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Welcome to the EKM Education Workshop 1

Teaching Matters The UBC School of Nursing Teaching Scholarship Blog site



Survey Results & Contemporary Techniques

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Interact!

- You are welcome to use your smartphone, tablet or laptop today
- You can follow along and participate in real-time twitter discussion at [#TeachingMatters](#)
- You can access interactive questions at:
 - PollEv.com/bernieg
 - SMS texts to
 - Tweets to @poll (+ a number)




2

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Survey Summary

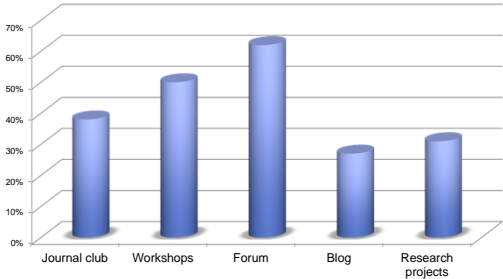
Years of teaching experience



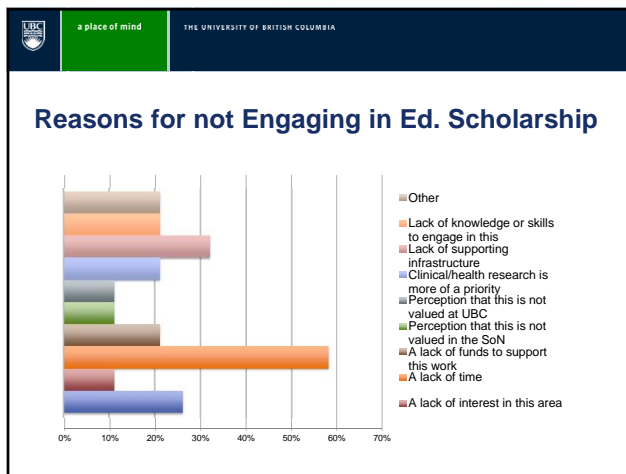
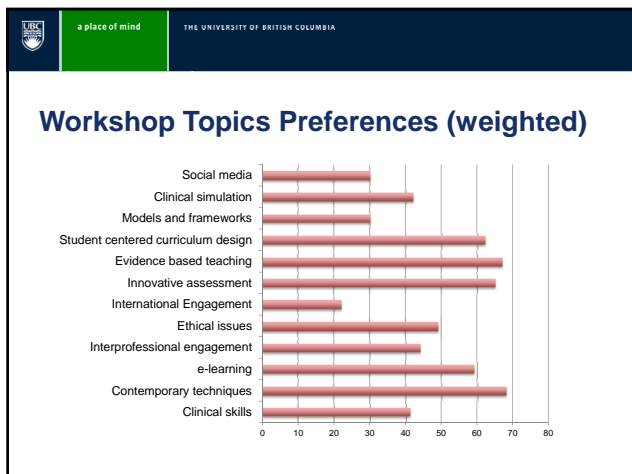
Years of teaching experience	Percentage
1-3 years	~15%
4-6 years	~5%
7-10 years	~10%
>10 years	~70%

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Likelihood of engaging in the following nursing education activities

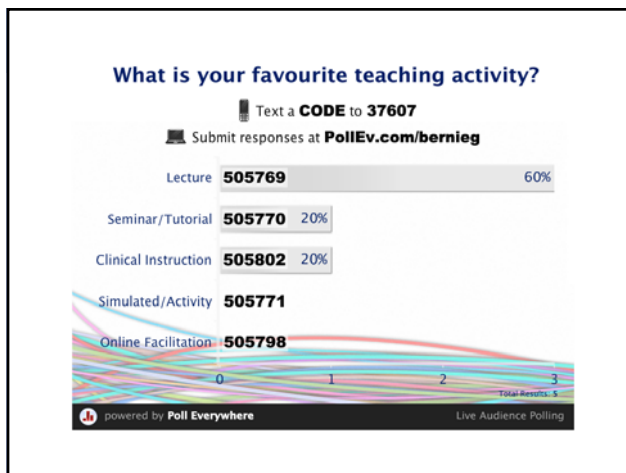


Activity	Likelihood (%)
Journal club	~42%
Workshops	~55%
Forum	~68%
Blog	~32%
Research projects	~38%



Contemporary Techniques

“What is the purpose of higher education for nurses?”



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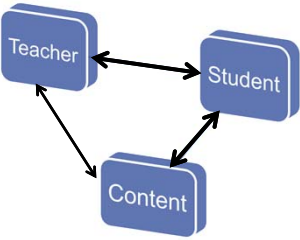
Classic Learning Theories

- Behavioural
- Cognitive
- Constructivist
- Humanistic



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Rethinking Relationships in Contemporary Education



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Socially Interactive Students who are Technologically Competent

- Action-oriented
"I cannot sit through a lecture with nothing but a talking head. Oh my gosh!"
Alexis R.
- Connected - free range learners
"Why would I call someone when I can talk to 8 people at the same time on IM? LOL"
Nathan T.

Oblinger, 2006

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Social Presence


Social presence in learning communities helps establish the conditions of inquiry and quality of interactions to support collaboration and help learners achieve their learning goals

Garrison, 2007

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Contemporary Techniques & Trends


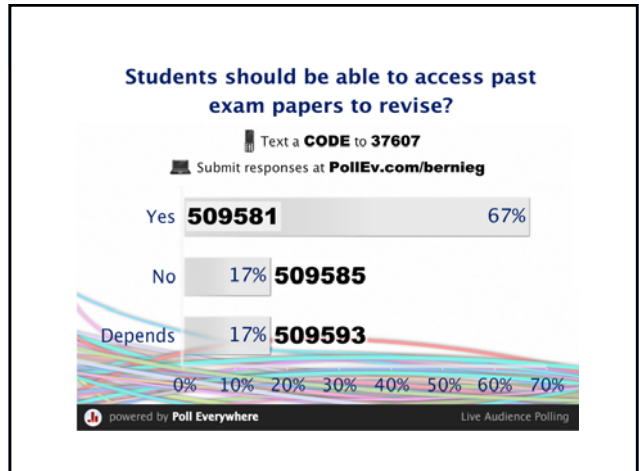
- **Student Centered Learning**
 - not the same as student directed learning
- **Blended learning**
 - Use of online and classroom based activities
- **Mixed methods**
 - Lecture, Seminar, interactivity, PBL, simulation etc.
- **Social learning**
 - Augment with social technologies
 - Team-based Learning
 - Interprofessional learning





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UBC New Examination Policy

- Student led Initiative to Create UBC Exam Database approved by Senate on the 8th March 2013
- Exam papers only to be shared in a central database – but not answer keys
- Encourages faculty to create new papers annually
- Suggested will avoid recycling examination papers
- Sharing of examination papers the discretion of the faculty



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References

Garrison, D. R. (2007). Online community of inquiry review: social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.

Oblinger, D. (2006) "Integrating Tradition and Technology," presentation at the Cornell University Computer Policy and Law Program, Ithaca, N.Y., February 28, 2006, Retrieved 28/2/2013, from <http://www.cit.cornell.edu/oit/ucpl/>.