Where Does Good Research Start?

Theory as the Foundation for Knowledge

Barbara Patterson, PhD, RN, ANEF
Lisa Day, PhD, RN, CNE

Nursing Education Research Conference 2016
Facilitators

Barbara Patterson  
PhD, RN, ANEF  
Research Briefs Editor  
*Nursing Education Perspectives*

Lisa Day, PhD, RN, CNE  
NLN Research Review Panel member

Director of PhD Program  
Associate Professor
Acknowledgements

National League for Nursing

Sigma Theta Tau International

Researchers in Nursing Education
Objectives

The learner will be able to discuss the role of theory in the research process from developing research questions to designing and conducting a study and interpreting the results. compare and contrast how common models/theories of learning have been used in nursing education research. critique current examples of nursing education literature with respect to theory use. interpret research findings from a theoretical perspective.
Introductions
Where to Begin
Theories being used in research
Different ways to use theory
The role of theory in the research process
Application: Exploring theoretical connections in your work
Where to Begin

Describe your experiences with theory and research.
What theories are familiar?
What theories have supported your work?

STRING THEORY SUMMARIZED:
I just had an awesome idea. Suppose all matter and energy is made of tiny, vibrating "strings."

Okay. What would that imply?

I dunno.
Theories used in education research – The connections

Where does theory show up in a research report/article?

Examples of strong and coherent theoretical connections

Examples of weak and incoherent theoretical connections
INTELLIGENCE

INANITY OF STATEMENTS

HUMAN PROXIMITY TO CAT

YOU'RE A KITTY!
Different ways to use theory – Compare & Contrast

Starting with the question: Finding theories to support research

Starting with a theory: Generating research questions from theory

Building theory with research: Qualitative approaches and their connection to theory
Starting with the question: Finding theories to support research

Development, implementation, and evaluation of a mental rehearsal strategy to improve clinical performance and reduce stress: A mixed methods study

Jeanette Ignacio a,*, Diana Dolmans b,1, Albert Scherpber b,1, Jan-Joost Rethans b,1, Violeta Lopez a,2, Sok Ying Liaw a,3
Starting with a theory: Generating research questions from theory

Wellbeing interventions often focus on resolving problems, but a preventative strategy has been developed to help students and others cope more effectively.

A strategy for maintaining student wellbeing.

What is WRAP?
The WRAP approach is underpinned by five key concepts:
- Hope;
- Personal responsibility;
- Education;
- Self-advocacy;
- Support.
Building theory with research: Qualitative approaches

Theory-generating: Grounded theory

“Atheoretical”: Interpretive phenomenology - descriptions of lived experience

What are the primary concerns of nursing students as they prepare for and contemplate their first clinical placement experience?

Tracy Levett-Jones a,*, Victoria Pitt a,1, Helen Courtney-Pratt a,2, Gwyneth Harbrow a,3, Rachel Rossiter a, b, 4
I used to think correlation implied causation.

Then I took a statistics class. Now I don’t.

Sounds like the class helped. Well, maybe.
The role of theory in the research process

Overview of two learning theories

- Social learning theory (Bandura)
- Constructivist learning theory (Vygotsky)
• Bandura: Social Learning Theory

Reciprocal Determinism
• **Vygotsky:** Constructivist learning theory

Learning through active construction & knowledge use
What teaching/learning-related research questions do each of these theories generate?

How would each theory lead to similar or different interventions and measurement strategies?
Application: Exploring theoretical connections in your work

Problem from your practice as an educator

Research question
Application: Exploring theoretical connections in your work

- Design
- Measurement
- Data Collection/analysis
- Interpretation of the data

MY RESEARCH PROCESS GOES MORE SLOWLY WHEN I HAVE A CHAIR THAT SPINS

\[ L = I \omega \]
\[ a = \omega^2 \tau = \frac{v^2}{\tau} \]

WHEEEE!
Barbara Patterson
bjpatterson@widener.edu

Lisa Day
lisa.day@duke.edu
THANK YOU FOR SUPPORTING THE SCIENCE OF NURSING EDUCATION through THEORY!