Best Practices in Teaching Strategies

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Objectives

- After this presentation, the audience will be able to:

1. Identify Core Competencies for Nurse Educators
2. Understand characteristics of today's student learners
3. Recognize the value of educational philosophies and learning theories
4. Cognize evidence-based teaching strategies

NLN's Excellence in Nursing Education Model

The NLN Excellence in Nursing Education Model comprises eight core elements:

- A well-prepared faculty
- Student-centered, interactive, and innovative programs and curricula
- Evidence-based programs and teaching/evaluation methods
- Qualified students
- Clear program standards and hallmarks that raise expectations
- Means to recognize expertise
- Quality and adequate resources
- Well-prepared educational administrators

NLN, 2006

Excellence in Nursing Education

NLN, 2006

Clear Program Standards & Hallmarks that Raise Expectations

NLN, 2006

Research Skills
Grant Writing Skills
Teaching Skills
Expert Researchers
Practice Skills
Teaching Skills
Expert Clinicians
Evidence-based Teaching
Advance the Profession
Citizens of the Academy
Curriculum Design, Implementation, Evaluation
Provide Leadership to Transform & Re-vision Nursing Education
Mentor Neophyte Educators
Build the Science of Nursing Education
Teaching Skills for Diverse Groups of Learners
Academic Leaders
Well-prepared Faculty
Skills with Evaluation Methods
Advisement & Counseling Skills
Programs
Individual Learners
Academic Programs
Career Development

NLN, 2006

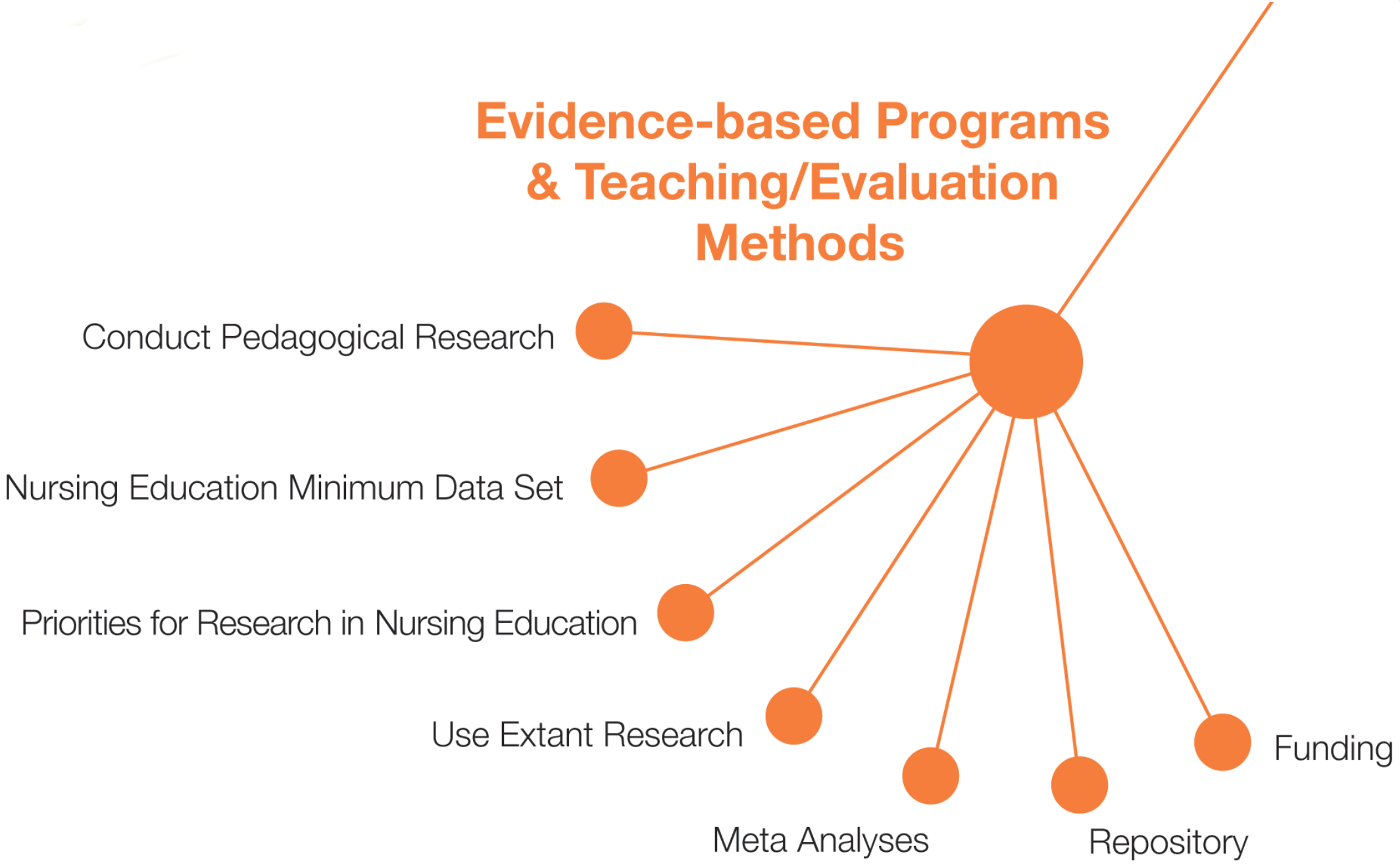
Progression Standards
Admission Practices
Retention Standards
Capitalize on Their Diversity
Involvement in Professional Organizations
Graduation Standards

NLN, 2006

Well-prepared Educational Administrators

NLN, 2006

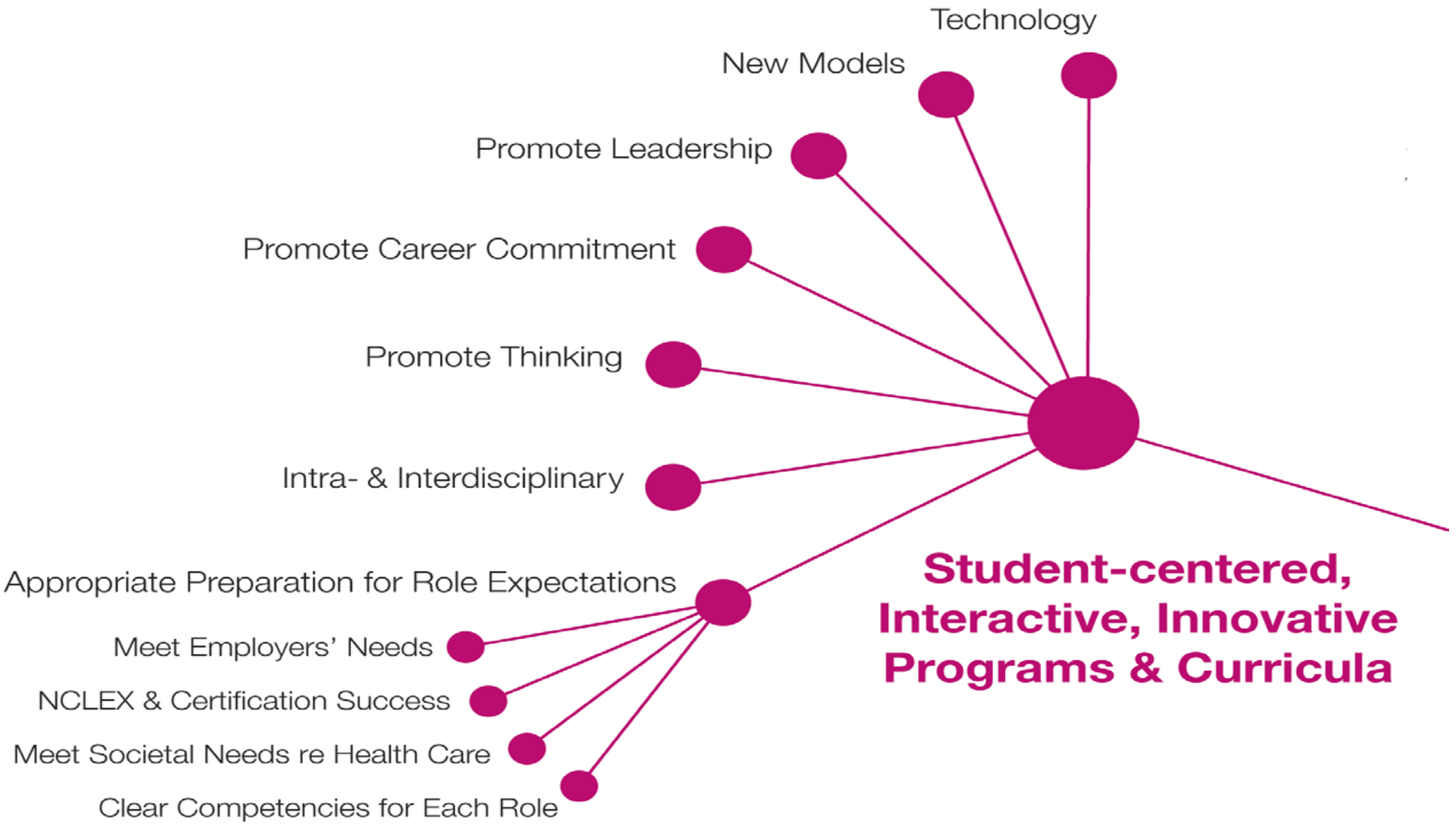
Evidence-based Programs & Teaching/Evaluation Methods



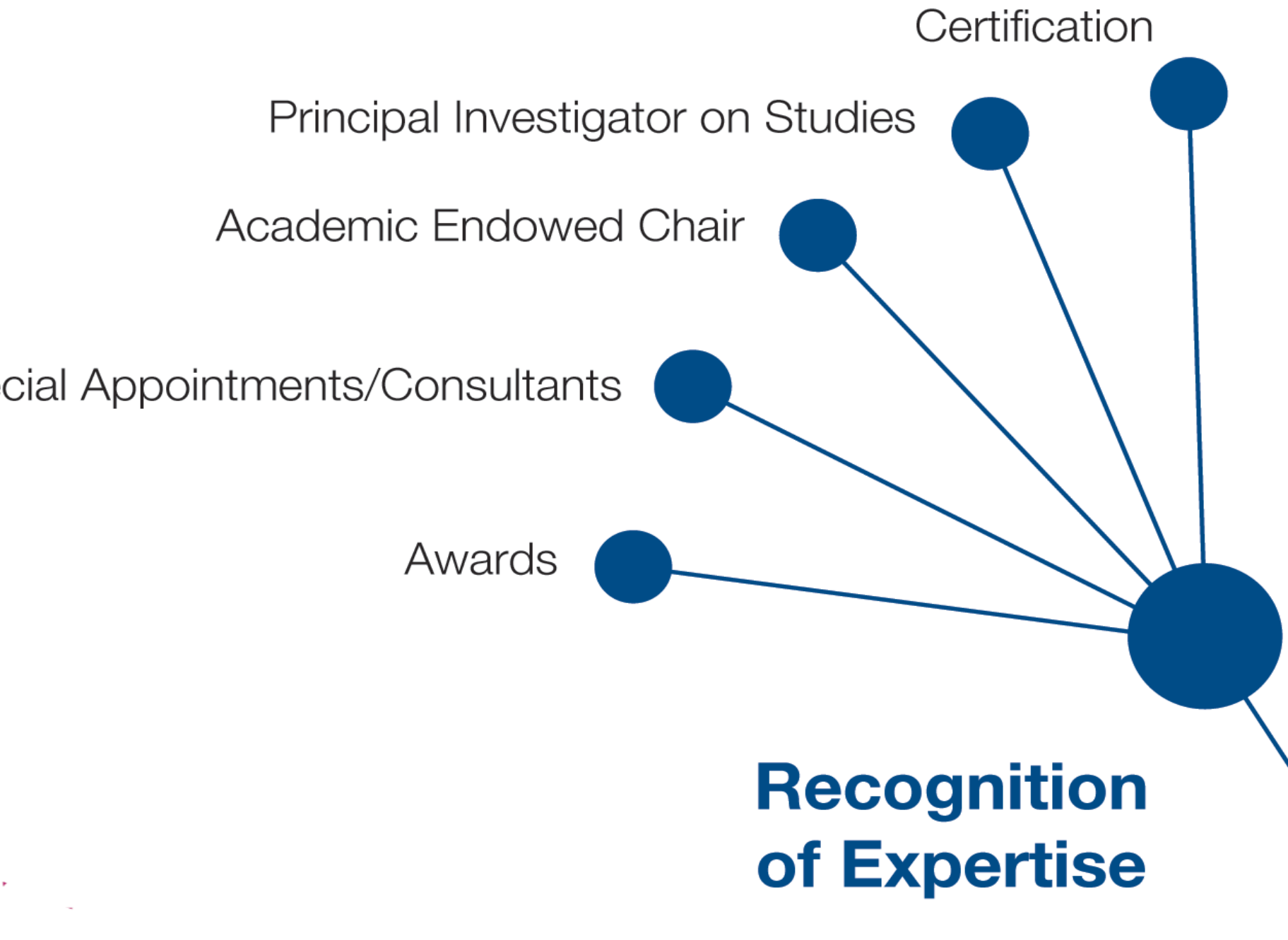
NLN, 2006

Collaborative Research
Preceptors
Faculty Involvement
Staff Education
Learning Experiences
Clinical Agencies
Quality & Adequate Resources
Library
Learning Environment Resources
Number & Preparation of Faculty
Technology
Funding to Support the Programs
Professional Involvement of Faculty & Students
Program Development
Faculty Development
Research
Other Scholarly Activities

NLN, 2006


Technology
New Models
Promote Leadership
Promote Career Commitment
Promote Thinking
Intra- & Interdisciplinary
Appropriate Preparation for Role Expectations
Meet Employers' Needs
NCLEX & Certification Success
Meet Societal Needs re Health Care
Clear Competencies for Each Role
Student-centered, Interactive, Innovative Programs & Curricula

NLN, 2006


Certification
Principal Investigator on Studies
Academic Endowed Chair
cial Appointments/Consultants
Awards
Recognition
of Expertise

NLN, 2006

NLN Nurse Educator Core Competencies

- **Competency I: Facilitate Learning**
  Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- **Competency II:** Facilitate Learner Development and Socialization
  Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
- **Competency III: Use Assessment and Evaluation Strategies**
  Nurse educators use a variety of strategies to asses and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

NLN, 2013

NLN Nurse Educator Core Competencies

- **Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes**
  Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
- **Competency V: Function as a Change Agent and Leader**
  Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.
- **Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role**
  Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

NLN, 2013

NLN Nurse Educator Core Competencies

- **Competency VII: Engage in Scholarship**
  Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
- **Competency VIII: Function Within the Educational Environment**
  Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social, and economic forces impact their role.

NLN, 2013

Nursing Education in the Classroom Setting

- Characteristics of today's student learners
  - Of all ages;
  - From many different lifestyles, ethnic, and cultural backgrounds;
    - With different generational characteristics;
    - And, most importantly, with different learning styles.

(Whittmann-Price, 2013)

Educational Philosophies

- Positive Environment- must be established for learning to take place.
- Environment must be built on philosophical foundations that:
  - Are never stagnant and change as the larger social system matures
  - Provide the foundations on which learning theories and educational pedagogies are built
  - Consider the branch of philosophy that addresses why we teach, how we teach, and what the goals of education are for learners and society
  - Date back to Florence Nightingale, who can be credited with the first nursing education philosophy

(Whittmann-Price, 2013)

Educational Philosophies

Traditional Teaching Philosophies

- Teacher-centered
- Based on what the educator could provide to the learner

Postmodern Philosophies

- Take into account social meaning of learning and the relationship between knowledge and power
- Consider multiple and innovative ways of learning

(Whittmann-Price, 2013)

Learning Theories

Teaching

- What the educator provides the learner in terms of goals, methods, objectives, and outcomes.

Learning

- The processes by which the learner changes skills, knowledge, and dispositions through a planned experience.

Whittmann-Price, (2013)

Learning Theories

- Theoretical Frameworks
  - Formalize how people learn and how they store, connect, discover, and retrieve skills and information
  - Try to explain the connection between knowledge and the human brain.

Whittmann-Price, (2013

Learning Theories

- Educational Philosophy
  - Guide Learning Theories
- Philosophies are driven by
  - Metaphysics (the study of what's real)
  - Epistemology (study of what is truth and knowledge)
  - Axiology (study of what is good)

- Learning Theories
  - More defined concepts
  - More applicable to teaching situations than are philosophies

(Whittmann-Price, 2013)

Evidence-Based Teaching Practice

- Rossetti and Fox (2009) studied interpretive statements of educators, recognized for excellence, from various disciplines and identified four themes in their written educational philosophies:
  - Presence,
  - Promotion of learning,
  - Educators as learners, and
  - Enthusiasm.

(Whittmann-Price, 2013)

Models Specific to Nursing

- Carper (1978) described four ways that nurses understand practice situations:
  1. Empirical or scientific knowledge (includes evidence-based practice [EBP])
  2. Personal knowledge or understanding how you would feel in the patient's position
  3. Ethical knowledge or attitudes and understanding of moral decisions
  4. Aesthetic knowledge or understanding the situation of the patient at the moment
- Munhall (1993) added the fifth way of knowing:
  - Unknowing or understanding that the nurse cannot know everything about the patient and must place him- or herself in a position willing

(Whittmann-Price, 2013)

Models Specific to Nursing

- Benner (1982) described five levels of nursing expertise:

1. Novice— a beginner with no experience
2. Advanced beginner— a person who is at the point of demonstrating acceptable performance
3. Competent— typically a nurse with 2 to 3 years' experience in the same role
4. Proficient— a nurse who perceives and understands situations as a whole
5. Expert— a nurse who no longer relies on principles, rules, or guidelines to understand patient needs and determine actions

(Whittmann-Price, 2013)

Deep, Surface, and Strategic Learning

- Deep learning approach
  - A learner addresses material with the intent to understand both the concepts and meaning of the information.
- Surface learning, or atomistic, approach
  - Memorization of facts and details.
  - Motivation for surface learning, which is primarily extrinsic, is driven by either the learner's fear of failing or the desire to complete the course successfully.
- Strategic learning approach
  - The learner does what is needed to complete a course. S
  - Strategic learning is a mixture of both deep and surface learning techniques

Whittmann-Price, 2013)

Motivational Theories

- Extrinsic motivation
  - Based on external variables such as grades or earning money.
- Intrinsic motivation
  - Has to do with the feeling of accomplishment, of learning for the sake of learning, or the feeling that being a nurse is something the learner always wanted to do.
  - Typically, intrinsic motivation is associated with better retention
  - Intrinsic motivation is correlated with Self-Determination Theory
    - According to the theory, humans have three types of needs: To feel competent; To feel related ; and To feel autonomous

Whittmann-Price, 2013

Motivational Theories

- ARCS Model Keller (1987) talks about the factors that educators can implement to motivate learners in the ARCS model:
  - A— Attention (keeping the learner's attention through stimulus changes in the classroom or clinical setting)
  - R— Relevance (make the information relevant to the learner's goals)
  - C— Confidence (make expectations clear so the learner will engage in learning)
  - S— Satisfaction (have appropriate consequences for the learner's new skills)

Whittmann-Price, 2013

Motivational Theories

- Brophy Model (1986) listed the following methods by which motivation is formed:
  - Modeling
  - Communication of expectations
  - Direct instruction
  - Socialization by parents and educators

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Motivational Theories

- Vroom's Expectancy Model Vroom's expectancy model (VEM)
  - Describes what people want and whether they are positioned to obtain it.
  - Three concepts:
  1. 1. Force (F)— The amount of effort a person will put into reaching a goal
  2. 2. Valence (V)— How attractive the goal is to the person
  3. 3. Expectancy (E)— The possibility of the goal being achieved
  - The VEM model is F = V × E (Vroom, 1964).

Whittmann-Price, 2013

Motivational Theories

- DeYoung lists 10 principles to motivate learners:
  1. Use several senses
  2. Actively involve the learner
  3. Assess readiness
  4. Determine if the learner thinks the information is relevant
  5. Repeat information
  6. Generalize information
  7. Make learning pleasant
  8. Begin with what is known
  9. Present information at an appropriate rate
  10. Provide a learning-friendly environment

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Teaching Styles and Effectiveness

	Andragogy	Pedagogy
Definition	The methods and practices used in teaching adults.	The methods and practices used in teaching, especially of children.
Focus	On independent, self-directed, and/or cooperative learning among adults.	On a teacher's methods of transferring knowledge to a student, who is dependent on the teacher's methods and understanding.
Authority	Adults have control over much of their learning experience and must be motivated to learn. Can often seek out new or different learning experience, at will.	Teacher controls the learning experience for children, and much of what is taught is based on rigid curricula.
Importance of Grades	May be very low	High

Teaching Styles and Effectiveness

Quirk's Classification of Teaching Styles

- Assertive— An assertive style is usually content-specific and drives home information.
- Suggestive— Educator uses experiences to describe a concept and then requests the learners research more information on the subject.
- Collaborative— The educator uses skills to promote problem solving and a higher level of thinking in the learners.
- Facilitative— Educators using this style often challenge the learners to reflect and use affective learning. Educators challenge learners to ask ethical questions and to demonstrate skill with interpersonal relationships and professional behavior.

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Teaching Styles and Effectiveness

- Kelly's Teaching Effectiveness Kelly (2008) studied learners' perceptions of teaching effectiveness and found that the most important three attributes were:
  - Teacher knowledge
  - Feedback
  - Communication skills

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Teaching Styles and Effectiveness

- House, Chassie, and Spohn's Teaching Behaviors (1999) provide examples of the following behaviors and their effect on learners:
  - Making eye contact can encourage learner participation in class.
  - Positive facial expressions that elicit a positive learner response, such as head nodding, can assist learners in feeling comfortable dialoguing in class, whereas negative gestures, such as frowning, can discourage learner class participation.
  - Vocal tone is very important and can easily portray underlying feelings and encourage or discourage learner participation.

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Teaching Styles and Effectiveness

- Choo's Characteristics of Educators (1996) lists some of the characteristics of educators that are positive and promote learning:
  - Values learning
  - Exhibits a caring relationship
  - Provides learner independence
  - Facilitates questioning
  - Tries different approaches
  - Accepts the differences among learners

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Teaching Styles and Effectiveness

- Koshenin's Positive Teacher– Learner Relationship Attributes (2004) presents five themes in the mentoring teacher– learner relationship that can be conceptually transferred into the classroom. They are as follows:
  1. Worry about the learner's adjustment
  2. Experience the pervasiveness of the relationship
  3. Feel the mutual learning
  4. Worry about the learning results
  5. Express disappointment about a lack of cooperation between the school and field (or the classroom and the larger organization of academia)

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Teaching Styles and Effectiveness

- Hicks and Burkus's Master Teachers (2011) describe attributes of "master teachers," which include:
  - Clear communication— oral and written
  - Positive role modeling
  - Professionalism demonstrated in lifelong learning and scholarship
  - Reflective practice and making adjustments for improvement
  - Use of philosophical, epistemological, and ontological influences in their practice of education

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Teaching Styles and Effectiveness

- Story and Butts's Four "Cs" (2010) discuss teaching delivery in the framework of the important four "Cs":
  1. Caring— Learners need to know that educators truly care about them
  2. Comedy— Used to "demystify" the heavy content proposed to learners in the classroom
  3. Creativity— Integrate small creative learning activities such as food examples and role-play
  4. Challenge— Maintain high expectations, and the learners will reach them

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Teaching Styles and Effectiveness

- Mann's 11 Practical Tips (2004):
  - Do not use a red pen to correct work.
  - Provide breaks for long classes.
  - Review test answers in writing, if requested.
  - Take roll call to emphasize the importance of being present.
  - Set boundaries.
  - Evaluate the advice of others and be yourself.
  - Write down your expectations.
  - Do not change textbooks during a course.
  - Attend any and all in-services you can about teaching.
  - Teach to the learners' level.
  - Prepare for the next year every year.

Whittmann-Price, 2013

Learning Outcomes versus Learning Objectives

Objectives

- An ***objective*** speaks to the process, therefore, it is **teacher-centered**.
  - Nursing educational leaders have rightfully questioned the use of objectives within today's postmodern educational philosophy environment because:
    - All learning is not displayed in behavior
    - By predetermining objectives or outcomes, the depth and breadth of the learners' experience may be squashed

Outcomes

- An ***outcome***, on the other hand, speaks to the product, thus, it is **learner centered.**
  - More general at the institutional level and more specific at the course level.
  - Learning outcomes will vary depending on the level for which they are being developed: the entire school, a program, levels within a program, and the course-specific level.

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Critical Thinking and Metacognition

Critical Thinking

- The rational examination of ideas, inferences, assumptions, principles, arguments, conclusions, issues, statements, beliefs and actions
- Implicated as an indicator of NCLEX success
  - Lacks data to support the relationship
  - Lack of nursing –specific tools to adequately measure critical thinking in both beginning and graduating learners.

Metacognition

- An individual's knowledge, awareness, and command of thinking and learning strategies
- Evaluating your own learning and ideas and being able to change them to understand and promote your own learning success

Whittmann-Price, 2013

Evidence-Based Teaching Practice

- Teaching strategies that enhance critical thinking:
  - Questioning that promotes the evaluation and synthesis of facts
  - Classroom discussions and debates with open negotiation
  - Short, focused writing assignments such as – Summarize five major points in a chapter – Discuss the essence of the chapter using a metaphor – Explain the chapter to your neighbor who has a high school education – How does the chapter affect your life, personally or professionally?
  - Using case studies has also been reported as a learning strategy to increase critical thinking skills

Whittmann-Price, 2013

Evidence-Based Teaching Practice
Assessing Learners' Critical Thinking Skills

- The California Critical Thinking Disposition Inventory evaluates seven "habits of the mind":
  1. Truth seeking
  2. Open-mindedness
  3. Analyticity
  4. Systematicity
  5. Self-confidence
  6. Inquisitiveness
  7. Cognitive maturity

- The Watson-Glaser Critical Thinking Appraisal (1964) has five subcategories:
  1. Inference
  2. Recognition of assumptions
  3. Deduction
  4. Interpretation
  5. Evaluation

Whittmann-Price, 2013

Evidence-Based Teaching Practice

- Societal mandates insist on quality education mandated through accrediting and governmental agencies with an ever-increasing emphasis on public safety
- In terms of priorities for funding, there has been a lack of academic recognition of the value of nursing education research in promotion and tenure criteria
- The Core Competencies of Nurse Educators, developed by the NLN has identified competencies related to scholarship and to the practice of evidence-based teaching
- Fostering risk taking and replacing older pedagogies with active learning strategies
- Re-envisioning promotion and tenure
- Fulfilling the university mission

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Evidence-Based Teaching Practice

- Based on four elements:

1. Evidence— both quantitative and qualitative
2. Professional judgment— nurse educators' decision-making ability
3. Values of learners as clients— using judgment appropriately by getting to understand learners
4. Resource issues— money, time, and space

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Learning Activities

- Passive learning activities do not involve the learner to the extent that active learning strategies do, but are still in use because they may be an effective mode for delivering large amounts of content
- Active teaching strategies are the ones that make a classroom come alive and engage the learner

Whittmann-Price, 2013

Passive Learning Activities

- Lectures are rarely used in their pure form, with an educator informing learners by just speaking to them.
- Lectures are most often used with audio or visual supplements.
- Two of the most common visual tools are Microsoft's PowerPoint and PREZI presentation software.
  - PowerPoint can be used effectively with graphics, pictures, sounds, and new audience response systems (clicker) technology to liven up a lecture.
  - Many additional learning activities can also be interspersed within a lecture to create a more active environment, such as games, inserted video clips, discussion, and group activity

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Lectures

- Be aware that mild speaking anxiety is normal
- Be as prepared as possible
- Never memorize
- Never read word for word
- Rehearse
- Think positively
- If possible, lecture on content that you know well
- Show enthusiasm for the subject
- Have only two or three learning objectives per hour
- Assess the room
- Use teaching aids (you may know these as “active learning strategies”)
- Use plain language whenever possible. (This is important with today’s classes, which may include any number of learners who speak English as a second language, or even a third language.)
- Do not be authoritarian
- Watch nonverbal clues

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Lectures

- Do use examples; these are the basis for case studies
- Do evaluate your presentation after it ends to make immediate adjustments for next time
- Don't hurry
- Don't use a lecture if another approach is appropriate

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PowerPoint Presentations

- Limit the number of slides
- Use slides with a little information and expect learners to read
- Begin with a question
- Use current news to introduce a topic
- Use a feedback lecture format that is a 6- to 10-minute group discussion between two 20-minute lectures
- Show images and graphics
- Use cartoons
- Create clinical scenarios
- Add transitions to slides and audio
- Ask a colleague to critique it

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Active Learning Activities

- Emphasize that learning is a social activity that is best accomplished in an interactive environment
- Active learning must be relevant and must assist learners to take part in their own learning; it must also challenge them to take responsibility for their learning

Whittmann-Price, 2013

Cooperative/Collaborative Learning

- Five attributes are needed to make cooperative learning successful:
  1. Face-to-face interaction
  2. Individual and group accountability
  3. Interpersonal and small-group skills
  4. Positive interdependence
  5. Group processing

Whittmann-Price, 2013

Self-Directed Learning

- Consists of a collection of learning activities that are truly learner focused.
- A process in which the learner decides his or her learning needs.
- The learner formulates the goals, develops the networking and resources, does the learning, and evaluates the learning.

Whittmann-Price, 2013

Reflective Journaling

- Three-step Process
  - Critical appraisal is journaling done by a learner in a free form to drill down to the meaning of the clinical experience
  - Peer group discussion shares questions that the learners might have become aware of during the journaling process
  - Self-awareness or self-evaluation is the last step and relates journaling to clinical objectives for evaluative purposes

Whittmann-Price, 2013

Classroom Management

1. Encourage contact between learners and educators
2. Develop reciprocity and cooperation among learners
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Whittmann-Price, 2013

Four Pillars of Classroom Management

- Pillar 1: Educators should use instructional strategies (active learning strategies) that motivate and keep learners interested and engaged.
- Pillar 2: Educators need to use instructional time wisely and take a proactive approach to teaching by charging the learners to be accountable for their learning.
- Pillar 3: Social behaviors that need attention and correcting should be done immediately, face to face, and privately.
- Pillar 4: Educators need to create a flexible environment to adjust to the learners' needs. For example, a learner with attention deficits may be less disruptive if placed up front and center.

Whittmann-Price, 2013

thank you!

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