

Current Literature Summary

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Our charge is to monitor education-related journals (eg Journal of Nursing Education, Journal of Higher Education) and identify articles which are the most applicable to our readers. We will provide brief synopses of the articles plus potential applications to AT education.

Pounder J. Transformational classroom leadership: A novel approach to evaluating classroom performance. Assess Eval Higher Ed. 2008;33(3):233-243.

Reviewed by Courtney Burken, University of Mary Hardin-Baylor.

This paper suggests a method of evaluating effective classroom dynamics as a factor of organizational behavior through transformational leadership measures using the Multifactor Leadership Questionnaire (MLQ). The evaluation of leadership is meant to supplement current student evaluation of teacher effectiveness. Specific transformational leadership characteristics measured included idealized influence (attribute and behavior), inspiration, motivation, and intellectual stimulation. Other transformational-transactional scale leadership characteristics measures included individual consideration, contingent reward, management by exception (active and passive) and laissez-faire leadership. Leadership outcomes scales measured student extra effort, leadership effectiveness, and student satisfaction with the leader. There was a significant and positive correlation between each transformational leader scale measure and the individual classroom leadership outcomes. As athletic training educators look for evidence related to their teaching performance, the MLQ offers a supplemental option to consider.

McDonald LJ, Walters K. Collaborative teaching in a virtual environment to promote conceptual change for nurse educator master's students. Nur Ed Persp. 2009; 3(6): 381-383.

Reviewed by Michele Monaco, Lehigh Carbon Community College.

It is predicted that there will be a shortage of educators in the near future. Nurse educators who hold a terminal degree will soon be considering retirement and not enough terminal degree nurses are filling the ranks. Newer MSN programs are offering an emphasis on preparation for the nurse educator. There is also a current trend in transforming clinical nurse educators into didactic educators. A model has been created where the current clinical educator works in collaboration with the soon-to-be-retired nurse educator to forge a teaching relationship linking experience with expertise. This has provided the student a compliment of teaching methods while the clinical educators benefit from learning various teaching methods, content delivery and classroom management.

In athletic training education, the need for faculty with a terminal degree and experience in pedagogy has also increased. Many athletic training educators have been asked to teach courses with little pedagogical background. As athletic training education programs demand better classroom delivery, a mentorship and collaborative teaching program could temporarily fill the void as doctoral programs begin to arise in response to more athletic trainers seeking a terminal degree.

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Emerson R, Records K. Today's challenge, tomorrow's excellence: The practice of evidence-based education. *J Nurs Educ.* 2008;47(8):359-370.

Reviewed by Thomas G. Porrazzo, Alvernia University.

This article describes a literature review of the scholarship of nursing education practices. It suggests ways to increase student learning, which ultimately leads to better client health outcomes. Starting with an overview of scholarship and then describing ways to advance evidence-based teaching practices, the article concludes with strategies for implementation.

The authors demonstrate how evidence-based education parallels the process of evidence-based practice when attempting to teach students. Competencies taught relating to scholarship and the practices of evidence-based teaching are identified by the National League for Nursing. These competencies are fulfilled by successfully performing specific tasks, thus demonstrating that the competency is understood. This is very similar to the athletic training profession, where cognitive and psychomotor competencies, along with clinical proficiencies are taught in our various teaching settings. As teachers in the athletic training profession continue to identify better avenues to instruct our students, they must be willing to “risk” innovative ideas, in and out of the classroom, so that effective instruction and learning can occur. This article has some very good suggestions and examples that can be applied in athletic training programs.