

PERSONAL DISPOSITION AND 'WITH-IT-
NESS' IN THE NURSING CLASSROOM:

IMPLICATIONS FOR THE SCIENCE OF
NURSING EDUCATION



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OBJECTIVES:



1. Recognize the implications of interpersonal dynamics in classrooms as 'ecological entities.'
2. Examine the ways personal disposition and 'with-it-ness' interact in the classroom to shape outcomes.
3. Discuss disposition and with-it-ness as concepts essential to the science of nursing education.

DISPOSITION



The sum of personal values, commitments, beliefs, and professional ethics

Across individuals in a classroom, disposition generates a *gestalt*, interweaving people in relationship



Kounin (1983) recognized the significance of this *gestalt*, suggesting its worth to successful teaching:

Effective teachers necessarily demonstrate *with-it-ness*



Deep understanding of what's going on in a classroom environment, incorporating understanding of students' feelings, apprehensions, and expectations

Knowledge of students' prior knowledge and preparation for class





Simple delivery of content, as 'sage on the stage' is inadequate to successful teaching (Zull, 2002), especially in nursing where the ultimate goal is not only informing but building an array of skills and professional values

(Shafakhah, Molazem, Khademi, & Sharif, 2016)



Snow (2015) noted that student learning is inextricably linked to faculty learning



Faculty learning necessarily will involve commingling both personal disposition and with-it-ness in every classroom

OUR PURPOSE:



Presenting findings of a metasynthesis summarizing nurse educators' effective work that demonstrates "influence on the future of the nursing profession"

(Billings & Halstead, 2016, no page)

through:



MELDING DISPOSITION AND WITH-IT-NESS



DEFINING STUDENT LEARNING



- quantitative increase in factual knowledge
- memorization and reproduction
 - applying and using knowledge
 - acquisition of skills and methods
- making sense and understanding
- abstracting meaning
- understanding or comprehending the world in a different way
- performing well in assessment
- solving problems
- developing creativity
- extending imagination
- developing an analytical approach
- changing within oneself as a consequence of understanding the world differently (Fry and Ketteridge, 2003, p. 12)



SUMMARIZING WHAT STUDENTS IN OUR ANALYSES HAD TO SAY ABOUT GOOD TEACHING:

ONLINE TEACHING (YOUNG, 2006)



Core items in online responses (respondent n=199):

“adapting to student needs, using meaningful examples, motivating students to do their best, facilitating the course effectively, delivering a valuable course, communicating effectively, and showing concern for student learning” (p. 65)

CONNECTING, COMMUNICATING, CARING

CONSTITUTING QUALITY



“the quality of the lecturer and the student support systems are the most influential factors in the provision of quality education”

(Hill, Lomas, & MacGregor, 2003, p. 15)

QUALITY LEARNING STRUCTURES

RECOGNIZING AND SUPPORTING CLASSROOMS AS 'ECOLOGICAL ENTITIES:'

In short, a faculty member's understanding of the feelings, apprehensions, and expectations of students contributes to quality

BEING WITH-IT



FROM THE PERSPECTIVE OF INFORMED TEACHERS

YOU ARE NEVER ALONE



Communities of Practice
(Andrew, Ferguson, Wilkie, Corcoran, &
Simpson, 2009) influence emotion and
processes involved in self-formation
(Zembylas, 2003)

COMMUNITY AND COLLABORATION

BECOMING



“Prior experiences, acquired during years in classrooms as students, heavily influence how prospective teachers interpret what they are learning and how they end up teaching”

(Hiebert, Morris, Berk, & Jansen, 2007, p. 47)

ACCRUING LIVED KNOWLEDGE

RECOGNIZING THE IMPORTANCE OF LEARNING HOW TO LEARN



both intellectual and personal learning

(Bain, 2004; Polanyi, 1958)

PERSONAL KNOWLEDGE and FACTS

BUILDING A CONTEXT FOR EFFECTIVE TEACHING PRACTICE



Providing structural and psychological support
(Shelton, 2003)

Recognizing the influence of culture
(Parandeh, Khabhanizade, Mohammadi, & Nouri, 2015)

Supporting the energy inherent in the ecological
entity
(Kounin, 1983)

DIFFERENTIATING CONTENT AND PROCESS



The case for leaving things out (Fisch, n.d.):

Foster students' informed practice of drawing sufficient conclusions from insufficient premises

**I AM NOT THE SAGE ON THE STAGE!!!—and
neither are you**

REFLECTION AND IDENTITY



Recognizing 'emotional rules' in the context

Finding self within the broader system

Identifying 'core whatness' (Parse, 2013)

Responding to student reactions
(Stuart & Thurlow, 2000; Zembylas, 2003)

THE CLASSROOM IS NOT THE END POINT



Your students will remember you: “Every kid is one caring adult away from being a success story.”
(<http://joshshipp.com/one-caring-adult/>)



Your teaching goal:

awareness of disposition in the classroom
and
practicing with-it-ness

References are available on request