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Column: Current Literature Reviews

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Our charge is to monitor education-related journals (e.g., *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. Please feel free to contact me with any questions, comments, or suggestions for this recurring feature or if you would like to review an article that you feel is particularly applicable to athletic training educators. I would also like to hear about implementations you have made from the concepts we present in this feature.

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Patterson B. The nature of evidence in teaching practice. *J Nurs Educ.* 2009;48(6):327-333.

Reviewed by Thomas G. Porrazzo, Alvernia University.

Contributing to the body of knowledge supporting best practices for nursing education was the primary purpose of this study. The author specifically tried to answer the question "What is the nature of evidence-based teaching in nursing education?" The findings of the study revealed three categories for sources of evidence that were utilized when teaching or attempting to change a course or curriculum. The article goes into detail about how this was accomplished with some great practical suggestions.

Allied health disciplines, including athletic training, should continue to examine evidence-based teaching practices. Athletic training educators would benefit from reading and considering some of the barriers and facilitators mentioned in this article.

Smith D, Rosenkoetter M. Effectiveness, challenges, and perceptions of classroom participation systems. *Nurse Educator.* 2009;34(1):143-149.

Reviewed by Michele Monaco, Ursinus College.

Collegiate students' use of technology has dramatically increased. Students today are using iPods, texting, personal computers and cellular phones as means of collecting information. These technology-driven students expect faculty to use innovative and interactive approaches to challenge and

engage them in the classroom. Traditional lectures have become less desirable for students and, thus, faculty are searching for tools that are easy to use, while engaging the student, and without sacrificing the content. One of these approaches is the Interactive Student Response System, which goes by many names: clickers, interactive learning systems, electronic response systems or wireless response systems.

Student Response Systems have been successfully implemented in many allied health programs, including nursing, dentistry and physical therapy. Students agreed that the retention of core concepts were reinforced and helped them learn. Both student attendance and examination outcomes increased as a result of using Student Response Systems. Some of the potential drawbacks of using such systems include the time investment of learning the various functions of the tool, integration into the classroom, finesse, and timing of use. Critics of the system believe that its use decreases active learning and causes passivity in the classroom. Overall, student satisfaction with these systems is high, but faculty must learn how to correctly integrate these systems into their curriculum. With proper training and creativity, however, the Student Response Systems can dramatically improve the classroom setting.

Davidhizar R, Lonser G. Storytelling as a teaching technique. *Nurse Educator.* 2003;28(5):217-221.

Reviewed by Michele Monaco, Ursinus College.

Storytelling is a valuable strategy in teaching skills, ethics and problem solving in the healthcare arena. Students are exposed to a variety of storytelling strategies such as role-play, discussions of patient scenarios, case studies and instructors' life experiences. Storytelling provides a humanistic approach that adds meaningful anecdotal accounts of what to do and what to avoid. It has also been found valuable in linking abstract concepts into an understandable account. Storytelling has been a positive teaching strategy in the nursing arena by facilitating learning, capturing the interest and attention of the student, and promoting creativity while increasing content retention. Nursing educators have identified other benefits of storytelling in the classroom which include: enhanced student self esteem, improving critical thinking, teaching cultural sensitivity, teaching clear communication, and another method of teaching medical ethics.

Athletic training educators can use storytelling as part of their teaching methods. For a more complex educational unit

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such as understanding the healing process, the educator may compare the body's healing process to the healing process of losing a friend. Storytelling can provide metaphors to identify with the subject matter. Other uses of storytelling could include an ethical dilemma that occurred in the athletic training room and the resolution process, or creating a scenario in which athletic training students are responsible for creating each aspect of the storytelling in class. When teaching subject matter, athletic training educators use storytelling on a regular basis to incorporate personal accounts. Incorporating creative offshoots of storytelling can improve teaching, increase student retention, and provide a strategy to incorporate critical thinking into the curriculum.

**Harris SE. Dilemmas: transitions of leadership.
New Directions for Higher Educ. 2006; 134
(Summer):5-13.**

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

This article is an excellent, personal piece where the author details lessons he learned, with descriptive stories, as the new dean of two different business schools. It is relevant to the athletic training education world as we evolve and athletic training educators are gaining the opportunity to become higher level administrators in their institutions. It is also relevant to program directors, as it describes program leadership from a business perspective which is critical in times of institutional financial stress. He explains the importance of trust and the factors that trust are built from, as well as the difference between leader and administrator as it relates to program leadership, including time on campus and protecting time off campus with constituents to enhance the program (inside vs. outside matters). He also details personnel development methods to enhance one's effectiveness within an administrative team.

**Murray R, Newton M. Writing retreat as
structured intervention: margin or mainstream?
Higher Educ Res & Dev. 2009;28(5):541-553.**

Reviewed by Carrie Meyer, Fort Lewis College.

Faculty members throughout higher education are having increased pressure to publish. Finding time to write and having peer support in writing can be difficult especially for new faculty. This article describes an institution's development of a structured writing retreat. The authors describe the retreat agenda and data collected from three years of conducting the sessions. One very important finding was that faculty found the retreats very productive and helped create a more structured writing plan during their regular work time.

As athletic trainers move into the academic realm, they need to follow the positional requirements of academia – including writing and publication. This article provides another way to help mentor and foster writing among faculty.