Title:
An Introduction to Master Instruction for Nurse Educators: Utilization of Principles in the Classroom

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Chamberlain College of Nursing, Maryland Heights, MO, USA

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:
active learning, master instruction and nursing education

References:

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
<th>TIME ALLOCATED</th>
<th>FACULTY/SP EAKER</th>
<th>TEACHING/LE ARNING METHOD</th>
<th>EVALUATION/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
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<tr>
<td>Critique selected definition of the term, &quot;curriculum&quot;</td>
<td>Definition of &quot;curriculum&quot;</td>
<td>20 minutes</td>
<td>Name, Credentials</td>
<td>Lecture PowerPoint presentation</td>
<td>Group discussion: What does cultural training mean to you?</td>
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<tr>
<td>Outline</td>
<td>Selected principles of master instruction from Dr. Ken Bain.</td>
<td>N/A</td>
<td>Carrie Bush, MSN, RN &amp; Amanda Marshall, MSN, RN, WHNP-BC</td>
<td>Poster</td>
<td>Feedback from conference participants</td>
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<td>Describe</td>
<td>The current use of master instruction principles in a generic BSN program.</td>
<td>N/A</td>
<td>Carrie Bush, MSN, RN &amp; Amanda Marshall, MSN, RN, WHNP-BC</td>
<td>Poster</td>
<td>Feedback from conference participants</td>
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<td>Present the experience of master instruction in the classroom</td>
<td>Discuss experiences with implementation of master</td>
<td>N/A</td>
<td>Carrie Bush, MSN, RN &amp; Amanda Marshall, MSN, RN, WHNP-BC</td>
<td>Poster</td>
<td>Feedback from conference participants</td>
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Abstract Text:

The objectives of the poster presentation are:

- Outline selected principles of master instruction from Dr. Ken Bain.
- Describe the current use of master instruction principles in a generic BSN program.
- Present the experience of master instruction in the classroom from the student and instructor viewpoints.

Master instruction principles are based on the Socratic approach to teaching in the classroom and are anticipated to be effective because they involve active learning. Educators in many disciplines are slowly implementing this change in the classroom. To prepare for the change in teaching strategies, faculty members at generic BSN program presented short in-services on each principle of master instruction at faculty meetings over the course of a year.

Methods instructors are using to encourage students to become active learners include in-class case studies, poster presentations, podcasts, and games. In addition, students are encouraged to work in groups on case studies pertaining to the current content in the classroom. Students also participate in games created by faculty members to enhance learning. Faculty members coordinate with other college personnel such as simulation laboratory specialists, librarians, and professional tutors to create large-scale simulations in the classroom. These strategies encourage students to review content prior to class so that class time can be spent on more meaningful activities than just conveying content. This process facilitates instructor and student engagement in the material and encourages an engaged learning environment as opposed to a passive learning environment.

Overall, faculty members informally report that students provide positive feedback and have an increased retention of content because of these in-class learning activities. Instructors also relay that the hands-on activities increase learning at the application and analysis level.

In summary, master instruction principles focus on the learning environment, student-centered approaches, and active learning strategies. Planned formal evaluation of this change in the classroom environment include future formal qualitative and quantitative studies focusing on the outcomes of improved retention of knowledge and overall satisfaction with these methods.