Discourse in “Ways of Knowing” and “Engagement”
Advancing Nursing Knowledge in Online Environments

Esther Bankert, PhD, RN
Tresa Kaur Dusaj PhD, RN-BC, CNE, CHSE, CTN-A
Faculty Program Directors
Excelsior College (Albany, New York)
4/8/2016
Acknowledgments

- STTI Iota Delta Chapter and Faculty Development, SUNY Poly
- Center for Excellence in Teaching, Learning and Assessment (CETLA) awarded the Faculty Program Director Scholarship Grant, Excelsior College
- Excelsior College School of Nursing Albany, NY
Objectives

A. Propose a guided, asynchronous discussion for BS and MS students in nursing that:
  - Supports adult learning theory
  - Encourages reflective practice
  - Fosters a learning community.

B. Present a Rubric and Preliminary Outcomes that evaluates discussions through “Ways of Knowing” and “Engagement”.
Background of the Problem

Unrealistic Timeframe Expectations

• Initial post by midweek rushed and increases frustration
• Work / family commitment lead to post “late”
• Focus of discussion: meeting number of required responses then disengaged in discussions
• Loss of spontaneity with time-driven requirements

Reference Requirement

• Pasting in references to meet required sources
• Feedback focused on APA format
Question the Purpose: Online Discussion

Forum:
- Engage learners and faculty in collegial conversations on academic topics
- Reflect on current and past practices
- Uncover new insights and understandings
- Create a spirit of inquiry and discovery

Community of Learners:
- Social presence of engagement and support
- Value life experiences
- Opportunity to collaborate
- Reflective of practices and openly share knowledge
- Respectful discourse to agree and disagree
- Trust and acceptance
## Theoretical Assumptions and Principles

<table>
<thead>
<tr>
<th>Adult Learner</th>
<th>Reflective Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Self directedness &amp; own pace</td>
<td>▪ Time to develop thoughtful contributions</td>
</tr>
<tr>
<td>▪ Draws on experiences</td>
<td>▪ Passive to active learning</td>
</tr>
<tr>
<td>▪ Applies new learning</td>
<td>▪ Revisit experiences and examines decisions</td>
</tr>
<tr>
<td>▪ Internal motivation</td>
<td>▪ Enhance self-awareness of actions</td>
</tr>
<tr>
<td>▪ Learning schedule adapts to time constraints</td>
<td>▪ Synergistic exchange of ideas from multiple perspectives</td>
</tr>
<tr>
<td>▪ Respectful climate</td>
<td></td>
</tr>
</tbody>
</table>
Tenets for Discourse: Our Ah-Ha Moment

- **Personal Knowing**
  - Personal Knowledge and Understanding of the Nursing Encounter

- **Ethical Knowing**
  - Moral Reasoning and Question Traditions; Uphold Values and Responsibilities

- **Empirical Knowing**
  - Theoretical and Empirical Literature

- **Aesthetic Knowing**
  - Reflective & Discover New Meaning and Insights; Integrate Nursing Knowledge to One’s Own Practice
Engagement

Not restricted by Due Dates
- No mid week requirements for initial posting
- No restriction for 2 responses
Criteria

Critical Analysis
(ways of knowing) (50%)

Engagement – 40%

Organization, writing style, grammar, usage, mechanics, and netiquette (10%)

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Mastery</th>
<th>Developing</th>
<th>Beginning</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-48</td>
<td>47-43</td>
<td>42-38</td>
<td>37-33</td>
<td>32-0</td>
</tr>
</tbody>
</table>

www.excelsior.edu
## Preliminary Outcomes

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Learning Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric provides prompts to stimulate thoughts and responses to question.</td>
<td>Training period for both faculty and students. (1-2 semesters)</td>
</tr>
<tr>
<td>More profound discussions guided by the ways of knowing, promoting the</td>
<td>Some student resistance where many students who earned higher grades were not</td>
</tr>
<tr>
<td>spirit of inquiry.</td>
<td>used to the new method.</td>
</tr>
<tr>
<td>Students less focused on quotes and citations and more of a student voice.</td>
<td>Faculty learning curve related to using ways of knowing and inclusion of scholarly references.</td>
</tr>
<tr>
<td>Feedback is more objective. Students use headings from 4 ways of knowing</td>
<td>Students and faculty learning curve related to participation, revised posting</td>
</tr>
<tr>
<td>to guide responses.</td>
<td>deadlines and engagement.</td>
</tr>
</tbody>
</table>

www.excelsior.edu
Initial Results

Timeframe

Rubric Results

Discussion
References


Any Questions?