National League for Nursing

Faculty Intensives: “Good Teaching Doesn't Just Happen”

Today’s faculty embracing the academic nurse educator role need mentoring and guidance to navigate nurse educator competencies. Here is the breakdown of the learning outcomes:

Module 1: (Asynchronous)

1. Appreciate the journey of past, present and future experiences in nursing education and practice that inform our roles as educators
2. Discuss the components of a nursing curriculum map and the roadblocks that interfere in operationalizing the map
3. Discuss how learning is enhanced by leveling learning outcomes
4. Demonstrate how you align curriculum benchmarks to your institution's curriculum map

Module 2: (Asynchronous)

1. Discuss the assessment and evaluation trajectory across teaching and learning
2. Value the importance of assuring fair testing to achieve learner success
3. Demonstrate using classroom assessment techniques

Module 3: (Asynchronous)

1. Evaluate test items for test item level of difficulty (P) and discrimination (D) analyzing results for overall test performance
2. Design test blueprints to assure validity evidence for student achievement of learning outcomes
3. Explore principles of lesson planning that guide successful course design for effective facilitation of learning

Module 4: (Synchronous)

1. Discuss the complexities and considerations needed in today’s contemporary nursing curricula that impact your beliefs on teaching and learning
2. Use a systematic, analytical, ethical, creative, and mindful approach to evaluating curriculum design and learning outcomes
3. Synthesize lesson plan principles to design teaching and learning activities
4. Examine your teaching and learning for clarity on being a connected educator

Module 5: (Asynchronous)

1. Appreciate the role educators play in helping learners make meaning of complex information and concepts
2. Examine the shift nurse educators make from being a transmitter of knowledge to a facilitator of learning
3. Describe brain science concepts that inform how learners learn.

Module 6: (Asynchronous)

1. Describe how our brains function to create, store and retrieve new knowledge
2. Explore four different brain science principles that can inform teaching strategies
3. Critique a lesson plan to uncover how brain science principles can be used to design instruction

Module 7: (Asynchronous)

1. Recognize the importance of fostering psychological safety and vulnerability in the learning process
2. Examine approaches to addressing learning differences that matter
3. Discuss strategies for successfully integrating brain science into teaching and learning

Module 8: (Synchronous)

1. Compare and contrast how current teaching practices align with brain science concepts
2. Apply the science of successful learning to course design, study approaches, and learning resources
3. Examine the integration of brain science techniques across learning environments

Module 9: (Asynchronous)

1. Explore the connections between the art of being critical and the art of facilitating learning
2. Discuss the essential elements of the NLN Guide for Teaching Thinking
3. Demonstrate how to use the NLN Guide for Teaching Thinking in response to teaching and learning challenges

Module 10: (Asynchronous)

1. Demonstrate skills in guiding critical conversations in the classroom, clinical, and post-clinical areas
2. Examine the connections between framing conversation and framing lesson plans

Module 11: (Asynchronous)

1. Discuss how to balance the varied roles and responsibilities of the nurse educator that revolve around teaching
2. Respond to the diverse student and faculty issues in higher education that impact the nurse educator role
3. Value the unique collaborations and partnerships needed to enhance and strengthen the academic nurse educator role

Module 12: (Synchronous)

1. Discuss the legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies
2. Discuss the varied complexities that challenge inclusivity and academic integrity across colleges and universities
3. Appreciate the unique opportunity of nurse educators as leaders