CULTURE OF CURIOSITY: 
THE EXPERIENCED NURSE EDUCATOR 
AND INTELLECTUAL CURIOSITY IN THE 
ONLINE LEARNING ENVIRONMENT

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The purpose of this qualitative, hermeneutic phenomenological study was to understand the lived experience of baccalaureate nursing student intellectual curiosity for experienced nurse educators who teach in the online learning environment.

Philosophical Framework: Interpretive Inquiry aligned with the philosophical tenets of Max van Manen (1990, 1997) and Martin Heidegger (1962)

- The participants’ language through narrative text provided an understanding of the lived experience and revealed shared practices and new understanding of the phenomenon.
PROBLEM STATEMENT

• Given
  • it is essential nursing students gain skills of inquiry during their education;
  • intellectual curiosity as an isolated concept and phenomenon has not been explored across the various contexts of nursing education learning environments; and
  • online learning has been proposed as a solution to both the nursing and nurse faculty shortage;

research was needed to better understand the nurse educator’s lived experience of baccalaureate nursing student intellectual curiosity in the context of the online learning environment.
• What does student intellectual curiosity mean to the experienced nurse educator teaching in the online learning environment?
PARTICIPANTS

• Study oversight through ETSU IRB with additional approval/oversight at each participant’s institutional IRB

• Purposive Sampling
  • Four year institutions of higher education
  • Within one state in the Southeastern Region of U.S.
  • Carnegie Classification of Master’s Large Institutions

• Eight participants provided data saturation
<table>
<thead>
<tr>
<th>Participant Number (PN)</th>
<th>Years in Nursing Education</th>
<th>Faculty Rank/ Terminal Degree</th>
<th>Area(s) of Specialization</th>
<th>Type of Institution (all not-for-profit)</th>
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<td>Pediatrics, Nursing Education</td>
<td>Public</td>
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<td>Assistant Professor/DNP</td>
<td>Pediatric Asthma, FNP</td>
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<td>Professor/PhD</td>
<td>Adult Health Nursing</td>
<td>Private</td>
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Table 1: Participants Profile (NI= Not indicated)
DATA GENERATION

• Face-to-face, single, semi-structured interviews
  • Socratic interview approach (Ironside, 2005)

• Grand Tour Question: Tell me about your experience with student intellectual curiosity in the online learning environment; What does it mean for you as an experienced nurse educator?
  • Allowed for openness (Heidegger, 1962) and allowed participants to be able to historicality and temporality situate to the phenomenon (Heidegger, 1962; van Manen, 1990)
DATA COLLECTION AND ANALYSIS

• Interviews audio recorded and transcribed verbatim
• Analysis began at the time of data collection
• Reflexive journal of researcher (Diekelmann, et al., 1989)
• Diekelmann, Allen, and Tanner’s Steps for Data Analysis (1989) utilized
  • Use of additional data analysis team members
• de Witt and Ploeg Five Expressions of Rigor (2006)
SUMMARY OF DATA FINDINGS

• Three constitutive patterns with seven relational themes:
  • Constitutive Pattern One - Relational Reciprocity
    • Theme 1 – Commitment
    • Theme 2 - Reflexivity
  • Constitutive Pattern Two - Creative Inquiry
    • Theme 3 – Inquiry
    • Theme 4 – Challenging Boundaries
    • Theme 5 - Creativity
  • Constitutive Pattern Three - Quality Improvement
    • Theme 6 – Transformation
    • Theme 7 – Compassionate Intentionality
PATTERN ONE: RELATIONAL RECIPROCITY

• Need for a relational connection with students but mutually constitutive
• Themes: Commitment and Reflexivity
  • Connecting through Knowing Each Other/Knowing Self
  • Engagement of Student and Nurse Educator
  • Connecting to Meaningful Use of Content
  • Connecting to the Online Learning Environment Context
THEME 1: COMMITMENT

• Related to the student and nurse educator’s enthusiasm, excitement, desire, and personal interest in the content presented in the online learning environment

• Emerged when dialogue turned to engagement of intellectual curiosity and what was the nurse educator’s role in facilitation

• Indicated the student needed to have a personal identification with the content but a mere desire was not sufficient to sustain intellectual curiosity

• **Ontological Connection:** Temporality and Being in the World
  (Heidegger, 1962)
THEME 2: REFLEXIVITY

• Must be present for the nurse educator as well as student
• Scaffolds the relational theme of commitment and the need for connections and knowing
• “Realizing own limitations” (P2) and “Intellectual Humility (P7)
• Ontological Connection: Self-interpreting beings (Heidegger, 1962) and Temporality of being (Heidegger, 1962; van Manen, 1990)
PATTERN TWO: CREATIVE INQUIRY

- Themes: Inquiry, Creativity, and Challenging Boundaries
- “Nursing Imagination” and abstraction” but on a continuum (P1).
- Frequent use of qualifying language on the meaning of student intellectual curiosity, i.e., ‘right,’ ‘better,’ ‘always,’ ‘good,’ and ‘very’
- Student seeking or searching beyond his/her existing cognitive limits.
- Cognitive excavation accomplished through some mechanism of creativity.
THEME 3: INQUIRY

• The essence of inquiry resembles someone seeking answers but leads to the relational theme of challenging boundaries.

• Inquiry is iterative and scaffolded by the two previous themes of commitment and reflexivity.

• Emerged beginning at Participant Two as she described how she identified student intellectual curiosity.

• Ontological Connection: Heidegger refers to this practice as revealing “always already who you are” (1962)
THEME 4: CHALLENGING BOUNDARIES

• Emerged with Participant Two as she discussed ways to promote intellectual curiosity

• The essence of challenging boundaries is to move past superficial knowledge and to expand perspectives for a new understanding.

• Many participants spoke of the need to provide students with questions or problems just out of their reach and students delving deeper into content.

• Other participants shared the importance of challenging or expanding the student’s thinking.

• Ontological Connection: “a clearing” of being (Heidegger, 1962)
THEME 5: CREATIVITY

• Pulls together the concept of intellectual curiosity and the context of the online learning environment

• Participants indicated creativity as an essential characteristic of student intellectual curiosity but also a necessary nurse educator attribute to be able to effectively teach in the online learning environment.

• Words such as ‘nursing imagination,’ ‘abstract,’ ‘proxies,’ and ‘surrogates’ captured the creativity necessary for student intellectual curiosity and the nurse educator teaching in the online learning environment.

• **Ontological Connection:** Spatiality  
  (van Manen, 1990)
PATTERN THREE: QUALITY IMPROVEMENT

• Themes: Transformation and Compassionate Intentionality

• Insufficient to just be curious - Must be a purpose on why the content needed to be learned.

• Deliberate effort on both the student and the educator to understand how content related to nursing practice - especially important for the students and educator to be able to relate through the online learning environment.

• Quality Improvement is closely aligned with Relational Reciprocity
  • Difference is the emphasis on betterment of someone or something.
THEME 6: TRANSFORMATION

• Embedded in the interview of Participant One as she provided details on the nursing imagination as it relates to the relational theme of creativity and as she referenced “being open to new possibilities.”

• Participant Three who provided terms of ‘adding value,’ ‘more valuable,’ ‘being valued,’ and ‘bringing value’ to capture the outcome of student intellectual curiosity.

• Inherent to the theme of transformation is the creation of “new” or improved thinking/outcomes and to draw connections between new and existing knowledge.

• Ontological Connection: new possibilities or new understandings which develop from the hermeneutic circle and through co-constitutionality (van Manen, 1990; Heidegger, 1962).
THEME 7: COMPASSIONATE INTENTIONALITY

- Relational theme emerged as participants articulated how each facilitated and promoted student intellectual curiosity through communication and various course assignments.
- Inherent to the theme is how the educators identified their dispositions in approach to the students, the student response, and how this translated to safe, competent, and compassionate nursing care.
- **Ontological Connection:** being as “lived other” or “relationality” (van Manen, 1990)
TO FOSTER A CULTURE OF CURIOSITY

• **Effective Communication** included the dynamics of communication when the student and faculty were engaged within the context of the online learning environment and about the topic of interest.

• **Faculty Disposition** included attributes of the participants as experienced nurse educators. Professional nursing standards foster common meanings and shared practices such as ethics, safety, caring, and competence and how the nurse educator engaged in the online learning environment shaped the disposition of the nurse educator.

• **Student Intellectual Curiosity** included faculty-identified student attributes of intellectual curiosity including how often and to the extent a student engaged with the faculty and peers in the online learning environment.

• **Instructional Strategies/Practices** included planning and implementation on the part of the nurse educators for teaching in the online learning environment in a manner to promote, model, and facilitate intellectual curiosity.
SHARED PRACTICES AND MEANINGS

• Challenges with Developing Relationships and the Online Learning Environment

• Challenges to Identify and Foster Intellectual Curiosity in the Online Learning Environment Because of Abstract Continuum of Communication

• Implicit and Explicit Dialogue to Overcome Barriers to Communication

• Participant Self-Reflection on Communication Self-Improvement
Ontological considerations in the form of ontological connections have been outlined already.

Two larger ontological associations relative to shared practices and meanings as developing relationships and communication challenges in the context of online learning:

- Both van Manen and Heidegger identify spatiality as existential
- “Space” of this study is online learning environment
- Absence of lived body (corporeality) impact on other aspects of being
- Does community exist in the online environment?
- Shared praxis cannot readily emerge?
NURSING EDUCATION IMPLICATIONS

• Context of online learning requires additional efforts to overcome the lack of direct interaction and the difficulty in connecting with students, environment, and content therefore instructional design practices and strategies need to consider this concern.

• Studies on social presence and community in the online learning environment, but affirmation these exists does not guarantee a relationship.

• Concept of intellectual curiosity difficult to articulate and define in learning environments, especially, online learning. Educators can recognize intellectual curiosity and find it pragmatic to nursing practice but how to best engage and model it in the online environment is a challenge for educators.

• Findings support conceptual model of Russell’s (2013) study:
  • Themes of reflexivity and commitment relate to preconditions and attributes of motivation and engagement
  • Praxis concerns of online learning environment consistent with the importance of situational context of learning
LIMITATIONS

• Researcher’s novice experience in:
  • socratic method of interviewing
  • implementation of the Diekelmann, et al, method of data analysis
• Need for technology to complete a portion of the interviews versus all in person
• Research related to intellectual curiosity, faculty experience, and online teaching-learning environment published past September 2015 may have met inclusion criteria for literature review was not included
FUTURE RESEARCH

• As online education expands, further research on the experienced nurse educator who teaches in that learning environment

• Consider a comparative study to educators at higher education institutions with a different Carnegie Classification other than Master’s Large

• Purposive sampling of faculty who have taught in courses which used frameworks and best practices in online teaching (Billings, 2000; Billings, et al., 2001; Quality Matters, 2016)
ADDITIONAL INFORMATION RELATED TO DATA COLLECTION AND ANALYSIS
KEY TERM DEFINITIONS

• Experienced Nurse Educator
  • Had taught fulltime in the baccalaureate nursing program minimally at the Advanced Beginner level of role development (Benner, 1984);
  • Had experience teaching in an online learning environment minimally at the Proficient level of development (Benner, 1984); and
  • The researcher identified with during the interview as meeting the knowledge, skills, and attitudes outlined in the NLN Core Competencies for Nurse Educators (2005).

• Intellectual Curiosity
  • A motivational state of cognitive stimulation with resultant exploratory behavior to acquire new knowledge or seek clarity in understanding (Russell, 2013).

• Online Learning Environment
  • Included courses or portions of a course which were delivered utilizing synchronous and asynchronous technology and allowed for separation of the nurse educator and learner (Allen & Seaman, 2013; AACN 2003; Billings, 2001).
DATA COLLECTION AND ANALYSIS: REFLEXIVE JOURNAL

• Researcher’s reflexivity allowed for dialogue with participant

• Contents of Reflexive Journal (Diekelmann, Allen, and Tanner, 1989):
  • Participant observational notes and setting
  • Data analysis team summaries
  • Affective views of interviews
  • Rationale of methodological decisions
  • Theme and pattern emergence and changes
DATA ANALYSIS:
STEPS FOR ANALYSIS

Diekelmann, Allen, and Tanner’s Steps for Data Analysis

1. Each narrative text read independently and in its entirety
2. Each team member to write interpretive summaries – emerging themes coded
3. Independent and group analysis of selected transcripts for theme consensus
4. Clarity in any theme discrepancies identified – Relational themes and common meanings identified - Written composite analysis developed
5. Across all interviews, identify emerging constitutive patterns to provide understanding of relational themes
6. Validation of analysis with team members, non-team members and participants
7. Findings report developed through use of interview excerpts and reader validation
# DATA ANALYSIS: TEAM MEMBERS

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<th>Team Member 1</th>
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<tr>
<td>• PhD in Exceptional Learning (Applied Behavioral Analysis)</td>
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<tr>
<td>• Teaches Qualitative Methods at Doctoral Level</td>
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<tr>
<td>• Research use of Qualitative Methods</td>
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<tr>
<td>• Numerous scholarly work in Qualitative Inquiry</td>
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<td>• International Congress on Qualitative Inquiry, Ethnographic &amp; Qualitative Research Conference</td>
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<th>Team Member 2</th>
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<td>• PhD in Education (Cultural Studies)</td>
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<td>• Teaches Qualitative Research at Doctoral Level (13 years) plus at the Masters Level (14 years)</td>
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<tr>
<td>• Designed qualitative sequence of PhD program</td>
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<tr>
<td>• Methods person on multiple dissertation committees</td>
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<tr>
<td>• International Congress on Qualitative Inquiry</td>
</tr>
<tr>
<td>• Over 50 international and national presentations with qualitative methodology</td>
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EVALUATION OF RIGOR

• de Witt and Ploeg (2006) Five Expressions of Rigor
  • Balanced Integration (Comprehensiveness or Coherence)
  • Openness (Orientation to the Phenomenon)
  • Concreteness (Contextuality)
  • Resonance (Epiphany or Reverberation)
  • Actualization (Suggestiveness)

• Scrutiny of consistent orientation to the question and phenomenon through the expression of openness evidenced by plus resonance and actualization of findings affirmed by:
  • Addition of data analysis team members
  • Allowance of two external reviewers
  • All data participants to review study findings
VISUAL REPRESENTATION OF DATA ANALYSIS PROCESS & FINDINGS

Image Courtesy of Dr. Martha Howard, Data Analysis Team Member 1
SAMPLE NARRATIVE EXCERPTS: THEMES AND PATTERNS
RELATIONAL RECIPROCITY: CONNECTING THROUGH KNOWING EACH OTHER/KNOWING SELF

• [In comparison to the online learning environment] “…when you’re with them you can kind of, you can have more one-on-one sessions with the students and talk to them, get to know more about them, and how they learn, how they prefer to learn, what they like to learn. So I think …you just get to know your students better in the more intimate clinical setting.” (P2)

• “…I let them get in my mind and I want to get in their mind. I want to see how they’re thinking…it’s the relationships and the interactions that really kind of nurture it [intellectual curiosity].” (P5)
“[Intellectual curiosity] is always implicit. I never heard the term used. But, even in high school and elementary school there were some instructors so interested in their own topic or what they were about to teach that is was almost like catching an infection. You just, you made them, their excitement and enthusiasm for what they were teaching made you interested in what made them interested” (P1)

“You know you have to engage them. You can’t just give them a topic without giving them some guidelines, you know, about how to explore it…give them good problems to solve and somebody with intellectual curiosity is going to solve those problems…You have to engage them and you can’t do that in a nonchalant way…the courses that were really good courses…actually had guidance…” (P6)
• “But this student [in description of a student who is intellectually curious], wants to learn how to assess the article better... to engage in the content of the course better...[student] has a sister who’s ill at home she realized by understanding this article she could eventually put that to work in pediatrics by understanding what the research was teaching her.” (P8)
RELATIONAL RECIPROCITY: CONNECTING TO THE ONLINE LEARNING ENVIRONMENT CONTEXT

“Online learning… you don’t have that personal interaction… learning, imparting material, requires a relationship… The learner is at the, really, the mercy of the skill of the person who is teaching the class… I think that having interactions, some kind of interactions, you have to be able to make the online environment make some kind of meaningful interaction… It has to be some kind of relationship set up even if it’s in the virtual world that you have to kind of know a little bit about who’s teaching you and you have to know a little bit about who you’re teaching. So I think it is both sides. So it can’t just be in my opinion, it can’t just be [love for a topic] and you’re going to learn it no matter what… I think the relationship, some kind of relationship, some kind of knowing… knowing the person that is teaching you if you’re a student… knowing a little bit about my students helps me try to stimulate curiosity. I know what I am working with... you gotta have some knowing in there.” (P5)
THEME 1: COMMITMENT
NARRATIVE EXCERPTS

• “[Intellectual curiosity] is the motivation to discover something...that interests me and I want to know more about it. And it’s enough of an interest that you would be motivated to act on it...enthusiasm and the personal excitement kind of endorses the topic...I try to make the subject matter personal to the student...ask the student to related something in their own experience...” (P1)

• “...intellectual curiosity would be that driving force to learn more, to want to discover more...maybe what motivates people to go further and spend the time, the commitment to learn the content they need. [In how she models intellectual curiosity] Excitement for learning...approach it with this excitement of that we’re never done learning...they’re willing to do that work for what? I think...the person has a goal in mind...they’re willing to put in the time to learn it...we think of curiosity as exciting, and I think that’s part of it. But...you’ve got other reasons in their too...different motivations to learn. So, and maybe when you rise to the top of it...you’re excited about it, maybe that’s the ultimate prize.” (P5)

• “[Intellectual curiosity] what makes them want to learn...what triggers their learning. It could be something they’re interested in, something they’ve had past experiences with...they want to learn more about it. But I think it comes from their personal interest and maybe some from their past experiences.” (P2)

• [While describing a student example of intellectual curiosity] “...they got to look for something they were interested in. And, one of the students did something about a sister who is ill at home...They don’t care about evidence-based practice but they got curious about what evidence based practice might mean because they were able to follow an interest of their own.” (P8)
THEME 2: REFLEXIVITY
NARRATIVE EXCERPTS

• “I’m very motivated and I have a strong work ethic…I have my own self curiosity. I think the more education you get the more you know what you don’t know, that you want [to learn] more. I just realize my own limitations and know that I’m the only one who can fix those limitations, I guess.” (P2)

• “...I have pretty high standards and if students don’t reach those standards I blame myself because I feel like that, you know, it’s not my fault but I feel like I could have offered better opportunities for them to learn...if someone has intellectual curiosity they’re educated on what they’ve read maybe but they’re not at the level they have the understanding that they really want to have...the worst knowledge is false knowledge and the only way you find out about false knowledge is to get the people to discuss the problem...you know, close their gaps in knowledge... I just try to show them all the time that, you know, that number one I don’t know everything ‘cause I think it is very dangerous that people think they know everything.” (P6)

• “[One] that demonstrates intellectual curiosity, or maybe it’s intellectual humility...intellectual humility is understanding that the way you that you know what you think you know can be fundamentally flawed. And, it’s one perspective and its’ at the mercy of what you’ve experience or the particular resources that you’ve had...And so, having that realistic perspective about ourselves that we don’t know everything and what we think we know sometimes changes should lead us to curiosity about what other people think or different experts or different panels or research and hopefully that feeds into a desire for lifelong learning. Simply because we are humble we see a need for more inputs and that leads us to taking action which I think that action is predicated on curiosity.” (P7)

• “For a college student who’s not intellectually curious that’s kind of a sad thing because you would hope the way you send them out it’s ready to be lifelong learners. And if they don’t think, if they’re not curious about anything, if they don’t leave here realizing that there’s still so much they don’t know that’s a scary thing for taking care of patients for one thing because they won’t ask questions they need to.”(P8)
THEME 3: INQUIRY
NARRATIVE EXCERPTS

• “...asking questions, trying to get more information on their own, just taking initiative I guess is the big word that comes to mind is that they have their own enthusiasm and take initiative to learn that particular something they’re interested in...” (P2)

• “They’re constantly thinking of questioning what’s status quo...it’s always an integration...not just memory...being curious enough to ask the right questions...and let one question lead to another.” (P3)

• [Online learning] ”...you’re going to have to fill in some of the gaps yourself and you provide the environment where they feel comfortable and willing to keep asking the question.” (P5)

• “...I’ll let them guide themselves the best they can...if they can discover it themselves...what you’re really trying to do is to teach them to think for themselves...” (P8)
THEME 4: CHALLENGING BOUNDARIES
NARRATIVE EXCERPTS

• “[I] try to promote that curiosity or give them something you know to grasp on to…not to be punitive or anything but just to kind of push them a little bit out of their comfort zone.” (P2)

• “They want to delve deeper than what the content that I see is important to learn…they dig” (P3)

• [Intellectual curiosity] “…it means wanting to explore past what is obvious…And students who are intellectually curious, I think, will go a step further and bring new information to the topic and really expand the analysis of what they found, the gaps in the knowledge not just satisfied with surface information that they have read about, and explore potential, future…they’re …they want to know more…do reading on their own.” (P4)

• “…what you want the student to do is to kind of wrestle with it…If they’re curious, if they’re interested…that will lead you to work harder, dig deeper and find it for yourself which we all believe is more meaningful than if the student gets handed something.” (P8)

• “…you need to challenge the way they’re thinking…close their gaps in knowledge…they’re all kinds of resources to fill in the gap.” (P6)

• “…It’s double checking myself…going deeper… drawing connections between that thing and things I am teaching…expanding perspectives…I should be open to different perspectives…” (P7)
THEME 5: CREATIVITY NARRATIVE EXCERPTS

• “So for me, real intellectual curiosity would be the kind of question that would have **probably some abstraction** to it...I think you have to have a **certain openness** to how things interact. You have to have an openness to other cultures to be competent...You also have to have that openness to other disciplines in cross-disciplinary work...openness is part of curiosity...an attitude of openness...the abstraction serves as a kind of category label...I like to talk about the nursing imagination...I always imagined a future state for my patients that had them advancing in whatever illness, wellness continuum they were on...and students have a very tough time with that, imagining some future state of a patient. So you’re in a narrative where this patient is a character in a story and you’re kind of writing the next chapter of the story...So I think connected to intellectual curiosity would be the nursing imagination or the ability to enter into the storyline of a patient...being able to imagine requires being able to predict...think about contingencies...it’s a very imaginative act and nurses who are good at it...develop an imaginative ability to develop a storyline. (P1)

• “It’s [intellectual curiosity] very close to even taking it to the next step of innovation... He [student exemplar] got into the world of this guy [patient]. Whatever the guy would tell him, he could use that and then be more curious to ask him the next question to what are the barriers... and he hadn’t even seen the patient... and I was like ‘wow, this guy is innovative’.” (P3)

• “...they [students who are intellectual curious] bring a more sophisticated approach to topic.” (P4)

• “**Online learning** is going to be **more abstract**...it requires somebody to use a little bit more imagination to get the job done.” (P5)

• “It’s not as easy to make them curious in a setting like that [online learning environment] for me. **It [online learning environment] takes a little more intentional thought**...” (P7)
THEME 6: TRANSFORMATION
NARRATIVE EXCERPTS

• “...curiosity extends to being open to possibilities of connections...students can think in categories that are never integrated with each other...nursing is a highly integrated discipline...you have to have a certain openness to how those things interact...openness is a part of curiosity...connected to intellectual curiosity would be the nursing imagination or the ability to enter into the storyline of a patient in a therapeutic way and help write a chapter that’s going to be the better of several outcomes” (P1)

• [Intellectual curiosity] “is when there’s an opportunity for improvement...opportunity for exploring a topic to see if there’s big new and better ways of doing something...how to do things better...always an integration...You never stop learning in nursing...or you become obsolete or not very valuable...they [students] stimulate themselves...always adding value to whoever, whether it’s students you’re working with, patients you’re working with, or just your own capabilities as a nurse educator so that you’re more curious...” (P3)

• “...they [students] ask questions for a better understanding...go a step further and bring new information to the topic and really expand analysis...the most effective way to promote intellectual curiosity is when they present their perspectives on something is to bring up another perspective and let them compare the two.” (P4)

• “…there’s a value there and that really adds to the ‘I want to learn because it’s important’...inspiration to want to learn more...apply the knowledge. Like someday this is going to make sense...the person has a goal in mind.” (P5)

• [Intellectual curiosity] “is how to do things better...” (P6)

• “...every year when I cover the material, I can’t leave it the same way that it’s always been. I can be very familiar with content but then continue asking ‘Why is that the case?’ and drawing new connections...making sure they’re [teaching methods] still working and having new ideas about how we could do things better...expanding perspectives...” (P7)
THEME 7: COMPASSIONATE INTENTIONALITY
NARRATIVE EXCERPTS

• “...I think just making sure that the online students, *even though they’ve never seen me know that I am approachable* and that they can email me...” (P2)

• “I’m guiding them on the outline [in reference to an assignment]...I *encourage them to email*...Lots of communication...*having a complete availability*...” (P3)

• “…depends on the person teaching the course and how much communication...you provide them the environment where they feel comfortable and trust you...it’s allowing that environment, the trusting environment where they feel that they can ask the question…I stay in touch with my students...check in...reflect back...available...checking in with them regularly...” (P5)

• “…her [a student example of intellectual curiosity] intellectual curiosity, her compassion, her desire to work well, do the appropriate nursing interventions, the advocacy, the appropriate assessments...the appropriate interventions flowed directly from her combination of curiosity with the compassion and the competence.” (P1)

• “I give them a little freedom to explore...freedom to choose...I’m approachable...” (P2)

• “…they know I care about them [the students] and my patients...I’m approachable. I’m flexible. I’m kind. I’m caring. I’m intelligent.” (P6)

• “…they [students] would probably say [I am] available...I encourage them...be patient with students...the curious person is the safer and better nurse.” (P8)
SAMPLE NARRATIVE EXCERPTS: SHARED PRACTICES AND MEANINGS
SHARED PRACTICES & MEANINGS: DEVELOPING RELATIONSHIPS AND THE ONLINE LEARNING ENVIRONMENT

• “...we don’t know each other as personally in an online class. There’s not much room for dialogue that flows naturally where one can challenge the student’s perspective in a, you know, real time kind of way that for me has worked well to foster that intellectual curiosity...online piece is very challenging...it’s not an easy setup of the online course. If I am totally honest, it doesn’t feel as natural to me to provoke thought and challenge students cause I don’t know who they are, we don’t have the real time interaction. It’s not as easy to make them curious in a setting like that for me. It takes a little more intentional thought...” (P7)

• “It [intellectual curiosity] does not look different [in online] but how that’s fostered and how that is facilitated is very different. I find it harder to facilitate intellectual curiosity online because you don’t have that interaction as much with the students. You can still do it, it’s just harder... A lot of times when you’re with them versus online, you can pick up on the nonverbal that they give you and so when you are online you can’t, everything is, you can’t even get the tone of their voice... it’s [online environment] so unpersonable...sometimes online learning environment can be a cold environment, you know? ” (P2)
SHARED PRACTICES & MEANINGS: COMMUNICATION CHALLENGES AND THE ONLINE LEARNING ENVIRONMENT

• “...a lot of nonverbal communicates that [enthusiasm] and that’s hard to do online... online, you have to find sort of proxies for that... an affective side that sort of functions as a surrogate for that body language in class... there’s a lot of ways to show an affective side in a text world... I just think the online constrains you about how you’re going to communicate that [enthusiasm]” (P1)

• ... “they’ll write me a note in the dropbox”... and I write “lots of notes on their assignment...it’s very time-consuming for me but it’s worth it because the end product [assignment] ends up being much more expanded and developed into many different angles”...”a lot of it’s [communication] by email.” (P3)
Participant 4 shared “I give students a lot of feedback, especially in my online programs”…“I think providing them with some literature that is currently related topic, trying to help them immerse themselves in the literature rather than depending on a textbook, but actually going out and see what’s out there”…”asking them questions that help them think things through” (P4)

“Online learning is going to be more abstract, personally. And you’re going to have to be able to fill in some gaps yourself because you don’t have that personal interaction. So you’re going to have to, to me, take it a little bit further, make the more effort in a way… and then it depends on the person teaching the course and how much interaction they have an communication…it’s harder in the online. There are students I feel like I’m not connected with…” (P5)
SHARED PRACTICES & MEANINGS: COMMUNICATION CHALLENGES IN THE ONLINE LEARNING ENVIRONMENT

• “Well it’s [intellectual curiosity] a little harder online but generally I can tell from their assignments how they solve problems and…just how they write, how they respond to their peers, what questions they ask of their peers, you know.” (P6)

• “But there’s a good bit of email correspondence that goes back and forth…we try to get back to folks within a day…and we dialogue with them… tell me where your question is coming from, where do you think you might find the answer, rather than just answering them” (P8)
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