

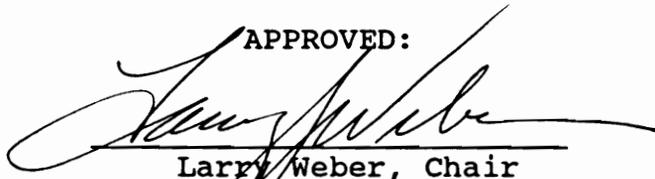
THE EFFECT OF CONSULTATION  
ON  
NURSING EDUCATORS' STUDENT RATINGS OF INSTRUCTION

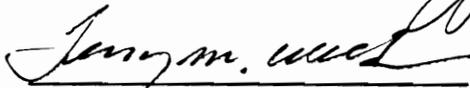
by  
Betty R. Rader

Dissertation submitted to the Faculty of the  
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in partial fulfillment of the requirements for the degree of

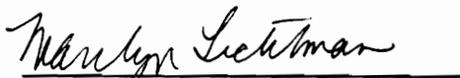
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IN  
CURRICULUM AND INSTRUCTION

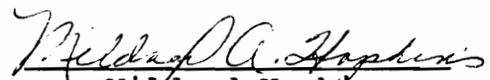
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(ABSTRACT)

The purpose of this study was to determine the effect of consultation activities in modifying dimensions of teaching as determined by feedback from student ratings of instruction of nursing educators. Consultation involved the use of two treatment procedures. One procedure involved providing feedback from student ratings of instruction and a teaching seminar to a group of nursing educators. The second procedure involved providing feedback from student ratings of instruction and a series of questions for self reflection on teaching to individual nursing educators. Following these two types of consultation, student ratings of instruction were measured to determine any resultant changes.

An experimental posttest, three group design was used to conduct the study. The instruments used for the study were a demographic sheet and the Students' Evaluation of Educational Quality or SEEQ. The sample consisted of 65 nursing faculty members from nine nursing programs located in West Virginia and Virginia.

The hypothesis that there is a difference in student ratings of instruction of nursing faculty who participate in group consultation, nursing faculty who participate in individual consultation, and nursing faculty who do not participate in consultation was not supported.

Recommendations for further study include having a longer timeframe between the consultation activities and posttesting. There should be follow up studies to ascertain if any different teaching strategies were used as a result of participation in consultative processes. Studies should also be conducted to determine if consultation activities are more effective or useful for nursing faculty at the beginning of their teaching career as compared to more experienced faculty.

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## CHAPTER 1

This chapter introduces the problem to the reader, provides a problem statement, identifies the main variables of the study, lists assumptions, defines relevant terms, and explains the significance of the study.

### Introduction to the Problem

Student ratings of faculty was the attention of much research in the late 1960's and 1970's. It was a new process and as such received considerable research attention. The focus of the research was primarily directed toward determining reliability and validity of rating instruments and relationships between student ratings of instruction and student achievement or other student variables. Minimal attention was directed toward examining the use of student ratings for the improvement of instruction by faculty. For the past ten years, it appears that there is a continuing gap in the education literature regarding this phenomenon and more specifically, in nursing education literature.

As faculty have become more familiar and receptive to student evaluations of faculty, these evaluations may have

become just another exercise that faculty do in order to satisfy college policy requirements and administrative bureaucracy. This may explain why less research attention in recent years has been focused on the purpose of evaluation as well as the use and utility. Specifically, research has not focused on the validity of the use of student evaluations in providing feedback for the improvement of teaching. According to the Handbook of Research on Teaching, 3rd ed. (Dunkin, 1986), the evaluation and improvement of instruction are closely linked in research in higher education, because evaluation has been seen as an instrument for enhancing the quality of teaching.

Faculty in nursing education, as all faculty in higher education, have a triadic role that is comprised of teaching, service, and scholarly endeavors. Teaching is viewed as the primary function of nursing faculty; however, it is an area that the majority are the least prepared to do as they have rarely had courses in teaching or instructional methods.

Appropriate preparation for the nurse faculty role has been debated for years. During the 1900's the baccalaureate degree was considered adequate preparation for a nurse educator. Today, the master of science in nursing (MSN) is considered to be the minimum preparation for a nurse educator. The majority of nurse faculty continue to hold the MSN as their highest degree (Davis, Dearman, Schwab, &

Kitchens, 1992). Teacher preparation generally receives only minor emphasis in master's programs in nursing as the focus of most MSN programs is advanced knowledge and skill in a clinical area. While advanced knowledge and skill in a clinical area are essential for the nurse educator, clinical expertise alone is not sufficient for the role of a nurse educator.

Graduate and post graduate nursing programs primarily focus on practice and research with very few of these programs preparing graduates for the functional role of nursing educators (Oermann & Jamison, 1989; Davis, et al, 1992). Davis (1992) states that "only 32% of master's programs in nursing offered a teaching option. The outcome of this is that many nurses accept faculty positions with limited knowledge of the competencies required for the faculty role" (p. 159). This lack of educational preparation can result in teaching as one was taught, learning teaching activities independently, or seeking the guidance of an "experienced" faculty. "To function effectively in the role of nurse educator, regardless of the setting, the teacher needs knowledge of nursing and skills in teaching. Knowledge of the subject matter and clinical competence are critical, but knowing how to teach is as important. A teacher with knowledge and expertise in clinical practice is not a teacher if unable to communicate

that knowledge to students and facilitate their learning." (Oermann & Jamison, 1989, p. 255)

More non-traditional students are entering nursing education programs. They are older, have more life experiences, and may be pursuing second careers. They are not novices in the educative process. With these student characteristics in mind, nursing students can provide a valid source of information of what is occurring in the teaching environment. Students are the consumers of education and are the ones who may have the best opportunity to participate in the evaluation of teaching activities of nursing educators. Student evaluations of instruction can be used as indicators of the effectiveness of teaching behaviors.

Student evaluations of instruction are used either as a summative evaluation of a faculty member's teaching performance for personnel decisions or as a formative evaluation providing feedback for assistance in improving teaching. Feedback can consist of written results of the student evaluations with or without consultation. L'Hommedieu, Menges, and Brinko (1990) conducted a meta-analysis of research regarding feedback from student ratings. There were five selection criteria for inclusion in the meta-analysis. Studies were included that (1) investigated postsecondary instruction, (2) used student ratings as the primary source of feedback, (3) were

conducted on actual classroom settings, (4) used a no-feedback control group for comparison, and (5) stood apart from larger training programs in which the effects of feedback were inseparable from the effects of training. Twenty eight studies met these criteria and of these, only six used feedback combined with consultation. None of these studies included nursing educators. It is, therefore, the purpose of this study to determine the effect of consultation in modifying dimensions of teaching as determined by feedback from student ratings of instruction of nursing educators. Modification of teaching dimensions is measured by the change in student ratings of instruction that may occur following consultation. Consultation involves the use of two treatment procedures. One procedure involves providing feedback from student ratings of instruction and a series of questions for self reflection on teaching to individual nursing educators. The second procedure involves providing feedback from student ratings of instruction and a teaching seminar to a group of nursing educators. Following these two types of consultation, student ratings of instruction will be measured to determine any resultant changes.

#### Statement of the Problem

General problem. To what extent does consultation affect dimensions of teaching as determined by student ratings of instruction?

Specific problems. 1. Are there differences among nursing faculty who participate in individual consultation, group consultation, or no consultation as measured by student ratings of instruction?

2. Is there a relationship between demographic variables (age, educational preparation, education courses, and years of teaching experience) and the changes that occur in dimensions of teaching as measured by student ratings of instruction?

### Variables

Independent variable. The independent variable is types of consultation.

Dependent variable. The dependent variable is student ratings of instruction.

Demographic variables. Demographic variables are age, educational preparation, education courses, and years of teaching experience.

### Assumptions

1. Student evaluation of faculty is common practice in postsecondary institutions; therefore, nursing faculty are familiar with the process.

2. Students are capable of identifying teaching behaviors which assist in their learning.

3. Knowledge and understanding of results of student ratings can lead to improved teaching.

### Limitations of the Study

The study will be limited to students and faculty of two year associate degree and four year baccalaureate nursing programs. The results will not be generalizable to programs differing significantly from these institutions.

### Definition of Terms

The key terms of this study are nursing educators, teaching behaviors, student ratings of instruction, and consultation.

1. Nursing educators--faculty members who teach in associate and baccalaureate nursing programs.

2. Teaching behaviors--activities that are used by an instructor in the classroom that assist the student in learning.

3. Student ratings of instruction--information provided by students that can provide feedback about teaching activities as measured by Students' Evaluations of Educational Quality (SEEQ).

4. Consultation--(1) providing feedback on dimensions of teaching as measured by SEEQ and self reflective questions on teaching to individual faculty members; and (2) providing feedback on dimensions of teaching as measured by SEEQ and a teaching seminar to a group of faculty members.

### Significance of the Study

Nursing education is in the midst of what has been called a "curriculum revolution" resulting in changes in

both national and state accreditation criteria for program outcomes and program evaluation (Bevis and Murray, 1990; Moccia, 1990; Allen, 1990). Most nursing curricula are or have been based on a behaviorist model of teaching, most specifically the Tyler model (Bevis, 1993). Components of a curriculum that are based on the Tyler model include a philosophy, conceptual framework, program objectives, course and clinical objectives, detailed content course outlines and objective driven evaluation. Course outlines are objective specific with detailed lists of content to be "taught". This content driven curriculum allows for little creativity in the classroom, has minimal focus on teaching-learning activities and little allowance of including student input.

The new paradigm for nursing education is a process driven curriculum which focuses on the learner and the process of learning, not on the content to be learned. The focus shifts from the evaluation of individual students regarding the amount of content acquired to the evaluation of the effectiveness of the program and assessment of learner outcomes.

Educational outcomes are what students should learn and be able to do by the end of a program of study. The key questions to be asked are what are students learning in the program and how do we know? To answer these questions, faculty must look at their teaching to determine its effects

on learning. In a process curriculum, there needs to be more reciprocal teaching and more exchange between the teacher and the learner in a collegial relationship. The role of teacher becomes one of facilitator of learning and not dispenser of knowledge. As the learner becomes a more active participant in the teaching-learning environment, their perceptions and evaluation on the effectiveness of the teaching provide a source of information for the improvement of teaching. The study being proposed provides information regarding teaching behaviors as evaluated by student ratings and assists nurse educators in developing or improving teaching processes that are congruent to the changes occurring in nursing education.

The proposed study has significance for nursing education by examining an area that has received little attention in the nursing literature. The study also addresses a broader issue cited in the Handbook of Research on Teaching, 3rd ed. This source discusses the need for research in the area of using student evaluations in providing feedback for the improvement of teaching and states: "Much more research is needed to demonstrate ways in which student evaluations can be put to effective use in improving teaching. In particular, research on the effects of feedback from student rating upon change in teaching processes is needed" (p. 774).

A review of the literature will be presented in Chapter Two. The related literature will be reviewed regarding effective teaching behaviors, student evaluations, and the use of consultation for improving teaching behaviors.

Chapter Three presents the methodology for the study. Included in this chapter is an explanation of the research design and a description of the procedure for data collection.

Chapter Four presents the results of the study. Characteristics of the sample and the findings according to the hypotheses are given.

Chapter Five presents the summary, conclusions, and recommendations of the study. Discussion of the findings, implications and limitations of the study are included.

## CHAPTER 2

### Review of the Literature and Hypotheses

The purpose of this chapter is to provide a review of pertinent literature. The literature is divided into three sections: 1) dimensions of effective teaching; 2) student ratings of instruction; and 3) the use of consultation combined with feedback from student ratings of instruction for teaching improvement. The research hypotheses are presented at the end of this chapter.

#### Literature Review

##### Effective teaching

Teaching can be defined as the interaction of a student and a teacher over a subject. A first impression may be that this is a simple definition but on closer scrutiny, one realizes that defining teaching does not involve simplicity. Defining teaching has been the source of debate for many years the focus of which has centered on whether teaching is an art or a science.

Some believe that teaching is an art, which involves emotions that cannot be systematically appraised and employed. They argue that teaching involves great amounts of intuition, improvisation, and expressiveness, and

effective teaching depends on high levels of creativity, sound judgment, and insight (Hightet, 1959; Eisner, 1983). Eisner (1983) compares the artistic aspects of teaching to those of a symphony conductor in that the teacher draws upon a repertoire of skills and orchestrates a highly complex process. The question can then become one of where these skills are acquired. If teaching is solely an art, then one has innate characteristics for effective teaching and it is questionable whether these skills can be acquired.

The supporters of teaching as a science emphasize the scientific aspects of teaching and learning that is grounded in theory and research. They believe that it is possible to manage interactions among the student, the teacher, and materials to be learned so that learning does not occur by chance (Davis, 1993).

Gage (1978) combines the schools of thought arguing that there is a scientific basis for the art of teaching which requires rigorous laws that result in predictability and control. But as a practical art, teaching calls for "intuition, creativity, improvisation, and expressiveness, leaving room for departure from rules, formulas, and algorithms" (Gage, 1978, p. 15). Davis (1993) states that "perhaps the best way to think about teaching is to call it what it should be called, not an art, not a science, but a profession" (p. 7). Viewing teaching as a profession involves judgment about what is happening incorporating

scientific knowledge and a sense of how to apply that knowledge.

Knowledge about teaching and those activities that constitute effective teaching has been attained through observation and research. Many of the early studies centered on elementary and secondary teachers; however, there has been increasing interest and research efforts to examine effective teaching in the college environment. Research studies conducted to identify common elements in effective teaching has consisted of collecting and analyzing information from students, faculty, and administrators about what characteristics or dimensions are important in instruction (Hildebrand, 1973; Crawford & Bradshaw, 1968; Miron, 1985). The most common procedure used to identify major dimensions of teaching effectiveness is to factor analyze the results obtained from rating instruments. Factor analysis provides information on which items tend to cluster together and form a sub-scale or factor of the quality being measured.

Feldman (1976a, 1988) reviewed nearly 100 factor analytical studies in which students and faculty specified the instructional characteristics they considered particularly important to good teaching and effective instruction. The studies included faculty and students in two and four year institutions. The majority of studies included samples from across disciplines but a portion of

the studies sampled students, faculty, and administrators in business, psychology, sociology, education, engineering, humanities, and natural science. Nursing is not specified in any of the studies, but could have been included in some of the more widespread studies. The studies included data that could be categorized into 22 instructional dimensions. Students and faculty were generally similar, though not identical in their views, in their rating of various dimensions of teaching. This similarity was indicated by an average correlation of +.71. The 22 dimensions of teaching effectiveness identified by faculty and students are presented in the rank order of their importance (Feldman, 1988, p. 311-312).

1. Teacher's sensitivity to and concern with class level and progress.
2. Teacher's preparation; organization of the course.
3. Teacher's knowledge of the subject.
4. Teacher's stimulation of interest in the course and its subject matter.
5. Teacher's enthusiasm for subject or for teaching.
6. Clarity and understandableness.
7. Teacher's availability and helpfulness
8. Teacher's concern and respect for students; friendliness of the teacher.
9. Perceived outcome or impact of instruction.

10. Instructor's fairness; impartiality of evaluation of students; quality of examinations.

11. Nature and value of the course material (including its usefulness and relevance)

12. Teacher's elocutionary skills.

13. Nature, quality, and frequency of feedback from the teacher to students.

14. Teacher's encouragement of questions and discussion, and openness to opinions of others.

15. Nature and usefulness of supplementary materials and teaching aids.

16. Teacher's intellectual expansiveness (and intelligence).

17. Intellectual challenge and encourage of independent thought (by the teacher and the course).

18. Teacher motivates students to do their best; high standards of performance required.

19. Clarity of course objectives and requirements.

20. Personality characteristics ("personality") of the instructor.

21. Teacher's encouragement of self-initiated learning.

22. Teacher's productivity in research and related activities.

Other reviews of studies have focused on fewer characteristics of effective teaching that are agreed on by students and faculty. Five characteristics are consistently

identified regardless of the procedure used. These five characteristics and their definitions determined from various studies are identified by Sherman, Armistead, Fowler, Barksdale, and Reif (1987) as being:

1. Enthusiasm--vocal delivery that is lively and varied; high energy level; pleasure in teaching; love of the subject; deep interest in the subject.

2. Clarity--clear explanation of concepts; comprehensibility; summarizing of major premises; systematic presentation of material.

3. Preparation and organization--detailed course outlines; establishment of course objectives; preparation for each class session; definition of evaluation procedures.

4. Stimulation--creation of interest and thoughtfulness in students; inspiration of intellectual curiosity in students; ability to be interesting, motivating, thought-provoking.

5. Knowledge--grasp of subject matter; ability to make interrelationships of knowledge areas clear.

Studies to determine characteristics of the effective teacher in nursing education are limited and focus more on the clinical teaching aspect of nursing education. The teaching of nursing is not greatly different than teaching in other academic areas, especially when determining those characteristics of effective teaching in the classroom. However, the ranking of those characteristics are somewhat

different. Nursing students tend to rank interpersonal aspects of teaching higher than other aspects of effective teaching. This may be due to the fact that nursing is viewed as a caring, helping profession and as such nursing students expect and value the interpersonal aspect of teaching more than in other disciplines.

Barham (1965) and Jacobson (1966) conducted qualitative studies to determine effective and ineffective teaching behaviors of nursing instructors utilizing the critical incident technique. The critical incident technique is a procedure which involves asking individuals to furnish a description of a behavioral situation or incident designed to illustrate effective or ineffective behavior as opposed to a vague description of an effective person or of effective personal traits (Barham, 1965). These two studies identified broad categories of effective characteristics of nursing educators and include: availability to the students; interpersonal relations with students; general knowledge and professional competence; teaching practices; personal characteristics; and evaluative practices.

Factors that have been identified by nursing faculty and students as most important in evaluating a teachers's performance are concern with an interpersonal element in teaching practice, open communication with students, personal warmth, enthusiasm, and a thorough knowledge of subject matter (Lowery, et al., 1971; Armington, et al.,

1972). Pugh (1988) studied teaching behaviors that students and faculty believed were important in the clinical teaching of nursing. Students in this study identified poor communication and lack of empathy on the part of nursing faculty as a teaching behaviors that needed to be improved. "Findings from this study seem to indicate that faculty are not interacting with students in a manner that is perceived as empathic or caring" (Pugh, 1988, p. 32).

Nursing students cite the same general characteristics of effective teaching as do students of other academic disciplines; however, they seem to consistently place more emphasis on the interpersonal aspect of the teaching-learning environment. This may be due to the fact that, historically, the teaching of nursing has been highly structured, having a certain degree of discipline in its teaching. The traditional nursing curriculum is behaviorist model having courses with behavioral objectives that focus on the instruction and is highly organized. In this model, the teacher is the authority who has all the answers, decides what will be taught and how, and evaluates how well the student can give back the facts (Davis & Williams, 1985; Bevis & Murray, 1990). "It is a perspective on the teaching-learning process that perpetuates a superior-subordinate relationship between teacher and student" (Benoliel, 1988, p. 340). The superior-subordinate relationship does not allow for the development of rapport

between the faculty and the student or classroom interaction, both being cited by nursing students as characteristics of effective teachers.

In summary, teaching is a complex process and as such presents difficulty in having a single operational definition. However, research conducted has been able to consistently identify those characteristics or dimensions that are associated with effective teaching. The identification of characteristics of teaching effectiveness has increased the importance of the teaching role in the evaluation of faculty in higher education. One source of data regarding teaching effectiveness is student evaluations of faculty instruction.

#### Student evaluations of instruction

Harvard University, the University of Washington, Purdue University, and the University of Texas were among the first institutions to introduce programs of students evaluations of instruction in the mid-1920's. H.H. Remmers initiated the first systematic research program in this field and can be noted as the father of research into students' evaluation of teaching effectiveness (Marsh, 1987). In 1927, Remmers published his multitrait Purdue scale and proposed three principals for the design of such instruments: "(a) that the list of traits must be short enough to avoid halo effects and carelessness due to student boredom; (b) that the traits must be agreed upon by experts

as the most important; and (c) that the traits must be susceptible to student observation and judgement" (Marsh, 1987, p. 257). Remmers research on students evaluations of faculty spanned over three decades. Conclusions of his research as cited in Marsh (1987, p. 258) include: (a)"there is warrant for ascribing validity to student ratings not merely as measures of student attitude toward instructors for which validity and reliability are synonymous but also as measured by what students actually learn of the content of the course (b) undergraduate judgment as a criterion of effective teaching. . . can no longer be waved aside as invalid and irrelevant; (c) teachers at all levels of the educational ladder have no real choice as to whether they will be judged by those whom they teach. . . the only real choice any teacher has is whether he wants to know what these judgments are and whether he wants to use this knowledge in his teaching procedures; (d) as higher education is organized and operated, students are pretty much the only ones who observe and are in a position to judge the teacher's effectiveness; (e) knowledge of student opinions and attitudes leads to improvement of the teacher's personality and educational procedures; and (f) no research has been published invalidating the use of student opinion as one criterion of teacher effectiveness." Remmer's early research provided the framework for subsequent research.

Student evaluations came into widespread use during the late 1960's and 1970's as a result of college students wanting more input into instructional processes and demanding educational accountability (Weinback, 1988; Ory, 1990). There was a plethora of research conducted on student evaluations ranging from their appropriateness to their zeal.

The primary areas of concern to researchers of student evaluations have been dimensionality, reliability and validity, including biasing factors, and usefulness. Each of these areas of research concern will be discussed individually.

Dimensionality. Information from student evaluations depends on the content of the items, and these items should be multidimensional (Feldman, 1976b, 1988; Cohen, 1981; Marsh, 1983; Marsh, 1991). "Common sense and a considerable body of empirical research indicates that students' evaluations are multidimensional" (Marsh, 1983, p. 150). As the characteristics of teaching are multidimensional, so should the students' evaluations of teaching be multidimensional. "If a survey contains separate groups of logically related items and empirical procedures such as factor analysis confirm that these groups of items do measure distinct underlying traits, then it is easier to interpret what is being measured" (Marsh, 1983, p. 151).

Examples of instruments that have a well defined factor structure and that provide measures of distinct components of teaching effectiveness (multidimensional) are: Frey's Endeavor instrument; the Student Description of Teaching (SDT); Marsh's SEEQ instrument; the Michigan State SIRS instrument; and the IDEA instrument. The instruments have been analyzed extensively by their developers and have been used in a number of empirical studies of student evaluations. The lack of using standardized, reliable, and valid instruments has been a criticism of research involving student evaluations (L'Hommedieu, Menges, & Brinko, 1990) and instruments that are unidimensional or single item scales do not provide data that can be interpreted or used to assist with teaching improvement.

Reliability and Validity. Reliability is the degree to which a test consistently measures whatever it measures and involves consistency, stability and generalizability (Gay, 1992). For student ratings, reliability is usually concerned with consistency, or interrater agreement, which varies depending on the number of raters (Cashin, 1988). In other words, the more raters, the more reliable.

Validity is the degree to which a test measures what it is supposed to measure (Gay, 1992). Validity in student ratings is concerned with the extent that student rating items measure some aspect of teaching effectiveness. Ratings instruments that have well established reliability

and validity are the IDEA (Instructional Development and Effectiveness Assessment) developed by Cashin (1988), and the SEEQ (Student's Evaluation of Educational Quality) developed by Marsh 1982; 1987).

Possible sources of bias in the validity of student ratings are instructor variables, student variables, and course variables. Instructor variables not related to student ratings are sex (Basow & Silberg, 1987), age and teaching experience (Feldman, 1983), and research productivity (Feldman, 1988). These findings were based on overall or global ratings of instruction.

Instructor variables that have been determined to be related to student ratings are faculty rank and expressiveness. Regular faculty tend to receive higher ratings than teaching assistants (Feldman, 1983). Expressiveness relates to the instructors enthusiasm of teaching or making presentations interesting as well as informative and can be subject to the Dr. Fox effect or educational seduction. The Dr. Fox effect suggests that student ratings may be more influenced by an instructor's style of presentation or personality than by substantive content. In the original Dr. Fox study (Naftulin, Ware, & Donnelly, 1973), a professional actor, introduced as Dr. Myron L. Fox, lectured to educators and graduate students in an enthusiastic and expressive manner but provided little educational content. After the lecture, teaching

effectiveness was evaluated whereby Dr. Fox received favorable ratings. It was concluded that a lecturer's authority, wit, and personality can seduce students into the illusion of having learned, even when there is no educational content in the lecture. Abrami, Leventhal, and Perry (1982) conducted a review and meta-analysis of all known Dr. Fox studies and concluded that expressiveness manipulations had a substantial impact on overall student ratings.

Student variables that are not related to student ratings are sex (Marsh 1984), level of the student (McKeachie, 1979), and student's GPA (Feldman, 1976b). Student variables that are related to student ratings are student motivation and expected grades. Regarding student motivation, instructors were more likely to obtain higher ratings in classes where students had a prior interest in the subject or were taking the course as an elective (Feldman, 1978; Marsh, 1984). Expected grades and students ratings have a positive correlation (Feldman, 1976b; Marsh, 1984).

A course variable not related to student ratings is class size (Marsh, Overall, & Kesler, 1979). Feldman (1984) found there is a tendency for smaller classes to receive higher ratings in the areas of group interaction and rapport. Course variables related to student ratings are level of the course, academic field, and workload or

difficulty. Higher level courses, especially graduate courses tend to receive slightly higher ratings (Marsh & Overall, 1979; Marsh 1987). Feldman (1978) reviewed studies that compared ratings across disciplines and found that ratings are somewhat higher than average in English, humanities, arts, languages, and education. Ratings were lower than average in social sciences, physical sciences, mathematics, engineering, and business administration. Ratings were about average in the biological sciences. Cashin (1990) found similar results and does include nursing in his discussion. Ratings for nursing fell in the medium to medium low groups. Cashin (1990) offers explanations as to why ratings may be higher in the humanities and lower in the sciences and professional areas. Two explanations that seem relevant to nursing are 1) that sequential courses that depend on mastery of material from a previous course tend to receive lower ratings, and 2) that some academic fields are not taught as well as others due to salary competition with business and industry. "It costs far less to hire an outstanding teacher in English than it does to hire an outstanding teacher in computer science, accounting, or engineering" (Cashin, 1990, p. 119).

Workload or difficulty of the course has been found to be positively correlated with student ratings of instruction (Marsh, 1987; Cashin, 1990). Students give higher ratings in difficult courses where they have to work hard.

Marsh (1987, p. 255) summarizes student ratings as "1) multidimensional; 2) reliable and stable; 3) primarily a function of the instructor who teaches a course rather than the course that is taught; 4) relatively valid against a variety of indicators of effective teaching; 5) relatively unaffected by a variety of variables hypothesized as potential biases; and seen to be useful by faculty, by students, and by administrators. These conclusions are in agreement with other major reviews (Costin, Greenough, & Menges, 1971; MeKeachie, 1979).

Use of student ratings. Students ratings of instruction can be used by faculty to provide feedback about their teaching, by students for use in course selection, and by administration for use in personnel decisions. The focus of this discussion will be limited to the usefulness of student ratings as feedback for the improvement of teaching.

Early studies of using student ratings as feedback to faculty for the improvement of teaching were concerned with whether instructor knowledge of midterm ratings contributed to changed instructor behavior as measured by end of term ratings. The primary research design of these studies consisted of assigning faculty to an experimental group (feedback) and one or more control groups. Student ratings of instruction were collected during the term, information from the ratings (feedback) was given to the experimental

group, and all groups were compared at the end of term by a second administration of student ratings.

Reviewers of these feedback studies have reached different conclusions regarding the improvement of teaching from student ratings. In one of the earliest reviews, Kulik and McKeachie (1975) concluded that research did not support written feedback for improving instruction. Abrami, Leventhal and Perry concluded, as cited in Levinson-Rose and Menges (1981), that the effect of feedback is not reliable due to the inconsistency of findings across studies making it difficult to estimate the amount of improvement which feedback can produce. Rotem and Glasman (1979) concluded from their review that "feedback from student ratings does not seem to be effective for the purpose of improving performance of university teachers" (p. 507). Cohen's (1980) meta-analysis of all known feedback studies (17) found that feedback raised instructors' end of term overall ratings by .16 of a rating point, or over one-third of a standard deviation. L'Hommedieu, Menges, and Brinko (1990) conducted a meta-analysis to examine studies since Cohen's (1980) analysis and conclude that the "literature reveals a persistently positive, albeit small, effect from written feedback alone" (p. 240).

Although the conclusions from the reviews have been mixed regarding the significance of feedback from student ratings alone to improve instruction, there is agreement

that feedback combined with consultation can result in improvement in instruction (Rotem & Glasman, 1979; Cohen 1980; Levinson-Rose & Menges, 1981; L'Hommedieu, Menges, & Brinko, 1990).

### Feedback with Consultation

Reviewers of feedback research (Kulik & McKeachie, 1975; McKeachie, 1979; Levinson-Rose & Menges, 1981) suggest there may be possible explanations for instructors not demonstrating improvement following feedback from student ratings. These explanations can be summarized into three areas. First, the feedback should provide new information. New information is provided when there is a discrepancy between instructor self evaluation and student evaluations. The discrepancy creates a state of disequilibrium whereby the instructor may modify instruction to restore equilibrium (Levinson-Rose & Menges, 1981). Centra (1973) and Pambookian (1974) found more improvement in instructors whose self ratings were discrepant from their students ratings.

Second, normative data may be needed to help instructors determine where their strengths and weaknesses are. However, Cohen (1980) argues that "the use of normative data does not seem to enhance instructional improvement. Comparisons with one's colleagues perhaps belong with a more evaluative use of student ratings. For

formative purposes, personal norms may be more appropriate."  
(p. 338)

Third, instructors may not know how to modify their teaching once they receive student rating feedback. Kulik and McKeachie (1975) suggest that instructors need to know how to change teaching behavior in addition to receiving feedback from student ratings. Consultation that provides assistance with ratings interpretation and discussion of changes in teaching behaviors can have an important role in improving instruction (Cohen, 1980; L'Hommedieu, Menges, & Brinko, 1990).

Brinko's (1990) study researched four models of interaction relevant to instructional consultation and their use by consultants. The models included: 1) product model whereby the consultant is the expert and provider of expertise; 2) prescription model whereby the consultant identifies, diagnoses, and remedies problems; 3) collaborative/process model whereby there is a synergistic relationship between the consultant as facilitator of change and the instructor as the content expert; 4) affiliative model whereby the consultant is both an instructional consultant and psychological counselor and the instructor is a seeker of personal and professional growth. The study involved ten instructional consultants at eight research oriented universities in the United States and Canada. Each participant submitted video tapes of themselves giving

feedback to clients. Results of the study found that consultants used all four models at some point in consultation but the prescriptive and affiliative/process models were used most frequently. Brinko (1991, p. 48) states that "we still have no empirical evidence to differentiate between strategies and practices that make consultation successful and those that do not." Evidence of this statement is supported by the limited number of feedback studies involving consultation with implementation of almost as many consultation activities.

Consultation activities for instructional improvement can be differentiated by the approach used by the consultant. Cohen (1980, 1991) discusses two ways of approaching teaching improvement. One is long term development which involves the improvement of general teaching abilities over time and is concerned with long range outcomes. There is the development of general skills in teaching and instructional design but the instructor also "may incorporate diagnostic feedback and improvement strategies into the pedagogical process" (Cohen, 1991, p. 145).

The second approach is in class improvement which involves the teaching activities in a particular course over the period of an academic term. "While the instructor can improve general teaching skill over a period of time, many teaching concerns are relevant only within the context of a

particular class of students. A large component of instructional improvement involves adapting, adjusting, and changing instruction to meet the combined needs of the students and instructors in a particular classroom or clinical setting." (Cohen, 1991. p. 145).

Cohen and Herr (1979) discuss three advantages of using consultation activities for in class improvement. First, students may get better instruction as the term progresses. Second, the instructor becomes actively involved in a development process that is positive as activities are designed for improvement rather than formal evaluation. Third, the instructor can derive intellectual and personal satisfaction that is involved with increasing one's competence in teaching activities.

Studies that have been conducted to examine feedback from student ratings combined with consultation activities (augmented feedback) for instructional improvement are limited and have used a variety of consultation activities.

Consultation activities can be categorized into two areas and are reflective of the consultation models discussed by Brinko (1990). The first category is personal feedback which is descriptive information delivered in person that involves an interpretation and discussion of results from student ratings. Advice about teaching activities may be included (Aleamoni, 1978; Overall & Marsh, 1979) or not be included (Centra, 1973;) The second

category is professional development activities designed to improve teaching behaviors. These professional development activities have included: 1) a self programmed instruction improvement booklet (Cohen & Herr, 1979); classroom observation and videotaping of classes (Howard, 1977; Erickson & Erickson, 1979; ) distribution of written materials containing "ideas" for effective teaching (Wilson, 1986; Marsh & Roche, 1993); suggestions and information from experienced teachers (McKeachie, et al., 1980). Each of these studies found support for using the particular consultation activity under investigation.

Whether these results obtained in the aforementioned studies can be generalized to nursing faculty is questionable as none of these studies targeted nursing faculty. McKeachie's, et al. (1980) sample consisted of 37 graduate student teaching fellows and three faculty members teaching introductory psychology courses at one institution. The study conducted by Wilson (1986) had a sample of 45 faculty from humanities, social sciences, physical sciences, biological sciences and interdisciplinary studies. It is unknown if nursing may have been included in the interdisciplinary areas. Marsh and Roche (1993) study of 92 faculty included nursing faculty but the number is not known.

Faculty seminars or focused workshops on aspects of teaching is a professional development activity that has not

been well documented as a consultation activity for instructional improvement as measured by student ratings. Workshops and seminars are the least evaluated instructional improvement strategies and those that have been evaluated using student ratings have involved teaching assistants, not faculty (Levinson-Rose & Menges, 1981; Arreloa & Aleamoni, 1990). Formative evaluation systems that incorporate student ratings of instruction should also have seminars, workshops, and instructional materials available to faculty to help them learn how to teach better. "In short, the evaluation system should provide diagnostic information on the strengths and weaknesses that faculty members possess and then follow up with programs or materials to help them enhance their strengths and weaknesses" (Arreloa & Aleamoni, 1990, p. 54).

#### Summary of the Literature Review

Teaching is a complex process. The complexity of the teaching process presents difficulty in formulating a single definition of what constitutes effective teaching. However, research has been able to consistently identify dimensions of teaching that are associated with effectiveness. These dimensions of teaching that occur in the classroom are the same regardless of the academic discipline. These identified dimensions provide a framework for the evaluation of teaching effectiveness by students in the format of student ratings of instruction.

Student ratings of instruction have been determined to be multidimensional, valid and reliable indicators of teaching effectiveness. Research conducted on student ratings of instruction has been focused more toward determining these properties rather than their usefulness in assisting with instruction. Studies that have examined the usefulness of student ratings to provide feedback to faculty for teaching improvement have consisted primarily of providing the ratings information (feedback) to faculty and determining if there was any improvement in subsequent ratings. Studies examining student ratings combined with consultation activities (augmented feedback) are limited. Those studies that have been conducted consist of providing consultation in the form of personal consultation on an individual basis. Examining augmented feedback in the form of a group consultation or a seminar format has not been a focus of research but is viewed as a teaching improvement strategy that warrants investigation.

Nursing educators have been included in some feedback research studies; however nursing educators have not been a targeted group for study. According to the literature, the majority of nursing educators are educated for the clinical role and not for the educator role. Because of the lack of preparation for the educator role, nursing educators need information regarding their teaching effectiveness. One source of this information can be student ratings of

instruction. Feedback from student ratings of instruction, when combined with focused workshops on teaching, is viewed as strategy that can assist nursing educators in their teaching.

#### Hypotheses

1. There is a difference in student ratings of instruction of nursing faculty who participate in group consultation, nursing faculty who participate in individual consultation, and nursing faculty who do not participate in consultation.

2. There is a relationship between the demographic variables (age, educational preparation, education courses, and years of teaching experience) and dimensions of teaching as measured by student ratings of instruction.

## CHAPTER 3

### Methodology

This chapter delineates the methodology utilized for the study. The research design, sample, instruments, procedure for data collection which include treatments, and method of data analysis are described.

#### Research Design

An experimental posttest, three group design was used to conduct the study. Two groups were exposed to the independent variable of consultation and the dependent variable. One group received individualized consultation and the other group received group consultation. The control group was exposed to the dependent variable only.

#### Sample

The population is faculty teaching in nursing educational programs. The target population is faculty teaching in nursing programs that prepare graduates for entry into nursing practice. The accessible population is nursing faculty teaching in associate and baccalaureate degree nursing programs in southern West Virginia and southwestern Virginia. The sample was selected from the accessible population. The subjects in the sample were

randomly selected for each of the three groups. The sample is described specifically in Chapter Four.

### Instruments

The instruments used for the study were a demographic sheet developed by the researcher (Appendix A) and the Students' Evaluation of Educational Quality or SEEQ instrument (Appendix B).

#### The Students' Evaluations of Educational Quality (SEEQ)

This instrument was used to measure the dependent variable of student ratings of instruction. SEEQ was developed by H.W. Marsh (1982) and is an instrument for collecting students' evaluations of college/university teaching. The instrument is a five point Likert type scale with items answered on scale of one being very poor to five being very good. The instrument measures nine distinct dimensions of teaching effectiveness that have been identified by factor analysis of both student ratings and faculty self evaluations of their own teaching. The nine dimensions are learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, and overall rating. Each of the nine dimensions contain two to four descriptive statements for measurement for a combined total of 31 items. SEEQ is a multidimensional instrument for the evaluation of teaching behaviors by students.

According to Marsh (1987), the estimated reliabilities for SEEQ are: 50 raters=.95; 25 raters=.90; 10 raters=.74; 5 raters=.60 and one rater=.23. The scoring of the instrument is the determination of percentage of students making each response and the mean for each response. The scoring is based on the total number of students responding to the item and not each individual student response.

#### The Demographic Information Sheet

The demographic information sheet was used to obtain information concerning the demographic variables of age, years of teaching experience, educational preparation, and education courses. Prior research (Feldman, 1983) has shown that there is an inverse relationship between the variables of age and years of experience when correlated with student ratings of instruction. No relationship has been found between professional educational courses and student ratings of instruction in the limited number of studies that have examined this relationship (Feldman, 1983). This same finding has been true of the variable of educational preparation. As nursing educators have not been the population of interest in any of these studies, these variables were included to determine if these previous research findings would also be consistent with nursing educators. Information concerning whether their employing institution uses student ratings of instruction and how they

are used was also ascertained as these could be extraneous variables to the study.

#### Procedure for Data Collection

A pilot study was conducted during the semester prior to the semester of implementation of the actual study. The pilot study was conducted with nursing faculty at the researcher's employing institution. These faculty were not included in the actual study. As a result of the pilot study, minor modifications were made to the treatment involving the seminar presentation. These modifications included allowing more time for the completion of the exercise for examining one's teaching style (Appendix H, page 92) and including videotapes in the session discussing instructional modalities. Otherwise, the pilot study was the same procedure regarding treatments as the one that is now presented.

Nursing programs located within a 150 mile radius of the location of the researcher were included for participation in the study. Geographic accessibility was a consideration for program selection due to the nature of the study. Ten nursing programs located in southcentral West Virginia and southwestern Virginia were selected for the study. These nursing programs prepare graduates for entry into nursing and eligibility to take the licensure examination to become registered nurses. As both two and four year institutions were selected, it is viewed that a

representative sample of nursing faculty was selected for the study.

Each program director was contacted by the researcher regarding the nature of the study and to obtain names of faculty members at each institution. Verbal permission to use the respective program in the study was obtained from each program director. Faculty in the selected programs were randomly assigned to one of three groups.

An information letter was distributed to each subject which included an explanation of the study, that participation was voluntary, and all information would be confidential and known only by the researcher (Appendix C). The demographic information sheet was also distributed at this time. If the subject agreed to participate in the study, the demographic information sheet was to be returned in the self addressed, stamped envelope. Due to the need to clarify some questions, a revised second information letter was sent to the subjects (Appendix D). Again, if the subject agreed to participate, the demographic information sheet was to be returned. On receiving the demographic information sheets from those subjects agreeing to participate, implementation of the study was initiated.

Student ratings of instruction using the SEEQ were collected during the fourth and fifth weeks of the semester for the subjects in the treatment groups. The SEEQ was administered to each subject's class or classes by the

program directors. Each program director was given verbal information and written instructions for administering the SEEQ (Appendix E).

Instructions to the students were in written format on each SEEQ and read to the students prior to distribution (Appendix B). The instructions included that the students were participating in a study to examine teaching behaviors of nursing faculty and that participation would be voluntary. The students were instructed that the instrument should be completed as objectively as possible, that the faculty member or subject would not be aware of any individual responses, and that the information would be used for research purposes only.

Each student of each subject's class was requested to complete the SEEQ. A computer scoring sheet was provided with the instrument. Ten to fifteen minutes was allowed for completion of the instrument.

The computer answer sheets were returned to the researcher by the designated date following all administrations of the SEEQ. The instructor's class average of the midterm rating was used as information for feedback regarding instruction. The information obtained from the student ratings of instruction and the consultation procedures utilized formulated the treatments utilized in the study. The treatments were conducted during the sixth and seventh week of the semester.

### Treatments

Research examining the usefulness of student ratings to provide feedback to faculty for teaching improvement has consisted primarily of providing the ratings information to faculty and determining if there is any improvement in subsequent ratings. Characteristically, students complete ratings of instruction, the ratings are analyzed, and the results are returned to the faculty member without an explanation or an interpretation of the results. Research examining feedback from student ratings combined with consultation activities for instructional improvement are limited but have found support for using the particular consultation activity under investigation. Focused workshops or seminars on aspects of teaching is a professional development activity that has not been well documented as a consultation activity for instructional improvement as measured by student ratings.

The problems of results being returned without any explanation, interpretation or suggestions and the lack of examination in the area of focused seminars as a consultation activity provided the justification of the treatments utilized for the study.

Two treatment groups were utilized for the study. Both groups (Group A and Group B) received individualized results of the midterm ratings. The ratings results included a computer print out of the ratings data to include: 1)the

number and the percentage of student responses that were A=1.0 (very poor), B=2.0 (poor), C=3 (average), D=4.0 (good), and E=5.0 (very good) for each item of the SEEQ; 2) the total number of students that responded to each item; 3) the mean for each item; and 4) the overall mean for all 31 items. The results also included information regarding the nine dimensions of instruction being evaluated (Appendix F). Written guidelines for interpreting the results of the ratings were also included (Appendix G). In the written guidelines, the subject's individual scores for the dimension of learning were listed and explained. A copy of the SEEQ was also included. The difference between the treatment groups was the type of consultation received.

One treatment group (Group A) received group consultation. Group consultation was a seminar entitled "Teaching for Learning in Nursing Education" (Appendix H). The seminar was conducted in a one day session, six hours in length. The broad topics of the seminar included an examination of personal teaching style, characteristics of effective teaching in nursing education, characteristics of students, instructional planning process, selected instructional methodologies, and evaluation of student learning.

The model on page 91 of Appendix H provided the framework for the seminar. The session on teaching included an exercise for developing a profile on one's individual

teaching style, comparing traditional and facilitating teaching styles, discussion of characteristics of effective teaching in general and those specific to nursing education, personal qualities, and philosophical beliefs.

The session on students discussed student characteristics that influence teaching and learning and included learning styles, the social, emotional, and cognitive development of the student, and then non-traditional learner.

The session on the instructional planning process examined the preparation for instruction. Areas of discussion included content selection, formulation and utilization of objectives in teaching and learning, and how to plan course organization.

The session on instructional methodologies examined different teaching activities used by nursing educators. Areas of discussion included lecturing techniques, questioning, conducting discussions, and the use of role playing. Videos demonstrating these instructional methodologies were viewed and critiqued.

The session of evaluation of student learning examined construction and types of examinations, appropriate test item selection, and analysis and evaluation of test items. The conclusion of the seminar resulted in the model being "filled in" as presented in Appendix H, page 150.

The material contained in Appendix H was provided to each participant at the beginning of the seminar in a notebook for their keeping. Results of midterm ratings of instruction were given to each seminar participant immediately after the seminar.

The other treatment group (Group B) received individual consultation. Individual consultation consisted of receiving the individualized results of the midterm ratings as previously described (Appendix G) and questions for self reflection on teaching relative to the dimensions of instruction identified by the SEEQ (Appendix I). These questions were formulated from the literature (Weimer, Parrett, & Kerns, 1988) and the SEEQ. Cross (1988) discusses the point of view that teaching is a learning experience and that the teacher is able to analyze the process of learning the complex skills and insights that go into teaching. Therefore, the teacher is in the best position to direct and control the process of learning about teaching if provided some guidance. Schon (1983,1987) discusses the concept of the reflective practitioner. He believes that the best way to educate people for a variety of professions is through reflection in action, which he defines as people "thinking what they are doing while they are doing it" (Schon,1987,p.xi).

End of term ratings for both treatment groups and the control group were done during the fourteenth and fifteenth

week of the semester. The procedure for conducting end of term ratings was the same as the procedure for conducting midterm ratings whereby the program directors and the students were given the same previous instructions (Appendix B and J). Each subject's class mean score on the SEEQ was the posttest and was the unit of measurement for data analysis.

#### Method of Data Analysis

Students in the classes of each subject in the sample completed the computer scoring sheets provided with the SEEQ. The scoring sheets were coded for each subject and were scored by a computerized Scantron machine. Results obtained included subject's scores for each of the nine dimensions delineated on the SEEQ and the total score (Appendix F).

The unit of analysis was the class mean of student ratings of instruction as measured by the SEEQ. The mean for each dimension was determined by compiling the results obtained from instructors' class means for each treatment group and the control group.

The mean for each group, two treatment groups and the control group, was determined from the posttest scores on the SEEQ. A one way analysis of variance was performed to determine if differences existed between the group means of the posttest scores of treatment group A, treatment group B,

and the control group. Findings at the 0.05 probability level or less were considered significant.

Correlational analysis using the Pearson correlation was performed to determine the relationship of the demographic variables of age, years of teaching experience, educational preparation, and number of educational courses to ratings of instruction as measured by the SEEQ. The correlation coefficients were interpreted to determine significance between the demographic variables and the dimensions of teaching as measured by the SEEQ. Findings at the 0.05 probability level were considered significant.

Demographic data were analyzed using descriptive statistics to determine a profile of the sample. Frequencies and percentages were calculated for the sample.

All statistical analysis were performed using the Number Cruncher Statistical System software package.

## CHAPTER 4

### Results and Presentation of Findings

This chapter presents the characteristics of the sample and the findings of the study according to the hypotheses previously cited.

#### Sample

The sample consisted of 65 nursing faculty members (out of a potential 98 from ten nursing programs) that participated in the study. Initially, there were 33 subjects in Group A, 33 subjects in Group B, and 32 subjects in Group C. Thirteen subjects were lost from Group A; three subjects did not respond, two subjects requested not to be included due to the nature of the study, and eight subjects could not be included as they could not attend the seminar due to schedule conflicts. Nine subjects were lost from Group B; five subjects did not respond and four subjects requested not be included due to the nature of the study. Eleven subjects were lost from Group C; four subjects did not respond and seven subjects requested not to be included due to the nature of the study. The subjects that did not participate in the study were from nine nursing programs.

The final sample consisted of 65 subjects. There were 20 subjects in Group A (group consultation), 24 subjects in Group B (individual consultation, and 21 subjects in Group C (control group). The following is a description of the demographic characteristics of the sample.

Age. Four subjects (6%) were in the 22-30 years of age category. Twenty two subjects (34%) were in the 31-40 years of age category. Twenty eight subjects (43%) were in the 41-50 years of age category. Nine subjects (14%) were in the 51-60 years of age category. Two subjects (3%) were in the 61-70 years of age category.

Years of teaching experience. Eleven subjects (17%) had 0-3 years of teaching experience. Twenty subjects (31%) had 3-5 years of teaching experience. Nine subjects (14%) had 5-10 years of teaching experience. Twenty two subjects (34%) had 10-20 years of teaching experience. Three subjects (5%) had more than 20 years of teaching experience.

Educational preparation. Fourteen subjects (22%) had a baccalaureate degree in nursing only. Forty five subjects (69%) had a master's degree in nursing. Five of these subjects also reported having a master's degree in education. Three subjects (5%) had a master's degree in education or related field. Three subjects (5%) had a doctorate in a field other than nursing. No subjects had a doctorate in nursing.

Education courses. Fifteen subjects (23% percent) had not had any courses in educational methodology. Twenty-two subjects (34%) had 1-2 courses in education. Fourteen subjects (22%) had 3-5 courses in education. Four subjects (6%) had more than 5 courses in education. Ten subjects (15%) had a degree in education. The demographic characteristics of the sample are presented in Table 1.

The extraneous variables of whether the subject's employing institution used student evaluations of instruction and how they were used were not analyzed in the study but results are reported. All sixty five subjects (100%) responded that student evaluations were used in their institutions. Five subjects (8%) responded that student evaluations were used for promotion and tenure decisions. Twenty three subjects (35%) responded that student evaluations were used for teaching improvement. Thirty five subjects (54%) responded that student evaluations were used for both teaching improvement and promotion and tenure decisions. Two subjects (3%) responded that student evaluations were used for merit raises.

Table 1  
Description of Subjects According to Demographic Factors

Demographic Factors	Distribution of Subjects						Total Sample (N=65)	
	Group A (n=20)		Group B (n=24)		Group C (n=21)		Total Sample (N=65)	%
	Freq.	%	Freq.	%	Freq.	%		
Age								
22-30	3	15	0	0	1	5	4	6
31-40	7	35	9	37	6	29	22	34
41-50	8	40	11	46	9	43	28	43
51-60	2	10	4	17	3	14	9	14
61-70	0	0	0	0	2	9	2	3
Years of Teaching Experience								
0-3	5	25	5	21	1	5	11	17
3-5	8	40	5	21	7	33	20	31
5-10	3	15	4	18	2	9	9	14
10-20	3	15	8	33	11	52	22	34
More than 20	1	5	2	8	0	0	3	5
Educational Preparation								
BSN	9	45	3	12	2	9	14	22
MSN	9	45	19	79	17	81	45	69
Master's degree in education or related field	2	10	0	0	1	5	3	5
Doctorate in nursing	0	0	0	0	0	0	0	0
Doctorate in related field	0	0	2	8	1	5	3	5
Education Courses								
0	9	45	3	12	3	14	15	23
1-2	5	25	9	37	8	38	22	34
3-5	5	25	5	21	4	19	14	22
More than 5	0	0	2	8	2	9	4	6
Degree in education	1	5	5	21	4	19	10	15

Group A = Group Consultation  
 Group B = Individual Consultation  
 Group C = Control Group

### Hypotheses

Ho #1. There is a difference in student ratings of instruction of nursing faculty who participate in group consultation, nursing faculty who participate in individual consultation, and nursing faculty who do not participate in consultation.

Posttest means and standard deviations were calculated for each group. The range of the posttest means for each dimension of teaching for all groups (both treatment groups and the control group) was 3.92 to 4.25. All of the posttest means were interpreted as being good according to the SEEQ whereby 4=good. Results are presented in Table 2.

Table 2  
Summary of Posttest Means

	Learning	Enthusiasm	Organization	Interaction	Rapport	Breath	Examinations	Assignments	Overall Comparison	All Dimensions	
Group Consultation	SD	.34	.44	.47	.35	.26	.48	.39	.34	.49	.35
	$\bar{X}$	4.23	4.10	4.10	4.16	4.25	4.17	4.19	4.25	4.12	4.16
Individual Consultation	SD	.29	.42	.39	.33	.42	.28	.41	.28	.39	.31
	$\bar{X}$	4.18	4.14	4.10	4.14	4.13	4.08	3.99	4.23	4.10	4.12
Control Group	SD	.32	.49	.35	.31	.38	.29	.40	.27	.46	.32
	$\bar{X}$	4.08	3.99	3.97	4.11	4.20	4.01	3.92	4.13	4.02	4.05

For Group A (seminar), the posttest mean for the dimension of learning was 4.23 and was interpreted as being good as measured on the SEEQ. For Group B (individual), the posttest mean for the dimension of learning was 4.18 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of learning was 4.08 and was interpreted as being good. When the difference in the means of the three groups was tested, a significant p value was not found. Results are present in Table 3.

Table 3

ANOVA Table for the Dimension of Learning

Source	df	SS	MS	F	p
Between	2	.2419	.1210	1.20	0.3078
Within	62	6.2445	.1007		
Total	64	6.4865			

For Group A (seminar), the posttest mean for the dimension of **enthusiasm** was 4.10 and was interpreted as being good as measured on the SEEQ. For Group B (individual), the posttest mean for the dimension of **enthusiasm** was 4.14 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **enthusiasm** was 3.99 and was interpreted as being good. When the difference in the means of the three groups was tested, a significant p value was not found. Results are presented in Table 4.

Table 4

ANOVA Table for the Dimension of Enthusiasm

Source	df	SS	MS	F	p
Between	2	.2464	.1232	0.60	0.5521
Within	62	12.7406	.2055		
Total	64	12.9870			

For Group A (seminar), the posttest mean for the dimension of **organization** was 4.10 and was interpreted as

being good on the SEEQ. For Group B (individual), the posttest mean for the dimension of **organization** was 4.10 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **organization** was 3.97 and was interpreted as being good. When the difference in the means of the three groups was tested, a significant p value was not found. Results are presented in Table 5.

Table 5

ANOVA Table for the Dimension of Organization

Source	df	SS	MS	F	p
Between	2	.2533	.1266	.77	.4682
Within	62	10.2195	.1648		
Total	64	10.4728			

For Group A (seminar), the posttest mean for the dimension of **interaction** was 4.16 and was interpreted as being good as measured on the SEEQ. For Group B (individual), the posttest mean for the dimension of **interaction** was 4.14 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **interaction** was 4.11 and was interpreted as being good. When the difference in the means of the three groups was tested, a significant p value was not found. Results are presented in Table 6.

Table 6

ANOVA Table for the Dimension of Interaction

Source	df	SS	MS	F	p
Between	2	1.643	8.217	0.08	0.9273
Within	62	6.7379	.1086		
Total	64	6.7544			

For Group A (seminar), the posttest mean for the dimension of **individual rapport** was 4.25 and was interpreted as being good as measured on the SEEQ. For Group B (individual), the posttest mean for the dimension of **individual rapport** was 4.13 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **individual rapport** was 4.20 and was interpreted as being good. When the difference in the means of the three groups were tested, a significant p value was not found. Results are presented in Table 7.

Table 7

ANOVA Table for the Dimension of Individual Rapport

Source	df	SS	MS	F	p
Between	2	.1445	.0722	0.54	0.5833
Within	62	8.2382	.1329		
Total	64	8.3827			

For Group A (seminar), the posttest mean for the dimension of **breadth** was 4.17 and was interpreted as being good as measured by the SEEQ. For Group B (individual), the posttest mean for the dimension of **breadth** was 4.08 was interpreted as being good. For Group C (control), the posttest mean was 4.01 for the dimension of **breadth** and was interpreted as being good. When the difference in the means of the three groups were tested, a significant p value was not found. Results are presented in Table 8.

Table 8

ANOVA Table for the Dimension of Breadth

Source	df	SS	MS	F	p
Between	2	.2679	.1339	1.06	0.3530
Within	62	7.8416	.1265		
Total	64	8.1095			

For Group A (seminar), the posttest mean for the dimension of **examinations** was 4.19 and was interpreted as being good as measured by the SEEQ. For Group B (individual), the posttest mean for the dimension of **examinations** was 3.99 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **examinations** was 3.92 and was interpreted as being good. When the difference in the means of the three groups was

tested, a significant p value was not found. Results are presented in Table 9.

Table 9

ANOVA Table for the Dimension of Examinations

Source	df	SS	MS	F	p
Between	2	.8242	.4121	2.56	0.0852
Within	62	9.9672	.1608		
Total	64	10.7914			

For Group A (seminar), the posttest mean for the dimension of **assignments** was 4.25 and was interpreted as being good as measured on the SEEQ. For Group B (individual), the posttest mean for the dimension of **assignments** was 4.23 and was interpreted as being good. For Group C (control), the posttest mean for the dimension of **assignments** was 4.13 and was interpreted as being good. When the difference in the means of the three groups was tested, a significant p value was not found. Results are presented in Table 10.

Table 10

ANOVA Table for the Dimension of Assignments

Source	df	SS	MS	F	p
Between	2	.1924	9.620	1.08	0.3456
Within	62	5.5182	8.900		
Total	64	5.7106			

For Group A (seminar), the posttest mean for the dimension of **overall comparison** was 4.12 and was interpreted as being good as measured by the SEEQ. For Group B (individual), the posttest mean for the dimension of **overall comparison** was 4.10 and was interpreted as being good. For Group C (control), the posttest mean of the dimension of **overall comparison** was 4.02 and was interpreted as being good. When the difference in the means of the three groups were tested, a significant p value was not found. Results are presented in Table 11.

Table 11

ANOVA Table for the Dimension of Overall Comparison

Source	df	SS	MS	F	p
Between	2	.1237	6.187	0.31	0.7325
Within	62	12.2630	.197		
Total	64	12.3867			

For Group A (seminar), the posttest mean for **all dimensions** was 4.16 and was interpreted as being good as measured by the SEEQ. For Group B (individual), the posttest mean for **all dimensions** was 4.12 and was interpreted as being good. For Group C (control), the posttest mean for **all dimensions** was 4.05 and was interpreted as being good. When the difference in the means

of the three groups was tested, a significant p value was not found. Results are presented in Table 12.

Table 12  
ANOVA Table for All Dimensions

Source	df	SS	MS	F	p
Between	2	.1339	6.695	0.63	0.5361
Within	62	6.5917	.106		
Total	64	6.7256			

Ho #2. There is a relationship between the demographic variables (age, educational preparation, education courses, and years of teaching experience) and dimensions of teaching as measured by student ratings of instruction.

The Pearson correlation statistic was used to determine the relationship between the demographic variables of age, educational preparation, education courses, and years of teaching experience and the dimensions of teaching as measured by the SEEQ. The dimensions of teaching were learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, overall comparisons, and the mean for all dimensions.

Four significant correlations were found between the demographic variable of age and the dimensions of teaching. The correlation between age and learning was  $r = -.31$ ,  $p < .05$ . The correlation coefficient between age and

organization was  $r = -.34, p < .05$ . The correlation coefficient between age and assignments was  $r = -.25, p < .05$ . The correlation coefficient between age and all dimensions was  $r = -.24, p < .05$ . There were no significant correlation coefficients between age and enthusiasm, group interaction, individual rapport, breadth, exams, or for overall comparisons. Results are presented in Table 13.

There were no significant correlation coefficients found between years of teaching experience and any of the dimensions of teaching as measured by the SEEQ. Results are presented in Table 13.

One significant correlation was found between the demographic variable of educational preparation and the dimensions of teaching. The correlation coefficient between educational preparation and enthusiasm was  $r = .24, p < .05$ . There were no significant correlation coefficients found between educational preparation and the other dimensions of teaching as measured by the SEEQ. Results are presented in Table 16.

There were no significant correlation coefficients found between education courses and any of the dimensions of teaching as measured by the SEEQ. Results are presented in Table 13.

Table 13

Correlations  
Demographic Variables and Dimensions of Teaching  
 N=65

	Age	Years of Teaching Experience	Educational Preparation	Education Courses
Learning	-0.31*	-0.18	-0.06	-0.04
Enthusiasm	-0.20	0.03	0.24*	0.03
Organization	-0.34*	-0.11	0.05	-0.08
Group Interaction	-0.16	0.02	0.14	0.00
Individual Rapport	-0.04	0.01	0.13	-0.13
Breadth	-0.23	-0.06	-0.03	-0.11
Exams	-0.20	-0.17	-0.12	-0.13
Assignments	-0.25*	-0.19	-0.06	-0.07
Overall	-0.22	-0.05	0.02	-0.04
All Dimensions	-0.24*	-0.07	0.07	-0.06

\*P&lt;.05

## CHAPTER 5

### Summary, Conclusions and Recommendations

This chapter contains the summary, conclusions, and recommendations of the study. The summary and discussion of findings, the implications of the findings, the limitations of the study, and future directions are discussed.

#### Summary and Discussion of Findings

The purpose of the study was to determine the effect of consultation in modifying dimensions of teaching as determined by feedback from student ratings of instruction of nursing educators. The study also sought to determine if there was a relationship between selected demographic variables and the changes that occur in dimensions of teaching as measured by student ratings of instruction of nursing educators. An experimental posttest, three group design was used to conduct the study and test the formulated hypotheses.

It was hypothesized that there would be a difference in the student ratings of instruction of nursing faculty who participated in group consultation, nursing faculty who participated in individual consultation, and nursing faculty who had not participated in consultation. The consultation

activities used in the study of investigation were group consultation activities and individual consultation activities. Group consultation consisted of a one day seminar on dimensions of teaching. Individual consultation consisted of a series of self reflective questions on teaching relative to dimensions of teaching. Each group also received individualized results of midterm ratings of instruction.

The hypothesis was not supported. No significant differences were found between the groups. The non-support of this hypothesis is inconsistent with findings of previous research examining student ratings of instruction combined with consultation activities in measuring changes in dimensions of teaching. Although previous studies are limited, each of the studies cited in the literature found support for using the particular consultation activity under investigation.

Previous research studies that have examined the phenomenon of using feedback from student ratings combined with consultation in changing dimensions of teaching as measured by student ratings have reported significant results. The results of this study were not consistent with previous research whereby the conclusions were that feedback from student ratings combined with consultation can result in improvement in instruction (Rotem & Glasman, 1979; Cohen 1980; Levinson-Rose & Menges, 1981; L'Hommedieu, Menges, &

Brinko, 1990). These studies focused on faculty in a broad range of disciplines and also included graduate teaching assistants. Nursing educators were included in the study conducted by Marsh and Roche (1993).

The population in the study under investigation was nursing educators. As nursing educators had not previously been a target population of study, the homogeneity of the group may have contributed to the findings of the study.

It was thought and supported by the literature that nursing faculty were educationally more prepared for the clinical role rather than the educational role. The results of this study would cast doubt on that thinking. Students rated faculty in all groups (both treatment groups and the control group) from a range of 3.92 for the dimension of examinations to 4.25 for the dimension of individual rapport. The means for all groups in all dimensions of teaching were interpreted as being good as measured by the SEEQ. The conclusion drawn from these results is that nursing faculty are good instructors, as measured by student ratings of instruction. What contributes to their being good instructors may be inherent in the curriculum design of nursing education. The curriculum design of nursing education is one that is oriented in the Tyler model being very structured and objective driven. Therefore, nursing faculty are very familiar with this type of curriculum when they begin their teaching career as they are themselves

educational products of the type of curriculum which they are now teaching. One could conclude that there is a high degree of familiarity with the type of teaching processes that have been historically used in nursing education. Also, nursing faculty are preparing students to pass the licensure examination. A criterion of good nursing programs, hence good teaching, is the program passage rate on this examination. Programs that have low passage rates on the licensure examination are required to examine the curriculum and the teaching of that curriculum. As these factors somewhat distinguish nursing education from other academic programs, the teaching by nursing educators is an ongoing evaluative process. The feedback from student ratings of instruction may be but one contributing source for the evaluation of teaching by nursing educators and therefore, does not demonstrate the significance that has been found in other research.

The findings of the study also provided insight about nursing students. The high ratings given by the nursing students in the study confirmed findings by Marsh (1987) and Cashin (1990) whereby students give higher ratings in difficult courses where they have to work hard. Nursing students most definitely work hard in the nursing courses contained in nursing curricula.

It was hypothesized that there was a relationship between the demographic variables (age, educational

preparation, education courses, and years of teaching experience) and dimensions of teaching as measured by student ratings of instruction. Findings determined that there was a low negative correlation and a significant correlation coefficient between the demographic variable of age and the specific teaching dimensions of learning, organization, assignments, and overall evaluation for all dimensions. It was concluded that the older the teacher, the lower the students' ratings of instruction in specific dimensions of teaching and the overall evaluation. This finding was consistent with previous research as discussed by Feldman (1983).

No correlations were found between the demographic variable of years of teaching experience and any of the dimensions of teaching. This finding was consistent with some previous research findings and inconsistent with other research findings (Feldman, 1983). When significant relationships have been reported, they have been very small inverse relationships. It was concluded that nursing educators do not differ from faculty in other disciplines regarding the relationship of teaching experience and student ratings of instruction

A low positive correlation and a significant correlation coefficient was found between the demographic variable of educational preparation and enthusiasm. As 69 percent of the subjects had master's in nursing degrees, it was

concluded that the subject's interest and dedication to the discipline was communicated through their teaching.

No relationships were found between education courses and any of the dimensions of teaching. This finding was consistent with previous research findings. It was concluded that nursing faculty do not differ from faculty in other disciplines regarding the relationship of education courses and student ratings of instruction.

#### Implications of the Findings

The results of this study did not support the hypothesis that there was a difference in the student ratings of nursing educators who participated in consultation activities. Although the findings of this study differed from findings of previous research examining this phenomenon, there are implications that are applicable to research and educational practice.

Implications for research are related to the methodology of the study. Although the study that was conducted was not a replication of any previous studies, attempts were made to address design problems and recommendations that have been cited in prior studies. Recommendations concerning methodology included the composition of the sample, use of a standardized rating instrument, and an experimental posttest design. Composition of the sample is viewed as a major consideration when interpreting the results obtained from previous studies. The samples in studies conducted by Bray

and Howard (1980) and McKeachie et al. (1980) were comprised of teaching assistants. Studies by Aleamoni (1978), Erickson & Erickson (1979), Wilson (1986), and Marsh & Roche (1993) had samples that were interdisciplinary. Jacoby (1976) studied pharmacy professors but the sample size consisted of eight subjects. Although findings in these studies were significant, one cannot conclude that the same results would be obtained if studying full time faculty or discipline specific faculty of adequate sample size as was done in this study.

Various instruments to measure student ratings of instruction were used in previous studies. Some were researcher developed having questionable reliability and validity. Others were standardized instruments such as the IDEA developed by Hoyt and Cashin, the SEEQ developed by Marsh and the Illinois Course Evaluation Questionnaire developed by Aleamoni. These instruments have well established reliability and validity. The SEEQ without modification was used in this study addressing the concern of instrument reliability.

The use of an experimental posttest design has implication for the findings. The control group did not receive any information regarding student ratings of instruction prior to the posttest conducted at the end of the semester. Had any significant differences been found between the groups, the results would be attributed to the

treatment effects rather than knowledge of the midterm ratings results.

The implications for practice are related to procedural recommendations. Procedural recommendations included a written interpretation of student ratings and the need to evaluate the effectiveness of a focused seminar on aspects of teaching as a mechanism for providing faculty information for examining their teaching. Written interpretation of the results, as recommended by McKeachie (1980) and Cohen (1980), were included in this study.

All of the aforementioned consultation studies utilized individualized consultation. The individualized consultation activities consisted of face to face interaction (Jacoby, 1976; Aleamoni, 1978; Erickson & Erickson, 1979; Bray & Howard, 1980; McKeachie, et al., 1980; Wilson, 1986; and Marsh & Roche, 1993). Significant findings were reported for each study. It would appear that a combination of feedback from student ratings and personal consultation, rather than group consultation, provides a better framework for encouraging an instructor to use rating results for examining one's teaching. Individual conferences may be the key factor that contributes to the success of consultation activities and the significant findings of cited studies. As the study of investigation did not include any type of individualized, personal contact with the subjects regarding discussion of results and

suggestions regarding one's teaching, the strategy used was too impersonal for internalization regarding one's individual teaching.

#### Limitations of the Study

Several limitations of this study exist. The midterm ratings means for all groups were interpreted as being good and were above the SEEQ midpoint which left little room for improvement in the subsequent posttest scores. The students that completed the ratings instrument were aware that a research study was being conducted and thus, may have rated instructors higher than if they had not been participating in a research study.

The employing institution of all the subjects used some form of student ratings of instruction. Eighty-nine percent of the subjects reported that student ratings of instruction were used for teaching improvement. It is not known what was meant by teaching improvement. It may have been that a large number of subjects had already received some type of consultation during their teaching career or at their employing institution that addressed instructional concerns. If so, the treatments utilized in this study would have a negligible effect.

The timing of study is viewed as limitation. The study was conducted during the spring semester. The students completing the ratings of instruction may have been exposed to the instructor during the fall semester and subsequently

completed institutional ratings of instruction that provided feedback to the instructor. If the ratings from the fall semester were used for teaching improvement during the spring semester, consultation activities conducted during the spring semester would have negligible effects.

One semester may not be long enough to measure the effect of this type of consultation activity. There were six weeks between the treatments and the end of term student ratings of instruction or the posttest.

The researcher could not control the administration of the ratings instrument. Although explicit instructions were given both verbally and in writing, it cannot be stated with absolute certainty that data was collected according to these instructions.

Fourteen subjects were lost from the sample due to the nature of the study. Student ratings of instruction are an area of sensitivity for some faculty members. Faculty may be familiar with their use and be accepting or tolerant of their administration in academia, but may be reluctant or even threatened by ratings results that are known to others.

#### Recommendations

Future research studies should ascertain more information regarding how institutional student ratings are used for teaching improvement to control for any impact such programs may have on the treatments being conducted.

The timeframe between the treatments and the posttesting should be longer. Changes in dimensions of teaching as measured by student ratings of instruction may exhibit more significance during the following semester or one year later.

There should be follow-up studies of the subjects to ascertain if anything different was done as a result of participation in consultative processes.

The target population in this study was nursing educators. Comparative studies should be conducted across disciplines to determine if the same results are found with other disciplines.

Studies should also be conducted to determine if consultation activities are more effective or useful for nursing faculty at the beginning of their teaching career as compared to more experienced faculty.

Teaching seminars or focused workshops such as the one utilized in this study should have individual, personalized follow up consultation. Attending seminars on teaching does not mean that information provided will be incorporated into one's teaching.

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**Demographic Information Sheet**

Please circle your response to each of the following:

**AGE:**

1. 22-30
2. 31-40
3. 41-50
4. 51-60
5. 61-70

**YEARS OF TEACHING EXPERIENCE:**

1. 0-3 years
2. 3-5 years
3. 5-10 years
4. 10-20 years
5. More than 20 years

**EDUCATIONAL PREPARATION: (circle only one)**

1. BSN
2. MSN
3. Master's degree in education or related field
4. Doctorate in nursing
5. Doctorate in related field

**EDUCATION COURSES: (course related to teaching and learning, curriculum and instruction, methodologies)**

1. 0
2. 1-2
3. 3-5
4. More than 5
5. Degree in education

**DOES YOUR INSTITUTION USE STUDENT EVALUATIONS OF INSTRUCTION?**

1. Yes
2. Sometimes
3. Do not know
4. No

**HOW ARE STUDENT EVALUATIONS OF INSTRUCTION USED BY YOUR INSTITUTION?**

1. For promotion and tenure decisions
2. For teaching improvement
3. For teaching improvement and promotion/tenure decisions
4. For merit raises
5. Do not know how they are used or for what purpose
6. Are not used for any reason

You are being asked to voluntarily participate in a research study to examine the teaching behaviors of nursing instructors. The evaluation form is intended to measure your reactions to this instructor and course. The form should be completed as objectively as possible. Individual responses will be anonymous and known only by the researcher to be used for research purposes only. Your participation in this research study is appreciated.

## Student's Evaluations of Educational Quality

As a description of this course/instructor, this statement is: (select the best response for each of the following statements, leaving a response blank only if it is clearly not relevant).

A = Very Poor    B = Poor    C = Average    D = Good    E = Very Good

### LEARNING

1. YOU FOUND THE COURSE INTELLECTUALLY CHALLENGING AND STIMULATING
2. YOU HAVE LEARNED SOMETHING WHICH YOU CONSIDER VALUABLE
3. YOUR INTEREST IN THE SUBJECT HAS INCREASED AS A CONSEQUENCE OF THIS COURSE
4. YOU HAVE LEARNED AND UNDERSTOOD THE SUBJECT MATERIALS IN THIS COURSE

### ENTHUSIASM

5. INSTRUCTOR WAS ENTHUSIASTIC ABOUT TEACHING THE COURSE
6. INSTRUCTOR WAS DYNAMIC AND ENERGETIC IN CONDUCTING THE COURSE
7. INSTRUCTOR ENHANCED PRESENTATIONS WITH THE USE OF HUMOR
8. INSTRUCTOR'S STYLE OF PRESENTATION HELD YOUR INTEREST DURING CLASS

### ORGANIZATION

9. INSTRUCTOR'S EXPLANATIONS WERE CLEAR
10. COURSE MATERIALS WERE WELL-PREPARED AND CAREFULLY EXPLAINED
11. PROPOSED OBJECTIVES AGREED WITH THOSE ACTUALLY TAUGHT SO YOU KNEW WHERE COURSE WAS GOING
12. INSTRUCTOR GAVE LECTURES THAT FACILITATED TAKING NOTES

### GROUP INTERACTION

13. STUDENTS WERE ENCOURAGED TO PARTICIPATE IN CLASS DISCUSSIONS
14. STUDENTS WERE INVITED TO SHARE THEIR IDEAS AND KNOWLEDGE
15. STUDENTS WERE ENCOURAGED TO ASK QUESTIONS AND WERE GIVEN MEANINGFUL ANSWERS
16. STUDENTS WERE ENCOURAGED TO EXPRESS THEIR OWN IDEAS AND/OR QUESTION THE INSTRUCTOR

### INDIVIDUAL RAPPORT

17. INSTRUCTOR WAS FRIENDLY TOWARD INDIVIDUAL STUDENTS
18. INSTRUCTOR MADE STUDENTS FEEL WELCOME IN SEEKING HELP/ADVICE IN OR OUTSIDE OF CLASS
19. INSTRUCTOR HAD GENUINE INTEREST IN INDIVIDUAL STUDENTS
20. INSTRUCTOR WAS ADEQUATELY ACCESSIBLE TO STUDENTS DURING OFFICE HOURS OR AFTER CLASS

**BREADTH**

21. INSTRUCTOR CONTRASTED THE IMPLICATIONS OF VARIOUS THEORIES
22. INSTRUCTOR PRESENTED THE BACKGROUND OR ORIGIN OF IDEAS/CONCEPTS DEVELOPED IN CLASS
23. INSTRUCTOR PRESENTED POINTS OF VIEW OTHER THAN HIS/HER OWN WHEN APPROPRIATE
24. INSTRUCTOR ADEQUATELY DISCUSSED CURRENT DEVELOPMENTS IN THE FIELD

**EXAMINATIONS**

25. FEEDBACK ON EXAMINATIONS/GRADED MATERIALS WAS VALUABLE
26. METHODS OF EVALUATING STUDENT WORK WERE FAIR AND APPROPRIATE
27. EXAMINATIONS/GRADED MATERIALS TESTED COURSE CONTENT AS EMPHASIZED BY THE INSTRUCTOR

**ASSIGNMENTS**

28. REQUIRED READINGS/TEXTS WERE AVAILABLE
29. READINGS, HOMEWORK, ETC. CONTRIBUTED TO APPRECIATION AND UNDERSTANDING OF SUBJECT

**OVERALL**

30. COMPARED WITH OTHER COURSES YOU HAVE TAKEN IN NURSING THIS COURSE WAS ...?
31. COMPARED WITH OTHER INSTRUCTORS YOU HAVE HAD IN NURSING, THIS INSTRUCTOR WAS ...?

Dear Nursing Colleague:

I am a doctoral student in the College of Education at Virginia Tech. You are being asked to participate in a research study that is being conducted in partial fulfillment of the requirements for the Doctor of Education degree. The purpose of the study is to determine the effect of different instructional consultation activities on the teaching behaviors of nursing faculty as determined by student ratings of instruction. The ultimate goal is to assist nursing educators in instructional activities in the classroom setting.

Participants of the study will be randomly assigned to one of three groups. The three groups are: 1) a control group; 2) individual consultation; and 3) group consultation. Your participation involves the completion of a data sheet and participation in one of two consultation activities should you be assigned to the treatment groups. Should you be assigned to the group consultation treatment, it would involve attending a one day workshop away from your campus. The only cost to you would be travel as all materials and food will be provided. Should you be assigned to a control group, consultation will be made available to you at the completion of the study.

Your participation in this study, while greatly appreciated, is strictly voluntary. All data collected about you will be coded and will be kept strictly confidential. Data collected will be used for research purposes only and is not in any way affiliated with the student ratings of instruction procedure used by your institution.

If you agree to participate in this study, please complete the enclosed data sheet and return by February 10, 1995. A self addressed, stamped envelope is included for your convenience.

I would like to express my appreciation, in advance, for your participation in this study. If you should have any questions now or any time during the study, please do not hesitate to contact me at the following:

Betty Rader  
2339 Verdun Heights  
Bluefield, WV 24701  
(W) 304-327-4024  
(H) 304-325-2181

Sincerely,

Betty Rader

Betty Rader  
2339 Verdun Heights  
Bluefield, WV 24701

February 10, 1995

Dear Nursing Colleague:

I recently wrote to you requesting your participation in a research study that is being conducted in partial fulfillment of the requirements for the Doctor of Education degree at Virginia Tech. This letter is being written in response to clarify some questions that I have received.

The purpose of the study is to determine the effect of different instructional consultation activities on the teaching behaviors of nursing faculty as determined by student ratings of instruction. The ultimate goal is to assist nursing educators in instructional activities. Participants of the study will be randomly assigned to one of three groups: 1) a control group; 2) an individual consultation group; and 3) a group consultation group. Agreement to participate in the study involves the following:

- 1) completion of a demographic data sheet
- 2) permitting the students that you are currently teaching to complete student evaluations of instruction
- 3) participation in either of the treatment groups should you be assigned to one of these groups

The individual consultation group will receive information by mail and the group consultation participants will be asked to attend a one day seminar. If you have been assigned to the group consultation, your letter of invitation is enclosed.

Your participation in this study, while greatly appreciated, is strictly voluntary. If you agree to participate, your program director has agreed to assist me in this study by distributing the evaluation instrument and the computer answer sheets to your students and returning same to me for analysis. Each program director has received instructions for administering the instrument which include measures for security and confidentiality. Data collected will be used for research purposes only and is not in any way affiliated with the students ratings of instruction procedure used by your institution. All data collected about you will be coded and will be kept confidential.

If you agree to participate in this study, please complete the enclosed data sheet and return by Friday, February 24, 1995. A self addressed, stamped envelope is enclosed for your convenience. If you have already returned the sheet agreeing to participate in the study, thank you.

I would like to express my appreciation, in advance, for your participation in this study. If you should have any questions now or any time during the study, please do not hesitate to contact me at the above address or by telephone at (W) 304-327-4024 or (H) 304-325-2181.

Sincerely,

Betty Rader, RN MSN

Dear

As per our recent telephone conversation, I am sending you copies of the instrument and computer answer sheets that are to be used for the student evaluation of faculty that have been selected for participation in my research study. The guidelines that are to be followed for data collection are provided. The student evaluation of faculty should be completed and answer sheets returned to me by **February 20, 1995**.

1. The instrument takes approximately 10-15 minutes to complete. It can be administered either at the beginning or the end of the class period.

2. The instructor that is being evaluated is not to be in the room when the students are doing the evaluation.

3. The instructions to the student are printed at the top of each evaluation form; however, these instructions should also be read to the students prior to their completing the answer sheet. During the pilot study, I found it helpful to emphasize that the evaluations should be honest but objective and that they are anonymous.

4. The students are to use a #2 pencil to complete the answer sheets.

5. The instrument and the answer sheet is to be returned to you when the student has completed the answer sheet.

6. All answer sheets are to be returned to me in the envelope that has been provided. Do not fold the answer sheets. Also, you do not need to separate the forms by individual. In other words, you do not need to return the forms as they were sent to you. I will separate them when they are returned. The instruments should remain in your possession until the second administration of the instrument.

It is important that you are the only person that has access to the instruments and answer sheet before and after their administration. Security and confidentiality is essential to this study.

Again, I want to thank you for your assistance and cooperation with this study. If you should have any questions, please call me at any time. My numbers are 304-327-4024(W) or 304-325-2181 (H).

Sincerely,

Betty Rader

SURVEY RESULTS  
001  
31 ITEMS  
Number of Respondents: 27

ITEM	A= 1.0 A (%)	B= 2.0 B (%)	C= 3.0 C (%)	D= 4.0 D (%)	E= 5.0 E (%)	NA	Resp Total	Item Avg	Item Std					
1	0	0%	0	0%	4	15%	10	37%	13	48%	0	27	4.33	0.73
2	0	0%	0	0%	6	22%	6	22%	15	56%	0	27	4.33	0.83
3	0	0%	1	4%	7	26%	9	33%	10	37%	0	27	4.04	0.90
4	1	4%	3	11%	5	19%	13	48%	5	19%	0	27	3.67	1.04
5	0	0%	1	4%	8	30%	6	22%	12	44%	0	27	4.07	0.96
6	0	0%	1	4%	10	37%	6	22%	10	37%	0	27	3.93	0.96
7	0	0%	2	7%	9	33%	4	15%	12	44%	0	27	3.96	1.06
8	0	0%	2	7%	9	33%	5	19%	11	41%	0	27	3.93	1.03
9	0	0%	4	15%	4	15%	8	30%	11	41%	0	27	3.96	1.09
10	0	0%	1	4%	9	33%	8	30%	9	33%	0	27	3.93	0.92
11	0	0%	2	7%	4	15%	8	30%	13	48%	0	27	4.19	0.96
12	0	0%	1	4%	5	19%	9	33%	12	44%	0	27	4.19	0.88
13	0	0%	0	0%	4	15%	12	44%	11	41%	0	27	4.26	0.71
14	0	0%	0	0%	3	11%	12	44%	12	44%	0	27	4.33	0.68
15	0	0%	0	0%	5	19%	9	33%	13	48%	0	27	4.30	0.78
16	0	0%	0	0%	6	22%	8	30%	13	48%	0	27	4.26	0.81
17	0	0%	0	0%	7	26%	5	19%	15	56%	0	27	4.30	0.87
18	0	0%	0	0%	8	30%	3	11%	16	59%	0	27	4.30	0.91
19	0	0%	0	0%	6	22%	5	19%	16	59%	0	27	4.37	0.84
20	0	0%	0	0%	4	15%	6	22%	17	63%	0	27	4.48	0.75
21	0	0%	0	0%	7	26%	10	37%	10	37%	0	27	4.11	0.80
22	1	4%	0	0%	7	26%	8	30%	11	41%	0	27	4.04	1.02
23	0	0%	0	0%	5	19%	9	33%	13	48%	0	27	4.30	0.78
24	0	0%	1	4%	4	15%	8	30%	14	52%	0	27	4.30	0.87
25	0	0%	2	7%	4	15%	7	26%	14	52%	0	27	4.22	0.97
26	0	0%	0	0%	4	15%	10	38%	12	46%	1	26	4.31	0.74
27	0	0%	2	8%	4	15%	7	27%	13	50%	1	26	4.19	0.98
28	0	0%	0	0%	2	8%	9	35%	15	58%	1	26	4.50	0.65
29	0	0%	0	0%	5	19%	9	35%	12	46%	1	26	4.27	0.78
30	0	0%	2	8%	9	35%	6	23%	9	35%	1	26	3.85	1.01
31	0	0%	1	4%	6	24%	4	16%	14	56%	2	25	4.24	0.97
	2	0%	26	3%	180	22%	239	29%	383	46%			4.17	0.89

Group 0 , items	1	2	3	4	
Group Average:	4.09				Standard Deviation: 0.91
Group 1 , items	5	6	7	8	
Group Average:	3.97				Standard Deviation: 0.99
Group 2 , items	9	10	11	12	
Group Average:	4.06				Standard Deviation: 0.96
Group 3 , items	13	14	15	16	
Group Average:	4.29				Standard Deviation: 0.74
Group 4 , items	17	18	19	20	
Group Average:	4.36				Standard Deviation: 0.84
Group 5 , items	21	22	23	24	
Group Average:	4.19				Standard Deviation: 0.87
Group 6 , items	25	26	27		
Group Average:	4.24				Standard Deviation: 0.89
Group 7 , items	28	29			
Group Average:	4.38				Standard Deviation: 0.72
Group 8 , items	30	31			
Group Average:	4.04				Standard Deviation: 1.00

Dear Nursing Educator:

Enclosed are the results of student evaluations of instruction which were obtained during the fourth and fifth week of this current semester. The student evaluation instrument used is also enclosed and provides information regarding the areas of instruction evaluated by your students. The instrument is a five point Likert type scale with items answered on a scale of one being very poor to five being very good. The following guidelines will assist you in the interpretation of the results.

- A. The item column on the summary sheet refers to the statements on the evaluation instrument. Item 1 refers to statement #1, item 2 refers to statement #2, . . . item 31 refers to statement #31.
- B. Columns identified A, B, C, D, and E corresponds to the scale of the instrument. A=1.0 (very poor), B=2.0 (poor), C=3.0 (average), D=4.0 (good), and E=5.0 (very good). The data included in these columns represents the number and the percentage of student responses that were A, B, C, D, or E.
- C. The column identified as Resp Total indicates the total number of students that responded to that particular statement or item.
- D. The column identified as Item Avg indicates the numerical average, based on the scale of 1 being very poor to 5 being very good, for that particular statement or item.

This data is provided for each of the 31 statements of the evaluation instrument. The lower portion of the results data summary sheet lists groups 0-8. These groups correspond to the nine dimensions of instruction being evaluated and the numerical average for each dimension or group. The overall evaluation is the numerical average for all 31 items.

Using these guidelines, the following is an interpretation of your data based on statements #1 through #4 related to the dimension of learning.

1. You have found the course intellectually challenging and stimulating.

2. You have learned something which you consider valuable.
3. Your interest in the subject has increased as a consequence of this course.
4. You have learned and understood the subject materials in this course.

Item	A=1.0 (%)		B=2.0 (%)		C=3.0 (%)		D=4.0 (%)		E=5.0 (%)		Resp Total	Item Avg.
1	0	0%	0	0%	5	17%	10	34%	14	48%	29	4.31
2	0	0%	0	0%	2	7%	10	33%	18	60%	30	4.53
3	0	0%	1	3%	7	23%	7	23%	15	50%	30	4.20
4	1	3%	0	0%	3	10%	16	53%	10	33%	30	4.13

For item one (statement one), zero student or 0% of the total number of students responded "A" or very poor. Zero students or 0% of the total number of students responded "B" or poor. Five students or 17% of the total number of students responded "C" or average. Ten students or 34% of the total number of students responded "D" or good. Fourteen students or 48% of the total number of students responded "E" or very good. There are a total of twenty-nine (29) respondents for item one. The numerical average rating for item one is 4.31 or good. The numerical average for the dimension of learning (items 1-4) is 4.29 and is interpreted as being good.

These results of students' evaluations of instruction have been provided to you so that you may examine your teaching as evaluated by students. The results should assist you in identifying your strong areas and those areas that may need improving.

Dear Nursing Educator:

Enclosed are the results of student evaluations of instruction which were obtained during the fourth and fifth week of this current semester. The student evaluation instrument used is also enclosed and provides information regarding the areas of instruction evaluated by your students. The instrument is a five point Likert type scale with items answered on a scale of one being very poor to five being very good. The following guidelines will assist you in the interpretation of the results.

- A. The item column on the summary sheet refers to the statements on the evaluation instrument. Item 1 refers to statement #1, item 2 refers to statement #2, . . . item 31 refers to statement #31.
- B. Columns identified A, B, C, D, and E corresponds to the scale of the instrument. A=1.0 (very poor), B=2.0 (poor), C=3.0 (average), D=4.0 (good), and E=5.0 (very good). The data included in these columns represents the number and the percentage of student responses that were A, B, C, D, or E.
- C. The column identified as Resp Total indicates the total number of students that responded to that particular statement or item.
- D. The column identified as Item Avg indicates the numerical average, based on the scale of 1 being very poor to 5 being very good, for that particular statement or item.

This data is provided for each of the 31 statements of the evaluation instrument. The lower portion of the results data summary sheet lists groups 0-8. These groups correspond to the nine dimensions of instruction being evaluated and the numerical average for each dimension or group. The overall evaluation is the numerical average for all 31 items.

Using these guidelines, the following is an interpretation of your data based on statements #1 through #4 related to the dimension of learning.

1. You have found the course intellectually challenging and stimulating.
2. You have learned something which you consider valuable.

3. Your interest in the subject has increased as a consequence of this course.

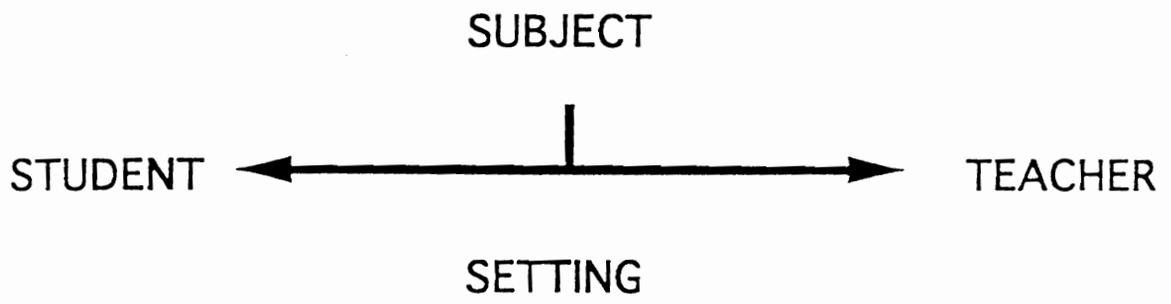
4. You have learned and understood the subject materials in this course.

Item	A=1.0 (%)		B=2.0 (%)		C=3.0 (%)		D=4.0 (%)		E=5.0 (%)		Resp Total	Item Avg.
1	0	0%	1	3%	10	32%	12	39%	8	26%	31	3.87
2	1	3%	0	0%	5	16%	9	29%	16	52%	31	4.26
3	1	3%	2	6%	5	16%	15	48%	8	26%	31	3.87
4	0	0%	0	0%	8	26%	17	55%	6	19%	31	3.94

For item one (statement one), zero students or 0% of the total number of students responded "A" or very poor. One student or 3% of the total number of students responded "B" or poor. Ten students or 32% of the total number of students responded "C" or average. Twelve students or 39% of the total number of students responded "D" or good. Eight students or 26% of the total number of students responded "E" or very good. There are a total of thirty-one (31) respondents for item one. The numerical average rating for item one is 3.87 or good. The numerical average for the dimension of learning is 3.98 and is interpreted as being good.

These results of students' evaluations of instruction have been provided to you so that you may examine your teaching as evaluated by students. The results should assist you in identifying your strong areas and those areas that may need improving. A series of self reflective questions relative to dimensions of instruction have been included to assist you in examining aspects of your teaching that may not have been evaluated as highly as you would have anticipated. These questions may also assist you in examining aspects of your teaching that were evaluated positively and what you do in those areas also.

**TEACHING FOR LEARNING IN NURSING EDUCATION**



## DEVELOPING A PROFILE AND A STATEMENT ABOUT MY OWN TEACHING STYLE

The purpose of this exercise is to help you to clarify and articulate your own assumptions about teaching and learning. You will develop a profile of your developing teaching style, and from that, a statement representative of your current thinking about teaching and learning. Proceed with the following four steps.

**Step 1.** Read each of the 50 statements and rate your feeling about each, giving a 1 to those with which you strongly agree, and a 2 for those with which you strongly disagree.

1 = agree

2 = disagree

- \_\_\_\_\_ 1. Most of what college students learn, they learn on their own.
- \_\_\_\_\_ 2. Students should be concerned about other students' reactions to their work in the classroom.
- \_\_\_\_\_ 3. An important part of a college education is learning to work with others.
- \_\_\_\_\_ 4. College students learn more by working on their own than by working with other students.
- \_\_\_\_\_ 5. Students should be given opportunities to actively participate in class planning and implementation.
- \_\_\_\_\_ 6. In an effective learning environment grades are inappropriate.
- \_\_\_\_\_ 7. Students enjoy working in a class that has clearly defined learning objectives and evaluative criteria.
- \_\_\_\_\_ 8. I favor classroom methods that maximize student independence to learn from their own experiences.
- \_\_\_\_\_ 9. Most of what students learn is learned from other students.
- \_\_\_\_\_ 10. Students should be concerned with getting good grades.
- \_\_\_\_\_ 11. An important part of class should be to learn how to work independently.
- \_\_\_\_\_ 12. An instructor should not be contradicted by a student in the classroom.
- \_\_\_\_\_ 13. Interchanges between students and their instructor can provide ideas about content better than those found in a textbook.
- \_\_\_\_\_ 14. For students to get the most out of a class, they must be aware of the primary concerns and biases of the instructor.

- \_\_\_\_\_ 15. Students should not be given high grades unless clearly earned.
- \_\_\_\_\_ 16. Learning should help a student to become an independent thinker.
- \_\_\_\_\_ 17. Most of what students learn is learned from their instructors.
- \_\_\_\_\_ 18. An instructor who makes students do things they don't want to do is an ineffective teacher.
- \_\_\_\_\_ 19. Learning takes place most effectively under conditions in which students are in competition with one another.
- \_\_\_\_\_ 20. An instructor should try to persuade students that particular ideas are valid and exciting.
- \_\_\_\_\_ 21. To do well in college students must be assertive.
- \_\_\_\_\_ 22. Facts in textbooks are usually accurate.
- \_\_\_\_\_ 23. I favor the use of classroom methods that maximize student and instructor interaction.
- \_\_\_\_\_ 24. Most of what students learn is learned from books.
- \_\_\_\_\_ 25. A college instructor who lets students do whatever they want is ineffective.
- \_\_\_\_\_ 26. Students can learn more by working with an enthusiastic instructor than by working alone.
- \_\_\_\_\_ 27. I favor the use of classroom methods that maximize student learning of basic content.
- \_\_\_\_\_ 28. Ideas of other students are useful for helping a student understand class material.
- \_\_\_\_\_ 29. A student should study what the instructor says is important and not necessarily what is important to that student.
- \_\_\_\_\_ 30. An instructor who does not motivate student interest in subject matter is ineffective.
- \_\_\_\_\_ 31. An important part of education is learning how to perform under testing and evaluation conditions.
- \_\_\_\_\_ 32. Students can learn more by sharing their ideas than by keeping their ideas to themselves.

- \_\_\_\_\_ 33. Instructors give students too many trivial assignments.
- \_\_\_\_\_ 34. Ideas contained in the textbook should be the primary source of content in a class.
- \_\_\_\_\_ 35. Students should be given high grades as a means of motivating them and increasing their self-esteem.
- \_\_\_\_\_ 36. The ideas a student brings into a class are useful for helping the student to understand material.
- \_\_\_\_\_ 37. Students should study what is important to them and not necessarily what the instructor claims to be important.
- \_\_\_\_\_ 38. Learning takes place most effectively under conditions in which students are working independently of one another.
- \_\_\_\_\_ 39. Instructors often given students too much freedom of choice.
- \_\_\_\_\_ 40. Instructors should clearly explain what it is they expect from students.
- \_\_\_\_\_ 41. Student ideas about content are often better than those ideas found in textbooks.
- \_\_\_\_\_ 42. I have found that classroom discussions are beneficial learning experiences.
- \_\_\_\_\_ 43. A student's education should help the student to become a successful member of society.
- \_\_\_\_\_ 44. Learning takes place most effectively under conditions in which students are working cooperatively with one another.
- \_\_\_\_\_ 45. Instructors often are too personal with their students.
- \_\_\_\_\_ 46. An instructor should encourage students to disagree with that instructor in the classroom.
- \_\_\_\_\_ 47. Students have to be able to work effectively with other people to do well in college.
- \_\_\_\_\_ 48. For students to get the most out of college, they must assume at least part of the responsibility for their learning.
- \_\_\_\_\_ 49. Students seem to enjoy discussing their ideas about learning with the instructor and other students.

\_\_\_\_\_ 50. A student's education should help the student to become a more sensitive human being.

Step 2. From the list of 50 items, write the items in two columns, those with which you held strong agreement in one column, those with which you strongly disagreed in the other column.

Step 3. Discuss your lists (from step 2) with your group.

Step 4. You now have a finalized list of those items with which you were in agreement, and those with which you disagreed. On the basis of those two lists, write a paragraph that summarizes your present philosophy about teaching and learning. That statement is a theoretical representation of your present teaching philosophy.

---

Adapted from William H. Berquist and Steven R. Phillips, *A Handbook for Faculty Development* (Washington, DC: The Council for Independent Colleges, June, 1975), p. 25-27.

Comparison of Traditional Style with Facilitating Style	
Teacher is	<p><b>Traditional Style</b></p> <ul style="list-style-type: none"> <li>autocratic</li> <li>confrontive</li> <li>direct</li> <li>dominative</li> <li>formal</li> <li>informative</li> <li>judgmental</li> <li>prescriptive</li> </ul> <p><b>Facilitating Style</b></p> <ul style="list-style-type: none"> <li>democratic</li> <li>supportive</li> <li>indirect</li> <li>interactive</li> <li>informal</li> <li>inquiring</li> <li>nonjudgmental</li> <li>reflective</li> </ul>
Setting is	<p>barren, non-decorative instructor-centered linear (seats in rows facing the instructor)</p> <p>stimulating student-centered grouped or circular</p>
Instructional modes are	<p>abstract learning competitive learning demonstrations by instructor instructor-centered discussions lectures some problem solving</p> <p>concrete learning cooperative learning student inquiry discussions peer coaching problem solving</p>

(Kellough, 1990, p. 62)

## **TWENTY-TWO CHARACTERISTICS OF THE COMPETENT COLLEGE INSTRUCTOR**

- 1. The instructor is knowledgeable about the subject matter.**
- 2. The instructor is an active member of professional organizations, attends professional meetings, reads professional journals, maintaining currency in the discipline.**
- 3. The instructor understands the processes of learning.**
- 4. The instructor is an "educational broker."**
- 5. The instructor uses effective modeling behaviors.**
- 6. The instructor is open to change willing to take risks and to be held accountable.**
- 7. The instructor is accepting of each student regardless of student gender, sexual preference, race, color, religion, physical handicaps, learning disabilities, or national origin.**
- 8. The instructor organizes the course and plans lessons carefully.**
- 9. The instructor is an effective communicator.**
- 10. The instructor is constantly striving to further develop a repertoire of teaching strategies.**
- 11. The instructor demonstrates concern for the safety and health of students.**
- 12. The instructor demonstrates optimism, while providing a constructive and positive environment for student learning.**
- 13. Instructor demonstrates confidence in students' abilities.**
- 14. The instructor is skillful and fair in the assessment of student learning.**
- 15. The instructor is skillful in working with colleagues, administrators, and the classified staff, maintaining and nurturing friendly and ethical professional relationships.**

16. The instructor demonstrates continuing interest in professional responsibilities and opportunities.
17. The instructor demonstrates a wide range of interests.
18. The instructor shares a healthy and enjoyable sense of humor.
19. The instructor is quick to recognize a student who may be in need of special student service.
20. The instructor makes special and frequent efforts to demonstrate how the subject may be related to the lives of students.
21. The instructor is knowledgeable about career opportunities for students in the subject field, and invokes student awareness of those opportunities.
22. The instructor is reliable.

**(Adapted, Kellough, 1990)**

## Effective Teaching Behaviors in Nursing Education

### I. Interpersonal Relationships with Students

- personal interest in students
- sensitive to students feelings
- respect for students
- alleviate anxieties
- warmth

#### Therapeutic approaches

- empathic listening
- acceptance
- honest communication

### II. Professional Competence

- organized
- interesting
- clarity in presentations
- self confident
- expertise in skill demonstration
- knowledge of subject
- reading, clinical practice, research continuing education

### III. Personal Qualities

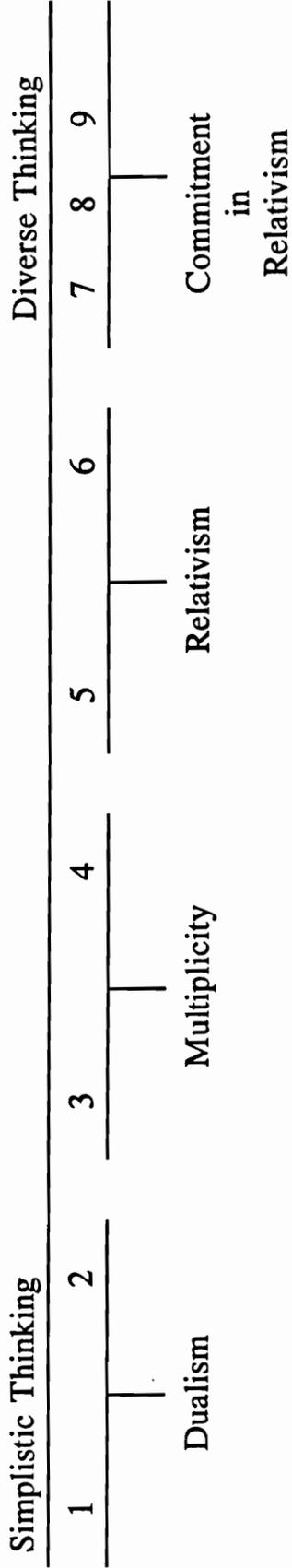
- enthusiastic
- admits mistakes
- honesty
- sense of humor
- patience
- lack of annoying mannerisms
- neat appearance

### IV. Behavior in Clinical

- availability
- willing to help
- freely answers questions
- verbal encouragement
- allows student to correct errors
- interest in patients
- confidence in student
- supervision without taking over

(DeYoung, 1990)

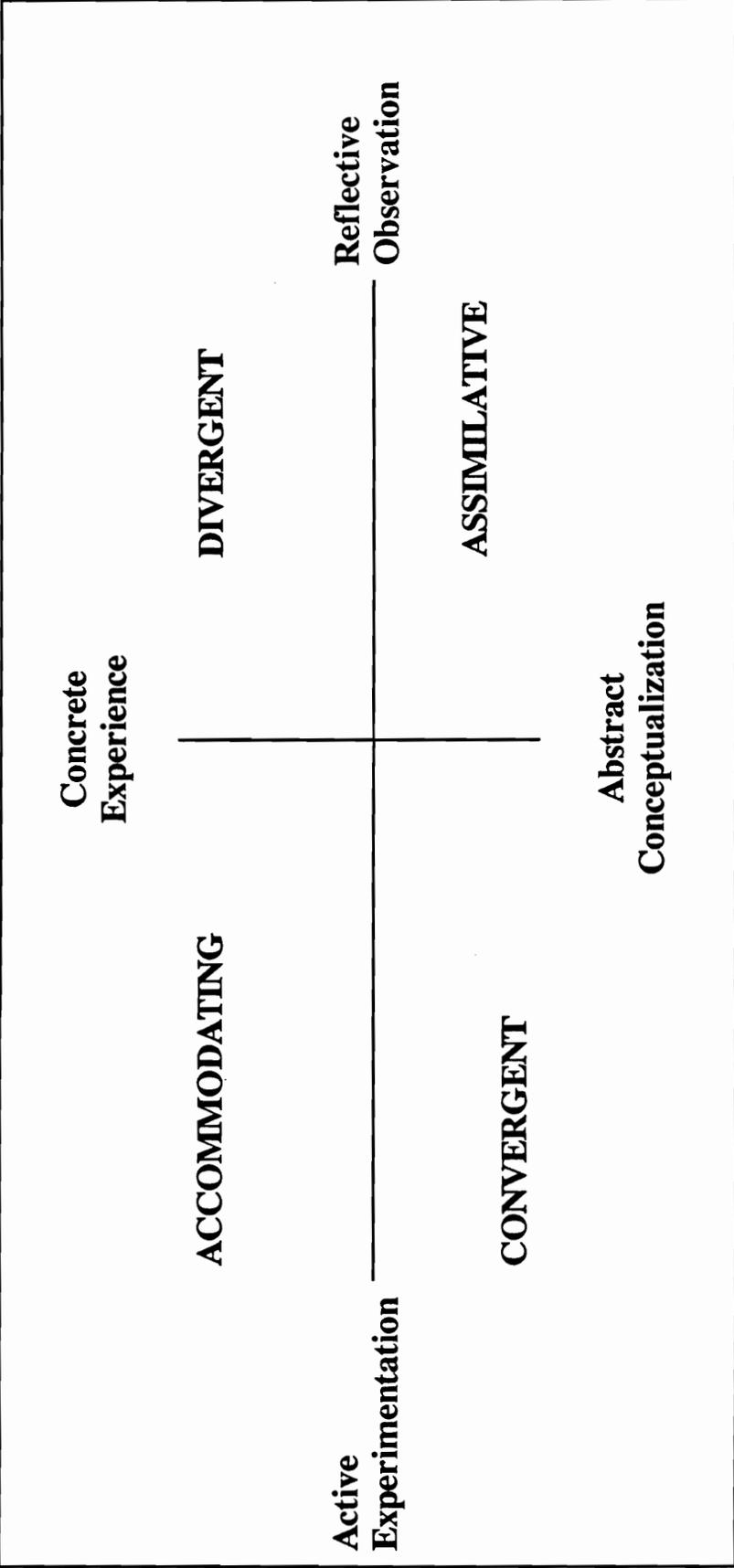
Perry's Scheme



(Adapted Reilly and Oermann, 1992)

## Selected Learning Style Theories

- I. Brain Functions
  - A. Left brain
    - analytical
    - logical thinking
  - B. Right brain
    - artistic
    - body image
    - rational thinking
- II. Personality differences
  - A. Kolb's Learning Style Inventory
    - convergent
    - divergent
    - assimilative
    - accommodating
  - B. Myers - Briggs Type Indicator
    - extrovert
    - introvert
    - sensing
    - intuition
    - thinking
    - feeling
    - judgement
    - perception
- III. Sensory modalities
  - sight
  - sound
  - touch
  - taste
  - smell



(Davis, 1993, p. 79)

**LEARNING PROPOSITIONS****1. Reinforcement**

"Behaviors which are rewarded (reinforced) are more likely to recur".

**2. Immediate Feedback**

"Reward (reinforcement) to be most effective in learning, must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner".

**3. Threats and Punishment**

"Threat and punishment have variable and uncertain effects upon learning; they may make the punished response more or less likely to recur; they may set up avoidance tendencies which prevent further learning".

**4. Practice**

"Sheer repetition without indications of improvement or any kind of reinforcement is a poor way to attempt to learn".

**5. Stimulation**

"Opportunity for fresh, novel, stimulating experience is a kind of reward which is quite effective in conditioning and learning".

## **6. Motivation**

"Learners progress in any area of learning only as far as they need to in order to achieve their purposes. Often they do only well enough to 'get by'; with increased motivation they improve".

## **7. Problem Solving**

"Pupils 'think' when they encounter an obstacle, difficulty, puzzle or challenge in a course of action which interests them. The process of thinking involves designing and testing plausible solutions for the problem as understood by the thinker".

## **8. Concepts**

"The best way to help pupils form a general concept is to present the concept in numerous and varied specific situations, contrasting experiences with and without the desired concept, then to encourage precise formulations of the general idea and its application in situations different from those in which the concept was learned".

## **9. Frustration**

"When children (or adults) experience too much frustration, their behavior ceases to be integrated, purposeful and rational. Blindly they act out their rage or discouragement or withdrawal. The threshold of what is 'too much' varies; it is lowered by previous failures".

## **10. Peer Learning**

"Pupils learn much from one another; those who have been together for years learn new material more easily from one of their own group than they do from strangers".

## **11. Techniques for Learning**

"No school subjects are markedly superior to others for 'strengthening mental powers.' General improvement as a result of study of any subject depends on instruction designed to build up generalizations about principles, concept formation, and improvements of techniques of study, thinking, and communication".

## **12. Situational Learning**

"What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed. Learning in childhood, then forgetting, and then relearning when needed is not an efficient procedure".

## **13. Values and Attitudes**

"Children (and adults even more) tend to select groups, reading matter, TV shows, and other influences which agree with their own opinions; they break off contact with contradictory views. Children remember new information which confirms their previous attitudes better than they remember new information which runs counter to their previous attitudes".

(DeYoung, 1990, p. 12-19)

### Characteristics Of Adult Learners

1. Broad diversity of backgrounds and rich experiences
2. More accustomed to self-directed behavior
3. Approach learning with strong sense of responsibility and motivation.
4. Need to feel time is well-spent and that material is relevant and practical.
5. Uneasiness and possible anxiety from long absence from classroom.
6. More competing demands on time leading to pre-occupation with outside responsibilities (jobs, families, civic duties, etc.)
7. Possible unrealistic sense of timeframes for goal achievement
8. Unfamiliarity and possible frustration with educational administrivia (registration procedures, etc.)
9. Some basic skill levels may be low (math, writing, study skills)
10. Varied developmental tasks
11. More likely to be paying for their education

**INSTRUCTIONAL CONSIDERATIONS FOR  
THE ADULT LEARNER**

1. Learn to know your students.
2. Use students' experiences as class content.
3. Offer a variety of formats and techniques.
4. Provide and receive frequent feedback.
5. Recognize the consequences of the aging process on learning.
6. May experiences some short term memory loss.
7. May perform poorly on times, multiple choice tests (especially if tests are poor quality).
8. Progress at a speed students can follow.
9. Create a positive learning environment.

## PLANNING OUTLINE

Course Objective

Topic	Objectives	Content	Teaching Methods	Learning Activity	Evaluation

## OBJECTIVES

### A. Purposes

1. Guides selection and handling of course materials.
2. Helps you determine if students have learned.
3. Assists students in their learning.

### B. Types

1. General  
course
2. Specific  
instructional

### C. Categories

1. Cognitive
2. Psychomotor
3. Affective

## The Cognitive Domain Taxonomy

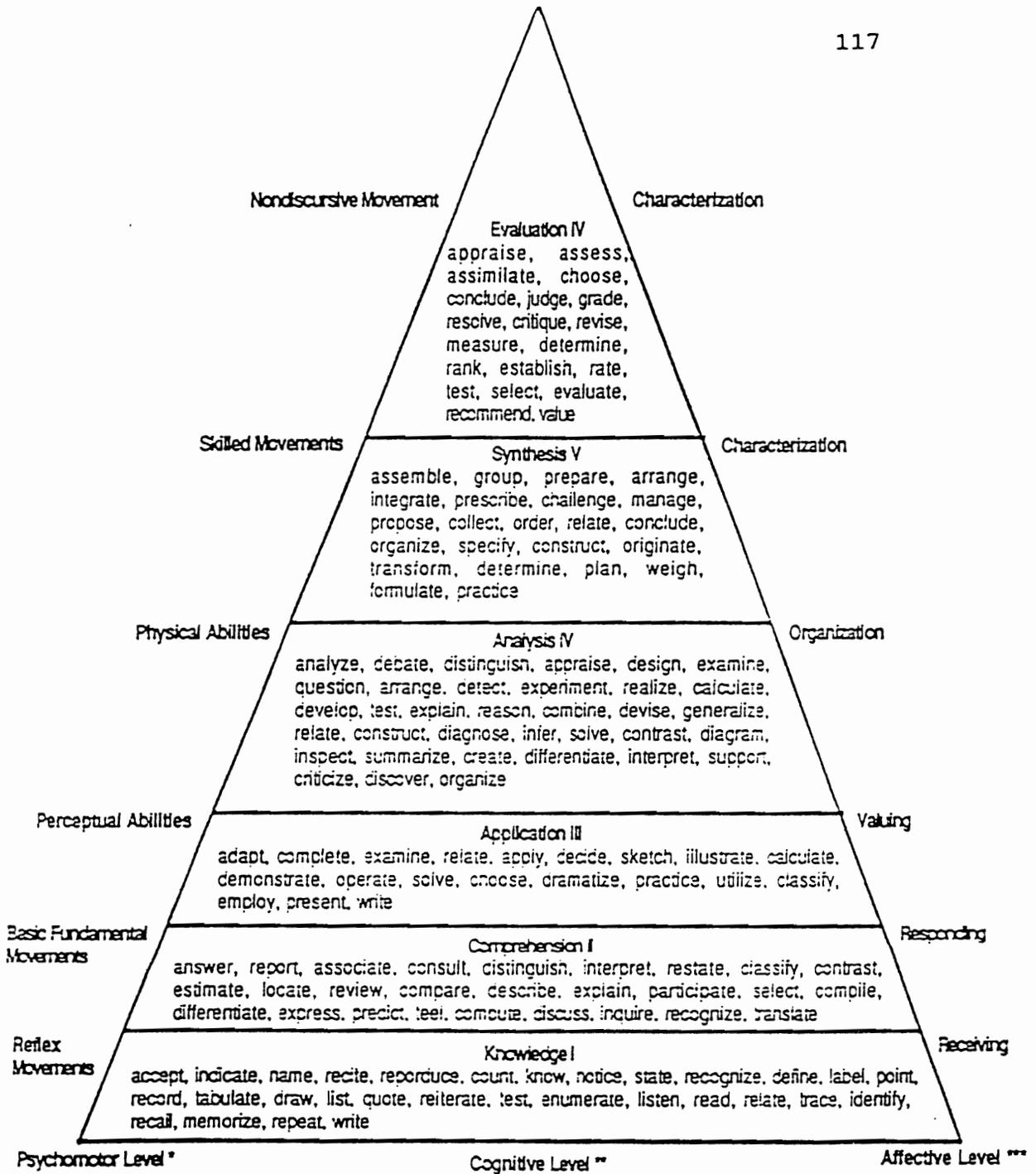
Type of Learning	Definitions and Examples of Behavior
<p><b>6. Evaluation</b></p> <p style="text-align: center;">↑</p>	<p>Making judgments about the value of ideas, works, solutions, methods, materials, etc. Judgments may be either quantitative or qualitative.</p> <p>Examples: to argue, to decide, to compare, to consider, to contrast.</p>
<p><b>5. Synthesis</b></p> <p style="text-align: center;">↑</p>	<p>Putting together elements and parts to form a new whole.</p> <p>Examples: to write, to produce, to plan, to design, to derive, to combine.</p>
<p><b>4. Analysis</b></p> <p style="text-align: center;">↑</p>	<p>Breaking down material or ideas into their constituent parts and detecting the relationship of the parts and the way they are arranged.</p> <p>Examples: to distinguish, to detect, to employ, to restructure, to classify.</p>
<p><b>3. Application</b></p> <p style="text-align: center;">↑</p>	<p>Knowing an abstraction well enough to apply it without being prompted or without having been shown how to use it.</p> <p>Examples: to generalize, to develop, to employ, to transfer.</p>
<p><b>2. Comprehension</b></p> <p style="text-align: center;">↑</p>	<p>Understanding the literal message contained in a communication.</p> <p>Examples: to transform, to paraphrase, to interpret, to reorder, to infer, to conclude.</p>
<p><b>1. Knowledge</b></p>	<p>Remembering an idea, material, or phenomenon in a form very close to that in which it was originally encountered.</p> <p>Examples: to recall, to recognize, to acquire, to identify.</p>

## The Affective Domain Taxonomy

Types of Learning	Definitions and Examples of Behavior
<p><b>5. Characterization by Value or Value Set</b></p> <p style="text-align: center;"></p>	<p>Acts consistently in accordance with the values he or she has internalized.</p> <p>Examples: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.</p>
<p><b>4. Organization</b></p> <p style="text-align: center;"></p>	<p>Relates the value to those already held and brings it into a harmonious and internally consistent philosophy.</p> <p>Examples: to discuss, to theorize, to formulate, to balance, to examine.</p>
<p><b>3. Valuing</b></p> <p style="text-align: center;"></p>	<p>Willing to be perceived by others as valuing certain ideas, materials, or phenomena.</p> <p>Examples: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.</p>
<p><b>2. Responding</b></p> <p style="text-align: center;"></p>	<p>Committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them.</p> <p>Examples: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.</p>
<p><b>1. Receiving</b></p>	<p>Being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them.</p> <p>Examples: to differentiate, to accept, to listen (for), to respond to.</p>

## Taxonomy for the Psychomotor Domain

Type of Learning	Definitions and Examples
<p>6. <b>Non-discursive communication</b></p> <p style="text-align: center;">↑</p>	<p>Communication through bodily movements ranging from facial expressions through sophisticated choreographics.</p> <p>Examples: Body postures, gestures, and facial expressions efficiently executed in skilled dance movement and choreographics.</p>
<p>5. <b>Skilled movements</b></p> <p style="text-align: center;">↑</p>	<p>The result of the acquisition of a degree of efficiency when performing a complex task.</p> <p>Examples: All skilled activities obvious in sports, recreation, and dance.</p>
<p>4. <b>Physical activities</b></p> <p style="text-align: center;">↑</p>	<p>Endurance, strength, vigor, and agility which produces a sound, efficiently functioning body.</p> <p>Examples: All activities which require (a) strenuous effort for long periods of time; (b) muscular exertion; (c) a quick, wide range of motion at the hip joints, and (d) quick, precise movements.</p>
<p>3. <b>Perceptual</b></p> <p style="text-align: center;">↑</p>	<p>Interpretation of various stimuli that enable one to make adjustments to the environment. Visual, auditory, kinesthetic, or tactile discrimination. Suggest cognitive as well as psychomotor behavior.</p> <p>Examples: Coordinated movements such as jumping rope, punting, catching.</p>
<p>2. <b>Basic fundamental movement</b></p> <p style="text-align: center;">↑</p>	<p>Inherent movement patterns which are formed by combining of reflex movements and are the basis for complex skilled movements.</p> <p>Examples: Walking, running, pushing, twisting, gripping, grasping, manipulating.</p>
<p>1. <b>Reflex movements</b></p>	<p>Actions elicited without learning n response to some stimuli.</p> <p>Examples: Flexion, extension, stretch, postural adjustments.</p>



\* Harrow, Anita J. Taxonomy of the Psychomotor Domain- A Guide for Developing Behavioral Objectives. David McKay, New York, 1972.

\*\* Bloom, Benjamin S. et al. Taxonomy of Educational Objectives Handbook: Cognitive Domain. David McKay, New York, 1956.

\*\*\* Krathwohl, David R., Bloom, Benjamin S. and Masia Bertram B. Taxonomy of Educational Objectives. Handbook II: Affective Domain. David S. McKay, New York, 1964.

## LECTURES

### Purposes

1. Introduce students to new topics.
2. Integration and synthesis of knowledge.
3. Arouses the students interest.
4. Clarification of difficult concepts.
5. Preparation for discussion.

### Strengths

1. Lectures can communicate the intrinsic interest of the subject matter.
2. Lectures can cover material not otherwise available.
3. Lectures can organize material in a special way.
4. Lectures can convey large amounts of information.
5. Lectures can communicate to many listeners at the same time.
6. Lectures can model how professionals in a particular discipline approach a question or problem.
7. Lectures permit maximum teacher control.
8. Lectures present minimum threat to the student.
9. Lectures emphasize learning by listening.

### Weaknesses

1. Lectures lack feedback to the instructor about the students' learning.
2. In lectures, the students are passive.
3. Students' attention wanes quickly.

4. Information learned in lectures tends to be forgotten quickly.
5. Lectures presume that all students are learning at the same pace and level of understanding.
6. Lectures are not well suited to higher levels of learning.
7. Lectures are not well suited to complex, detailed, or abstract material.
8. Lectures require an effective speaker.
9. Lectures emphasize learning by listening.

## LECTURING TECHNIQUES

### A. Preparation and Organization

1. Fit lecture to your audience.
2. Select topic.
3. Prepare an outline.
4. Organize your points.
5. Decide upon minor points.
6. Select examples.
7. Present more than one side of an issue.

### B. Presentation and Clarity

1. Speak clearly and loud enough to be heard.
2. Avoid distracting mannerisms.
3. Provide an introduction.
4. Present an outline.
5. Emphasize principles and generalizations.
6. Repeat your points.
7. Stress important points.
8. Pause.

### C. Stimulation and Interest

1. Use effective speech techniques.
2. Be enthusiastic.

3. Start with a question, problem, or controversy.
4. Be relevant.
5. Use Audio-Visuals.
6. Use humor.
7. Provide change.

**D. Feedback and Interaction**

1. Look at your listeners.
2. Solicit questions.
3. Use discussion techniques.
4. Use praise.

## QUESTIONING

### Function

1. Places students in the role of active learners.
2. Increased motivation to learn.
3. Assesses baseline of knowledge.
4. Review content.
5. Positive reinforcement.

### Levels of Questions

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

### Types of Questions

1. Yes/No
2. Cue questions
3. Multiple-choice questions
4. Open ended questions
5. Discussion-stimulating questions
6. Questions that guide problem solving
7. Rhetorical questions

**Questioning Techniques**

1. Establish an atmosphere conducive for questions
2. Plan for questions
3. Questions should be stated clearly and specifically
4. Ask only one question at a time
5. Wait for a response
6. Use a variety of questions
7. Do not try to top a student's answer
8. Avoid judgmental responses to answers

**QUESTION CLASSIFICATION**

Category	Cognitive Activity Required	Key Concepts	Sample Question Words
1. KNOWLEDGE	<p style="text-align: center;"><b>RECALL</b></p> <p>Questions, regardless of complexity, can be answered by simple recall of previously learned material</p>	Memory Repetition Description Knowledge	What; When; Who; Which; Define; Describe; Identify; List; Name; Recall; Show; State; How; Indicate; Tell; Yes/No questions; e.g. Did? Was? Is?
2. COMPREHENSION	<p style="text-align: center;"><b>UNDERSTANDING</b></p> <p>Questions can be answered by merely restating and reorganizing material in a rather literal manner to show that the student understands the essential meaning.</p>	Explanation Comparison Illustration	Compare; Contrast; Conclude; Demonstrate; Differentiate; Predict; Reorder; Which; Why; Distinguish; Estimate; Explain; Extend; Extrapolate; Rearrange, Rephrase; Inform; What; Fill in; Give an example of; Illustrate; Relate; Tell in your words
3. APPLICATION	<p style="text-align: center;"><b>SOLVING</b></p> <p>Questions involve problem solving in new situations with minimal identification or prompting of the appropriate rules, principles, or concepts</p>	Solution Application	Apply; Build; Construct; Solve; Test; Consider; Demonstrate (in a new situation); How would; Check out
4. ANALYSIS	<p style="text-align: center;"><b>EXPLORATION OR REASONING</b></p> <p>Questions require the student to break an idea into its component parts for logical analysis, facts, opinions, logical conclusions, etc.</p>	Induction Deduction Logical	Support your; What assumptions; What reasons; Does the evidence support the conclusion; What does the patient seem to believe about; What words indicate bias or emotion; What behaviors
5. SYNTHESIS	<p style="text-align: center;"><b>CREATING</b></p> <p>Questions require students to combine ideas into a statement, plan, product, etc. that is new for them.</p>	Productive Thinking Novelty	Write; Think of a way; Create; Propose a plan; Put together; Suggest; Develop; Make up; Formulate a solution; Synthesize; Derive
6. EVALUATION	<p style="text-align: center;"><b>JUDGING</b></p> <p>Questions require students to make a judgment about something using some criteria or standard by making their judgment principles, or concepts</p>	Judgment Selection	Choose; Evaluate in terms of; Decide; Judge; Select on the basis of; Which would you consider; Defend; What is the most appropriate; For what reasons do you favor; Which policy

## DISCUSSION

### Purposes

1. Gives students an opportunity to apply principles, concepts, and theories to new and different situations.
2. Clarification of information and concepts.
3. Students learn the process of group problem solving
4. Assists students develop and evaluate their beliefs and positions
5. Attitudinal changes
6. Increased interest and enthusiasm

### Strength

1. Provide the instructor with feedback about student learning
2. Are appropriate for higher-order cognitive objective: application, analysis, synthesis evaluation
3. Are appropriate for affective objectives: to help students develop interests and values, to change attitudes.
4. Allows students to become more active participants in their learning.

### Weaknesses

1. Difficult to get student participation
2. Are more time-consuming
3. May be less effective if class is large

4. Not well suited to covering significant amounts of content
5. Students need to be prepared

### **Techniques**

1. Define the topic
2. Instructor must be prepared
3. Facilitator is the primary role of the teacher
4. Questioning
5. Steps to follow
  - a. Define the problem
  - b. Have students suggest possible solutions
  - c. Collect relevant data
  - d. Evaluate the various solutions, positions and conclusions
  - e. Decide on solution

## **SIMULATION**

### **Categories**

1. Simulation exercises
2. Simulation game
3. Role playing

### **Uses**

1. Gain skill in applying the nursing processes
2. Acquire communication skills
3. Attitudinal changes
4. Acquire decision-making skills
5. Evaluation of student learning and competence

### **Role of Teacher**

1. Planner
2. Facilitator
3. Debriefeer

## **Types of Simulation**

1. Written
2. Role playing
3. Games

## **Strengths**

1. Reduces complexities of real-life situation
2. Increased motivation
3. Effective for peer learning
4. Allows for mistakes in controlled setting
5. Can acquire concrete meanings for abstract terms by application
6. Encourage creative and divergent thinking

## **Weaknesses**

1. Costly, in time and money
2. Technique can be overused
3. Active classroom
4. Weak group dynamics
5. Outcomes not always predictable

## CHECKLIST OF TEACHING TECHNIQUES

METHODS	GOALS POTENTIALLY ACHIEVED
Lecture	Knowledge Inspiration, motivation (a "cutting edge" lecture) Identification with a scholar Critical thinking (by example)
Discussion	Critical thinking Relating knowledge to student experiences Application Attitude change
Role playing	Real-life experience Develops human relations skills Interest
Student panel, student reports	Interest and motivation (at least for participants)
MATERIALS	
Guest lecturer or resource person	Added interest and information
Films	Make materials more concrete Facilitate learning materials involving motion or visual detail Interest
Books	Knowledge Critical thinking
TV	Interest (greater involvement than film) Motion, visual details
Slides	Permit visual materials to be greatly enlarged and held in view while explained
Audio-tutorial	Knowledge Skill. Problem solving
Bulletin boards, mock-up	Provide opportunity for learning at student's own pace May help student relate learning in classrooms to materials presented in mass media Provide concrete examples
Recordings	Provide concrete auditory experience Taped recordings can be made cheaply by instructor to bring situations outside the classroom to the class
Field trips	First-hand knowledge Interest
Laboratory	First-hand experience Scientific method
Study guides, workbooks	Aid organization and learning of materials Promote application of knowledge
Periodicals	Bridge gap between classroom and other experiences of students
Computer-aided instruction	Potentially can achieve any of these goals when combined with other materials, but currently limited by availability of college-level programs. Can be highly motivating

(Kellough, 1990)

### COLLEGE TEXTBOOK SELECTION CHECKLIST

Locate several textbooks used in a course you intend to teach, and review them as follows, placing a check or number in the appropriate blank space.

Using the following code:

5 = excellent

2 = problem

4 = good

1 = poor

3 = adequate

0 = not applicable or unknown

	5	4	3	2	1	0
<b>A: Textbook</b>						
1. Author(s) respected in the field.						
2. Published by a respected company.						
3. Table of contents is logically sequenced.						
4. Instructor's manual is available.						
5. Testing materials are available.						
6. Binding will hold up to use.						
7. Font (print) size for ease of reading.						
8. Page headers provided for quick reference.						
9. Free from excessive printing errors.						
10. Photographs (and other graphics) are current.						
11. Graphics are well displayed.						
12. References are current and thorough.						
13. Relevant exercises are provided for students.						
14. Latest edition has a recent copyright.						
15. Succinct and interesting writing style.						
<b>B: Format</b>						
16. Important ideas are explained.						
17. Important ideas are clearly defined.						
18. Abstract concepts are visually represented.						
19. Chapter objectives are provided.						
20. Chapter summaries are provided.						



### DETERMINING TEXTBOOK READING LEVEL

Select several textbooks and determine their reading levels using the procedure that follows.

1. Select a 150 word passage.
2. Count the number of single-syllable words in that passage.
3. Use the following formula to determine reading grade level (RGL).  
 $20 - (\text{Number of one-syllable words} \div 10) = \text{RGL}$
4. Repeat steps 1-3 for ten passages from various locations in the textbook, then average the RGLs to obtain the average reading grade level for the textbook.

Textbook evaluated:

Author(s):

Date of publication:

Publisher:

Date of evaluation:

Reviewer:

Page of  
RGL  
passage  
calculations  
 $20 - (\text{number} \div 10) = \text{RGL}$

- |       |  |  |
|-------|--|--|
| 1. =  |  |  |
| 2. =  |  |  |
| 3. =  |  |  |
| 4. =  |  |  |
| 5. =  |  |  |
| 6. =  |  |  |
| 7. =  |  |  |
| 8. =  |  |  |
| 9. =  |  |  |
| 10. = |  |  |

sum \_\_\_\_\_  $\div 10 =$  \_\_\_\_\_ (the RGL for the text)

## EVALUATION OF LEARNING

### Categories

- A. Summative
- B. Formative
- C. Norm referenced
- D. Criterion-referenced

## EVALUATION OF LEARNING

### Planning the test

1. Determine the purpose
2. Identify and define the intended learning outcomes
3. Prepare test specification
4. Construct relevant test items

## EVALUATION OF LEARNING

### Types of Test Items

- A. True - False
- B. Matching
- C. Multiple Choices
- D. Essay

### Constructing Multiple-Choice Items

1. Spread the work across time.
2. Use note cards for writing the items.
3. Really concentrate on writing items to evaluate higher levels of thinking.
4. Write the stem first.
5. Concentrate on evaluating student ability to understand, apply, analyze, synthesize, and evaluate.
6. State the problem concisely, but completely.
7. Write the stem to include all the information essential to determining the problem, but omitting irrelevant material that merely serves as padding, unless the student's determination of what is relevant is part of what you want to test.
8. Avoid unnecessary repetition in the options by including as much of the item as possible in the stem.
9. State the problem or ask the question in a positive form.
10. Write the correct or best response after writing the stem.
11. Avoid making the correct option longer than the distractors.
12. Write the distractors after writing the correct option.
13. Make all distractors plausible responses.
14. Be sure that the distractors use words that ought to be familiar to the students.
15. Write distractors that are distinct from each other.
16. Critique for general errors in style and format.
17. Be careful in using specific determiners, such as "all," "never," "always," or other all-inclusive terms that are more likely to be found in incorrect options.
18. Avoid grammatical inconsistencies between the stem and the options.
19. Use "none of the above" as an option with caution.

20. Check once more to be certain that the correct options are not consistently longer than the alternatives.
21. Arrange options in a logical order, if one exists.

**KNOWLEDGE AREAS**

1. Knowledge of Terminology
  - a. What word means the same as \_\_\_\_\_?
  - b. Which statement best defines the term \_\_\_\_\_?
  - c. In the following context, what is the meaning of the word \_\_\_\_\_?
  - d. What is (some process) called?
  
2. Knowledge of Specific Facts
  - a. Where would you find \_\_\_\_\_?
  - b. In what year did \_\_\_\_\_?
  - c. Who first discovered \_\_\_\_\_?
  - d. What is the name of \_\_\_\_\_?
  - e. What is the most important characteristic of \_\_\_\_\_?
  - f. What is the main difference between \_\_\_\_\_?
  
3. Knowledge of Conventions
  - a. What is the correct form for \_\_\_\_\_?
  - b. Which one of the following symbols is used for \_\_\_\_\_?
  - c. Which statement indicates correct usage of \_\_\_\_\_?
  - d. Which one of the following rules applies to \_\_\_\_\_?
  - e. Which one of the following methods is most commonly used to \_\_\_\_\_?
  
4. Knowledge of Trends and Sequences
  - a. Which one of the following best describes the present trend of \_\_\_\_\_?
  - b. What is the most important cause of \_\_\_\_\_?
  - c. What will be the effect of \_\_\_\_\_?
  - d. What would be the shape of the curve for \_\_\_\_\_?
  - e. Which one of the following sequences indicates the proper order of \_\_\_\_\_?

5. Knowledge of Classification and Categories
  - a. What are the main types of \_\_\_\_\_?
  - b. What are the major classifications of \_\_\_\_\_?
  - c. What are the characteristics of \_\_\_\_\_?
  - d. How would you classify \_\_\_\_\_?
  - e. Which one of the following is an example of \_\_\_\_\_?
  
6. Knowledge of Criteria
  - a. Which one of the following is a criterion for judging \_\_\_\_\_?
  - b. What criteria were used by \_\_\_\_\_ to judge \_\_\_\_\_?
  - c. What is the most important criterion for selecting \_\_\_\_\_?
  - d. What criteria are used to classify \_\_\_\_\_?
  - e. Which one of the following is not an important criterion for \_\_\_\_\_?
  
7. Knowledge of Methodology
  - a. What method is used for \_\_\_\_\_?
  - b. what is the best way to \_\_\_\_\_?
  - c. What would be the first step in making \_\_\_\_\_?
  - d. What is the most important difference between the \_\_\_\_\_ and the \_\_\_\_\_ method?
  - e. What would be the minimum equipment needed to \_\_\_\_\_?
  
8. Knowledge of Principles and Generalizations
  - a. Which statement best expresses the principle of \_\_\_\_\_?
  - b. Which statement best summarizes the belief that \_\_\_\_\_?
  - c. Which one of the following principles best explains \_\_\_\_\_?
  - d. Which one of the following principles is most useful in predicting \_\_\_\_\_?
  - e. Which one of the following illustrates the principle of \_\_\_\_\_?

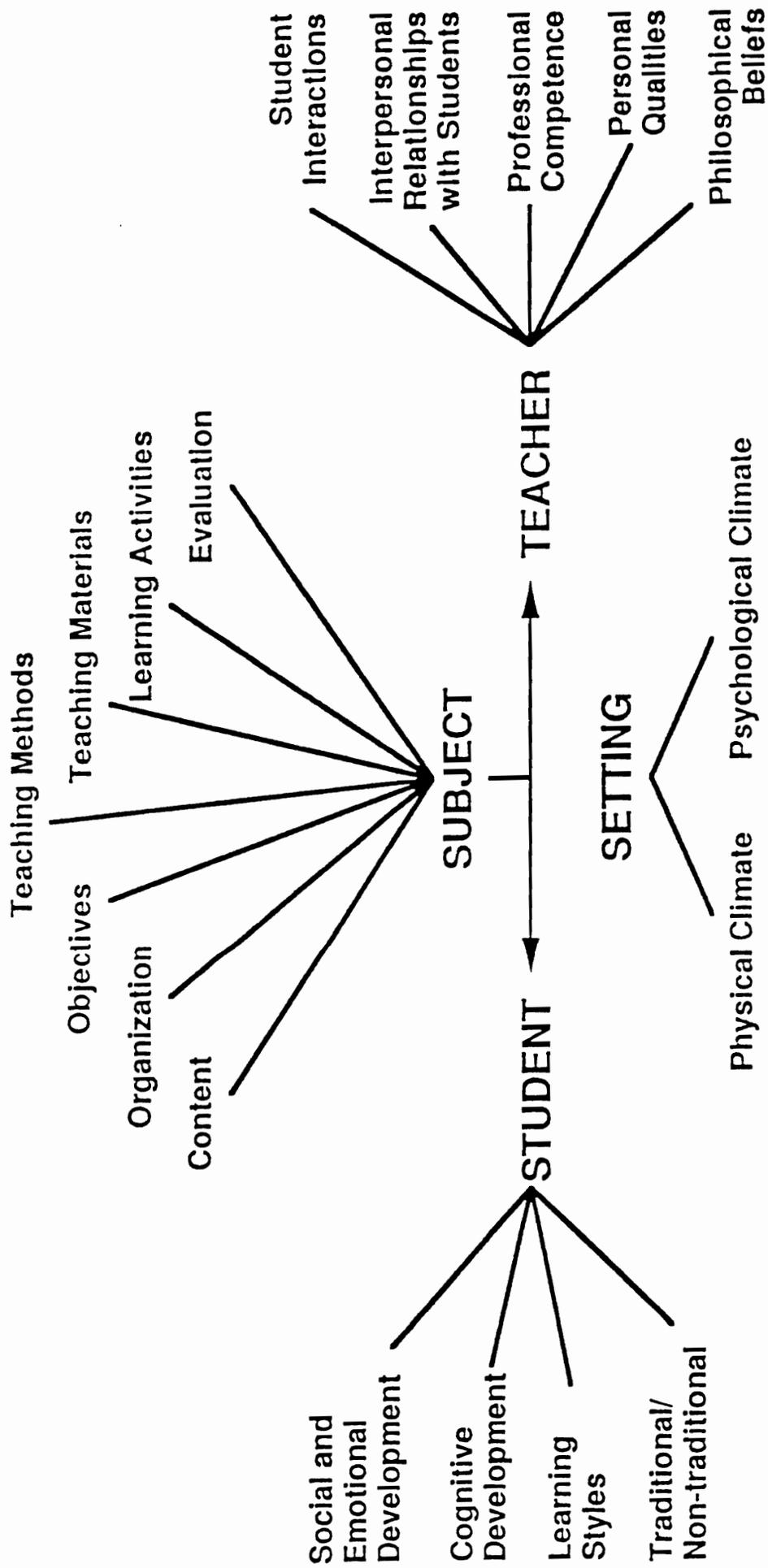
9. Knowledge of Theories and Structures
- a. Which statement is most consistent with the theory of \_\_\_\_\_?
  - b. Which principles are essential to the theory of \_\_\_\_\_?
  - c. Which one of the following is the most complete information of \_\_\_\_\_?
  - d. Which one of the following best describes the structure and organization of \_\_\_\_\_?
  - e. What evidence best supports the theory of \_\_\_\_\_?





# Improving Tests

1. Construct from the current text and updated handouts.
2. Assemble a Course Assessment Plan
  - A. How many tests are needed
  - B. How often tests are scheduled
3. Use testing
  - A. To provide feedback on learning performance
  - B. To measure learning achievement
4. Minimize test anxiety which lowers student performance by giving more opportunities and varied activities for success.
5. Divide the test content into testable units.
6. Utilize a Test Specification Chart along with Bloom's Taxonomy.
7. Teach content and use content to construct the test. (*Don't teach the test!*)
8. The number of questions directly correlates to the objectives and amount of time spent on content.
9. If you use a test bank, personally select items which match your teaching (See #7)
10. Don't use old tests.



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**QUESTIONS FOR SELF REFLECTION ON TEACHING****LEARNING**

Do I ask questions to stimulate and direct thinking?

Do I provide variety in materials and methods?

Do I stimulate students' interest in the subject?

Do I use a variety of teaching methods?

Do I assist students in appreciating things they did not appreciate before?

Do I make every effort to improve the quality of students' achievement in my course?

Do I help students to develop the ability to marshall or identify main points or central issues?

Do I stimulate students' appreciation for the subject?

Do I promote students' satisfaction in learning the subject matter?

Do my students gain new viewpoints and appreciations?

Do I stimulate students' interest in the subject?

Do my students feel that they can recognize good and poor reasoning or arguments in the field?

Do I stimulate students' intellectual curiosity?

Do I assess student understanding of the learning material by the types of questions and answers they give in class?

Do I present questions at strategic times to assess student learning?

## **ORGANIZATION**

Do I provide introductions which arouse interest and suggest an organizational framework for instruction?

Do I use examples, anecdotes, or illustrations to explain and clarify subject matter?

Am I well organized and present material clearly?

Do I speak clearly, use illustrations to clarify the material, and summarize major points well?

Do I present ideas clearly in class?

Do I organize my course well?

Do I present clear and relevant examples in class?

Do I make the objectives of the course clear?

Do I review major concepts/points at the end of class?

Do I make the major objectives of the course clear?

Is there agreement between the course objectives and assignments?

Are my class presentations well planned and organized?

Do I use class time well?

Are my presentations or lectures presented in a clear and logical manner?

Does my rate of speech permit students to write notes efficiently without boring them?

Do I observe the faces of my students to detect if they are bored or have a lack of understanding?

Do I speak distinctly and present my ideas in clear understandable language?

Do I communicate effectively and appropriately by using thoughtfully selected words, carefully planned questions, expressive voice inflections and useful pauses?

Do I begin and end class on time?

### **ENTHUSIASM**

Do I enjoy teaching my courses?

Am I interested in and concerned with the quality of my teaching?

Do I have zest and enthusiasm for teaching?

Do I look forward to class meetings?

Do I use humor in my class that is positive and appropriate to the situation?

Do I vary teaching strategies and classroom activities to maintain student attention and interest?

### **GROUP INTERACTION**

Do I encourage students to share in class their knowledge, opinions, and experiences?

Do I stimulate and answer questions in class?

Do I restate questions or comments to clarify them for the entire class?

Do I encourage students to participate in class?

Do I ask questions that encourage student involvement?

### **INDIVIDUAL RAPPORT**

Do I communicate respect and concern for students?

Am I readily available for consultation with students?

Do I encourage an open atmosphere where students feel free to ask questions and seek help if needed?

Am I sympathetic toward and considerate of students?

Am I fair and impartial in dealing with students?

Am I aware of students' needs?

Do I remind students to come to me for help whenever it is needed?

Do I relate to students easily?

Do I get along well with students?

Am I sensitive to students' feelings?

Do I have a sense of mutual respect with students?

Do I make students feel at ease in conversations with me?

Do I enjoy having students come to me for consultation?

Do I actively help students who are having difficulty?

Do I maintain a courteous, respectful, and professional approach with students both in and out of class?

## **BREADTH**

Do I present thought-provoking ideas?

Do I explain important ideas clearly?

Do I encourage critical thinking and analysis?

Do I ask thought provoking questions in addition to simple, factual questions?

Do I read current literature on my subject so that I am informed and able to supplement the course material with interesting and relevant examples?

## **EXAMINATIONS**

Do I construct valid and reliable examinations?

Do I give feedback which enables students to monitor their progress?

Do I give examinations that reflect the important aspects of the courses taught?

Am I object and able to substantiate grades given?

Do my tests contain a balance of class material and reading assignments?

Do my examinations incorporate the level of objectives for the course and what is being taught?

Do I give careful thought in preparing examination questions?

Do I return written assignments and tests in a prompt timeframe so that students learn from the activity and my written feedback?

### **ASSIGNMENTS**

Do my students feel that their efforts in the course are worthwhile?

Do I examine the reading assignments and make appropriate suggestions for student learning?

### **GENERAL**

Do I raise challenging questions or problems in class?

Do I analyze previous classroom experience to improve my teaching?

Do I take an active, personal interest in improving my instruction?

Do I try to make every course the best every time?

Do I find teaching intellectually stimulating?

Do I answer questions as thoroughly and precisely as possible?

Do I coordinate different activities of my course well?

Do I try to function creatively in teaching my course?

Dear

Enclosed are copies of the instrument and computer answer sheets that are to be used for the **final** student evaluation of faculty that have been selected for participation in my research study. The guidelines that are to be followed for data collection are provided. The student evaluation of faculty should be completed and answer sheets returned to me by **May 1 1995**.

1. The instrument takes approximately 10-15 minutes to complete. It can be administered either at the beginning or the end of the class period.
2. The instructor that is being evaluated is not to be in the room when the students are doing the evaluation.
3. The instructions to the student are printed at the top of each evaluation form; however, these instructions should also be read to the students prior to their completing the answer sheet. During the pilot study, I found it helpful to emphasize that the evaluations should be honest but objective and that they are anonymous. Students are not to identify themselves in any way on the answer sheets.
4. The students are to use a #2 pencil to complete the answer sheets.
5. The instrument and the answer sheet is to be returned to you when the student has completed the answer sheet.
6. All answer sheets are to be returned to me in the envelope that has been provided. Do not fold the answer sheets. Also, you do not need to separate the forms by individual. In other words, you do not need to return the forms as they were sent to you. I will separate them when they are returned. The instruments should remain in your possession until the second administration of the instrument.

It is important that you are the only person that has access to the instruments and answer sheet before and after their administration. Security and confidentiality is essential to this study.

Again, I want to thank you for your assistance and cooperation with this study. If you should have any questions, please call me at any time. My numbers are 304-327-4024(W) or 304-325-2181 (H).

Sincerely,

Betty Rader

## VITA

NAME	Betty R. Rader
ADDRESS	2339 Verdun Heights Bluefield, WV 24701
DATE OF BIRTH	June 9, 1951
SCHOOLS ATTENDED:	
Nicholas County High School Summersville, West Virginia	1965-1969
DEGREES RECEIVED:	
Ed.D Virginia Tech Blacksburg, Virginia	(December, 1995)
M.S.N. West Virginia University Morgantown, West Virginia	1984
B.S.N. West Virginia Wesleyan College Buckhannon, West Virginia	1973
PROFESSIONAL EXPERIENCE:	
Provost, Community and Technical College Bluefield State College Bluefield, West Virginia	1994-present
Associate Professor, Nursing Bluefield State College Bluefield, West Virginia	1978-present
Staff Nurse Summersville Memorial Hospital	1977-1978
North Charles General Hospital	1975-1977
University of Maryland Hospital	1973-1975
PROFESSIONAL ORGANIZATIONS:	
West Virginia Community College Association	
American Nurses Association	
West Virginia Nurses Association	