

BNURS 513: Theories and Methods of Teaching and Learning

Quarter	Summer 2012
Credits	3
Time and Location	UW1-210, Fridays Meets 8:30-11:20 on June, 22, July 6, July 13, July 27, August 3 and August 10. June 29 and July 20 are online.
Prerequisites	Graduate standing or permission of faculty
Course Faculty	Jerelyn Resnick, PhD, RN
Office	UW1-153
Email	jerelyn@u.washington.edu
Office Hours	right after class, or email for appointment
Phone	425-352-3645

Course Description

This course addresses theories and methods of teaching and learning, tools and resources for teaching, role development, and current issues faced by people who teach in higher education and staff development.

Course Objectives

Upon successful completion of this course, the learner will be able to:

- (1) Critically analyze theories and methods of teaching and learning;
- (2) Integrate theories and methods of teaching with professional nursing expertise;
- (3) Articulate a personal philosophy of teaching and learning; and
- (4) Utilize online learning resources and techniques.

General Policies

Disability Resources for Students

Students requiring special accommodation should obtain a letter from the Disability Resources for Students Office, UW1-175, drs@uwb.edu, 425-352-5307 and then meet with me as soon as possible to arrange for these accommodations.

Grading, Submission of Work and Returning Papers

The Graduate School Grading Scale listed in the Graduate School Policies, Master of Nursing Student Handbook, and UWB catalog is used for this course.

<http://www.grad.washington.edu/Acad/gsmemos/gsmemo19.htm>

All written work submitted must be received on time; be well organized, clear, logical, and reflect analysis; use APA format (if relevant); and relate to and reflect the purpose of

the course. Assignments are subject to a penalty of 5% for each day the assignment is late. Written work may be submitted as a hard copy or to the Blackboard gradebook.

Absence

Learners are required to attend all classes, participate in Blackboard activities, and must notify the faculty if an emergency prevents attendance at scheduled classes.

Required Reference

DeYoung, S. (2009). *Teaching strategies for nurse educators*.

To make the most of our 8 week session, our weeks are as follows, Monday-Sunday:

Course Timeframe

Week 1 June 18-24 (class is June 22)

Week 5 July 16-22 (online)

Week 2 June 25-July 1 (online)

Week 6 July 23-29 (class is July 27)

Week 3 July 2-8 (class is July 6)

Week 7 July 30-August 5 (class is Aug. 3)

Week 4 July 9-15 (class is July 13)

Week 8 August 6-12 (class is Aug. 10)

Course Requirements Summary and Description

- 1) Participation in online group (weekly) 15 points
- 2) Participation in in-class activities (weekly) 10 points
- 3) Vision paper (due Sunday July 15 by midnight on BB—Week 4) 15 points
- 4) Small group teaching project (due Aug. 10 in class—Week 8) 20 points
- 5) Write a 1-2 page reflective summary (due Sunday Aug. 12 by midnight on BB—Week 8) 10 points
- 6) Individual final project (due Sunday Aug. 12 by midnight on BB—Week 8) 30 points, but first:
 - (a) bring ideas July 6—Week 3 for peer input.
 - (b) during Week 5, when we are exploring online learning, send a copy of your draft to a classmate—however drafty the draft may be at that point—and then engage in a peer review with that classmate on Skype.

- (1) Participation in online group discussions (weekly) 15 points:

Each student will join an online discussion group. You are expected to contribute at least 2 entries per week. One entry is to be your own response to the suggested readings of the week; the other entry is to comment on or respond to what another student has written. Because specific readings are suggested rather than required, it will help your group mates if you include the author, title and source along with your comments. Suggestions for comments include how the readings relate to the coursework and learning activities and how the readings relate to your current work or your future plans.

- (2) Participation in in-class activities (weekly) 10 points:

Students will participate in in-class activities. If a student must miss a class, an alternate activity will be provided.

(3) Vision paper (submit to BB by midnight Sunday July 15) 15 points

Write a 3 page paper on your vision of how educating/teaching and learning connect to each other. Apply it to your area of interest (nurse educator, staff development, management, leadership, patient education, public health, school nursing, precepting, mentoring, etc).

Include these aspects: What principles of teaching/educating and learning underlie your vision? Use APA to cite your references. What are the roles and responsibilities of the teacher/educator and the learner? How do these relate to the teaching/educating plan (curriculum) and assessment (evaluation)? How are these various elements influenced by the context where you work or would like to work?

You have two main audiences for this paper. In line with our focus on applying assignments to your individual situations, your two main audiences are the reader (that would be me) and the people you might interview with for a position or a promotion. While 3 pages may seem short, this is a typical page limit for teaching philosophies requested of applicants for faculty positions, and it will be good practice for being able to articulate your vision in an interview.

(4) Small group teaching project (due August 10 in class) 20 points:

Students will form small groups and choose a topic and population of learners. Using course materials and activities and your own experiences, explore how you might teach a topic to a particular population. Each group will have a Blackboard group page for between-class communication and there also will be class time to meet in groups. The teaching presentation can be (1) a demonstration in which your classmates will play the role of your learners, or (2) a presentation in which you summarize what your group has learned about teaching your topic or your population.

In your group, consider the following: How will you assess your learners' learning styles and needs? What teaching strategies might work best? Which would probably not work very well? Why? What is most realistic for your setting? How might you adapt the setting to meet your learners' needs? What role might technology play? How might you adapt your teaching if you teach in various settings or to different generations or cultural groups?

(5) Reflective summary (submit to BB by midnight Sunday August 12) 10 points:

Write a 1-2 page summary on how you will use this course in your work and/or education.

(6) Individual final project (submit to BB by midnight Sunday August 12) 30 points:

Choose your own final project that is of interest to you and that gives rein to your creativity. Aim for 7-10 pages. Here are some suggestions, but feel free to develop your own topics. If you choose another topic, please run it by me first:

- Write a paper focusing on the role generational learning needs and styles play in your teaching/educating experiences. What can you do in your setting to support these varying needs and styles?
 - Produce a substantive paper addressing a topic or issue in higher education or staff development on topics such as working with adult learners, mentoring, classroom assessment, the effectiveness of continuing education, assessing the learning of new grads during residency, etc.
 - Write a paper focusing on how the teaching and learning theories and methods relate to your teaching/educating experiences. What fits you really well? What would be quite a stretch? Which are your most comfortable tools in your teaching tool box? Which might need more development to be useful?
 - Write a paper focusing on the needs of new grads at your work and plans for meeting those needs.
 - Write a paper on helping staff move towards evidence-based practice. What would work in your setting? What are some challenges and opportunities? What roles could you play?
 - Write a case study that could be used as a teaching tool. Include objectives and assessment and ideas for how the case study could be used.
 - Create a sim lab scenario, including objectives and assessment. How will you assess whether learners can carry their skills into practice? What kind of simulation scenario is realistic for your setting, budget and learners? What kind of training would be required for staff running the simulations?
 - Write a critical book review of a contemporary text on teaching and learning.
 - Critique a learning theory. How does it help you adapt your teaching/educating to meet your learners' needs in your specific context?
 - Plan and lead a lecture/seminar/discussion (to take place in our class or at a site of your choosing). Write a paper summarizing the lecture/seminar/discussion including the objectives, resources used, and your own self-evaluation.
- *If you want to work on an individual final project that will relate to both this class and your final project in BNURS 511, please email a proposal to the instructors of both courses to negotiate this.*

Criteria for Evaluating Assignment 1

Posted twice per week (week 2 excepted)

Postings were relevant to readings and discussion, demonstrated grasp of content, critique and analysis were evident.

Criteria for Evaluating Assignments 2-6:

Evidence of understanding course material

Evidence of effort in preparing and completing work

Analytic thinking and reflection

Clarity, logic and quality of communication including format

Creativity
Work submitted on time

Recommended references:

E-reserves for BNURS 513 Theories and Methods of Teaching and Learning are in the following folders. *While each week we will focus on certain topics, the selection of which articles to read is up to you. I included a variety of articles because I assume there will be many different interests in the class. I also included a variety because authors writing about similar topics approach them with different perspectives and intent.*

In choosing which and how many to read each week, I would prefer that you use your reading time for depth rather than breadth.

Seriously—there’s a wealth of great resources here and your challenge is to rein in the temptation to try to read everything.

Each week, skim the titles of e-reserve articles under the selected topics and then choose one or maybe two to read in depth and then use as the basis for your Blackboard postings. Between the article or articles you select and the required chapters, believe me, that will be enough to read.

Our intent is to explore how the readings meet your needs and those of your learners and your particular situation. You are welcome to download articles that you plan to read later. You may want to open up all the e-reserve folders and then print those pages so you’ll have a record of some sources you can go back to later when you have more time.

You are welcome to use any of the readings as well as any of the books placed on reserve for your final project and your small group teaching project.

The articles are in these folders:

Evidence-Based

Nursing Education/Faculty Roles

Online Learning in Nursing Education

Online Learning in Staff Development

Staff Development

Teaching and Learning has these subfolders:

Adult Learning Theories

Assessing and Evaluating Learning

Generational Teaching and Learning

Teaching and Learning

Teaching Strategies Folder has these subfolders:

Case-Based

Clinical Teaching

Concept Maps
Critical Thinking
Lectures
Narrative Pedagogy: The Lived Experience of Teaching and Learning
Patient Education
Problem-based Learning
Simulation

A number of books on topics related to BNURS 513 and BNURS 511 have been placed on 7 day reserve in the library.

These are some journals that you might like to browse. Most have fulltext articles.

Journals in the UW Libraries Database

Clinical Simulation in Nursing
Computers, Informatics, Nursing
Journal for Nurses in Staff Development
Journal of Continuing Education in Nursing
Journal of Nursing Education
Nurse Education in Practice
Nurse Education Today
Nurse Educator
Nursing Education Perspectives

Websites (also on External Links on Blackboard)

<http://depts.washington.edu/cidrweb/Bulletin/index.html>

All kinds of interesting articles and information from UW Seattle's Center for Instructional Development and Research. Click on "Teaching Topics" and "CIDR Materials" under Resources.

http://classweb.gmu.edu/ndabbagh/Resources/IDKB/models_theories.htm

An outline of learning theories

<http://www.learningandteaching.info/learning/experience.htm>

The Kolb experiential learning cycle

http://www.minoritynurse.com/features/nurse_emp/01-27-02h.html

This source addresses disabilities in learners

<http://www.washington.edu/doi/Faculty/>

This web page has resources for faculty working with students with disabilities.

<http://www.son.washington.edu/faculty/support/teaching.asp>

Resources on teaching from UW Seattle School of Nursing