

**POPEDU: ID# 98783**

**Title:**

Yes Professor, I Am Totally Ready for Class Today!

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**ACCEPTED**

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**Session Title:**

Education Poster Session 2 (Monday/Tuesday, 18 & 19 November)

**Slot:**

EDU PST2: Monday, 18 November 2019: 8:00 AM-8:45 AM

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**Abstract Describes:**

Completed Work/Project

**Applicable Category:**

Academic, Students, Leaders

**Keywords:**

Classroom learning activities, Preparation for class and Transformative Learning Theory

**References:**

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.

Fisher, M. (2014). A comparison of professional value development among pre-licensure nursing students in associate degree, diploma, and Bachelor of Science in Nursing programs. *Nursing Education Perspectives (National League For Nursing)*, 35(1), 37-42. doi:10.5480/11-729.1

Gardner, S. S. (2014). From learning to teach to teaching effectiveness: Nurse educators describe their experiences. *Nursing Education Perspectives (National League For Nursing)*, 35(2), 106-111. doi:10.5480/12-821.1

Harrington, S. A., Vanden Bosch, M., Schoofs, N., Beel-Bates, C., & Anderson, K. (2015). Quantitative outcomes for nursing students in a flipped classroom. *Nursing Education Perspectives (National League For Nursing)*, 36(3), 179-181. doi:10.5480/13-1255

Hodge, S. (2014). Transformative learning as an inter-practice phenomenon. *Adult Education Quarterly*, 64(2), 165-181. doi:10.1177/0741713613520405

Konapasky, A. W. & Reybold, E., (2015). Accessing the world: Adult literacy educators's metaphors for learners and learning. *Journal of Transformative Education*, 13(3) 239-258. doi: 10.1177/15413444615579514

### **Abstract Summary:**

Most nurse educators strive to see their students well-prepared for each class session. This presentation will reveal recent research that addresses the reasons students are likely not to prepare for class. Participants will discover tangible strategies to motivate nursing students to enthusiastically prepare for class.

### **Content Outline:**

“Yes Professor, I am totally ready for class today!”

#### I. Introduction

1. Describe the reason students don't prepare for class
2. Explain the research into how transformative learning theory can change student motivation for classroom preparation
3. Illustrate how teacher/student connection through collaboration results in invigorating catalyst for personal and professional growth – both the teacher and the student

#### II. Body

##### A. Main point #1 – Developing incentives to motivate students to prepare for class

1. Pre-class worksheets (PCW) assigned before class begins
  - a) Careful consideration of the salient points students need to know
  - b) Using the textbook to explore these salient concepts
2. Presenting PCWs at the beginning of class
  - a) Innovative approach to enhancing student involvement
  - b) Students appreciate knowing they are heard
3. Participation points awarded for completion of PCW
  - a) 5% of final grade based on participation
  - b) Students need to see the benefits of “out of the box” teaching strategies
4. Peer influence with classroom presentation
  - a) Students do not want their peers to see them as unprepared

b) Students develop trust in the educator and their peers to do their best with their answers to the PCW

5. Exam questions based on PCW content

a) Now students are fully motivated to do the worksheets

b) The preparation work is seen as a part of their exam preparation, not just the classroom preparation

B. Main point #2 – Taking the word “lecture” out of the educators’ vocabulary

1. Incorporating classroom activities instead of PowerPoint presentations

2. Balancing information transfer with classroom activities

3. What’s wrong with the term “flipped classroom”?

4. How the fully engaged classroom enhances classroom participation

C. Main Point #3 – Presentation of the documentation students have provided about their new view of classroom preparation

III. Conclusion

A. Expressing the joy of classroom preparation for the student and the teacher through collaboration and connection.

B. Catalyzing clinical reasoning through the transformation created with engaged reflection, discourse, and action

**Topic Selection:**

Education Poster Session 2 (Monday/Tuesday, 18 & 19 November) (26149)

**Abstract Text:**

A rewarding classroom, for the educator and for the learner, is one where students are actively engaged with the content (Hodge, 2014). It is a classroom where the educators connect and collaborate with the students. In this environment time passes quickly and students smile frequently instead of wondering unhappily, “When will this be over?!”

To experience the engaged classroom, students must come to class with fundamental knowledge about the topic. To gain this knowledge, the learners need to read their assignments, reflect upon the content, and begin the process of application before walking into the class. Most nurse educators have found this level of classroom preparation unrealistic (Gardner, 2014). For this reason, the majority of nurse educators have given up on this expectation.

The author of this presentation discovered interventions during his research into transformative learning theory that prevented him from giving up. With the benefit of innovative evidenced-based teaching strategies, his students not only come to his class prepared, they openly admit that this experience leads to higher grades, better application of the content, and more excitement in the classroom.

Key content that motivated the author to submit an abstract for the Sigma 45<sup>th</sup> Biennial Convention came from student feedback about classroom preparation. The student comments especially relate to the convention outcome to activate knowledge transformation and create synergies for professional development within education. Statements from the students will be included in the presentation. This is one example of one student comment that will be shared with the participants:

Before this class there was no such thing as preparing before a class. I mainly relied on absorbing the information in the lecture that day and then would review later. This is different from the Pre-Class Worksheets because I have to review material before and actually engage in class the next day. In previous classes, I would be less likely to engage because I did not have any knowledge of the subject. The PCW's allow students to review and emphasize important concepts while also building new information on top as well.

This quote introduces the reason students usually do not spend time preparing before class. Students state that they do not prepare because the passive lecture format does not require it. More importantly, students do not perceive the benefits of classroom preparation when they see themselves as sponges absorbing the information from the sage on the stage. Students perceive themselves as sponges instead of engaged, critical thinkers because educators typically resort to passive information transfer that does not accommodate active learning (Fisher, 2014).

The presenter will share the multiple strategies that he discovered to enhance student classroom preparation. These strategies began with the clear understanding of how transformative learning works. The next step in the process was discovering how to get students to buy into this approach to learning. This motivation is created through a development of trust and incentives that help learners quickly see the value of classroom preparation (Harrington, Vanden Bosch, Schoofs, Beel-Bates, & Anderson, 2015).

A specific intervention stressed in the presentation is the Pre-Class Worksheets (PCW). This strategy was also mentioned in the student quote included in this abstract. These short, two-page worksheets are assigned before class and are presented by the students at the beginning of each class. They are designed to help students discover key content from the reading assignments for the day. They also help students begin the reflection and application process that will be continued during group work in class (Konapasky & Reybold, 2015).

The presentation will be a catalyst for the participants to consider the innovative and collaborative evidence-based practice strategies that add another dimension to teaching excellence. It also provides a key answer to Benner's call for radical transformation in nursing education by more clearly connecting education to practice (Benner, Sutphen, Leonard, & Day, 2010). The students who are prepared for class are the students who can actively engage in group-discussions about specific patient problems. This degree of clinical reasoning development in the classroom makes these students more likely to improve global health outcomes as graduate nurses.