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Teaching Matters

The UBC School of Nursing Teaching Scholarship Blog site



Welcome to the Elizabeth Kenny McCann Education Forum 2014!




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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.



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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/>


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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



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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

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The UBC Learning Ecosystem Strategy

What is it? ■






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The Learning Technology Ecosystem Project aims to Develop a Blueprint and Roadmap for Learning Technology at UBC

Project Background	<ul style="list-style-type: none"> • In Fall 2013, the Provost tasked UBC-IT and CTLT to investigate more collaborative and effective central support for learning technology. <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> • 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

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Activity #1

#	Questions	Time
1	From your table: <ul style="list-style-type: none"> • 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)

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SIMULATION


What is the role of clinical simulation in the undergraduate curriculum? ■

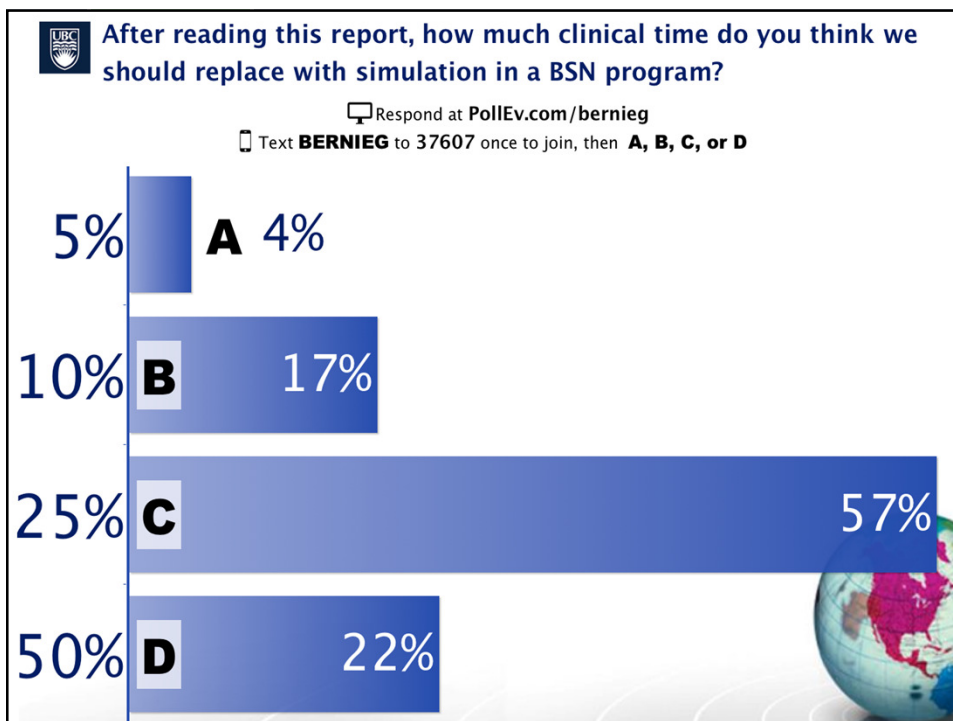


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The Role of Clinical Simulation in Nursing Education

- Hayden et al. (2014) describe a national study to explore replacing clinical hours with simulation in pre-licensure nurse education.





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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)

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Activity #2

#	Questions	Time
1	<p>In pairs/threes brainstorm/discuss and make notes on the following two questions:</p> <ul style="list-style-type: none"> Given that clinical simulation represents a resource intensive and expensive teaching strategy: <ol style="list-style-type: none"> What should we use simulation for in our undergraduate and NP curricula? What should we not be using it for? 	5 minutes
2	Feedback from pairs	10 minutes

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Small Scale SoTL Research and Publishing

How do I kick off a project and get involved in publishing in the SoTL field? ■





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)



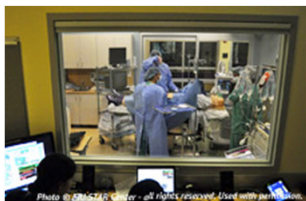
Define your Scholarship/Research Idea

- 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



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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)



A cartoon illustration of a white cat with a yellow ribbon around its neck, sitting and writing in a notebook with a yellow pencil.

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Curriculum Design

Learning Design for a new
BSN Curriculum

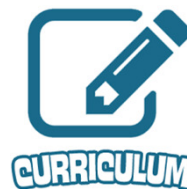


A photograph of a person standing on a rocky ridge, looking out over a vast landscape with a lake and snow-capped mountains under a dramatic, cloudy sky.



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



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Activity #3

#	Questions	Time
1	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):	10 minutes
2	One person to provide a brief readout of the results of your mapping	12 minutes (3 mins. X 4)

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Bibliography

- Bruner, J. (1960) *The Process of Education*, Cambridge, Mass. Harvard University Press.
- Hayden, J. K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P. R. (2014). , The NCSBN National Simulation Study: A Longitudinal, Randomized, Controlled Study Replacing Clinical Hours with Simulation in Prelicensure Nursing Education.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.