This course focuses on the creation of teaching-learning environments and the integration of the role of faculty/educator, uniqueness of the learner, the setting and context within which the learning occurs, the teaching-learning strategies used to achieve learning outcomes, and evaluation of the effectiveness of this process.

This is an 8 week 3 credit hour course requiring a minimum of 18 hours of course engagement each week (refer to the Credit Hour Calculation Policy found in the Student Handbook). Course engagement includes student activities such as discussions, reading, study time, and assignments.

Course Outline:

I. Educator Role in Shaping a Learning Environment
   A. Module 1: What if Students Learned Better Without a Teacher?
      1. What was your learning environment?
      2. Historical Influences
      3. Learner Centered VS Teacher Centered
      4. Who Moved My Cheese
   B. Module 2: Application of Theory and Evidence to Support a Student Centered Learning Environment
      1. Evidence-based teaching practices and NLN Core Competencies of Educators;
      2. General Learning Theories/Philosophies
      3. Cognitive Styles
      4. Educational Frameworks in Nursing

II. Application of Theories in Developing a Learning Environment - the social, physical, psychological, and pedagogical contexts in which learning occurs
   A. Module 3: Learning Environments and Innovative Instruction
      1. Building Communities of Learners
      2. Structuring the learning space – making a case for space
         (http://www.educause.edu/ero/article/making-case-space-three-years-empirical-research-learning-environments)
      3. Personal Learning Environments
   B. Module 4: Social Learning Environment Gamification
      1. Flipped Classroom and TBL
      2. Social Media and Learning - extending the classroom globally
      3. Interprofessionalism - "Academic institutions and healthcare organizations need to make a real commitment to inter-professional education that develops and sustains collaborative skills both before and after licensure." (IOM, 2009, p. 37)
         a. Prepares learners for collaborative opportunities
         b. Prepares learners for future roles as patient advocate
         c. Promotes communication, improves teamwork & promotes patient safety
   C. Module 5: Teaching-Learning Process
      1. Connected Learning
      2. Blended Learning
      3. 21st Century Learning
      4. Creating Innovative Models of Clinical Nursing Education
   D. Module 6: Technology
1. Designing College More Like a Video Game - Motivating Change with High Standards and Low Stakes
2. Gesture Based Learning (http://netgened2012.flatclassroomproject.org/Gesture-based+Computing)
3. Mobile Learning
4. Simulation - clinical reasoning and debriefing

III. Strategies to Promote Critical Thinking/Reasoning, Active Learning, & Pedagogy Praxis
   A. Developing a Plan to Meet Learners’ Needs
      1. Module 7: Identify advantages, disadvantages, limitations, and potentials of interactive learning models and solutions.
      2. Case Studies/Unfolding cases
   B. The Process of Evaluation of the Teaching-Learning Environment
      1. Module 8: Interpret hallmarks of excellence in nursing education
      2. Recommend innovative learning environments to address the Hallmarks of Excellence in Nursing Education.
         a. Identify advantages, disadvantages, limitations, and potentials of interactive learning models and solutions.
         b. Interdisciplinary teams and clinical instruction (Essentials document)
         c. Reflection of learning

Prerequisite(s)
   All Phase I graduate nursing core courses.

Outcomes

Upon completion of this course, students should be able to:

1. Implement teaching strategies effective for achieving learning outcomes. (SPLO 3)
2. Integrate evidence-based teaching strategies to facilitate student learning. (SPLO 2)
3. Create a teaching-learning environment that facilitates learning across a variety of settings. (SPLO 6)
4. Evaluate the teaching-learning process in relation to achievement of learning outcomes. (SPLO 5)
5. Synthesize concepts from the social and physical environment, and technology to construct an effective learning environment. (SPLO 4)

Student Learning Program Outcomes (SLPOs)

SLPO 2: Translate evidence to develop health care practices in a culturally and ethnically diverse global society.

SLPO 3: Synthesize theoretical and empirical knowledge from nursing and other disciplines that are essential for nursing judgment and practice.

SLPO 4: Integrate specialty practice knowledge to enhance interprofessional collaboration, inform decisions, and improve health outcomes.

SLPO 5: Exemplify professional values and standards, best-practices, and the commitment to life-long-learning in the role of the master’s prepared nurse.

SLPO 6: Implement the role of the master’s prepared nurse as part of the interprofessional team.

Nursing Education Competency (NEDC1)

Integrate evidence-based teaching methodologies to achieve learning outcomes for diverse learners and stakeholders.

School of Nursing Expectations

Student learning program outcomes (SLPOs) represent the expectations we have in the School of Nursing for our graduates. In each of the nursing courses, the SLPOs addressed in that course will be located in your syllabus.

To align the SLPO to the course expectations and learning activities, we are also illustrating the connection of the SLPO to the Course Outcome (CO) and Module Outcome (MO) found on the Course Overview page and the Learning and Assessment page. For example, you will see (SLPO 2, 3; CO 1, 3; M1O4, M1O5) which reflects the
Student Learning Program Outcomes, Course Outcomes, and Module Outcomes that are addressed in that module and learning activity.

## Deliverables

Click here (https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the **8 week** Term Schedules.

Click here (https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the **15 week** Term Schedules.

## Course Schedule

Weeks start on Monday, 12:01 AM ET and end on Sunday, 11:59 PM ET, US.

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59PM, Sunday).

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Reading</th>
<th>Assignments</th>
<th>Online Discussions</th>
<th>Course Outcomes Related to this Module</th>
</tr>
</thead>
</table>
| Week 1 | Module 1: Faculty Role in Creating a Learner-Centered Environment | **Read:**
Module Notes: Faculty Role in Creating a Learner-Centered Environment  
Rhodes, M.K., Schutt, | M1A1: Comparing Learner-Centered and Teacher-Centered Education  
M1A2: Reflective Journal: Learner-Learning | M1D1: Who Moved My Cheese? |
|        |                                                     |                                                                         |                                                                            |                                                                                  |                                        |

**View:**


Week 2 | Module 2: Theory and Evidence to Support a Student Centered Learning Environment

**Read:**
Module Notes: Using Constructivist Theory to Build Student Centered Learning Environments


**View:**

National league for Nursing. NLN competencies for graduates of nursing programs.


M2A1: Reflective Journal: NLN Core Competencies for Nurse Educators

M2A2: Introduction to WebQuest: Show Me the Nursing Education Evidence! and Peer Review

M2D1: Learning Theories 1, 2, 3, 4, 5
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Module 3: Learning Environments and Innovative Instruction</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Module Notes: Learning Spaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3A1: Reflective Journal: Personal Learning Environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3A2: WebQuest Peer Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3D1: Building Communities of Learners</td>
<td>2, 3, 4, 5</td>
</tr>
</tbody>
</table>


**View:**


**Week 4**

**Module 4: Social Learning Environments**

**Read:**
Module Notes: Social Learning Environments


Reis, R. (n.d.). Tomorrow's professor Msg.#1271 Designing College More Like a Video Game.

M4A1: Reflective Journal: Flipping the Classroom

M4A2: WebQuest: Show Me the Nursing Education Evidence! and Peer Review

M4D1: Gamification of Interprofessional Education


Read:
Module Notes: Teaching-Learning Process


**View:**


Thompson, M. Education
Week 6  | Module 6: Technology | Read:  | M6A1: Reflective Journal: Technology and Nursing Education  | M6D1: High-Fidelity Simulation & Ways of Knowing  | 1, 2, 3, 5
--- | --- | --- | --- | --- | ---
 |  | Module Notes: Technology in Healthcare Education  |  |  |  | 


**View:**


IPE café. (2104, January 27).
Interprofessional CPR team behavior simulations: facilitating and debriefing
[Video file, 6:23]. Retrieved from https://youtu.be/JQFW5_BClcA


[Video file 2:36 min.]. Retrieved from https://www.youtube.com/watch?v=f5Ep3oqicVU

Week 7 | Module 7: Meeting Learners' Needs for Critical Thinking and Reasoning | Read: Module Notes: Developing a Plan to Meet Learners' Needs for Critical Thinking and Reasoning


M7A2: Persuasive Oral Presentation

M7D1: Case Studies for Clinical Reasoning 1, 2, 3, 5


British Columbia Institute of Technology (BCIT). (2011, February 27). PBL nursing.[Video file,
Week 8

Module 8: Application of Innovative Learning Environments to Hallmarks of Nursing Education

Read:

Module Notes: Application of Innovative Learning Environments to Hallmarks of Nursing Education


Kalb, K. A., O’Conner-Von,
S.K., Brockway, C.
Evidence-based teaching practice in nursing education: faculty perspectives and practices. 


Grade Ranges
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

Breakdown

Grade Weights:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>20%</td>
</tr>
<tr>
<td>WebQuest and Peer Review</td>
<td>20%</td>
</tr>
<tr>
<td>Persuasive Oral Presentation</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A final course grade of D or lower does not meet degree requirements.
The grade you receive will not be rounded. For example, a score of 89.9 remains in the B range.

RUBRICS USED IN THIS COURSE:
- MS Discussion Rubric
- MS Reflective Journal Rubric
- WebQuest and Peer-review Rubric
- Persuasive Oral Presentation Rubric

Criteria

COURSE REQUIREMENTS

Course Activities:
Before beginning your coursework, be sure to review the Excelsior College Guidelines for Online Interaction (a.k.a. Online Etiquette or "Netiquette"). If you have any questions regarding these guidelines, please feel free to direct them to your instructor.

This course is based on the scenario that you are appointed to work as an integral member of a committee, whose charge is to investigate innovative and student centered models for teaching.

Discussions - 40%
You are expected to participate in academic conversations with peers and faculty to generate scholarly dialogue. Expectations for participation in the course discussions are described under the Discussion Rubric: Critical Analysis (ways of knowing) and Engagement (interactions) when relating your experiences, opinions, viewpoints, and ideas supported by evidence. The Graduate Nursing, MS) Discussion Rubric will be used to grade the discussions.

Discussions begin each Monday at 12:01 AM Eastern Time and conclude each Sunday at 11:59 PM Eastern Time.

Reflective Journal 20%
In each module, you are asked to reflect on specific course-related content in a journal format. This journal is read by only you and your instructor.
WebQuest and Peer Review - 20%
You design and create a WebQuest focused on evidence to support a learner-centered environment. As a part of this assignment, you also critique the WebQuest a classmate and submit a peer-review.

Persuasive Oral Presentation - 20%
Using your knowledge about your particular learning model, which you work on as a team in a wiki, you create an individual voice-over PowerPoint oral presentation, focused on persuading the innovative learning committee to use your model.

Format and Style for Written Assignments:
APA style is required for all written assignments.

Course Policies

Late Submission of Graded Assignments
A student who submits a graded assignment after the designated due date and time, and has not received prior approval from the faculty for a late submission, may be penalized 5 points per day for each day the assignment is overdue up to 5 days. Submissions received more than 5 days late may be awarded a zero for the assignment.

Institutional Policies

COURSE PARTICIPATION:
Weekly course participation is required. Please see the Student Participation Policy (https://info.excelsior.edu/student-policies/student-participation-policy-for-online-courses/) for more details.

Instructor Participation
Your instructor will:
• Post a welcome message during the first 24 hours of the course.
• Schedule real time office hours through the chat room and/or by individual appointment.
• Communicate with you through the Blackboard communication tools, including internal course messaging.
• Respond to student communications within two business days.
• Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
• Provide you with formative feedback midway through the course based on work submitted to that point.
• Grade all formative assignments within 7 business days in 15-week courses and 4 business days in 8-week courses, and will grade final summative work within 5 business days after the end of the term.

POLICIES
You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting www.excelsior.edu/policies (http://www.excelsior.edu/policies).

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty (https://info.excelsior.edu/student-policies/academic-honesty/) for more details.