American Public University System

The Ultimate Advantage is an Educated Mind

School of Health Sciences
Nursing Program
NURS610
Learner-Centered Teaching Methodologies
3 Credit Hours
Length of Course: 8 weeks

Instructor Information

Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.

Course Description (Catalog)

The nurse educator must be proficient in developing and designing curriculum supportive of diverse learners in a variety of settings. This course introduces students to theoretical models and teaching methodologies to create stimulating learner-centered environments in both clinical and academic settings. This course explores the pedagogy of delivering effective nursing curricular content in learning environments that combine face-to-face and distance formats (blended learning) and those that deliver instruction completely online.

Course Scope

This course is divided into 8 weeks and is designed to provide the learner with the key concepts of developing and designing curriculum supportive of diverse learners. The student will learn how to use theoretical models and various teaching methodologies to engage learners in a variety of settings. The student will develop a curriculum project, based on the most current nursing research and evidenced-based practice.

Course Learning Objectives

The following objectives are aligned with the MSN Program Outcomes (PO):

1. Incorporate education theories and models in developing teaching strategies that meet the needs of diverse learners with unique learning styles (PO 1, 8) (NECO 2)
2. Design innovative evidence based teaching strategies to foster acquisition of knowledge and skill in structured and unstructured educational settings (PO 4) (NECO 2)
3. Utilize multiple types of electronic and informational technologies to engage learners in educational environments that enhance learning (PO 5) (NECO 2)
4. Evaluate the use of simulation in various learning environments. (PO 5) (NECO 3)
5. Compare and contrast the activities that support civil empowerment and meaningful learning in the clinical setting. (PO 4) (NECO 2)
6. Examine the role of faculty, preceptors, patient educators, staff development instructors and community liaisons in civil non-traditional learning environments. (PO 7)
7. Evaluate teaching strategies that align with program and course outcomes, and foster learner development in the cognitive, psychomotor, and affective domains. (PO 4, 5, 7) (NECO 3)
8. Articulate a written personal teaching philosophy that synthesizes elements of theory, beliefs, teaching strategies for a variety of environments (classroom, practicum, simulation, skills lab), active learning, civility, diversity, learning styles, and real world examples. (PO 1, 8)
9. Reflect upon student learning outcomes of this course to determine how the outcomes were met and how learning can be utilized in the future. (PO 8)

Module Learning Objectives are located within the course.
Masters Essentials covered in this course include I, II, V, IV, IX.

Course Delivery Method

This course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:
All required readings and resources are available within MyClassroom.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual.* All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Evaluation Procedures

Discussions

Please join the discussions each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 17 graded discussions. Eight of these discussions (1 per week) are reflection discussions, and you will be graded on completion of the reflection questions, not on the content.

> ### *Guidelines:*
>
> - Post the initial response to each discussions by 11:55pm, ET, Wednesday
> - Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
> - Reply to **_more than 2_** of your classmates in each forum by 11:55pm, ET, Sunday.
> - Responses to classmates are significant to advance the discussions.
> - All discussions can be accessed in the Discussions section of the course.
> - Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Tests/ Quizzes

There are no tests/quizzes in this course.

Written Assignments

There are 4 written assignments due throughout the course. All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

Course Grading Outline

Grading Instrument	Percentage of Final Grade
Discussion Forums:	40%
Teaching Project Part 1: Written Assignment	15%
Teaching Project Part 2: Teaching Plan	20%
Teaching Presentation (Narrated PowerPoint Presentation)	20%
Reflection Paper	5%
TOTAL	100%

Course Outline

Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
1	Role of the Nurse Educator	1. Discover personal personality types and learning styles that may influence teaching strategies used in the classroom. 2. Build the introductory foundation of the online learning community through introduction and civil dialogue following rules of netiquette. 3. Create best-practice-based teaching design grounded in learning theory that promotes meaningful learning for a case study classroom with students that consist of a variety of ages, cultures, and learning styles. 4. Co-create guidelines for a classroom that promotes civility. 5. Build one paragraph of their own personal teaching learning philosophy in nursing through end-of-week-reflection on the weekly topic(s) and post in	As assigned	Introduction Discussion Week 1 Discussion Week 1 Reflection Discussion

Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
		the ungraded weekly reflection forum. 6. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.		
2	Role of Innovation	1. Consider evidence based teaching strategies for use in the classroom. 2. Identify the three learning domains: cognitive, affective, and psychomotor 3. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.	As assigned	Week 2 Discussion Week 2 Reflection Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
3	Teaching in Structured Settings	1. Evaluate the pros and cons of a variety of teaching strategies. 2. Use evidence based teaching strategies to regain student attention. 3. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.	As assigned	Week 3 Discussion Week 3 Reflection Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
4	Educational Use of Technology	1. Justify the use of a web 2.0 technology or social media to support difficult learning. 2. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.	As assigned	Week 4 Discussion Week 4 Reflection Discussion Teaching Project Part 1: Written Assignment
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
5	Nursing Skills Labs & Simulation	1. Justify use of simulation and skills labs to replace a portion of clinical learning time.	As assigned	Week 5 Discussion Week 5 Reflection Discussion

		2. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.		
Module	**Topic**	**Learning Objectives**	**Reading(s)**	**Assignment(s)**
6	Teaching in Unstructured Settings: Part I	1. Investigate tools to evaluate student decision-making in the clinical setting. 2. Support scholarly ideas in the weekly forum discussion with APA-style citations from the literature.	As assigned	Week 6 Discussion Week 6 Reflection Discussion Teaching Project Part 2: Teaching Plan
Module	**Topic**	**Learning Objectives**	**Reading(s)**	**Assignment(s)**
7	Teaching in Unstructured Settings: Part II	1. Create a service learning opportunity idea for a nursing program. 2. Articulate civil behavior expectations for a service-learning partner.	As assigned	Week 7 Discussion Week 7 Reflection Discussion Teaching Presentation
Module	**Topic**	**Learning Objectives**	**Reading(s)**	**Assignment(s)**
8	Evaluation in Learning	1. Judge the slide sets of peers and provide constructive feedback. 2. Articulate a personal philosophy of teaching in nursing.	As assigned	Week 8 Discussion Week 8 Reflection Discussion Reflection

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Nursing Program Policies

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

Course Completion and Progression Requirements

For all capstone courses that begin after January 1, 2017, graduate students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Graduate students must have at least a 3.0 GPA in order to graduate.