

**Nurse Tim Webinars and 15 Minute Conversation Table
(Completed on Module 1 – 11 topics)**

Student Generated Questions for Conversation	Date	Brief Summary of Discussion (maximum of eight sentences)	Student Responses to Discussion What points of the discussion impact your future teaching practice? Describe support or lack of support related to the respective week's modules materials (readings, Nurse Tim webinars, etc.) that surfaced through this discussion. List one specific National League for Nurses Core Competency of Nurse Educators.
<p>Module 1 – QSEN and Innovation Questions will consist of questions regarding the role of the nurse educator: Suggested questions include:</p> <ul style="list-style-type: none"> · What are the primary responsibilities for this nurse educator? · How does this nurse educator envision the future for professional nurse educators (including the current nursing faculty shortage)? · Does this program that the nurse educator is employed address the QSEN competencies and the NLN Core Competencies for Nurse Educators? <ul style="list-style-type: none"> • What outlets do you use to help you come up with innovative strategies to engage learners? 	<p>9/26/19</p>	<p>Karla's primary responsibilities at NDSU is the LPN-BSN track program. She is also part of various committees including assessment and evaluation, undergraduate curriculum, and co-chair of the admission and progression committee. In regards to the nursing faculty shortage, one topic Karla and I discussed throughout the semester was the importance of showing undergraduate students that teaching is another option for advancing themselves within nursing instead of taking a NP track. One way NDSU has helped students be able to recognize this is incorporating a mentorship for the senior level students, which allows them to be in the skills lab with students and also allows better engagement of learners as they can learn from their peers. The nursing program at NDSU strives to incorporate the QSEN competencies into every aspect of their curriculum. Karla and I discussed how well this is done within the simulation setting, as the debriefing for those simulations is based on each part of the QSEN competencies, asking students to identify which components address it and how it was addressed within the simulation. Karla stated that the faculty members abide by the NLN Core Competencies</p>	<p>One point of the discussion that will impact my future teaching practice is to be as involved with the team you work with every day as best as you can. Every educator/faculty member has an ultimate goal of making students successful, and working together to be creative and passionate is crucial. This is essential to incorporating and using innovative teaching strategies to engage learners. I have seen this already in my role as a clinical educator, as if I seem stuck on a project, I know I can turn to my colleagues for support, may it be to bounce an idea off of them or ask for any ideas they may have. Another key point was the importance of QSEN competencies. I was impressed that Karla had these memorized and could speak to how the School of Nursing (SON) incorporates each one in the curriculum. As the Nurse Tim webinar discussed, the QSEN competencies are the framework that allows an institution to design a program that promotes growth in nursing knowledge (Bristol, n.d.). This also ties to the NLN core competencies, especially Competency II, which addresses the responsibility a nurse educator has in ensuring that students are able to develop as nurses and incorporate the necessary values and behaviors for that role (NLN, 2012).</p>

		<p>for Nurse Educators, and ensure that the competencies correlate to their role and the curriculum they build and deliver to the students. In discussing innovative strategies, Karla shared with me that all of the faculty members use one another to come up with innovative ways to engage learners with the content. She stated it is one of the best parts of working with the team at NDSU as the team members are just as supportive of one another as they are in ensuring the success of the students.</p>	
<p>Module 2 Questions: Flipping the Classroom</p> <ul style="list-style-type: none"> • What are your thoughts on a flipped classroom? • Have you used a flipped classroom in your teaching, and if so, why did you chose to do so? • What benefits do you see in using a flipped classroom? • Hinderances? 	<p>9/26/19</p>	<p>Karla indicated that she likes the concept of a flipped classroom as it allows for an opportunity of the students to teach one another and learn from one another. While Karla has not recently used a flipped classroom approach in a classroom as she teaches courses online, she stated that the online environment allows for learning in this way and is in a sense a flipped classroom. While she provides the structure and content to the students, they are teaching and learning from one another through assignments like discussion posts and presentations. She felt that she would use a flipped classroom concept if she taught in an environment other than an online one. She felt that a flipped classroom allows educators to bring more creativity and innovation into the classroom and helps</p>	<p>While I was unsure of the flipped classroom concept when listening to the Nurse Tim webinars on it, Karla made me see it in a different light, and how much it can benefit students. Additionally, we need to be prepared for more and more online learning to become a part of education, and a flipped classroom is one way to get students engaged within that environment. A flipped classroom concept also helps incorporate more innovation in teaching and learning, which is beneficial for students. Using flipped classrooms also ensures all learner types needs can be met, as the visual ones learn from the assigned readings and assignments, the auditory ones can learn from listening to their peers, and kinesthetic learners will learn as they are able to teach the content to others, being hands on and participating within the classroom setting. A flipped</p>

		<p>engage students better than some of the usual teaching methods. A positive to flipped classrooms that Karla identified was the engagement of learners and the need for the learners to come prepared to the classroom or online learning environment as they will not always be made aware of when they may be asked to “teach” the class and share their insight on what they learned from the assigned readings and assignments. She felt though that there is the downfall that not all students will prepare for classes, which can hinder the class time, and a plan for such cases needs to be decided in advance to deter it from happening. Another hinderance Karla felt there is with flipped classrooms is that with larger classes, it may not allow for all to have input or those that are not as outgoing may hide behind the scenes so to speak.</p>	<p>classroom also allows for learning within all of the learning domains. This is one of the NLN core competencies, Competency I, which states that nurse educators are responsible for creating an environment that is conducive to learning and achieving outcomes within the cognitive, affective, and psychomotor domains (NLN, 2012). It also allows the students to start working together collaboratively, which is important in the profession of nursing and part of interprofessional teams that these students will see in their practice (Bristol, n.d.).</p>
<p>Module 3 Questions: Fostering Student Learning in the Classroom</p> <ul style="list-style-type: none"> • How has lesson planning been beneficial to you? • What steps do you take to ensure that your lesson plan will appeal to all types of learners? 	<p>9/26/19</p>	<p>Karla shared with me that lesson planning is the core of ensuring that students learn the material and meet the outcomes set forth for the class. Lesson planning has been very beneficial to her. She stated having a lesson plan, especially for each class session taught, ensures that the class session stays on track and the necessary material is taught. Having a lesson plan also ensures that if you start to near the end of the time for a session and have not covered everything, you can ensure that the main concepts you wanted to during the session are covered. Likewise, having a lesson plan is also beneficial if you cover the material more quickly than anticipated, planning for that and having other ideas in place that the students can do if there is extra time. While developing lesson plans, Karla states that she thinks of at least one way for class sessions to have an activity in it that will appeal to</p>	<p>One of the major points of our discussion that I will incorporate into my role as a nurse educator is lesson planning and to create one/have one for every lesson. Karla made me recognize the importance of an in-depth lesson plan that ensure the students learn what you expect them to and that you have a plan in place that allows for the unexpected. I have already experiences many cases of the unexpected in my role of an educator, and while I do not necessary have a written out lesson plan for that role, I do have plan. Lesson plans as a future academic nurse educator will be valuable for me to have. With a lesson plan, the nurse educator is meeting one of the NLN competencies, Competency I, which focuses on facilitating learning (NLN, 2012). One of the ways that learning can be facilitated is to ensure a lesson plan is used that lays the foundation for the teaching session and outcomes to be achieved within the course. As Herrman (n.d.) discussed in the</p>

		<p>each type of learner. In some classes, the material is also taught immediately before the students have it coming up as a simulation, so she considers and collaborates with colleagues to try to match topics and lesson plans so that they can correlate.</p>	<p>Nurse Tim webinar on lesson planning, the lesson plan provides the information and tools necessary to meet the course objectives. A lesson plan also ensures that the educator is considering delivering the content in ways that will appeal to all learners (Herrman, n.d.)</p>
<p>Module 4 Questions: Mobile Devices and NCSBN Sim Results</p> <ul style="list-style-type: none"> • What advantages and disadvantages do you see to having/using mobile devices in the classroom and in practice? • How has simulation impacted the nursing program at NDSU? • Where do you see the simulation program going in the future at NDSU? 	<p>9/26/19</p>	<p>Karla provided me with examples in how mobile devices are starting to be incorporated into nursing education. One way that students have enjoyed is Nurse Central, which is an app that allows access to various resources such as ones to identify nursing diagnoses and interventions. I was able to see this app in use during skills lab, as the students used it to work on writing nursing care plans, which I discussed with Karla. An advantage to having that resource is the students have basically grown up using smartphones, and having an app with nursing resources may engage them more as it is something they are familiar with. However, a disadvantage is that these apps cannot always be used in the clinical setting, so if students start to rely on them, they will not have it during clinical and may not recognize that there are other resources, as they prefer resources on their phone, which is being encouraged with apps like Nursing Central, among many others. Karla and I discussed in depth how technology is changing nursing all around and how it will continue to change and impact nursing and healthcare in the future. One way technology has made a huge impact on nursing, which we discussed, is with the use of simulation in the classroom. Karla shared her excitement about simulation and how the guidelines are changing to allow simulation to count towards clinical setting hours, as it is becoming harder and harder to meet the needs of students in regards to hours</p>	<p>As a nurse educator, I realized the importance from talking with Karla about keeping up with technology to keep up with students. Students are becoming more and more tech savvy, and it is important as instructors that we do the same. Students also want to learn using technology, so it is important that we as educators allow them that method of learning and incorporate it into teaching. Simulation has grown so quickly and made a huge impact on nursing education and students. It is imperative as nurse educators that we continue to explore ways to teach students in simulation, especially because of how that method allows for learning in all learning domains. Simulation is a fun, innovative way for students to learn and to provide them situations that I could only have wished that I would have had exposure to as a nursing student. Simulation truly adds to the knowledge and skills students learn today, helping meet learning objectives and program outcomes in making them successful nurses. The Nurse Tim webinar on mobile devices added that when technology-based strategies are incorporated into teaching, the students are able to learn how to think critically and improve on that skill of critical thinking (Bristol, n.d.). Critical thinking is perhaps one of the most difficult aspects of nursing to teach, and I feel takes the longest to develop within a nurse. Technology can change this and positively impact critical thinking. Simulation is also a way to assess and evaluate learning, which part of Competency III in the NLN core competencies which states that nurse educators need to have a</p>

		<p>in clinical settings due to a lack of facilities.</p>	<p>variety of ways to assess and evaluate learning in the classroom, lab, and clinical setting (NLN, 2012).</p>
<p>Module 5 Questions: INACSL Best Practice Standards</p> <ul style="list-style-type: none"> • How does NDSU incorporate the INACSL best practice standards into simulation? • Does NDSU write their own simulations? • Why do you feel debriefing after simulations is such an important component? 	<p>10/22/19</p>	<p>Karla discussed how the simulation program at NDSU has made huge advancements in the past few years. Currently, there are two full time instructors dedicated to simulation, along with part-time staff (whom I followed for various simulations throughout the semester). NDSU has also been given the opportunity to further expand their simulation program with the new Aldevron Tower, as it will allow more space and open up more possibilities to use simulation in the nursing program. NDSU has a nursing simulation student contract and with the first simulation students have in the SIM lab, the educators provide in-depth information about simulation and the standards of practice that will be in place during SIM. These include the purpose of simulation, its relevance to nursing, and its ability to allow for constructive feedback while the students practice in a safe environment. NDSU nurse educators write their own simulations and review them each semester, while continuing to research and create new simulations. Karla feels that while the student participation within the SIM is a key component to learning, debriefing allows for this type of learning to address the affective and cognitive learning domains. Karla felt the affective learning domain is so important as this domain can be the most difficult to incorporate, and simulation and debriefing enhance and allow for it. The students are able to reflect on what went well, what they would change, and what they learned through the debriefing process.</p>	<p>Because of the growing interest and use of simulation, I feel it is important for me as a nurse educator to continue to be aware and involved with simulation. As Karla and I had discussed prior, simulation is starting to allowed as a way to complete some hours of the clinical experience components, which will make earning a degree in nursing more doable for students, especially for on an RN-BSN or LPN-BSN track. Even if I am not involved with simulation as a nurse educator, it is important to be aware of the best practice standards of simulations as many students will be having simulation experiences. Competency VI of the NLN core competencies highlights this for nurse educators, stating that nurse educators must recognize their role is multidimensional so they must be committed to developing and maintain competence in the role of the nurse educator (NLN, 2012). Another point from our conversation and watching the webinar on the standards is simulation also requires the use of objectives to be able to achieve and evaluate outcomes. If as a nurse educator I am involved with simulation design, writing objectives is key to simulation, just as they are to other teaching modules. Objectives are essential in achieving the outcomes educators want from simulations (Thomson & Paige, n.d.).</p>

<p>Module 6 Questions: e-Learning and Hybrid Classrooms</p> <ul style="list-style-type: none"> • Your main teaching now is within the online environment. What tips can you share that makes an online environment and e-learning successful for students? • What benefits do you see to using a hybrid classroom? Any downfalls? 	<p>10/22/19</p>	<p>One of the most important parts of e-learning is that it fits the student. Karla discussed how this type of learning environment is not for every learner, and some may struggle a lot with it. She stated it is important to recognize early on in an online course who may struggle, may it be with time management or the technology, as learners today come from all generations. Another point Karla made from what she has learned teaching online is how to continuously review your online course content and make adjustments to the curriculum as needed. She stated she used to write down student feedback, suggestions, or ideas she had and then return to the content to update it, which became very tedious at times or she would not remember it how she wanted it incorporated into the content. Karla stated that for her e-learning students, she also sets time aside to either meet online or in person if that is an option for students as it is important that connections are built between the educator and learners. Another tip Karla shared is that she has a Facebook page for her LPN-BSN students, which allows the students to ask questions of her or other students. She finds joy in using this as a resource as oftentimes the students are helping one another out, and explaining it she said in a way that probably makes more sense to students.</p>	<p>So many of the ideas Karla shared will be beneficial as a nurse educator. I feel it will be important for students and the relationship I build with them to incorporate something similar to a Facebook page as Karla has done. When I taught clinical last spring, the students asked me to create a text group with all of our phone numbers so they could all text one another at the same time. Like Karla found, many of the students helped one another and all I usually had to say was that they were correct or had the right thought process. They enjoyed that engagement with one another and knowing that I was reading along with them to correct anything they may not have right. Bristol (n.d.) discussed those interactions in his webinar on the hybrid classroom and how discussion forms, social networking, and texting involve students in discussions and decisions. This also is a focus of Competency II of the NLN core competencies, as nurse educators must facilitate learner development and socialization (NLN, 2012). This can be achieved through the use of e-learning and hybrid classrooms, as student and educator interactions are necessary in those environments to enhance learning. Even in hybrid and e-learning environments, it is also important for relationships and connections to be built between learners and the educator. In any setting, students expect an instructor to be present and to provide them with clear expectations while building a trusting relationship (Collier, 2017).</p>
<p>Module 7 Questions: Skills Lab Teaching Strategies and New FACE of Lab</p> <ul style="list-style-type: none"> • How has the skills lab component at NDSU evolved over the years since you started your career at NDSU? 	<p>10/22/19</p>	<p>Karla stated that one of the biggest changes to skills lab experiences has been the ideas Kolby, one of the main instructors of skills lab, has brought. Karla elaborated that Kolby has brought a new sense of importance within the skills lab in how patient safety is a key component of skills. Karla expressed that Kolby's</p>	<p>The discussion with Karla on skills lab made me think back to when I participated in these as a nursing student. I remembered how stressful the experience was and how nervous I was too. Using peer mentors is an excellent way to make the experience less stressful with students as they are able to learn and get tips from students who</p>

<ul style="list-style-type: none"> • How are the QSEN competencies build into skills lab? • What are ways you have found beneficial in evaluating students within the lab setting? 		<p>knowledge and experience that she shares with students allows the students to recognize the importance of being competent in nursing skills and that in addition to doing the skill, the students also need to understand why the skill is completed in the way it is. Karla shared how Kolby has also brought in student mentors who are seniors into the skills lab to teach students who are in their sophomore and junior years. I shared with Karla how much I liked this concept and how I felt it was advancing the knowledge of both the mentors and students learning from their peer mentors as I have been in the skills lab with Kolby and the students. In regards to the QSEN competencies, Karla referenced how Kolby integrates those competencies into each skill the students perform, such as patient safety. For skills lab, Karla explained that students are given time to learn the skill, first with an assignment prior to the lab day and then the skill being reviewed and demonstrated to the students in lab. The remainder of the lab time is for the students to practice the skill as they prepare to then complete the skill on another day in lab for instructors. A competency checklist is used to evaluate the students' understanding and ability to perform the skill, and if the instructor identifies struggles with the skill by the student, the student must remediate and practice the skill further, and evaluation of it would follow on another day.</p>	<p>did these same skill test outs not too long ago. As nurse educators, it is important that we remember what it is like to be a student, what level they are at, and what is beneficial in helping them through skills. These are new skills and techniques that many have not seen before by many of the students. It is also important, as discussed in the webinar on skills lab, to first introduce the students to these skills within the didactic setting, allowing them to recognize the importance of carrying out skills in a competent, safe manner (Bowler, n.d.). This sets students up for success as it encourages them to be competent in a skill because this contributes in so many ways to patient care and patient safety. It is also important as nurse educators that we ourselves know the current best practices of skills and how to carry out the skills competently. This fits with Competency VI of the NLN core competencies in which nurse educators need to commit to developing and maintaining their own competence in the role of a nurse (NLN, 2012).</p>
<p>Module 8 Questions: Clinical Performance Assessment</p> <ul style="list-style-type: none"> • Which method do you prefer to evaluate students within the clinical setting, pass/fail or letter grades, and why? • What do you feel is the most important 	<p>11/5/19</p>	<p>Karla stated that she prefers the pass/fail method in evaluating students within the clinical setting as she feels this helps provide feedback better to students instead of having them focus on a specific letter grade. With the pass fail method, Karla said you can ensure that the students continue to grow and develop</p>	<p>This discussion was very impactful to me as I want clinical experiences to be part of my responsibilities as an educator. For me, I feel this is when you see students learn and grow the most, or it is most visible during this time, which adds to the reward of being an educator. To make students successful, feedback should be given</p>

<p>component of assessing students within the clinical setting?</p> <ul style="list-style-type: none"> • What tips can you provide for assessing clinical performance? 		<p>within the clinical setting by providing constructive feedback to students. She also finds that feedback as one of the most important components of the clinical setting because seeing students take the feedback and growing from it allows you to evaluate what students are learning. Tips Karla shared for assessing students in the clinical setting included sharing feedback with students on a regular basis, checking in with students throughout the shift during a clinical experience, and directing students to find out how to answer questions they have, and using their resources to do so. She also included that when you assess students in clinical to ensure you are looking at a multitude of components and also do not base it on one clinical day. Many things can impact students, which can in turn cause them to have a bad day or not do as well in clinical as they can. Taking the time to discuss this with students instead of assessing them on those times will be more beneficial to the student. Karla also added that if additional assignments are tied to the clinical experience, to allow students to hand in one or two assignments first which are not graded and used for feedback to help the students learn what the educator is expecting.</p>	<p>continuously and if possible, at the time or as soon as possible. Many students today fall within the millennial generation, and they prefer to receive instant feedback. I will make it a point to provide feedback as soon as possible and also include specific examples from the clinical experience. Another takeaway from the material we learned this semester and from talking to Karla, along with my own past experiences, is that I want to ensure that the students I have in a clinical setting are aware of the expectations I have as an instructor. I feel I did not provide that information as well as I could to the group of students I had and felt the objectives and expectations the school I taught for had set forth were sufficient. I will handle this in a much different way with future students so they understand or can ask for clarification on what I expect of them. I also hope I can allow the first assignment or two of the clinical experience to be handed in without a grade, as grading the first few assignments for the students I had was frustrating and overwhelming for them. I will work to provide better ways and use better strategies to assess and evaluate learning, which is Competency III of the NLN core competencies (NLN, 2012).</p>
<p>Module 9 Questions: Test Policies and Blueprints</p> <ul style="list-style-type: none"> • Do you use test blueprints in writing tests? • What benefits are there to using test blueprints? • 	<p>11/5/19</p>	<p>Karla stated that if she is writing new exam content, she does use a blueprint to do so. However, many of her tests have been written prior by her, and she works to instead revise test questions. She stated that when she did develop her tests, she used blueprints to do so. She feels test blueprints are especially beneficial to new nurse educators, and it helps make the process less overwhelming. The blueprint can guide the types of questions and categories to address based off of objectives. She added that blueprints are</p>	<p>I feel test blueprints are a good tool to use as a nurse educator, especially as a new one. As discussed by Karla as well as in the webinar on test blueprints, this tool ensures fairness to the students of test questions and allows for a balanced exam (Bristol & Wangerin, n.d.). It also helps set up the framework for an exam, which is beneficial to new educators writing tests. I found it beneficial in the assignment we did too as having a blueprint allowed each of the objectives to be identified and which test question addressed that objective. Writing tests in this</p>

		<p>always an available tool to educators to ensure criteria is met in testing. It also helps ensure that a test is balanced.</p>	<p>way ensures that the material has been presented to students as long as objectives have been used for the content given to them. Using test blueprints is part of the NLN core competencies as Competency III focuses on ensuring that a variety of strategies are used to assess student learning, and using a blueprint is one way to accurately do so.</p>
<p>Module 10 Questions: Test Item Writing</p> <ul style="list-style-type: none"> • What process do you use to write test items? • How do you organize your tests? • How do you prepare your students for tests? • What tips can you share in developing test items? 	<p>11/5/19</p>	<p>Karla stated it is so important to allow time to write test questions. She stated you need to be in the mindset to write test questions and allot time to write them so the process is not rushed. Setting aside time to write them also allows for time to come back and review the test items. Karla stated many times she has written test questions and come back to read them, and they do not even make sense to her or she identifies that she did not communicate effectively or the idea that she wanted. She also shared how important it is to work with other faculty when developing test questions. One of the best parts of working at NDSU she said is that the faculty does not work in silos, and this includes test writing. The faculty depends on one another for feedback to ensure the success of their students. Another tip she shared is to pay attention to the feedback students provide on test questions too, and go back and use that feedback to review and edit test questions as this will be beneficial in using the test questions on future exams or creating new test questions based off of that feedback.</p>	<p>From Karla and the assignment we did this semester on writing test item questions, I will ensure that I take the time to develop test questions as a nurse educator. For the assignment, I wrote the questions in blocks instead of all at once, which as the webinar we viewed and Karla discussed, is helpful in writing good test questions and allowing the test questions to be fully developed to a higher-level of thinking (Wangerin & Sherrill, n.d.). It also allows you the time to go back and review the test questions, checking for clarity and that the proper concepts are being sought within the question. As the webinar and Karla also discussed, it is important to rely on colleagues and provide feedback to one another on test questions (Wangerin & Sherrill, n.d.). When writing test questions, we likely have in our mind what the test question is asking, but when someone else reads it, they can identify whether or not that really was the case. Wangerin and Sherrill (n.d.) also mentioned in the webinar the importance of revising test questions, and Karla included how student reaction to test questions is important to consider when reviewing and revising test questions. Test writing meets Competency III of the NLN core competencies as it is a strategy educators use to assess and evaluate student learning (NLN, 2012).</p>
<p>Module 11 Questions: Alternative Format and Innovative Test Items</p>	<p>12/6/19</p>	<p>Karla shared excitement in the changes that may possibly come with NextGen NCLEX, and we discussed what the</p>	<p>My biggest takeaways from this discussion that I will implement into my own practice is to ensure the test item questions I develop</p>

<ul style="list-style-type: none"> • Do you use alternate format test items or other ways to create innovative test items? • Which ones do you prefer? • What impact do you see with the continuous changes to how NCLEX is delivered in how we write test questions as educators? 		<p>format of that will look like, which is an alternative to how the NCLEX has appeared in the past. Innovative test items will likely be seen with the NextGen NCLEX, and I enjoyed being able to look at possibilities for it that Karla shared with me during this discussion. While Karla likes alternative format test items, she indicated that alternative format questions and innovative test items should slowly be introduced to students within the nursing program and build as the students advance within the program. This is especially important when considering generational differences of learners within the classes. For her, with the LPN to BSN track, she sees more learners from generations other than millennials, which means she needs to consider the way they prefer to learn. Karla also talked about how it is more important that questions are high-level items and not be too focused on alternative formats and innovative test questions. She discussed that as long as test questions are at that high-level that promotes students to think like a nurse and not just about knowledge, it will not matter what type of format the questions are delivered.</p>	<p>test the students on how a nurse thinks and not their knowledge. While it is important to be aware of alternate formats that are seen on NCLEX, it is more important to write the high level items, which will be beneficial in preparing students for the NCLEX. This was not necessarily supposed in the webinar given by Yoho (n.d.), as she felt alternative format questions can enhance critical thinking in students. However, Karla and I both disagreed, but do understand that as the NCLEX changes, students need to be aware of the format the questions will be in, so it may be helpful to incorporate that into practice. I also need to ensure that I consider learners of all abilities and all generations as they will exist within in group I teach. In looking at the NLN core competencies, I feel that Competency VIII fits this discussion because as nurse educators we need to function within an ever changing educational environment and consider the impacts of outside forces, which in this case includes the impact of changes to the testing system used to license nurses (NLN, 2012).</p>
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