

Title:

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

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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:

active learning, master instruction and nursing education

References:

Bain, K. (2004). What the best college teachers do. Cambridge, Mass.: Harvard University Press.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Example Critique selected definition of the term, "curriculum"	Example Definitions of "curriculum" Course of study Arrangements of instructional materials The subject matter that	Example 20 minutes	Example Name, Credentials	Example Lecture PowerPoint presentation Participant feedback	Example Group discussion: What does cultural training mean to you?

	is taught Cultural "training" Planned engagement of learners				
Outline selected principles of master instruction from Dr. Ken Bain.	Principles of master instruction identified: 1.) Learning environment 2.) Student-centered approaches 3.) Master instruction strategies	N/A	Carrie Bush, MSN, RN & Amanda Marshall, MSN, RN, WHNP-BC	Poster	Feedback from conference participants
Describe the current use of master instruction principles in a generic BSN program.	Examples of active learning activities in the classroom: 1.) activities prior to classroom 2.) in-class activities 3.) classroom follow-up activities	N/A	Carrie Bush, MSN, RN & Amanda Marshall, MSN, RN, WHNP-BC	Poster	Feedback from conference participants
Present the experience of master instruction in the classroom	Discuss experiences with implementation of master	N/A	Carrie Bush, MSN, RN & Amanda Marshall, MSN, RN, WHNP-BC	Poster	Feedback from conference participants

from the student and instructor viewpoints .	instruction in the classroom and describe informal feedback received from students and instructors .				
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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.