

**Title:**

Supporting Faculty During Pedagogical Change Through Reflective Teaching Practice: Perceptions of Faculty Facilitators

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**Session Title:**

Poster Presentations

**Slot (superslotted):**

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

**Slot (superslotted):**

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**Keywords:**

Critical Reflective Inquiry, Faculty development and Reflective Teaching Practice

**References:**

Asselin, M.E. & Fain, J.A. (2013). Effect of reflective practice education on self-reflection, insight, and reflective thinking among experienced nurses. *Journal for Nurses in Professional development*, 29(3), 111 – 119. Benner, P., Sutphen, M., Leonard, V., Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco: Jossey Bass. Corcoran, C.A. (2003). Growing professionally through reflective practice. *Kappa Delta Pi Record*, 40(1), 30 – 33. Kim, H.S., Lauzon Clabo, L.M., Burbank, P., Leveilee, M. & Martins, D. (2010). Application of critical reflective inquiry in nursing education. In N. Lyons (ed.), *Handbook of reflective inquiry: Mapping a way of knowing for professional reflective inquiry* (pp 159 – 172). New York: Springer. Larrivee, B. & Cooper, J.M. (2006). *An educator's guide to teacher reflection*. Independence, KY: Cengage Learning. Osterman, K. P. & Kottkamp, R.B. (2004). *Reflective practice for educators: Improving schooling through professional development*. Thousand Oaks, CA: Corwin Press. Palmer, P.J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. (10th ed.). San Francisco, CA: John Wiley & Sons. Shandomo, H.M. (2010). The role of critical reflection in teacher education. *School- University Partnerships*, 4(1), 101 – 113.

**Abstract Summary:**

A facilitated Reflective Teaching Practice (RTP) approach was used with faculty implementing a pedagogical change. Faculty facilitators of the RTP approach share their perspectives, insights and areas for further research.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
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Discuss the calls for transformation in nursing education in relation to the need for innovative pedagogy.	I. An environment of academic change A. Forces driving academic change B. Flipped classroom approach as an exemplar of creative pedagogy
Explain the importance of reflective teaching practice as a strategy for successful implementation of pedagogical change.	II. Importance of reflection in innovative teaching practice A. Definition of reflective teaching practice (RTP) B. Benefits of RTP C. Challenges in the use of RTP
Appraise a critical reflective teaching practice approach to support faculty through pedagogical change.	III. A facilitated approach to reflective teaching practice A. Use of question cues 1. Level 1: strategies, methods, goals, theoretical linkages 2. Level 2: reflection on self as teacher 3. Level 3: identification of insights and ways to improve practice B. Facilitated reflection
Discuss the perceptions and experience of faculty who have facilitated reflective teaching practice during pedagogical change, noting advantages and insights.	IV. Perspectives from faculty who facilitated a reflective teaching practice approach A. self as facilitator B. benefits of group facilitation C. perceived challenges D. areas for improvement E. areas for future research

**Abstract Text:**

The complexity of the current nursing education environment calls for transformation through the integration of contemporary pedagogies (Benner, Sutphen, Leonard & Day, 2010). As new pedagogies are explored and implemented, it is critical that leaders in nursing education be reflective practitioners (Shandomo, 2010). Critical reflective teaching practice (RTP) allows faculty to transcend the routine matters of teaching and deconstruct teaching experiences in order to gain insight into the self as teacher, uncover underlying assumptions, biases and values and explore the effectiveness of teaching strategies and methods (Asselin & Fain, 2013; Larrivee & Cooper, 2006; Palmer, 2007). The ultimate goal of RTP is to gain insights to refine learning experiences (Corcoran, 2003), and become empowered decision makers and educational change agents (Osterman & Kottkamp, 2004; Shandomo,). Scholars note that reflection is a learned skill that requires practice.

Two senior faculty members served as facilitators of a RTP approach for several faculty implementing a semester-long flipped classroom pedagogy in an undergraduate medical-surgical course. The RTP approach consisted of three levels of question cues, reflective journaling in either electronic or written formats, and facilitated reflection sessions drawn from the classic works in critical reflection and RTP by Kim et al. (2010), Larrivee and Cooper (2006) and Palmer (2007). These strategies assisted the teaching faculty to critically examine their experiences utilizing a new pedagogy and to gain insights for improving teaching practice.

Facilitators noted that the RTP approach provided a framework to enhance collegiality and collaboration between faculty members. Implementation of this structured support system increased an awareness of RTP and began a dialogue among faculty that extended beyond the faculty members directly involved in this project.

Based upon their experience as RTP facilitators, the senior faculty propose that facilitated group reflection may lead to a deeper level of reflection. Facilitated group reflection may also help to move beyond the

goal of improving individual teaching practice to include changes at an organizational level that would facilitate pedagogical excellence. In terms of feasibility, administrative support may be needed to provide dedicated meeting time for group reflection on pedagogical change.

This project heightened awareness for the need for research studies exploring the utility of RTP in the nursing academic setting. Specific research is needed to explore the benefits of individual RTP versus group reflection. Additional research is needed to evaluate the effect of both structured and unstructured RTP approaches on scholarly teaching and student outcomes.