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Innovative nursing education strategies and pedagogies to promote teaching and learning

The learner is the center and focal point of the educational process. It is necessary to engage the learner's spirit and mind. When a learning environment is innovative and energized, there is passion and open communication. This energy demonstrates that the learning community is engaged and excited to participate in the program of study. It is important to identify the methods that encouraged this participation and incorporate these activities into the teaching process routinely. When students enjoy the teaching process, they often do not realize that they are actually learning. By making teaching enjoyable and fun, the student will have the desire to want more to accomplish their goals. Creating an environment that encourages critical thinking and allowing the learner to take ownership of their learning promotes a positive teaching and learning process with effective outcomes. The application of knowledge, and creating the learning environment to promote a profitable experience, combines the theories of Fried (2001), and his authentic assessment process and the innovative integrative approach to learning application of Kolb (1984), to formulate this experiential learning platform. According to Bastable (2014), Kolb suggests that experiential learning needs this foundation of knowledge to assure for successful demonstration of competency by immersing the learner in an environment of learning experience that will support the teaching and learning process. This environment allows for total immersion and opportunities for roleplay can even be carried out to simulate a learning experience. Teaching pedagogies that include innovative applications and simulation provide creative educational paradigms and allow for opportunities for engagement at many levels. There are a variety of schools of thought on just how to execute and integrate virtual worlds and flipped classrooms into a curriculum and stream into the learning pedagogy. The infusion of these resources can be delivered both synchronously and asynchronously with support and clearly defined parameters. Learning tools can be brought into this virtual classroom. In addition to the educator creating or building resources inworld to be utilized. Students that are learning a nursing curriculum. can be taught at different levels. and numerous locations. such as virtual hospitals and clinics. and the virtual classroom can be their community for learning with simulation and critical thinking. Students collaborate in this virtual classroom to increase their content knowledge, their literacy skills, and their 21st century skills, all of which will be vital to their success throughout their nursing education to assure for positive learning outcomes. Identifying and utilizing creative and innovative resources to enhance a nursing curriculum is crucial in establishing a constructive and engaging environment to promote learning. This community expands beyond walls and mortar and will establish a standard of innovation and creativity for the student of the time, in our world and worlds to come.

Biography

Madeline Gervase is currently the Manager of CEU Professional Development Programs at Rowan University in New Jersey, and the Critical Care Clinical Education Specialist at Care point Health. She has garnered a wealth of experience as a nurse practitioner for over twenty years in areas that include; cardiology, surgery, and critical care. She has also held positions as Assistant Professor of Nursing at Rutgers University, Seton Hall University, and Union County College, and as a Clinical Nurse Specialist/Advanced Practice Nurse at Somerset Medical Center in the Emergency and Cardiology departments. She served as a Clinical Nurse Specialist at Maimonides Medical Center, Brooklyn, NY, a nurse practitioner at Saint Vincent Catholic Medical Center of New York. She has also held Senior Critical Care/Open Heart nursing positions at both Robert Wood Johnson University Hospital in New Brunswick, and at Saint Vincent Catholic Medical Center in Staten Island. She holds a BS in Nursing from the College of Staten Island and an MS in Nursing/Family Nurse Practitioner from Wagner College. She has completed coursework for a PhD in Instructional Leadership and Curriculum Design completed her Doctor of Nursing Practice degree from Frontier Nursing University. She is also a member of several professional national and international associations, community boards and health care collaborative organizations.

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