Title:
Nurse Educators' Lived Experiences of Student-Centered Teaching in Practice Settings: A Proposed Interpretive Phenomenology

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Session Title:
Rising Stars of Nursing Invited Posters - Group 2
Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 10:00 AM-10:30 AM
Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 11:45 AM-1:00 PM
Slot (superslotted):
RSG STR 2: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:
Pedagogy, Qualitative research and Student-centered teaching

References:
Arundell, F., & Cioffi, J. (2005). Using a simulation strategy: An educator's experience. Nurse Education in Practice, 5, 296 - 301. Avdal, E. U. (2012). The effect of self-directed learning abilities of student nurses on success in Turkey. Nurse Education Today, 33(8), 838-41. Candela, L., Dalley, K., & Benzel-Lindley, J. (2006). A case for learner-centered curricula. Journal of Nursing Education, 45(2), 59–66. Colley, S. L. (2012). Implementing a change to a learner-centered philosophy in a school of nursing: Faculty perceptions. Nursing Education Perspectives, 33(4), 229-233. Creswell, J. (2007). Qualitative inquiry & research design: Choosing among five approaches (2nd ed.). Thousand Oaks: Sage Publications. Diefenbeck, C. A., Hayes, E. R., Wade, G. H., & Herrman, J. W. (2011). Student-centered outcomes evaluation of the clinical immersion program: Five years later. Journal of Nursing Education, 50(11), 628-635. Ely, D. P. (1990). Conditions that facilitate the implementation of educational technology innovations. Journal of Research on Computing in Education,23, 298-305. Institute of Medicine (2010). The future of nursing: leading change, advancing health. Munhall, P. (2012). Nursing research. A qualitative perspective (5th ed). Mississauga: Jones & Bartlett Learning. National League for Nursing (2008). Position statement: Preparing the next generation of nurses to practice in a technology-rich environment: An informatics agenda. Tiwari, A., Lai, P., So, M., & Yuen, K. (2006). A comparison of the effects of problem-based learning and lecturing on the development of students' critical thinking. Medical Education, 40(6), 547-554. Tseng, H., Chou, F., Wang, H., Ko, H., Jian, S. & Weng, W. (2011). The effectiveness of problem-based learning and concept mapping among Taiwanese registered nursing students. Nurse Education Today, 31(8),e41-e46. Walsh-Brennan, A. M., & Sullivan-Marx, E. (2012). The paradigm shift. Nursing Clinics of North America, 47(4), 455-462. Weimer, M. (2013). Learner centered teaching: Five key changes to practice (2nd ed.). San Francisco: Jossey-Bass. Zavertnik, J. E., Huff, T. A., & Munro, C. L. (2010). Innovative approach to teaching communication skills to nursing students. Journal of Nursing Education, 49(2), 65-71.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK

	OUTLINE				
Example Critique selected definition of the term, "curriculum"	**Example** Definitions of "curriculum" Course of study Arrangements of instructional materials The subject matter that is taught Cultural "training" Planned engagement of learners	**Example** 20 minutes	**Example** Name, Credentials	**Example** Lecture PowerPoint presentation Participant feedback	**Example** Group discussion: What does cultural training mean to you?
List the five domains of a shift from teacher-centered to student-centered teaching as per Weimer's framework.	Guiding framework Curricula development Pedagogy	5 minutes	Olabisi Oyelana, BN RN	Poster presentation	Group discussion: How can nurse educators incorporate Weimer's framework into pedagogical approaches in the classroom, laboratory, practice settings?
Describe the relevance	Background to the study	5 minutes	Olabisi Oyelana BN RN	Poster presentation	Group discussion: Why is student-centered teaching

of student-centered teaching in nursing education.					important in today's nursing education programs? How can administrators and faculty support student-centered teaching?

Abstract Text:

The purpose of this poster presentation is to describe a proposed research study that represents an upcoming Master's thesis. In today's health care system, changes and complexities require nurses to practice with a high degree of accountability and strong problem-solving skills. Increasingly, nurses are required to anticipate and manage complex care of diverse patients; consequently, nurses need to be educated in a manner that meets current practice demands. Clinical nursing education is moving towards a student-centered philosophy that facilitates nursing students' confidence, creativity, inquisitiveness, intuition, open mindedness and the capability for gathering and analyzing information. The student-centered philosophy has been widely researched with consistent findings that students are highly satisfied with this approach. However, inconsistent student outcomes of critical thinking and problem-solving have been reported by several researchers who have examined student-centered teaching in classroom settings. Only one study was located that examined nurse educators' intent to use student-centered teaching in a clinical setting. This sample of nurse educators experienced mixed reactions to incorporating student-centered teaching in practice settings. The proposed interpretive phenomenology will explore the essence of student-centered teaching from the perspectives of nurse educators who teach undergraduate nursing students in various practice settings. A purposive sampling technique will be utilized. Ten to fifteen nurse educators that utilize student-centered teaching in practice settings will be recruited from several bachelor of nursing programs located in the Province of Manitoba, Canada. Semi-structured audio-recorded interviews will be conducted to explore nurse educators' lived experiences of student centered teaching in practice settings. Audio-recorded interviews will be transcribed verbatim. The transcripts will be analyzed using a process described by van Manen. An executive summary of the study's findings will be shared with all participants and participating deans and directors. This study is significant in that findings will generate recommendations to enhance the incorporation of student-centered teaching that can be utilized by educators, educational administrators, and preceptors in practice settings in various health care disciplines.