Welcome to the Elizabeth Kenny McCann Education Forum 2014!

Elizabeth Kenny McCann

- The funding for today's event was provided in memory of Elizabeth Kenny McCann. Beth McCann was a leading force in the development of nursing education in British Columbia and a well loved faculty member in the School of Nursing for 35 years.

- The fund is designed to support and enhance teaching/learning pedagogy and scholarship in the UBC School of Nursing.
Interact!

- You are welcome to use your smartphone, tablet or laptop today
- You can access interactive questions at:
  - PollEv.com/bernieg
  - SMS texts to 37607 (+ the poll answer)
- Follow along and participate in a real-time Twitter discussion at #EKM2014 (@TeachingNursing)
- Follow up on the Blog:
  http://blogs.ubc.ca/teachingmatters/

Aims

The aim of the forum is:

- Advance the development of nursing educational scholarship
- Highlight some current issues regarding educational scholarship and identify ways to improve practice
- Promote student centred learning
- Network with peers and discuss/disseminate innovative practice with nursing educational scholarship
Agenda

• Sign in
• You will get a name tag with a number on it
• Sit wherever you want for lunch but after lunch move to your table number!
• See the agenda at your table

The UBC Learning Ecosystem
Strategy

What is it?
The Learning Technology Ecosystem Project aims to Develop a Blueprint and Roadmap for Learning Technology at UBC

Project Background

- In Fall 2013, the Provost tasked UBC-IT and CTLT to investigate more collaborative and effective central support for learning technology.
  - Learning Technology (LT) identified as a key enabler for Flexible Learning
  - Poor performance and stability issues of Connect occurred at the start of AY2013-14
- Faculty and staff were subsequently surveyed and consulted to solicit input and feedback on attitudes towards learning technology and central support for it
- Results confirmed dissatisfaction and lack of trust amongst faculty and staff with learning technology and support
- A key outcome of this consultation with faculty identified the requirement for a strategic vision for the Learning Technology Ecosystem and a roadmap to realize it

Project Objectives

- The purpose of the Learning Technology Ecosystem Project (LTEP) is to develop a Blueprint for the future of the Learning Technology (LT) Ecosystem and a Roadmap depicting how UBC can reach this desired future

Activity #1

<table>
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<tr>
<th>#</th>
<th>Questions</th>
<th>Time</th>
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</table>
| 1 | From your table:  
  - Table #1: What are the current gaps in provision of Educational-technology support in the SoN?  
  - Table #2: From an IT infrastructure point of view, pedagogically what would you like to accomplish in the future that you are not able to do today?  
  - Table #3: What educational technology support and/or services do you need to realize your teaching goals?  
  - Table #4: How should the University measure and report effectiveness of its learning ecosystem? | 8 minutes |
| 2 | One person to provide a brief readout of the results of your discussion  
Plenary discussion on readout / question and answer | 12 minutes (3 mins. X 4) |
The Role of Clinical Simulation in Nursing Education

- Hayden et al. (2014) describe a national study to explore replacing clinical hours with simulation in pre-licensure nurse education.
After reading this report, how much clinical time do you think we should replace with simulation in a BSN program?

- Respond at PollEv.com/bernieg
- Text BERNIEG to 37607 once to join, then A, B, C, or D

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
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<tbody>
<tr>
<td>5%</td>
<td>A 4%</td>
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<tr>
<td>10%</td>
<td>B 17%</td>
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<td>25%</td>
<td>C 57%</td>
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<td>50%</td>
<td>D 22%</td>
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- “To him who has only a hammer, the whole world looks like a nail,”

Maslow (1966 - but attributed variously before then)
Activity #2

<table>
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<tr>
<th>#</th>
<th>Questions</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>In pairs/threes brainstorm/discuss and make notes on the following two questions:</td>
<td>5 minutes</td>
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<tr>
<td></td>
<td>• Given that clinical simulation represents a resource intensive and expensive teaching strategy:</td>
<td></td>
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<tr>
<td></td>
<td>A. What should we use simulation for in our undergraduate and NP curricula?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. What should we not be using it for?</td>
<td></td>
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<tr>
<td>2</td>
<td>Feedback from pairs</td>
<td>10 minutes</td>
</tr>
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Small Scale SoTL Research and Publishing

How do I get started?

• Think of some aspect of your teaching you would like to develop further
• Contact your EKM Scholarship holder
• Look for opportunities for funding or teams to join at UBC (e.g. UBC TLEF. SoN Internal grants)
• Join a CTLT CoP
• Follow and contribute to the Teaching Matters blog

Communities of Practice

groups whose “members share a passion for something they do and who interact regularly to learn how to do it better”

(Wenger, 1998)
Define your Scholarship/Research Idea

- A new classroom technique?
- A different approach in practice of labs?
- Using technology, blended, flexible learning or media in a new way?
- A different form of assessment?
- Supporting teacher development?
- Comparing teaching approaches?
- A literature review or REA?
- Reviewing secondary data?

Sources

- CTLT
- ERIC Bib database
- Education Research Complete
- SoTL interest groups (e.g. ISoTL)
- Simulation interest groups (e.g. INACSL)
Publishing

• Start with an editorial?
• A position paper?
• An evaluation paper?
• A blog?

Common Missteps

Unsuccessful manuscripts often:
• Are sent to an inappropriate journal
• Don’t follow the author guidelines
• Don’t define the issue clearly (the stream of consciousness)!
• Report an innovation with no evaluation
• Don’t establish baselines or explore literature for context adequately
• Don’t address ethical issues
Good Journals to Start

- CASN – new online journal!
- Nurse Ed. in Practice/Nurse Ed. Today
- Nursing Education Perspectives
- Journal of Nursing Education
- IJNES
- Nurse Educator
- International Journal of Nursing Student Scholarship (Students)

Curriculum Design

Learning Design for a new BSN Curriculum
Curriculum Design

- Philosophy – overall & pedagogic?
- Process or product focused (Bruner)?
- Problem-based, traditional, spiral or mixed structure?
- Role of assessment: continuous or terminal?
- Role of technology?
- Clinical practice, labs and simulation?

Activity #3

- Following a sudden global cataclysmic disaster (e.g. caldera explosion, asteroid impact or viral outbreak), five years later you have been elected President of the Council of RNs of New Canada.
- You must design a new national undergraduate BSN curriculum
  - Assume universal public health provision
  - Democratic governance
  - Population circa 60 million
Activity #3

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum Values - Diamond 9 Exercise - From your table rank the statements you have been given in terms of importance for your curriculum design (one is blank for your own statement):</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2</td>
<td>One person to provide a brief readout of the results of your mapping</td>
<td>12 minutes</td>
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<td></td>
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<td>(3 mins. X 4)</td>
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Bibliography