

**GS/NURS 5110 3.0**  
**Nursing Education Science and Praxis**  
**Course Outline Fall 2013**

**Course Professor:**

Pat Bradley, RN, MEd, PhD, CNE  
416-736-2100 Ext. 33182  
[bradley@yorku.ca](mailto:bradley@yorku.ca)

**Course description**

This online and classroom course prepares students for advanced research-based teaching-learning nursing praxis. Development of evaluation processes emergent from a science of nursing education is undertaken. Prepares students for an academic career or senior clinical education roles. Prerequisite for educational placement in Nursing Scholarship Practicum.

**Learning outcomes**

Upon completion of the course, students will be able to:

1. undertake reflection on, and reconstruction of, their teaching-learning experience
2. articulate the relationship between teaching-learning philosophies and theories from nursing education and higher education to nursing praxis
3. articulate a personal philosophy of teaching-learning
4. develop teaching-learning activities and evaluation processes congruent with the philosophy and theory that underpins their teaching-learning praxis
5. identify research question(s) that contribute to a science of nursing education

**Approaches to Teaching and Learning:**

Learning in nursing practice settings is a journey of personal discovery, a journey fraught with multiple challenges interfaced with multiple contextual realities. Course teaching-learning activities are organized within six modules, each of which lasts 2-3 weeks. In this online course, approaches to teaching and learning encourage versatility and innovation as we explore together the complex challenges of teaching and learning. Teaching-learning strategies utilized will enhance the development of a positive learning environment through invitational online dialogue that addresses themes embedded in weekly readings, emergent questions and our reflective thinking/writing.

**Note:** Students are required to regularly access the Moodle course website and their yorku.ca e-mail account.

**Do not post pdf files** of the article/chapters but rather provide the URL link to the article preferably through the YorkU library.

**Resources**

Available online through the Moodle course Website as well as on York libraries e-resources

### **Required Text**

Lowenstein, A. (2013) *Innovative teaching strategies in nursing and related health professions* (6th ed.). Jones & Bartlett Learning.

Schultz, C.(Ed) (2009) *Building a science of nursing education: Foundation for evidence-based teaching-learning*. New York: National League for Nursing.

### **Required Text**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Articles**

References on Moodle

## Module Schedule

Module/Date	Themes/Questions to Ponder	Content
<p style="text-align: center;"><b>I</b> Sept 9- 22</p>	<p style="text-align: center;"><b>Foundational Approaches to Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>1) What is learning?</li> <li>2) What are the principles of learning?</li> <li>3) How does a learner’s prior learning affect their learning? <ul style="list-style-type: none"> <li>-activating prior learning</li> <li>-accurate but insufficient prior learning</li> <li>-inaccurate prior learning</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>a) Chapter 1 Effective Learning: What Teachers Need to Know</li> <li>b) Chapter 2 Diversity in the Classroom</li> <li>c) Chapter 6 The Teaching-Learning Experience from a Generational Perspective</li> <li>d) Chapter 7 Esthetic Action: Creativity as a Collaborative Process</li> <li>e) Chapter 8 Lighten Up Your Classroom</li> </ol> <p><b>Schultz</b></p> <ol style="list-style-type: none"> <li>a) Chapter 3 Essentials of Learning p 25-50; 60-103</li> </ol>
<p style="text-align: center;"><b>II</b> Sept 23- Oct 6</p>	<p style="text-align: center;"><b>The Science of Nursing Education</b></p> <ol style="list-style-type: none"> <li>1) How does the way a learner organizes information affect knowledge?</li> <li>2) What motivates learners? Research?</li> <li>3) How do learners develop master? Research?</li> </ol>	<ol style="list-style-type: none"> <li>a) Chapter 3 Strategies for Innovation</li> <li>b) Chapter 4 Teaching Preparation: Use of Resources</li> <li>c) Chapter 5 Clinical Reasoning in Nursing Education</li> </ol> <p><b>Schultz</b></p> <ol style="list-style-type: none"> <li>b) Chapter 1 Building a Science of Nursing Education</li> <li>c) Chapter 2 A Framework for Organizing and Reporting Research Findings</li> <li>d) Appendix D p 322-323</li> </ol>
<p style="text-align: center;"><b>III</b> Oct 7- 20</p>	<ol style="list-style-type: none"> <li><b>I. Teaching in Structured Settings</b></li>   <li><b>II. Teaching in Unstructured Settings</b></li> </ol> <p>What kinds of practice and feedback enhance learning? Research?</p>	<ol style="list-style-type: none"> <li>a) Chapter 9 Lecture</li> <li>b) Chapter 10 Problem Based Learning</li> <li>c) Chapter 11 Debate as a Teaching Strategy</li>   <li>d) Chapter 23 Philosophical Approaches to Clinical Instruction</li> <li>e) Chapter 24 Crafting the Clinical Experience: A Toolbox for Health Care Professionals</li> <li>f) Chapter 25 Concept Mapping</li> <li>g) Chapter 26 The Preceptored Clinical Experience</li> </ol> <p><b>Schultz</b></p> <ol style="list-style-type: none"> <li>h) Chapter 3 Essentials of Learning p 50-60</li> <li>i) Chapter 3 Teaching-Learning in the Cognitive Domain p 133-169</li> <li>j) Chapter 4 Teaching-Learning in the</li> </ol>

		Psychomotor Domain p 178-211 k) Chapter 5 Teaching-Learning in the Affective Domain p 218-269
<b>IV</b> <b>Oct 21-Nov 10</b> <b>Reading week Oct 31-Nov 4</b>	<p><b>I. Simulation and Imagination</b></p> <p><b>II. Educational Use of Technology</b></p> <p>How does learner environment and course climate influence learning? Research?</p>	<p>a) Chapter 12 Games Amplify Motivation in Education</p> <p>b) Chapter 13 Role Play</p> <p>c) Chapter 14 High Fidelity Patient Simulation</p> <p>d) Chapter 15 The Nursing Skills Laboratory</p> <p>e) Chapter 16 Innovation in Facilitating Learning using Simulation</p> <p>f) Chapter 17 Interprofessional Education: Communication Skills Labs</p> <p>g) Chapter 18 Using Multimedia in the Classroom</p> <p>h) Chapter 19 Using Multimedia in the Classroom</p> <p>i) Chapter 20 Synchronous Learning: Bringing Everyone Together</p> <p>j) Chapter 21 Web 2.0</p> <p>k) Chapter 22 Blended Learning</p>
<b>V</b> <b>Nov 11- 24</b>	<b>Evaluation</b>	<p>a) Chapter 30 Programmatic Evaluation</p> <p>b) Chapter 31 Assessment of Learning &amp; Evaluation Strategies</p> <p>c) Chapter 32 Student Evaluation of Teaching</p> <p>d) Chapter 33 The Clinical Pathway: A Tool to Evaluate Clinical Learning</p> <p>e) Chapter 34 Evaluation of Teaching Resources</p>
<b>VI</b> <b>Nov 25- Dec 6</b>	<p><b>Putting it all together</b></p> <p>How do learners become self-directed?</p>	<p><b>Schultz</b></p> <p>l) Chapter 7 Ongoing Development</p>

## Evaluation Overview

Evaluation Strategy	Due Date	Weighting
1. Participation and Leadership in Online Discussion	Ongoing Submit December 6	16%
2. Learning Collage	Submit September 22	14%
3. Scholarly Paper	Submit October 21	35%
4. Scholarly Presentation	Submit November 25	25%
5. Leading Discussion of Scholarly Presentation	Week of Nov 26-Dec 6	10%

## Description of Assignments

### Assignment #1 – Participattion and Leadership in Online Discussion

**Submit:** midnight December 6, 2013

**Grade:** 16% (self evaluation 8%, faculty evaluation 8%)

**Purpose of this Assignment:** Participation in the online discussion is critical to your learning.

**Include in the Assignment:** Participants are required to engage weekly in online scholarly dialogue related to the module and readings. Depth of critical analysis of the week's readings, integration of additional literature as indicated, original (self) postings and engagement with postings of peers and the course professor, and critical application of topics under discussion to related to nursing practice education are considered in self and faculty evaluation of on-line participation.

Evidence supporting the assigned grade is to be provided by students and faculty. See next page for grading criteria.

### **Evaluation Criteria:**

See following grading criteria

### Participation on online discussion grading criteria

Criteria	Exceeds Standard (2 marks)	Meets Standard (1 – 1.5 mark)	Below Standard (0 - .5 marks)
<b>Participation</b>	<ul style="list-style-type: none"> <li>• Contributes to each opportunity for discussion and suggests other sources of information</li> <li>• Posts insightful comments and questions that prompt further discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to each opportunity for discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Does not participate during one of the weeks</li> </ul>
<b>Application of content</b>	<ul style="list-style-type: none"> <li>• Content of readings and additional materials are incorporated into the discussion</li> <li>• Readily offers new interpretations of discussion material</li> </ul>	<ul style="list-style-type: none"> <li>• Content of readings are incorporated into the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion contains no reference to content of readings</li> <li>• Short perfunctory postings</li> </ul>
<b>Level of analysis</b>	<ul style="list-style-type: none"> <li>• Responses demonstrate analysis, synthesis and evaluation from a variety of sources</li> <li>• Critiques the work of others</li> <li>• Offers an occasional divergent viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Responses demonstrate analysis and synthesis of content from readings and other sources</li> </ul>	<ul style="list-style-type: none"> <li>• Responses are superficial or lack synthesis of content from readings</li> </ul>
<b>Supports learning of others</b>	<ul style="list-style-type: none"> <li>• Usually interacts with and supports learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally interacts with and supports learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Does not interact with and support learning of others</li> </ul>

Grade: \_\_\_\_

Rationale for grade:

## Assignment #2 – Learning Collage (1 page collage)

**Submit:** midnight September 22, 2013

**Grade:** 14%

**Purpose of this Assignment:** The purpose of this assignment is to provide an opportunity to display your understanding of learning using creative expression.

**Include in the Assignment:** Consider what you believe and have read about learning in education and nursing education.

Create an artistic composition of one or more images/pictures and paste into a Word document or a PowerPoint slide. This artistic expression of learning can use one or more images obtained from the World Wide Web, digital photos, or scanned picture(s) you drew. Include a one paragraph description of the image/picture.

Be prepared to post and discuss the meaning of your collage.

**Evaluation Criteria:** see **grading criteria** Based on

- ✓ effectiveness of visual representation
- ✓ organization
- ✓ attractiveness
- ✓ detail/description

### Collage Evaluation Criteria

	<b>Exemplary</b> <b>16-20 pts</b>	<b>Accomplished</b> <b>11-15 pts</b>	<b>Developing</b> <b>6-10 pts</b>	<b>Beginning</b> <b>1-5 pts</b>
Level of Analysis	Critical: takes account the context in which events take place and decisions are made (roles, relationships, responsibilities etc.)	Dialogic: discourse with oneself, mulling over reasons and exploring alternatives (I wonder...? Maybe...?)	Descriptive: provides reasons (often based on personal judgment), although only in a reportive way	Descriptive: merely reporting events with no attempt to provide reasons
Organization	Information in logical, interesting sequence	Information in sequence which reader can follow	Reader has difficulty following sequence	Reader unable to follow points presented
Content	Full knowledge (more than required) with explanations and elaboration	Knowledge demonstrated	Needs more depth of knowledge	Lacks depth of knowledge

Knowledge				
Mechanics	No misspelling/ grammatical/ APA Errors	1-2 misspellings/ Grammatical/ APA errors	3-4 misspellings/ grammatical/ APA errors	Many misspellings/ grammatical/ APA errors/

**Assignment #3 Scholarly Paper – (no more than 10 page narrative)**

**Submit:** midnight October 21, 2013

**Grade:** 35%

**Purpose of this Assignment:** The purpose of this assignment is to perform a critical review of the research literature on a specific teaching strategy. In addition, from this review recommendations, challenges, and gaps will be identified.

**Include in the Assignment:**

Examine literature on a **specific teaching strategy**.

Include:

Introduction

- A. Clear description of the search strategy
  - a. Years of search
  - b. Names of electronic databases reviewed
  - c. Search terms used (inclusion and exclusion words)
- B. Results of the search
  - a. Number of articles found
  - b. Rationale for inclusion and exclusions of certain articles
  - c. Final article themes
- C. Conclusions from search
  - a. Findings
  - b. Recommendations for the use of the strategy
  - c. Gaps
  - d. Future research

Conclusion of paper

Appendix included with table of articles

This paper becomes the foundation for your presentation assignment.

**Evaluation Criteria: see grading criteria**

Evaluation criteria are based on the depth of a critical review of the substantive and relevant literature. See evaluation criteria



## Assignment #4 Scholarly Presentation

**Submit:** midnight November 25, 2013

**Grade:** 25%

**Purpose of this Assignment:** The purpose of this assignment is to share your learnings on the teaching strategy literature review you did in the scholarly paper. It will also provide you an opportunity to use a finding in your literature review in a practical manner by demonstrating how you would use the findings in a practical way.

**Include in the Assignment:** Post online in the Forum (and in Assignment section) of Moodle a presentation of your Scholarly Paper. You can use PowerPoint, Prezi etc

**Evaluation Criteria: see grading criteria**

Evaluation of the presentation will be based upon the findings and integration of the best practices identified in the scholarly paper. The use of creativity/originality in the development of the presentation will be considered.

### **Grading Criteria Scholarly Paper and Presentation**

<b>Criteria</b>	<b>Comments</b>
<b>a) Ideas</b> <ul style="list-style-type: none"><li>- Demonstrates sophistication of thought</li><li>- Communicates central idea clearly</li><li>- Includes all parts of assignment</li><li>- Recognizes some complexity or may acknowledge contradictions, qualifications, or limits and follow out logical implications</li><li>- Illustrates connections between readings and synthesis of literature/praxis</li><li>- Understands and critically evaluates sources, raises additional "critical" questions</li></ul>	
<b>b) Organization &amp; Coherence</b> <ul style="list-style-type: none"><li>- Introduction outlines the purpose of paper and how paper is organized</li><li>- Ideas flow logically &amp; clearly</li><li>- Arguments supported with your perspectives and the literature</li><li>- Sophisticated transitional sentences</li><li>- Often develop one idea from the previous one or identify logical relations.</li><li>- Guides the reader through the chain of reasoning or progression of ideas</li><li>- Conclusions are compelling, pull paper together</li></ul>	

<p style="text-align: center;"><b>c) Support</b></p> <ul style="list-style-type: none"> <li>- Uses evidence appropriately and effectively</li> <li>- Citations illustrate links between thinking about teaching-learning &amp; praxis</li> </ul> <p>Provides sufficient evidence and explanation to be convincing.</p> <ul style="list-style-type: none"> <li>- Creative integration of your own ideas with the authors cited</li> </ul>	
<p style="text-align: center;"><b>d) Style</b></p> <ul style="list-style-type: none"> <li>- Chooses words for precise meaning and appropriate level of specificity.</li> <li>- Sentences are varied, yet clearly structured and carefully focused, not long and rambling</li> </ul>	
<p style="text-align: center;"><b>e) Mechanics</b></p> <ul style="list-style-type: none"> <li>- Almost entirely free of spelling, punctuation, and grammatical errors.</li> <li>- Uses APA correctly</li> </ul>	

GRADE: \_\_\_\_\_

**Assignment #5 Leading Discussion of Scholarly Presentation**

**Submit:** Nov 26-Dec 6

**Grade:** 10%

**Purpose of this Assignment:** To lead the discussion in your Forum group. You will have the opportunity to share your expertise you have gained in the literature review and demonstrate an example of using the best practices identified

**Include in the Assignment:** Leading discussion with questions and responses during the Module. You may add additional resources to the discussion

**Evaluation Criteria:**

- Leads discussion and suggests other sources of information
- Posts insightful comments and questions that prompt further discussion
- Offers new interpretations of discussion
- Demonstrate analysis, synthesis and evaluation from a variety of sources
- Supports learning of others

**Overview of Letter Grading**

- **A range:** Excellent. Work has exceeded all requirements. The paper/presentation contains a well-argued position involving original critical thinking and analysis. The writing is clean and the prose flows well. An A+ would suggest the work is publishable.

- **B range:** Very good. The learner has gone beyond the minimal requirements but whose work still contains some errors or limitations in mechanics, research, or argumentation.
- **C range:** Acceptable. The learner has met the basic requirements for the assignment but the work may fall short in understanding concepts, analysis, organisation of the argument, or writing mechanics.
- **D range:** Poor. The work fails to meet even minimal standards in understanding of the material, engagement with key concepts, research, analysis, and or writing mechanics.
- The learner is urged to contact the instructor for advice.
- **F range:** Failure. The paper/presentation fails to meet any of the criteria mentioned above. The learner should meet with the instructor to discuss future assignments and problems with the material.


### Holistic Grading Rubric

A – level work EXCELLENT	1) Responds fully to what the assignment asks; 2) demonstrates good critical thinking; 3) invokes and uses disciplinary terminology correctly; 4) provides thorough and detailed arguments, evidence, or examples; 5) is well-organized and unified; 6) uses appropriate direct language; 7) is free of errors in grammar, punctuation, word choice, spelling, and format; 8) correctly cites and documents sources (if applicable); 9) documents learning experience in lab/research journal.
B-level work VERY GOOD	Realizes high quality in most, but not all of the elements above.
C-level work ADEQUATE	Realizes adequacy in most of the elements. “C” work might be well-reasoned, but that does not compensate for poor or careless writing.
D-level work WEAK	Fails to realize some elements adequately and contains several relatively serious errors, flaws, or omissions, or a number of minor ones.
F-level work POOR	Fails to realize several elements adequately and contains many serious errors, flaws, or omissions, as well as many

Grade: \_\_\_\_\_