

Using Parse-Vision To Illuminate The Lived Experiences Of Teachers And Learners

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Abstract

The lived experiences of teachers and learners who engage in a learning journey provide significant perspectives and unique ways of knowing in nursing education, research, and practice. Yet this resource of knowledge has remained relatively unexplored and untapped. The integrative literature review presented in this paper provides an overview of the human science theory of Parse's Human Becoming Theory and Parse's Human Becoming Teaching and Learning model. Adult education teaching and learning philosophical perspectives are briefly discussed and relevant research concerning the lived experiences of teachers and learners is critically analyzed. Essences, paradoxes, and processes of Parse's Human Becoming Teaching and Learning model are elucidated as they relate to the author's personal and critical reflection of a lived experience of teaching Parse's Human Becoming Theory to baccalaureate student nurses. The salient themes revealed are *shedding the old to reveal the new is coming to know through the personal illumination of shared perspectives*. Paramount to the conclusions arrived upon is that teachers and learners choose to 'become' as they come to know the personal meaning and ways of being with each other and as they live their value-priorities within the teaching and learning partnership. The implications for nursing education are discussed and recommendations for future research are suggested.

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