UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2015

COURSE NUMBER NGR 6930, section 13FF

COURSE TITLE Teaching for Student Engagement in Nursing Education

CREDITS 3

PLACEMENT Variable

PREREQUISITES None

FACULTY Mary L. Fisher, PhD, RN

OPS Clinical Professor

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Office hours: By appointment only

COURSE DESCRIPTION This course explores learning theories and teaching strategies for a variety of pedagogies designed to engage students in active learning. Students practice the teaching of nursing, including planning, developing, implementing, and evaluating active classroom, simulated and/or clinical instruction. Students work with a preceptor to teach a specific unit of instruction. The course will use the Community of Inquiry approach as a general framework.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

At the completion of this course, you will be able to:

1. Implement a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context for nursing.
2. Ground teaching strategies in educational theory and evidence-based teaching practices.
3. Recognize the diversity of cultural, gender, sexuality and experiential influences on teaching and learning.
4. Engage in self-reflection and continued learning to improve teaching practices that facilitate learning in nursing.
5. Use information technologies skillfully to support the teaching-learning process.
6. Practice skilled oral, written, and electronic Communication that reflects and awareness of self and others, along with an ability to convey ideas in a variety of contexts.
7. Create opportunities for learners to develop their critical thinking and critical reasoning skills

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <https://lss.at.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

* 1. Community of Inquiry Framework – collaborative knowledge construction
  2. Student engagement strategies
  3. Grounding teaching to learning theories
  4. Evidence-based teaching approaches
  5. Unique learning needs of diverse learners
  6. Preparing a unit of instruction focused on student engagement
  7. Evaluation strategies to improve teaching effectiveness

TEACHING METHODS

Online active learning modules, community of scholars group assignments, YouTube videos, individual student teaching experience and final examination.

LEARNING ACTIVITIES

Group discussions, case presentations, written papers, evaluation of teaching materials, research critiques, and selected readings

EVALUATION METHODS/COURSE GRADE CALCULATION

Community of Scholars group project 25%

Lesson plan and presentation 25%

SOTL Critiques (2 – 8 points each) 16%

Module assignments (6 – 4 points each) 24%

Teaching reflection paper 10%

100%

MAKE UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu>. Unexcused late work is penalized at -1point/day.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

REQUIRED TEXTBOOKS

Billings, D. & Halstead, J. (2011). *Teaching in nursing: A guide for faculty.* (4th ed.). USA: Saunders.

National League for Nursing. (2012). *The scope of practice for academic nurse educators.*

Washington, D.C. ISBN13 # 9781934758175.

Halstead, J. (2007). *Nurse educator competencies: Creating an evidence-based practice for nurse educators*. Washington, D.C. ISBN13 # 9781934758380.

RECOMMENDED TEXTBOOK

Barkley, E.F. (2010). *Student Engagement Techniques: A handbook for College Faculty*. San Francisco, CA: Jossey-Bass.

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

WEEKLY CLASS SCHEDULE

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC/EVALUATION** | **ASSIGNMENTS/READINGS** |

|  |  |  |
| --- | --- | --- |
| Week 1 | Community of Inquiry | Shea, P & Bidjerano, T (2009). Community of Inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education, *Computers and Education*, 52, 543-553.  Introductions: either post a 1-3 minute video introducing yourself to the Introduction discussion forum, or a one-page summary of your summary. Please include 3 SMART personal objectives that you have for this course. (Specific, Measurable, Attainable, Realistic, Timely) |
| Week 2 | Scope of Practice for Academic Nurse Educators | NLN. (2012).  Module 1 due |
| Week 3 | Nurse Educator Core Competencies | Halstead Ch. 1, |
| Week 4 | Student engagement strategies | Halstead, Ch. 2, 3; Billings and Halstead, Ch. 10, 12, 20-23.  SOTL Research Article # 1critique due  Search YouTube for a video on student engagement and view it. Post a summary of what you learned in the video either by a 2-minute Prezi presentation or in a written summary. |
| Week 5 | Fostering critical thinking | Billings and Halstead, Ch. 15  Module 2 due |
| Week 6 | Grounding teaching to learning theories |  |
| Week 7 | Unique learning needs of diverse learners | Billings and Halstead, Ch. 2, 4 |
| Week 8 | Evidence-based teaching approaches | Halstead, Ch. 10  Module 3 due |
| Week 9 | (continued) |  |
| Week 10 | Preparing a unit of instruction focused on student engagement | SOTL Research Article # 2 critique due |
| Week 11 | (continued) | Module 4 due |
| Week 12 | Evaluation strategies to improve teaching effectiveness | Halstead, Ch. 4, 5, 7; Billings and Halstead, Ch. 16  Module 5 due |
| Week 13 |  | Lesson plan and presentation due. |
| Week 14 | Reflecting on your teaching practice | Halstead, Ch. 8  Module 6 due  Community of Inquiry presentations |
| Finals |  | Teaching reflection paper due |

\*This course has been designed to reflect competencies outlined in *The Scope of Practice for Academic Nurse Educators* (National League for Nursing, 2012).