Consequently, workshops must be designed in a manner that incorporates interactive activities (LaTourrette et al., 2021).

The efficacy of student-led webinars and workshops as teaching methodologies, assessed through the Kirkpatrick model, remains underexplored among master students. Despite the increasing prevalence of these interactive formats in academic settings, there exists a gap in understanding their impact on learning outcomes, knowledge retention, and skill acquisition within the MSN curriculum. Addressing the gap is crucial for optimizing teaching strategies and enhancing the educational experience for MSN students, thereby fostering their professional development and readiness for clinical practices. The study aims to explore the effectiveness of webinars and workshops as teaching strategies using the Kirkpatrick model among MSN students

## Literature Review

Workshops and webinars are utilized in many disciplines as an effective strategy for teaching and learning. Research conducted at Yale University aims to involve students in student-led workshops to improve skills and learn to work in an interdisciplinary and collaborative environment. The results of the study concluded that students agreed that this kind of workshop develops effective communication skills, improves skills in visual engagement, and encourages them to work in peer-based groups. Researchers recommended that student-led workshops can improve perceived discussion skills and tend to work collaboratively (Shipps et al., 2023). Another study conducted on nurses of primary health care aims to utilize didactic teaching and learning approaches in teaching new modalities in primary health care services. The pre and post-testing results of the study clearly stated that participants improved knowledge and revealed a high satisfaction rate with the interactive workshops (Mukurunge et al., 2021).

Learning through technology is increasingly popular in higher education and professional training. Webinars are web-based seminars conducted online, in which participants and facilitators communicate live over the internet across distant geographical locations using shared virtual platforms and interact ubiquitously and synchronously in real time (Gegenfurtner & Ebner, 2019). The findings of the systematic review aim to identify the effectiveness of webinars and suggest that webinars are slightly more effective than control conditions such as video calling. Furthermore, webinars are more effective in promoting knowledge and skills (Gegenfurtner & Ebner, 2019). Another study conducted aims to identify online learning and student satisfaction using Kirkpatrick model. The Kirkpatrick model of evaluation has four levels that are reaction, learning, reflection, and result. The research stated that the students

find to be more satisfied in the online learning system. Furthermore, the results of the study concluded that online learning is more beneficial for transferring knowledge through distance (Gegenfurtner & Ebner, 2019).

In the other medical disciplines webinars and workshops are utilized as the teaching learning strategies successfully. Palppallil et al. (2016) utilized student-led seminars as a teaching and learning strategy in pharmacology studies. The results of the study concluded that student-led seminars allow students to participate actively, it enhance peer intervention and teamwork. In the other study conducted in the COVID-19 period. Researchers stated that in the period of the pandemic, the virtual platform was the only medium to communicate with the students and transfer academic studies too. Researchers found webinars and workshops as an effective strategy for delivering knowledge. The study identified that 66.7% of students perceived that webinars are an effective strategy to gain knowledge. It was concluded that students showed a higher rating of usage of webinars as a teaching and learning strategy versus other methods (Sivaramalingam et al., 2022). Gomathi in 2017 conducted student-led seminars and assigned a few topics to be covered through these seminars. Researcher claims that it was not an effective strategy identified by the students and further research is required to identify the specific reasons for not being an effective strategy (Gomathi et al., 2014).

Karim et al. (2023) stated that nowadays it is very important that teachers know all the methods and technology to teach students. in this way teacher s could not only teach successfully to the students but also help create a supportive environment for the students in learning. Researchers further highlight that teachers have to be equipped with professional skills and adopt all competencies required to broaden their horizon of learning in this way they could keep students motivated during their learning process (Karim et al., 2023). Research conducted in Karachi aims to highlight the importance of workshops. The results of the study reveal that training workshops are becoming a most demanding source of continuous education. Through hands-on practices, participants could learn many creative things effectively in a short time. Another study conducted to develop policy in India aims to analyze the effectiveness of webinars using 253 primary data collected by scholars of different universities. The study concluded that today's time is evidence of change and innovations and requires the use of modern innovations in education too. Through webinars, students can access easily highly qualified people in their education and learning through a diversified audience (Kumar et al., 2021). Another study was conducted on the medical students in the course of physiology in which 64 first-year students participated. Students were divided into further subgroups and topics were allocated to conduct seminars under the guidance of mentors. The effectiveness of the student-led seminar was identified through Kirkpatrick's model of evaluation using its levels 1 and 2. The results of the study identified that significant improvement was observed among students. Student's self-perceived knowledge, skills, and attitudes were improved. Furthermore, the satisfaction rate was high (Vijj et al., 2022). In conclusion, workshops and webinars are mostly highlighted as effective teaching strategies and could be utilized in higher education as teaching-learning strategies.

## Methodology

The study was conducted at Ziauddin University Faculty of Nursing and Midwifery (ZUFONAM). The target population consisted of Master of Science in Nursing (MSN) students enrolled at ZUFONAM. This study adopted a quasi-experimental post-analysis design and followed a qualitative phenomenological approach. The study was completed within six months after obtaining approval from the Ethical Review Committee (ERC).

As a qualitative phenomenological study, data were collected through focus group discussions. There were 5-6 participants in each focus group, and the total number of focus groups depended on data saturation. Participants were selected using a non-random sampling technique.

Inclusion criteria included all MSN year I students who had completed the Educational Planning and Design course, all MSN year II students who had completed the Educational Leadership and Management course, and students who maintained at least 85% attendance. Students who refused to provide consent were excluded.

At the beginning of the semester, MSN year I and II students were divided into groups. Detailed guidelines for conducting their respective activities were provided. Year I students, focusing on the educational track, organized workshops on teaching and learning strategies as part of their educational planning and designing, and teaching and learning courses. Year II students, focusing on educational leadership, organized webinars as part of their educational leadership and management course. Each group selected topics for their workshops or webinars and identified one expert facilitator. Course faculty supported the students in selecting topics and identifying expert facilitators. Official approval was obtained from the university to conduct these activities, which were also open to external students and faculty members. After the completion of the workshops and webinars, data were collected from the students of both years I and II. Data were collected using the four levels of the Kirkpatrick Model. For the reaction and learning levels, students wrote reflections at the end of the session, detailing their learning experiences and assessing knowledge gained through the process. Behavioural changes were captured using evaluation forms for workshops and webinars. Lastly, focus group interviews assessed the outcomes and impact of the workshops and webinars on the students.

This study aimed to explore the effectiveness of student-led educational workshops and webinars in enhancing learning, behavioural changes, and professional outcomes among MSN students. By employing the Kirkpatrick model, this qualitative phenomenological approach provided a structured evaluation of the educational activities and their impact on MSN students at ZUFONAM.

## Results

The data was analyzed through thematic analysis. The analysis of the two focus group interviews emerged three main themes that are; challenges, learning, and future recommendations. Table 1 shows the study guide questions conducted for the focus group.

**Table 1: Questions for the focus group**

The semi-structured focus group interview was guided by the following questions:	
How do you find the workshop/webinars as part of your course?	
What was your experience while conducting a workshop/webinar?	
What do you recommend that it should or not be continued in the future?	

Table 2 shows the Themes and the Categories after the thematic analysis.

**Table 2: Compilations of the themes**

Themes	Categories
Challenges	Never done before Ambiguity
Learning	Teamwork Effective communication Collaboration Networking Handling of gadgets Motivation Gain confidence
Future recommendations	

### Challenges

Nursing students stated that initially, they labeled this activity as challenging. They defined challenging as never done before and ambiguity or uncertainty of fulfillment of tasks assigned. Participant 'A' expressed,

*"The first time when we heard that we had to conduct a workshop, I was worried about whether I would be able to conduct it or not".*

Participant 'B' stated ambiguity.

*"I was surprised when I heard that I have to conduct a webinar as a course assignment. I was not sure whether we would be able to conduct it. In conclusion, the situation was very confusing for us".*

### Learning

The second theme that emerged from the analysis was learning. The themed learning is categorized as teamwork, effective communication, collaboration, networking, handling of gadgets, motivation and gaining confidence. Participants of the study shared their learning as participant 'C' shared that.

*"The workshop we conducted helps to work as a teamwork. Such as we divided our tasks according to our specialty and also helped each other in the given tasks".*

Moreover, participant 'D' verbalized that.

*"Furthermore, participants also expressed that workshops and webinars helped them to collaborate among themselves and to build skills of networking with qualified national and international speakers".*

Such as Participant 'E' shared that.

*"For webinars our group had to do marketing for our webinars and handle all electronic gadgets by ourselves, on one side we were dealing with the online audience, and on the other hand, we had to manage speakers professionally. So, it was challenging, but lots of learning happened",*

### Future Recommendations

Participants further shared their recommendations for the future that classes should be conducted in workshop and webinar style. They expressed that workshops and webinars are effective teaching-learning strategies and could be utilized in the future as well.

Such as participant 'F' verbalized,

*"We first time utilized webinars as a teaching-learning strategy in our course, before that all we were attending was lectures and that was so boring. I recommend that it should be part of our course as well".*

### Discussion

This research finding has shown the major challenges, learning experiences, and future recommendations from nursing students on their participation in workshops and webinars as part of their curriculum. Thematic analysis shows that although the students were initially intimidated by these activities, they finally realized that they helped foster essential skills such as teamwork, effective communication, and confidence.

Specifically, the challenges identified by the participants include feelings of ambiguity and being unprepared. Such findings are in tandem with the findings from recent studies, that nursing students often feel anxious when engaging in unfamiliar learning methods, particularly those involving public speaking or leadership roles (Seshabela & Shakwane, 2024). Similarly, another study suggested that students faced difficulty while dealing with new strategies and hesitated in learning new ways of teaching as they doubted their abilities (Siah et al., 2022).

These findings emphasize proper ongoing training sessions and support to the student facing these difficulties

Another theme "learning" emerged with participants noting improvements in teamwork, communication, and technical skills. This result supports one of the studies that revealed how the interactive learning environment would greatly boost collaboration skills as well as confidence levels (Koohestani et al., 2016). In addition, another similar study also suggested that webinars made it easier for students to gain appropriate knowledge related to networking as well as professional teamwork in comparison with traditional lecture-only attendees (Tan et al., 2018).

Moreover, similar to the context one of the studies also discussed the usage of technology in the facilitation of learning and it became the backbone of teaching (Gause et al., 2022). Through such learning activities the motivation level and encouraged. Interactive formats motivated not only the students to take initiative but also to build their self-efficacy toward presenting professional presentations and communicating effectively with others. As study also aligns with the findings that their level of inherent level of motivation in learning and having the opportunity to choose different ways to solve problems throughout the learning process (Kong, 2021). These experiences also instilled a feeling of accomplishment, encouraging active participation by students in learning processes to prepare them for real-world professional scenarios.

For future recommendations, participants suggest including this webinar and workshops in the formal curricula, as these strategies help nurses recognize the nursing practice. A similar study aligns with this finding in terms of nursing practice and resolved problems on time. Education and training have become an important approach for improving nurses' ability to recognize and manage clinical deterioration; it has become one method of reviewing and updating knowledge and skills that can influence certain innate ideas, introducing new clinical practice methods for teaching. Only with a quick development of knowledge-based behavior and clinical experience is a nurse able to recognize deterioration in a patient. Since this knowledge and practice (Liu et al., 2023). Moreover, another study also emphasizes this strategy from a different angle, that the beginner's requirement for nursing education at this time is to reduce the competition among the students, encourage cooperation, and develop a healthy study environment by adopting modern teaching methods (Joseph, 2023).

However, some comments have been received from the participants that there should be training and classes for educators also to make future nurses through these pedagogical strategies. Training that imparts the capacity to integrate knowledge into practice, technical skills, and ethical conduct, are the best ways to prepare students to enter the professional practice (Pagnucci et al., 2015). This finding supports the recommendation of this current study to continue to assess the effectiveness of workshops and webinars on nursing education and practice as experienced by participants and implement the suggestion in future studies.

## Conclusion

In conclusion, this study's findings reflect the growing importance of interactive learning strategies in nursing education. While there are still issues with the preparedness and comfort of students with new formats, the overall benefits of workshops and webinars in enhancing teamwork, communication skills, and confidence are well-documented in recent literature. Future curricula should evolve by including these innovative approaches while thoughtfully implementing ways to avoid potential drawbacks through ongoing evaluation.

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