2020

Nursing Administration and Faculty Perceptions of their Self-Efficacy With Active Learning Methods

Lindsey Ann Helm
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Lindsey A. Helm

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Stacy Wahl, Committee Chairperson, Education Faculty
Dr. Marianne Borja, Committee Member, Education Faculty
Dr. Marilyn Robb, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Nursing Administration and Faculty Perceptions of their Self-Efficacy With Active

Learning Methods

by

Lindsey A. Helm

MSN, Walden University, 2010

BSN, Presentation College, 2007

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2020

Abstract

A lack of active teaching was identified in a small, rural college in a midwestern state, resulting in negative course evaluations that referenced students' learning preferences as not being met. This qualitative case study was aligned with Bandura's theory of self-efficacy to explore the perceptions of nursing administrators and nursing faculty about their teaching methods and self-efficacy regarding the implementation of active learning strategies. A purposeful sampling method was used to select a total of 8 participants: 6 nursing faculty and 2 nursing administrators. Selection criteria included nurse educators and administrators who had worked at the college within the last 5 years. Data from semi structured participant interviews were analyzed using software to identify codes and themes. The following themes emerged: active learning style, challenges to active learning, support for active learning, factors affecting self-efficacy, and faculty development. The results of this study add to the body of literature regarding current active learning best practices and indicate challenges to the implementation of active learning methods at the local level. The findings of this study contribute to positive social change through being used for the creation of a professional development program for nurse educators, aligned to Bandura's self-efficacy theory, to increase the self-efficacy of nursing educators that will result in an increased use of active learning, which will promote student engagement and critical thinking in the classroom.

Nursing Administration and Faculty Perceptions of their Self-Efficacy With Active

Learning Methods

by

Lindsey A. Helm

MSN, Walden University, 2010

BSN, Presentation College, 2007

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2020

Dedication

To my husband Jon, four daughters, my mother, sisters, mother and father-in-law, sister and brother in-laws, nieces and nephews. Thank you for your endless support, understanding, sacrifices, and love for the past twenty years that I pursued and conquered every educational degree I have set out to accomplish. I would not have been able to achieve this dream alone; you are the foundation I was able to leap from. I hope I have made you proud and, better yet, inspired you to go for the dream.

Acknowledgments

I would like to take this opportunity to thank my doctoral committee, Dr. Wahl, Dr. Borja, and Dr. Robb, for their guidance and support. The final nudges to stay on the path to complete this journey were appreciated more then you know. To Dr. Welling and my college family, thank you for the endless support and wisdom to help bring this research to fruition. Thank you to my friends and family for your endless encouragement and support.

Table of Contents

iii

iv

List of Tables

Section 1: The Problem

Introduction

Nursing degree programs are charged with preparing nurses to function as leaders and caregivers in dynamic healthcare settings. According to the Institute of Medicine's (IOM) Committee (2011) recommendations, curriculum and teaching methods must address patients' needs and students' preferred learning styles. The IOM (2011) recommended that nursing curricula and teaching-learning strategies be reexamined because content laden curriculums, memorization, and other passive learning approaches are not effective.

Supported by local evidence, including student evaluations and minutes from the department of nursing, a problem was identified related to inconsistent teaching methods in a small, private college in a rural, midwestern state. According to the nursing department committee of the college, 75% of the nursing faculty verbalized that most of their classroom pedagogy was delivered through lecturing. In addition, negative student comments on the end of course evaluations raised concern that knowledge transfer was not meeting their preferred ways of learning. The challenges of implementing active learning have been identified worldwide (Andersen, Strumpel, Fensom, & Andrews, 2011; Berndt et al., 2015). In this qualitative case study, I explored self-efficacy regarding the implementation of active teaching strategies from the perspective of nursing administrators and nursing faculty.

Definition of the Problem

Historical changes in "healthcare, education, and nursing regulation … driven by technology, economics, the Affordable Care Act (ACA) and the entry of the millennial generation into the nursing profession ...." have presented a changing infrastructure for nursing as a profession (National Council State Boards of Nursing [NCSBN], 2016, p. 1). As educational programs adjust to the influx of millennial students and their desire for technology and flexibility in learning, faculty is challenged to adapt from a teacher-centered approach to a learner-centered focus to engage students and prepare them to become competent professionals (NCSBN, 2016). Problem solvers and critical thinkers are needed for the complexities of healthcare (NCSBN, 2016). The NCSBN (2016) challenged faculty to motivate and coach nursing students to move into "virtual learning environments, using technologies to make connections and engage students" while not losing sight of the importance of communication skills (p. 10).

There is a wealth of research on the use of simulated learning to replace a percentage of nursing students' clinical rotations, the actual caregiving experience in various patient settings (NCSBN, 2016; Oermann, 2015), and studies have been conducted in classroom settings regarding active learning and active teaching strategies to engage students (Boctor, 2013; Dewald, 2012; Herrman, 2011; Jensen, Meyer, & Sternberger, 2009; Sharpnack & Madigan, 2012). However, a gap exists in the literature related to nurse faculty's and nurse administrators' self-efficacy related to the use of active teaching strategies in nursing programs. According to the nursing department committee, this gap was evident in nursing practice at the study site college where lecture

continued to be the predominant method of instruction. While there is a paucity of research related to teachers' self-efficacy in facilitating active learning strategies, researchers have reported on barriers to the successful use of active learning strategies with regards to its implementation in the classroom (Andersen et al., 2011; Boctor, 2013; Chandrachood, Sivabalan, & Chandekar, 2015; Dewald, 2012; Diekelmann, 2004; Herrman, 2011; Jensen et al., 2009; Mareno, Bremner, & Emerson, 2010;; Sharpnack & Madigan, 2012).

Inconsistencies noted in the literature and a gap in professional practice related to student-centered learning at a college in a midwestern state indicated a need for further research globally, as well as locally, regarding challenges to the use of active learning and the perceptions of nurse faculty and their administrators on the role self-efficacy has in the implementation of active teaching methods in nursing education. I explored the perceptions of the nurse educators regarding the use of active teaching strategies and their degree of self-efficacy using active learning methods to add to the body of literature and affect positive changes in teaching and learning for present and future students (see NCSBN, 2016). In this study, I explored the perceptions of nursing faculty and nursing administrators of their use of self-efficacy to facilitate active teaching methods and overcome challenges to implementation at one college in a midwestern state.

Rationale

Evidence of the Problem at the Local Level

During multiple nursing program meetings at a private nursing program located in a midwestern state, an inconsistent use of active learning strategies in nursing theory

courses was reported. Course evaluations from students of the college consistently revealed that most students disagreed with the statement: "teaching methods were helpful in learning" for the years 2014–2016. While active learning is promoted as a best practice at most nursing conferences, according to the nursing department committee, there continues to be a pedagogic approach to content delivery in nursing theory courses in the college.

The nursing department committee at the study site also reported that although instructors are aware of active learning strategies, most failed to implement them in the classroom. As reported during nursing educator conferences and at annual orientation meetings at the college, nurse educators expressed a desire to use active learning but also reported that it was extremely difficult to implement. Further research was needed to identify the reasons for the inconsistent use of active learning methods.

Evidence of the Problem from the Professional Literature

Active learning is recommended for use in multiple disciplines, including nursing education (NCSBN, 2016). Types of active learning strategies include simulation, games, group discussion, case studies (Boctor, 2013; Dewald, 2012; Herrman, 2011; Sharpnack & Madigan, 2012), and team-based learning (Andersen et al., 2011). Researchers have suggested that student satisfaction and performance are enhanced when varied strategies are implemented (Boctor, 2013; Dewald, 2012; Herrman, 2011; Jensen et al., 2009; Sharpnack & Madigan, 2012). The NCSBN (2016) and IOM (2011) published research indicating that across the nation, nursing education must teach to the preferences of the next generation of learners.

As I reviewed the literature on active learning topics, a recurring trend of increased student satisfaction and improved course performance, such as increased exam scores and participation, when different types of active learning methods are used (Sharpnack & Madigan, 2012; Tosterud, Hedelin, & Hall-Lord, 2013). This finding supports NCSBN's (2016) call for changes in teaching pedagogy in the nursing classroom (see Boctor, 2013; Dewald, 2012; Diekelmann, 2004; Herrman, 2011; Jensen et al., 2009; Sharpnack & Madigan, 2012; Tosterud et al., 2013). Prior research with nurse educators showed the barriers to the use of active learning methods included lack of preparation time, little support, poor funding, and lack of training (Andersen et al., 2011; Chandrachood et al., 2015; Diekelmann, 2004; Jensen et al., 2009; Mareno et al., 2010). The purpose of this qualitative case study was to explore the perceptions of nursing administration and faculty related to their level of self-efficacy in the implementation of active teaching strategies.

Definition of Terms

The following definitions served to inform this study:

Active learning: A process where learners are engaged in discussions and/or problem solving to assist with their ability to analyze, synthesize, and evaluate class content, which enhances nursing knowledge (The Regents of the University of Michigan, 2016).

Clinical reasoning: A thought process that is demonstrated when a student nurse navigates through a changing clinical situation to make the best decision for the client and family (Benner, Sutphen, Leonard, Day, & Shulman, 2010; Jessee & Tanner, 2016).

Clinical rotations: Nursing skills learned during theory and practiced in a lab are demonstrated at clinical agencies, such as hospitals, during clinical rotations (American Association of Colleges of Nursing, 2008; Rajeswaran, 2016).

Critical thinking: A thought process demonstrated when a student nurse uses questioning, analysis, reasoning, and application to come to a correct course of action for the situation (American Association of Colleges of Nursing, 2008; Raterink, 2016).

Flipped classroom: A classroom in which the students listen to a lecture and read associated material prior to class. Classroom time is spent applying the prior learning through active teaching methods (Betihavas, Bridgman, Kornhaber, & Cross, 2016).

Self-efficacy: As people attempt new experiences, their level of self-efficacy (i.e., belief in themselves) to complete the experience is increased (Merriam, Caffarella, & Baumgartner, 2007).

Simulation: This mirrors clinical experiences and allows the student nurse to perform nursing care and demonstrate clinical reasoning in a safe lab environment (American Association of Colleges of Nursing, 2008; Rajeswaran, 2016).

Team-based learning: A form of collaborative learning where engagement within and among small groups of students is demonstrated to enhance learning (Bleske et al., 2016).

Significance of the Study

The results from this research study are significant because they provided insight into how active teaching strategies are perceived as well as insight into the reported level of self-efficacy of faculty and administration regarding active learning implementation.

The findings from this study assisted with the development of interventions needed to positively address the active transfer of knowledge in the local setting. One intervention developed to affect positive social change was a workshop for nurse educators focusing on active learning strategies to include practice using the newly learned active teaching methods. Austin and Sorcinelli (2013) recommended that faculty development programs be centered on the needs of the faculty and institutions and that instruction in how to engage learners through active teaching methods benefits faculty and the institution.

Teachers engage with multigenerational and diverse students who have specific learning goals. Student expectation of the learning environment includes an engaging student-centered environment rather than a teacher-centered focus (NCSBN, 2016). The results of this study have been used to deans and directors at the study site determine which challenges are present and how increasing stakeholders' self-efficacy can overcome said challenges. Positive social change is also occurring through transitioning the delivery of course content from a teacher-centered to a student-centered active learning environment. Once successfully implemented at the local level, the program can be shared nationally to assist all nurse educators.

Guiding Research Question

The guiding research questions for this study were:

1. What are the perceptions of nurse educators concerning their ability to use active learning strategies in their professional practice?

2. What are the perceptions of nursing administrators concerning faculty's ability to use active learning strategies in their professional practice?

Review of the Literature

I conducted a systematic search of databases to reach saturation of the available literature regarding faculty and administrative challenges with the use of active learning in the classroom. This literature review was conducted through use of the Walden University Library to access databases, including EBSCOhost, Education Research Complete, ERIC, CINAHL, ProQuest Nursing and Allied Health Source, Ovid Nursing Journals full text, and PubMed. The key search terms used included *active learning, learning strategies, nursing education, nursing theory, clinical, diversity, simulation, barriers, influences, team-based learning, games, flipped, technology, nurse faculty, perceptions, gender, years of experience, employment, faculty development,* and *self-efficacy theory.* In the review, I focused on research published primarily within the past 1 to 5 years from peer-reviewed and scholarly journals. Older references were used if no current information was found in the literature search.

In this study, I examined the perceived level of self-efficacy related to the use of active teaching methods of nursing administrators and faculty through the lens of Bandura's theory of self-efficacy. In this review, I explore the most popular types of active learning presented at nursing conferences across the United States over the last 5 years and the documented challenges of educators utilizing active learning methods. A discussion of the four themes of self-efficacy and their alignment to professional development designed to assist educators in overcoming challenges to new ventures completes the review.

Overview of Conceptual Framework: Bandura's Theory of Self-Efficacy

Bandura's theory of self-efficacy is formulated from the concepts of the social cognitive theory (Hayden, 2009). Social cognitive theory posits that people learn and obtain knowledge and skills by observing others in, or during, a social setting (Hayden, 2009). In addition to acquiring knowledge and skills, the effects of success or failure are also learned (Merriam et al., 2007).

Self-efficacy has played a role in behavior change (Bandura, 1982). Merriam et al. (2007) explained, "Self-efficacy is our own estimate of how competent we feel we are likely to be in a particular environment" (p. 289). This self-assessment influences how successful a person can be in difficult or new situations (Bandura, 1982)). Noting that self-reflective thought reconciles the relationship between knowledge and action, Bandura (1982) examined the way individuals judge personal abilities, finding that through self-perceptions of efficacy, they are then motivated to behave. Self-efficacy theory is effective in the adult learning environment because it considers the learners' experiences and the environment as impacts on behavior choices (Merriam et al., 2007).

The four themes of Bandura's self-efficacy theory are mastery experience, vicarious experiences, verbal persuasions, and somatic/emotional states (Hayden, 2009). The mastery experience relates to the successful completion of activity being carried forward (Hayden, 2009). The vicarious experience centers on the belief that if an individual observes a colleague completing a task, the individual's self-efficacy increases because he/she believes in a personal ability to complete the work (Hayden, 2009). Verbal or social persuasion occurs when others influence an individual's behavior through positive verbal prompts (Bandura, 1982). Somatic and emotional states, or the

physiological state, may affect whether individuals can perform a new task based on "their capability, strength and vulnerability" (Bandura, 1982, p. 126).

Hayden (2009) and Kardong-Edgren (2013) affirmed the use of self-efficacy as useful to the development of individuals, whether in the workplace or academics. Bandura's self-efficacy framework was essential for this study be nurse educator and administrator perceptions regarding their ability to facilitate a classroom using active learning methods was the focus of the exploration. Bandura (1982) found that the perception of personal self-efficacy influences thought patterns, actions, and emotional arousals of the individual, which means the higher the level of self-efficacy, the higher the personal accomplishment. This finding supports the value of evaluating the perceived level of self-efficacy of nurse educators and administrators related to facilitating a classroom aligned with active learning methods.

Active Learning Styles

As diversity among nursing students increases, academia must develop educational strategies to engage all learning styles (Heller, Oros, & Durney-Crowley, 2013; Kroning, 2014; Tosterud et al., 2013). Diversity relates to ethnicity, religion, culture, gender, age, generational status, and economic status. Most nursing students are tactile learners (Boctor, 2013; Sharpnack & Madigan, 2012; Sinclair & Ferguson, 2009; Tosterud et al., 2013; Wagner, 2014), and while lecturing is "cost effective" (Herrman, 2011, para. 18) and an appropriate delivery style to address some learning objectives (Herrman, 2011; Lumpkin, Achen, & Dodd, 2015), it is essential that educators use a variety of styles to ensure all students' learning needs are met.

Atherton (2015); Cattaneo (2017); Hyun, Ediger, and Lee (2017); and Mukherjee (2015) have investigated the use of active learning methods in academia. The constructivist theory supports the use of active learning (Cattaneo, 2017). The constructivist approach emphasizes the use of a reflection period to increase an individual's knowledge base of the learning experience (Cattaneo, 2017). Active learning can be thought of as an application of practice (Cattaneo, 2017), and for the current study, was defined as any learning method, other than a lecture, that engages the student in the process of learning (see Hyun et al., 2017). The most common types of active learning methods include problem-based learning, discover-based learning, inquiry-based learning, project-based learning, and case-based learning (Cattaneo, 2017).

Problem-based learning focuses on obtaining knowledge, analyzing the context of the experience, and applying the new knowledge to solve a problem (Atherton, 2015; Cattaneo, 2017). Students can work in groups and the role of the educator is to facilitate or guide the process (Cattaneo, 2017). This type of active learning promotes problem-solving skills and critical thinking (Atherton, 2015).

Discovery-based learning uses self-discovery to develop knowledge (Catteneo, 2017). The students are encouraged to investigate a situation to understand the content presented and then learners collaborate to come up with the best possible outcome to the learning experience (Catteneo, 2017). This style of learning is thought to instill a desire for lifelong learning and puts the student in charge of his or her learning within set boundaries (Cattaneo, 2017). Mukherjee (2015) supported this style of learning and found that students retain the knowledge longer when they discovered and assimilated it.

Inquiry-based learning is like the scientific process where a problem is uncovered, an investigation follows, and the solution is discovered during a reflection period (Cattaneo, 2017). This style of learning encourages the student to become self-directed with the teacher functioning as a guide or resource to the students (Cattaneo, 2017).

Project-based learning uses the result of a project to enhance a learning experience (Cattaneo, 2017). Students learn through each level of the project development, which is like writing a thesis: Problems are discovered, investigation (where learning takes place) occurs, and the completion of the project allows for reflection that enhances the overall learning experience (Cattaneo, 2017). The instructor serves as a guide or mentor to the student (Cattaneo, 2017). Tiwari, Arya, and Bansal (2017) found that project-based learning enhances teambuilding; improves communication skills; and similar to the findings of Cattaneo (2017), fosters a sense of ownership of the learning experience.

Case-based learning applies past experiences to the current situation, which can produce a new learning experience that may be remembered and recalled later (Cattaneo, 2017). Using case-based learning, the students become critical thinkers, learn from role-playing, and are exposed to new situations as the instructor guides the learning process (Cattaneo, 2017). Datta and Ray (2016) compared case-based learning to lecture-centered courses and found better retention of knowledge, self-directed learning, and an increase in clinical reasoning with case-based methods.

According to Boctor (2013), the learning environment must encourage curiosity and offer content relevant to all learners. The educator needs to help students build on experiential knowledge and address knowledge gaps without overwhelming the learning experience (Cattaneo, 2017). Providing a learning environment that uses lecture for the initial presentation of material and active learning for reinforcement and application of knowledge has shown to be successful (Boctor, 2013; Herrman, 2011; Lumpkin et al., 2015). The active learning environment facilitates immediate feedback, stimulates discussions, and helps clarify misconceptions (Boctor, 2013).

Herrman (2011) discussed the need for learning strategies to be meaningful and integrated with course objectives. Offering creative teaching strategies that cater to students' learning styles enhances learning and may provide enjoyment for students (Herrman, 2011; Lumpkin et al., 2015). Student involvement in setting priorities, providing small group activities, leading discussions, and reflecting through journaling promotes academic success (Bussard, 2015; Herrman, 2011; Lumpkin et al., 2015). Sinclair and Ferguson (2009) and Lumpkin et al. (2015) found that student satisfaction and the effectiveness of learning is greatest when simulated learning activities and lecture periods were combined. Tosterud, Hall-Lord, Petzäll, and Hedelin (2014) found debriefing (i.e., the discussion of actions) following the simulation allowed for the transfer of learning and enhanced the overall experience of simulation. Pettit, McCoy, and Kinney (2017) reported that students who were given the power to choose how to learn were more satisfied with active learning methods as compared to lecture.

Continued Benefits of Active Learning

The most popular methods of active learning promote collaboration and teamwork among students and faculty (Crocco, Offenholley, & Hernandez, 2016; Nouri, 2016), such as problem-based and case-based active learning (Cattaneo, 2017). The goal of connecting theory to practice is at the forefront for all educators (Nevin, Neill, & Mulkerrins, 2014; Schlairet, 2011; Tosterud et al., 2013). Using a mixture of active learning methods, such as simulation, flipped classroom, gaming, and team-based learning, gives students an opportunity to explore how they best learn (Crocco, Offenholley, & Hernandez, 2016; Nouri, 2016). Active learning methods allow for exploration of connections between theory and practice to enhance critical thinking and clinical reasoning (Buchenroth-Martin, DiMartino, & Martin, 2017; Nevin et al., 2014; Schlairet, 2011; Tosterud et al., 2013). Students are expected to grow in their ability to reason as they progress through nursing programs (Lewis & Ciak, 2011).

Active learning strategies that are infused throughout a nursing program may increase the opportunity for students to develop critical thinking, clinical reasoning skills, increased self-satisfaction, self-confidence, enhanced collaborations, and attention in the classroom (Buchenroth-Martin, DiMartino, & Martin, 2017; Nevin et al., 2014; Schlairet, 2011; Tosterud et al., 2013). In my review of the literature on the positive attributes of active learning, I found that the benefits are numerous. Upon review of the themes of increased critical thinking and clinical reasoning skills, Gates, Parr, and Hughen (2012) and Bleske et al. (2016) found an increase on student exam scores with active learning methods. Bleske et al. (2016) also noted an increase in student self-confidence. The findings of McAllister et al. (2013) and Berndt et al. (2015) supported those of Gates et

al. and Bleske et al. results as clinical reasoning skills (i.e., critical thinking in the clinical experience) were increased when active learning methods were utilized. Similarly, Andersen's et al. (2011) found increased clinical reasoning and increased student self-confidence when active learning was used to deliver new content.

Satisfaction with learning is an important benefit of any learning experience and has been noted throughout multiple studies when active learning is predominant. Crocco et al. (2016) and Harris and Jones (2015) found that when active learning methods are used within the classroom, overall student satisfaction was the greatest. In contrast, however, Betihavas et al. (2016) found a need for further research on active learning and satisfaction related to their research with flipped learning. Betihavas et al. explained that the type of active learning used can result in some increased student satisfaction with the learning experience. While Betihavas et al. did not report a direct correlation between flipped learning and improved exam scores, much of the research on active learning methods reported enhanced student satisfaction with the learning experience (Crocco et al.).

Satisfaction and engagement can also be experienced with enhanced collaboration and peer learning, as noted by Bradford, Mowder, and Bohte (2016) and Buchenroth-Martin et al. (2017). I have personally noted the value that involvement can have on an individual's critical thinking when working with a group during an active learning exercise. A noted increased in engagement was also reported when students worked in small teams that assisted in the development of interprofessional communication skills (Buchenroth-Martin et al., 2017; Dolmans, Michaelsen, van Merriënboer, & van der

Vleuten, 2015). Leisey, Mulcare, Comeford, and Kudrimoti (2014) studied team-based

learning, finding that student engagement was enhanced with this method of learning and

that students were committed to the team they belonged to, which supported the learning

experience. Aligning with the results reported by Buchenroth-Martin et al. and Dolmans

et al., (2015), Leonard, Shuhaibar, and Chen (2010) noted an increase in interprofessional

team growth where improved student satisfaction was realized. McCarthy (2016)

discovered that while active learning was more popular with their participants, the

students preferred a combination of active and traditional methods of learning. Based on

the information presented in the aforementioned studies, educators need to employ varied

learning methods to promote satisfaction, engagement, and increased thinking skills

among students.

Active learning assists the instructor to identify struggling students through

observation during a learning activity (Nouri, 2016). This is important as not all students

will ask for help. When active learning is utilized, students show an increase in their

ability to make clinical judgments (Berndt et al., 2015), and when a problem is noted

during the experience, the instructor may assist to provide additional resources or one to

one instruction (Nouri, 2016).

Types of Active Learning

The following section will explore the most common types of active learning and

will describe the benefits of each type.

Simulation. Simulation is used to engage diverse learners and allows for the

ability to experience an event in a safe environment. It is an opportunity for students to

work with standardized patients (live actors), mannequins, and medical equipment to achieve learning (Bortolato-Major et al., 2018; Schlairet, 2011;). According to Schlairet's (2011) research finding and the review completed by Bortolato-Major et al. (2018), students were able to apply their previous knowledge to explore an unknown environment through simulated learning. When students enter a nursing program, the expectation is that students will apply content to a given situation and not merely memorize the content. Simulation allows for the application of theory. Gates et al. (2012) noted that nursing exam scores increased significantly following simulation experiences. Another reported benefit was that collaboration and peer learning among different levels (sophomores, juniors, seniors) of nursing students enhanced the simulation learning for most students (Leonard et al., 2010).

Flipped classroom. A flipped classroom allows for students to interact with each other to promote learning during a shared activity (Geist, Larimore, Rawiszer, & Al Sager, 2015). All preparation for the activity is completed by the student outside of the classroom (Nouri, 2016). An example of a flipped classroom occurs when assignments, readings, and recorded lectures are viewed and completed by the student as preparation before class. During classroom time, there is a planned active experience to reinforce what was learned in the preparation period. Betihavas et al. (2016) completed a systematic review of the flipped classroom and how it applies to nursing education. The report analysis indicated that satisfaction from students was higher when the flipped learning method was used as compared to other learning experiences.

Gaming. Games can be used to facilitate learning via Internet access to applications (apps), such as a polling application, or board games that can be manipulated to provide an in-depth learning experience that can be downloaded to personal devices. When games are used in a quiz-like a format, gaming offers a formative assessment to reflect attainment of classroom objectives (Boctor, 2013). During a game experience, the environment allows for immediate feedback, facilitates discussion, and clarifies misconceptions held by students (Boctor, 2013). Precise identification of goals and rules needs to be observed for a learning game to be successful.

Team-based learning. Team-based learning is different from problem-based learning because all students, as well as the instructor, are considered members of the team. Prior to the activity, no outside preparation is completed and the problem to be discussed is revealed during the collaborative interaction (Bleske et al., 2016; Dolmans et al., 2015, Leisey et al., 2014;). Team-based learning is like discovery-based learning where there are multiple small groups. Preparation for the class is not a requirement and rarely will a lecture follow the interaction (Bleske et al., 2016). The teams work together to come to an understanding of the learning experience through shared reflection.

Barriers to Active Learning

In the 1980s and 1990s a movement began to incorporate active learning methods in the college setting to facilitate the needs of all styles of learners. The teacher is expected to transition away from the authoritative figure role towards being a facilitator or guide in the classroom (Hojeij & Hurley, 2017; Patton, 2015). While the benefits of active learning are well published, the research shows lecture continues to be the primary

teaching method for learning at the college level (Andersen et al., 2011; Berndt et al., 2015; Chandrachood et al., 2015; DuHamel et al., 2011; Patton, 2015).

Challenges that can accompany active learning strategies consist of negative student and faculty reactions. Faculty reported that collaborative classroom simulation and team-based learning, both styles of interactive learning, were found to be time-consuming (Andersen et al., 2011; Berndt et al., 2015), caused anxiety when students resisted, initially resulted in poor exam scores, and produced disgruntled students. Boellaard, Brandt, and Zorn (2015) researched faculty that were working within an advanced nursing degree program where stress is high and found that an unresponsive work environment can play a role in the success or failure of a teacher. Diekelmann (2004) and Robb (2012) studied novice faculty and their interactions with the learning environment. Faculty who were trained in active teaching and learning methods were found to use more modern learning strategies, such as collaborative learning (Robb, 2012) but were met with indifference and sometimes were belittled by seasoned faculty. Diekelmann discovered that initially new faculty transitioning to academics were welcomed, but soon after, were left to their own devices where they struggled to understand if they were following the best practice in an education setting.

Another challenge noted was a lack of support for faculty development. Faculty development is a continuous process because the environment of higher education is dynamic, however financial constraints impact how and when faculty development occurs (Austin & Sorcinelli, 2013). Faculty are expected to look for inventive ways to enhance their development and teaching strategies (Calkins & Harris, 2017). Students

prefer experiences in education that are easy to access, provide flexibility, and are related

to their interests. Universities' responses to this variable consist of offering different class

times to include night and weekend classes, different learning paths of curricula, and

different delivery methods (Austin & Sorcinelli, 2013). The faculty is then expected to

develop themselves to deliver content through effective teaching methods that need to be

molded into these alternative deliveries utilizing technology.

Overcoming Challenges to Active Learning

Bandura's self-efficacy theory is well documented to reflect that increased self-

efficacy produces success in individual undertakings (Bandura & Adams, 1977; Camp,

2017; Rowbotham, 2015; Waes, Bossche, Moolenaar, Maeyer, & Petegem, 2015; Yoo,

2016). There is a call for educators to use best teaching practices to engage all types of

learners. Camp (2017), Rowbotham (2015), and Yoo (2016) found that increased self-

efficacy aids in enhanced faculty development to implement new activities. When self-

efficacy is increased, goals set by faculty are realized, and the ability to execute new

activities is secured (Camp, 2017; Yoo, 2016). To improve faculty ability to utilize active

learning methods, growth is needed in teaching practices, and as experts in their

respective fields, nurse educators may have the content knowledge to teach, but they may

lack training in implementing effective teaching practices.

Investigating the influence of self-efficacy on teaching practices assisted with the

development of faculty to become comfortable with active learning strategies. Research

completed by Nugent, Bradshaw, and Kito (1999) found that nurse educators reported a

high sense of self-efficacy in their role. Rowbotham (2015) found that a "strong sense of

self-efficacy in college faculty is an essential component for instructional competence"

(p. 4). A recommendation from Rowbotham indicated more research is needed regarding

self-efficacy and its effect on teaching.

How to Increase Active Learning in the Classroom With Bandura's Self-Efficacy

Themes

The four themes of Bandura's self-efficacy theory include mastery experience,

vicarious experiences, verbal persuasions, and somatic/emotional states (Hayden, 2009).

Mastery experience. Mastery experiences are the most efficient way to enhance

self-efficacy (Hayden, 2009). Individuals who have mastered a skill believe they are

capable of repeatedly being successful (Hayden, 2009). Training, workshops, and clinical

experiences offer individuals opportunities to increase self-efficacy through practice,

learning, and re-practice to master a skill (Lunenburg, 2011). However, individuals may

not be able to master a skill even with repeated practice, resulting in a decrease in self-

efficacy. Similarly, if an individual attempt the same style of activity and never increases

the difficulty of the task, there will be no enhancement of self-efficacy (Hayden, 2009). A

component that aids in the mastery of skills is years of experience (Hayden, 2009; Waes

et al., 2015).

Cameron and Woods (2016) explored challenges in teaching and variables that

affect success. Findings indicated inexperienced teachers tended to focus more on being

liked by students. There was more desire to impress the student than a focus on meeting

student learning outcomes. An "inward focus on self" (Cameron & Woods, 2016, p. 185)

was noted. The developed educator is more likely to use a student-centered approach that

uses active leaning. The distinguished teacher concentrated more on teaching and looked to engage the students. Hence with mastery of experience the developed educator would be successful with the implementation of active learning if self-efficacy was increased (Cameron & Woods, 2016).

In contrast to Cameron and Woods (2016), Stonebraker and Stone (2015) found years of experience could have a detrimental effect on active learning methods. In research exploring the impact of age on the professor's abilities to teach, findings indicated that while effective teaching does correlate with more experience, advanced age and tenured faculty could "shirk and relax" regarding teaching responsibilities (Stonebraker & Stone, 2015, p. 796). These findings relate to nursing faculty as the median age of a nurse educator is 53.2 years (Killingsworth, Kimble, & Sudia, 2015). It is relevant to investigate if and how self-efficacy changes with years of experience.

Whether the educator is experienced or new to the field, all can be supported with the tools needed to manage their classroom and use active learning to increase student satisfaction. Can and Kaymakc (2015) concluded that management of a classroom does not vary based on gender alone and they found more success with teachers who had between 1-5 years and 16-20 years of experience versus educators with 6-10 years of experience. Further research is needed to examine if increased self-efficacy is reflective of the years of experience brought forth by the educator (Brandt, Boellaard, & Zorn, 2015).

Vicarious experience. The vicarious method centers around the belief that if an individual observes a colleague completing a task, the individual's self-efficacy increases

because she believes in a personal ability to complete the task. Conversely, if a person

sees a colleague falter, self-efficacy may be affected negatively (Bandura, 1982; Hayden,

2009). Workshops, training, and academic conferences offer individuals the ability to

learn vicariously while watching others complete tasks (Lunenburg, 2011).

Verbal persuasion. According to Bandura (1982), verbal persuasion is widely

used to convince people they can accomplish established goals. While verbal persuasion

alone cannot maintain self-efficacy, it can contribute to successful performance if the

activity is within reachable boundaries (Bandura, 1982). With verbal support, the

educators' self-efficacy is increased, enabling them to meet their goals. Mirick and Davis

(2015), and Orchard and Winch (2015) found teachers need to feel supported during the

first few years in practice to be successful and retained in the education system. Field

experiences with coaches support the development of the educator to provide verbal

persuasion (Teras, 2016). Training programs should be offered to promote the growth of

the teacher, regardless of years of experience or employment status (Camp, 2017).

Because a multitude of processes are being utilized, applications that utilize the themes of

mastery of experiences, vicarious experiences, and verbal persuasion could be useful in

developing a diverse group of educators (Bandura & Adams, 1977). Aligned to

Bandura's framework, training programs may increase faculty self-efficacy (Bandura &

Adams, 1977).

Physiological state. Somatic and emotional states may affect whether an

individual can perform a new task. People rely partly on information they receive from

the body to determine if they can attempt or continue with an undertaking (Bandura,

1982). Stressful situations can create emotional stress, which negatively affects a person's ability to cope. When an individual experiences fear, anxiety, or worry, he/she will adopt a fight or flight response. If a situation or experience causes a pleasurable feeling, an individual will remain engaged and experience an increase in self-efficacy (Hayden, 2009). Gopaul et al. (2016) Jolley, Cross, and Bryant (2014) Rogers (2015)and Simonds, Brock, and Engel (2016) investigated the effects of the employment status of the educator on teaching performance, and they noted that faculty need support and stability to offset burnout in the academic field

The use of adjunct faculty is not a new concept; many university systems have used adjuncts to save money or to bring in industry experts. While there is limited research on methods used in the classroom related to how job title and work status effects the self-efficacy of the educator, Cho, Otani, and Kim (2014), among others, noted that adjunct instructors' success in managing a classroom was largely dependent upon university support (Starcher & Mandernach, 2016), giving credence to Bandura's use of verbal persuasion. Jolley et al. (2014) found adjunct instructors felt invisible and were at a disadvantage because they were hired shortly before courses began. The ability to prepare for the class was diminished, resulting in a decrease in self-efficacy regarding mastery of experience. Simonds et al. (2016) found if the needs of the adjunct instructor were not met, performance and satisfaction were negatively affected, supporting the need for the educator to have support and guidance.

While most researchers found a positive correlation between employment status and student performance, Rogers (2015) did not report a significant effect on student

success. Gopaul et al. (2016) found full-time faculty face different challenges than part-time or adjunct instructors, which could affect teaching practices. This supports how somatic and emotional states can change the educator's ability to manage a classroom using active learning methods.

As methods and performance are assessed, using full-time faculty provided stability for students due to a sense of comfort (De Pillis & Johnson, 2015). Starcher and Mandernach (2016) noted that full-time faculty had a higher level of commitment to classroom management and dedication to teaching outcomes. In this study, support for faculty was noted as imperative to adjunct and full-time faculty success in courses taught. Cho et al., (2014) found that while full-time faculty was stronger with assessment strategies and explaining content to the students, adjuncts taught with more enthusiasm. The mixed results in other disciplines reflect the need for further research to explore how self-efficacy of an employed educator can affect his/her ability to manage a classroom. Yedidia, Chou, Brownlee, Flynn, and Tanner (2014) found a high rate of burnout with full-time faculty, which demonstrates the need for support from the administration. Further research is needed on self-efficacy and the role it plays in the use of active teaching methods in nursing education.

The Future of Faculty Development for Active Learning Strategies

When considering the development of a program to assist the nurse educator to learn how to use active learning, it is widely noted that a development program cannot be generic or stagnant. One single view will not lead to the development of faculty. Utilizing Bandura's themes will allow for faculty to embrace their self-efficacy to promote growth

in the classroom. When tailoring programs for development, the institution needs to take into consideration the career-stage (new, established or senior) status of the educator and his or her appointment within the university. Professional developers are charged with "creating a culture of teaching excellence, responding to individual faculty needs, and advancing new initiatives in teaching and learning" (Austin & Sorcinelli, 2013, p. 92).

Austin and Sorcinelli (2013) found that face to face programs offered at flexible times attract faculty to attend training. It is important also to provide variations in training such as blended (online and face to face) and online learning opportunities. Faculty development will continue to change as the educational environment changes. Institutions should utilize the goals of the faculty, the purposes of the school, challenges uncovered, and new practices to offer developmental programs that can meet learner outcomes.

Review Summary

The literature review explored the need for active learning to be used more frequently in nursing education. Student satisfaction and the connection of theory to practice is enhanced when students are active in the learning process, but faculty face challenges to the implementation of active learning. These findings supported the need for further research in nursing education. Support to provide developmental opportunities for faculty building on their self-efficacy was noted, however research was needed to determine if the self-efficacy of nurse educators would assist in the ability to use active learning strategies in the classroom.

Implications

The tenets of Bandura's self-efficacy theory are shown to be successful when aligned to professional development trainings (Lunenburg, 2011) and may foster the development of an educator's ability to implement new activities in the classroom. The results of this study will contribute to positive social change through the creation of professional development programs for nurse educators at all levels of practice. The implementation of active learning is recommended by professional organizations (IOM, 2011; NCSBN, 2016; Patton, 2015) and has brought forth not only new ideas such as the flipped-classroom, team-based learning, gaming, and simulation, but also challenges experienced by nurse educators. The review of self-efficacy and its role in professional development provided promising data that increased self-efficacy could assist nurse educators with the implementation of active learning strategies.

Further research was needed to evaluate the role that increased self-efficacy can play in the development of the administrator and the nurse educator regarding the use of active learning in nursing programs. The literature review indicated more research is needed to examine the role of self-efficacy in implementing active learning strategies in higher education through faculty development (Betihavas et al., 2016; Bleske et al., 2016; Crocco et al., 2016; Harris & Jones, 2015; Lewis & Ciak, 2011; Simonds et al., 2016).

Results from this study added to the existing literature regarding the use of active learning strategies, perceived challenges, and the development of the faculty to be able to implement active learning teaching methods. The results provided insight on the current practice of nurse educators and perceptions of the nurse educators' self-efficacy

regarding the use of active teaching strategies and class management. Nursing administrators' reflections were also accounted for. The findings addressed challenges presented by the IOM (2011), NCSBN (2016), South Dakota Department of Nursing (2016), and institutions of higher education. Outcomes from this study contribute to positive social change efforts through the development of a nurse educator workshop aligned to the themes identified through this study. The workshop focuses on active learning strategies and overcoming identified challenges.

This workshop will assist nurse educators to collaborate and increase self-efficacy with active learning and self-development across the nursing discipline. Increasing the self-efficacy of teachers in using active teaching methods may result in positive social change at the local level evidenced by increased student engagement, improved attrition rate, and increased student and teacher job satisfaction. Throughout the year, nurse educators will come together at nurse educator conferences at local, national, and international settings. By providing a workshop for nurse educators while improving teachers' self-efficacy in facilitating an active classroom and providing teachers with the tools needed to increase self-efficacy in active learning techniques, positive social change will be facilitated.

Summary

The call for active learning to meet the needs of today's students is well documented, and nurse educators have a responsibility to use teaching methods that positively impact students' learning. The literature review established current trends in active learning methods as well as styles of active learning. Challenges to the

implementation of active learning methods were identified as well as the need for additional research. Faculty development contributes to the successful implementation of active learning and personal development of the nurse educator. An overview of Bandura's self-efficacy theory and how it aligns to active learning and the implementation in higher education was presented.

Section 2: The Methodology

Research Design and Approach

In this qualitative study, I examined nursing administrator and faculty perceptions of active teaching methods through the lens of Bandura's theory of self-efficacy. Qualitative research focuses on the "study of a social phenomenon and giving voice to feelings and perceptions" (Lodico, Spaulding, & Voegtle, 2010, p. 114). The focus of qualitative research is to obtain data that are accurate, natural, and reflective of the participants' views (Creswell, 2012; Dillman Taylor, Blount, & Bloom, 2017; Lodico et al., 2010).

I conducted this study to address an identified problem in a small, private college in a rural midwestern state related to inconsistent teaching methods. Study site faculty verbalized difficulty with the implementation of active teaching strategies in the classroom and shared that knowledge transfer occurred largely through lecture. In nursing team meetings, faculty expressed difficulty with the implementation of active teaching strategies in the didactic classroom. Course evaluations were then reviewed to support the claim that classroom management and learning experience consisted mainly of lecture. Students reported the main delivery method during course consisted of lecture. This basic qualitative case study was carried out to explore nursing administrator and faculty perceptions concerning their ability to use active teaching strategies in their professional practice.

Description of Qualitative Research Design

The basic qualitative case study approach is used to scrutinize the meaning, examine the processes, or gain insights within a single unit (Creswell, 2012; Dillman Taylor et al., 2017). A single unit is a specific site with select individuals and topics. The goal of a qualitative study is to provide "richly detailed descriptions of the situation to capture the full uniqueness of the case" (Lodico et al., 2010, p. 157). The basic qualitative case study approach was appropriate for this study because it focused on one specific site, a private college with a nursing program in a midwestern state. The study participants consisted of experientially qualified nurse educators and nurse administrators who taught and/or worked in nursing within the last 5 to 10 years. The aspects of a basic qualitative case study that aligns with the population to be studied involve a limited number of people within a specific department and within a designated time frame that constitutes a single unit or bounded system (Creswell, 2012).

There is gap in the current literature and professional practice related to nurse faculty's perceptions of self-efficacy in the use of active teaching strategies in nursing programs (Nugent et al., 1999; Roney, Westrick, Acri, Aronson, & Rebeschi, 2017). The gap in practice addressed in this study was the inconsistent use of active student learning strategies in nursing theory courses at a private college and the research related to teachers' self-efficacy in facilitating active learning strategies and administration/faculty challenges to implementation (see Andersen et al., 2011; Chandrachood et al., 2015; Diekelmann, 2004; Jensen et al., 2009; Mareno et al., 2010). The inconsistencies noted in the literature and at the college indicated a need for further research globally, as well as locally, regarding the implementation and use of active classroom instruction methods.

I also considered the use of quantitative designs to address this problem. While quantitative inquiry provides trends and is sometimes used in conjunction with a qualitative study approach (Lodico et al., 2010), a full, quantitative, descriptive survey design was dismissed because it lacked the depth needed to identify the perceptions of the nurse educators. Experimental research was also considered for use but was discounted as treatment to the participants was not planned. A nonexperimental approach, such as a correlation study, would have been beneficial to look at past experiences that may have influenced behaviors, but this design would not elicit the depth needed for the participants to reflect upon self-efficacy and its effect on teaching methods (see Creswell, 2012; Lodico et al.).

Participant Selection

I used purposeful sampling in this study because the population that was researched needed to share characteristics to address the research questions. This type of sampling is preferred for the qualitative case study approach (Creswell, 2012; Lodico et al., 2010). After receiving Institutional Review Board approval from the parent institute (i.e., a letter of approval) and the Institutional Review Board approval of Walden University (Approval No. 02-04-19-0127026), I e-mailed an invitation to partake in the study to the nursing administrative assistant at a small, rural, private college with the request that the e-mail invitation be sent to all full-time, part-time, and adjunct instructors that had worked for the college within the undergraduate program in the role of faculty or administration within the last 5 to 10 years, inviting them to participate in the interviews. Utilizing the nursing administrative assistant allowed for the participants to reply without

pressure because I was unaware to whom the e-mail was sent. Current administrators and faculty were excluded from the study because they could have felt pressured to partake in the study due to my status as their colleague.

The program had a total of 20 nurse educators and three nurse administrators over the last 10 years. The administrative assistant forwarded the e-mail invitation to three nurse administrators and 12 nurse faculty. I sent the first two administrators to agree to participate and who met the inclusion criteria the consent form to participate formally. The first six faculty participants that responded to the invite and met the inclusion criteria were also sent the consent form to participate formally. The sample then consisted of eight total participants: two nurse administrators and six nurse faculty. Lodico et al. (2010) suggested that for a qualitative study design, the sample should contain participants from the setting. A smaller sample size allows for breadth and depth during the interview. As most qualitative studies sample sizes range from three to ten in number (Creswell, 2012), eight participants provided a balanced account of lived experiences.

Establishing a Working Relationship

I have a collegial relationship with the members of the nursing department, including administration and nurse educators, at the college. I have worked with this institution for 7 years. Currently, I am a nurse educator with credit release to assist with coordination of clinical/courses and a liaison to the dean of nursing. This relationship allowed for ease of access to nursing department participants but could also be noted as a limitation because of the possibility of compromising the natural interaction between the participant and myself as the researcher (see Lodico et al., 2010). I do and did not have

any supervisory responsibility over the participants in this study. All participants

consented freely. In the informed consent form, I disclosed the research procedure and

the rights of the participants. Upon receiving their consent form via e-mail, each

participant was contacted by email to establish an interview date and time.

Protecting the Rights of Participants

I took measures to prevent undue stress for all participants. The interviews were

scheduled based on each participant's preferred date, time, and location availability. All

interviews took place at the participants' current place of employment or their preferred

meeting space. This allowed for the confidentiality of the participant to be protected. By

adhering to their schedules, I was able to decrease the amount of stress on time

constraints. Participants were reminded that they had the right to end their participation in

the research study at any point without fear of reprisal. Consent forms were reviewed

prior to the start of the interview and all participants remained willing to take part in the

interviews. No participant elected to leave or not take part in the interview while the

study was conducted. The interviews were recorded and lasted anywhere from 15–25

minutes. The dictation audio recorder was kept between me and participant to record

sound; this measure added to dependability of the study. The participants were numbered

as Educator 1, Educator 2, Administrator 1, Administrator 2, etc. to protect their identity.

The interview recordings were saved according to these educator or administrator

numbers. Scanned versions of the completed informed consent forms and copies of the

audio recordings are saved on my personal computer that is password protected within a

file that is also password protected. The original hard copies will be kept for 5 years in a

locked file cabinet at my home office that only I have access to. All material will be destroyed by shredding or deletion from the hard drive 5 years from the study being published.

Instrumentation of Data Collection

Data collection took place using a one-to-one, semi structured interview approach to address the research questions in depth. The instrument used to collect the data was an interview protocol (see Appendix B). This tool provided the interview questions to be asked of all participants and the probes to be asked of the faculty and administration who did not provide enough information from in response to the interview question alone. The use of the protocol allowed for me to explore the faculty and administrator perceptions and answer any questions they had that needed clarification. The probes allowed me the opportunity to explore the participants' responses fully. All faculty and administrators were asked the same questions from the relevant protocol in the same tone of voice. This practice assisted in the saturation of data. Saturation is used to help the researcher acknowledge when there is enough data to assist in the development of themes (Bogdan & Biklen, 2007).

Upon initiation of the interview, the audio recorder was turned on and I stated my name, the date, and the time of the meeting followed with the identification of the participant as either Educator 1, 2, 3, etc. or Administrator 1, 2, etc. The first question from the interview protocol was asked followed by the second, etc. During the interview process, I maintained eye contact with the participant while making notes on sides of the protocol to assist with my reflective journaling to control for biases (see Creswell, 2012).

Upon answering all 10 questions, the participant was thanked for his or her time and the recording was stopped. The participants were told that the transcript would be sent to them within 1–2 weeks for their review. A transcriptionist was hired after they signed a confidentiality form, which is filed within my locked cabinet in my home office. As suggested by Bogdan and Biklen (2007), I worked closely with the transcriptionists to make sure the conversations were recorded accurately. A Microsoft Word document was created that contained the interview questions and the responses of the participants. The transcripts were then e-mailed to the participants for member checking. The participants had the opportunity to review and make corrections to the document to assure for its accuracy. No corrections were needed. The transcripts were then e-mailed back to me where the updated transcripts were then saved as member checked.

Evidence of Quality

To assure for the quality, reliability, and validity of the interview protocol, I implemented the following steps. The interview protocol (see Appendix B) was based on the examples provided by Lodico et al., (2010), which contained sample interview layout styles to allow for note taking and observations notes. This formatting style allowed for the control of bias while recording the interviews. The protocols were also sent to three content experts (i.e., PhD faculty or administrators) to review for reliability and validity.

I kept a research log with date, time, and the participant's number for each audio recording. Field notes were taken on the interview manuscript to allow for reflection of my feelings or thoughts that were aroused during the interviews, noting them to be perceived ideals. Prior to the analysis of the data, I used member checks to ensure biases

did not influence how the perceptions of the participants were portrayed. The members had 1 week to review the transcripts and make any changes or additions they desired. If discrepant cases were found, the corrected segment would have been interjected to validate the interviewee's true statement; however, no discrepancies were found, so no changes were made.

I also used reflective journaling and received the help of a peer debriefer who has a PhD in nursing with a background in qualitative and quantitative research. The peer debriefer had recently attended the Summer Qualitative Institute presented at the University of North Carolina at Chapel Hill by Dr. Sandelowski. The peer debriefer assisted me in ensuring the accuracy and creditably of the findings and was asked to review transcripts to assess for over- or underemphasized points, vague descriptions, general errors in data, and biases or assumptions on my part as the researcher. The debriefer signed a confidentiality form and reviewed the transcripts on a password-protected flash drive that was then returned. I held weekly meetings, as needed, with the debriefer, which kept the process moving smoothly. Triangulation of the data occurred by exploring the findings from the perspectives of the faculty and administrators.

Data Analysis

The data were analyzed and interpreted against the literature and theory reviewed, research questions, the entire database, as well as the reflective field notes collected during the interview. Discrepant cases and nonconforming data did not occur. If it had occurred, the data would have been included in the results of the study (Refer to the Data Analysis results within this study).

Limitations

During the data collection process, it is my assumption that all participants gave honest answers to the interview questions. The limitations of this study are that it used a convenience sample and was conducted in one division of academics within the college. The sample size is small and is limited to one college in a rural area. Therefore, data may not be linked to a larger university with multiple resources, and generalization of the results should be made with caution.

Data Analysis Results

Qualitative data come from the rich descriptions or quotations of the participants (Bogdan & Biklen, 2007). It is a common practice of qualitative researchers to review their datum as the study enfolds and to pen their initial analysis as the data are collected (Lodico et al., 2010). This process was followed as reflective journaling did occur. As per Lodico et al. (2010), "Data collection and analysis in qualitative research are inductive processes." (p. 180). This process included the gathering of small pieces of datum, which are combined to assemble a more general conclusion (Lodico et al., 2010). The process for this study included preparation and organization of the data, review and exploration of the data, coding data into categories based on priori codes and on the summary of descriptions of the participants, and ending with the construction of themes to report and interpret data (Lodico et al., 2010). The individual interviews that were transcribed, member checked, and reviewed by the peer debriefer were read and then uploaded into coding software. The transcripts were organized into project folders. One folder was for administrators and one was for educators.

The general data were obtained from the interview questions and then coded to assist in the development of emerging themes. Codes can be constructed based on actions, settings, or may be predetermined based on the research questions or interview questions (Bogdan & Biklen, 2007). This type of coding, known as priori codes (developed prior) and inductive codes (developed by directly looking at the datum), were used when examining the data (Creswell, 2012). I examined each document and coded the datum using key words from the research questions and phrases reported by the participants. Utilizing the research questions and the literature review, priori codes were used initially to construct a word cloud heading. The word cloud helped to align the initial data to the interview questions for the faculty as demonstrated in Table 1 and nurse administrators shown in Table 2. The priori codes and the inductive codes were based on the perceptions of the participants regarding active learning, increased or decreased self-efficacy, and challenges of lack of support, time, and negative reactions of students/faculty. These codes provided a foundation on which to build a word frequency count, and the construction of a word cloud to construct the table image from the transcribed data. The faculty and administrators interview protocols were analyzed separately. Each code was given a different color. I conducted a thematic analysis after coding all data and identified themes and patterns among the educators and administrators, as well as cross analysis among the two types of participants discussed in the themes and reflected in Table 3.

Table 1

First Cycle Codes from Line-by-Line Analysis of Interview Response Transcripts of the Nurse Educator

Interview Question	Summarized Question	Codes: Priori coding	Codes: Inductive Coding
IQ 1	Understanding of active learning	Active learning defined	Actively participating, application, engaged, not just listening
IQ 2	Types of active learning	Types of active learning	Case studies, simulation, concept maps, small groups, discussions
IQ 3	Challenges with active learning	Challenges with active learning	Getting students to buy-in, students like to be told what they need to know, they don't like it, frustrated with technology, time for coming up with new ideas
IQ 4	Support for active learning	Support for active learning	Peer support, publisher resources, learning it myself, department encouraged workshops
IQ 5	Definition of self-efficacy	Self-efficacy defined	I'm not sure, confidence, independence in learning, my ability to accomplish task, self-starter

(table continue)

Interview Question	Summarized Question	Codes: Priori coding	Codes: Inductive Coding
IQ 6	Factors effecting self-efficacy, active learning	Factors that influence self-efficacy	Employment status, I don't think it's my gender, years of experience is a big factor
IQ 7	Self-efficacy in the classroom	Self-efficacy in the classroom	Students watch and repeat, watching another do well, change and adapt to what's new, portraying confidence as a teacher
IQ 8	Self-efficacy and use of active learning	Self-efficacy and faculty's use of active learning	Instructor buy-in to utilize it, experience needed to use something new
IQ 9	Faculty development	Required development	Not technically, not as an adjunct, I don't think so, I am yes, its strongly encouraged
IQ 10	Trainings on active learning using self-efficacy	Self-efficacy-based development for active learning	Perception of ability is a must, the better you are the more you will do, more support, more direction needed, building confidence,

Table 2

First Cycle Codes from Line-by-Line Analysis of Interview Response Transcripts of the Nurse Administrator

Interview Question	Summarized Question	Codes: Priori coding	Codes: Inductive Coding
IQ 1	Challenges from faculty, active learning	Challenges reported by faculty with active learning	Time restraints, student preparation, easier to use same material, not confident in teaching if new, lack of time to prepare
IQ 2	Active learning development	Active learning development	Role modeled use of case studies, skills, referred to videos, haven't initiated any other then allocating resources
IQ 3	Challenges with active learning	Challenges for administration with active learning	Whole range of problems, being competent and qualified, faculty buy-in, new faculty try something and doesn't go well
IQ 4	Support for active learning	Support for active learning	Role modeling, outside resources, working within budget constraints, verbally encouraged
IQ 5	Definition of self-efficacy	Self-efficacy defined	Self-actualization, self-sufficient, self-confident, belief in oneself

(table continue)

Interview Question	Summarized Question	Codes: Priori coding	Codes: Inductive Coding
IQ 6	Factors effecting self-efficacy, active learning	Factors that influence self-efficacy	Years of experience, competent educator, full-time position, gender no effect
IQ 7	Self-efficacy and faculty development	Self-efficacy and faculty development	More confident more likely to try new things, increase confidence take risks
IQ 8	Self-efficacy and promoting use of active learning	Self-efficacy and its role in administrators' actions	Need to be role modeling, need to be confident leader
IQ 9	Faculty development	Required Development	Yes, send one to bring back info for all, yes, its requirement of accreditation
IQ 10	Trainings on active learning using self-efficacy	Administrators support for self-efficacy in faculty development	Hiring process, list expectations, success breeds success, support faculty development

After a final review of the transcripts, no additional codes surfaced thereby achieving saturation.

Themes

From the analysis of the faculty and administrators' transcripts the following themes emerged: active learning style, challenges to active learning, support for active

learning, factors affecting self-efficacy, and faculty development. A brief description of

the themes is presented in Table 3 followed by an in-depth exploration of each theme.

Table 3

Description of Themes

Category	Theme	Description
Styles	A deficit in knowledge regarding active learning methods.	In the context of interviews, this theme points to a deficiency in knowledge regarding what styles of active learning are available to the educator and administrator for personal development and then use within the classroom
Challenges	Challenges to include time, technology, buy-in and budget constraints	This theme describes how faculty and administration feel about what impedes their ability to use active learning in the classroom
Support	Support was noted for the faculty regarding the use of active learning, but there is a noted lack of resources and development opportunities.	This theme speaks to a deficiency of faculty development opportunities
Self-efficacy	A need for the development of self-efficacy is welcomed by faculty and administration	This theme addresses a need for the development of self-efficacy, there is an agreement that if developed exploration and confidence into the use of active learning would improve.
Development	A deficiency in faculty development regarding active learning is evident	This theme addresses a lack of in-house faculty development using self-efficacy as foundational base for the development

of active learning use in
the classroom

These themes align with both research questions, generalize the responses gathered from participants in this study, and illustrate a practice gap with regard to how the faculty are prepared to implement active learning methods.

Active Leaning Style

From the faculty's interview protocol, interview questions one and two identified the theme of active learning styles such as a definition and types of active learning. Participants described active learning to be hands-on learning or being engaged in the classroom. These questions provided the background on what the nursing department described as active learning. As reflected in the data, participants reported active learning methods to include group work, discussions, and case studies. Educator 1 stated "Active learning would be actively participating in the process. That you aren't sitting back and waiting for someone to tell you everything that you need to know." Educators 2, 3, and 6 echoed this ideal as explained by Educator 2 stating "So teaching active learning to me means that it is not just power point driven. Active learning is integrating, it's application, looking at case studies, working through knowledge to apply it to different scenarios." Educator 3, mentioned,

> Ok, so active learning is where the participant needs to be engaged in the process. It is not an instructor time, lecture kind of an event, but rather one in which the student has to actively engage to gather the information themselves.

Educator 6 described, "Active learning is participating and not just listening or reading a textbook but actively participating in projects, events that correlate to the material being covered." In summary, the faculty believed that active learning was anything that engaged the student, that the class is not instructor led, and that there is evidence of active discussion or some learning activity. Their definitions are consistent with the definition of active learning previously discussed.

The methods of active learning that were noted included case studies and discussions. Educator 2 indicated that "Case studies, looking at different case studies based on body system or disease process and having them work through it and then having students present that information." Educator 5 mentioned a flipped classroom style,

> Um, other things that I did to kind of help with active learning would be doing like an activity, pre course or pre class discussion where I would just basically give kind of a quick overview of what we would be kind of talking about that week and so the students would be encouraged to listen to that before they came to class so they would have some sort of idea about what direction we would be going in that week.

In summary, most educators used a standard approach to what they believed constitutes active learning such as group work and discussions on case studies. Discussion led case study or group projects were noted within the literature review and are considered standard teaching methods. These findings indicate a need for faculty development on the vast array of active learning methods that can be implemented in the

classroom. There is a need to develop the faculty on active learning pedagogy (collaborative groups) as well as the strategies (concept mapping with teams) that can be implemented. There are more methods of active learning than what the faculty and administration identified. For example, a flipped classroom, jeopardy-based game, and a simulation within the classroom are a few methods promoting active learning. A clear deficit in the knowledge base pertaining to active learning methods was identified through the faculty interviews through Questions 1 and 2 (Please share your understanding of active learning or discuss your understanding of active learning; What types of active learning have you used in the class over the years?).

Challenges to Active Learning

Interview Question 3 from the faculty protocol, and Interview Questions 1 and 3 from the administrator's protocol identified the challenges to active learning to be a lack of time, technology difficulties, and lack of student/faculty "buy-in". The challenge that was noted most frequently among the educators' recounts were "student buy-in" and the educators described situations that indicated the students wanted to be told what they needed to know to pass. Educator 5 mentioned,

> I guess challenges would be getting the students to participate would probably be one of the challenges, you know getting them to the pre-class stuff. If it is an in-class activity it is a little bit easier to participate. But if it is something that is pre, before they come to class, the continued challenge is getting them to buy-in to do that.

Educator 6 agreed,

Challenges of active learning would include having your students all in sync with wanting to learn that day and participation from all participants. You need to do active learning probably in smaller groups to keep all participants active and participating so you don't have the individuals sitting back and not wanting to participate or the fear of being wrong or being judgmental by peers or other faculty and that if they make a mistake, utilizing then the constructive criticism and encouragement to assist negativity that they may experience from other classmates and other individuals.

The second most frequently noted challenge among the faculty was technology difficulties and not having enough time to create materials needed to conduct active learning. Educator 4 replied, "I had problems with the technology" and "I used clickers in the classroom for class questions, but there were often technical problems with those." Educator 5 recounted on the time challenge,

I guess coming up with ideas of new things. When you are new, I would say I didn't have a lot of ideas of things, the facts so I would say that is one of the biggest challenges, just having the ideas of what you can use and what works well with other instructors in different courses.

The administrators reported the constraint of time was the biggest challenge reported to them by faculty. Administrators received communication from faculty explaining that there was not enough time for preparation of active learning methods or that students did not come prepared for class resulting in the faculty returning to a lecture methodology of content delivery. Administrator 1 shared, "I think that faculty do talk a

know, depending on when they were educated, may or may not have had a lot of that in their curriculum.

Administrator 2shared,

I think that the main challenge in working with faculty is just the encouragement that is needed to convince people to go in that direction. People have a tendency to do, regardless of who we are, have a tendency to do what is perhaps most comfortable for us; things that we have done in the past, things that we have perhaps prepared already, and that is probably the main challenge. Just encouraging people to actually bite the bullet, so to speak, and start.

In summary, both administrators thought that support for the faculty would allow for further exploration of active learning. Encouragement to get the faculty out of their comfort zone is needed. The faulty recounted that if there was more time for preparation and training regarding technology, those challenges could be overcome. However, the findings regarding student "buy-in" stimulates questions for further research regarding the students' point of view on active learning.

Support for Active Learning

Interview Question 4 from the faculty and administrators interview protocol identified support for active learning. Both participants noted that when funding became available for workshops on active learning it was provided as an option. Active learning support was reported from peers, publisher resources, and administration (sent to workshops). All six educators reported that peer support was by far the most helpful.

Educator 1 explained, "Some peers that were familiar with it were supportive. Administrators that said they were supportive, but they were not necessarily supportive." Educator 5 shared,

> I would think faculty just discussing or having the ability to talk with other faculty about what they are doing in their course is one of the biggest supports for me, particularly with the concept maps with another faculty member using that and having good success.

This participant went on to say, "I would say conferences would be the other place. Just getting ideas from other faculty and pass new ideas of things that are working." Educator 6 agreed,

> "Support for active learning would be other personnel and resources, other instructors, additional manpower in simulations, someone to actively participate as the simulation person as well as someone then that can monitor and be there to assist with the students."

The administrators noted that role modeling and verbal support for encouragement were the best that they were able to offer at times. Administrator 2 stated:

> I would like to be able to say that a large amount of relief time for development would be available, that financial resources would be available. I would like to be able to say that. But the reality is, some relief time for development, certainly, probably, some financial support but that would be in terms of relief time for development, encouragement, and support. Trying to encourage others to

participate and share part of load. Recognizing all the while that limited resources

are always a concern.

The data revealed no mention of in-house training, workshops, or events that were

offered by the nursing department. This finding indicates a strong need for in-house

development of staff regarding the use of active learning.

Factors Effecting Self-Efficacy

The theme of self-efficacy was infused throughout the interview protocol for

participants from Interview Questions five, six, seven, and eight of the faculty interview

protocol, and Questions three, six, seven, and eight of the administrator's protocol. A

surprising finding was that faculty were not aware of the definition of self-efficacy. Two

of the 6 educators linked the term to motivation and independence. Another educator

linked the term to a self-start. The definition, as stated in the terms, was then read to the

educators. The response to the read definition allowed for a review of the term where the

educators described self-efficacy as self-confidence. Educator 4 shared, "It is kind of like

independence in learning." Educator 5 explained, "My definition of self-efficacy, I

would say is just my ability to accomplish tasks, to be a self-starter, and get the things

done that I need to get done."

The administrators were aware of the term self-efficacy and related it to a belief in

ones-self ability to succeed, and self-actualization or self-confidence. Administrator

1stated, "I think that after teaching for a number of years and certainly teaching the same

content for a number of years you do become more self-sufficient, self-confident, self-

aware, and self-actualized maybe." Administrator 2 described, "The belief in oneself that

you would be able to succeed." The fact that the administrative members were more aware of the term was not surprising. Most leadership teams have discussed theories that can be used to improve performance among their workers.

The interview questions that discussed the experience of using active learning methods as a factor that increases self-efficacy was addressed by both participant groups. They agreed that the more experience they received, the more confident they were in facilitating their classrooms using active learning techniques. The educators noted that self-confidence grew immensely with experience in the classroom. All six educators denied that gender played a role in their self-efficacy. There were comments that indicated the employment status of adjunct versus full time, did play a role in positive effects on self-efficacy. Educator 1 stated, "Probably employment status, I guess, since I'm not full-time faculty anymore, I'm not doing that and I'm not doing the classroom anymore."

Educator 2reflected,

I don't think it's my gender. I think years of experience is a big one for myself. Looking at how generations and how students have acclimated to different types of learning, the buy-in is that I am going to get 15-20 minutes and they are bored. So, if I can switch every 15-20 minutes and do something different it keeps them engaged. And I think over time as an educator you can tell when people are drifting.

Educator 3 echoed their comments, "So there was more than experience required to teach that as an adjunct. But once I got into full time faculty and then every year, I got a little smarter at those kinds of things." Educator 5 recounted,

I don't know so much that my gender played a role in it. I would say years of experience probably is the biggest thing for me. Um, you know, when I first started, I didn't necessarily have a lot of great ideas of what to do. And, um, I had never taught before so coming into nursing and not actually teaching, um, that was the biggest thing for me so as I got some experience and I taught the class once, then I redid it again, then I did, I gained experience, what I learned that maybe the students didn't respond to this or they responded to this better or another instructor is using it and I was comfortable enough to communicate with that instructor about what they are doing.

Therefore, experience played a large role in increasing faculty comfort or self-confidence when attempting to teach in the classroom.

The administrators noted that years of experience had a large impact on faculty confidence. Gender did not play a role regarding self-efficacy; however, it was reported that a fulltime employee status would be needed in order to explore all options for developing different active learning opportunities. Administrator 2explained,

I think that is one of the main things and then that confidence is built with experience. So, the more that you are able to offer opportunities for faculty to practice, and to implement those strategies, and then provide the appropriate

feedback, or gather the appropriate feedback, that is just going to breed belief in

themselves because it is going to result in their success."

This participant expanded explaining,

I think that years of experience is interesting in that sometimes that individual

who is new to an area or new to the field, that excitement that comes with being

new to something and excited about it is something that is so important to build

on in faculty and that's true of administrators also.

The administrator's comments are consistent with the literature. Developmental

opportunities, positive feedback, and time can provide the faculty with opportunities to

grow in confidence.

The interview questions regarding the use of self-efficacy to facilitate their

classroom is linked to confidence. The educators noted that with an increase in self-

efficacy their confidence would increase in the classroom. Educator 2stated,

So, I think again that goes back to be a motivated learner myself. I didn't learn

with active learning so it's educating myself on that and if I am not motivated to

do that it won't show up in the classroom. So, I think that as an educator we have

to also change and adapt to the environment our students are in.

Educator 3 also noted the need to change, "You would think it would be less work for the

instructor, but it really isn't less work for the instructor. So, you must have the confidence

to know, that you understand, like the subject material." Educator 4 echoed that each

class is unique, and the educator needs to have increased self-confidence to manage their

classroom, "Well, each generation is different. You know, each class is different. And so, I just try to get a feel in the beginning to see what they like."

Faculty and Administrator Interview Question number 8 further explored the role of self-efficacy in faculty's use of active learning. Both groups stated that with increased self-efficacy, further use of active learning would take place in the classroom. Faculty reflected that the more you believed in yourself the more willing they would be to try something new. Educator 2 mentioned, "I think as an instructor you have to believe that it is an effective way of teaching. If you don't believe it, then it's not going to be effective for your students." Also,

> I think the instructor has to have the buy-in to utilize it. If they don't have the buy-in, you can have someone dictating what you need to do and you can still go through a, b, and c but it won't be as stellar class as it would if I myself buy-into the fact that it is necessary in education.

Educator 3 recounted, "I think you, if you have confidence in a subject, then you are free to go more off trail and off book in subject matter in how you present it." Educator 5 echoed educator two and three saying,

> So, a lot of faculty, really, I think, and myself included when I started, active learning was kind of a concept that I didn't really get until I had taught for a few years. So, um, I definitely feel that experience plays into that. So, the more experienced we can be, you know, we become more self-efficacious and just our students, I think, benefit from that as well.

The administrators believed if they role modeled confidence in the use of active learning as an excellent style of teaching, faculty would be more empowered to use those methods in the classroom. Administrator 1 stated,

I think that you really need to be good to faculty and promote new ideas and different ways of looking at things and, you know, reflect on where everybody is at and even if it doesn't go the way that you wanted it to go, you know, nurturing those people that are willing to take risks because you want them to do that. Administrator 2agreed,

Interestingly enough, you could just carry that one step further and say that if, as the administrator, if you are lacking in confidence, and if you don't believe that you or the faculty are going to be successful, that is going to just go right down the line to the faculty, to the students. So, I think that your own self-efficacy, your own confidence, is critical in developing the faculty and the students and hopefully coming up with the outcomes that are certainly desired.

The data clearly support that the development of self-efficacy in faculty and administrators alike would promote more use of active learning in the classroom. Building the self-confidence of the educator and administrator would lead to increase in the use of new teaching strategies and methods.

Faculty Development

Faculty Interview Questions 9 and 10 as well Administrator Interview Questions 2, 7, 9, and 10 found that a faculty development program that built on the self-efficacy of the participants is needed to further develop the faculty in their use of active learning. All

participants believed that if there was in an increase in their self-confidence, they would be likely to try different methodologies of teaching. Administrators agreed that self-efficacy is a large part of faculty development. They related that self-efficacy is a requirement to being successful and therefore needed if trying to learn something new. Administrator 1 shared,

You are going to try new things and you are going to feel more confident with new things and with the understanding that there is some trial and error here and just because I didn't do well the first time I tried this doesn't mean that I'm not going to go ahead and try something else. I think that you can learn lots of things out of different episodes, even if it is a bad episode.

The administrator further explained,

I think that self-efficacy does grow and it makes you much more confident in what you are doing and you are much more willing to take chances, maybe take risks, about different things and not get so crazy about something that doesn't work.

Administrator 2 agreed that,

Self-efficacy, or the belief in oneself, mass assess confidence and people, faculty or anyone else, are more willing to branch into areas, are more willing to take risks, are more willing to put themselves out there, if they believe that they are going to be successful.

The participant added, "That person who goes into anything with doubt and lack of clarity is probably not going to be as successful as that person who is confident and prepared." The educators agreed. Educator 2 stated,

> I think if you have more tools and you're educated how to do it, you are going to have more of a buy-in. Without having the tools and knowing how to use them, you're not going to use them effectively. It would be nice to see the ability to go to a seminar that is active learning and participate as an active learner and get something out of that to then take it back to your class at that point.

Educator 5 echoed this ideal,

> I definitely think it would help, you know, not only new faculty but even experienced faculty as well. I think then, you know, we get into this pattern, the faculty can get into, where we continue to do the same thing over and over, and so maybe the longer you have been there you might be more resistant to doing new things. So, I think having that support, kind of, for all faculty is important and even requiring faculty to do some education and to do so many things kind of forces people to do that piece because it is important.

A conflicting finding that was noted regarded the requirement of faculty development by the institution or outside agency. Half of the educators believed that faculty development was required and the other three did not believe it to be required. Educator 3 mentioned,

I don't think I was required to, but I jumped at the opportunities because I knew I

didn't know everything I needed to know about how to teach so I went to that one

workshop in Branson and then we would have faculty meetings.

Educator 1 stated, "Not technically, no". Both administrators reported that faculty

development is a requirement of nursing accreditation programs and therefore is required

of all full-time faculty. Administrator 2 stated, 'Yes, that is one of the requirements of

accreditation." This dichotomy in the datum indicates a clear message is needed from

administration regarding the requirements of the faculty regarding faculty development.

Discussion

In reflection of the local problem, inconsistent teaching methods, and the research

questions (What are the perceptions of nurse educators concerning their ability to use

active learning strategies in their professional practice?; What are the perceptions of

nursing administrators concerning faculty's ability to use active learning strategies in

their professional practice?) the findings clearly support a disconnect in what constitutes

active learning use in the classroom. Faculty felt there was a lack of time to prepare for

transition to a student-centered pedagogy and that there is a lack of support for

technologies and trainings. The need for Bandura's theory of self-efficacy was supported

in the findings as faculty stated a desire to grow their self-confidence. A professional

development training event that utilized Bandura's theory of self-efficacy would assist

the faculty to further develop their self-efficacy. According to the literature Bandura's

theory of self-efficacy; when used in trainings, further developed self-efficacy and would

increase the likelihood of overcoming challenges (Flaherty, 2016). The interview

questions served to explore the perceptions of nurse educators and nurse administrators regarding faculty's use of active learning in their professional practice and how self-efficacy played a part in their use of active learning. The data demonstrated that both faculty and administrators felt that the challenges encountered, such as time and technology, could be overcome with peer and administration support as well as through faculty focused on development of self-efficacy in active learning methods. The problem of student "buy-in" was recognized as a more significant challenge that could be overcome with faculty development. All participants felt that increased self-efficacy would result in a better ability to manage their professional practice.

Conclusion

The data indicated that with the development of the faculty's self-efficacy, the use of active learning in their practice would be increased. Based on the findings from the literature review and this study, a workshop aligned to Bandura's self-efficacy theory is proposed to assist the nursing faculty in managing their classroom while effectively using active learning strategies.

Section 3: The Project

Introduction

The data analysis revealed that a faculty development program to improve the self-efficacy of the educators to assist in their use of active learning was needed at the local site. As evidenced through the data analysis, faculty and administrators indicated that the challenges encountered to active learning methods, such as time, technology, and a lack of knowledge, could be overcome with peer and administration support through a faculty development program that focused on increasing the self-efficacy in teachers. All participants felt that increased self-efficacy would result in a better ability to manage their professional practice. Therefore, I developed a training workshop aligned with Bandura's self-efficacy theory. Bandura's themes of mastery experience, vicarious experiences, and verbal persuasions are the framework for the faculty development workshop (see Hayden, 2009). The remaining somatic theme will result from the evaluation phase of the program. With the successful development of faculty's use of active learning to increase student engagement and, ultimately, critical thinking abilities, these active learning recommendations from the IOM (2011) and NCSBN (2016) are within reach. Positive social change will result through increased learner engagement and the facilitation of growth in students' ability to think critically.

Description and Goals of the Active Learning in Nursing Faculty Workshop

The participants of the study felt that a faculty development program that increased their self-efficacy and allowed for preparation time and peer collaboration would assist them in being able to incorporate more active learning pedagogy in their

classrooms. The goal of this project, a faculty development workshop, is to increase the self-efficacy of the healthcare educators by providing training aligned with Bandura's three themes of mastery experience, vicarious experiences, and verbal persuasions to explore and implement current active learning methods in the classroom (see Hayden, 2009).

During the school year, nursing faculty have scheduled meetings and class hours. To provide an experience that overcomes the challenge of time, an optional 3-day workshop for all college faculty following the last day of classes each semester has been planned by the faculty development committee. The college faculty development committee is comprised of volunteer members that represent each division of the college. The workshop will introduce a variety of active learning methods that can be utilized in the classroom, and faculty will learn to develop an active learning lesson (see Appendix A). Peer teams will be established based on faculty experience level following a round table discussion. An educator experienced with active learning experience will be paired with the faculty member wishing to learn that active learning method. These training methods reflect the use of vicarious experiences and verbal persuasions of Bandura's self-efficacy theory (see Hayden, 2009).

During the first day of the workshop, presentations will be given on active learning styles, goal setting and achievement, lesson planning, and peer collaboration. The hands-on practice time and collaborations support the themes of mastery experience and vicarious experience as well as the development of self-efficacy. During Day 2 of the workshop, participants will collaborate via a round table discussion to address any

barriers they experienced to that point in the training and implement interventions to address their concerns. The remaining time will be spent developing lesson plans. Day 3 allows the participants to experience mastery and vicarious experiences because team participants will volunteer to demonstrate a lesson plan. Peer debriefing of presentations and a review of workshop objectives will be led by the faculty development committee during a round table discussion following all presentations. At the end of the day, evaluations of the workshop will be completed and reviewed at the next faculty development committee meeting. Results of the evaluations will be sent to each dean and discussed at the next faculty assembly meeting (see Appendix A).

Rationale

Participants' perceptions reflected the themes of a deficit in knowledge regarding active learning methods, challenges to include time, technology, and budget constraints, support of faculty, and the need for development and clearly indicated a need for faculty development that provides hands-on development of lesson plan/preparation and collaboration during the workshop. In addition to use of the study results, I conducted a literature review concerning ongoing faculty development to keep educators informed and competent in practice. Austin and Sorcinelli (2013) reflected that as education changes, faculty development needs to evolve to keep pace through the development of inventive and flexible programs (Flaherty, 2016). Through two planned semester sessions and with the use of peer teams, this faculty development program can overcome the study participants' identified challenges of time, lack of support, budget constraints, and knowledge.

Review of the Literature

I completed a search of databases to reach saturation of the available literature regarding faculty development. The literature review was conducted through the Walden University Library by accessing the following databases: EBSCOhost, Education Research Complete, ERIC, CINAHL, and ProQuest Nursing and Allied Health Source. The key search terms used were *faculty development, training, workshops, higher education,* and *self-efficacy theory.* In the review, I focused on research published primarily within the past 1 to 5 years from peer-reviewed and scholarly journals, which resulted in a minimal return of articles. Older references were used if no current information was found in the literature search.

Identification of Need for Faculty Development

The most productive method to address a problem is to identify the actual problem, then identify the goal of the individual for overcoming the problem (CITE). The participants of this study identified barriers that were constructed into the following themes: a deficit in knowledge regarding active learning methods; challenges, including time, technology, budget constraints; lack of support of faculty; and the need for development. I used these themes to develop a workshop with a focus on the goals of the faculty aligned to Bandura's theory of self-efficacy to assist the participants in overcoming the identified barriers to implementing active learning methods.

Bandura's Theory of Self-Efficacy in Faculty Development

Bandura's self-efficacy theory is well documented to reflect that increased self-efficacy produces success in individual undertakings (Bandura & Adams, 1977; Camp,

2017; Dozier, Hsiao, Dees, Noviello, & Bochenko, 2019; Lunenburg, 2011; Rowbotham & Southern Illinois University, 2015; Waes et al., 2015; Yoo, 2016; Zee & Koomen, 2016). When self-efficacy is increased, goals set by faculty are realized and the ability to implement new activities is secured (Camp, 2017; Dozier et al., 2019; Yoo, 2016; Zee & Koomen, 2016). The four themes of Bandura's self-efficacy theory are mastery experience, vicarious experiences, verbal persuasions, and somatic/emotional states (Hayden, 2009). In this subsection, I will discuss each theme in relation to how it fosters the development of professionals to accomplish a goal.

Mastery experiences are the most effective way to enhance self-efficacy (Hayden, 2009). Individuals who have mastered a skill allow themselves to believe they are capable of being successful with the same task as well as with similar tasks (Hayden, 2009). Trainings and/or workshops offer individuals opportunities to increase self-efficacy through the ability to practice, learn, and repractice to master a new skill (Lunenburg, 2011; Tsui, 2018). Years of experience aid in mastery of an experience (Hayden, 2009; Waes et al., 2015). Pairing newer educators with experienced faculty encourages peer collaboration on active learning and fosters the development of self-efficacy in both individuals as they work repeatedly to incorporate a new teaching method. This collaboration also fosters the environment of peer learning, which utilizes the theme of vicarious method.

Vicarious experiences involve the use of visual observances to increase self-efficacy (Lunenburg, 2011; Tsui, 2018). The vicarious method centers on the belief that if an individual observes a colleague completing a task, the individual's self-efficacy

increases because he/she believes in a personal ability to complete the task (Bandura, 1982; Dozier et al., 2019). The combination of verbal persuasion and vicarious experiences builds an effective faculty development program (Lunenburg, 2011; Tsui, 2018). Utilization of these themes was important in the faculty development program because the coaching and actual observation of the implementation of active learning will build the self-efficacy of both the experienced and underexperienced educators.

According to Bandura (1982), verbal persuasion is widely used to get people to believe they possess what is needed to accomplish whatever they set out to do. While verbal persuasion alone is not expected to maintain self-efficacy, it can contribute to successful performance if the activity is within reachable boundaries (Bandura, 1982; Dozier et al., 2019). With verbal support, the faculty's self-efficacy is increased, enabling them to meet their goal. Mirick and Davis (2015) and Orchard and Winch (2015) found teachers need to feel supported during their first few years on the job to be successful and retained in the education system. Institutions should consider field experience with coaches to provide verbal persuasion as important in the development of the educator. With the inclusions of collaboration per round table discussions and peer teams that work to develop active learning in the faculty development program, these strategies allow for the participants to experience the themes of mastery of experiences, vicarious experiences, and verbal persuasion.

The final theme of somatic and emotional states can affect whether an individual is able to perform a new task. People rely partly on information that they receive from the body to determine if they are able to attempt or continue with an undertaking (Bandura,

1982). A faculty development program that decreases the stress of the faculty member by allowing time, support, and encouragement of new learning will result in an educator with increased self-efficacy.

Criteria for a Successful Workshop

When considering the development of a training project to assist nurse educators to use active learning and increase their self-efficacy, a workshop offering different aspects to meet professional goals is required (see Allgood, Hoyt, & McGoldrick, 2018; Al-Majed, Al-Kathiri, Al-Ajmi, & Al-Hamlan, 2017; Flaherty, 2016; Wasserman & Migdal, 2019). With the alignment of Bandura's themes to the goals of the faculty, a workshop that focuses on the goals of the participants and a varied delivery method will assist to increase faculty's self-efficacy to embrace active classroom teaching methods (see Allgood et al., 2018 Al-Majed et al., 2017;; Gegenfurtner, 2019). Faculty development will continue to change as the educational environment changes; however, mentoring and access to resources remain paramount to successful development (Agger, Lynn, & Oermann, 2017; Dunker & Manning, 2018; Gentry & Kelly, 2019; Harris, 2019;). I utilized the learning goals of the faculty, the mission of the school, challenges uncovered, and new pedagogies to assist in the development of a workshop to meet faculty's learning outcomes.

Goal setting. Academic programs in higher learning seek to advance the knowledge and skills of their teachers. When faculty enter the academic setting following their educational training, transfer of knowledge to the students is not always applied (Gegenfurtner, 2019). This lack of ability to take what the educator knows and share it

with the student is found to be a challenge in the literature (Wasserman & Migdal, 2019).

Helping teachers to feel comfortable in the classroom will increase their self-efficacy and

their competency (Wasserman & Migdal). Teacher competency is also a leading factor in

an individual's commitment to professional development (Wasserman & Migdal). It is an

expectation that professionals continue to have goals that include the furthering of their

professional growth (Ramesh et al., 2019). Using a faculty training model that aligns to

the learning needs of faculty members can assist with how to develop a training

workshop that is faculty goal specific (Gegenfurtner, 2019; Ramesh et al., 2019;

Wasserman & Migdal, 2019). To develop this project of a 3-day training workshop, I

identified the goals of the participants as well as provided different ways for them to

apply their transfer of knowledge in the classroom. This method will ensure members

participate in the training because it helps them meet a professional goal, which in turn,

increases their competency.

  Delivery method. Barriers to the development of faculty were noted in the

literature review and included lack of time and lack of funding or support from

administration (Barton, 2018; Kalensky & Hande, 2017; Phillips, Bassell, & Fillmore,

2017; Richter & Idleman, 2017). These barriers were also noted in the findings of the

current study. I have noted that time for professional development and implementation of

new learning approaches were the most common themes noted. Administrative and peer

support were also found as a previous/current need in order to achieve faculty

development (Allgood et al., 2018; Al-Majed et al., 2017). In response to these remaining

challenges, the workshop will be offered 3 days prior to a scheduled college break at the

study site, which remains in the window of each faculty's contractual commitment to the college. As class preparation is needed for all semesters, the faculty trainings will have built in preparation-time for lesson development. Attendance of all faculty will provide for a varied level of educational experience, allowing for the themes of Bandura's self-efficacy theory (i.e., master and vicarious experiences and verbal coaching) to be experienced.

Various training delivery methods can be used in higher education institutions. Most universities have a mandatory orientation as well as faculty development committees that reach out to educators to help them self-improve and move themselves from a mentored environment to self-reliance and problem-solving (Al-Majed et al., 2017; Ramesh et al., 2019). Online and face-to-face onboarding processes can be utilized to orient faculty to new ideas for teaching as well as to institutional changes that have occurred over the year (Flaherty, 2016). However, each department will have its own unique needs when educating students and the development of their faculty (Allgood et al., 2018; Al-Majed et al., 2017; Gegenfurtner, 2019; Ramesh et al., 2019). With the use of round table discussions, goal collaboration, and peer-to-peer mentoring in the faculty development program, faculty can learn from each other. Utilizing Bandura's theory to develop the self-efficacy of educators has been shown to promote the use of new teaching methods, resulting in increased student satisfaction with their learning (McKim & Velez, 2016; Sehgal, Nambudiri, & Mishra, 2017; Tsui, 2018; Wasserman & Migdal, 2019).

In summary the utilization of self-efficacy is proven to increase the effectiveness of individuals. Austin and Sorcinelli (2013) explored how the development of faculty has

evolved over the past 5 decades. As discussed in section two of this study; time, technology, budget, and support continue to be variables when trying to obtain development and implement pedagogies learned at faculty trainings. The content developed for the workshop focuses on the themes obtained from the literature review in section one of this study, the knowledge gap on active learning, and the need for self-efficacy uncovered from this research study. The training will facilitate discussion on the background on active learning, and ways to implement active learning while building the self-efficacy of the workshop participants. Al-Majed et al.(2017) noted that faculty who care about their performance and meeting the needs of their students will seek out opportunities to learn. This workshop will allow for time, support, and experiential learning opportunities.

Project Description

The development of a voluntary training program that works well in higher learning institutions needs to be fluid and adaptive. Considerations noted from the literature included budget allowances, times constraints, and the needs of the faculty, which can vary greatly across the institution. It is imperative to develop a training program that can overcome known barriers and meet the needs of the faculty (Allgood et al., 2018; Al-Majed et al., 2017;; Gegenfurtner, 2019; Ramesh et al., 2019). This training program will provide the faculty with a knowledge base on active learning and the support and time allowance to make changes within their professional practice. The training will be provided by the faculty development committee. The workshop will be held in the largest classroom on campus. The faculty will be dismissed for lunch on each

day, and the college cafeteria will be open and serving lunches for purchase. At the end of the third day, evaluations will be collected to be reviewed at the next faculty development committee.

Purpose

The purpose of this voluntary training is to increase the self-efficacy of the nurse educators to facilitate active learning within their classrooms. As the results of this study indicated, development of the educator is needed to increase the use of active learning on the local campus. The faculty development sessions are designed to build the self-efficacy of the nurse educator to allow for the development of active learning strategies during the training workshop for use in their classrooms, resulting increased student satisfaction with learning.

Resources

To successfully implement the faculty development workshop resources required include both physical and technological components, including faculty support from the offices of technology and faculty development. The meeting space needs to have work tables with comfortable chairs that are easily moveable to allow for collaboration. Access to a printer and paper for handouts, pens, a projector, a white board, a microphone, a laptop with USB ports, a podium, and wireless internet are required. There needs to be access to a temperature register and bathrooms to accommodate physical comforts. The needed resources are available at the local setting.

Existing Support

In order for the voluntary faculty development workshop to be successful, support or buy-in from stakeholders must be present. The participants of this study clearly indicated a need for development. The educators, nursing administrators, and college leadership, who are the stakeholders, must support the development of faculty in order for this project to be implemented and carried out successfully. The faculty, dean of Nursing, and college leadership have expressed a desire to improve faculty development college wide and therefore the support for this program is not expected to pose a problem. As the training sessions occur during a contractual obligation period but not during classes, the barriers that were mentioned from previous faculty would not be encountered.

Potential Barriers

Barriers are to be expected with any new undertaking; however, the faculty development committee is allocated a small budget for supplies when presenting trainings. Each department has funding to support purchase of materials if needed. The training workshop will take place 3 days prior to the semester scheduled breaks and will be held in a classroom on campus. This should address the lack of time and budget restraint barriers. There is a risk that the scheduled time could conflict with requested time off by faculty. To overcome this barrier, notice of the workshop will be sent months in advance.

Lack of participation is another potential barrier. There are occasions where people are resistant to change. The success of this training depends upon the faculty's willingness to work together in teams to further develop themselves. To overcome this barrier the immediate stakeholders (nurse educators and nursing administration) will need

to make the workshop a priority goal of the department. Since all faculty complete curriculum vitae, completion of the workshop would be an excellent addition to the professional development section.

Proposal Implementation and Timetable

The training agenda and content for the Nursing Faculty Workshop are described in Appendix A. The 3-day workshop is designed to be offered prior to scheduled breaks to encourage pedagogy development for the upcoming semester. This will allow for faculty to implement what is learned in the workshop to course development prior to the upcoming semesters. The dean of Nursing will work with the nursing administrative assistant, leadership team, and faculty development committee to send out the workshop dates well in advanced to allow for attendance. This process will begin anew with each scheduled college break to include evaluations following the trainings with a summative evaluation produced before the August term start of 2021. As the academic calendar unfolds, the first training workshop will take place in December, the second in May, and the third will occur with the annual orientation in August.

Roles and Responsibilities

The participants in the study reported barriers of support, time, and budget. Also noted was a lack of buy-in. The Division of Nursing administration has a responsibility to ensure that trainings are available to all faculty, as this is a component of the accreditation process for nursing (Commission on Collegiate Nursing Education, 2019). In addition, the administration will need to work with the faculty development committee to designate the three days to be scheduled before faculty take time off for breaks. The

faculty development committee will analyze and summarize the workshop evaluations and discuss them with the division leaders and administration to assess the need for workshop changes and continuation of this style of active, collaborative faculty development.

The role of nursing administration is to work with the faculty development committee to provide key individuals that can present the knowledge needed to establish an understanding of active learning. The college faculty development committee, in additional to qualified nurse educators, can aid by providing the material to assist in active learning teaching methods. The faculty development committee meets monthly and will discuss the results of the evaluations with each division leader and college administration. Based on end of the course evaluations from students, the division dean will then evaluate if changes were made to the way knowledge was shared classroom and whether the new teaching methods were successful.

The nursing faculty must be willing to attend the workshops and work in teams to develop their active learning lessons. The faculty needs to be present for all 3 days in order to progress through Bandura's themes of self-efficacy. Faculty also need to participate in evaluating the training at the end of day 3.

Project Evaluation Plan

The goal of the evaluation process is to obtain feedback on the growth of self-efficacy in each participant, to assess the level of competency using active learning pedagogies, and to overcome identified barriers. An evaluation on the workshop presenters, style, and the venue will be collected. This data will provide the stakeholders

with the means to make decisions regarding future development opportunities. The key

stakeholders include the college administration, dean of nursing, faculty, and the faculty

development committee. The faculty development committee will collect a formative

evaluation that will be conducted at the end of day 3. The results will be analyzed and

shared with the division dean to disseminate to the nursing faculty. A summative

evaluation will occur upon the annual return of faculty orientation allowing for a

discussion forum to follow-up on overall program effectiveness and goals or needs of the

faculty for the upcoming academic year (Lodico et al., 2010).

   The faculty development committee sets goals for the upcoming year and can use

the formative and summative results to plan trainings for the academic year (see

Appendix A). Formative datum collection via survey can be used by the faculty

development committee and administration to assess the effectiveness of the development

sessions as it is occurring prior to the scheduled breaks. Utilizing survey monkey will

allow individuals to answer questions freely while keeping their identities secure. The

faculty development committee is comprised of members from all divisions of the college

and a summative evaluation allows for the review of the past year and the effectiveness

of trainings provided for all potential new members of the committee. Summative

evaluations will inform changes to workshop content and/or delivery.

<p align="center">**Project Implications**</p>

   The success of a program is dependent upon those invested. It is imperative that

the Division of Nursing embraces the need for the development of faculty to be a priority.

The stakeholders include the dean of Nursing, the directors, staff, nursing faculty, faculty

development committee, and ultimately the students. The positive social change that will occur from this workshop are trained nurse educators who will contribute to higher learning communities by promoting active learning methods through a well-managed classroom. Active learning pedagogies will impact nursing students to be engaged and empowered with critical thinking and clinical judgment skills that will provide a sound base to build upon as new nurses. The larger community of nurse and college faculty would benefit from this style of development as collaboration by all member of higher education foster new ideas and provide support in transitioning a teacher-centered curriculum to a student-centered pedagogy.

Conclusions

The project to address the local problem, the research questions, and the findings of this study. The discussion of the professional development program included identified resources, support, and barriers. Evaluation goals and key stakeholders were identified to foster Walden University's mission to promote positive social change. The faculty development workshop is a priority for this local college and for any college as diverse students embark on their education. Students desire a variety of learning opportunities to meet their goals. With the successful implementation of this training, new and inventive ways to teach nursing students will be developed each semester to prepare students for a nursing career.

Section 4: Reflections and Conclusions

Faculty development trainings are developed and implemented to meet the ever-changing environment of academics, promote teacher self-development, and promote the realization of student learning outcomes. Not only are there advances in technological tools, but changing society needs regarding healthcare, such as access to healthcare and changing methods of treatment, that impact nursing education. Faculty need to be current on the evidence-based best teaching practices of today to effectively meet the learning goals of the nursing students of tomorrow (NCSBN, 2016). There is an influx in older adults returning to secondary education for career changes as well as Generation Z students who will challenge nurse educators to be flexible in teaching in a variety of styles to meet the needs of all students (IOM, 2011). Having a training program that allows for teamwork, collaboration, and actual hands-on time to prepare lessons will give the educator the support and time needed to create active learning classes to enhance the student's ability to be engaged and learn critical thinking.

Project Strengths and Limitations with Recommendations for Alternative Approaches

Offering faculty development through the college via the faculty development committee will allow educators to enhance their teaching skills while saving money and time. Trainings offered off campus can be costly and not all members of a division are always able to attend. This workshop training is planned to be delivered during a time when classes are not in session (thereby allowing for attendance), when faculty are still on contract (thereby saving money) to foster collaboration and teamwork (building self-

efficacy) and allow for implementation of the learned skill. According to Al-Majed et al. (2017) and Allgood et al. (2018), faculty development that is promoted in the college sets a culture for continual improvement among all faculty. The outcomes of active teaching methods are an increase in students' acquisition of critical thinking and preparedness for the nursing profession (Allgood et al.).

The biggest limitation for this program is the possible lack of attendance. As these sessions are not mandatory, but encouraged, getting the faculty to attend all 3 days may be an issue. While attendance to partake in the trainings is optional, the scheduling of the professional development is during a time that faculty are still under contract and on campus. An alternative approach could be offering the 3-day program spread out over a longer period during the semester or to build it into scheduled division meetings that are mandatory to attend.

Another possible limitation is the inability for the faculty development committee to arrange and conduct the trainings. While faculty development is required of most divisions, if the committee finds a lack of participation from a low faculty participation sign-up, they may cancel the trainings. An alternative to the faculty development committee being solely responsible for the workshop is to work with the college administration to support a working relationship between human resources, the technology division, and faculty development committee to share the workload and budget to promote stakeholder buy-in to attend.

Scholarship, Project Development and Evaluation, and Leadership and Change

As a nurse, faculty member, and program director, I am challenged to stay current in nursing practices and teaching methodologies through faculty development. Utilizing Bandura's (1982) theory of self-efficacy, I can increase my own self-efficacy while working with my team to increase their self-efficacy with active learning pedagogies through collaboration and teamwork. Leading by example can encourage faculty and staff to feel empowered to try something new. The four concepts of Bandura's theory of self-efficacy promote this style of development by allowing the team to practice new methods of instruction, work together through coaching, and implement new learning. Scholarship is not new to nursing. As nurses strive to use best practices in the field of nursing, it is feasible to employ the same focus to faculty development of the nurse educator.

While conducting this research and developing this project, I have come to a greater understanding and respect for the role that administration plays in the research and development of trainings for their faculty. This project has helped me appreciate the various roles and backgrounds needed to develop a training that will be successful in a nursing education college. During the creation of this training, I found that the stakeholders and faculty need to have the same goal for the development and implementation of the training program to be fully operational. The evaluation of the program was fairly easy to develop because the nursing process has ingrained in me the need to evaluate all implemented interventions, including that of a training program.

Being a scholar, practitioner, and project developer, I can appreciate the importance of a training program that boosts the self-confidence or self-efficacy of the faculty. Using the research of other scholars and practitioners, both within and outside of the nursing profession, I realized the various components that are used to develop and successfully implement a training program for nurse educators for this local site and any nursing division. I have grown and learned a lot through this process. The active searching for and analysis of primary and secondary research has improved my own critical thinking. The use of research-assisted software and coding has broadened my abilities to use research technologies for future endeavors.

Conducting this study helped me to find more current evidence to further train and develop nurse educators to increase active learning in their classrooms and, ultimately, promote the critical thinking and engagement of nursing students. During this period of reflection, I am able to recognize the contributions that leaders in nursing academia and faculty development contribute along with the autonomy that is needed to take the initiative and build a new training. As a program director and member of faculty development, I was challenged to create a program that meets the needs of the nurse educator and administration while being cognizant of the previous barriers that were experienced from preceding educators. This awareness led to my growth as a nurse leader.

Reflection on Importance of the Work

The literature indicated that a change in education practices is needed to keep pace with today's society (IOM, 2011; NCSBN, 2016). Students need an education that

keeps them engaged while promoting the growth of their ability to think critically. In response, I developed a training program that overcomes the barriers of time, technology, and support to give the faculty the training time they need to truly formulate and implement active learning. This actual development time overcomes the barrier of time. Teamwork and collaboration are achieved through peer coaching and feelings of successfulness at the completion of the trainings. While conducting research for this project, I realized that the challenge of time and support remains. I have also learned what a large role a college's faculty and development committee has in overcoming this existing challenge.

As a current nursing faculty member and program director, I concur and was able to support the perceptions of previous faculty and administration. I, too, noted a lack of buy-in from students and faculty alike and a lack of time to prepare. The buy-in seems to be the hardest challenge to overcome. I believe the faculty development program that was designed to increase the self-efficacy of the nurse faculty will give them the self-confidence, tools, and knowledge to continue to build their teaching repertoire to engage and manage an active learning classroom that will overcome the challenge of securing buy-in.

Nursing faculty have an obligation to prepare nurses that can be engaged with their clients and think critically. The first step in this preparation happens in the classroom. Positive social change will occur as a result of this training program because faculty will demonstrate active learning techniques that promote critical thinking among the students who are needed to care for our diverse population.

Implications, Applications, and Directions for Future Research

The findings of this study laid the foundation for a training workshop that I created based on Bandura's theory of self-efficacy and focused toward the perceptions of previous nursing faculty members. Nursing faculty have a wealth of nursing and academic experiences; however, changes in the student population require changes in how the information is presented to the student. Due to these expectations, nursing faculty need professional development on active learning methods along with time to prepare and be supported for pedagogical improvement. Without training and support, faculty resort to what is comfortable, which can result in dissatisfaction among students.

In Section 3, I presented the training program that was developed based on the findings of this study and aligned with Bandura's self-efficacy theory. The training consists of a 3-day, active learning development program. The program provides an opportunity to learn about different active teaching methods through hands-on teamwork time to prepare and demonstrate learned knowledge. The program also includes formative and summative evaluations to assess the effectiveness of the training workshop. Future research is needed to assess the effectiveness of this program. Evaluations of student satisfaction, engagement, and critical thinking will need to be collected as well as an exploration of the perceptions of the faculty regarding their self-efficacy. Quantitative research could be used to capture the students' satisfaction scores with the teaching practices to build upon a mixed methods study in the future. Overall, continued research is needed to develop education practices and improve student satisfaction and critical thinking.

Conclusion

The results of this study revealed that nurse educators are accepting of a training program to increase their self-efficacy in active learning and classroom management. I developed a training program that addresses the previous stated challenges and may benefit the current faculty members of the study site. Being current in both nursing practice and teaching methodologies is a requirement of accreditation (Commission on Collegiate Nursing Education , 2019). The participants in this study stated that having the support of administration, time to prepare, and technological support would encourage them to further develop themselves. Having the support of administration and peers builds self-efficacy and, in return, produces effective classroom experiences for students, thereby overcoming the last barrier of buy-in. In summary, with effective training, nurse educators can provide a learning environment that prepares students for the demands of the nursing profession, which will affect positive social change for those who care for healthcare consumers.

References

Agger, C. A., Lynn, M. R., & Oermann, M. H. (2017). Mentoring and development

resources available to new doctorally prepared faculty in nursing. *Nursing

Education Perspectives, 38*(4), 189-192. doi:10.1097/01.NEP.0000000000000180

Allgood, S., Hoyt, G., & McGoldrick, K. (2018). Teacher training for PhD students and

new faculty in economics. *Journal of Economic Education, 49*(2), 209–219.

http://dx.doi.org/10.1080/00220485.2018.1438947

Al-Majed, A., Al-Kathiri, F., Al-Ajmi, S., & Al-Hamlan, S. (2017). 21st century

professional skill training programs for faculty members: A comparative study

between Virginia Tech University, American University & King Saud University.

Higher Education Studies, 7(3), 122–131. http://dx.doi.org/10.5539/hes.v7n3p122

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate

education for professional nursing practice. Retrieved from

http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

Andersen, E. A., Strumpel, C., Fensom, I., & Andrews, W. (2011). Implementing team-

based learning in large classes: Nurse educators' experiences. *International

Journal of Nursing Education Scholarship*, *8*(1), 1-16. doi:10.2202/1548-

923X.2197

Atherton, H. (2015). Problem-based learning in pre-registration mental health nursing:

The student experience. *Mental Health Practice, 19*(1), 28.

http://dx.doi.org/10.7748/mhp.19.1.28.e1005

Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are

we going? *New Directions for Teaching & Learning*, *2013*(133), 85-97.

doi:10.1002/tl.20048

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122-147. doi:10.1037/0003-066X.37.2.122

Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive Therapy and Research, 1*(4), 287-310. doi:10.1007/bf01663995

Barton, A. J. (2018). Improving environments for learning: Implications for nursing faculty. *Journal of Nursing Education, 57*(9), 515-516. doi:10.3928/01484834-20180815-01

Benner, P., Sutphen, M., Leonard, V., Day, L., & Shulman, L. S. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.

Berndt, J., Dinndorf-Hogenson, G., Herheim, R., Hoover, C., Lang, N., Neuwirth, J., & Tollefson, B. (2015). Collaborative classroom simulation (CCS): An innovative pedagogy using simulation in nursing education. *Nursing Education Perspectives, 36*(6), 401-402. doi:10.5480/14-1420

Betihavas, V., Bridgman, H., Kornhaber, R., & Cross, M. (2016). The evidence for 'flipping out': A systematic review of the flipped classroom in nursing education. *Nurse Education Today*, *38*, 15-21. http://dx.doi.org/10.1016/j.nedt.2015.12.010 Retrieved from Walden Library EBSCO/Science Direct database

Bleske, B., Remington, T., Wells, T., Klein, K., Guthrie, S., Tingen, J.,… Dorsch, M. (2016). A randomized crossover comparison of team-based learning and lecture

format on learning outcomes. *American Journal of Pharmaceutical Education*, *80*(7), 1-5. https://doi.org/10.5688/ajpe807120

Boctor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse Education in Practice*, *13*(2), 96-100. doi:10.1016/j.nepr.2012.07.010

Boellaard, M. R., Brandt, C. L., & Zorn, C. R. (2015). Faculty to faculty: Advice for educators new to teaching in accelerated second baccalaureate degree nursing programs. *Journal of Nursing Education, 54*(6), 343-346 doi:10.3928/01484834-20150515-06

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston, MA: Allyn & Bacon.

Bortolato-Major, C., Perez A., J., Taís Mattei daSilva, Â., de Fátima Mantovani, M., Cestari Felix, J. V., & Boostel, R. (2018). Contributions of the simulation for undergraduate nursing students. *Journal of Nursing UFPE / Revista De Enfermagem UFPE*, *12*(6), 1751-1762. doi:10.5205/1981-8963-v12i6a230633p1751-1762-2018

Bradford, J., Mowder, D., & Bohte, J. (2016). You can lead students to water, but you can't make them think: An assessment of student engagement and learning through student-centered teaching. *Journal of the Scholarship of Teaching & Learning, 16*(4), 33-43. doi:10.14434/josotl.v16i4.20106

Brandt, C. L., Boellaard, M. R., & Zorn, C. R. (2015). The faculty voice: Teaching in accelerated second baccalaureate degree nursing programs. *Journal of Nursing Education, 54*(5), 241-247. doi:10.3928/01484834-20150417-01

Buchenroth-Martin, C., DiMartino, T., & Martin, A. (2017). Measuring student interactions using networks: Insights into the learning community of a large active learning course. *Journal of College Science Teaching, 46*(3), 90-99. http://dx.doi.org/10.2505/4/jcst17_046_03_90

Bussard, M. (2015). The nature of clinical judgment development in reflective journals. *Journal of Nursing Education, 54*(8), 451-454. http://dx.doi.org/10.3928/01484834-20150717-05

Calkins, S., & Harris, M. (2017). Promoting critical reflection: An evaluation of the longer-term impact of a substantial faculty development program. *The Journal of Faculty Development, 31*(2), 29-36. Retrieved from https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1931649207%3Fa

Cameron, A. A., & Woods, C. C. (2016). A proposed 'LADDER OF LEARNING' for academics' professional development in teaching. *South African Journal of Higher Education*, *30*(6), 176-190. doi:10.20853/30-6-732

Camp, H. (2017). Goal setting as teacher development practice. *International Journal of Teaching and Learning in Higher Education, 29(1)*, 61-72. https://files.eric.ed.gov/fulltext/EJ1135994.pdf

Can, S., & Kaymakc, G. C. (2015). Natural sciences teachers' skills of managing the constructivist learning environment. *International Journal of Progressive Education*, *11*(3), 20-31. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edo&AN=110268008&site=eds-live&scope=site.

Cattaneo, K. (2017). Telling active learning pedagogies apart: From theory to practice. *Journal of New Approaches in Educational Research, 6*(2), 144-152. doi:10.7821/naer.2017.7.237

Chandrachood, B., Sivabalan, T., & Chandekar, P. A. (2015). Awareness, attitude and perception on problem-based learning (PBL) among the nurse educators. *Asian Journal of Nursing Education and Research, 5*(2), 246-250. http://dx.doi.org/10.5958/2349-2996.2015.00048.8

Cho, J. C., Otani, K., & Kim, B. J. (2014). Differences in student evaluations of limited-term lecturers and full-time faculty. *Journal on Excellence in College Teaching*, *25*(2), 5-24. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eue&AN=98323035&site=eds-live&scope=site.

Commission on Collegiate Nursing Education. (2019). Crosswalk table. Retrieved from https://www.aacnnursing.org/Portals/42/CCNE/PDF/Crosswalk-2013-2018-Standards.pdf

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Custom ed.). Boston, MA: Pearson Education.

Crocco, K., Offenholley, K., & Hernandez, C. (2016). A proof-of-concept study of game-based learning in higher education. *Simulation & Gaming, 47*(4), 403-422. doi:10.1177/1046878116632484

Datta, A., & Ray, J. (2016). Case based learning in undergraduate pathology – A study to assess its efficacy and acceptability as teaching-learning tool. *International Archives of Integrated Medicine*, *3*(6), 93-100. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=a9h&AN=116403450&site=eds-live&scope=site.

De Pillis, E., & Johnson, G. (2015). First, do no harm: Effective, ineffective and counterproductive teaching methods. *Journal of Higher Education Theory & Practice*, *15*(1), 58-69. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edo&AN=114541618&site=eds-live&scope=site.

Dewald, R. J. (2012). Teaching strategies that promote a culturally sensitive nursing education. *Nursing Education Perspectives*, *33*(6), 410-412. http://dx.doi.org/10.5480/1536-5026-33.6.410

Diekelmann, N. (2004). Teacher talk: New pedagogies for nursing. Experienced practitioners as new faculty: New pedagogies and new possibilities. *Journal of*

Nursing Education, *43*(3), 101-103. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=rzh&AN=106734108&site=eds-live&scope=site.

Dillman Taylor, D. L., Blount, A. J., & Bloom, Z. (2017). Examination of student outcomes in play therapy: A qualitative case study design. *International Journal for the Scholarship of Teaching and Learning*, *11*(1), 1-5. http://dx.doi.org/10.20429/ijsotl.2017.110111

Dolmans, D., Michaelsen, L., van Merriënboer, J., & van der Vleuten, C. (2015). Should we choose between problem-based learning and team-based learning? No, combine the best of both worlds! *Medical Teacher, 37*(4), 354-359. doi:10.3109/0142159X.2014.948828

Dozier, A. L., Hsiao, E., Dees, D. C., Noviello, S. R., & Bochenko, M. J. (2019). An investigation of nursing faculty teacher efficacy in nursing schools in Georgia. *ABNF Journal, 30*(2), 50-57. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=rzh&AN=136798781&site=eds-live&scope=site.

DuHamel, M. B., Hirnle, C., Karvonen, C., Sayre, C., Wyant, S., Colobong Smith, N.,. . . Whitney, J. D. (2011). Enhancing medical-surgical nursing practice: Using practice tests and clinical examples to promote active learning and program evaluation. *The Journal of Continuing Education in Nursing, 42*(10), 457-62. doi:10.3928/00220124-20110701-01

Dunker, K. S., & Manning, K. (2018). Live continuing education program for adjunct

    clinical nursing faculty. *Nursing Education Perspectives, 39*(1), 16-18.

    doi:10.1097/01.NEP.0000000000000248

Flaherty, C. (2016). Professors can learn to be more effective instructors. Retrieved from

    https://www.insidehighered.com/news/2016/02/10/new-study-suggests-faculty-

    development-has-demonstrable-impact-student-learning

Gates, M. G., Parr, M. B., & Hughen, J. E. (2012). Enhancing nursing knowledge using

    high-fidelity simulation. *Journal of Nursing Education, 51*(1), 9-15.

    doi:10.3928/01484834-20111116-01

Gegenfurtner, A. (2019). Reconstructing goals for transfer of training in faculty

    development programs for higher education teachers: A qualitative documentary

    method approach. *Heliyon*, *5*(11).

    http://dx.doi.org/10.1016/j.heliyon.2019.e02928

Geist, M. J., Larimore, D., Rawiszer, H., & Al Sager, A. (2015). Flipped versus

    traditional instruction and achievement in a baccalaureate nursing pharmacology

    course. *Nursing Education Perspectives, 36*(2), 114-115. doi:10 5480/13-1292

Gentry, J., & Kelly, V. J. (2019). Importance of and satisfaction with characteristics of

    mentoring among nursing faculty. *Journal of Nursing Education, 58*(10), 595-

    598. doi:10.3928/01484834-20190923-07

Gopaul, B. B., Jones, G. A., Weinrib, J., Metcalfe, A., Fisher, D., Gingras, Y., &

    Rubenson, K. (2016). The academic profession in Canada: Perceptions of

    Canadian university faculty about research and teaching. *Canadian Journal of*

Higher Education, *46*(2), 55-77. Retrieved from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ1113456&s

ite=eds-live&scope=site.

Harris, A., & Jones, M. (2015). Blended learning in higher education: Flipped, flopped or

forgotten? Education Today, 65(2), 35-37. Retrieved from the Walden Library

EBSCO/Education Source database

Harris, J. (2019). Challenges of nursing faculty retention. *The Midwest Quarterly, 60*(3),

251. Retrieved from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=a9h&AN=136222681&s

ite=eds-live&scope=site.

Hayden, J. (2009). *Introduction to health behavior theory*. Sudbury, MA: Jones and

Bartlett.

Heller, B. R., Oros, M. T., & Durney-Crowley, J. (2013). The future of nursing

education: Ten trends to watch. *National League of Nursing*. Retrieved from

http://www.nln.org/nlnjournal/infotrends.htm

Herrman, J. W. (2011). Keeping their attention: Innovative strategies for nursing

education. *The Journal of Continuing Education in Nursing*, *42*(10), 449-56.

http://dx.doi.org/10.3928/00220124-20110516-05

Hojeij, Z., & Hurley, Z. (2017). The triple flip: Using technology for peer and self-editing

of writing. *International Journal for the Scholarship of Teaching and

Learning*, *11*(1), 1-5. http://dx.doi.org/10.20429/ijsotl.2017.110104

Hyun, J., Ediger, R., & Lee, D. (2017). Students' satisfaction on their learning process in active learning and traditional classrooms. *International Journal of Teaching and Learning in Higher Education, 29*(1), 108-118. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ1135821&site=eds-live&scope=site.

Institute of Medicine's (IOM) Committee. (2011). Institute of Medicine (US) committee on the Robert Wood Johnson Foundation initiative on the future of nursing, at the Institute of Medicine. The future of nursing: Leading change, advancing health. *Washington (DC): National Academies Press (US); 2011. 4*, Transforming Education. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK209885/

Jensen, R., Meyer, L., & Sternberger, C. (2009). Three technological enhancements in nursing education: Informatics instruction, personal response systems, and human patient simulation. *Nurse Education in Practice, 9*(2), 86-90. http://dx.doi.org/10.1016/j.nepr.2008.10.005

Jessee, M. A., & Tanner, C. A. (2016). Pursuing improvement in clinical reasoning: Development of the clinical coaching interactions inventory. *Journal of Nursing Education, 55*(9), 495-504. doi:10.3928/01484834-20160816-03

Jolley, M. M., Cross, E., & Bryant, M. (2014). A critical challenge: The engagement and assessment of contingent, part-time adjunct faculty professors in United States community colleges. *Community College Journal of Research & Practice*, *38*(2/3), 218-230. doi:10.1080/10668926.2014.851969

Kalensky, M., & Hande, K. (2017). Transition from expert clinician to novice faculty: A blueprint for success. *The Journal for Nurse Practitioners, 13*(9), e433-e439. doi: 10.1016/j.nurpra.2017.06.005

Kardong-Edgren, S. (2013). Bandura's self-efficacy theory…Something is missing. *Clinical Simulation in Nursing*, *9*(9), 327-328. doi:10.1016/j.ecns.2013.07.001

Killingsworth, E., Kimble, L. P., & Sudia, T. (2015). What goes into a decision? How nursing faculty decide which best practices to use for classroom testing. *Nursing Education Perspectives (National League for Nursing)*, *36*(4), 220-225. doi:10.5480/14-1492

Kroning, M. (2014). The importance of integrating active learning in education. *Nurse Education in Practice, 14*(5), 447-448. doi:10.1016/j.nepr.2014.06.001

Leisey, M. M., Mulcare, D., Comeford, L., & Kudrimoti, S. (2014). Exploring team-based learning at a State University. *Interdisciplinary Journal of Teaching & Learning, 4*(3), 172-185. Retrieved from https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ1065894&site=eds-live&scope=site (Accessed: 21 March 2020).

Leonard, B. B., Shuhaibar, E., & Chen, R. (2010). Nursing student perceptions of intraprofessional team education using high-fidelity simulation. *Journal of Nursing Education, 49*(11), 628-631. doi:10.3928/01484834-20100730-06

Lewis, D. Y., & Ciak, A. D. (2011). The impact of a simulation lab experience for nursing students. *Nursing Education Perspectives, 32*(4), 256-258. Retrieved from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edsovi&AN=edsovi.000

24776.201107000.00012&site=eds-live&scope=site.

Lodico, M., Spaulding, D., & Voegtle, K. (2010). *Methods in educational research: From theory to practice.* (2nd ed.). San Francisco, CA: John Wiley & Sons

Lumpkin, A. L., Achen, R. M., & Dodd, R. K. (2015). Student perceptions of active learning. *College Student Journal, 49*(1), 121-133. Retrieved from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edsgea&AN=edsgcl.409

068509&site=eds-live&scope=site.

Lunenburg, F. C. (2011). Self-efficacy in the workplace: Implications for motivation and performance. *International Journal of Management, Business and Administration 14*(1), 1-6. doi:10.11648/j.pbs.20150404.15

Mareno, N., Bremner, M., & Emerson, C. (2010). The use of audience response systems in nursing education: Best practice guidelines. *International Journal of Nursing Education Scholarship, 7*(1), 1-17. doi:10.2202/1548-923X.2049

McAllister, M., Levett-Jones, T., Downer, T., Harrison, P., Harvey, T., Reid-Searl, K., . . . Calleja, P. (2013). Snapshots of simulation: Creative strategies used by Australian educators to enhance simulation learning experiences for nursing students. *Nurse Education in Practice, 13*(6), 567-72. doi: 10.1016/j.nepr.2013.04.010

McCarthy, J. J. (2016). Reflections on a flipped classroom in first year higher education. *Issues in Educational Research*, *26*(2), 332-350. Retrieved

from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=edo&AN=115719161&s

ite=eds-live&scope=site.

McKim, A. J., & Velez, J. J. (2016). An evaluation of the self-efficacy theory in

agricultural education. *Journal of Agricultural Education*, *57*(1), 73–90.

http://dx.doi.org/10.5032/jae.2016.01073

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007*). Learning in adulthood:

A comprehensive guide.* (3rd ed.) San Francisco, CA: Jossey-Bass.

Mirick, R. G., & Davis, A. (2015). A clinician in the classroom: Using a reflective

practice paradigm to learn to teach. *Reflective Practice*, *16*(2), 182-194.

doi:10.1080/14623943.2014.992404

Mukherjee, A. (2015). Effective use of discovery learning to improve understanding of

factors that affect quality. *Journal of Education for Business*, *90*(8), 413-419.

doi:10.1080/08832323.2015.1081866

National Council of State Boards of Nursing (NCSBN). (2016). A changing environment:

2016 NCSBN environmental scan. *Journal of Nursing Regulation, 6*(4) 4-37.

Retrieved

fromhttp://www.journalofnursingregulation.com/action/doSearch?searchType=qu

ick&searchText=*changing*+environment&occurrences=all&journalCode=jnr&sea

rchScope=fullSite

Nevin, M., Neill, F., & Mulkerrins, J. (2014). Preparing the nursing student for internship

in a pre-registration nursing program: Developing a problem-based approach with

the use of high-fidelity simulation equipment. *Nurse Education in Practice, 14*(2), 154-9. doi:10.1016/j.nepr.2013.07.008

Nouri, J. J. (2016). The flipped classroom: for active, effective and increased learning - especially for low achievers. *International Journal of Educational Technology in Higher Education, 13*(1), 1-10. doi:10.1186/s41239-016-0032-z

Nugent, K. E., Bradshaw, M. J., & Kito, N. (1999). Original article: Teacher self-efficacy in new nurse educators. *Journal of Professional Nursing*, *15*, 229-237. doi:10.1016/S8755-7223(99)80009-X

Oermann, M. H. (2015). Technology and teaching innovations in nursing education: engaging the student. *Nurse Educator*, *40*(2), 55-56 doi:10.1097/NNE.0000000000000139

Orchard, J., & Winch, C. (2015). What training do teachers need? Why theory is necessary to good teaching. *Impact*, *2015*(22), 1-43. doi:10.1111/2048-416X.2015.12002.x

Patton, C. M. (2015). Employing active learning strategies to become the facilitator, not the authoritarian: A literature review. *Journal of Instructional Research*, *4,* 134-141. http://dx.doi.org/10.9743/JIR.2015.17

Pettit, R., McCoy, L., & Kinney, M. (2017). What millennial medical students say about flipped learning? *Advances in Medical Education and Practice, 8,* 487-497. http://dx.doi.org/10.2147/AMEP.S139569

Phillips, C., Bassell, K., & Fillmore, L. (2017). Storytelling and reflective pedagogy: Transforming nursing education through faculty development. *American Journal of Health Sciences, 8*(1), 7-18 doi:10.19030/ajhs.v8i1.9953

Rajeswaran, L. (2016). Clinical experiences of nursing students at a selected institute of health sciences in Botswana. *Health Science Journal, 10*(6), 1-6. doi: 10.21767/1791-809X.1000471

Ramesh, P., Thammi Raju, D., Reddy, K. M., Krishnan, P., Biswas, A., & Umamaheshwari, T. (2019). Perception of teaching competencies by administrators, faculty and students of Indian Agricultural Universities: An assessment of faculty training needs. *Journal of Agricultural Education and Extension, 25*(4), 337–359. http://dx.doi.org/10.1080/1389224X.2019.1609997

Raterink, G. (2016). Reflective journaling for critical thinking development in advanced practice registered nurse students. *Journal of Nursing Education, 55*(2), 101-104. doi:10.3928/01484834-20160114-08

Richter, S., & Idleman, L. (2017). Online teaching efficacy: A product of professional development and ongoing support. *International Journal of Nursing Education Scholarship, 14*(1), 191-215. doi:10.1515/ijnes-2016-0033

Robb, M. K. (2012). Managing a large class environment: Simple strategies for new nurse educators. *Teaching & Learning in Nursing*, *7*(2), 47-50. doi:10.1016/j.teln.2011.09.006

Rogers, G. S. (2015). Part-time faculty and community college student success. *Community College Journal of Research & Practice*, *39*(7), 673-684. doi:10.1080/10668926.2014.908426

Roney, L. N., Westrick, S. J., Acri, M. C., Aronson, B. S., & Rebeschi, L. M. (2017). Technology use and technological self-efficacy among undergraduate nursing faculty. *Nursing Education Perspectives, 38*(3), 113-118. doi: 10.1097/01.NEP.0000000000000141

Rowbotham, M. A. (2015). The impact of faculty development on teacher self-efficacy, skills and perspectives. Policy Research: IERC FFR 2015-1. *Illinois Education Research Council*. Illinois Education Research Council. https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=ED563500&site=eds-live&scope=site.

Schlairet, M. C. (2011). Simulation in an undergraduate nursing curriculum: Implementation and impact evaluation. *Journal of Nursing Education, 50*(10), 561-568. doi:10.3928/01484834-20110630-04

Sehgal, P., Nambudiri, R., & Mishra, S. K. (2017). Teacher effectiveness through self-efficacy, collaboration and principal leadership. *The International Journal of Educational Management, 31*(4), 505-517. doi:10.1108/IJEM-05-2016-0090

Sharpnack, P. A., & Madigan, E. A. (2012). Using low-fidelity simulation with sophomore nursing students in a baccalaureate nursing program. *Nursing Education Perspectives, 33*(4), 264-268. Retrieved from https://search-ebscohost-

com.ezp.waldenulibrary.org/login.aspx?direct=true&db=rzh&AN=107995056&si
te=eds-live&scope=site.

Simonds, T. A., Brock, B. L., & Engel, M. T. (2016). Peer course review as a means to
support adjunct faculty in an online program. *International Journal of
Educational Organization & Leadership*, *23*(3), 29-38.
http://dx.doi.org/10.18848/2329-1656/CGP/v23i03/29-38

Sinclair, B., & Ferguson, K. (2009). Integrating simulated teaching/learning strategies in
undergraduate nursing education. *International Journal of Nursing Education
Scholarship*, *6*(1), 1-11. doi:10.2202/1548-923X.1676

South Dakota Board of Nursing. (2016). Annual report to the SD Board of Nursing of
education programs in South Dakota. Retrieved from
http://doh.sd.gov/boards/nursing/RandP.aspx

Starcher, K. K., & Mandernach, B. J. (2016). An examination of adjunct faculty
characteristics: Comparison between non-profit and for-profit institutions. *Online
Journal of Distance Learning Administration*, *19*(1), 1-16. Retrieved
from https://search-ebscohost-
com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eue&AN=117762703&si
te=eds-live&scope=site.

Stonebraker, R. s., & Stone, G. (2015). Too old to teach? The effect of age on college and
university professors. *Research in Higher Education*, *56*(8), 793-812.
doi:10.1007/s11162-015-9374-y

Teras, H. (2016). Collaboration online professional development for teachers in higher

    education. *Professional Development in Education, 42*(2), 258-275. Retrieved

    from https://www.tandfonline.com/doi/full/10.1080/19415257.2014.961094

The Regents of the University of Michigan, (2016). Active learning. Retrieved from

    http://www.crlt.umich.edu/tstrategies/tsal

Tiwari, R., Arya, R. K., & Bansal, M. (2017). Motivating students for project-based

    learning for application of research methodology skills. *International Journal of*

    Applied & Basic Medical Research, *7,* S4-S7.

    doi:10.4103/ijabmr.IJABMR_123_17

Tosterud, R., Hall-Lord, M., Petzäll, K., & Hedelin, B. (2014). Debriefing in simulation

    conducted in small and large groups - nursing students' experiences. *Journal of*

    Nursing Education and Practice, 4(9), 173. doi:10.5430/jnep.v4n9p173

Tosterud, R., Hedelin, B., & Hall-Lord, M. (2013). Nursing students' perceptions of

    high- and low-fidelity simulation used as learning methods. *Nurse Education in*

    Practice, 13(4), 262-70. doi:10.1016/j.nepr.2013.02.002

Tsui, C. (2018). Teacher efficacy: A case study of faculty beliefs in an English-medium

    instruction teacher training program. *Taiwan Journal of TESOL*, *15*(1), 101–128.

    Retrieved from https://search-ebscohost-

    com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ1176535&s

    ite=eds-live&scope=site.

Waes, S. S., Bossche, P. P., Moolenaar, N. N., Maeyer, S. S., & Petegem, P. P. (2015). Know-who? Linking faculty's networks to stages of instructional development. *Higher Education, 70*(5), 807-826. doi:10.1007/s10734-015-9868-8

Wagner, E. A. (2014). Using a kinesthetic learning strategy to engage nursing student thinking, enhance retention, and improve critical thinking. *Journal of Nursing Education, 53*(6), 348-51. doi:10.3928/01484834-20140512-02

Wasserman, E., & Migdal, R. (2019). Professional development: Teachers' attitudes in online and traditional training courses. *Online Learning*, *23*(1), 132–143. Retrieved from   https://search-ebscohost-com.ezp.waldenulibrary.org/login.aspx?direct=true&db=eric&AN=EJ1211174&site=eds-live&scope=site.

Yedidia, M. M., Chou, J., Brownlee, S., Flynn, L., & Tanner, C. A. (2014). Association of faculty perceptions of work-life with emotional exhaustion and intent to leave academic nursing: Report on a national survey of nurse faculty. *Journal of Nursing Education*, *53*(10), 569-579. doi:10.3928/01484834-20140922-03

Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. J*ournal of Teacher Education for Sustainability, 18*(1), 84-94. http://dx.doi.org/10.1515/jtes-2016-0007

Zee, M., & Koomen, H. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research, S6(4)*, 981-1015. doi:10.3102/0034654315626801

Appendix A: Nursing Faculty Active Learning Workshop

Utilizing Bandura's Self-Efficacy

Fall & Spring Semester

Local Campus

Presented by Faculty Development Committee

This year the faculty will have an opportunity to not only learn about different active learning methods but develop and present a lesson while attending this three-day workshop. The themes of master experience, vicarious experience, verbal persuasion and somatic/emotional states will assist the educator in increases their self-efficacy with active learning strategies.

Nursing Faculty Active Learning Utilizing Bandura's Self-Efficacy Workshop

Day 1	8:00 a.m.-9:00 a.m.: Introduction and Welcome, Research Results, Objectives
	9:00 a.m. - 10:00 a.m.: Meet and Greet with faculty development committee/Staff/Administration/Faculty including experience level.
	10:00 a.m.-10:15 a.m.: Break
	10:15 a.m.- 12:00 p.m.: A call to Active learning and Bandura's Theory of Self-Efficacy
	12:00 p.m.-1:00 p.m.: Lunch
	1:00 p.m.-1:30 p.m.: Round table discussion on Active learning experience (Vicarious Experience)
	1:30 p.m.-2:30 p.m.: Identification of active learning goal and lesson plans
	2:30 p.m.-2:45 p.m.: Break
	2:45 p.m.- 3:30 p.m.: Pairing of teams per experience level and goal (Verbal and Social Persuasion)
	3:30 p.m.-4:30 p.m.: Active work time within teams (Mastery/Vicarious/Verbal/Social Persuasion)
Day 2	8:00 a.m.- 9:45 a.m.: Welcome to Day 2 Round table discussion on possible barriers identified during day 1 active work session (Verbal/Social Persuasion)
	9:45 a.m.-10:00 a.m.: Break
	10:00 a.m.- 12:00 p.m.: Active lesson development within teams using the Discovery methods (Mastery/Vicarious/Verbal/Social Persuasion)
	12:00 p.m.-1:00 p.m.: Lunch
	1:00 p.m.-3:00 p.m.: Active lesson development within teams using the Problem based method (Mastery/Vicarious/Verbal/Social Persuasion)
	3:00 p.m.- 3:30 p.m.: Break
	3:30 p.m.-4:30 p.m.: Active lesson development within teams using the Inquiry based method (Mastery/Vicarious/Verbal/Social Persuasion)

Day 3	8:00 a.m.-10:00 a.m.: Faculty presentations of Discovery Based lessons per faculty teams (Mastery/Vicarious/Verbal/Social Persuasion)
	10:15 a.m.-10:45 a.m.: Break
	10:45 a.m.-12:00 p.m. :Faculty presentation of Problem based method (Mastery/Vicarious/Verbal/Social Persuasion)
	12:00 p.m.-1 p.m.: Lunch
	1:00 p.m.-2 p.m.: Faculty presentation of Inquiry based methods (Mastery/Vicarious/Verbal/Social Persuasion)
	2:00 p.m.-2:15 p.m.: Break
	2:15 p.m.-3:30 p.m.: Round table discussion on presentations (Somatic & Emotional States)
	3:30 p.m.-4:00 p.m.: Evaluation of Active Learning Workshop and Closing Remarks

Nursing degree programs are charged with preparing nurses to function as leaders and caregivers in dynamic healthcare settings. According to the Institute of Medicine's (IOM) Committee (2011) recommendations, curriculum and teaching methods must address patients' needs and students' preferred learning styles. The IOM (2011) recommended that nursing curricula and teaching-learning strategies be reexamined because content laden curriculums, memorization, and other passive learning approaches are not effective.

INTRODUCTIONS AND WELCOME

DIVISION OF NURSING
ADMINISTRATIONS

RESEARCH FINDINGS

DAY 1 OBJECTIVES

- The participants will:
  - Describe active learning
  - Discover Bandura's Self-Efficacy Theory
  - Describe the benefits of active learning in the classroom
  - List the types of active learning to be considered for use
  - Summarize possible barriers to implementations
  - Discuss options to overcoming possible barriers
  - Develop lesson plan using active learning

109

ROUND TABLE

Meet and Greet of Participants

Experience Level

Previous Active learning experiences

BREAK

15 MIN BREAK

Historical changes in "healthcare, education, and nursing regulation … driven by technology, economics, the Affordable Care Act (ACA) and the entry of the millennial generation into the nursing profession ...." (National Council State Boards of Nursing [NCSBN], 2016, p. 1) has presented a changing infrastructure for nursing as a profession. As educational programs adjust to the influx of millennial students and their desire for technology and flexibility in learning (NCSBN, 2016), faculty is challenged to adapt from a teacher-centered approach to a learner-centered focus to engage students and prepare them to become competent professionals. Problem solvers and critical thinkers are needed for the complexities of healthcare. The NCSBN (2016) challenged faculty to motivate and coach nursing students to move into the "virtual learning environments, using technologies to make connections and engage students" (p. 10) while not losing sight of the importance of communication skills.

Active learning is recommended for use in multiple disciplines, including nursing education (NCSBN, 2016). Types of active learning education strategies include simulation, games, group discussion using case studies (Boctor, 2013; Dewald, 2012; Herrman, 2011; Sharpnack & Madigan, 2012), and team-based learning (Andersen, et al., 2011). The literature suggested student satisfaction and performance are enhanced when varied strategies are implemented (Boctor, 2013; Dewald, 2012; Herrman, 2011; Jensen, et al., 2009; Sharpnack & Madigan, 2012). The NCSBN (2016) and IOM (2011) published research indicating that changes in nursing education is required to meet the needs of the next generation of learners across the nation.
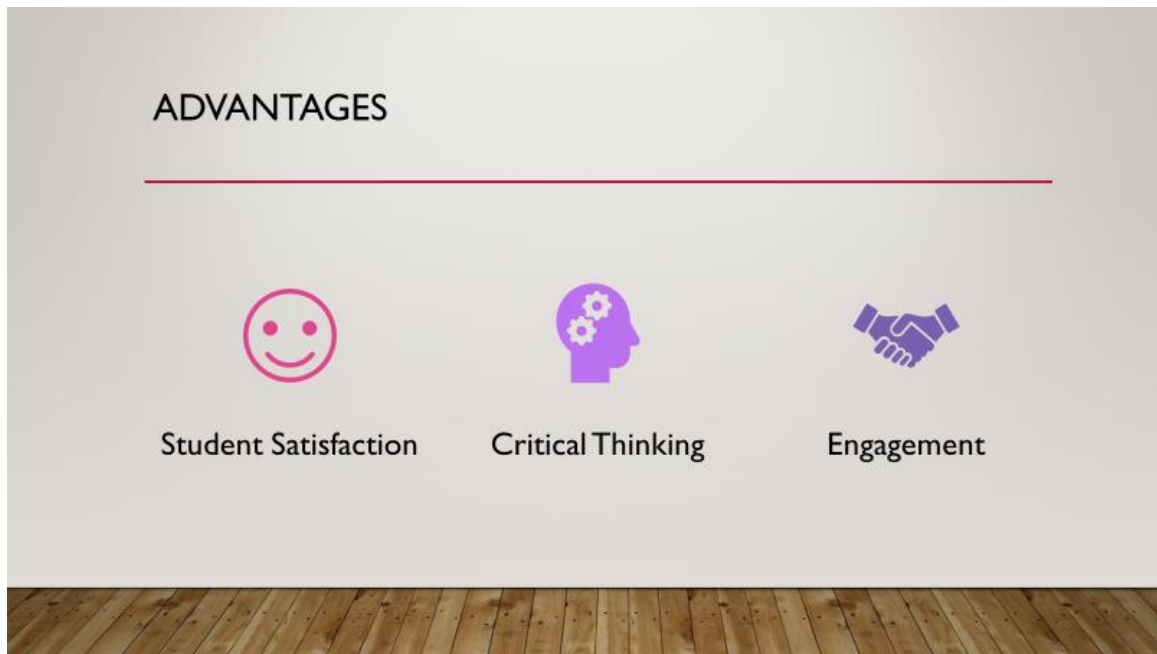
A review of the literature on active learning topics revealed a recurring trend of increased student satisfaction and improved course performance such as increased exam scores and participation, when different types of student-centered active learning methods are used (Sharpnack & Madigan, 2012; Tosterud, et al., 2013). The findings support NCSBN's (2016) call for changes in the nursing classroom (Boctor, 2013; Dewald, 2012; Diekelmann, 2004; Herrman, 2011; Jensen, et al., 2009; Sharpnack & Madigan, 2012; Tosterud, et al., 2013).

Prior research with nurse educators found barriers to the use of active learning methods included lack of preparation time, little support, poor funding, and lack of training (Andersen, et al., 2011; Chandrachood, et al., 2015; Diekelmann, 2004; Jensen, et al., 2009; Mareno, et al.,2010; Meyer, & Sternberger, 2009).

A movement began in the 1980's and 1990's to incorporate active learning in college settings to meet the needs of all learners. The teacher is now expected to transition away from the authoritative figure role (teacher-centered) towards being a facilitator or guide (learner-centered) in the classroom (Hojeij & Hurley, 2017; Patton, 2015). While the desire for active learning is well published, the research shows lecture continues to be the primary format for learning at the college level (Andersen et al., 2011; Berndt et al., 2015; Chandrachood et al., 2015; Patton, 2015).

Challenges that can accompany active learning strategies consist of negative student and faculty reactions. Faculty reported that collaborative classroom simulation (CCS) and team-based learning, both styles of interactive learning, were found to be time-consuming (Andersen et al., 2011; Berndt et al., 2015), caused anxiety when students resisted, initially resulted in poor exam scores, and produced disgruntled students.

Boellaard, Brandt, and Zorn (2015), Diekelmann (2004), and Robb (2012) researched novice faculty and their interactions with the learning environment. Newer faculty were found to use more modern learning strategies, such as collaborate active learning methods (Robb, 2012) but were met with indifference and sometimes were belittled by seasoned faculty.

Challenges with Faculty Development. Faculty development is a continuous process because the environment of higher education is dynamic, however financial constraint impacts how and when faculty development occurs (Austin & Sorcinelli, 2013). Faculty are expected to look for inventive ways to enhance their development and teaching strategies (Calkins & Harris, 2017). Students prefer experiences in education that are easy to access, provide flexibility, are related to their interests, and are marketable in today's labor market (Austin & Sorcinelli, 2013). Universities' responses to this variable consist of offering different class times to include night and weekend classes, different learning paths of curricula, and different delivery methods (Austin & Sorcinelli, 2013). The faculty is then expected to develop themselves to deliver content through effective teaching methods that need to be molded into these alternative deliveries utilizing technology.

Students expect that the technology they have grown up with to be utilized during their teaching and learning experiences (Austin & Sorcinelli, 2013). While technologies can offer excellent learning opportunities, not all faculty know how to utilize these methods effectively.

Austin and Sorcinelli (2013) surveyed a large population of the faculty. The focus was on what support is needed to assist in faculty development. The researchers found that it does not matter if faculty are experienced or new to the field; all faculty need help to learn new roles and responsibilities. Austin and Scoricnelli's (2013) found that while faculty development has been initiated in colleges to assist with active learning and

student-centered teaching methods, challenges remain regarding support and time allowances.

 Further research is needed to explore barriers and processes of development.

The processes and structures of teaching and learning delivery methods are under consideration when expanding faculty development programs (Calkins & Harris, 2017). Different avenues of faculty development are utilized by various structures (colleges, business entities, etc.) because each facility may have some different criteria of what is essential.

 Institutions have used training centers, technology centers, faculty committees, assessment offices, or orientation days as ways to provide development (Calkins & Harris, 2017).

Regardless of the style or delivery method that is chosen, the development session must be faculty focused and focused on the challenges that have been experienced and the learning goals of the faculty (Austin & Sorcinelli, 2013).

Bandura's Self-Efficacy theory has been well documented to reflect that increased self-efficacy produces success in individual undertakings (Bandura & Adams, 1977; Camp, 2017; Lunenburg, 2011; Rowbotham & Southern Illinois University, 2015; Waes et al., 2015; Yoo, 2016). When self-efficacy is increased, goals set by faculty are obtained and the ability to implement new activities is secured (Camp, 2017; Yoo, 2016). Here is a brief recap on Bandura's themes and how they can assist in the successful development of professionals regarding new undertakings. The four themes of Bandura's Self-efficacy theory are mastery experience, vicarious experiences, verbal persuasions, and somatic/emotional states (Hayden, 2009). The mastery experience relates to a previous successful completion of an activity being carried forward. The vicarious experience revolves around the belief that if an individual observes a colleague completing a task, the individual's self-efficacy increases because they believe in a personal ability to complete the task (Hayden, 2009; Wasserman & Migdal, 2019). Verbal or social persuasion occurs when others influence an individual's behavior through positive verbal prompts (Bandura, 1982). Somatic and emotional states or the physiological state may affect whether or not an individual is able to perform a new task based on "their capability, strength and vulnerability" (Bandura, 1982, p.126). Research findings have indicated that utilizing the themes addressed to increase the self-efficacy of educators and other professionals will result in the implementation of new undertakings (McKim & Velez, 2016; Sehgal et al., 2017; Tsui, 2018; Wasserman & Migdal, 2019).
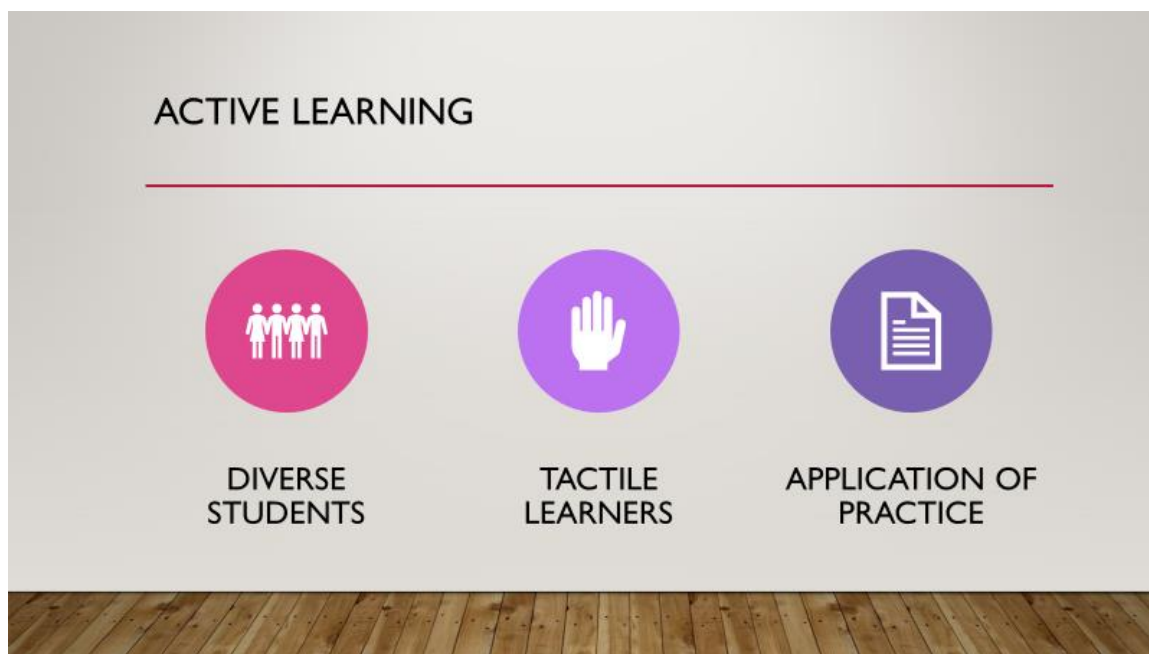
As diversity among nursing students emerges, academia must develop educational strategies to engage all learning styles (Tosterud, et al., 2013). Diversity relates to ethnicity, religion, culture, gender, age, generational status, and economic status. Most nursing students are tactile learners (Boctor, 2013; Sharpnack & Madigan, 2012; Sinclair & Ferguson, 2009; Tosterud et al., 2013); and while lecturing is "cost effective" and an appropriate delivery style to address some learning objectives (Herrman, 2011; Lumpkin et al., 2015), it is essential that educators use a variety of styles to ensure all students' learning needs are met.

Numerous studies have investigated the use of active learning methods in academia. A theory that supports the use of active learning is the constructivist theory (Cattaneo, 2017). The constructivist approach utilizes the learning experience and a reflection period to increase one's knowledge base (Cattaneo, 2017).

Active learning can be thought of as an application of practice (Cattaneo, 2017) and for this presentation is defined as any learning method, other than a lecture, that engages the student in learning (Hyun, et al., 2017). The most common types of active learning are problem-based learning, discover-based learning, inquiry-based learning, project-based learning, and case-based learning (Cattaneo, 2017).

TYPES OF LEARNING TO CONSIDER

Problem based   Discovery Based   Inquiry Based
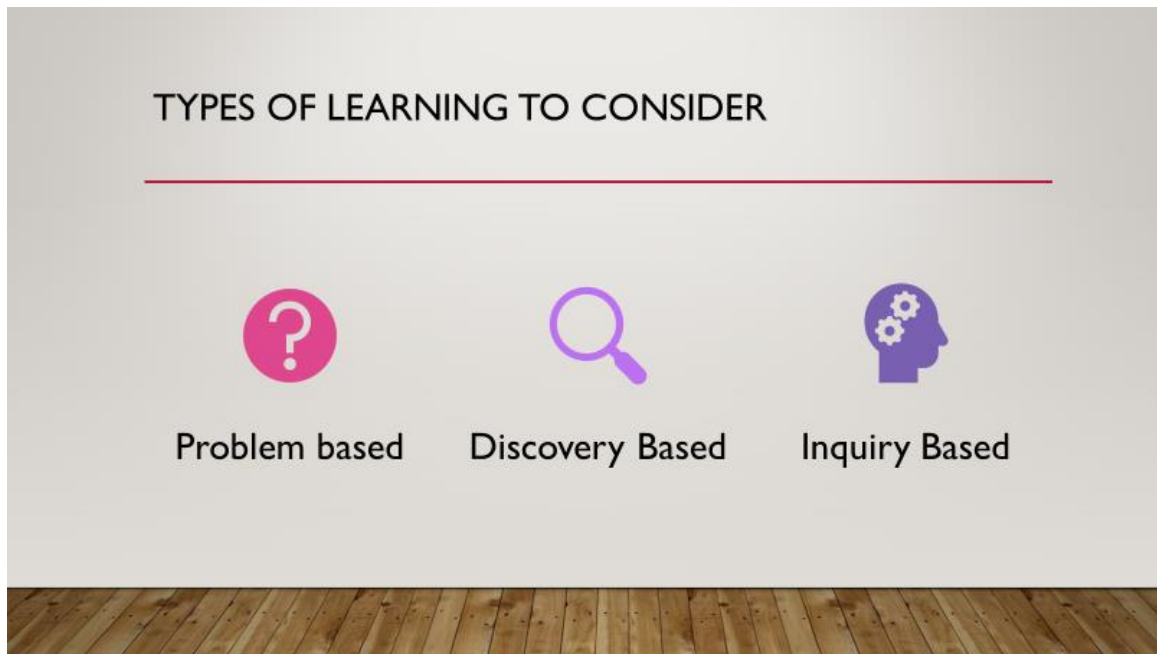
Problem-based learning focuses on obtaining knowledge, analyzing the context of the experience, and applying this knowledge to solve the problem. Students can work in groups with the role of the educator being a facilitator or guide (Cattaneo, 2017). This type of active learning promotes problem-solving skills and critical thinking.

Discovery-based learning uses self-discovery to develop knowledge. The students are encouraged to investigate a situation to understand the content presented and learners experiment to come up with the best possible outcome to the learning experience. This style of learning is thought to instill a desire for lifelong learning and puts the student in charge of his or her learning within set boundaries (Cattaneo, 2017).

Inquiry-based learning is similar to the scientific process where a problem is uncovered, an investigation follows, and the solution is discovered during a reflection period. This style of learning encourages the student to become self-directed and the teacher functions as a guide or resource to the students (Cattaneo, 2017).

Project-based learning uses the result of a project to enhance a learning experience. Students learn through each level of the project development, which is like writing a thesis. Problems are discovered, investigation (where learning takes place) occurs, and the completion of the project allows for reflection that enhances the overall learning experience. The instructor serves as a guide or mentor to the student (Cattaneo, 2017).

Case-based learning applies past experiences to the current situation, which can produce a new learning experience that may be remembered and recalled later. The students become critical thinkers, learn from role-playing, and are exposed to new situations as the instructor guides the learning process (Cattaneo, 2017).
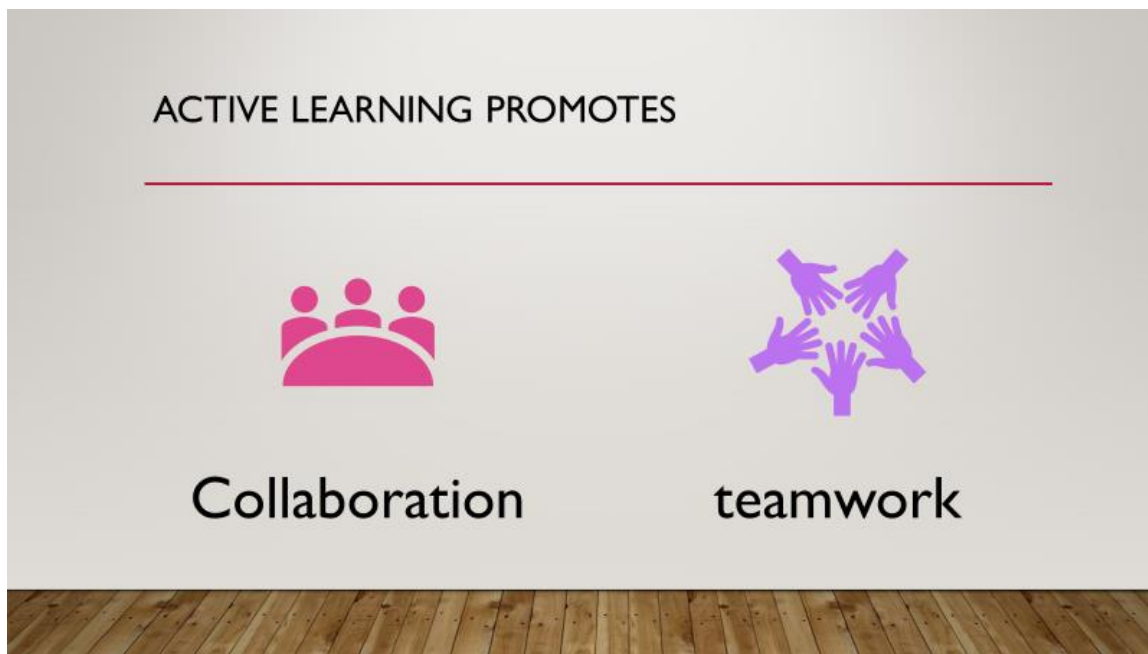
The most popular methods of active learning promote collaboration and teamwork among students and faculty (Crocco et al., 2016; Nouri, 2016) such as problem-based and case-based active learning (Cattaneo, 2017). The goal of connecting theory to practice is at the forefront for all educators (Nevin et al., 2014; Schlairet, 2011; Tosterud et al., 2013). Using a mixture of active learning methods such as simulation, flipped classroom, gaming, and team-based learning gives students an opportunity to explore how they best learn. Active learning methods allow for exploration of connections between theory and practice to enhance critical thinking and clinical reasoning (Buchenroth-Martin et al., 2017; Nevin et al., 2014; Schlairet, 2011; Tosterud et al., 2013). Students are expected to grow in their ability to reason (Lewis & Ciak, 2011) as they progress through nursing programs. Active learning strategies infused throughout a nursing program may increase the opportunity for students to develop critical thinking skills. Other benefits of utilizing active learning methods include the following: improved performance of nursing skills (McAllister et al., 2013), increased theory exam scores (Gates, Parr, & Hughen, 2013), increased student satisfaction (Betihavas et al., 2016; Crocco et al., 2014), enhanced collaboration and peer learning (Buchenroth-Martin et al., 2017; Dolmans et al., 2015; Harris & Jones, 2015; Leisey et al., 2014; Leonard et al., 2010; McCarthy, 2016), increased use of learning resources and preparation (Andersen et al., 2011; Bleske et al., 2016; McCarthy, 2016; Nematollahi, St. John, & Adamas-Rappaport, 2015; Nouri, 2016), increased opportunity for instructors to identify struggling students (Bradford, Mowder, & Bohte, 2016), and increased students' self-confidence and active-problem solving.

ACTIVE LEARNING
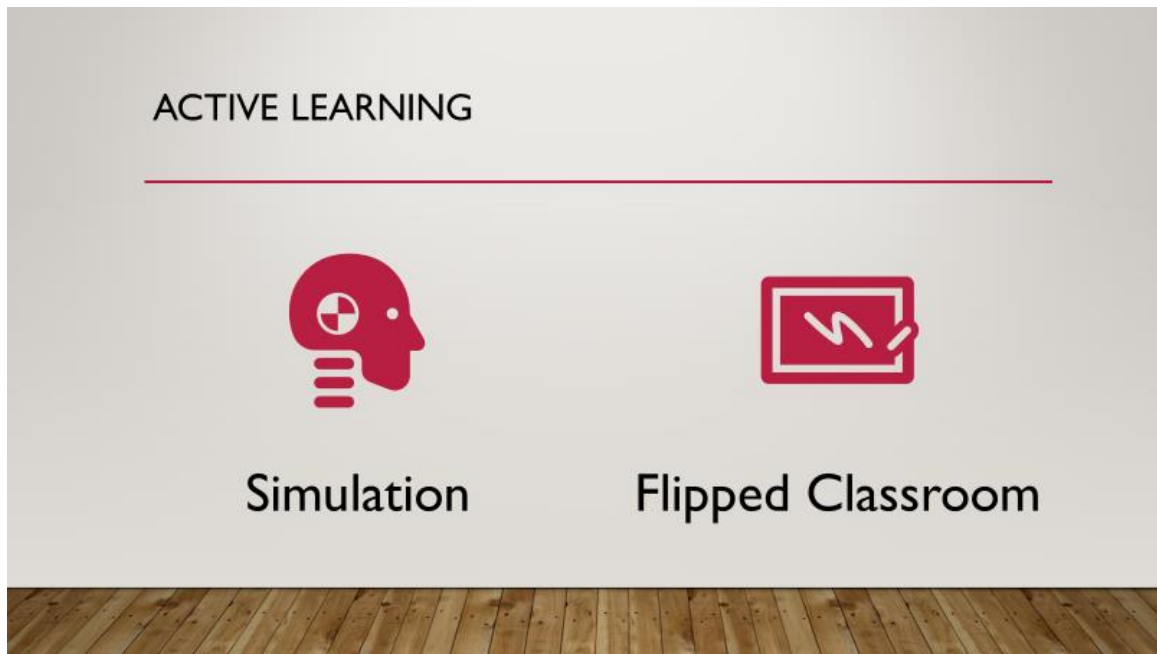
Simulation   Flipped Classroom

Simulation. Simulation is used to engage diverse learners and allows for the ability to experience an event in a safe environment. It is an opportunity for students to work with standardized patients (live actors), mannequins, and medical equipment to achieve learning. According to Schlairet's research finding (2011), students were able to apply their previous knowledge to explore an unknown environment. When students enter a nursing program, the expectation is that students will apply content to a given situation and not merely memorize the content. Simulation allows for the application of theory. Gates et al., (2012) noted that nursing exam scores increased significantly following simulation experiences. Another reported benefit was that collaboration and peer learning among different grades (sophomores, juniors, seniors) of nursing students enhanced the simulation learning for most students (Leonard et al., 2010).

Flipped Classroom. A flipped classroom allows for students to interact using an activity and all preparation work to be successful in the activity is completed outside of the classroom (Nouri, 2016). An example of this would be individual assignments, readings, and recorded lectures that are viewed and completed by the student as preparation before class. During classroom time, there is a planned active experience to reinforce what was learned in the preparation period. Betihavas et al, (2016) completed a systematic review of the flipped classroom and how it applies to nursing education. The report analysis indicated that satisfaction from students was higher when the flipped learning method was used as compared to previous learning experiences.
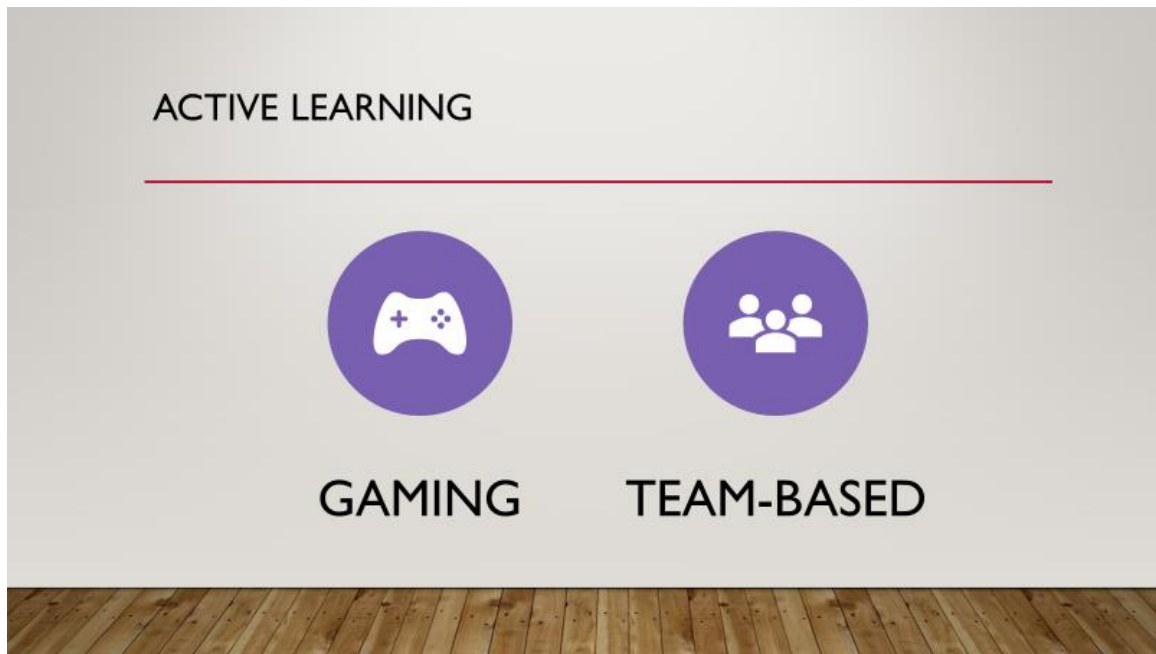
Gaming. Gaming, or using games to produce learning, can be used with automated response systems such as polling applications from application stores or board games manipulated to provide an in-depth learning experience. When games are used in a quiz like a format, gaming offers a formative assessment to reflect attainment of classroom objectives (Boctor, 2013). During a game experience, the environment allows for immediate feedback, facilitates discussion, and clarifies misconceptions held by students (Boctor, 2013). Precise identification of goals and rules needs to be observed for a learning game to be successful.

   Team-based learning. Team-based learning is different from problem-based learning because all students, as well as the instructor, are considered members of the team. During the activity, no outside preparation is completed; the problem to be discussed is discovered during the interaction, and collaboration is promoted (Bleske et al., 2016; Dolmans et al., 2015; Leisey et al., 2014). Team-based learning is like discovery-based learning where there are multiple small groups. Preparation for the class is a requirement and rarely will a lecture follow the interaction (Bleske et al., 2016). The teams work together to come to an understanding of the learning experience through shared reflection.

Please reflect upon the objectives for day 1 and then let's make those lessons plans to utilize active learning! Now we will pair up, an educator that has more than 5 years of experience will partner with an educator that has less than 5 years. Please select your first active learning style to implement for one class period.

Every member today will develop a learning goal with lesson plan for three of the most common styles used in the nursing Discovery method.

Problem based method

Inquiry based method

Teams will be assembled first by goal desired and then per experience level of the educator, pairing should consist of groups of educators with less than and more than 5 years of experience.

Find a lesson from your previous course you wish to turn into an active learning experience

DAY 2
WORKING DAY

ROUND TABLE

- What barriers have been identified from day 1

- What do you anticipate for future barriers

BREAK

15 min

DISCOVERY METHOD

- Discovery-based learning uses self-discovery to develop knowledge. The students are encouraged to investigate a situation to understand the content presented and then learners collaborate to come up with the best possible outcome to the learning experience. This style of learning is thought to instill a desire for lifelong learning and puts the student in charge of his or her learning within set boundaries (Cattaneo, 2017). Mukherjee (2015), supported this style of learning and found that students retain the knowledge longer when it was discovered and assimilated by the students.
  - Ex. Provide patient scenario (concept map development and presentation)

LUNCH

PROBLEM BASED METHOD

- Problem-based learning focuses on obtaining knowledge, analyzing the context of the experience, and applying the new knowledge to solve a problem (Atherton, 2015; Cattaneo, 2017). Students can work in groups and the role of the educator is to facilitate or guide the process (Cattaneo, 2017). This type of active learning promotes problem-solving skills and critical thinking (Atherton, 2015).
  - ex. Patient problems, community problems (students work through treatment using a simulation)

BREAK

INQUIRY BASED METHOD

- Inquiry-based learning is like the scientific process where a problem is uncovered, an investigation follows, and the solution is discovered during a reflection period. This style of learning encourages the student to become self-directed with the teacher functioning as a guide or resource to the students (Cattaneo, 2017).
  - Ex. Games such as jeopardy, life, or a simulation with debriefing

Today is a great day, today we experience all of the themes of Bandura's Self-Efficacy Theory

From mastery of experience to somatic feelings of a job well done.

Today is the day to explore your active learning. Each team will present their active learning lesson to the faculty audiences

LUNCH

INQUIRY BASED PRESENTATIONS

- Team1
- Team 2
- Team 3
- Team 4
- Team 5

BREAK

15 min

ROUND TABLE

Presentations Feedback

EVALUATIONS AND CLOSING REMARKS

Thank you!

Nursing Faculty Active Learning Utilizing Bandura's Self-Efficacy Workshop Formative Evaluation Tool

Please use the scale below to rate the

Nursing Faculty Active Learning Utilizing Bandura's Self-Efficacy Workshop

SD=Strongly Disagree D=Disagree A= Agree SA=Strongly Agree

1. I feel I am able to describe what active learning is

SD   D   A   SA

2. I feel that I am able to describe the benefits of active learning in the classroom.

SD   D   A   SA

3. I feel that I am able to list the types of active learning that could be utilized in the classroom

SD   D   A   SA

4. I feel that I am able to list personal barriers encounter and ways to overcome them

SD   D   A   SA

 5. I feel that I am able to list personal barriers to using active learning methods and ways to overcome them

SD   D   A   SA

6. I feel that the use of Bandura's Self-efficacy themes helped me to succeed in the development of at least one active learning lesson

SD   D   A   SA

7. I feel that the peer partnership helped me to be successful in the development of an active learning method

SD   D   A   SA

8. I feel that the use of scheduled workshop during a college break allow me times to work on active learning lessons thereby allowing me to be successful

SD   D   A   SA

9. I feel that the demonstration portion of the session allowed to me build confidence in my use of active learning in the classroom

SD   D   A   SA

Additional Comments:

Nursing Faculty Active Learning Utilizing Bandura's Self-Efficacy Workshop
Summative Evaluation Tool

Summative Evaluation Tool for August Orientation Discussion:

Name of Facilitator	
Active Learning Development Session Summative Discussion Form	
Participants	College Full-Time Faculty
What meaningful activities did you participate in during the Development Sessions that helped you learn or develop new skills or insights?	
How did the style of the sessions support or not support your learning style? What parts of the sessions did you find useful? How did this influence your practice?	
What difference did it make to your performance? What did it enable that would not have happened otherwise?	
How did this contribute to your success? Personal, professional?	
Do you have any suggestions for the Development sessions?	

Appendix B: Interview Protocol for Educator & Administration Case Study

Interview Protocol for Faculty

1. Please share your understanding of active learning or discuss your understanding of active learning.

2. What types of active learning have you used in the class over the years?

3. What types of challenges have you experienced with active learning?

4. What types of support for active learning have you used or experienced?

Probe: Have you attended workshops, been to conferences, or has the school provided development opportunities and time for training?

5. What is your definition of self-efficacy?

Probe: How would you as faculty relate the concept of self-efficacy to facilitating active learning strategies?

6. Describe how your gender, years of experience, or employment status affects or has affected your self-efficacy related to the use of active learning strategies?

7. Please describe how self-efficacy helps to facilitate your classroom?

8. Please share your thoughts on self-efficacy and its role in faculty utilization of active learning strategies?

9. Are you required to complete faculty development by the college or outside agencies?

10. How would the utilization of self-efficacy in faculty development trainings support your ability to implement active learning in the classroom?

Interview Protocol for Administrators

1. What challenges have been reported per faculty related to active learning in the classroom?
2. What kinds of active learning development have you initiated?

3. What challenges have you as administration, encountered with faculty development related to active learning?

4. What types of support for active learning have you offered to the faculty?

       Probe: Have you offered workshops, sent faculty to conferences, or has the school provided development opportunities and time for training?

5. What is your definition of self-efficacy?

       Probe: How would you as an administrator relate the concept of self-efficacy to facilitating active learning strategies?

6. Describe how your gender, years of experience, or employment status affects or has affected your self-efficacy related to the promotion and development of active learning strategies?

7. Please describe how self-efficacy helps to promote faculty development on active learning in the classroom?

8. Please share your thoughts on self-efficacy and its role with administrator's ability to promote faculty utilization of active learning strategies?

9. Are you required to complete or offer faculty development by the college or outside agencies?

10. How would the utilization of self-efficacy in faculty development trainings support your ability to assist faculty implement active learning in the classroom?