This course supports the performance assessment for Future Directions in Contemporary Learning and Education. The course covers 4 competencies and represents 2 competency units.

Introduction

Overview
The Future Directions in Contemporary Learning and Education course builds on previously developed concepts acquired in Foundations of Nursing Education and Facilitating Learning in the 21st Century. This course will explore how changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in nursing education. You will further explore the role of the educator and the application of innovative education strategies.

Getting Started
Welcome to Future Directions in Contemporary Learning and Education, the third and final education specialty course in your program. Begin the course by reviewing the Pacing Guide and determining how to best structure your learning time. Each block of learning includes a variety of activities designed to help you complete the course successfully. Activities include reading textbooks (there are four) and external articles, watching videos, conducting research, and completing “review for master” to reinforce your knowledge of the concepts. Progress through the topics in the order they appear - you will be directly linked to the appropriate texts and other learning resources. To demonstrate course competency you will complete a performance assessment that requires you to write a paper analyzing an educational innovation and its effect on student outcomes. Review the Assessment Directions and Assessment Rubric to make sure you understand the performance assessment requirements. Check the course announcements for useful messages about the course and contact your course instructors for assistance as questions arise.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 7011.1.1: Formation in the Role of Nurse Educator**
  The graduate creates a plan to use in transitioning to the role of a nurse educator.

- **Competency 7011.1.2: The Information Age and Effects on Nursing Education**
  The graduate analyzes the impact of science and technology on nursing education.

- **Competency 7011.1.3: Technology and Education**
  The graduate applies knowledge of adult education and traditional and alternative teaching methodology to use technology in educational experiences.
• Competency 7011.1.4 Innovative Learning for the Future
  The graduate analyzes emerging trends in education.

Nursing Dispositions Statement
Please review the Statement of Nursing Dispositions.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

Ebook Central E-Books
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Other Resources

WGU Library E-Reserves
This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.

The following e-reserve material will be used in this course:


Nursing Standards

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [WGU Library Nursing E-Reserves](#)

Pacing Guide
This topics and pacing overview suggests a balanced pacing structure for completion of the required learning activities. The topics provide guidance to help you demonstrate the 10 competencies required for this course. A module generally relates to the amount of work the average student should be able to complete in roughly a week. As you plan your studying within the Competency Based Model, you may be more knowledgeable in some topics than in others allowing you to adjust your pace. Please consult with your Course Instructor for assistance in determining your personal approach through the course.

Block of Learning 1: Transformations in the Role of a Nurse Educator

Welcome, Intro, Getting Started, and Planning
Transformations in Nursing Education
Role of the Nurse Educator as Faculty
Teaching Approaches

Block of Learning 2: Cont. & Professional Development

Managing Students through Legal/Ethical Issues and Incivility/Misconduct
Standards and Competencies for Nurse Educators
Use of Instructional Feedback and Modification Methods among University Faculty
Transitioning to the Role of Nurse Educator
Ethical Standards for Nurse Educators
Professional Development Competencies in Nursing Education

Block of Learning 3: Informational Age of Technology

Forces and Issues Affecting Nursing Education
Technological Legislative, and Economical Influences
Exploration of Technological, Legislative, and Economic Impact on Nursing Education
Learning Styles and Technology
Technology Integration into Nursing Education

Block of Learning 4: Technology and Education-Learning Models

Debate on Traditional Versus Alternative Education Formats
The Theory of Connectivism
Using Technology in Different Settings
Technology Impacting the Assessment of Learning
Technological Support for Diverse Learners
Teaching Students with Disabilities
Multicultural Considerations in Nursing Education
Diverse Learners
Introduction to Inquiry-Based Learning

Block of Learning 5: Innovative Learning for the Future: Contemporary Learning Models

Foundations of Learning Analytics
Integration of Innovative Technologies in Nursing Courses
Interprofessional Collaboration with Immersive Learning
Interprofessional Collaboration with Simulation
Traditional vs. Flipped Classrooms
Complete your Performance Assessment Task submission

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Formation in the Role of Nurse Educator

This subject explores the development and characteristics of an effective nurse educator. You
will also learn the roles, responsibilities, functions, and expectations of nurse educators in a variety of settings.

**Role and Responsibilities of the Nurse Educator**

Nurse educators must fulfill a number of roles and responsibilities in both academic and clinical settings. In this first portion of the course, you will learn about these various functions and expectations that are required of nurse educators. To become a proficient nurse educator, you must become aware of desirable characteristics that an effective nurse educator displays. The Core Competencies for Nurse Educators, which have been established by the National League for Nursing (NLN), should serve as the gold standard for nurse educators. When entering into the field of nursing education, nurses must identify strategies to assist with professional development. Finally, nurse educators must value the significant influence of mentoring in assisting nurses to transition into the role of nurse educator.

This topic addresses the following competency:

- **Competency 7011.1.1: Formation in the Role of Nurse Educator**
  The graduate analyzes the roles and responsibilities of a nurse educator.

This topic highlights the following objectives:

- Discuss roles and responsibilities of nurse educators in the context of various settings and organizations.
- Describe characteristics of an effective nurse educator.
- Explain how a nurse educator demonstrates interest in and respect for learners.
- Describe functions of a nurse educator such as change agent, leader, and mentor.
- Identify activities that develop the nurse educator in relation to practice standards.
- Identify strategies for transitioning into the role of nurse educator.
- Describe how to integrate feedback into a nurse educator's professional development plan.
- Explain how peer mentoring among professional nurse educators can be used to continuously improve quality practice.
- Discuss expectations of scholarship, service, and teaching for the nurse educator as a member of an academic institution.

**Read: Transformation, Crisis, and Opportunity**

The field of nursing education is in a state of transformation that must be responsive to the changes that are occurring in healthcare in the United States. The following readings offer a glimpse into the influence that current events are having on clinical nursing practice, the challenges that nursing education faces in preparing nurses who are prepared to enter into the contemporary healthcare environment, and the inadequacies of the current nursing education models. Finally, these readings present a fresh approach to nursing education that strives to bridge the gap from education to practice, which has historically been problematic.

As you read the listed material below, pay attention to the following key points:
• transformations in nursing education
• recommended roles, responsibilities, and functions of nurse educators

Read the following chapters in *Educating Nurses: A Call for Radical Transformation*:

- chapter 1 A Profession Transformed
- chapter 4 A New Approach to Nursing Education

**Read: Role of the Nurse Educator as Faculty**

Nurse educators not only have responsibilities to facilitate learning for students in the nursing department, but also have obligations as faculty members within the academic institution. The following readings provide information about the multiple functions that nurse educators serve in scholarship, service, and teaching. Note that requirements in scholarship and service are typically required of faculty members from all disciplines in academia.

As you read the listed material below, pay attention to the following key points:

- nurse educators' roles and responsibilities in various settings
- nurse educators' roles, such as leaders, change agents, and mentors
- nurse educators' responsibilities in relation to scholarship, service, and teaching

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- chapter 1 Teaching in Nursing: The Faculty Role

Read the following pages in *Classroom Skills for Nurse Educators*:

- pages 3–21 of chapter 1 Challenges for the Nurse Educator

Watch the following video and reflect on the roles and responsibilities of nurse educators: Johnson and Johnson Nurse Educator 2009

*Note: View the video in full screen at 720p for best results.*

**Apply: Conceptual Mapping - Functions and Expectations of Nurse Educators**

Based on the readings you have done in this topic, apply what you have learned by creating a concept map that outlines the functions of and expectations for nurse educators, as they fulfill their responsibilities in the role of nurse educator.

Concept maps provide a way of visually depicting various concepts and themes related to complex topics. This activity is intended to help you identify and understand the various responsibilities related to being an effective nurse educator.

Consider using the following resources to create your concept map:
The topic of your concept map is "Nurse Educator Roles." When completed, your concept map will provide a visual overview of nurse educator roles. Complete the following steps as you create your concept map:

1. List the roles, responsibilities, functions, and expectations that pertain to the role of nurse educators in your concept map.
2. Identify concepts and themes that are related and group them together. You may choose to color code related items. Groups should be positioned with most important items placed closest to the main topic.
3. Once positioned, use connecting structures, such as lines or arrows, to connect items to each other. Words may be added along lines to explain relationships between items, if desired.

The following key elements should be included on your concept map:

- roles
- responsibilities
- change agent
- leader
- mentor
- scholarship
- service
- teaching
- various settings

**Self-Check: Review for Mastery**

Consider the following:

- Based on your readings and viewing of the video on the work of the nurse educator, what are some guidelines that will be helpful in your planning and implementation of the nurse faculty role?

**Read: Teaching Approaches**

In *Educating Nurses: A Call for Radical Transformation*, paradigm cases are presented where nurse educators model effective teaching approaches. When each paradigm case is presented, chapters follow that describe the desirable characteristics that support quality nursing education.

As you read the listed material below, pay attention to the following key point:

- characteristics that effective nurse educators should possess

Read the following chapters in *Educating Nurses: A Call for Radical Transformation*:

- chapter 6 Strategies for Teaching for a Sense of Salience
Effective nurse educators interact with students in respectful and appropriate ways so that students feel as though their faculty are interested in them and care about them. Establishing positive learning environments where student learning is nurtured and student rights are upheld is essential. Nurse educators must uphold legal and ethical standards as they deal with students. Nursing faculty must also be knowledgeable about how to appropriately address student incivility and misconduct. The readings listed below include suggestions for building positive relationships with students, as well as guidance for dealing with concerns in these areas.

As you read the listed material below, pay attention to the following key points:

- approaches the nurse educators can use to build positive relationships with students
- guidelines for managing problematic situations with students in a proactive and appropriate manner

Read the following chapters in *Teaching in Nursing: A Guide for Faculty*:

- chapter 3 The Academic Performance of Students: Legal and Ethical Issues
- chapter 14 Managing Student Incivility and Misconduct in the Learning Environment

Read the following pages in *Classroom Skills for Nurse Educators*:

- pages 16–21 and 44–51 of chapter 1 Challenges for the Nurse Educator

Read the case studies on the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 256–257 of chapter 14 Managing Student Incivility and Misconduct in the Learning Environment

Complete questions 1–4 at the conclusion of the case study.

**Self-Check: Review for Mastery**

Consider the following questions:

- Under what circumstances would it be appropriate to share personal information you have gained from a student with your direct supervisor? With colleagues? Under what circumstances, if any, should it be mandatory that you would do so?
- What "boundaries" should guide the development of the student–faculty relationship? Are there any activities that are "off limits"?
- What actions should be considered when a faculty member suspects a student has cheated on an assignment? Is that different than "cheating" in a clinical venue (e.g.,
altering data, recording data that was not assessed)? Should these situations be treated differently? Why or why not?

**Read: Standards and Competencies for Nurse Educators**

To perform effectively as a nurse educator, a nurse must be aware of the various competencies that are necessary in this role. The American Association of Colleges of Nursing and the National Council of State Boards of Nursing have each published standards for nursing education programs, which either imply or directly state requirements regarding the nursing faculty members' qualifications. The National League for Nursing has established Core Competencies for Nurse Educators, which serve as the industry standard. Nurse educators must become knowledgeable about these standards to be prepared to function competently.

As you read the listed material below, pay attention to the following key points:

- specific competencies necessary for nurse educators
- tasks and behaviors that demonstrate competencies

Review the following pages in *Teaching in Nursing: A Guide for Faculty*:

- pages 9–13 of *[chapter 1 Teaching in Nursing: The Faculty Role]*

Review the standards found on the following web page from the American Association of Colleges of Nursing:

- **Curriculum Standard**

Read the following document from the National Council of State Boards of Nursing:

- **Nursing Faculty Qualifications and Roles**

Access the following WGU E-Reserve article:

- **Core Competencies of Nurse Educators with Task Statements**

**Read: Use of Instructional Feedback for Course Improvement and Faculty Development**

To assure excellent performance, nurse educators must be responsive to feedback that is received from a variety of sources, including supervisors, peers, and students. Feedback from students is often used in the faculty performance evaluation process. However, feedback should serve as a barometer by which nursing faculty assess themselves and identify areas in need of further development. Integrating feedback from different sources into a professional development plan allows for true growth.

As you read the listed material below, pay attention to the following key point:

- The use of peer feedback in course development
- The use of peer feedback in faculty development plan and evaluation
Read the following article:

- Differences in Faculty Development Needs: Implications for Educational Peer Review Program Design

Read the following pages in Teaching in Nursing: A Guide for Faculty:

- page 419 in chapter 23 Continuous Quality Improvement
- page 517 in chapter 28 Peer Review of Teaching Strategies

Review the following website for the applicability to peer feedback:

- Quality Matters

Self-Check: Review for Mastery

The following case study is intended to assist you in considering strategies for demonstrating and developing proficiency in the NLN's Core Competencies for Nurse Educators, and prompt you to identify how feedback can be integrated into a nurse educator's professional development plan.

Consult the following document retrieved from the WGU E-Reserves as you prepare your activities:

- Core Competencies of Nurse Educators with Task Statements

Consider the following case study:

- Professor Ford is due for her annual performance evaluation and must demonstrate how she has used feedback from various sources, including students, peers, and quality improvement findings, into her professional development plan. In the past year, course evaluations from students have revealed mixed reviews, with students being highly satisfied in the previous semester's courses, although they felt that the workload was too heavy. The pass rates for Dr. Ford's courses last semester included 78% for Nursing Fundamentals, 85% for Introduction to Nursing, and 95% for Nursing Fundamentals Clinical. This semester, student satisfaction ratings have been much lower, with students continuing to complain about too much course work. Course pass rates have been in the 80s for all courses. The NCLEX-RN pass rate for the past year was 82% with the goal being 95%. Peers have told Professor Ford that she is doing a great job with the students, but that she is not easy to work with, and that some faculty are intimidated by her.

Identify the feedback that is of concern in this scenario. What actions should Professor Ford include in her professional development plan to address this feedback?

Read: Transitioning to the Role of Nurse Educator

A competent nurse does not automatically blossom into a proficient nurse educator. Evolving
into a nurse educator requires that the nurse participate in developmental activities. These readings will help you consider some strategies for transitioning from the clinical nursing role to the nurse educator role.

As you read the listed material below, pay attention to the following key points:

- challenges faced by nurse educators
- strategies for transitioning from clinical nursing to nurse educator

Read the following article:

- Transition to Academic Nurse Educator: A Survey Exploring Readiness, Confidence, and Locus of Control

Read: Peer Mentoring

Peer mentoring has been used in many business leadership models, as well as in nursing. As the provision of quality education in nursing is essential for producing nursing graduates who are competent and ready to engage in clinical practice in complex healthcare environments, all possible strategies to assure quality should be used. Consider how peer mentorship can be used to contribute to continuously improve quality practice.

As you read the listed material below, pay attention to the following key points:

- how peer mentoring is used by nurse educators
- benefits of peer mentoring

Read the following:

- Developing future nurse educators through peer mentoring.

Self-Check for Mastery

Consider the following:

- How is mentoring used for nurse educators?
- How can mentorships contribute to quality in nursing education?

Professional Development

Nurse educators must ensure that clinical and educational practices uphold the highest standards of integrity, courage, perseverance, vitality, and creativity. Ongoing professional development is essential for maintaining competency as a nurse educator. Competencies in both clinical nursing practice areas and in nursing education are essential if nursing graduates are to be prepared to enter into the complex healthcare arena.

This topic addresses the following competency:

- Competency 7011.1.1: Formation in the Role of Nurse Educator
The graduate analyzes the roles and responsibilities of a nurse educator.

This topic highlights the following objectives:

- Identify activities that develop the nurse educator in relation to promotion and tenure.
- Explain how professional development needs and activities change as experience is gained as a nurse educator.
- Describe scholarly activities a nurse educator could perform to enhance expertise in a specific practice setting.
- Explain the importance of integrity, courage, perseverance, vitality, and creativity for a nurse educator.
- Outline personal professional goals within the context of a specific nursing education role.

**Read: Ethical Standards for Nurse Educators**

To comply with relevant ethical practices, nurse educators must be aware of the principles and standards that support this practice. The following readings serve to educate you about the ethical standards that are inherent in clinical nursing practice and in nursing education. As nurse educators perform in both the academic and clinical realms, proficiency in both areas is essential.

As you read the listed material below, pay attention to the following key points:

- ethical standards for clinical nursing practice
- ethical standards for nurse educators

Review the ANA Code of Ethics for Nurses: reflect upon how the code applies to the role of the nurse educator.

- [ANA Code of Ethics](#)

Review the following:

- [Ethical Principles for Nursing Education](#)

**Apply: Case Studies**

The following case studies are intended to assist you in considering ethical standards in nursing education.

Consider the following case study:

- Clinical nursing faculty members at ABC University are required to complete a test on central nursing issues, such as infection control and HIPAA regulations. The faculty members have access to an answer key for the test, as students also are required to complete this test. You will be teaching clinical for ABC University this semester.
Answer the following questions:

- As a nurse educator, should you actually read and complete the test, or is it acceptable for you to fill in the answer sheet using the answer key, as the information being tested is commonly known by experienced nurses, such as yourself?
- You observe other faculty sharing the answer key so that they may complete the test quickly. What should you do?

Consider the following case study:

- Professor Smith provides clinical instruction for a group of nursing students in the medical surgical setting in the advanced adult health course. One of the students is caring for Mrs. Jones, a 66-year-old white female who underwent an open cholecystectomy two days ago. Mrs. Jones has been challenging to care for, as she exhibits a moderate-to-severe level of anxiety. Dr. Marks, her physician, told the nursing staff during his early morning rounds that Mrs. Jones has always been difficult to deal with and that they just need to be persistent to get her moving. Mrs. Jones began to complain of feeling short of breath shortly after lunch, which the nursing student reported to Dr. Marks. Dr. Marks reiterated that Mrs. Jones is challenging to deal with and that the nurses need to encourage her to be out of bed and more active. When the nursing staff assisted Mrs. Jones to get out of bed, she complained of feeling dizzy and short of breath (respiratory rate of 30) and became diaphoretic. Mrs. Jones told the nursing student that she thought she was going to die. The nurse explained to the nursing student that Dr. Marks is difficult to work with and would become angry if he was contacted again about Mrs. Jones. The nursing student informed Professor Smith about the situation.

Answer the following questions:

- What options does Professor Smith have in dealing with this situation at this point?
- What is the optimal action for Professor Smith to take at this point?
- What characteristics (i.e., integrity, courage, perseverance, vitality, and creativity) are necessary for Professor Smith to take this action?

Read: Professional Development Competencies in Nursing Education

Just as continuous quality improvement is necessary for organizations, ongoing professional development is essential for nurse educators. Nurse educators should aspire to develop and enhance their performance in relation to the NLN's Core Competencies for Nurse Educators. Typically, academic faculty are required to complete annual professional development plans to assure that continuous improvement is being pursued.

As you read the listed material below, pay attention to the following key points:

- types of competencies that are required of nurse educators
- faculty development needs in relation to curriculum development
- strategies for achieving competencies
Self-Check for Mastery: Professional Development for the Nurse Educator

As a current nurse educator, or a nurse who is planning to enter into this specialty, it is fitting that you develop a professional development plan. In completing this application activity, you will be prompted to review the NLN's Core Competencies, which serve as the gold standard for nurse educator performance; to perform a self-assessment of your knowledge and skills; and finally to develop a strategic plan in which you will identify developmental strategies, resources, and target dates.

Formulate a professional development plan that includes specific developmental strategies that will allow for your transition into the role of nurse educator and that will support your development in relation to practice standards. Use the following template to guide you in including essential elements in your plan:

- **Professional Development Plan Template**

As you create your professional development plan, complete the following:

- Review the NLN's [Core Competencies of Nurse Educators with Task Statements](#).
- Consider your current areas of knowledge and skills in relation to the NLN's Core Competencies for Nurse Educators.
- Identify areas in need of development.
- Develop personal professional goals to assist in your transition to nurse educator or to further your growth as a nurse educator. Be sure to include goals, addressing your development as a nurse educator and enhancement of expertise in a specific practice setting.
- Identify specific activities that can be used to assist you in meeting each of the goals that you formulated.
- Specify resources and target dates for achieving the goals and completing the specified activities.

Critique your professional development plan using the following criteria:

- Self-assessment was performed in relation to the NLN's Core Competencies for Nurse Educators.
- Specific tasks from the NLN's Core Competencies for Nurse Educators were identified as targets for plans.
- Personal professional goals were identified that are specific and measurable.
- The personal professional goals are consistent with the NLN tasks that were identified in the Self-Assessment.
- The personal professional goals address development as a nurse educator and enhancement of expertise in specific practice settings.
Specific realistic activities were identified to assist in meeting the goals.
Resources needed to carry out the activities were specified.
Target dates were identified for completing the activities and achieving the goals.

Reflect on the following:

- Describe how you anticipate that your professional development needs and approaches to professional development will change once you have gained more experience as an educator.

The Information Age and Effects on Nursing

The continuous development of technology has had profound effects on nursing education, ranging from how nursing faculty and students communicate to the types of educational activities that are used. Possibly most incredible has been the use of high-fidelity simulations, with simulation activities even replacing clinical time in some nursing education programs. In addition to technology, legislative and economic changes have also impacted nursing education. You will now have the opportunity to explore the effects of various aspects of the Information Age on nursing education.

Informational Age of Technology

Advances in technology have brought about many exciting changes in healthcare settings, as well as in nursing education programs. Technological tools offer nurse educators more options for educating students than ever before. Not only has the increased technology led to much research on the effects of technology on clinical nursing practice and nursing education, but technology has provided mechanisms for healthcare practitioners to access research reports, allowing for increases in evidence-based practice. Nurse educators must maintain a keen awareness in these areas to optimize education for nursing students.

This topic addresses the following competency:

- **Competency 7011.1.2: The Information Age and Effects on Nursing Education**

The graduate analyzes the impact of science and technology on nursing education.

This topic highlights the following objectives:

- Identify types of technology used in nursing education.
- Describe how the evolution of technology has impacted higher education and clinical practice.
- Describe the effects of the Information Age on the evolution of faculty roles.
- Discuss how differences in generational knowledge of technology affect nursing education.
- Describe the impact of legislative and economic changes on the use of technology in education and practice.
• Explain how scientific research and development have contributed to the current state of nursing education.
• Identify examples of technology usage in nursing curriculum or practice that have contributed to the academic and healthcare community.

Read: Forces and Issues Affecting Nursing Education

Scientific research and development have exploded along with the advances in technology. Clinical interventions are available that would never have been possible without new technology, yielding enhancements in the science of healthcare.

As you read the listed material below, pay attention to the following key points:

• influences of scientific research and development on nursing education
• recommended strategies for dealing with scientific research and development in nursing education programs

Read the following pages in Educating Nurses: A Call for Radical Transformation:

• pages 215–230 of chapter 13 Improving Nursing Education at the Program Level

Read: Timelines of Technology’s Impact on Education

As technology evolves and advances, it affects the way individuals learn and find information. The following websites provide timelines to help you more fully understand how education has changed due to changes in technology.

As you review the websites, pay attention to the following key points:

• the relationship between education and technology
• the rate of technological advances
• access to education

Review the following websites:

• The Evolution of Educational Technology (a visual display of technology advancements in education, with brief information about each of the technologies)
• Major Developments in Instructional Technology: During the 20th Century (a table depicting the advancement of educational technology with characteristics like access, effectiveness/efficiency, and humanness)
• Instructional Development Timeline (advancements in instructional technology and instructional design theory, allowing for correlations between these two components of instruction)

Read: Technological, Legislative, and Economical Influences

Changes in technology, legislation, and the economy have impacted nursing education significantly. This topic is complex because these three factors have affected healthcare, which changes what is to be taught, as well as directly affected nursing education. Higher learning
Institutions have been influenced by technological, legislative, and economic factors, subsequently influencing nursing education programs.

As you read the listed material below, pay attention to the following key points:

- technological, legislative, and economical influences on nursing education
- the result of these influences on nursing education
- recommended approaches for dealing with these influences

Review the following pages in *Educating Nurses: A Call for Radical Transformation*:

- pages 20–23 and 31–36 of chapter 1 *A Profession Transformed*

Read the following sections in *Teaching in Nursing: A Guide for Faculty*:

- page 23 of chapter 2 *The Diverse Learning Needs of Students*
- chapter 6 *Forces and Issues Influencing Curriculum Development*

Read the following pages in *Curriculum Development in Nursing Education*:

- pages 110–116 of chapter 6 *Data-Gathering for a Context-Relevant Curriculum*

**Self-Check for Mastery: Exploration of Technological, Legislative, and Economic Impact on Nursing Education**

This activity prompts consideration of the influences of external factors on various aspects of nursing education. The Information Age features technology that has advanced to a point where more information can be accessed quicker than ever before. Implementation of the Affordable Care Act is bringing about many changes in healthcare, which trickles down into nursing education. Additionally, the US economy has experienced instabilities that are affecting many aspects of American life, including healthcare. This activity allows you to consider how these three external factors influence the use of technology in clinical practice and nursing education and in the role of nursing faculty.

As you explore the resources listed below, fill out the following table:

- **Influences of External Factors on Nursing Education**

Review the following resources about the Information Age and healthcare:

- **The Impact of Emerging Technology on Nursing Care: Warp Speed Ahead**

**Factors Influencing Curriculum Development**

From the information that you have read/viewed, can you identify technological, economic and legislative factors that have played a role in the transformation of nursing education and the role of the nurse educator? How might these factors influence curriculum development? As you consider your professional development as a nurse educator, might these factors also need to
be addressed within your development plan?

As you read the listed material below, pay attention to the following key points:

- learning preferences for students of various generations
- comfort with technology for students of various generations

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

- page 17 of *chapter 2 The Diverse Learning Needs of Students*

Read the following pages in *Classroom Skills for Nurse Educators*:

- page 31 of *chapter 1 Challenges for the Nurse Educator*
- pages 98–99 of *chapter 2 Effective Learning Systems*

Watch the following video and reflect on technology and generations:

*Note: View the video in full screen at 720p for best results.*

**Generational Knowledge and Technology Questions**

Respond to the following prompts:

- Describe challenges that nursing faculty and students, nurses, and patients from various age groups may face with the use of technology.
- Identify barriers that may be created by these challenges.
- Describe strategies that nurse educators can use to assist nursing students in overcoming technological challenges.
- How will differences in generational knowledge about technology influence your approaches to nursing education?

**Read: Technology Integration into Nursing Education**

The integration of technology into nursing education curricula is not optional—it is essential. Nursing students must be exposed to technology in the learning environment so that they are prepared to work with technologies in the clinical setting. Additionally, technology is demanded by younger students, as technology provides a mechanism through which they connect with much of the world.

As you read the listed material below, pay attention to the following key points:

- types of technology that are used in nursing education
- examples of technology that are used in nursing education
- ways that technology is integrated in the nursing education environment

Read the following chapters in *Teaching in Nursing: A Guide for Faculty*:
- **chapter 20 Clinical Simulations: An Experiential, Student-Centered Pedagogical Approach**
- **chapter 21 Creating Interactive Learning Environments Using Media and Digital Media**
- **chapter 22 Teaching and Learning at a Distance**

Read the following pages in *Classroom Skills for Nurse Educators*:

- pages 184 and 178–222 of **chapter 3 Role Playing, Simulations, and Simulation Gaming**
- pages 275–277 of **chapter 4 Group Methods and Peer Learning**
- pages 377–387 of **chapter 6 Individualized Learning, Self-Instruction, and Media Use**

Read the following article:

- **Harvard X and MITx: Two Years of Open Online Courses Fall 2012 to Summer 2014**

**Technology Integration into Nursing Education**

Consider the following scenario:

- You are a faculty member at Techno University, which has a state-of-the-art nursing program. You are working with your faculty team members on designing learning activities for students in Nursing Fundamentals, the first course the BSN students take. The nursing professors integrate as much technology as possible into the nursing courses to assist the nursing students in gaining optimal comfort levels with the technology that they will encounter in the clinical setting.

Complete the following:

- Identify at least three types of technology that you would recommend using as part of the Nursing Fundamentals course.
- For each of these technologies, specify at least two ways that the technology could be used in this course.
- Describe how the use of each of these technologies will contribute to the academic and healthcare community.

**Technology and Education**

Technology impacts nursing education in many ways, and the integration of technology in nursing students' learning experiences can greatly impact the ability to learn and be successful in various healthcare settings. Use of Technology contributes to nursing education in educational experiences, formats, learning environments, diversity in learning, assessment, and adaptive technologies.

**Learning Models**

The use of technology in educational curricula should be driven by learning theories. Technology is used in many aspects of the learning process, and it is also being used to solve some learning challenges. Perhaps most exciting is that technology offers opportunities to students to learn in online learning environments.
This topic addresses the following competency:

- **Competency 7011.1.3: Technology and Education**
  The graduate applies knowledge of adult education and traditional and alternative teaching methodology to use technology in educational experiences.

This topic highlights the following learning objectives:

- Discuss theoretical foundations that support the integration of technology into nursing education.
- Compare the strengths and limitations of traditional (face to face) and alternative (online, blended, e-learning) education formats.
- Discuss how technology is integrated in various learning environments.
- Discuss how technology can be used to support learning for diverse learners, including learners with disabilities and English language learners (ELL).
- Describe how technology impacts learning assessment.
- Describe the attributes of adaptive learning technologies.

**Read: Debate on Traditional Versus Alternative Education Formats**

Faculty members, students, and the public have argued about the validity of online learning when compared to traditional face-to-face learning. Assertions have been made that people can merely purchase diplomas through the Internet. With the rigor of online learning questioned, especially in light of the increased enrollments in online programs, it is important that the quality of online learning be discussed.

As you read the listed material below, pay attention to the following key points:

- attributes of online learning
- weaknesses of online learning
- teaching approaches used in the online setting

**Read the following pages in Classroom Skills for Nurse Educators:**

- pages 27 and 37 of chapter 1 Challenges for the Nurse Educator
- pages 87–89 of chapter 2 Effective Learning Systems
- pages 352–357 of chapter 6 Individualized Learning, Self-Instruction, and Media Use

**Read the following sections in Curriculum Development in Nursing Education:**

- pages 197–200 of chapter 9 Curriculum Design
- chapter 13 Flexible Delivery of Nursing Education Curricula

Watch the following video:

**Note:** View the video in full screen at 720p for best results.
Debate on Traditional Versus Alternative Education Formats

Traditional and online college environments each have strengths and limitations. To enhance your learning about different perspectives on this topic, prepare notes that could be used if you were presenting in a public debate.

1. Assume the position that the traditional method of education with face-to-face learning is best, and offer an argument to convince people who do not agree with this position. Your comments should include advantages of learning in the traditional setting and disadvantages of learning in the online setting.

2. Assume the position that online education is optimal, and develop statements to convince those who are not supportive of the online setting. Your comments should include advantages of learning in the online setting and disadvantages of learning in the traditional setting.

3. Examine the traditional versus online setting in relation to adaptive learning. Describe what is meant by adaptive learning and identify the attributes of this type of learning.

Critique your responses to the debate prompts to determine if the following criteria were met:

1. The strengths of learning in traditional and online settings were identified.
2. The limitations of learning in traditional and online settings were identified.
3. The attributes of adaptive learning were identified.

Read: The Theory of Connectivism

Adult learning theories should always underpin teaching approaches for nursing students, as these theories offer sound principles upon which to build curriculum. The Theory of Connectivism was developed to provide guidance for learning with the use of technology.

As you read the listed material below, pay attention to the following key points:

- concepts included in the Theory of Connectivism
- processes described in the Theory of Connectivism
- implementation of the Theory of Connectivism for nursing education

Read the following chapter in Teaching in Nursing: A Guide for Faculty:

- chapter 13 From Teaching to Learning: Theoretical Foundations

Reflect on the theoretical foundations of learning. Think about the ways you learn best and compare it to other learning styles.

Watch: Connectivism

Watch the following video: Connectivism

Note: View the video in full screen at 720p for best results.
Read the following pages in *Classroom Skills for Nurse Educators*:

- pages 33–35 of *chapter 2 Effective Learning Systems*

Read the following article:

- *Connectivism: A Learning Theory for the Digital Age*

Consider the following questions:

- How has the digital age affected methods of teaching and learning over the past 10 years?
- In what ways do technology advances create challenges for adult learners?

**Read: Using Technology in Different Settings**

Technology is integrated into a variety of learning settings in nursing education. For example, technology might be used in the traditional face-to-face classroom with the use of clickers as a means of audience responses or in the clinical lab with the use of manikins.

As you read the listed material below, pay attention to the following key points:

- ways in which technology is integrated in different traditional settings
- ways in which technology has become the classroom

Read the following chapters in *Teaching in Nursing: A Guide for Faculty*:

- *chapter 18 Teaching in the Clinical Setting*
- *chapter 22 Teaching and Learning at a Distance*
- *chapter 23 Teaching and Learning in Online Learning Communities*

**Using Technology in Different Settings**

Describe how you would apply technology in each of the following settings as a faculty member:

- traditional classroom
- online learning environment
- clinical settings (i.e., acute care setting, home health setting, and community health setting)

For each area, identify the benefit of technology in that environment, the type of technology that you would recommend, and an example of how the technology could be applied.

**Self-Check: Technology and Education**

Answer the following questions in *Teaching in Nursing: A Guide for Faculty*:

- "Reflecting on the Evidence" questions on page 331 of *chapter 18 Teaching in the Clinical Setting*
Read: Technology Impacting the Assessment of Learning

It is important to consider the many ways in which technology can be used throughout the learning process. Technology has had significant impacts on the assessment processes, allowing for opportunities for students to be assessed in high-fidelity situations prior to engaging in direct patient care with human patients. The use of technology with assessments also allows for opportunities to gather meaningful data that can be used to improve the teaching process.

As you read the listed material below, pay attention to the following key points:

- how technology has impacted the assessment process
- examples of assessment that uses technologies

Read the following article:

- Integrating Assessment and Instruction Using Technology and Performance Assessment

The videos below highlight teachers using technology for effective student assessment:

Rapid Feedback for Rapid Results (2:36)

How Florida Virtual School Uses Rapid Feedback (3:01)

*Note: View the video in full screen at 720p for best results.*

Using Technology with Assessments

Complete the following:

- Describe three different types of assessment used in nursing education.
- Describe how technology could be used with each of these types of assessment.
- Describe the benefits of the technology use with each of these types of assessment.

Read: Technological Support for Diverse Learners

Nurse educators encounter a diverse population of nursing students with a variety of needs. For example, English language learners (ELL) have unique learning needs due to language challenges, while students with disabilities may need accommodations to address physical disabilities or learning disabilities. Considerations regarding how to best facilitate learning success for these students must be integrated into curriculum designs.
As you read the listed material below, pay attention to the following key points:

- specific learning needs of ELLs
- specific learning need of students with disabilities
- examples of teaching approaches and accommodations to meet diverse learner needs

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- *chapter 2 The Diverse Learning Needs of Students*

Consider the following questions:

- What is the best way to reach a group of diverse learners in various settings (e.g., academic, clinical, patient education)?
- Reflect on learning opportunities you have been involved in, as a teacher or as a learner. Can you identify different methods of teaching and learning? Were these methods effective?

**Read: Teaching Students with Disabilities**

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- *chapter 4 Teaching Students with Disabilities*

Students may face a wide range of limitations or disabilities. List several ways that educators can effectively teach students with disabilities.

**Read: Multicultural Considerations in Nursing Education**

Read the following chapter in *Teaching in Nursing: A Guide for Faculty*:

- *chapter 17 Multicultural Education in Nursing*

Educators can help reach students from different cultural backgrounds. Cultural differences impact the way students learn and interact with teachers. Describe ways in which multicultural considerations are incorporated in nursing education.

**Self-Check: Diverse Learners**

Answer the following questions in *Teaching in Nursing: A Guide for Faculty*:

- "Reflecting on the Evidence" questions on page 33 of *chapter 2 The Diverse Learning Needs of Students*
- "Reflecting on the Evidence" questions on page 75 of *chapter 4 Teaching Students with Disabilities*
- "Reflecting on the Evidence" questions on page 310 of *chapter 17 Multicultural Education in Nursing*

Read the case studies on the following page in *Teaching in Nursing: A Guide for Faculty*:
Innovative Learning for the Future

This subject allows you to consider the most recent innovations in nursing education. With advances in technology and changes in legislation and the healthcare environment, changes abound in nursing education. Nurse educators must maintain a knowledge base about current educational trends, and they must remain willing to change.

Contemporary Learning Models
This topic focuses on the newest approaches being used in nursing education.

This topic addresses the following competency:

- **Competency 7011.1.4 Innovative Learning**
  The graduate analyzes emerging trends in education.

This topic highlights the following learning objectives:

- Discuss the impact of interprofessional collaboration in nursing education.
- Discuss applications of immersive learning in nursing education.
- Explain the significance of learning analytics in education.
- Analyze the impact of mobile learning on access to nursing education.
- Describe the strengths and limitations of inquiry-based learning.
- Discuss implementation of a flipped learning environment.
- Describe disruptive innovations in higher education.
- Describe the use of e-portfolios in nursing education.
- Explain how simulation has transformed nursing education.

**Read: Introduction to Inquiry-Based Learning**

Much research has supported the learning effectiveness of inquiry-based learning. These activities will help you to become familiar with exactly what inquiry-based learning is and how this approach can be used to support nursing education.

As you read the listed material below, pay attention to the following key points:

- approaches used by nurse educators with inquiry-based learning
- effects of inquiry-based learning on student learning
- strengths and limitations of inquiry-based learning

Read the following chapter in *Educating Nurses: A Call for Radical Transformation*:
• **chapter 10 Paradigm Case: Sarah Shannon, Nurse Ethicist**

Read the following page in *Teaching in Nursing: A Guide for Faculty*:

• page 275 of **chapter 15 Strategies to Promote Critical Thinking and Active Learning**

Read the following article:

• **How do First-Year University Students Experience Inquiry and Research, and What Are the Implications for the Practice of Inquiry-Based Learning?**

**Inquiry-Based Learning**

Consider the following questions:

• What is inquiry-based learning?
• What are the goals of inquiry-based learning?
• How can inquiry-based learning be used in nursing education?
• What are the strengths of an inquiry-based learning environment?
• What are the limitations of an inquiry-based learning environment?

**Read: Foundations of Learning Analytics**

Learning analytics has been described as a fairly new field in adult education. The explosion of technology with increased integration of technology in learning environments has provided the opportunity for far more data collection than ever before. In this activity, you will examine learning analytics and consider how it may be used in nursing education.

As you read the listed material below, pay attention to the following key points:

• definition of learning analytics
• benefits of learning analytics
• challenges with the use of learning analytics
• ways that nursing analytics may be used in nursing education

Read the following articles:

• **Technology Review: The Possibilities of Learning Analytics to Improve Learner-Centered Decision-Making**
• **Design and Implementation of a Learning Analytics Toolkit for Teachers**

**Self-Check: Nursing Analytics in Nursing Education**

Explain the significance of nursing analytics in nursing education.

**Read: Integration of Innovative Technologies in Nursing Courses**

This activity allows you to examine the integration of innovative technologies that are being used in nursing education. You will be focusing on the use of mobile learning, disruptive innovations, and e-portfolios.
As you read the listed material below, pay attention to the following key points:

- ways that mobile learning, disruptive innovations, and e-portfolios are being used in nursing education
- benefits of each of these technologies
- challenges with the use of each of these technologies

Read the following articles:

- [Learners On the Move: Mobile Modalities in Development Studies](#)
- “Nursing Education at Western Governors University: A Modern Disruptive Approach” can be accessed through the WGU library E-Reserves (Nursing Standards) through this link: [WGU Library Nursing E-Reserves](#)
- [Electronic Portfolios in Nursing Education: A Review of the Literature, Nurse Education in Practice](#)

Integration of Innovative Technologies in Nursing Courses

Consider the following scenario:

- You have been assigned to work with a nursing faculty team that is developing a proposal to gain funding to support the integration of mobile learning, disruptive innovations, and e-portfolios into the nursing courses in a nursing education program. The proposal is being submitted to the Health Resources and Services Administration, which offers grants to support the integration of educational technologies in nursing programs. Team members are writing different parts of the grant proposal. You will be writing the portion of the proposal that justifies the funding for these technologies.

Write out your section of the proposal in paragraph format. Address the following points:

- Describe the technologies, including mobile learning, disruptive innovations, and e-portfolios, to be supported with the grant monies.
- Specify how each of these technologies will be used in the nursing education program.
- Explain how these technologies will enhance nursing student learning.
- Summarize reasons the grant monies should be awarded to financially support these technologies.

Read: Interprofessional Collaboration with Immersive Learning

Technologies have been used in combination with a focus on interprofessional collaboration in an effort to prepare nursing graduates for interacting effectively with other healthcare professionals. The ability to collaborate is essential to the provision of quality patient care. You will now focus on strategies that have been used to prepare nurses for competent interprofessional collaboration.

As you read the listed material below, pay attention to the following key points:

- the use of interprofessional collaboration in nursing education
• the use of immersive learning in nursing education
• the use of simulation in nursing education

Review the following pages in *Teaching in Nursing: A Guide for Faculty*:

• pages 103-106 of *chapter 6 Forces and Issues Influencing Curriculum Development*

Read the following sections in *Educating Nurses: A Call for Radical Transformation*:

• *chapter 8 Developing a Clinical Imagination*
• pages 155–163 of *chapter 9 Connecting Classroom and Clinical Through Integrative Teaching and Learning*

Watch the following video on Immersive Learning:

*Note: View the video in full screen at 720p for best results.*

Read: *Interprofessional Collaboration with Simulation*

Read the following sections in *Classroom Skills for Nurse Educators*:

• *chapter 3 Role Playing, Simulations, and Simulation Gaming*
• pages 231–249 of *chapter 4 Group Methods and Peer Learning*

Read the following pages in *Curriculum Development in Nursing Education*:

• pages 205–207 and 219–220 of *chapter 9 Curriculum Design*

Read: *Traditional vs. Flipped Classrooms*

The concept of the flipped classroom is receiving much attention among higher learning educators. This approach to teaching is foreign when compared to traditional nursing education approaches. Many benefits in relation to student learning are supported with active learning strategies, which is precisely what the flipped classroom calls for. In this activity, you will learn about how the flipped classroom can be used in nursing education.

As you read the listed material below, pay attention to the following key points:

• differences between traditional and flipped classrooms
• goals of the flipped classroom
• tools needed to sustain a flipped classroom

Read the following article:

*Using the Flipped Classroom in Graduate Nursing Education*

Transitioning from a Traditional Lecture-Based Course to a Flipped Learning Environment
Consider the following scenario:

- You lead the Nursing Fundamentals course. You have been informed that you need to move from the lecture-based format in which the course is currently delivered to a flipped course format. As you are the course leader, you need to develop the implementation plan, which will be submitted to the Dean of the Health Sciences Programs.

Create an implementation plan that addresses the following points:

- Describe the changes that will occur with a change from a lecture-based class to a flipped classroom.
- Identify goals of the flipped classroom. Be sure to discuss the impact on students.
- Analyze driving forces behind this change and challenges that might interfere with implementing this change.
- Describe strategies that will be used to address the identified challenges.
- Discuss resources that are needed to support the change.
- Provide a lesson plan on a topic, such as infection control or nursing assessment, that will be taught in the flipped learning environment.

**Self-Check: Flipped Classroom Implementation**

Describe an implementation plan and process for a flipped classroom. Consider the following question:

- Does this implementation plan work for academic nursing environments and clinical nursing education environments?

Describe the expectations and outcomes you would expect from a flipped classroom learning environment. Consider the following questions:

- What individual experiences have you had with traditional and flipped classrooms?
- How might the flipped classroom environment impact your future in nursing education as a teacher and as a student?

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete it, schedule and complete the assessment now.