

Teaching Excellence, Expertise & Scholarship in Canada

Dr Bev Williams
Associate Professor
University of Alberta
Edmonton, AB Canada



National Nursing Organizations

- **CNA (Canadian Nurses Association)**
 - Federation of 11 provinces/territories
 - Represents 143,843 registered nurses
 - Represents nursing nationally & internationally
 - Provides the national exam to ensure competence before beginning practice
 - Published the Code of Ethics for RNs



- **CASN (Canadian Association of Schools of Nursing)**
 - Voluntary association
 - Official accrediting agency for university programs of nursing
 - Establishes national standards of excellence for nursing education
 - Speaks for nursing education & scholarship



CNA/CASN Joint Statements

- **Educational Preparation for Entry to Practice (2004)**
- Flexible Delivery Programs (2004)
- Doctoral Preparation (2003)
- Promoting Continuing Competence for RNs (2004)



CASN Position Statement

- Scholarship of Nursing
- Scholarship of Discovery
- **Scholarship of Teaching**
- Scholarship of Service
- Scholarship of Integration
- Scholarship of Application

2004



Teaching Excellence

- Judgement about performance made by those who had the experience (present/former students, peers, self)
- Knowledge that teachers construct as a result of their personal teaching experience
- Reflection in action & Reflection on action
- Based on experience based knowledge about teaching & extent to which educational theory explains their experience



Teaching Expertise

- Trial & error approach – strategies that work well are kept and those that do not are replaced
- This reasoning & reflection are often intuitive and subconscious
- Some faculty do consciously reflect on what works, what doesn't and why
- Faculty who continuously reflect on their teaching develop expertise
- Exceeds what is necessary without expectation of external reward



- Based on declarative, procedural and implicit knowledge
 - **Declarative knowledge:** about educational theory – literature about teaching/learning within the discipline and outside the discipline
 - **Procedural knowledge:** about how to teach
 - **Implicit knowledge:** self reflection/monitoring
- Perform effectively & advance theory but do not necessarily communicate through peer reviewed publications
- Creating expertise in teaching & the discipline



Scholarship of Teaching

- Associated with teaching excellence and publication in peer reviewed media
- Scholars of teaching are usually expert teachers
- Forms of scholarship: teaching portfolios, faculty mentorship, presentations, research & publications



- Excellent teachers share their knowledge & advance knowledge about teaching/learning within the discipline in a way that can be peer reviewed.
- Consider personal teaching experience as only one source of information



- Expert teachers engage in focused reflection on teaching while building & sharing declarative, procedural and implicit knowledge of teaching, learning & discipline



Scholarship of Teaching in Nursing

- How are students best prepared for the practice of nursing?
 - How is practice learned?
 - How is competency acquired?
 - How is competency maintained?



Conceptual Framework for Organizing Competencies



Specific Competencies

- Anticipatory planning
- Collaboration with health team members
- Uses critical inquiry for professional judgment & reasoned decision making
- Anticipates potential problems
- Incorporates evidence from research
- Demonstrates self regulation through self assessment
- Demonstrates leadership ---



Cone of Learning (Edgar Dale)

After 2 weeks
we tend to remember...

10% of what we read

20% of what we hear

30% of what we see

50% of what we
hear and see

70% of what
we say

90% of
what we
say and
do

Nature of
Involvement

Reading

Hearing Words

Looking at Pictures

Watching a Movie

Looking at an Exhibit

Watching a Demonstration

Seeing It Done on Location

Participating in a Discussion

Giving a Talk

Doing a Dramatic Presentation

Simulating the Real Experience

Doing the Real Thing

Verbal Receiving

Passive

Visual Receiving

Receiving/
Participating

Active

Doing

Context/Problem Based Learning

- Learning that results from encountering real nursing practice situations as the stimulus and focus of learning.
- Similar to Problem Based Learning – an approach that has been well researched and published about in Medicine
- Each nursing theory course is comprised of 4-5 real nursing practice situations discussed over a 6 week period



- Students work in small groups to identify what they already know about the situation & what they need to learn more about in order to be the nurse in the situation
- Students divide up the topics for further investigation
- After class they engage in self directed study to find the information – ensuring that all information is evidence based



- During the next class they share their information with each other, asking questions of each other to clarify
- Students also set learning goals for themselves which they share with their peers.
- At least twice each term, students do both self and peer evaluations



- Students also take turns being part of the management team for at least one scenario
- The Management team consists of a leader, timekeeper and recorder for the tutorial group
- Every student has the opportunity to be the leader at least once in each six week course





Teaching Excellence

- Individual tutors reflect on their own performance
- Tutors are also part of the tutorial evaluation process
- Students provide tutors with feedback about their role as tutor at least twice during each six week period



Teaching Expertise

- With experience tutors learn that every tutorial group is unique
- An approach that works in one group may not work so well in another tutorial group
- Some tutors may read about PBL/CBL within nursing & other disciplines



- Tutors often share what they learn with each other during team meetings
- They may even share their experiences at conferences



Scholarship of Teaching

- Presentations
 - **Local:** Margaret Scott Research Day
Olive Yonge Teaching & Learning Day
 - **National:** WRCASN, Nurse Educator's Conference
 - **International:** ICN (Malta), STTI



Publication

- **Williams B**, Spiers J, Fisk A, Richards L, Gibson B, Kabotoff W, McIlwraith, D, Sculley A. (In Press). The influence of an undergraduate problem/context based learning program on evolving professional nursing graduate practice. *Nurse Education Today*.
- Yuan H, **Williams B**, Yin L, Liu M, Fang J, Pang D. (In press). Nursing students' views on the effectiveness of problem based learning. *Nurse Education Today*.

★



- **Williams B & Day R.** Employer perceptions of knowledge, competency and professionalism of baccalaureate nursing graduates for a problem based learning program. *International Journal of Nursing Education Scholarship* 2009:6(1) 1-11
**411 downloads.
- **Williams B & Pace A.** Problem based learning in chronic disease management: A review of the research. *Patient Education and Counselling* 2009: 77(1) 14-19
**1451 downloads.



Key References

Canadian Association of Schools of Nursing (2004). CASN Position Statement on Scholarship of Teaching. www.casn.ca

College & Association of Registered Nurses of Alberta (2006). Entry to Practice Competencies for the Registered Nurses Profession. www.nurses.ab.ca

Kreber C, (2002). Controversy and consensus on the scholarship of teaching. *Studies in Higher Education*, 27:2, 151-167.

Boyer E, (1990). *Scholarship Reconsidered*. Carnegie Foundation. Washington, DC.

