Supporting Faculty during Pedagogical Change through Reflective Teaching Practice: Perceptions of Faculty Facilitators

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Background and Significance
- The complexity of the current nursing education environment calls for transformation through the integration of contemporary pedagogies (Benner, Sutphen, Leonard & Day, 2010).
- As new pedagogies are explored and implemented, it is critical that educators be reflective practitioners (Shandamo, 2010).
- Reflective teaching is rooted in the work of John Dewey (1910/1933).
- Reflective teaching (RT) allows faculty to deconstruct teaching experiences to gain insight into self as teacher, uncover underlying assumptions, biases and values and explore the effectiveness of teaching strategies and methods (Larrivee & Cooper, 2006; Palmer, 2007).
- The goal of RT is to gain insights to refine learning and become empowered decision makers and educational change agents (Osterman & Kotkamp, 2004).
- Reflection is a skill that needs to be learned (Jasper, 1999; Kim, 1989).
- A facilitator enhances one's ability to reach a level of depth in reflection necessary to achieve insight into self and practice (Jasper, 1999; Johns, 1995, 2006; Kim, 1999; et al., 2010).
- A structured or systematic approach promotes a deeper level of reflection (Johs, 2008; Kim, 1999).
- Good teaching evolves from knowledge of one's "inner landscape", knowledge of self-identity and integrity (Palmer, 2007).

Purpose
- Describe the perceptions of senior faculty who facilitated a reflective teaching practice (RTP) approach consisting of question cues, journaling, and a process of facilitated meetings with faculty who implemented a flipped classroom pedagogy.
- Explore the approach’s feasibility, areas for improvement, and areas for future research.

Reflective Teaching Practice Approach
- Two senior faculty facilitated a RTP approach for several faculty implementing a semester-long flipped classroom pedagogy for junior students in a medical-surgical course.
- The RTP approach consisted of:
  - Three levels of question cues adapted from the literature.
  - Reflective journaling (electronic and/or written).
  - Facilitators available throughout semester to support reflection. End of semester reflective session guided by the structured question cues and facilitated by senior faculty.
- This approach assisted faculty to critically examine their experience using the new pedagogy and gain insights for improving teaching practice.

Reflective Teaching Practice Question Cues

Level I
This level was adapted from Larrivee & Cooper (2006)’s work and reflects a lower level of reflection in which one focuses on strategies, methods, educational goals and theoretical linkages. Questions include:
- Did I spend too much time on a particular task, topic today?
- How did I keep the students engaged? Were they engaged?
- What problems did I encounter? How did I resolve them? Was it successful?
- Did I get the outcomes today that I wanted?
- How can I build accountability for learning among my students?
- Did all student participate?
- What educational theoretical linkages did I utilize? Were they appropriate?

Level II
This level was adapted from the work of Palmer (2007) and Kim et al. (2010) and relates to a reflection of the self as teacher. Questions include:
- What was especially satisfying to me about this teaching experience?
- What values and beliefs guided the way that I responded to students?
- Did I have the knowledge that I needed for this situation?
- Did I apply the knowledge in an appropriate way?
- How do I reflect on the ways I respond to students?

Level III
At this level the faculty member is focused on correcting practice, through insights gained in the reflection to improve learning (Kim, et al. 2010). Questions include:
- Did I promote the most appropriate set of ethical standards in this teaching situation?
- Were the outcomes of the class the most appropriate?
- Did I know what I did not know in this situation?
- Do I need additional knowledge?
- What have I learned?
- What factors got in my way of doing a better job of teaching in this situation?
- If I were to teach this again, would I do anything different?
- How could I change?
- What is one thing I would like to improve upon? How would I accomplish this?

Perceptions from Faculty Facilitators

Benefits of the Reflective Approach
- The RTP approach prompted faculty to identify strengths and deficits in their teaching and uncover some of their personal values and beliefs that underpin their practice.
- Facilitated group reflection and structured question cues may lead to a deeper level of reflection.
- Facilitated reflection may promote insights on the need for organizational level change.

Challenges in Utilizing the Reflective Approach
- Faculty need to be prepared to critically “look in the mirror” in order for RTP to be effective.
- Faculty should be encouraged to maintain reflective journals in a timely manner.
- Faculty may benefit from regular reflective meetings with a small group of faculty.
- Group reflection requires a commitment to confidentiality by each group member, and freedom from employment-related evaluation.

Benefits to the Organization
- Collegiality and collaboration between faculty members was enhanced.
- Enhanced awareness and dialogue among faculty of the importance of RTP which extended beyond the RTP approach.
- Administrative support may be needed to provide dedicated meeting time for group reflection on pedagogical change.

Insights into Self as Facilitator
- Knowledge of group dynamics and basic facilitation skills is essential to assist faculty in reflection.
- Facilitators need to be skilled in self-reflection.

Areas for Future Research
- Explore the relationship between RTP and the identification of faculty learning needs.
- Evaluation of the RTP Approach used with this group of faculty for pedagogical change.
- Explore the extent to which nursing faculty currently reflect-on-practice, the range of situations upon which they reflect, and the process(es) they use to reflect.
- What outcomes are identified from RTP and how do they correlate to student needs?
- What problems did faculty perceive in implementing the RTP approach?

References