

Comments posted on the talking wall at the NET2009 Conference

Blended Learning, including e-learning

- Effective e-learning must be driven by pedagogic principles (the tail – technology – must not wag the dog!)
- e-learning/blended learning required significant upfront investment (money and time). Don't skimp on preparation/piloting.
- Given the investment it's a pity that online resource are not more widely shared (rather than reinventing the wheel)
- Recognise the different competencies associated with being an online student and an online teacher.
- Benefits of immediate feedback that can be available through online learning.
- Effective e-learning can scaffold student's learning.
- Social online skills and academic searching/online skills are different.
- Plan for sustainability right from the start.
- Ideas for generating active engagement of learners.
- More students involved in development
- Enabling good access – skills – support – technology.
- Low tech can help in difficult areas.
- Importance of blending.
- But reality of current practice is face to face.
- Toolkit approach select appropriately.
- e-learning needs to be dropped.
- Pedagogic driven rather than just resources/technology.
- Myth of saving time.
- More training and support for faculty preparation.

Curriculum Innovations

- The stereotypes should be challenged
- There is a need to challenge the process the possible results are worth it!
- Will we ever get beyond the pilot/project stage there is a need to consider sustainability.
- As nurse educators we all 'care' about our students and this was shown in similar comments we made. Can 'caring' and educational expectations co-exist though??
- It was highlighted for me that all of us working with tertiary students, particularly nursing students have the same types of issues regardless of the country we come from – student behaviours, funding issues, changes in the healthcare system, political decisions, etc.
- Partnership working between HEIs and practice is key this is what drives the curriculum and ensures care to be delivered in an appropriate way.
- Need to be creative in the way things are delivered.
- How do we influence the right people and change 'mindsets'/cultures?
- Curricula need to be flexible if creativity is to be encouraged.

Developing Teachers

- Importance of lifelong learning and personal growth.
- Use knowledge from other disciplines to increase confidence.
- Lecturers must develop emotional intelligence.
- We need peer support and self-care.
- Use of Bloom's taxonomy for questions in class.
- Teaching is 'us', what we do and is very personal. Therefore, the evaluation process is very emotional.
- Need for growth after evaluation rather than being upset.
- Importance of the role of the nurse mentor: implications for fitness for practice (for both the mentor and student) and the developing role of the 'sign-off mentor'.
- Policy, practice curricular disconnect
- Applicable to practice. Same shared challenges whether in the USA or UK
- Succession planning – global issues, lot of common ground locally, nationally and internationally.
- Student support/education really is the foundation of high quality healthcare delivery and in turn mentorship/preceptorship vastly important as the gate-keepers.

Education in Clinical Practice

- Still has many conflicting messages – with regards to role of teachers in practice, role of mentors and pressures to mentor and also the issue of fitness to practice – why? There is clear evidence available!
- How can we challenge the 'it's on the web, therefore it's true' mentality when it is encouraged and sued like this at school?
- The importance of interprofessional working and interprofessional training opportunities for pre- and post-qualified.
- Using stories and experiential learning feeds into the case study/problem-based learning approach: this is always a good way to learn!
- Need to network more – all facing same issues. Why reinvent the wheel?
- Relationships – mentorship – support – knowing.
- Interesting to hear how colleagues approach similar issues from different perspectives. Going to take few different strategies to enhance practice. Theme – all have similar issues, constraints on practice yet remain passionate about enhancing learning experience.
- What is the partnership working that exists between the university and the placement provider? How does this support education in practice?
- Interesting to see similar needs and experiences related to nurse educator workforce.
- Relationships between academia and practice crucial.
- Importance of the development of learning opportunities for placement areas.
- Marketing of nursing – how can we do it better?
- Clear leadership requested from NMC: parameters for education: practice.
- Lets think much more about how learning happens in practice: experience – learning – theory.
- Importance of preparation for 1st clinical placements.

Global Challenges in Healthcare Education

- Cultural competence and experienced educators are needed when teaching overseas.
- Student poverty leads to poor outcomes.
- Nursing and teaching nursing overseas is always very challenging.
- Generation X – current students. To consider and challenge the assumptions made re their thoughts, abilities and feelings rather than asking them directly.
- Different countries do experience similar challenges when developing nurse education, eg the EU directives.
- Challenge: what to do with our young generation? The health of youngsters is deteriorating all around the world.
- To hear the challenges being faced by other healthcare providers globally are similar to home and how they are addressing them.
- Online courses are not necessarily international ubiquitous, but many institutions are thinking of setting them up to solve teaching challenges.
- Proactive intervention can have a large impact on the decisions people make regarding risks of alcohol, sex, etc.
- Someone will always have an answer or solution to your question or problem.
- There are more similarities than differences re International Teaching.

Humanising Healthcare

- Importance of communication and understanding dynamics of communication.
- Value of simulation scenarios to teach caring and professional values.
- Different generations have different values. Present generation is the E-generation of internet etc.
- Limits to what can be done in education of the pre-registered nurse.
- Can we teach values, respect, empathy? Have we the resources?
- Importance of modelling caring behaviours to students.
- Educate teachers re caring behaviours.
- What about educating the present practitioners re caring? Need post-registration education.
- Educators caring for students so they understand being cared for.

Innovative Approaches to Assessment

- Building student confidence.
- Applying innovations to other professional disciplines.
- Labour intensive development pre-assessment but labour saving afterwards (e-learning).
- Working in partnership with practice colleagues.
- Making assessment real for students (patient/practice centred).
- Faster student feedback.

Interprofessional Learning

- Hoping to improve the courses I am involved in teaching interprofessional learning.
- Realise it is the logistics of bringing the different professionals together is the big problem we all have to overcome.
- Problematising then resolving the theory/practice gap
- I believe IPL is important. I have some expertise and wan to learn more.
- Everyone struggling and grappling with the challenges

- Maybe by aiming for the impossible we achieve so many small successes on the journey.
- Facilitators are key players in the success of interprofessional learning.
- Preparation; enthusiasm and motivation; consistency.
- Positive interprofessional learning can have positive outcomes for students and patients. Challenge : getting it right!
- Leading a large IPL module regarding collaborative practice, hence any ideas on facilitating IPL will be valuable.
- Definition of what is interprofessional learning / communities of practice – the complexity of IPL; how to transfer to practice.
- Structuring IPL to ensure equal regard to all professions
- The IPL process and modules need to be fully explained to students to fully engage them. Clear aims and objectives, selling it?
- More than tick box → going beyond that. It's ok to start small, working to what is achievable. Can be put off by scale of 'problem' maintaining sustainability.
- Future CAIPE project (with Department of Health) – evaluation/overview of existing good practice.
- Shared learning of skills to increase across the range of professions:
 - adult and mental health
 - nursing and physiotherapy
- **Practical issues of IPL**
 - Be creative: using what's there; doesn't have to be resource intensive; doesn't have to be magic
 - Impact of IPL on patient care.
 - Celebrating and not eroding professions
 - Getting over logistical barriers
 - Practical learning 'real world'
 - Two professions is enough – don't get discouraged if only few available
 - Recognising the practical areas as a source of real world learning.

Learning and Teaching Strategies

- Time and resources for staff development for lecturers.
- 'Balancing':
 - NMC prescription vs creativity
 - stakeholders: NMC?HEI/NHS
 - theory and practice responsibilities for learning
- Curricula and teaching methods need to focus on developing the 'person' in order to develop confident practitioners.
- Risk taking is essential for innovation.
- If we are to facilitate online learning effectively we must give greater attention to student expectations.
- Essence should be developing students as people rather than packing content.
- What is an adult learner?
- Need to fully embed into programmes of study and now as part of preceptorship.
- The continuum from pre-registration education through registration and then continued working at post-registration level – this is not yet addressed.
- An affirmation that we all experience similar issues/problems/concerns.
- Significance of mentor role as perceived by students.
- Faith/hope that collectively there is great work going on out there!

Partnership Working

- Hard work, complex, great work can be achieved.
- Supportive relationships required to optimise opportunities of partnerships.
- Student perceptions of experience can inform preparation, eg for first placement experience.
- What are the outcomes arriving from us as educators and leaders?
- Commonalities between UK/USA in terms of challenges facing nurse education.
- Please can we share our failings as well as the positives of teaching!
- What is our impact?
- Importance of the role of leadership within nurse education was interesting and inspiring.
- The impact that mentors have on the student's learning experience and 'belongingness'.
- The need for pre-involvement support for prospective students.
- Moving forward is the key to change in nursing and education (rather than redo existing research or accept 'old' theories).
- Very interesting to note that some issues seen in the UK also appear to be in evidence internationally.
- The importance of trust. Fragility of trust. Trust has to be earned.
- True partnerships – start early, sustainable
- Good communication – know our partner!
- Leadership – the reticular is key!
- Flexible and accommodating to make it work.
- Complementary partners: each partner acknowledging its strength and limitations.
- Internal review and external validation.
- Importance of an evidence.

Student Experience

- Pre-interview risk for prospective students – more work with careers advisors – summer schools prior to starting.
- Widening access to nursing programmes and the tailoring of student support to enhance the student experience.

The Role of the User

- Need to influence, impact, make a difference – so what?
- Engaging **all** service users, eg older people – Royal Bank of Scotland run a course for older people.
- Build on things that work well already eg cancer.
- Higher education to put the money where their mouth is.
- Use of simulation/virtual learning **with** our service users.
- Community of practice.
- Payment to service users – Council of Deans to take up.
- Common themes:
 - Pushing the boundaries/taking risks.
 - Need for organisational change/change management