Tips and Tools for Conceptual Teaching and Learning in the Classroom

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About the Author: "Iggy"

- Over 30 years of experience as a nurse educator in pre- and post-licensure programs.

- Leading academic nursing education consultant in curriculum development, instruction, and evaluation.

- Certified Nurse Educator® (2016) and Fellow of the Academy of Nursing Education (2007).

Introducing Nursing Concepts

- Develop Concept Introduction Presentations to highlight the most important content using consistent template.

- Template varies slightly depending on if the concept is Professional Nursing (e.g., Safety) or Health (e.g., Perfusion).
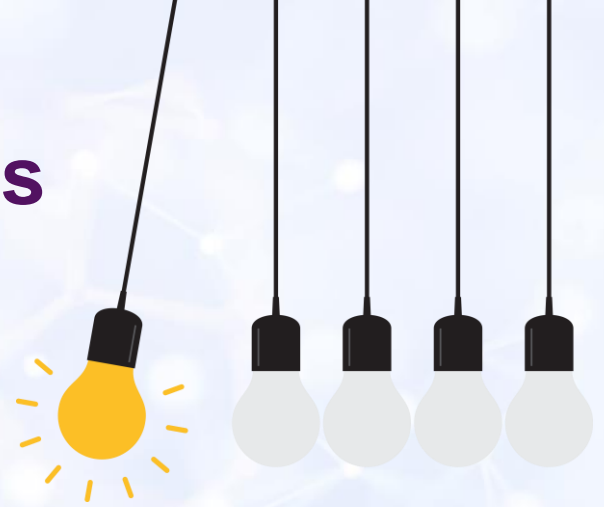
Introducing Nursing Concepts (cont'd)

- See Handout #1 for Perfusion example.
- Optional to add a Topic entitled "Exemplars Included in Curriculum."
- Faculty decide when to introduce concept which should be prior to discussing concept exemplars.

Introducing Nursing Concepts (cont'd)

- Template for Professional Nursing concepts includes:*
  - Definition
  - Categories of Scope
  - Attributes or Theoretical Links

Introducing Nursing Concepts (cont'd)

– Examples of Concept Context in Nursing and Health Care

– Interrelated Concepts

– Exemplars in this Curriculum

*See pp. 52-53 in Ignatavicius (2019).

Developing Student Study Guides/Lesson Plans

- Use for both concept introductions and exemplars.
- Most important content is the list of student learning outcomes (SLOs).
- See Handout #2.

Developing Student Study Guides/Lesson Plans (cont'd)

- Be sure to delineate student expectations before class, during class, and after class.
- Online courses should be adapted as needed, but expectations are equally essential.

Active Learning Strategies to Promote Classroom Conceptual Learning

- Active learning does not require a "flipped classroom," but a flipped classroom requires active learning!

- Learning activities should be directed by SLOs and tailored to student learning preferences.

Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- Pair discussions, e.g.:
    - Think-Pair-Share
    - Let's Discuss
    - Socratic Questioning (supports "clinical imagination")
    - Structured Controversy (ethical dilemmas)

Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- **Case studies** (see Ch. 9 in Ignatavicius, 2019)
  - Single (or episodic) or unfolding (over time)
  - Focus on clinical judgment (CJ) (which is what the NCSBN NextGen test items will test)
  - May want to use NCSBN CJ model terminology if pre-licensure program (see www.ncsbn.org)

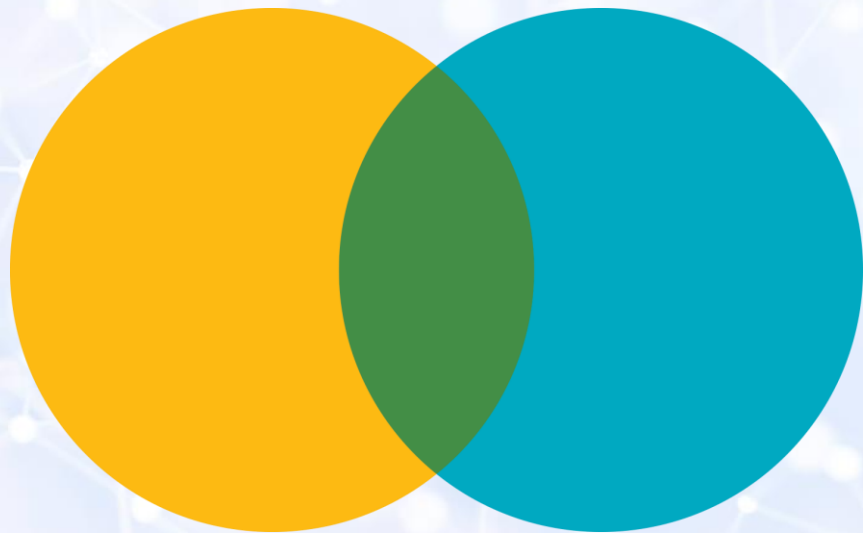# Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

– Should be—

- Relevant (meets learners' needs)
- Realistic (develops clinical imagination)
- Engaging (requires learner interaction)
- Challenging (provides complexity of concepts and thinking)
- Instructional (directs learning and interpretation/translation of knowledge)

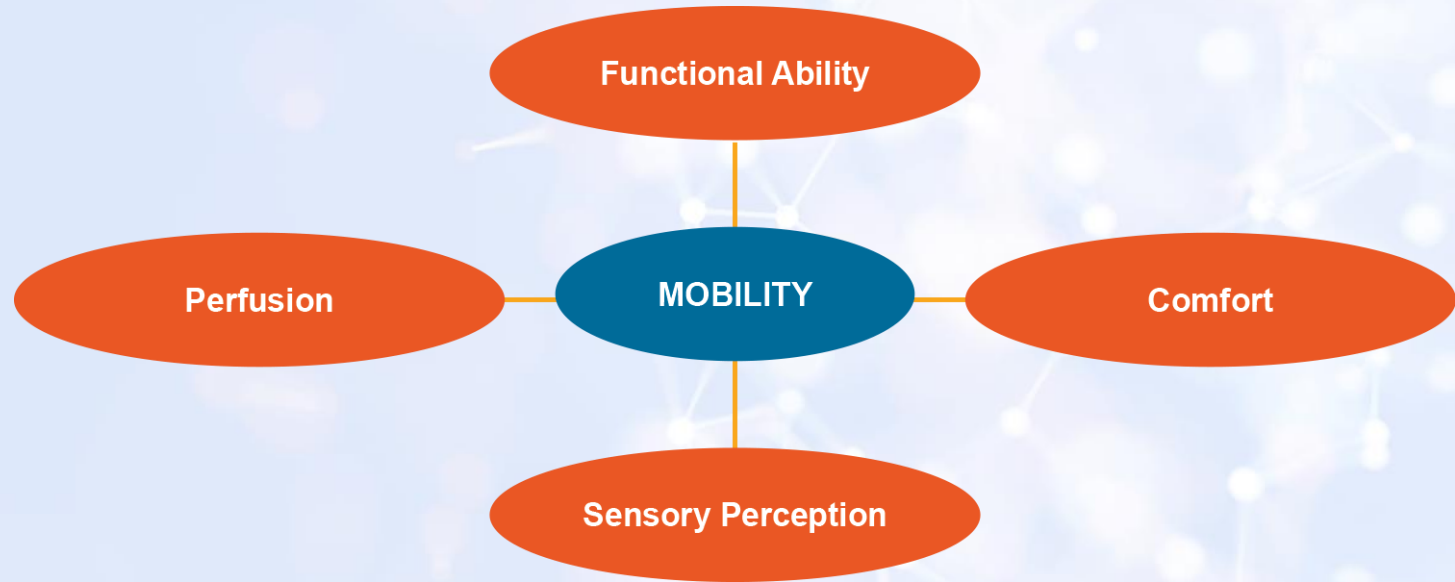# Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- Graphic Organizers
  - Venn diagrams

Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- Concept maps
  - Allows students to make connections and determine relationships
  - Can be simple or more complex
  - Can be used on classroom, online, or clinical learning environments

Fig. 3-3. Interrelated Concepts for the Health Concept of Mobility

Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- Storytelling (faculty or students) (e.g., narrative pedagogy)
- Test Item Checks
- Collaborative Testing
- Send a Problem

Active Learning Strategies to Promote Classroom Conceptual Learning (cont'd)

- Use of video/audio learning aids

- Gaming

- Use of Internet resources/apps

Selected References

- Erickson, H.L. & Lanning, L.A. (2014). *Transitioning to concept-based curriculum and instruction.* Thousand Oaks, CA: Corwin Press.

- Giddens, J.F., Caputi, L., & Rodgers. B. (2015). *Mastering concept-based teaching: A guide for nursing educators.* St. Louis, MO: Elsevier.

- Herrman, J.W. (2016). *Creative teaching strategies for the nurse educator (2nd Ed.).* Philadelphia, PA: F.A. Davis.

- Ignatavicius, D. (2019). *Teaching and learning in a concept-based nursing curriculum: A how-to best practice approach.* Burlington, MA: Jones & Bartlett Learning.

Wrap Up

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