An illustration on the left side of the slide shows a purple silhouette of a person standing at a brown podium. A green arrow points from the podium area towards the title text. Thin, dark lines representing grass or reeds extend from behind the podium.

The Relationship of a Dominant Teaching Perspective and Student Perception of the Classroom Learning Environment

by

Cindy Farris, PhD, MSN, MPH, BSN, CNE

Indiana University East

Richmond, Indiana

**Assistant Professor/Associate Dean of
Undergraduate Nursing**



Study Background

- Awareness of nursing faculty roles in classroom
- Dominant nursing faculty teaching perspectives
- Effective nursing student classrooms
- Nursing student success in classroom



Research problem

- Importance of scholarship of teaching
- Facilitating effective student learning outcomes
- Lack of identification of dominant teaching perspectives
- Classroom learning environment issues



Statement of the Problem

- The scholarship of teaching requires evidence of effective teaching practices (Boyer, 1990).
- Teaching in nursing is complex and requires a set of competencies and skills (National League for Nursing [NLN], 2005).



Statement of the Problem (cont.)

- An effective classroom environment that is conducive to learning is an important component of a student's success (Frazer 1994).
- Consistent and appreciable associations between classroom environment perceptions and student outcomes (Fraser, 2002b; Senocak, 2009).

A stylized illustration on the left side of the slide shows a person in a purple shirt standing behind a brown podium. The person is holding a long, thin white pointer stick and pointing it towards a large green rectangular board. The board has a thin grey border. Above the board, there is a green arrow pointing to the right. The background is white.

Purpose Statement

- The purpose of this quantitative study was to examine the relationship between nursing faculty dominant teaching perspectives and the nursing student's perception of the classroom learning environment.

A stylized illustration of a teacher in a purple shirt standing at a brown podium, pointing with a stick at a large green rectangular board. The board has the word 'Rationale' written on it. To the left of the teacher is a green arrow pointing right, and some thin, dark lines representing grass or reeds.

Rationale

- Teaching perspectives determine roles and image as teachers
- Most faculty have one or two dominant teaching perspectives (Pratt et al., 1998).
- Perspectives in teaching direct what faculty does as educators and why actions are valuable and reasonable (Pratt et al., 1998).



Relevance

- Most research studies have been done in the clinical arena rather than the classroom in nursing (Berg & Lindseth, 2004).
- Help nursing faculty achieve improved learning outcomes and student success (Rowbotham, 2007).

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Research Question

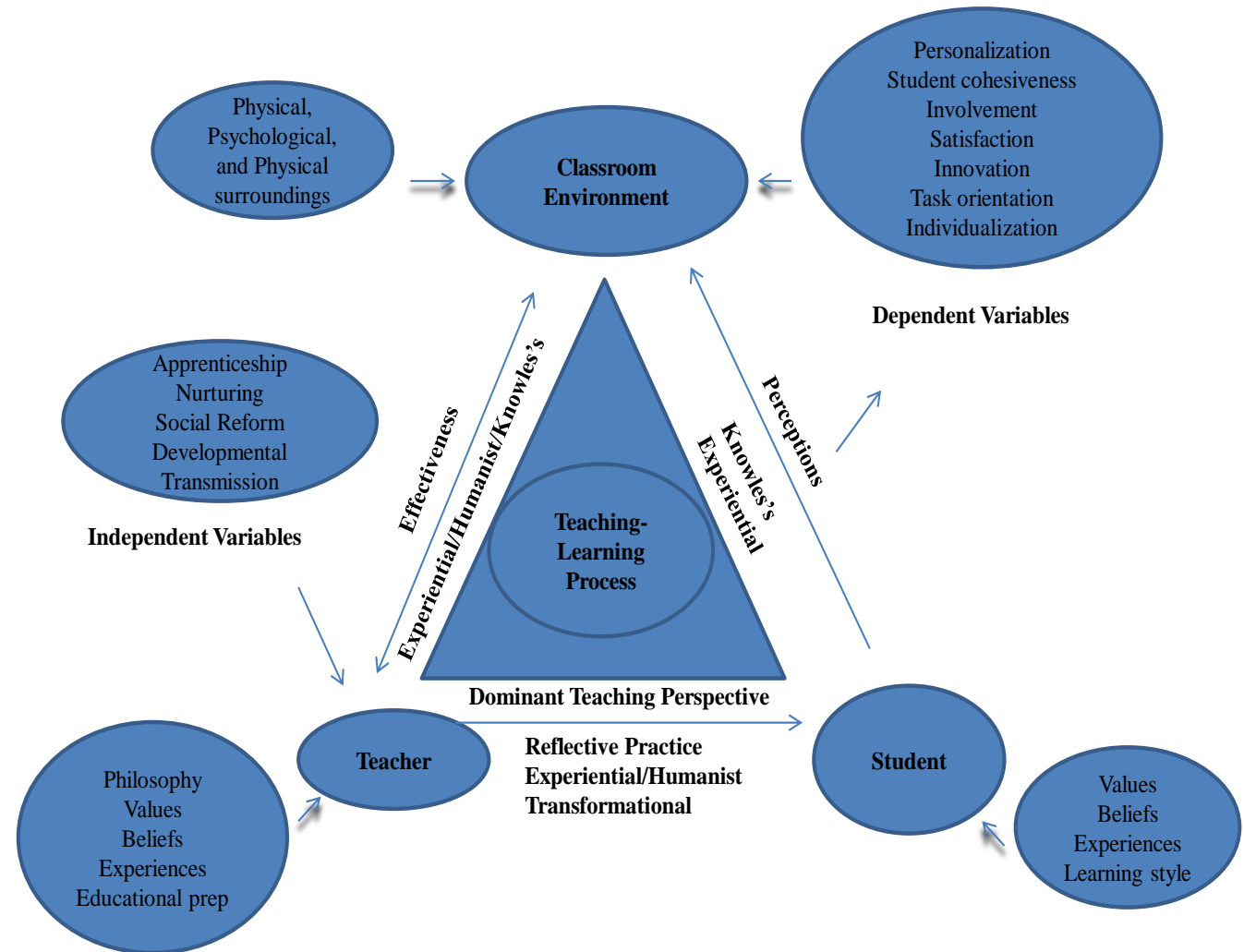
- What is the relationship between the classroom nursing faculty's dominant teaching perspective and nursing student's perception of an effective classroom learning environment?

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Theoretical Framework

- Educational Learning
 - Experiential (Reflective practice)
 - Transformational(Experience/Reflections)
- Learning
 - Humanistic
- Andragogy (Knowles)

Personal Interpretation of Conceptual Framework



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Review of Literature

- Use of teaching perspectives comes from education literature and is scarce in nursing education.
- Very little is known about how educators derive and examine personal perceptions of teaching and learning (Menges, 2000).



Sources of Data

- Demographic Surveys from nursing faculty and nursing students
- Teaching Perspective Inventory (TPI)
- College and University Classroom Environment Inventory (CUCEI)



Research Design

- Quantitative correlational methodology
- Independent variables (Transmission, Apprenticeship, Nurturing, Social Reform, and Developmental) from TPI
- Dependent variables (Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization) from CUCEI



Methodology

- TPI was completed online and demographic survey onsite, while CUCEI and demographic survey were completed onsite.
- Researcher was present at all onsite collections.

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Instrument specifics

- **Teaching Perspective Inventory (TPI)**
 - Five scales: Transmission, Apprenticeship, Nurturing, Social Reform, and Developmental
 - 45 questions/ Online Instrument
 - Independent variables



Instruments specifics (cont.)

- **College and University Classroom Environment Inventory (CUCEI)**
 - Categories consisted of: Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization
- 49 questions/Onsite classroom
- Dependent variables



Population and Sample

- **Target population** (All nursing faculty and nursing students in an onsite traditional or accelerated Baccalaureate degree program)
- **Sample** (Public university with regional campuses located in the Midwestern United States)
 - Nursing faculty and nursing students in an onsite Baccalaureate or accelerated

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Participants Nursing Faculty

- Convenience sample of 12 nursing faculty
- Inclusion criteria was:
 - least a Masters in Nursing or a terminal Doctoral prepared degree
 - actively teaching (50% of faculty workload) in the traditional BSN and/or accelerated BSN program onsite classroom setting.



Participants

Nursing Students

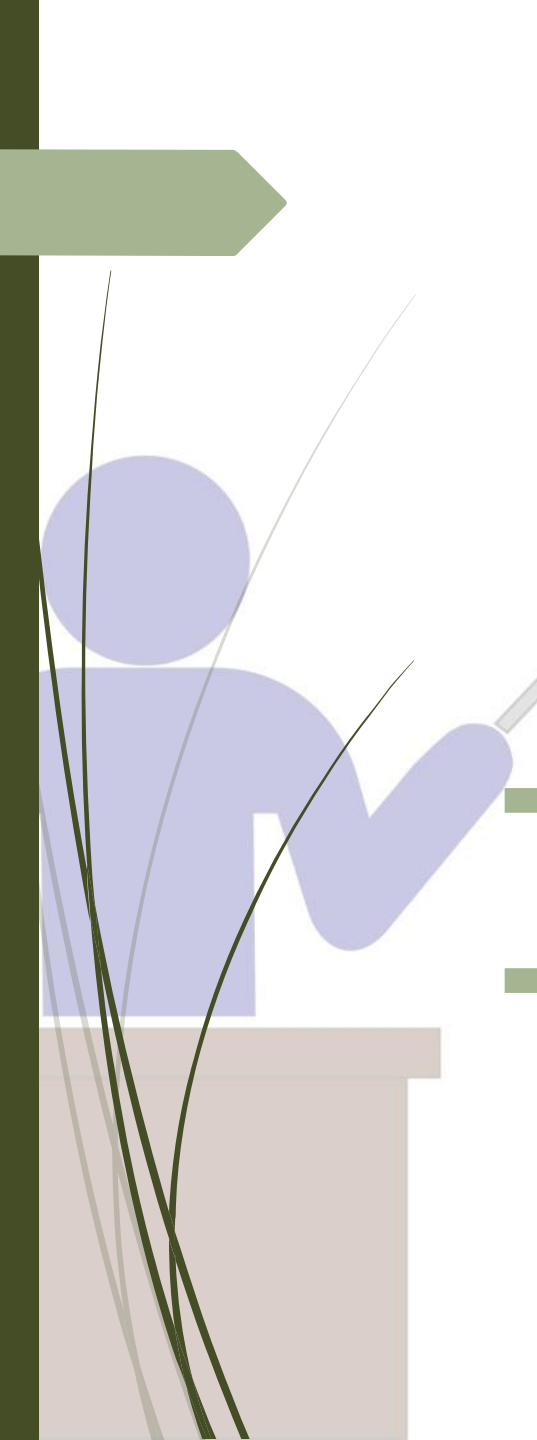
- Determined by faculty acceptance into the study
- Purposive sampling: matching classroom to participating nursing faculty (codes used)
- Inclusion criteria:
 - acceptance into the BSN degree program
 - member of nursing faculty classroom for at least 2 months.



Data Analysis

Hierarchical Linear Model

- Calculated the parameter estimate of the relationship between dominant teaching perspectives and the students' perspectives of their learning environment.
- Positive parameter estimate in the controlled hierarchical linear regression indicated that there is a positive relationship



Data Analysis

Hierarchical Linear Model

(cont.)

- The control variables were replicated for each faculty member across all student observations
- Grouping variable was a vector whose length was determined by the number of faculty observations obtained multiplied by the number of student observations obtained.

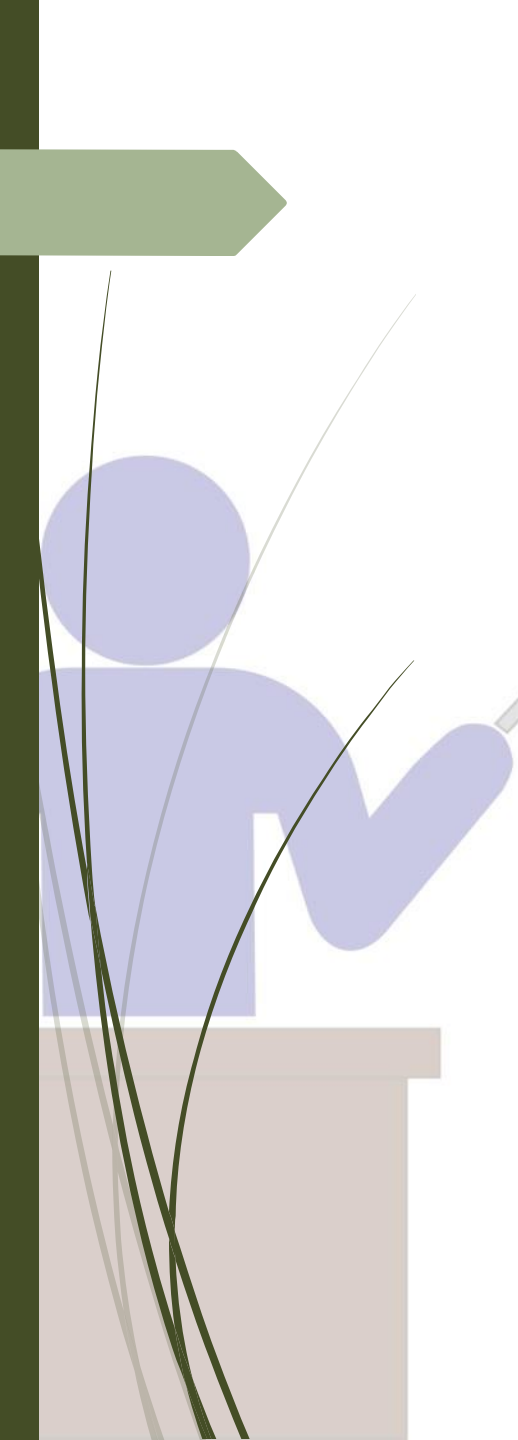


Results

Demographics

Nursing Faculty (n = 12)

- Age: Range of 41 to 60/ (58.3%) 51-60 years
- Gender/Ethnicity: All were female/Caucasian
- Years in nursing education: Over 20 years (1/3)
- Highest nursing degree: 50% had MSN in nursing education
- Course in teaching strategies/adult learning: 83%



Results

Demographics


Nursing Students (n = 422)

- Ethnicity (95% Caucasian; 1% each (Asian, African American; Hispanic, other)
- Gender: 83% female
- Age: 67% were in 21 to 30 age range
- Degree prior to nursing: 83% none
- Rank in nursing program: 49% in Junior year
- Degree type: 94% in traditional track

Results (TPI/Nursing Faculty)

Transmission	Developmental	Nurturing	Apprenticeship	Social Reform
2	4	4	7	0

- Four faculty (33%) had more than one dominant teaching perspective
- One (8%) had three teaching perspectives (transmission, apprenticeship, and nurturing)
- Two (17%) had a combination of developmental and nurturing
- One (8%) had apprenticeship and transmission.

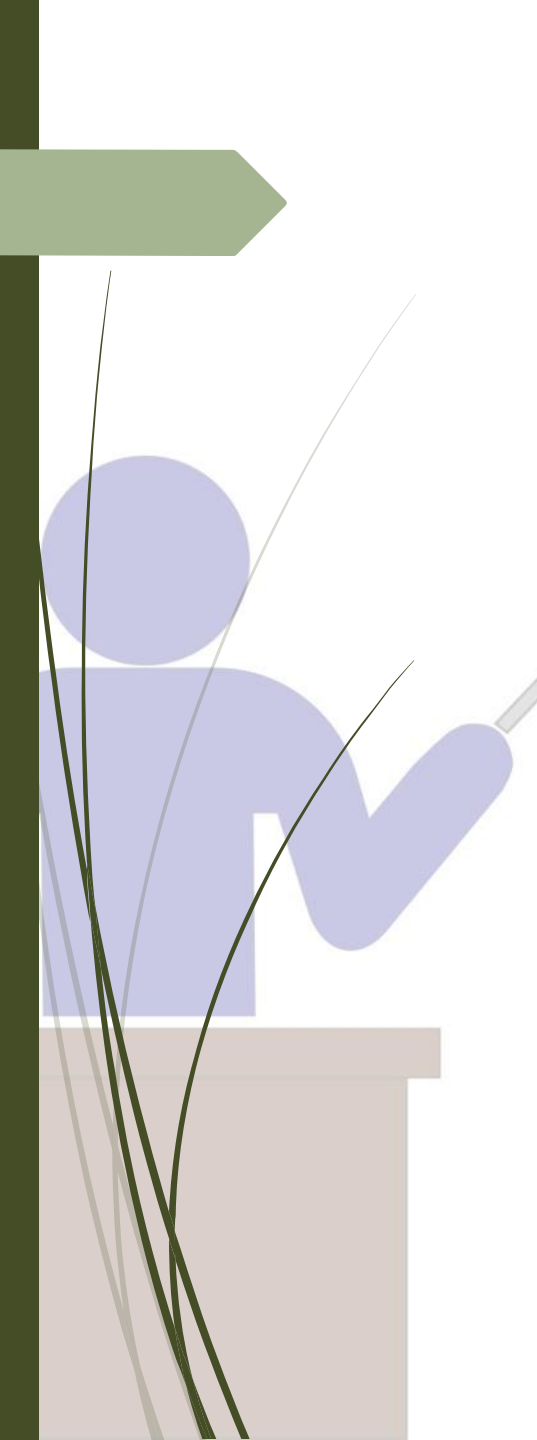


Results

Nursing Students

CUCEI

- The overall student learning environment = average of the responses in the 49 items of the CUCEI.
- Higher score in the questionnaire means a more perspective of the learning environment

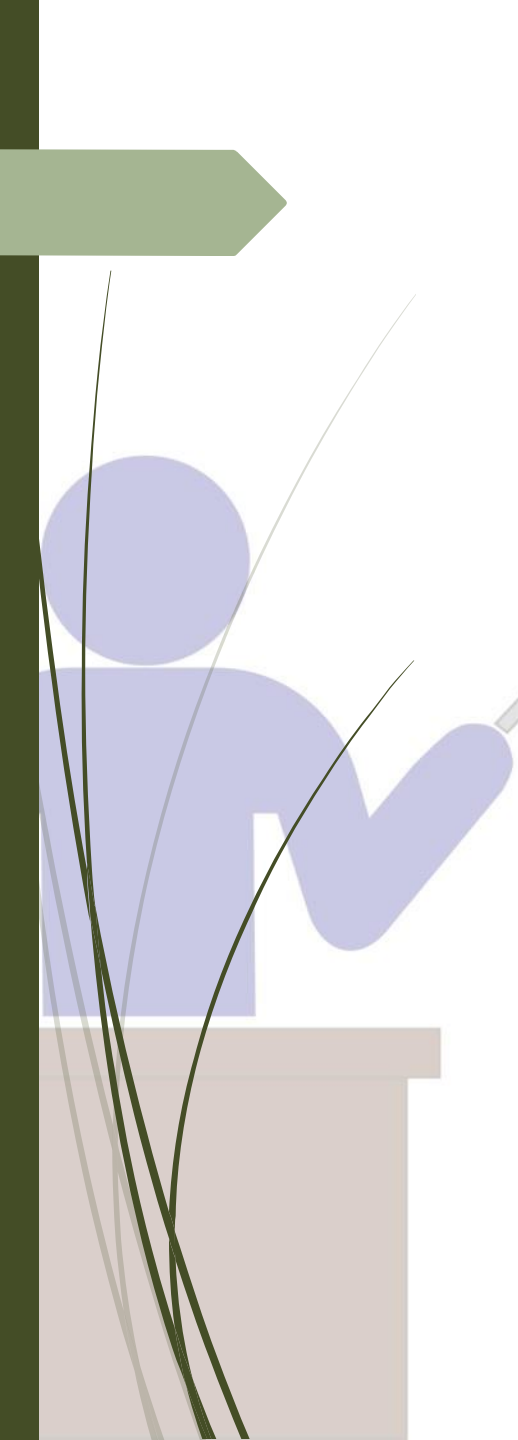


Results

Nursing Students

CUCEI (cont.)

- Lowest scores were nine (satisfaction, task orientation, innovation, and individualization).
- Highest score was innovation at 35.
- Student cohesion and satisfaction also demonstrated higher scores with both variables at 34.
- Lowest mean was task orientation while the highest mean was involvement.



Results

Statistically significant Rejection of null hypothesis

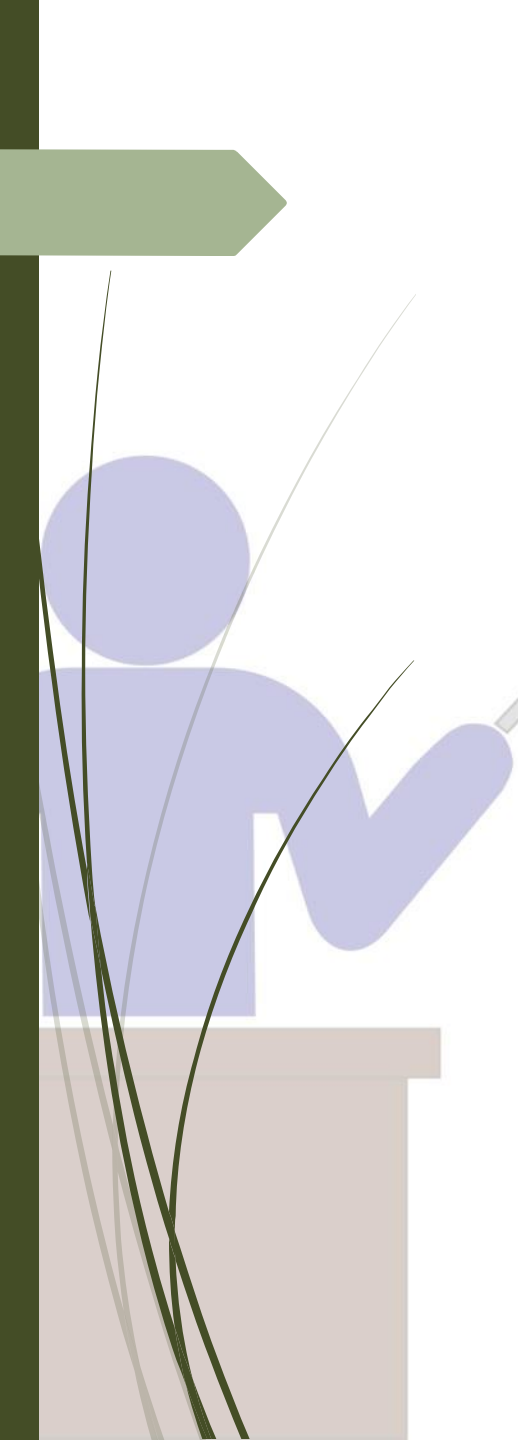
- Teaching perspectives of transmission ($t = -5.683$, $p\text{-value} < .01$) and developmental ($t = -3.23$, $p\text{-value} < .01$) were determined to be significantly related to the perception on the conduciveness of the student learning environment.
- Negative p-value indicates a negative relationship between the variables.



Results

Other significant findings

- Teacher age ($t = -2.872$, $p\text{-value} < .05$) older teachers = more negative student perception of the classroom environment.
- Highest Master's degree ($t = 9.307$; $p\text{-value} < .01$), specialization in nursing education = more positive student perception of the classroom environment.



Results

Other significant findings (cont.)

- Student degree prior to nursing school ($t=2.02$; $p<.05$) = positive correlation for students without a higher learning degree prior to nursing school.
- Student track ($t=-2.438$, $p<.05$) = accelerated BSN students = negative student perception.



Limitations

- Relationships are identified as positive or negative, but not in terms of being the actual cause.
- Self reporting/Lack of honesty on instruments
- Collection during 1 semester only
- Use of only four regional campuses, which only contained BSN students (either traditional or accelerated second degree students)

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Recommendations for Future Research

- Examination of teaching perspective in males and other ethnicities
- Examine differences in younger nursing faculty
- Possible relationship between older nursing faculty and the use of more teacher-centered strategies
- Private universities as well as public universities located across the US and international.



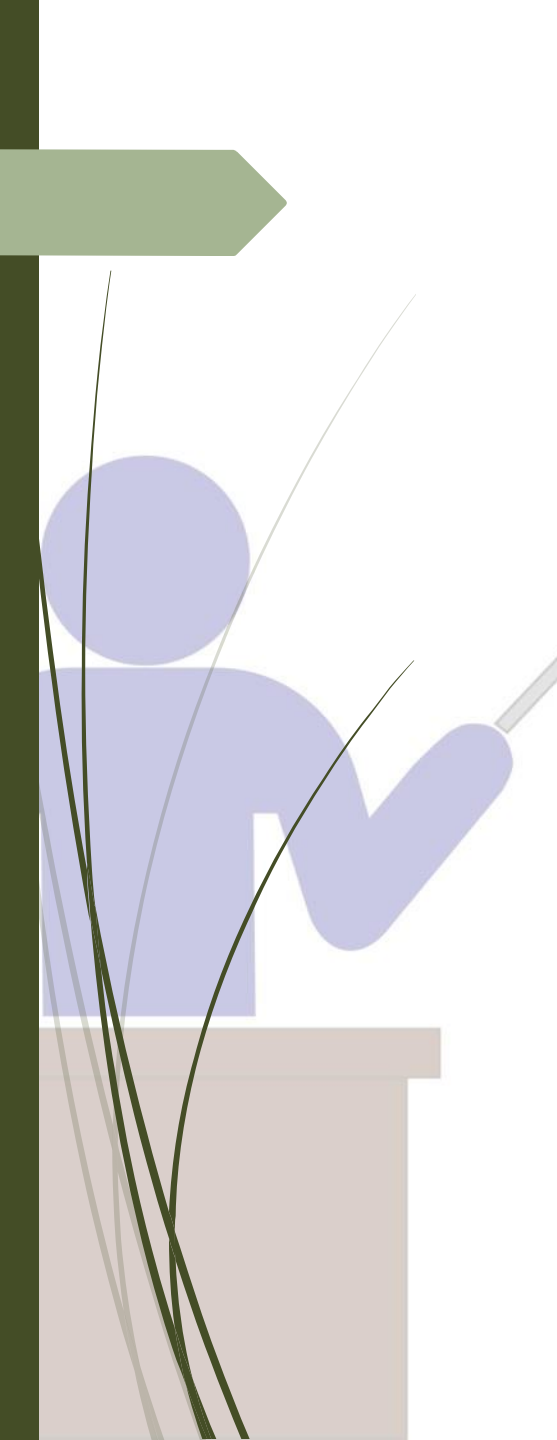
Recommendations for Future Research (cont.)

- Further research at ASN and Diploma schools as well as RN to BSN
- Further research into nursing education faculty preparation might be warranted.

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Recommendations for Practice

- Using the TPI as an evaluation of teaching perspectives in academia.
- All Master nursing programs should consider utilize the TPI as a tool to identify faculty dominant teaching perspectives.

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Recommendations for Practice (cont.)

- Conferences on the importance of classroom teaching for nursing faculty
- Use TPI sub scores for belief, intentions, and actions.



Implications

- The art of self-reflection is a key
- Students do not relate well to faculty whose focus is on content rather than the learner.
- Nursing program classrooms need to have active learning.
- Nursing faculty need to reflect and examine personal beliefs, intentions, and actions



Conclusion

- Nursing educator has the duty to understand their classroom environment.
- Nursing faculty will need to adjust to the dynamics of the classroom environment
- More student-centered approach in the classroom environment.
- Self reflection of teaching perspectives

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