Balancing Evidence with Innovation
Presented by Jobeth Pilcher EdD, RNC-BC

Anticipation Guide

<table>
<thead>
<tr>
<th>Innovative teaching strategies are not considered evidenced-based because they are new and have not yet been researched</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>After nurse educators learn evidenced based strategies, they change their teaching strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randomized controlled trials and similar quantitative studies provide the best evidence to guide teaching and learning practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Purpose:
- The purpose of this session is to promote metacognitions among participants regarding innovative teaching and learning options and how they can be balanced with the current focus on evidence-based strategies.

Objective:
- Analyze innovative learning options in relation to how they fit with the available evidence regarding effective learning strategies.

What Innovative strategies do you use?

Framework guiding best education practices
- Research findings

Integrated Level of Evidence Model for Education

- Evidence for: Simulations, concept mapping, case studies, problem-based learning, audience response systems, Socratic questioning, reflection

- What if specific evidence is not available?

- Constructivism
  - Optimal learning is aligned with learner-centered strategies because they assist participants in learning how to seek information, critically analyze & evaluate it, and use it in real-life situations
Neuroscience
- Improved learning as more senses (and thus more areas of the brain) are stimulated
- Educators should view themselves as Memory Enhancers, rather than Information Dispensers
- Limit content delivery to 10-20 minutes, chunk information, use reflection, place important content at the beginning

Behavioral sciences
- Involve participants
- Rationale (context before content)
- Remind 2-2-2
- Social & emotional connection
- Not mundane

Professional Guidelines
- Scope and Standards, NLN, ANCC, IOM
- Instructional Design Principles
  - Dual Coding: Linking between verbal & visuospatial codes
  - Multiple Representation: Presenting both words & pictures
  - Coherence Principle: Picture must be related to words, Avoid unnecessary text
  - Contiguity Principle: Items in proximity
- Technology Guidelines
  - ISTE National Technology Standards
    - [http://www.xiste.org/standards](http://www.xiste.org/standards)
  - Usability Guidelines

Balancing Act

References