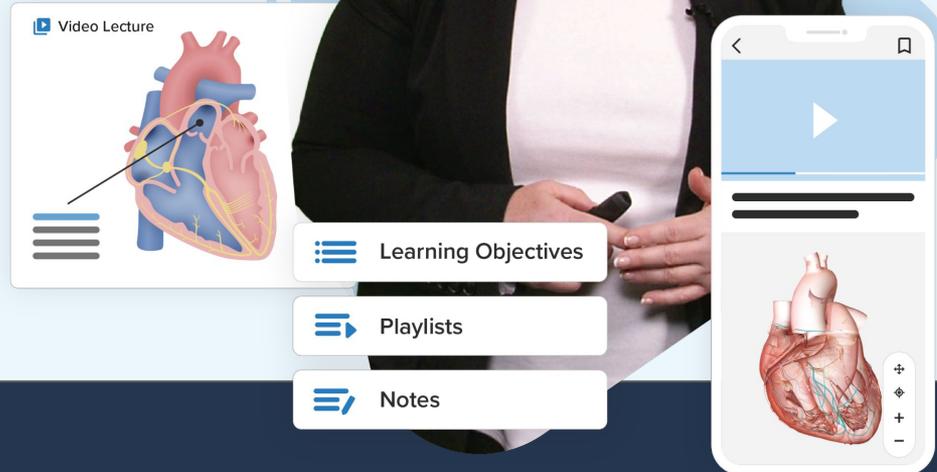


Reinventing Your Professional Self in Post-Pandemic Nursing Education

With Prof. Rhonda Lawes
October 19, 2022



Webinar Series Host



Prof. Rhonda Lawes

- Director of Nursing at Lecturio
- Currently teaching in BSN program with emphasis on nursing research and advanced pathophysiology and pharmacology
- Award-winning, certified nurse educator and PhD(c) in educational psychology with over 30 years of experience as a nurse

Webinar Series Team



Adonis Wazir



Eleonora Merker



Satria Nur Sya'ban



Aaron Hill



Solina Jean-Louis



Today's Agenda

- 1 Learning Outcomes
- 2 Introduction
- 3 Key Theory and Benefits
- 4 Key Strategies to Facilitate SRL
- 5 Concrete Applications in the Classroom - Let's talk about it!

Learning outcomes

After this session, participants will be able to:

- 1 **Identify** key strategies for facilitating their students' development of self-regulated learning skills.
- 2 **Discuss** ideas for designing assignments to promote self-directed learning in both individual students and collaborative groups.
- 3 **Create** an action plan with clear next steps in their own professional development and practice.



Our Platform Today: Padlet

- Please **scan the QR code** with your phone, or **click the link in the chat** to open Padlet in your browser.
- If you have a second screen, please open the Padlet tab there.



We Appreciate **You!**

Join us until the end for a chance to win a
\$100 (USD) Amazon gift card!



Introduction and Background



One word: stress check

What adjective best describes your current level of stress in your role as a nursing faculty?

Share your thoughts in Padlet – even one descriptive word is fine

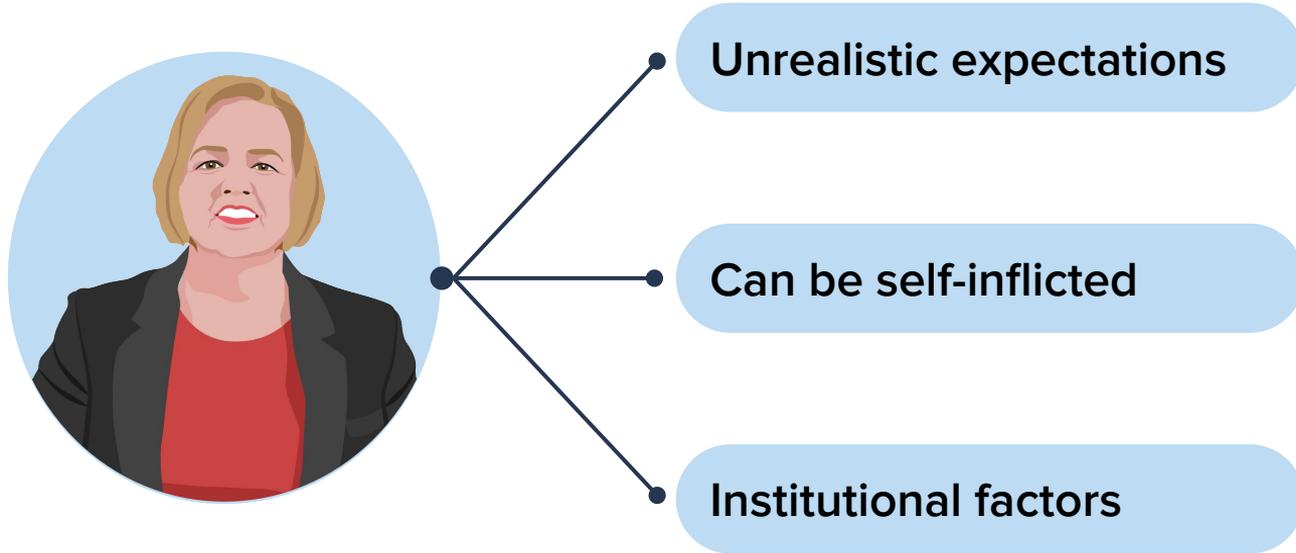


Question

What feels the most “out of control”
for you **professionally** right now?

Share your thoughts in Padlet

Sources of Professional Stress





Question

If you had to identify the top stressor you're experiencing ***with students*** right now, what would it be?

Share your thoughts in Padlet

Reinvention of Your Professional Self

In this context, **reinvention** comes in the form of:

- Having **realistic expectations** – of *self* and of *the learners*
- Maintaining **critical distance**
- Staying “*moisturized, hydrated, and unbothered*”

... or in other words

“Only control(ing) what we can control”



Reinvention of Your Professional Self



“Do what you feel in your heart to be right – for you’ll be criticized anyway. You’ll be damned if you do, and damned if you don’t.”

– Eleanor Roosevelt



Section 1

Key Theories and Benefits

Definition: **Self-Regulated Learning (SRL)**

The ability to understand and control one's learning environment¹ involves forethought, monitoring, control, and reaction²

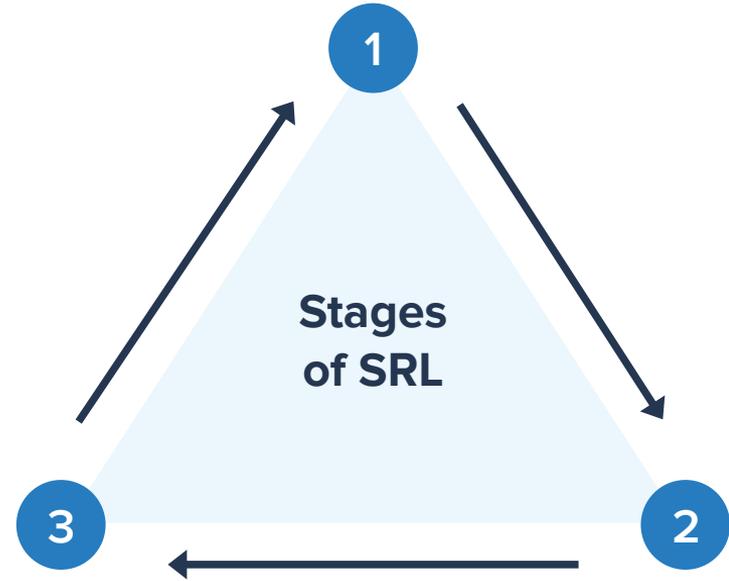
Relevant Cognitive Psychology Frameworks²

1. Zimmerman: Socio-cognitive (cyclical phases model)
2. Boekaerts: Dual Processing Model
3. Winne and Hadwin: SRL from a Metacognitive Perspective
4. Pintrich: Emphasizing the Role of Motivation in SRL
5. Efklides: Metacognitive and Affective Model of SRL (MASRL)
6. Hadwin, Järvelä, and Miller: SRL in Collaborative Learning



-
1. Shuy T. Teal center fact sheet no. 3: Self-Regulated Learning [Internet]. LINCS. 2019 [cited 2022Oct17]. Available from: <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/selfregulated>
 2. Panadero E (2017) A Review of Self-regulated Learning: Six Models and Four Directions for Research. Front. Psychol. 8:422. doi: 10.3389/fpsyg.2017.00422

Stages of SRL^{1,2}



1. Puustinen M, Pulkkinen L. Models of self-regulated learning: A Review. *Scandinavian Journal of Educational Research*. 2001;45(3):269–86. .
2. Panadero E (2017) A Review of Self-regulated Learning: Six Models and Four Directions for Research. *Front. Psychol.* 8:422. doi: 10.3389/fpsyg.2017.00422

Self-Regulated vs Self-Directed

Self-Regulated Learning

*“Students can be described as self-regulated to the degree that they are **metacognitively, motivationally, and behaviorally active participants** in their own learning process”³ It is **self-directed** and **utilizes forethought, monitoring, control, and reaction**⁴*

Self-Directed Learning

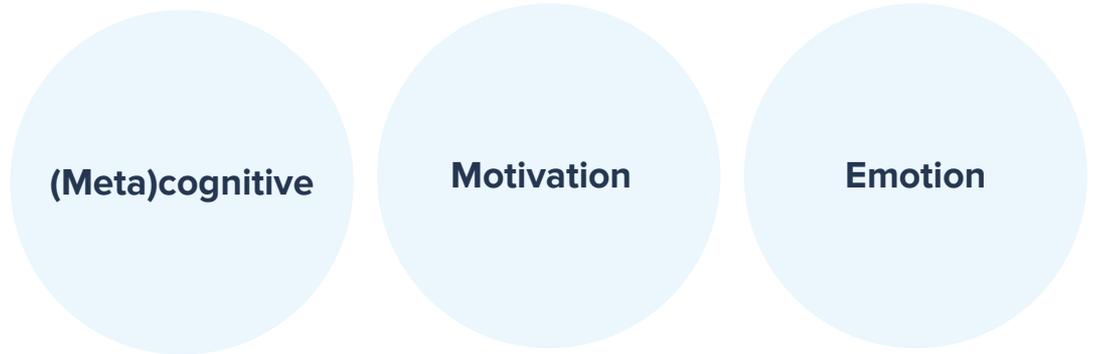
*“A process in which **individuals** take the **initiative**, with or without the help from others, in **diagnosing** their learning **needs**, formulating **goals**, identifying human and material **resources**, choosing and **implementing** appropriate learning **strategies** and **evaluating** learning **outcomes**”⁵*

-
1. Zimmerman BJ. A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*. 1989;81(3):329–39.
 2. Linkous HM. Self-Directed Learning and Self-Regulated Learning: What's the Difference? A Literature Analysis. American Association for Adult and Continuing Education. 2021.
 3. Knowles MS. Self-directed learning: A guide for learners and teachers.

Components of SRL^{1,2}

Three components / areas of activity have been said to be related to SRL.

Different theories put more emphasis on different components, but understanding them is important to know what interventions you can do.



-
1. Shuy T. Teal center fact sheet no. 3: Self-Regulated Learning [Internet]. LINCS. 2019 [cited 2022Oct17]. Available from: <https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/selfregulated>
 2. Panadero E. A review of self-regulated learning: Six models and four directions for Research. *Frontiers in Psychology*. 2017;8.

The Metacognition Conundrum

Rote memorization

Excessive highlighting

Re-watching video lectures

Cramming

Spacing study sessions

Expanding metacognitive knowledge

Progress monitoring

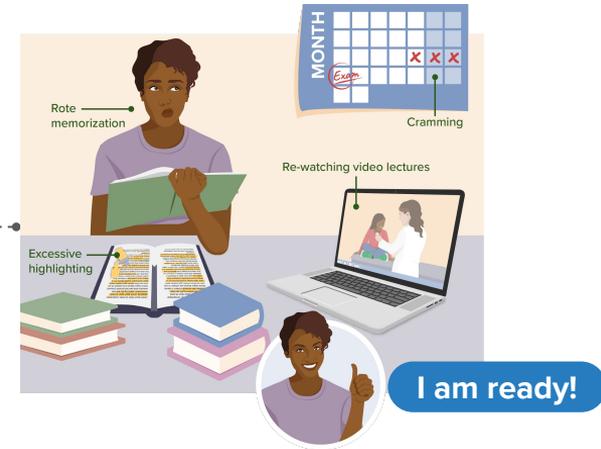
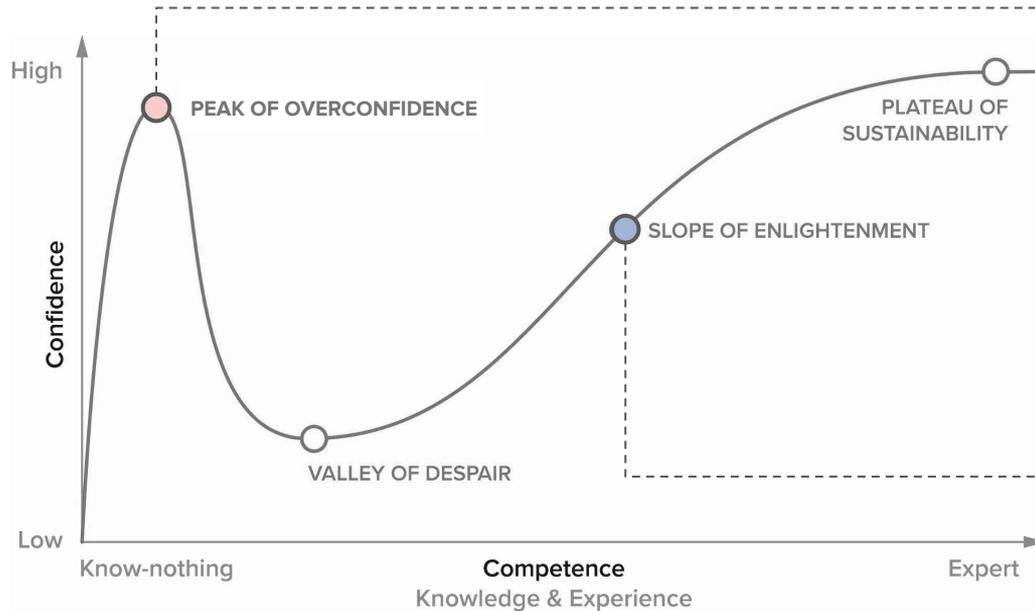
Concept maps

Peer testing

I am ready!

The Dunning-Kruger Effect

They both think that they are ready, but the question stands: do they really know what they think they know?



Self-Determination Theory of Motivation

- Self-determination isn't just a nice-to-have, but is an inherent psychological need.
- Self-determination theory (SDT) reflects human motivation and our inherent growth tendencies and innate psychological needs.
- SDT identifies autonomy (or freedom of choice), relatedness, and self-efficacy/competencies as 3 innate needs for intrinsic motivation

Self-Determination Theory of **Motivation**

- More **autonomy** while exploring pre-class contents on their own and at their own pace
- Increased **relatedness** through meaningful, intellectual interactions with peers, instructors, and content in class
- Better development of core competencies thanks to **self-assessments** and feedback
- Increased **intrinsic motivation** - students see their own progress

Benefits of Self-Regulated Learning



- Improved academic performance¹
- Improved clinical skills^{1,2}
- Greater mental health benefits¹
- Creating independent, lifelong learners (Continuing Nursing Education)
- Reduces *moral distress* for faculty



-
1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. BMC Medical Education. 2017Jul10;17(1).
 2. KIM S-H. The mediating effect of self-regulated learning on the relationships among emotional intelligence, collaboration, and clinical performance in Korean Nursing students. Journal of Nursing Research [Internet]. 2022 [cited 2022Oct];30(3). Available from: [here](#)



Section 2

Key Considerations for Facilitating Self-Regulated Learning in Students

Condition Your Educational Environment



The following factors have been found to affect SRL in students¹:

1. **Level of Experience**
2. **Access to technological resource**
3. **A PBL Curriculum**
4. **Experienced autonomy**
5. **Perceptions of academic flexibility**

1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. BMC Medical Education. 2017Jul10;17(1).

Help Your Students Plan For Success



- Planning for their studies, part of **forethought**, is key to your students' implementation of SRL.¹
- **Goal-setting** ability, in particular is an extremely important skill for SRL that can benefit from instruction.
- SRL is interactive between person and context, and a supportive environment is key. An environment conducive to SRL will result in better SRL.²
- **Mentor-guided SRL** approach and guided **learning plans** are some strategies that have been shown to be good for SRL development.²

-
1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. *BMC Medical Education*. 2017Jul10;17(1).
 2. Van Houten-Schat MA, Berkhout JJ, van Dijk N, Endedijk MD, Jaarsma AD, Diemers AD. Self-regulated learning in the clinical context: A systematic review. *Medical Education*. 2018;52(10):1008–15.

Technology and Data are Game Changers



- Studies show that technological resources supports SRL growth by improving ease of access to information¹
- Characteristics identified to be important²:
 - a. Tech should encourage learners to **plan their learning**
 - b. Tech should allow learners to **receive appropriate feedback**
 - c. Tech should communicate criteria / metrics for **learners to evaluate themselves** on)

-
1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. BMC Medical Education. 2017 Jul 10; 17(1).
 2. Carneiro R, Lefrere P, Steffens K, Underwood J, Bartolomé A. TECHNOLOGIES FOR SELF-REGULATED LEARNING . In: Self-regulated learning in Technology Enhanced Learning Environments: A European perspective. Rotterdam, The Netherlands: Sense Publishers; 2011. p. 21–33.

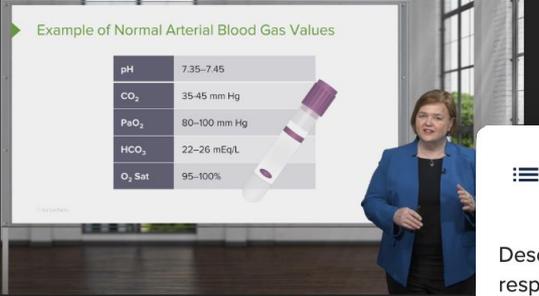
Technology and Data are Game Changers



- An RCT using Augmented Reality showed potential in improving SRL competency¹
- Data creates opportunity to provide better self-feedback and educator feedback
- **Accurate self-monitoring is key to effective self-regulation²**

-
1. An J, Oh J, Park K. Self-regulated learning strategies for nursing students: A pilot randomized controlled trial. *International Journal of Environmental Research and Public Health*. 2022;19(15):9058.
 2. Kostons D, van Gog T, Paas F. How do I do? investigating effects of expertise and performance-process records on self-assessment. *Applied Cognitive Psychology*. 2009Dec23;23(9):1256–65.

Technology Facilitates Planning



Example of Normal Arterial Blood Gas Values

pH	7.35-7.45
CO ₂	35-45 mm Hg
PaO ₂	80-100 mm Hg
HCO ₃	22-26 mEq/L
O ₂ Sat	95-100%

Acute Respiratory Distress Syndrome (ARDS) (Nursing)

0/27 lessons completed

0/27 videos watched (0:00/2:07 h)

0 of /58 questions answered

ASSIGN

Learning Objectives

Describe the clinical characteristics seen in acute respiratory syndrome (ARD)

Distinguish ARDs as a syndrome and not a respiratory disease

Compare chest X-rays of normal lungs with those of lungs typical of ARDs

List the diagnosis criteria specified in the Berlin definition of ARDs (2013)

Recognize the 3 categories of ARDs based on an evaluation of the PaO₂/FiO₂ ratio for measurement of impaired oxygenation

Planners and **mapped objectives** in different educational platforms can help students apply SRL better.

Technology Provides Feedback

Question 1 of 1
ID: 24271

← Previous Next →

Auto Translate Notes Calculator Reverse color

The nurse is caring for a client with Parkinson disease. Which priority action is in the care plan? **Select all that apply.**

<input type="checkbox"/>	A. Provide assistance with all activities of daily living.	12%
<input checked="" type="checkbox"/>	B. Encourage the use of assistive mobility devices as needed.	33%
<input checked="" type="checkbox"/>	C. Provide examples of a soft-food diet.	23%
<input checked="" type="checkbox"/>	D. Schedule care to prevent the client from having any time alone.	13%
<input checked="" type="checkbox"/>	E. Demonstrate use of pill organizers and reminder alarms.	16%

End

Result:

 Incorrect

Explanation:

Correct Answer B: Assistive devices can help with the postural instability due to a stooped or flexed position with a shuffling gait. Devices can help maintain the client's safety during mobility.

Correct Answer C: Dysphagia (impaired swallowing) is a common clinical manifestation of Parkinson disease; it is the inability to control the muscles involved in swallowing. A diet with softer food will help prevent choking. The possibility of choking places the client at risk for aspirating while eating.

Correct Answer E: The nurse can help promote medication adherence and optimal effects by

Related Videos:

 Parkinson's Disease: Definition and Nursing Diagnoses
05:50 min

Book References:

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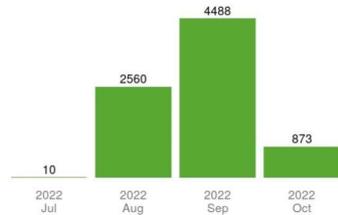
Feedback End

Qbanks in online platforms can provide immediate feedback for learners, using an **assessments as learning** approach across the board.

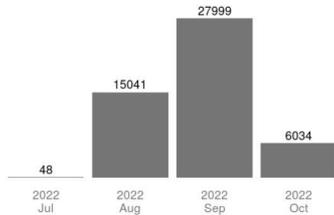
Technology Supplies Data for Feedback

Total Activity [switch to average activity per user](#)

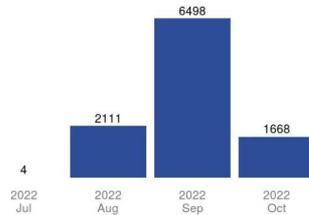
Total Lectures Watched



Total Recall Questions Answered

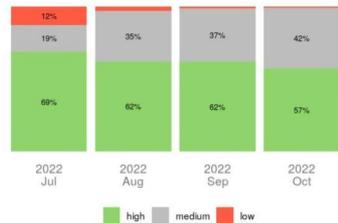


Total Qbank Questions Answered

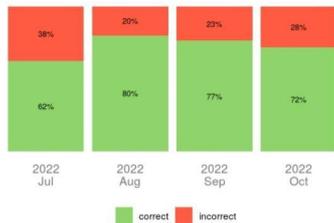


Overall Question Confidence and Performance

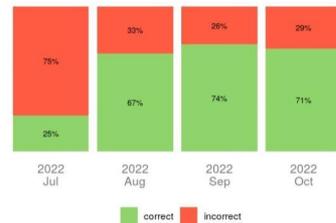
Overall Recall Question Confidence



Overall Recall Question Performance

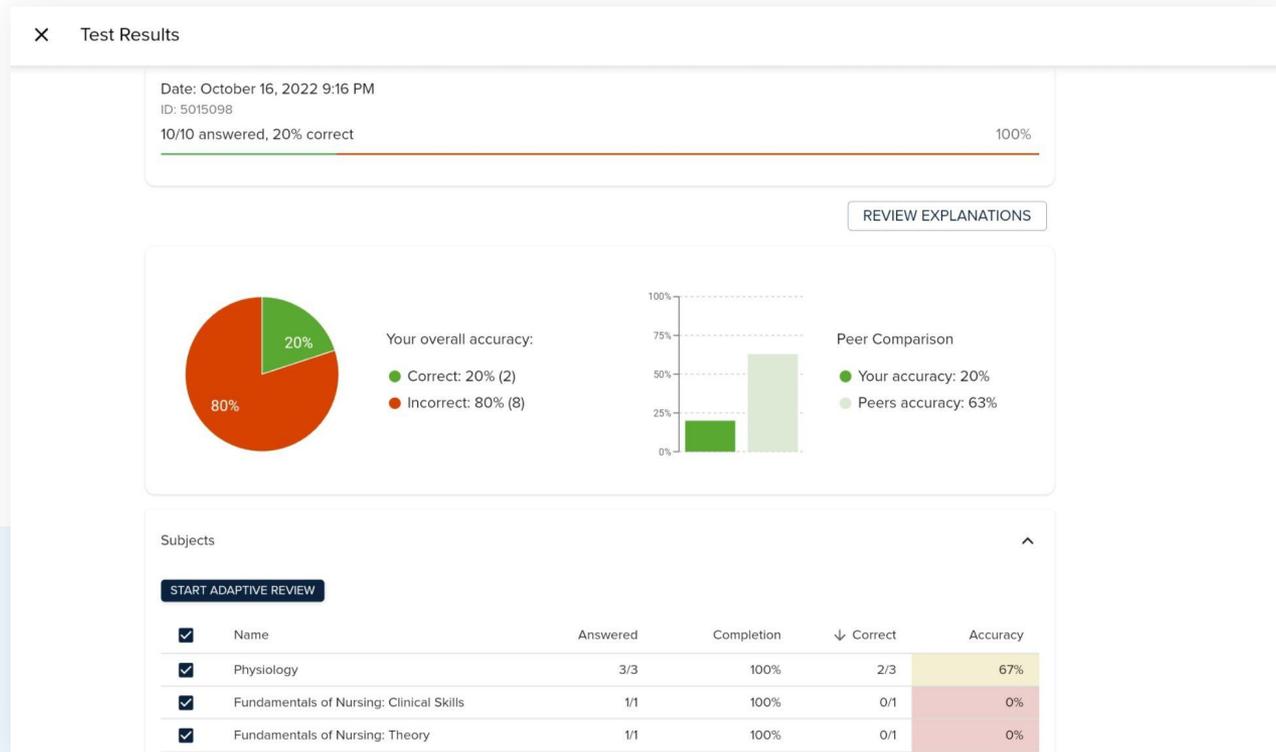


Overall Qbank Question Performance



Data Analytic capabilities makes it possible for educators to give more objective feedback

Technology Supports Students' Objective Self-Evaluation



Personal data analysis supports learner's self-evaluation and targeted content suggestions improves *relevance* of materials

Technology Supports the Personalization of Learning

Learning Paths / Med-Surg Exam Prep

Med-Surg Exam Prep

End of Course Exams



START

Block 1: Neurological Disorders — Assessment and Brain Injuries

0/40 Qbank questions 0/19 Videos 0/43 Quiz questions

0%

Block 2: Neurological — Guillain-Barré and MS

0/21 Qbank questions 0/14 Videos 0/30 Quiz questions

0%

ASSIGN

YOUR PROGRESS 0%

0/710 Qbank questions

0/635 Videos (43:21 h)

0/1,341 Quiz questions

QBANK PERFORMANCE

Support

Educator-provided structures help learning be more targeted and therefore more relevant and learners can **choose what to learn** and **when to learn them**

Feedback is Essential



- Feedback, both internal and externally sourced, is important for the *performance* and *appraisal* steps of SRL.^{1,2}
- In the clinical setting, it promotes learning by *informing* learners of their progress, need for improvement, and to *motivate* them to learn more.³
- Providing quality feedback and creating a learning environment where independence is valued is important to promote students who are *proactive* [and by extension, self-regulated].³

1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. BMC Medical Education. 2017Jul10;17(1).
2. Siddaiah-Subramanya M, Nyandowe M, Zubair O. Self-Regulated Learning: Why is it important compared to traditional learning in medical education? Advances in Medical Education and Practice. 2017Mar17;Volume 8:243–6.
3. Burgess A, van Diggele C, Roberts C, Mellis C. Feedback in the clinical setting. BMC Medical Education. 2020;20(S2).

Feedback is Essential



- A model by Yan & Brown³ proposed that feedback seeking is part of the self-assessment process, and is part of a *cyclical* process along with reflection.
- Providing good feedback as an *external source* and fostering an environment where students can frequently self-check & seek feedback is important.³
- Feedback and conducive environment can also help with **emotional** aspect and **willingness to learn**, which has been shown to support self-regulated learning.

1. Cho KK, Marjadi B, Langendyk V, Hu W. The self-regulated learning of medical students in the clinical environment – A scoping review. BMC Medical Education. 2017Jul10;17(1).
2. Siddaiah-Subramanya M, Nyandowe M, Zubair O. Self-Regulated Learning: Why is it important compared to traditional learning in medical education? Advances in Medical Education and Practice. 2017Mar17;Volume 8:243–6.
3. Yan Z, Brown GTL. A cyclical self-assessment process: Towards a model of how students engage in self-assessment. Assessment & Evaluation in Higher Education. 2016;42(8):1247–62.



Section 3

Concrete Applications in the Classroom - Let's talk about it!



Question

Do you have any strategies you currently use to foster SRL in your students?

Share your thoughts in Padlet

What We Can Learn From Taking Out The Garbage



Formative assessments

- Faculty feedback in real-time
- Psychologically safe learning environment
- Encourage students to support if they agree or disagree - *why*

Co-Construction of Learning



Think-Pair-Share is a way to do this:

- Instructors pose a question
- Students first **think** independently about the answer
- Students **pair** up to discuss their answers
- To end the activity, they **share** their responses with the class

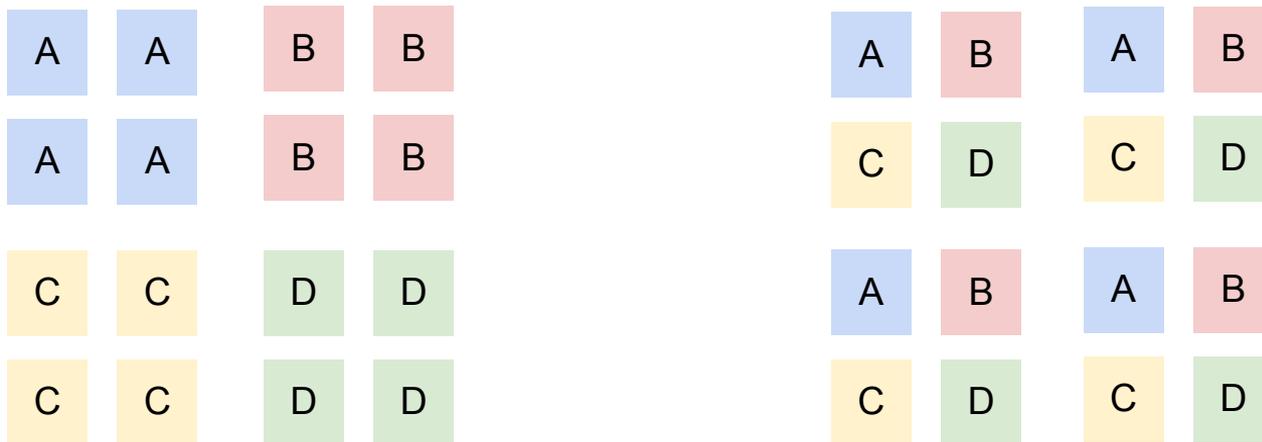
Transparent Pedagogy



Facilitate Higher Student Buy-In

- Use the language of your student evaluations
- Provide rationale for your teaching methods
- Reinforce, reinforce, reinforce
- Address “pooled ignorance”
- Formative student satisfaction check-ins

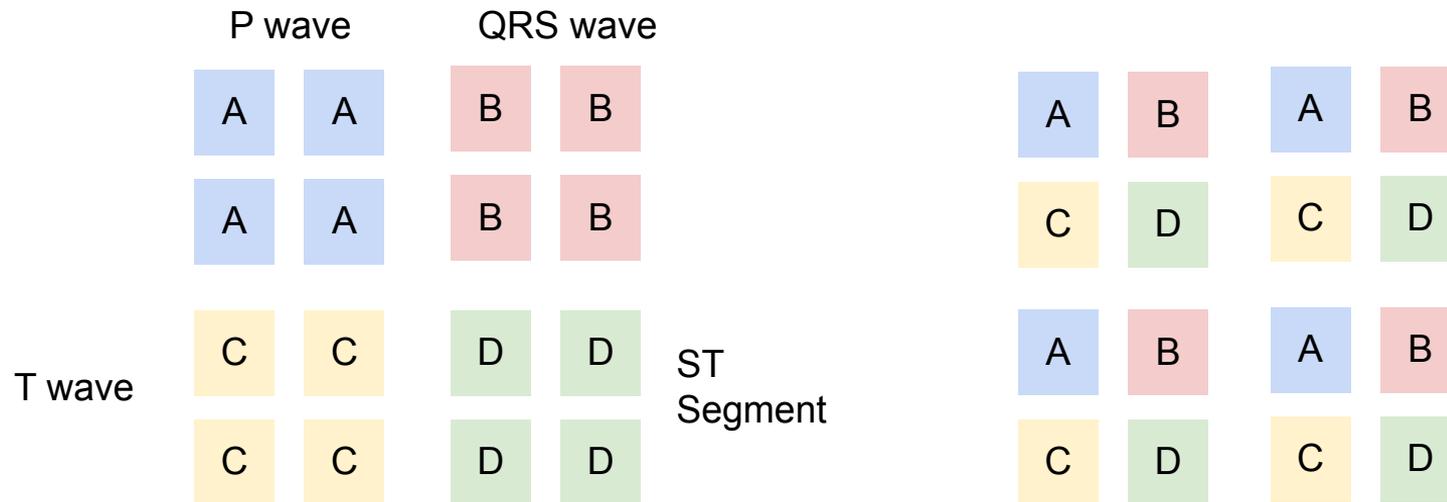
“Jigsaw” Peer Teaching



First: In teams, students focus on clarifying and practicing one concept. Each team focuses on a different concept (or part of a larger concept).

Then: Moving into heterogeneous teams, students focus on teaching each other their original team’s concept. Teams can be of any size or contain multiple members from the original homogeneous teams.

“Jigsaw” Peer Teaching



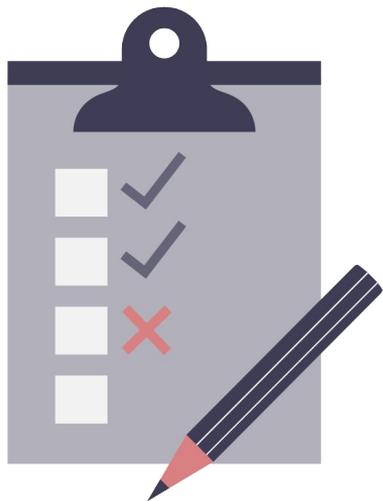
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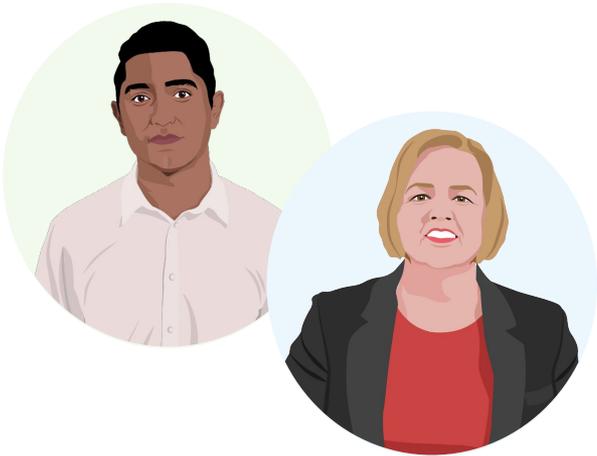
Conclusion

Key Takeaways



1. We can't control all of the factors in our students' lives, but we can use and teach strategies to help them become self-regulated learners.
2. When designing assignments and assessments, keep feedback opportunities in mind.
3. Use metacognitive strategies for your own teaching - get feedback, identify resources, and celebrate your own progress.

Would You Like to Stay up to Date on Future Events?



Durable Learning Seminar

Assessments:

New Uses for an Old Tool

November 2, 2022,
10:00 PDT | 01:00 EDT | 18:00 CET



Nursing Educator Webinar – Save the Date!

Topic tbd.

November 16, 2022,
9:00 PDT | 12:00 EDT | 18:00 CEST

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joining!

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