Is Pedagogy important to Undergraduate Nurse Education in the UK?
Findings from a review of pedagogic principles.

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Session Aims

1. Report on findings of a recent review of pedagogic principles
2. Raise questions about the importance of pedagogy
3. Explore the uses and limitations of online material to support further investigations and reviews.
Pedagogy

• “a way of thinking about and comportment within education”

Ironside (2001) p73
Nurse Education and Pedagogy

• The Nursing and Midwifery Council (NMC) offer no specific pedagogical guidance.

• Nurse education historically has assumed a traditional behaviourist approach to education (Ironside 2001).

• This is best described as a teacher led, competency based, outcome orientated educational approach.

• This leads to a focus on; Skill, Knowledge Acquisition and Measurable Outcomes (Horsfall et al 2012 and Welch 2011).
Pedagogical Evidence Base

• In 2005 a position paper by the National League for Nurses (USA) challenged nurse educators to develop research based pedagogies.

• There is a lack of critical debate on pedagogy (*Horsfall et al 2012*).

• Overall educational strategies such as reflection and problem based learning, lack an evidence base (*Clark 2005, Kahl and Venetter 2010*).
Pedagogical Criticisms

• Is this traditional approach the best fit for nurse education?
• Questions are raised about the nature of knowledge – is it fixed or socially constructed?
• Is the transmission of knowledge linear ie, teacher – student?
• Or circitous and non logical?

The Review 1-3

• In May 2015 a systematic step wise approach to descriptive content analysis was undertaken.

• Stage One - information was retrieved from the NMC on UG nurse education providers in the UK – 68 in total.

• Stage Two - a Google search using each HEIs name, and key words nursing, adult and pre-registration.

• Stage Three - a search on each HEIs website using their own search tool and key words nursing, adult and pre-registration + programme specification.

• A total of 47 (69%) of documents retrieved.
Programme Documents Retrieved

- England: Total found 38, Total possible 54
- Northern Ireland: Total found 2, Total possible 2
- Scotland: Total found 6, Total possible 10
- Wales: Total found 1, Total possible 5

Legend:
- Blue: Total found
- Red: Total possible
The Review 4-5

• Stage Four all retrieved documents were searched using the Find command in Word and Adobe Acrobat for Pedagogy, Andragogy and Student Centred.

• Stage Five all retrieved documents were manually searched to support more in depth descriptive content analysis.
Incidence of Andragogy, Pedagogy and Student Centred Learning.
Findings

• 16 (34%) of documents made reference to one or more of the key words searched for.
• However breakdown of this demonstrates;
  – Pedagogy used in 3 documents.
  – Student Centred used in 9 documents.
  – Pedagogy and Student Centred used in 4 documents.
  – Andragogy not used at all.
• Where mentioned the nature of the pedagogic or student centred approach was rarely detailed.
## Types of Pedagogy Identified

<table>
<thead>
<tr>
<th>HEI</th>
<th>Type of Pedagogy</th>
<th>Student Centred (additional Reference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Used solely in relation to staff development strategy</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>In relation to three key themes within the programme</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Adult Learning Approach</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Values Based Curriculum Model</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Social Constructionist pedagogy</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Bruners Constructionist Spiral Model</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Impact of Pedagogy- Stage 6

• Stage 6 – the aims, learning outcomes and teaching and assessment strategies were reviewed for all programme documents.

• **No obvious differences were visible.**

• All programmes had a framework of aims and learning outcomes, linked to competencies.

• Teaching strategies included; lectures, seminars, tutorials, group work and online learning.

• Learning strategies included; written assignments, examinations, practice based competency assessments, presentations and posters.
Is Pedagogy Important?

• Severiens et al (2015) argue “feeling at home” most important factor for students regardless of pedagogic approach.

• Hobson et al (2013) argue focus of education should be on subject specialism.

• There is also evidence of resistance to different pedagogic approaches from both staff and students (Struyven 2008, Johnson et al 2009, Lindahl et al 2009, Chambers et al 2013).
Evidence Based Nurse Education?

• Inability to define key terms e.g. Student Centred Learning \textit{(Lea et al 2003)}.
• Dominance of Teaching Centred Practice \textit{(Hockings 2009)}.
• Differences between the written curriculum and the actual curriculum delivered \textit{(Quinn 2007)}.
• The nature of the hidden curriculum – the transmission of values and attitudes \textit{(Quinn 2007)}.
Limitations – How useful is this approach?

1. This study focused on published curriculum documentation in the public domain online.
   – Is information on the WWW a good source?
2. Standards of published documentation varied greatly.
   – Documents varied from 4-127 pages long.
3. Sample of 69% of UK undergraduate nursing programmes.
   – Would a larger sample provide a different outcome?
Ethics

• British Psychological Society (2013) suggest that providing the key principles of; respect for individuals and their dignity, scientific value, social responsibility and minimal harm are adhered to, information which is clearly within the public domain can be used for research purposes without the requirement of consent.

— Do we agree?
References

• Hobson J & Morrison-Saunders A (2013) reframing teaching relationships: from student centred to subject centred learning. Teaching in Higher Education. 18. 7. 773-783
• Kahl DH & Venette S (2010) To lecture or let go: a comparative analysis of student speech outlines from teacher centred and learner centred classrooms. Communication Teacher. 24. 3 178-186
References

• Severiens S, Meeuwisse M, Born M (2015) Student experience and academic success: comparing a student centred and a lecture based course programme. Higher Education. 70. 1 1-17
• Struyven K, Dochy F, Janssens S (2012) Teach as your preach: the effects of student centred versus lecture-based teaching on student teachers approaches to teaching. European Journal of Teacher Education. 33 1 43-64