

## Seeing is Believing: How a New Model Supports Scholarship in Nursing Education

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### Brief Abstract

The Practice of Teaching, the Scholarship of Teaching and Learning (SOTL) and Nursing Education Research are individually and collectively important constructs to advance the science of nursing education. This session will present specific examples to demonstrate use of a new model. Examples of developed work will provide clear distinctions between levels of scholarship to enable academics, mentors, and review committees to appropriately direct student and faculty progression. The presenters will involve the audience in a discussion about different types of scholarship and the importance of advancing all levels within the discipline.

### Full Abstract

To enable understanding of a new model to support scholarship in nursing education, it is essential to demonstrate its utility in a variety of contexts in nursing education. Examples will be mapped from conceptualization through dissemination to highlight the differences that exist between levels of scholarship including the Practice of Teaching, the Scholarship of Teaching and Learning (SOTL) and Nursing Education Research. Examples will utilize developed work on topics that span all three levels, enabling participants to clearly see the distinctions between categories. The presentation will be interactive, enabling open discussion about the examples to promote understanding about the model and its utility for academics, mentors, and review committees striving to consistently and accurately direct the efforts of faculty and students. Much emphasis will be placed on what each level contributes to the discipline and how the new model supports greater development at each level to advance the continuum of scholarship in nursing education. Participants will be invited to spontaneously share topics during the presentation to learn how the model could support and enable work at all three levels (Practice of Teaching, Scholarship of Teaching and Learning (SOTL), and Research in Nursing Education).

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### **Title:**

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### **Keywords:**

Practice of Teaching, Research in Nursing Education and Scholarship of Teaching and Learning (SOTL)

### **References:**

Clark, N. J., Van-Houten, L. A., & Perea-Ryan, M. (2010). Transitioning from clinical practice to academia: University expectations on the tenure track. *Nurse Educator*, 35(3), 105-109. Ponte, P. R., Nicholas, P. K.

(2015). Addressing the confusion related to DNS, DNSc, and DSN degrees, with lessons for the nursing profession. *Journal of Nursing Scholarship*, 47(4), 347-353.

**Abstract Summary:**

The Practice of Teaching, the Scholarship of Teaching and Learning (SOTL) and Nursing Education Research are individually and collectively important constructs to advance the science of nursing education. This session will present specific examples to demonstrate use of a new model. Examples will provide clear distinctions between levels of scholarship to enable academics, mentors, and review committees to appropriately direct student and faculty progression. The presenters will involve the audience in a discussion about different types of scholarship and the importance of advancing all levels within the discipline.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Participants will be able to describe three distinct levels of scholarship.	Examples of scholarship that span the Practice of Teaching, Scholarship of Teaching and Learning, and Research in Nursing Education.
Participants will be able to give an example of scholarship at all three levels.	Examples of scholarship at all three levels, using a common topic to enable participants to see the distinction between categories.

**Slot:**

F 01: Saturday, April 9, 2016: 2:45 PM-4:00 PM