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Walden University
2020

Abstract

Professional Development for Nurse Educators

by

Samdaye Ramdial

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2020

Abstract

At a large university on the outskirts of Toronto, Canada, there was an influx of students entering the nursing program. Therefore, the need arose for an updated, restructured, and professional development training guideline with current knowledge for nurse educators to achieve high quality learning and critical thinking. The purpose of this study was to explore professional development leaders' perceptions of quality training guidelines for nurse educators. The conceptual framework of this study was Knowles's adult learning theory. The research questions were centered on what professional leaders perceive to be quality professional development. A qualitative case study design was used in which interview data were collected from 5 volunteer participants. NVivo was used to transcribe and code the data. The interview passages were analyzed and categorized for common themes related to professional development. The study findings indicated quality professional development should encompass relevant learner-centered instruction on best practices and collaboration among learners and between learners and facilitators, and it should be supported by administration. The study project resulted in a 3-day, 8 hours a day train-the-trainer workshop for professional leaders. This research may contribute to positive social change and local application by providing the study setting with the knowledge needed to develop quality teaching and learning strategies for nurse educators, enhance best practices, create networking, and prepare educators for future career pursuit.

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Dedication

This dissertation is dedicated first and foremost to my husband and best friend, Mohan Ramdial. You have been instrumental in assuring my success with your constant encouragement and support throughout my doctoral study. To my two daughters, Deborah James and Allison Ebanks, you stood beside me throughout this educational journey, always cheering me on. Your encouragement continually provided me with the motivation I needed to overcome obstacles and succeed. Your love and support supplied me with a positive foundation and you never doubted my educational goals and dreams. I hope that with this achievement, you will continue to understand that hard work pays off. My husband and two daughters inspired me to pursue my dreams. Thank you for loving me and supporting me through it all. I am incredibly grateful.

Acknowledgments

With humility and gratitude, I acknowledge and recognize all who assisted me in arriving to this accomplishment. My awesome chair, Dr. Carole Pearce who stood beside me throughout the entire process. Her guidance, wisdom, passion, and kindness ignited a flame in me and encouraged me to keep working at my doctoral study. Dr. Pearce, "We did it!". I also want to extend a heartfelt thanks to other members of my doctoral committee, Dr. Parent and Dr. Brunn, who are dedicated professionals and scholars who provided me with invaluable assistance/feedback. I am thankful to my form and style editor, Ralph Lehman for his careful editing of my work and to academic advisor, Joshua Bass for his continued support. I would like to thank the institution that gave me permission to conduct my research. Finally, I want to extend a heartfelt thank you to all participants, who gave their time to participate in the study.

I hope that my small contribution will help to improve and refine nurse educator's professional development in the future.

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Section 1: The Problem

Local Problem

At a large university on the outskirts of Toronto there was a need for training guidelines for nurse educators to be updated and restructured with current knowledge for nurse educators to achieve high quality learning and critical thinking (assistant professor, personal communication, December 12, 2012). With an influx of students entering the nursing program at the local university, a gap in practice was created by the need to increase prepared nurse educators to work with the entering students (assistant professor, personal communication, December 12, 2012). The problem was that there is a need for reform in nursing education, especially at the university level (Lee, 2011). Quality professional development is a concern that is being addressed not only in the United States and Canada but across the globe. In countries such as Australia and Hong Kong, there are significant investments in the development for educators to improve future teaching to meet the changing educational needs of learners (Lee, 2011). It is common for teachers to undertake professional development facilitation without having had any formal training in instructional pedagogy, thus diminishing the excellence of teaching (Carnahan & Mensch, 2014); therefore, it is important to properly present information so that it provides adequate knowledge and the opportunity for improvement.

After discussion with and help from the assistant professor at the study setting and understanding the research that was needed, I chose a project study on professional development because the study might shed light on new insights, strategies, and current knowledge that may be implemented to update professional development training

(assistant professor, personal communication, December 12, 2012). The study may broaden and illuminate the current professional development practices of nurse educators. Quality professional development may empower nurse educators to use more critical thinking and to become more reflective about their teaching and learning (Powell-Moman & Brown-Schild, 2011).

In this study, I focused on exploring what professional development leaders who teach nurse educators needed at a large university on the outskirts of Toronto, Canada. Interviews with professional development leaders provided an understanding of what is needed to develop professional training guidelines for nurse educators. There was no formal professional training for nurse educators, but during orientation each semester, there was a 1-day of professional development (assistant professor, personal communication, December 12, 2012). Ball and Forzani (2011) wrote there should be development of skilled teaching practice to improve the effectiveness of teaching and learning. Ball and Forzani (2011) also suggested that educators should learn collaboratively so that they may share their ideas openly, discuss diverse perspectives, emphasize interactive learning, and learn from each other to increase educators' capacity. Collaborative learning can be defined as a set of teaching and learning strategies promoting learning. The thought was, by working collaboratively, learners can improve their problem-solving techniques. Improvement in educators' capacity would be a combined effort of all learners to influence one another (Le, Janssen, & Wubbels, 2017).

Forte and Flores (2014) supported the idea of teacher collaboration and professional development. Teachers are influenced by their teaching strategies and

capacity and work through a learning cycle of reflection and planning (Forte & Flores, 2014). In this study, recommendations were made to administrators, policymakers, and stakeholders for developing quality professional training guidelines. At the university there is a need for new training guidelines for nurse educators (chair of professional development, personal communication, December 12, 2012).

<div align="center">

Rationale

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Evidence of the Problem at the Local Level

The rationale for the problem choice was that an assistant professor at the Toronto university indicated that the current professional training guidelines for nurse educators needed to deliver more current and extensive knowledge (personal communication, December 12, 2012). She indicated the need for nurse educators to acquire new knowledge and skills to improve their future teaching. A professional development survey was done at the Toronto university that showed there is a need for quality professional training (assistant professor, personal communication, December 12, 2012). From the survey part-time faculty identified the need for promoting critical thinking and problem solving for nurse educators, the need to develop strategies to share ideas about facilitation skills of teaching and classroom management, and the need to share principles of effective classroom teaching, learning, and clinical thinking skills (assistant professor, personal communication, December 12, 2012).

Upon assessing the part-time faculty needs and after discussion with and support of the assistant professor at the university and understanding the research that is needed, I decided to do a project study on quality professional training for nurse educators because

the study might shed light on new insights, strategies, and current knowledge that may be implemented to update professional development training. I believed there was a need to foster a sense of academic learning that supports scholarly growth in the school of nursing. Similarly, when the United States Congress passed No Child Left Behind Act (2001), a new era of accountability for educational institutions emerged to improve teacher training and scholarly growth. The assistant professor (personal communication, December 12, 2012) asserted that the large Toronto university would lend their support in the development of in-school teaching and learning of educators.

The purpose of the study was to explore what professional leaders perceived to be quality professional development training guidelines for nurse educators, and the study findings may be implemented by administrators, policymakers, and stakeholders into the current professional training program guidelines to help nurse educators acquire new knowledge and skills to improve their future teaching (see Lee, 2011). The new guidelines may empower nurse educators to become more critical and reflective thinkers to examine their own practices and inquiry to better inform their practice of teaching and learning. Nurse educators need quality knowledge and skills to improve their future teaching and learning. Radulescu (2013) recognized the need for quality professional development, where the reflective learners can inform their practice. Reflective learners can be more receptive and accepting, thus gaining in-depth reflection to inform their practices, and become more autonomous (Radulescu, 2013). As suggested by Powell-Moman and Brown-Schild (2011), quality professional development may empower nurse educators to become more critical and reflective about their own practice. The assistant

professor at the study setting indicated that there was a need for professional development training for nurse educators (personal communication, December 12, 2012).

Culture and teacher leadership are important in determining a school's excellence because the culture of the school has an impact on teacher leadership (Yusof, Osman, & Noor, 2016). Culture within a school or an organization is important because it is the factor that would determine a healthy learning environment. It does not matter who the educator is. Professional leaders, teacher educators, or principals should all incorporate learning into their practice (Yusof et al., 2016). The purpose of the research at the large Toronto university was to explore what professional development leaders perceived to be quality professional development training for nurse educators. The study findings may meet the needs for updated and informed training guidelines for nurse educators by influencing administration to support quality professional development to deliver and implement the most current knowledge and skills for nurse educators.

Evidence of the Problem from the Professional Literature

As suggested by the assistant professor (personal communication, December 12, 2012), there is a lack of resources at the university. There should be collaboration with other professional development leaders to share ideas, knowledge, skills, and learning that will promote high quality education when there is mutual respect, a stimulating environment, and independent thinkers to produce positive learning outcomes. Adnan and Boz (2015) found that educators who took the opportunity to engage in learning should have quality professional development to enhance their understanding in the delivery of the content in teaching and learning.

Ritichie, Phillips, and Gravitte Garrett (2016) believed that professional development should be of high quality. Professional development for educators is important for the ongoing development of leaders to meet the complexities of current educational practices (Forte & Flores, 2017; Lee, 2011).

As suggested by Darling-Hammond and McLaughlin (2014), professional development refers to the development of a person in their profession. With experience comes growth and development for teachers. Addressing the needs of learners to increase their knowledge is important (Darling-Hammond & McLaughlin, 2014). Professional development is necessary to continue to develop the expertise of teachers and to keep them updated with the continuous change in practices and student needs (Darling-Hammond & McLaughlin, 2014). It is important for professional development leaders to increase their knowledge, skills, and judgment to assist nurse educators in implementing their teaching and learning. Iordanidis, Tsakiridou, and Sagiadinou (2014) addressed the importance of assisting professionals with quality professional development to increase knowledge, skills, and judgment, but for this to happen it is important to have seven characteristics in the professional development. The seven characteristics are communication, leadership, guidance, feedback, supportive behavior, collaboration, and trust.

Administrators, policymakers, and stakeholders should take an active part in quality professional development training guidelines to ensure the training is well-structured and supported to meet the future academic teaching and learning needs of nurse educators. Ball and Forzani (2011) noted that administrators, policymakers, and

stakeholders are more concerned with recruiting better teachers than with building the infrastructure needed for high-quality instruction. Effective teaching should not be left to chance (Ball & Forzani, 2011). Ball and Forzani posited that while professional development education is important it is in need of improvement. Bailey, Jaggars, and Scott-Clayton (2013) research showed that teacher learning should be collaborative and characterize the effectiveness of developmental education.

Quality professional development meets the needs of the educators to improve teaching and learning according to best practice (Ball & Forzani, 2011). A teacher who is going through the process of quality professional development and professional growth may be able to impart their knowledge to learners effectively. Therefore, nurse educators should update their knowledge, skills, and judgment in accordance with current developments in their teaching so that they are prepared to address the evolving needs of learners.

In the literature, there are credible research studies done on quality professional development for teacher educators. The goal of professional development training is to enhance learner knowledge and effective teaching and learning skills with a transition from teacher-centered to learner-centered. It is crucial that the changing perspectives from teacher-centered to learner-centered reflect the participants' point of view and not the researcher's perspectives (Dole, Bloom, & Kowalske, 2015).

According to the literature, professional development is evolving with the focus on continual improvement (Darling-Hammond & McLaughlin, 2013). This can be

achieved by teachers taking an active part in their learning through collaboration to learn other teaching styles and practice (Darling-Hammond & McLaughlin, 2014).

Definition of Terms

Andragogy: Andragogy refers to theory of adult education. There are six adult learning principles as suggested by Knowles, Holton, and Swanson (2014). The principles are:

- learner's need to know,
- learner's self-concept,
- learner's prior experiences,
- learner's readiness to learn,
- learner's orientation to learning, and
- learner's motivation to learn (Knowles, & Swanson, 2014).

Case study: A case study is an empirical inquiry that investigates a phenomenon in-depth and within its real-life context, especially when the phenomenon and context are not clearly evident (Yin, 2014).

Collaborative learning: Collaborative learning provides an opportunity for teacher educators to come together to improve their practice by sharing their experiences. Collaborative learning is crucial for effective professional development because collaborative learning increases sharing of ideas openly, deepens content understanding, enhances support for educators, discusses diverse perspectives, emphasizes interactive learning, and encourages learning from others to increase knowledge and skills (Ball & Forzani, 2011).

Constructivism: Constructivism maintains that meaning is generated by individuals and groups. It is a process of how learners learn by constructing understanding and meaning of their knowledge to enhance the effectiveness of their teaching and learning (Lincoln & Guba, 2013).

Inquiry-based learning: Inquiry-based learning emphasizes active participation on that part of the learner and the learner's responsibility for discovering knowledge that is new to the learner (De Jong, Mäeots, Marcus, & Siiman, 2015).

Member checking: Member checking is providing the opportunity for research participants to review preliminary findings based on data collected. I carried out member checking in this study after data collection by having the participants review the interpretation and analysis of the data so that there was no misinterpretation in order to add reliability and validity to the study (Merriam, 2015).

Transformative learning: Transformative learning is based on constructing meaning from experiences at a deeper level of learning. Transformative learning is a way to understand and explain the process that causes change in the learner's behavior (Mezirow, 2003).

Triangulation: Triangulation involves collecting evidence from different sources using different methods. The use of triangulation enables the researcher to distinguish true information (Yin, 2014).

Significance of the Study

Professional development can best prepare learners for the 21st century by adding to their knowledge base (Dole et al., 2015). This qualitative case study research is

significant because it provided meaningful feedback from professional development leaders about their perceptions and experiences of learning and teaching practices. As times have changed, so have the methods of preparing, delivering, and implementing professional development with new knowledge and skills to improve future teaching and learning (Darling-Hammond & McLaughlin, 2014).

The research design consisted of conducting in-depth interviews that challenged the professional leaders to look deeper into their own practices and to identify their needs. Determining the professional development needs of leaders and constructing a plan to address those needs is significant for delivering content effectively. The need of the leaders is to facilitate professional development to improve learners' knowledge, practice instruction, and assess the outcome of learners. Darling-Hammond and McLaughlin (2014) reflected that successful professional development depends on how teachers learn and practice the new skills.

This research provides a clearer understanding of the perspectives of professional development leaders. Professional development leaders were asked their perceptions of professional development at the university so that administrators, policymakers, and stakeholders can implement professional development training guidelines for nurse educators.

Administrators, policymakers, and stakeholders benefit from professional development training guidelines for nurse educators, which is the study's recommendation. The research findings could positively affect nurse educators in a positive manner in promoting professional development training. This research

challenged the participants to look deeper into their own practices through personal reflection and to identify more innovative ways to enhance quality professional development training guidelines. It is important to understand the reason a phenomenon occurs; to do so requires in-depth descriptions of the circumstances (Yin, 2014).

Quality professional development has to do with the success of learners. The creation of new training guidelines will provide nurse educators with teaching and learning strategies may help nurse educators to stay current with the latest instructional strategies to upgrade their knowledge and skills. Quality professional development may lead to the creation of training guidelines that allow nurse educators to maintain the competency that guides their practice and may solidify the commitment of administrators, policymakers, and stakeholders to understand the importance of professional development, which is that it enhances nurse educator's teaching and learning. In addition, the research findings that result in quality professional development training of nurse educators may improve nurse educators' opportunities to share information in their future teaching and learning.

All educators must increase their knowledge to improve future teaching effectiveness. Harding and Parsons (2011) wrote that teaching is not an easy career, and all provisions must be made to help educators to become master teachers. When educators have a strong foundational background of knowledge and tools to disseminate knowledge, the new knowledge may improve the nurse educators' ability to teach effectively (Harding & Parsons, 2011). Educators may draw from this research study to gain insight into their perceptions of their professional development needs. The teachers

might compose a professional learning community as a result of professional development at the university to foster excellence, respect, support, consistency, and understanding that promotes academic, personal, and professional growth.

Research Questions

The purpose of this project study was to explore professional leaders' perceptions on quality professional development training for nurse educators. An assistant professor (personal communication, December 12, 2012) communicated the need for training guidelines for nurse educators. A professional development survey was also conducted at the university, which showed that there is a need for quality professional training (assistant professor, personal communication, December 12, 2012). In qualitative studies, the ongoing process of questioning is an integral part of understanding the unfolding lives and perspectives of others. As suggested by Creswell (2015), research questions are specific questions that researchers seek to answer in their studies by exploring the topic of the study. I explored professional leaders' perspectives on quality professional development training for nurse educators which may assist administrators, policymakers, and stakeholders at the university formulate quality professional development training guidelines for nurse educators.

The guiding research question was:

RQ: What are professional leaders' experiences with and perceptions of quality professional development?

The three subquestions were:

SQ1: What do professional leaders perceive to be quality professional development experiences for nurse educators?

SQ2: What suggestions do professional development leaders have for policymakers and stakeholders to develop guidelines for effective training at the university?

SQ3: What challenges do professional development leaders encounter and what solutions do they employ that will help administrators, policymakers, and stakeholders formulate training guidelines at the university?

Review of Literature

The literature review provided deeper understanding of the scope of professional development required to prepare professional leaders. The main topics covered in the research literature were professional development, collaboration, and support.

I began this literature search by reviewing articles from academic databases such as ERIC, EBSCO, ProQuest, Education Research Complete, and CHINAL. I used several books and articles from journals to collect information on the perceptions of professional development trainers. To narrow the search, key words were limited to *professional development, professional trainers' perceptions, professional development of nurse educators*, *job-embedded professional development, andragogy,* and *inquiry-based learning and teaching.*

The intent of having a literature review was to reach saturation on the research of the perspectives of professional development leaders. Saturation is when there is no new content and there is repetition or redundancy of the data (Nieswiadomy, 2012). This was

done by recognizing that I have covered all the relevant literature and found that there was no new content on the topic. Knowing when to stop reviewing the literature constitutes reaching saturation (Merriam, 2009).

Conceptual Framework

The conceptual framework of this qualitative research study was based on the learning theory of constructivism, which is a vital part of teacher professional development. In this study I also utilized the theoretical framework of adult learning, which is grounded in the theoretical base of constructivism (Mansfield & Thompson, 2016). Constructivism is made up of several theories such as critical theory, theory related to human being, social learning theory, theory to facilitate language, and persistence theory for understanding motivational factors. The conceptual framework I chose for this study was Knowles's (1983) adult learning theory.

Knowles's (1983) adult learning theory shows how adult learners appreciate open-ended learning opportunities. Teacher collaboration with educators is understanding the experience of adults (Darling-Hammond & McLaughlin, 2011). Adult learning theory is supported by Brookfield (1991), Koehler, Mishra, and Cain (2013), and Mezirow (1981) discussed transformational learning. The conceptual framework for this study was Knowles's (1983) adult learning theory, which was the driving guide behind this research. There is a growing body of knowledge and perspectives related to adult learners and their professional practice. Adult learning must be an integral part of the study to ensure that professional development leaders bring an adult perspective.

Knowles's Theoretical Framework

A theoretical framework helps provide a structure of the study and is indicative of the topic of interest. Knowles (1983) noted that it is important to understand the characteristics of adult learners. They approach learning with clear goals in mind, and they use their life experiences to make sense of new information that has a direct relation to their life, such as a connection between a learning experience and daily responsibilities. Nurse educators need to know that their efforts will result in new teaching and learning opportunities to achieve maximum competency. Darling-Hammond and McLaughlin (2014) addressed the need of learners engaging in new learning to achieve success. Success depends on how teachers learn and practice newly acquired knowledge and skills. Use of dated curriculum is not the best way to teach because today's society is going through a teaching and learning revolution; therefore, to move beyond a dated curriculum approach there must be a program of professional development that meets the needs of learners (Patton & Parker, 2015).

Knowles (1983) described adult learning as a process of self-directed inquiry in which adults are ready to learn. In addition, Knowles (1983) wrote that as a group, adult learners practice task-centered learning and they must be intrinsically motivated to learn. Adult learners are goal oriented, verbalize their likes and dislikes, and prefer open-ended learning. Knowles (1983) five assumptions of adult learners are as follows:

- Self-concept: With maturity, the self-concept moves from being dependent to being self-directed.

- Adult learner experience: With maturity comes experience, which is an increasing resource for further learning.

- Readiness to learn: With maturity there is a readiness to learn.

- Orientation to learning: With maturity perspectives change from subject-centered to problem-centered.

- Motivation to learn: With maturity, the motivation to learn becomes internal.

Educators are asked to master new skills to improve their practice (Harding, 2011). This is a complex process, but when the transformational learning process occurs, adult learners critically examine their beliefs and values in acquiring new knowledge. Then, personal and social change can take place. Adult education has changed; therefore, educators must also change to be successful in future teaching and learning.

Knowles (1983) and Knowles, Holton, and Swanson (2014) noted that nurse educators practice communicative learning, which is sharing their ideas, thoughts, and experiences with other educators and accept opportunities for nurse educators to change and see the world through the lenses of others, thus, deepening their awareness and learning. Quality professional development and growth of professionals are accomplished through collaborative and ongoing learning to meet the needs of the learners (Desimone, 2011; Hill, Beisiegel, & Jacob, 2013).

The professional development program is aligned with the theoretical framework in this study. Empowering adult learners such as nurse educators will actively encourage critical reflection (College of Nurses of Ontario, 2013). The key to the success of teaching and learning is to create an atmosphere of respect, trust, and open dialogue with

participants by treating them as adults and potential contributors to the learning process. A climate that put critical thinking as the focal point, where learners feel comfortable in sharing and learning is important in making professional development successful for learners (Darling-Hammond, 2011).

Knowles (1983) shared the belief that adult learners appreciate open-ended learning opportunities and everyday life experiences. Educators deemed professional development relevant when it met their specific needs. To accomplish the desired outcome, one must address how adults learn, assimilate, apply, and integrate knowledge. Adults need to know that their efforts will result in the opportunity to achieve competency and that the process will respect their intellectual potential and capacity.

Knowles (1983) and Knowles, Holton, and Swanson (2014) noted that adult learners are precisely those whose intellectual aspirations are least likely to be aroused. Adults must be convinced that the content is appropriate to their needs because it helps to develop effective teaching and learning. In conclusion, professional development training is complex, and before the educational leaders choose which type of professional development training for their instructional teaching, there are certain factors that must be considered. They are as follows:

- Should the learners be active or passive?
- Should the learning be independent or collaborative?
- Should professional development be long-term or short-term?
- Should professional development focus on a certain curriculum?

But, regardless of the type of professional development the purpose is always the same, which is to teach learners how to become better professionals. Ideally, professional development in education aims to foster innovation in teaching and learning, involving learners in a process of change, and potential transformation in ways they teach and interact with learners. Developmental education is important although it may need improvement (Bailey, Jaggars, & Scott-Clayton, 2013). It is often labor-intensive that demands elaborate preparation, extensive attention to detail, and a fundamental shift in how teachers carry out their roles (McQuiggan, 2012).

Research Literature Related to the Conceptual Framework

A review of the literature guided data collection and helped to clarify professional development learners' perceptions of professional development training for nurse educators. Studies should have a framework to help organize the study and guide the analysis of the findings (Nieswiadomy, 2012). Framework guide data collection, analysis, and addressed the study problem. The intent of the literature review was to lay the foundation for the study. Conceptual framework can be based on educators need for quality professional development training. Constructivism is a vital component of teacher development that occurs in stages beginning with university studies, field experiences, student teaching, and becoming a novice teacher in the profession.

The need of quality professional development is justified because educators should be knowledgeable and well trained to assist learners in the transition of competencies in theory to practice, which may be difficult to attain if there is not qualified professional development training. Educators can transfer knowledge to learners

when given the appropriate support because if information is not properly executed and understood, it does not provide opportunity for change. The learners gained knowledge to help them to better understand the curriculum to make positive social change in implementing the findings in the professional development training guidelines for nurse educators.

Theoretical framework, according to Karimi (2011), probes the influence of professional development on collective and individual efficacy of educators to bring about desired outcomes of engagement and learning. Research conducted using a theoretical framework as compared to research that is not conducted using a theory basis is important in providing understanding and knowledge that can be used in future research (Nieswiadomy, 2012).

As suggested by Nieswiadomy (2012), literature reviews obtain information so that the researcher may inform readers of the findings of the study. The selected literature was a guide to addressing the research questions. A review of the research literature disclosed that there is empirical research that informs understanding of the topic, what professional development leaders perceive about their experiences, and how guidelines can be enacted to support those experiences.

Review of the Broader Problem

Research literature was conducted to collect information that would help answer the research question and subquestions. The research questions guided the study and they were as follows:

RQ: What are professional leaders' experiences with and their perceptions of quality professional development?

Three subquestions were as follows:

SQ1: What do professional leaders perceive to be quality professional development experiences for nurse educators?

SQ2: What suggestions do professional development leaders have for administrators, policymakers, and stakeholders to develop guidelines for effective training at the university?

SQ3: What challenges do professional development leaders encounter and what solutions do they employ that will help administrators, policymakers, and stakeholders formulate training guidelines at the university?

In a qualitative study, the conceptual framework helps to organize the study and provides context for the interpretation of the study findings (Nieswiadomy, 2012). Professional development, as well as adult learning theory formed the structure of the conceptual framework since conceptual framework helped explain the relationship between professional development and adult learning. Educators must be aware that there are several learning theories, knowledge, and skills. However, knowledge and skills take time to master (Meyer, 2014).

Professional development is an expectation in today's learning domain; therefore, understanding the characteristics of adult learners is an important path to explore. The research cited in this research literature review provided me with insight into the many competencies required and professional development needs that must be met. Darling-

Hammond and McLaughlin (2014) defined professional development as enhancing teachers' understanding about the teaching and learning process, and effective professional development involve teachers as learners. Students do not possess the necessary skills to meet society's learning needs because teachers' responsibilities are now extended to technology; therefore, teachers should be reflective learners.

Professional Development

As suggested by Darling-Hammond and McLaughlin (2011), professional development policies must be updated with new ideas and focus on developing schools' and teachers' capacities. Professional development is defined as the processes and activities designed to improve teachers' knowledge, the practice of instruction, and the learning outcomes of learners (Darling-Hammond & McLaughlin, 2011). Professional development is the cornerstone of teacher professionalism, but there must be ongoing professional development to receive the best possible current updated information, knowledge, and skills (Lee, 2011). Educators are facing the demand for reform, to master new skills, and a renewed need for quality professional growth in order to impact learners learning (Haug & Sands, 2013).

Professional development is a process by which educators keep their knowledge and skills current to cope with the evolution of social change, and to improve personal and career development. Positive social change takes place when the challenges and opportunities for education can be inspired and influenced (Walden University, 2013). Professional development is a crucial part of learners achieving knowledge and skills but must address adult learning theory (Knowles, 1983; Knowles, Holton, & Swanson, 2016).

Professional development is a process where a teacher is always maturing thus, enhancing teacher's growth and development. The goals of professional development from the constructivist approach are to increase teacher collaboration, increase the understanding of content, and support teaching and learning. In professional development, the purpose is to teach educators how to become better professionals.

Professional development has long been of interest since it affects teachers' learning and the practice of teaching. Teacher professional development has been regarded as one of the most important factors for improving the quality of U.S. schools and quality professional growth (Desimone, 2011). Quality professional growth is recognized as being collaborative and related to learning (Darling-Hammond & McLaughlin, 2011; Desimone, 2011). Since, a substantial amount of resources has been spent on professional development, policymakers increase their search for evidence-based research about its effects on educators' and learners' outcomes; therefore, it is imperative to use a solid framework to evaluate professional development.

Desimone (2011) provided a comprehensive framework for evaluating the effect of professional development. Effective professional development for educators is on-going and the more time educators spend engaged in professional development, the more likely to improve their teaching practice. In educational settings, where the demographics are rapidly changing the school systems are trying to meet the challenge of change by offering teachers professional development that is student-centered (Dole et al., 2015) and content-specific that is meaningful to their learning and professional growth (Patton & Parker, 2015). Professional development and student learning go hand in hand. With

this in mind, teachers are important, and teachers become integral in transitioning theory to practice, but there must be professional development that meets the needs of both teachers and students (Darling-Hammond & McLaughlin, 2014; Hill, Beisiegel, & Jacob, 2013).

The rationale for professional development activities is that they result in increased learning and instructional practices. Also, using carefully selected strategies can promote effective teaching and learning. Quality professional development is crucial for educators to meet their teaching and learning needs, but there must be the need to master new skills and keep open communication between educators, administrators, policymakers, and stakeholders (Haug & Sands, 2013). Also, there must be the need to change with society to bring about the evolution of social change; however, more professional development is needed to assist educators in future teaching and learning. Professional development can take the form of networking which increases educators' knowledge, but there must be more such as administrators, policymakers, stakeholders, and school leaders willing to allocate funds for teacher professional development (Kang, Chai, & Ha, 2013). Then, based on the evidence of empirical research, policymakers and school leaders need to determine the implementation of professional development initiatives. As suggested by Patton and Parker (2015) continuous professional development is not a one-time event or, one-size-fits all; therefore, it must benefit each learner to enhance their learning. Continuous professional development is equally important as professional training for educators. Lee (2011) asserted that continuous professional development is crucial, but educators must take an active part to promote

learning to fit their needs. Continuous professional development enriched the educator quality of learning and reinforces positive changes in instructional (Patton & Parker, 2015).

Major investment is made in improving teaching quality through professional development that have been designed to ensure that teachers engage in ongoing professional learning activities (Darling-Hammond, 2013; Kennedy, 2016). As suggested by Lee (2011), effective professional development for educators is continuous, which involves more than 1-day professional development because the more time teachers and educators spend engaged in professional development, the more likely their teaching practice will improve. Shepherd, Bolliger, Dousay, and Persichitte (2016) agreed with Lee (2011) in preparing teachers for programs to gain the required skillsets to improve practice. Ideally, professional development aims to foster innovation in future teaching and learning, involving in a process of change, planning, and potential interaction with learners. The foundations of teacher professional development are as vast and varied as the definition itself. It is knowledge-in-practice and has its roots in constructivism.

School systems throughout the world acknowledge that the quality of teaching is the most critical in-school factor (Gore, Loyd, Maxwell, Bowe, Hywel, & Lubans, 2017). The authors went on to say that the quality of teaching is a function of the quality of the teacher. Barbour (2012) believed a critical element of professional development is to build a strong knowledgeable base to enhance the creative design of course content, and to have the ability to adapt to new techniques. Barbour (2012) stressed, professional development can only be accomplished through teamwork and establishing a professional

learning environment. Firsthand experience provides a deeper level of understanding, than simply learning about theory to practice. Teacher educators must experience professional development as both teacher and students (Beckem & Watkins, 2012; Blythe, 2014).

Professional development is complex, and there are certain criteria that must be present such as, the learners should be active or passive, independent or collaborative, and professional development should focus on a certain curriculum (Ball, 2012). With this mindset of professional development, Delgado-Gaitan (2012) looked at professional development from a different angle such as the social and emotional type of learning. Through this process adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Delgado-Gaitan, 2012).

he educators depend on quality professional development to assist them in becoming the educators they aspire to be; therefore, educators should have opportunities to continue to learn with support to reinforce learning to cause social change (Guskey, 2014). Administrators, policymakers, and stakeholders do best by providing professional opportunities that can be implemented to enhance learning and stay ahead of the latest instructional strategies and tools.

According to Guskey (2014), planning professional learning includes six key characteristics of professional development. Characteristics of effective professional development are as follows:

- First characteristic: Explicit explanation of the specific content knowledge and practice to be learned.

- Second characteristic: Active and authentic job-embedded practitioner opportunities to learn and engage in evaluation of their experiences.

- Third characteristic: Different types of practices for engaging learners in his or her reflection.

- Fourth characteristic: Performance feedback by a professional development facilitator during training.

- Fifth characteristic: Ongoing follow-up support to reinforce learning.

- Sixth characteristic: Professional development to provide opportunities to become proficient in the use of a practice.

Effective professional development should encourage educator's collaboration to make learning easy and fun thus, creating a conducive learning environment (Darling-Hammond & McLaughlin, 2014). In England, there are also changes in professional development such as the role of teacher educators in schools and universities to improve teaching and learning for example, colleagues from university and schools are working together in collaborative partnership to create a path through changing of education (Jackson & Burch, 2014).

Professional development is important because it produces specialized training to improve and enhance teacher skills, judgement, and effectiveness (Loughran, 2014). Professional development must be appropriate, relevant, and ongoing. The National

Council of State Directors of Adult Education advocated for trained educators to teach

adults in specialized programs (Larson, Gaeta, & Sager, 2016).

Collaboration

Collaboration is another key component in professional development. It is defined

as an effective learning process for educators because it emphasizes active and interactive

learning experiences. Collaboration is critical to communicate and engage with

colleagues, sharing of knowledge, ideas, best-practices, and learning together. Teachers

can communicate their best-practices and work together on positive decision-making so

that there is no guess work. As noted by Ball, Ben-Peretz, and Cohen (2014) there is a

lack of shared knowledge which can become an acute problem if not address early. It is

important to promote an environment of well-being for educators and the community.

Dole et al. (2015) noted that there must be the ability to collaborate effectively with

others so that clarity prevails. This is the age of collaboration that is being persuaded by

most if not all educational institutions to be able to follow changes and success in future

teaching and learning, and to implement learning opportunities for the benefit of

educators.

Teaching was often characterized as an isolated activity, but collaboration has

changed this thought process because collaboration presents the opportunity for teachers

to work and learn together such as on new practices, teaching challenges, different

teaching styles, and experiences (Forte & Flores, 2014). As suggested by Ball and

Forzani (2011) educators should not learn in isolation, but in collaboration so that

educators may share their knowledge and skills to learn from each other to increase

educators' future teaching and learning. Collaboration surely combats isolation; therefore, educators should take care of their mental health by collaborating with peers and professional leaders. Educators are prone to health problems such as mental health. Good mental health reduces stress and isolation (Srinivasan & Arokiyavanitha Senkolemari, 2016).

Teachers' preferred professional development to be collaborative rather than autonomous since collaboration produces positive outcomes on teacher knowledge, instructional practice, learner achievement, and the school organization. Professional development can take the form of networking. Collaboration helps with educational issues where teachers discuss how to advance future teaching and learning to levels of success, but there are others who are trying to decrease the opportunities of teacher educators (Ball & Forzani, 2011; Biesta, Priestley, & Robinson, 2015).

Working collaboratively, educators can plan how to monitor the implementation of new knowledge from professional development workshops. Educators can also discuss what works and what does not work. Collaboration provides the opportunity for educators to obtain feedback, brainstorm, and if necessary, implement new instructional strategies. Constructive peer feedback is an important part of collaborative professional development because it supports teacher learning by building strength, enhancing clarifying of ideas, and brainstorming ideas with the collaborative team. Educators benefit from the participation with their colleagues within a conducive learning community environment (Dufour, 2014). Educator learning is strengthened when educators share their practice openly with colleagues and willingly accept feedback.

Feedback can be used to assess professional development training to help with making informed decisions. The ultimate success is that educators gain from collegial and collaborative learning (Ball & Forzani, 2011).

Quality professional development for nurse educators should be through interactive learning experiences to openly share ideas, strategies, tools, and work together toward effective professional development (Ball & Forzani, 2011). Professional development is the cornerstone of improving teacher quality, and the development of educators' professional development is seen as the advancement of professional information (Lee, 2011). Online courses offer tools such as discussion boards or chat rooms, but do not accomplish the same interactions and connections as with face-to-face encounters. For example, sweating, wringing of the hands, and nervousness.

Collaboration is a powerful tool to enhance effective teaching and learning, to affect change, improve school culture, create an awareness of strengths and weaknesses, and highlight good practices (Ball & Forzani, 2011). Effective professional development for educators must be collaborative because it emphasizes learning experiences, and active engagement of the learners which supports attention and memory. Active engagement supports educators in remembering 90% of professional development content. Active learning is any teaching method that gets learners to be actively involved, whereas cooperative learning has the potential to effect positive achievement, motivation for learning, intergroup relations, critical and creative thinking and problem-solving (Baloche & Brody, 2017).

Collaborative teaching and learning encourage learners to participate to enhance their knowledge and self-efficacy. Leadership is important because effective leadership is the key factor for improvement and achievement of the learner (Hendawy Al-Mahdy & Al-kiyumi, 2015). Educators value opportunities to learn from and with one another to gain a better understanding (Babenko-Mould, Ferguson, & Atthill, 2016). Educators mentoring educators found that this learning process is more likely to result in higher order thinking and learning experiences. Wojcieszek, Theaker, Ratcliff, MacPherson, and Boyd (2014) believed that another way to improve communication between professional university staff is a vital component to enhance collegiality.

Collaborative learning is crucial for effective professional development because collaborative learning increases sharing of information, deepens content understanding, and enhances support for educators. Collaborative learning is strategies that improve problem-solving and learning skills (Le et al., 2017). Collaboration produces a supportive environment which fosters respect and facilitates the sharing of knowledge with all in the educational community (Ball, 2012). Active engagement prevents isolation thus, enhances professional learning communities. Knowledge increases when educators collaborate and share their knowledge with other professionals. The collaboration model is like collegial coaching where support is provided as needed to improve instructional teaching and enhance professional growth.

The Alberta Teachers' Association supported their educators to move forward and embody roles as leaders and advocate. The commitment to networking and collaborating serves as a path for the development of teacher professionalism who are aiming to

improve the quality of education (Osmond, 2015). Ball (2012) believed that professional development should encourage the collaboration of educators. Collaboration is important because the sharing of information increases knowledge, as well as, foster change. Also, sharing of learning experiences may offer the social dimension that allows learners to immediately apply information therefore, causing an increase of facilitating and understanding (Ball, 2012). In a collegial and networking atmosphere, the instructor seeks solutions to problems thus fostering commitment and change. When educators openly communicate with one another, feel supported by their peers and administration, and establish strong learner-educator relationships, they tend to have better academic and behavioral outcomes (Thapa, Cohen, Guffy, & Higgins-D'Alessandro, 2013).

Collaboration gives the learners the opportunity to collaborate and learn together with their colleagues. As noted by Ball et al. (2014) there is a lack of shared knowledge, which become an acute problem if it is not addressed early. Collaboration help to promote a positive learning environment because of the wisdom and experiences that are shared with their colleagues. Educators should be caring, nurturing, confident, and trusting (Ball, 2012).

Support

Another form of professional development is support. The culture of the school must support learners continuously to increase knowledge to a higher level as suggested by No Child Left Behind Act (2001). Administrators, policymakers, and stakeholders should invest in educators' learning to prepare educators with the knowledge and skills to develop their own effective teaching styles. Educators must change their ways of

teaching and learning because it is more complex to develop a higher order of thinking. If educators do not have adequate preparation that is supplemented with quality training and mentoring, they may experience great difficulty with teaching and learning, they may acquire dependency, feel inadequate, decreased self-efficacy, and increased stress (Heikkinen, Wilkinson, Aspfors, & Bristol, 2018). Educators express the need for mentoring and continued support for novice and experienced educators because teaching is such a critical domain and educators are more and more assuming the need for their education. Educators should continue taking responsibility for their education because teacher educators are rarely consulted about their professional growth needs.

How nurses feel has an impact on their work, the same can be applied to nursing educators. Support is very important to keep workers physically and mentally healthy. America is offering employee wellness programs; therefore, changes must take place to foster leaders' satisfaction and keep up with the changing economic world and to increase the awareness of how lifestyle choices can impact one's physical and mental health through health fairs, seminars, lecture, and exercise coaching, just to name a few (Mujtaba & Cavico, 2014). Educational institutions should follow in the pathway of wellness so that educators will adopt healthy attitude, behaviors, and habits. These are some of the challenges professional development leaders' encounter that will help administrators, policymakers, and stakeholders formulate strategies to overcome challenges of training guidelines.

As noted by Mujtaba and Cavico (2014), the focus on health care challenges in the United States and many other countries across the globe are facing similar challenges.

As such, the concepts and suggestions are equally beneficial for all administrators, policymakers, and stakeholders who want to keep their employees healthy. According to Mantei and Kervin (2011), it is an obligation to support the development of educators so that educators can adapt to the changing educational environment. Thus, there is a need for professional development that lends support to educators. To improve the quality of teaching, educators should establish a common core of fundamental professional knowledge and skills across all types of programs and pathways (Mantei & Kervin, 2011). It is important to establish professional standards and milestones for educators, which may lead to improvements in both teaching and learning with less absenteeism.

The United States Congress passed the No Child Left Behind Act (2001) that mandated tougher standards in education. Teachers should be highly qualified, and the states should develop plans for quality professional development training to meet the high standards of education. States and educational institutions are accountable and should establish professional guidelines and high-quality training to support teachers in their quest for increased professional development and growth. Demands of NCLB Act (2001) can have a negative impact on teachers because it can inhibit collaboration as teachers begins to blame one another when the school does not perform well.

When the United States Congress passed the No Child Left Behind Act (2001), Congress did not provide funding to embrace the changes. The No Child Left Behind required continuous professional development which is costly compared to a 1-day workshop. Similarly, as reported by McNeil and Klein (2009), President Obama's education plan calls for an increase in the number of college graduates so that the United

States will once again claim the highest number of college graduates in the world. However, it was an unfunded mandate for public higher education (Rhoades, 2012). Similarly, Quint, Jaggars, Byndloss, and Magazinnik (2013); Shulock and Offenstein (2012); and, Symonds (2012) agreed that the educational system has failed its population; therefore, it is going to be difficult to reach the highest number of graduates.

State and federal government provided for education, but with guidelines for funding that often come with strict limitations. Educators must be given the opportunity to be creative with their professional development knowledge instead of having to adhere to government directives that can be controlling and suffocating as with the No Child Left Behind Act (2001). The professional development model gave teachers the support, freedom, and opportunity to choose what they would like to investigate and gave the teachers the time to proceed with their investigation. Teachers would like to have adequate support and time to explore new concepts and creativity. The purpose of a study by Bonnie, Flannery, and Lombardi (2012) examined the potential efficacy of professional development training, and to understand the effect that support has on workers and learners. The outcome was successful because after professional development training, there was a continued presence of training, education, and employment goals.

Support is important, but support must have complete and unconditional buy-in from the institution leadership to become efficient. Educators experienced fear when their professional self-understanding is challenged, but with support educators improved on their instructional practices. Chong, Low, and Goh (2011) looked at emotions and

professional identity impact on teachers' professional selves where positive changes led to positive emotions such as pride and excitement.

For communities to become successful, communities must be involved in the day-to-day routine of the organization. All parties must participate by sharing their knowledge and experiences to gain a better understanding of the organizational culture because where thinking is cultivated there must be interaction and sharing to prevent lack of sharing of wisdom and knowledge (Ball et al., 2014; Bonnie et al., 2012). By sharing experiences and knowledge learning can utilize best practices to make the university one with a higher level of education (Ferreira & Bertotti, 2016). The common threads are support and shared experiences. After interviewing professional leaders, this study recommends that administrators, policymakers, and stakeholders provide support for professional development and growth. The other topics that are covered in the research literature are as follows:

Adequate Resources

Another consideration should be adequate resources for professional development. The United States should allocate more money to fund quality professional development for educators. The United States Congress passed A New Education Law. Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015 and represents good news for the nation's schools. The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2001 that mandated tougher standards in education. Teachers should be highly qualified, and the states should develop plans for quality professional development training to meet the high standards of

education. State and educational institutions are accountable and should establish

professional guidelines and high-quality training to support teachers in their quest for

increased professional development. The demands of NCLB Act (2001) can have a

negative impact on teachers because it can inhibit collaboration as teachers begin to

blame one another when the school does not perform well as mentioned above.

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funding that often come with strict limitations. Educators must be given the opportunity

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investigate and gave them the time to proceed with their investigation. All teachers would

like to have adequate support and time to explore new concepts and creativity, but

educators are rarely consulted about their needs (Grimm, Kaufman, & Doty, 2014).

The purpose of a study by Bonnie et al. (2012) was to examine the potential

efficacy of professional development training and to understand the promise that support

has on workers. The outcome was successful because after professional development

training, there was a continued presence of training, education, and employment goals.

Bonnie et al. (2012) examined the importance of support for educators. Professional

development leaders perceive to be quality professional development experiences for

nurse educators with support from the institution leaders is an important part of future

teaching and learning.

It is important to explore teachers' emotions during critical incidents. Teachers experienced fear when their professional self-understanding is challenged, but with support teachers improved on their instructional practices because teachers work in complex and diverse settings with different and changing professional learning needs (Livingston, 2017). For communities of practice to become successful, communities of practice must be involved in the day-to-day routine of the organization, and all parties must participate by sharing experiences to gain a better understanding of the organizational culture. By sharing experiences, organizations can highlight best practices to make the university one of a higher level of education.

Pretlow and Wathington (2012) reflected on of the idea of remaining competitive in this new economic revolution. The American economy requires highly educated skilled workers with postsecondary credentials and has placed increased pressure on American higher education to produce a greater number of graduates. In addition, every American researchers, policymakers, and funders has increasingly focused their efforts on developmental education. This finding holds regardless of the depth or breadth of learners' developmental needs. For these reasons, researchers, policymakers, and funders have increasingly focused their efforts on developmental education. A notable example is the Lumina Foundation's multiyear, National Achieving the Dream initiative stated goal is to help community college students, especially those who have been traditionally underserved.

Motivation

Educators must be motivated, willing to change their pedagogy, and be active in the learning process of professional development (Darling-Hammond & McLaughlin, 2011). As the knowledge base continues to grow in current educational society, policymakers and stakeholders should be focused on the types of quality professional development training that is available to educators who will improve the quality of educators' future instruction (Hellenberg, Hudson, Miller, & Brenneman, 2012). Educators must be motivated to continually upgrade their knowledge and skills to keep up with the ever-changing educational world. Motivation and lifelong learning are important for learners to develop knowledge, skills, and competencies required for successful personal, professional, and economic growth.

Motivation in general is not a well-studied area of educator professional development. It is crucial to examine the role of educator motivation in professional development because of teacher self-efficacy, collaboration, administrative support, and education policy (Stirling, 2014). Motivation in professional development is important for learners to become engaged, achieve success, and to be able to apply motivational theory and research to professional development interventions (Schieb & Karabenick, 2011). This reflects on the research question and suggestions professional development leaders have for administrators, policymakers, and stakeholders to develop guidelines for effective professional development training. It is important to remember that motivation is the starting point for learning, but with confidence motivation may be successful.

Identity

For educators to embrace professional development, the focus should be on educators establishing their identity and knowing who they are because the belief is that the top down professional development causes educators to be disengaged and frustrated. The top down approach indicates an authoritative type of decision making because educators do not have a say what they would to teach and learn because it is handed down to them by the authorities of the institution (Farrell, 2016). Patton and Parker (2015) agreed with Farrell (2016) that teaching, and learning are chosen for educators by school administrators. As noted by Gimm, Kaufman, and Doty (2014) that teacher educators are rarely consulted about their needs to improve knowledge and learner success.

Recommendations may be able to speak to the needs for horizontal quality professional development training for nurse educators, where decisions are made collaboratively or the down up approach, where teachers and educator decides what they want to teach and learn (Farrell, 2016). This will enhance identity and humanity, all the participants used some form of the word humanity to describe their work (Seyoum, 2012). Humanity and the experiences of the participants are crucial in obtaining in-depth meaning and understanding.

Seyoum (2012) investigated the implementation of teachers' professional development and its contribution to sustain academic programs' quality at Adama University, Ethiopia. The results showed that the existing system of professional development was a top-down approach as describe above, where professional

development program was nonexistent (Seyoum, 2012). Teachers may acquire new experiences in professional development through horizontal or down up approach, humanizing teaching, team spirit, and collegiality. This is what professional leaders perceive to be quality professional development experiences for nurse educators. As indicated earlier, policymakers envisioned principal leadership as critical to the successful implementation of reforms related to curriculum as suggested by Hallinger and Lee (2013) and Hallinger and Lee (2014)

Learning Communities

Creating learning communities involves a deep level of trust, respect, and responsibility. Learning communities is where the sharing of ideas, results, strategies, and learning from each other takes place. Effective professional development encourages educator participation in learning communities (Parson & Beauchamp, 2011). As suggested by Pella (2011), professional learning communities for educators are important to meet the demand of teaching and learning. However, a learning community should include the potential to improve educators' future teaching and learning by expanding the pathway of knowledge. Research shows that professional learning communities provide the best environment for quality professional development (DuFour, 2014). Learning communities meet regularly for the purposes of learning, planning, and problem solving. They also developed writing plans, discussed new teaching strategies, and implemented the strategies with their teaching as suggested by Parson and Beauchamp (2011). There must be teacher qualities and ability to engage learners.

Pella (2011) explained that involvement in professional learning communities provide teachers with long-term capacity building and development. A learning community is accomplished through teacher participation in discussions of new ideas, strategies, and where competence can be truly cultivated and nurtured. Pella (2011) sought to provide a better understanding of how professional learning communities fostered transformations in teachers' perceptions and pedagogy. Pella (2011) indicated that one way to decrease educator's isolation, marginalization, and stagnation is to promote active participation in professional learning communities.

As suggested by Lobo (2017), active learning is learning by doing and collaborating. Learners appreciate active learning strategies because such strategies promote authentic learning. Collaboration, capacity building, and learning communities give rise to effective future teaching and learning strategies. Effective professional development for educators is achieved through collaborative learning experiences such as learning by doing because collaboration encompasses active and interactive learning experiences and learners appreciate learning communities and being engaged (Lobo, 2017; Pella, 2011).

The learning communities' approach is to help educators be more productive in their teaching and to make educators more aware of their own practice and inquiry. Learning communities uses the experience and expertise of educators to assist with the dilemma of teaching and learning. The importance of a learning community has the potential to maximize learning by expanding their knowledge. Research has shown that professional learning communities can become a new infrastructure for teaching and

learning providing educators are given the opportunity to share their knowledge and expertise, develop critical judgments, and take full responsibility for teaching and learning (Pella, 2011).

Teachers view learners' success, both academically and socially, as the most important part of their learning, and administrators need to use this learning to create ways to engage teachers in professional development. Teachers need to be engaged with diverse opportunities for content-specific professional development and growth. Also, professional learning communities are important, but the community should be structured to have teachers take control over their learning because teachers' professional development growth cannot be left completely to the educational institution. Teachers are rarely consulted about their professional growth to improve their knowledge and learner success (Grimm, Kaufman, & Doty, 2014).

Learning communities are important for educators so that they can learn from one another, and maybe even become friends so that they are not isolated or marginalized. Similarly, building literacy communities enabled individuals to build strong relationships (Brion, 2015). Iordanidis et al. (2014) pointed out teachers' views about their commitment, which is significantly influenced by their teaching experience and the educational institution must find ways to meet the needs of the educators.

Action Learning

Action learning is another form of professional development. It is an important method of learning since it involves participating in the process and engages learners thus, leading to improved learning and performance (Darling-Hammond & McLaughlin,

2014). Action learning refers to the extent to which professional development provides opportunities for learners to be engaged in the process of teaching and learning. Action learning can be promoted by observing expert teachers or being observed, reviewing learners' work, leading discussions, developing and presenting lessons, and interacting with teachers to discuss steps for improving teaching practice (Lobo, 2017). In addition, some of the most important learning is from experiencing and thinking about significant events, people, and experiences (Lobo, 2017).

Effective professional development took place when teacher educators were actively involved in the experience through professional learning communities and collaboration (Darling-Hammond & McLaughlin, 2011). Using the action learning process professional development leaders' may help administrators, policymakers, and stakeholders formulate strategies for effective training guidelines for nurse educators. Action learning and research necessitates the identification of a question, selection of data collection methods, data collection itself, and analysis of those data. When conducted correctly, action research causes teachers to ask the hard questions and seek deep, rich solutions to common problems, which then leads to new actions resulting in higher achievement for learners. As with action learning, active learning gets learners to be actively involved instead of sitting on the sideline (Baloche, & Brody, 2017).

Partnership Learning

Professional development leaders understand that professional development cannot stand alone; therefore, partnership is important for sustainability. Nurse educators received their education through universities working in partnership with schools because

informing institutions that professional development is crucial for all educators, so they can be effective future teachers. The workplace learning, and identity-building experiences aim to inform practice in academia. With partnership and sharing of knowledge brings an accumulation of content to access future teaching and learning. Allen, Smith, and Muehleck (2013) investigated academic advising that was most effective for academic success.

Flint, Kurumada, Fisher, and Zisook (2011) embraced the thought of university-school partnerships with positive comments by learners on the opportunity to implement university-school partnerships. Discussions of each other's practices can promote modeling by teacher educators, especially if this is done in a structured manner, as in professional development courses. The learners grew to value, trust, and respect each other's knowledge and expertise. Therefore, partnership experiences between university professors and teachers are encouraged to enhance future learning and positive social change. Oostdam and Hooge (2013) stressed the importance of creating and forming partnerships with all those involved in a school setting and learning domain. Professional development and partnership are not a new concept, but partnerships come in different forms and are important because of powerful collaboration, mentorship, sharing ideas, insights, and strategies.

Isolation and Stress of Educators

The reason I chose to do this study is, at the university on the outskirts Toronto professional development training program needs to be updated and restructured. Harding and Parson (2011) explained that throughout Alberta (Canada) few schools have formal

quality professional development programs for educators and educators are left to work alone, under great stress, and in isolation. Similarly, Ball et al. (2014) asserted that even though there has been an increase in the use of electronics such as videos and an increase in study groups most teachers still work and learn in isolation. Therefore, collegial relationships and active involvement are essential to break the cycle of isolation. Networking is another way to decrease educators' isolation because it is a communication pathway that keeps people connected. As suggested by Harding and Parson (2011) another way to prevent isolation is that more should be done with regards to quality professional development to improve educators' education to heighten future teaching effectiveness. The content is only a vehicle but knowing how to learn and think critically are essential outcomes of education for educators. It is not just having the knowledge and skills, but the ability to effectively transfer the knowledge and skills is also important, and educators must remember asking for help does not imply one is incapable (Harding & Parson, 2011).

Quality professional development may help educators build endurance and decrease stress. Educators with endurance have a strong sense of value regarding teacher identity and can forget bad experiences and move forward with positivity (Srinivasan & Arokiyavanitha Senkolemari, 2016). Stress is a very unpleasant feeling and, as suggested by Srinivasan and Arokiyavanitha Senkolemari (2016), the stress levels that today's teachers are experiencing are having a negative impact on their teaching. It also begins to negatively affect their physical and mental health. Teachers are working long hours in trying to meet the demands of the job. It is important to control stress as much as possible

because in general, stress causes difficulty concentrating that could have negative outcomes. Intervention of stress management technique was helpful by decreasing symptoms of anxiety and help coping with everyday stressors (Bothe, Grigion, & Olness, 2014). With several sources of stress such as money, work, health, and relationships it is difficult to find time to relax; therefore, stress is one of the biggest health concerns in today's world.

The World Health Organization refer to stress as the *health epidemic of the 21ˢᵗ Century* (Bothe et al., 2014). Administration, policymakers, and stakeholders should be cognizant of the possibility that stress can easily be formed; isolation and stress may cause an overwhelming sense of powerlessness so one must fight to decrease this feeling even though the obstacles of effecting change seem insurmountable.

Also, Wagner (2012) and Zhao (2012) noted that even though administration knows that there should be a change, there are still some institutions and teachers that are slow in changing. Fullan and Langworthy (2013) argued that unless a new pedagogy comes into play, learners will become bored, unmotivated, and even more stressed. To combat this concern, there should be support for educators, especially the less experienced educators. There should always be a teaching pedagogy of learner-centered models so that learners would have control to a point, and learning would improve (Dole et al., 2016).

Inquiry-Based Practices

Inquiry is an important aspect of teaching and learning strategies because teachers need training in inquiry-based instruction and activities to lessen challenges of using

inquiry methods to enhance future teaching and learning. The Inquiry method will provide the necessary process to achieve success. Inquiry-based instruction is involving students at the cognitive level. Teacher partnerships help to develop inquiry-based instruction and leadership skills for teachers (Powell-Moman & Brown-Schild, 2011). Inquiry methods will give teachers the knowledge and skills to advance to levels beyond high school and college. This is important for educators who want to advance their learning to escalate to a higher level of teaching such as at a university or nurse practitioner.

Inquiry also includes teaching strategies to better understand learning concepts. Inquiry-based instruction can be explained as engaging students in the cognitive processes. The program utilizes teacher partnerships to develop content knowledge, inquiry-based instruction, and leadership skills for teachers (Powell-Moman & Brown-Schild, 2011).

Reflection

Reflection is a personal and unique way of making meaning. The benefit of reflection for educators is providing a better understanding of their teaching style. As noted by Crandall and Christison (2016), reflection provide support to professional development and teacher/educators can use reflection to effectively reflect on their practice.

There are various reasons why it is good for teacher educators to reflect on their content or practice as indicated by Farrell (2015). The reasons are as follows:

- First reason: Develop their own theories or improve existing ones.

- Second reason: Make various links between theory and practice.

- Third reason: Engage in evidence-based teaching practice.

- Fourth reason: Solve problems through inquiry.

- Fifth reason: Enhance their own teaching self-efficacy and professionalism.

As suggested by McGregor and Cartwright (2011), reflective practice offers

support to the personal and professional development of teacher educators, but too often

allotted time for reflection during and after professional development is not adequate.

Reflection is important because it provides valuable insights such as using reflection as

an enhancing tool for teacher learning (Radulescu, 2013). To sustain professional

development, educators must have ample time to reflect on their experiences for an

effective outcome. Reflective learning is very important because as Radulescu (2013)

noted that reflection should start at an early stage of professional development so that the

learners can be more receptive and accepting to change. The author went on to say that

early reflection can facilitate in-depth reflection causing learners to be autonomous

(Radulescu, 2013). Learning from reflection is important because it enables the learner to

think, explore, and process their experiences to gain a deeper understanding of their lived

experiences. Fowler (2014) noted that reflection can be looked at in the following ways:

- Determining if teaching practices are successful or unsuccessful.

- Critically thinking about the moral and ethical consequences.

- Analysis of the rationale and results of the teaching practice.

Critical thinking is important because of developing qualified teachers who have

the skills, understanding, and know how to use reflection and critical thinking into their

everyday practice. Reflective practice enhances support of the personal and professional development of teachers (Crandall & Christison, 2016; McGregor & Cartwright, 2011). Reflection provides support to professional development professionals for the following reasons:

- Professional development of teacher educators.

- Teacher educators can use reflection to effectively reflect their practice.

- Teacher educators can pursue their professional development through reflective practice.

Whiting, Wear, Aultman, and Zupp (2012) referred to the significant amount of literature that exists on teaching reflection and reflective practice in small groups, which causes stimulation to learners' and educators personal and professional growth. Constant reflection is required so that teacher educators can adequately respond to situations, provide good solutions to specific problems, and adjust so that the teacher educator's delivery is more successful. In addition, teacher educators need to take and keep control of their teaching, learning, professional growth, and opportunities for professional development and reflection (Patton & Parker, 2015).

Diversity

The literature addressed diversity as it relates to nurse educators teaching and learning. There is an increase in the diversity of learners that may cause challenges for nurse educators. If educators had strategies in place such as stress management to help them better understand how to effectively teach students from different cultures, the strategies may likely decrease the educators' stress (Bothe, Grigion, & Olness, 2014).

Race should not be an issue in teaching if teachers were indifferent to skin color. Race can be a source of stress for White teachers teaching in predominantly non-White schools, and Black teachers teaching in predominantly non-Black schools. The convergence of the current national education agenda with the increasing number of diverse learners could create a challenge for educational administrators, policymakers, and the public responsible for funding the institution of higher education. Quality professional development may influence educators to see students as individuals who are capable of learning and not as Black or White students. Diversity in the classroom challenges nursing educators to identify strategies for working with students from diverse cultures. Why are learners from another culture viewed as occupying subordinate positions? (Gonzales-Mena, 2013; Ochoa, 2013). Educators live and work in such a diverse population that diversity should be celebrated and not feared. Professional development may help educators accept their own diversity and gain insights into accepting differences. The trend is to teach educators by providing quality professional development training to heighten educators' future teaching effectiveness and to improve the quality of their teaching, learning, and instructional change.

Evaluation

In professional development for nurse educators, evaluation is imperative so that the content can be tailored to the needs of the learners (Livingston, 2017). Evaluation needs to be done thoroughly so that a clear picture will show its effectiveness such as professional development program and learners' new knowledge. Currently, more and more evaluations are being overlooked so that the appropriate supports are not given to

improve the outcome. For example, providing administration, policymakers, and stakeholders with the data necessary to inform ongoing professional development. The research question is validated with suggestions that professional development leaders have for administration, policymakers, and stakeholders to develop guidelines for effective nurse educator training.

Evaluation should be on-going as in formative evaluation rather than occurring only at the end of professional development activities such as summative evaluation Hamill (2011) and Alsalhanie, Das, and Abdus-Samad (2017). In addition, when learners do not receive ongoing feedback, learners will lack the necessary data for summative evaluation, which is usually a passing or a failing grade. The content must be continually updated to reflect current instructional strategies to cause advancement in education (DeBrew & Lewallen, 2014).

In the past, evaluation was overlooked, but in this new millennium evaluation is important to assess the effectiveness of learner outcomes. Evaluation of faculty teaching was completed by Hallinger (2010) by designing a professional development experience for teachers in Thailand at a graduate school of business that showed significant improvement in instructor effectiveness in teaching and learning. Using a collaborative approach, Pittsburgh's winning partnership developed a teacher evaluation system for improving long-term performance (Hamill, 2011).

Evaluation also includes regularly reviewing and evaluating all aspects of the course content and making necessary adjustments to cause positive changes. The content must be continually updated to reflect current instructional strategies to cause advances in

contributing to the body of knowledge to assist educators to meet the delivery of competencies from theory to practice. Educators can use the knowledge gained from quality professional development training to continue teaching effectively in the future. As suggested by Yin (2013), the practice of effective teaching will bring about positive social change by preventing, protecting, and promoting healthy communities. The process may encourage educators to be more responsible for their learning to enhance personal and professional growth and inquiry. As the knowledge base in our world continues to grow, as learners come to school with more diverse needs, and as the federal government continues to push for higher and higher achievement, educators must be provided with time and incentives to continue to learn and improve their teaching and learning instruction. Leaders can, therefore, understand the importance of quality professional development experiences for nurse educators.

The history of professional development methods are external expert training and teacher-centered models whereas currently professional development methods are internal expert training, learner-centered models, and finally current standard-based or best-practice learning (Hamil, 2011). The research literature review provided the knowledge and insights of professional development needs that must be met to prepare educators for effective teaching and learning. Through my research, I was able to determine professional development leaders' needs. These needs were revealed as I investigated the perceptions and experiences of professional development leaders as related to nurse educator's guidelines for proper training.

Implications of the Study

In this qualitative case study, I explored professional leaders' perceptions and experiences of quality professional development training of nurse educators. Once I completed my data collection and analysis, I was able to think of the outcome of this research. My research will be used to inform administrators, policymakers, and stakeholders in developing quality professional development training guidelines for nurse educators.

My research identified a need for professional development leaders. There should be specific training guidelines in place to ensure a higher standard of quality professional development training for nurse educators to guide their practice and inquiry and may invoke social change to prepare themselves for changes in the global workplace. A well-planned adoption of quality training for nurse educators may make future teaching and learning effective because of the magnitude of acquired knowledge and skills to meet the changing and evolving needs of nurse educators teaching and learning world.

Based on the findings of the study, I made recommendations that may inform administrators, policymakers, and stakeholders to focus their attention in formulating quality professional development training guidelines for nurse educators. It may contribute to new knowledge that may be used to evaluate the effectiveness of quality professional development training of nurse educators and the impact the new knowledge may have in the future in changing training guidelines.

Summary

In Section 1 of the study, the importance of exploring professional leaders'
perspectives on quality professional development training for nurse educators was
addressed. Recommendations were provided that may be of interest to administrators,
policymakers, and stakeholders in developing quality professional development training
guidelines for nurse educators. A review of the research literature revealed that quality
professional development of educators can produce significant positive changes in their
personal and professional lives, which will have a positive impact on future teaching and
learning. Interviewing professional development leaders was important to inform
administration, policymakers, and stakeholders and to help with the creation of
professional development training guidelines that may help to improve nurse educators'
future teaching and learning, teaching related responsibilities, and improves confidence in
educators' professional judgments and self-efficacy, and may result in educators
changing their educational philosophy to bring about positive social change. Quality and
comprehensive professional development must be provided to ensure teachers are
adequately prepared.

In Section 2, the methodology and research design, the researcher's role, the
research participants, the method for collecting and analyzing the data were addressed. In
addition, ethical considerations and conclusions, and I presented the results of the study.
In Section 3, I covered the project, the project description, goals, objectives, and
rationale. The review of the literature (andragogy), curriculum design and workshop.
Also support, potential barrier, with implementation, roles and responsibilities,

evaluation, and social change. In Section 4, I covered reflections and conclusions. I

address project study strengths, remediation, scholarship, project development and

evaluation, leadership and change. Analysis of self as scholar practitioner, project

developer, social change, directions for future research and study. I reflected on the

results, the need for social change, offered recommendations for future researchers, and I

also reflected on future professional development.

Section 2: The Methodology

In this study, I used a qualitative methodology and a case study research design, which allowed for a deep understanding of professional leaders' perspectives of quality professional development. It is an in-depth description and analysis of a bounded system. The qualitative methodology allowed me to gain an in-depth understanding of the perceived professional development leader needs, perceptions, and experiences on quality professional development training for nurse educators.

In qualitative research, the researcher is careful to minimize biases. I acknowledge that some biases are inherent (see Yin, 2014); therefore, I was mindful of putting aside any preconceived ideas and thoughts about the subject, and I strove to be alert for any biases that may migrate into my questions, analysis, and thinking as I wrote up the research. In addition, I followed protocols to enhance credibility, validity, and reliability of data collection and analysis.

Qualitative Research Design and Approach

Research Design

Research design is a blueprint or a plan for conducting a study. Qualitative research is designed to yield rich and descriptive data, which is what I needed to adequately investigate professional development leaders' perceptions and experiences of professional development. The researcher focuses on the experiences of participants thereby adopting a person-centered holistic approach to better understand human lived experiences (Dole et al., 2015). Nieswiadomy (2012) indicated that qualitative research deals with the meaning of experiences that yields a deeper insight and understanding

depending on the phenomenon studied. This study was focused on a single unit within a bounded system viewed from a theoretical perspective (Bloomberg & Volpe, 2012; Lodico, Spaulding, & Voetge, 2010). This design was best suited for the study because it was the exploration of a bounded system with the focus on a specific event, program, and or, a sample (Lodico et al., 2010; Merriam, 2015) such as professional development leaders.

Case Study Design

Case study is one of the most common in qualitative approaches, which typically focus on small groups or individuals within a group (Lodico et al., 2010). From the study, I gained an in-depth understanding of the professional development leaders' perceptions and experiences of quality professional development training guidelines for nurse educators. Many researchers believe that case studies are the most common approach in qualitative research. I will reflect on four authors who addressed qualitative case study:

- Creswell (2015) noted that case studies are open-ended and may obtain findings that were not anticipated.

- Merriam (2015) noted the need for using a case study approach because it yields a deeper understanding of the study and gives a true in-depth account of the foundation for recommended changes.

- Nieswiadomy (2012) noted that case study research is an inquiry process that explores people or events and is concerned with gaining in-depth description and reporting of details. Nieswiadomy noted that the researcher must be interested in the meaning of experiences of the participants, which was the

case with this research study because I was interested in the perceptions and experiences of professional development leaders to improve professional development at my place of employment.

- Yin (2014) noted that a case study design is the preferred method when trying to understand the phenomenon that is being studied and to explore a variety of evidences.

As mentioned above, there are different approaches to qualitative designs, which I reviewed prior to choosing a case study approach for this study because it addressed the phenomenon that was being studied following the direction of Yin (2014). Therefore, I conducted the research using a case study approach because this approach gives an in-depth understanding of the phenomenon and allows the researcher to investigate the phenomenon in its real-life context. Case studies focus on gaining insight, meaning, and understanding and are successful because there is connection of theory to practice (Nieswiadomy, 2012; Yin, 2014).

An important factor for nurse educators is to improve future academic teaching and learning that may be related to quality professional development training. To explore this, I based the study on the interpretation of transcribed interviews collected from professional leaders of their perceptions and experiences of quality professional development training for nurse educators as they might speak to the needs of the university for updated and informed training guidelines.

The purpose of the case study was to investigate in-depth the perceptions and experiences of professional leaders' who teach nurse educators regarding quality

professional development training guidelines for nurse educators. By exploring the perceptions of professional leaders, the study provided a better understanding of professional development training. A case study design offers a holistic perspective of understanding a situation as well as offers richness, depth of information, and provides a guide for future research that can be used by researchers for comparison (Nieswiadomy, 2012).

The qualitative designs I did not choose for the study were narrative, phenomenology, ethnography, and grounded theory; I also did not select quantitative, and mixed methods methodologies because they did not reflect the research goals of this study. The reasons for this were:

- Narrative analysis is comprised of stories and detailed first-person accounts of a human experience (Merriam, 2015); therefore, it would not give a true and in-depth account of professional development leaders' perceptions and experiences.

- Phenomenological study would reflect the lived experiences of the participants' past experiences and future outcomes, but the need was for current research. Phenomenology delves deeply into the lived experiences and may cause anxiety and stress for the participants (Creswell, 2012).). In phenomenological study, participants are asked to describe their experiences as they perceive them.

- Ethnography was not appropriate because it takes place over a long period of time, and I wanted to examine current professional development leaders'

perceptions on quality professional developing training for nurse educators (Creswell, 2012). Ethnography requires the researcher to become part of the group being studied (Lodico et al., 2010). It is the collection and analysis of data about cultural groups.

- Grounded theory data are collected and analyzed, and then a theory is developed that is grounded in the data. In addition, grounded theory uses inductive and deductive approaches in the development of theory (Nieswiadomy, 2012).

- Quantitative studies make assumptions about variables and their relationships before beginning the study. As suggested by Nieswiadomy (2012), quantitative studies are based on manipulation and control of the data and may not give an in-depth understanding of the experiences and perceptions of professional development leaders. Quantitative research deals with objectivity and generalized findings; therefore, a quantitative study would have been less effective in addressing the purpose and the research questions of the study; in comparison, qualitative case studies focus on gaining insights, meaning, and understanding.

- The mixed methods approach as described by Creswell (2012) is a combination of qualitative and quantitative methods in a single study, which was not suited for this research study.

Given the above information, and following the direction of Yin (2014), I chose a qualitative case study approach for the pilot and research studies because I believed that

by undertaking this research I would gain a deeper insight and understanding of professional development leaders' perceptions and experiences of professional development needs in their real-life context; using other choices of research design would have been less effective. This research helped me to determine the direction of future professional development in addressing the purpose and the research questions of the study. I was interested in the meaning of experiences of the participants rather than in generalizing results. Case studies are time consuming and may be quite costly, but the case study was a better fit for my study.

Participants

Participant Selection

My role as the researcher allowed me to select participants who were able to inform professional leaders' perspectives of quality professional development training of nurse educators. The researcher wants to gain the most that can be learned from the selection of the participants; therefore, purposeful sampling can provide rich data on issues of central importance to the purpose of the inquiry (Merriam, 2015). The eligible criteria for selecting participants for the study was based on the most experienced professional development leaders who taught in the field of professional development. The more experienced the professional development leader, the more informative and richer the data.

As previously explained in detail, I conducted a pilot study prior to the research study. In both studies, I explored professional leaders' perceptions of quality professional development training for nurse educators because it may be helpful to administration,

policymakers, and stakeholders in formulating qualitative training guidelines for nurse educators.

For the pilot study I chose two participants and for the research study five participants because all seven participants met the eligibility criteria as mentioned above. As suggested by Creswell (2015), a small sample size is typical for qualitative research because it enables the researcher to collect more detailed data and provides the ability to perform an in-depth analysis. As mentioned above, there are other sources of collecting data such as narrative, phenomenology, ethnography, grounded theory, quantitative, and mixed methods that I did not use because they did not address the purpose of the research study.

I used my computer and software program to collect and store data related to this research study, which is kept at my residence and is password protected; only I have access to it. My reflective journal notes and audio recordings are locked securely in my office desk draw at my residence. Five years after the research, I will delete all raw data from my computer and software program, and I will destroy all hard copies of the audio recordings and reflective journal notes.

Access to Participants

Pilot Study Participants

Upon receiving the Institutional Review Board (IRB) approval # 03-11-15-0156621 for the pilot study, I began recruiting participants for the pilot study. To gain access to the nursing faculty I emailed the director and chair of several nursing schools (see Appendix C) for their assistance in e-mailing an invitation letter (see Appendix C) to

all nursing faculty at the college where they were employed. If a faculty member chose to take part in the study, they were notified to reply directly to me to maintain confidentiality.

As previously mentioned, the target group for this study was professional development leaders who met the eligibility criteria of having more experience and taught or are teaching in the field of professional development. I received three replies from professional development leaders at one college wanting to take part in the pilot study, but I chose two of the three professional leaders' because they met the above criteria.

Creswell (2012) wrote that a small sample size is typical for qualitative research. A small sample enables me to collect more detailed data and provide the ability to perform an in-depth analysis. The process of selecting professional leaders for the study did not cause a problem with the researcher-participant working relationship because the professional leaders were not from the study setting; therefore, easily establishing a researcher-participant working relationship. Participants were not identifiable by name because I assigned pseudonyms to ensure all participants' identities were protected. The first participant for the pilot study was assigned the pseudonym of Instructor 1, the second participant for the pilot study was assigned the pseudonym Instructor 2. I was careful to avoid giving out any personal information that might violate the confidentiality of participants in this study. The process of selecting professional development leaders for the study was on a voluntary basis.

Upon receiving confirmation from the two voluntary participants, I provided them with a hard copy of the informed consent (see Appendix D) to review and sign prior to the interview. In the consent form it was emphasized participants could withdraw their participation at any time without experiencing any repercussion. I introduced myself (see Appendix H) and gave the purpose of the study, which was to explore professional development leaders' perceptions of professional development training for nurse educators. Five minutes prior to the interview, I addressed any questions or concerns the participants had regarding the research study, but not the actual research questions to maintain validity of the study.

Research Study Participants

Upon receiving IRB approval # 11-20-15-0156621 for the research study, I began recruiting participants in the same manner and process as I did for the pilot study (see above). The only difference was the sample size of five participants for the research study, but not the same participants I chose for the pilot study. I received eight replies from professional development leaders who wanted to take part in the research study, but I chose five professional leaders' because they met the above criteria (See Appendix E). Walden (2013) noted that the fewer the participants the deeper the inquiry so that participants would look deep down before providing data. Creswell (2015) noted that a small sample size is typical for qualitative research because it enables the researcher to collect more detailed data and provides the ability to perform an in-depth analysis.

As mentioned above, the computer, audiorecordings, and reflective journal were secured in the same manner as the pilot study and confidentiality was maintained to

prevent harm to the participants. I sent three thank you letters to the nursing faculty who were not chosen for the research study, thanking them for their willingness to participate in the study.

Ethical Consideration

In any qualitative study, a big concern is protecting the participants from harm. Nieswiadomy (2012) indicated that in qualitative research, the researcher works closely with the study participants; therefore, protecting the rights of the participants is important. In collecting data for a qualitative study, many ethical issues could arise because the participants will be sharing personal information with me. Creswell (2009) pointed out that researchers need to protect the participants from harm and develop a trusting relationship with the participants, so they will answer the questions accurately and truthfully. All the participants must be treated with respect to avoid exclusion. The informed consent addressed more ethical considerations such as withdrawing from the study at any time, biases, minimal risks, confidentially, and the purpose of the study (See Appendix D). Quinn, Kass, and Thomas (2013) noted the complexity when dealing with ethical treatment of minority and vulnerable populations.

Prior to the interviews, an interview schedule was arranged for the participants who were selected for the study, so they could choose a day and time that was convenient for them; this provided safety and convenience for the participants. The choices of location for the interviews were a neutral site outside of the participants' and my workplace so as to not jeopardize the confidentiality of the participants.

Data Collection

The purpose of data collection was to gather information from interviews with participants by audiorecordings and my reflective notes, which gave a holistic perspective of understanding a situation as well as offered a richness and depth of information. This helped with triangulation of data, thus increasing credibility of the research (Bloomberg & Volpe, 2012; Yin, 2014).

Creswell (2012) described six steps for collecting and analyzing qualitative data. The steps are as follows: Data collection, data preparation, initial review of the data, initial/preliminary coding, descriptive coding, and axial coding. Data were collected using individual, face-to-face interviews, audiorecordings, and reflective notes which was enough to address the problem and answer the research questions. I formulated the research questions and six open-ended, semistructured interview questions. The data to be collected must be appropriate to the type of study and to the qualitative tradition choice. I collected and organized the data electronically using my computer and a software program to collect and store the data related to the research study, which is kept securely at my residence and only I have access to. I used my reflective journal for collecting physical data that is also stored securely at my residence, and only I have access to the data collected. Data will be kept for a period of at least 5 years, as required by the university; then, I will delete all raw data from my computer, and I will destroy all hard copy.

Description of the Interview

Interviews left room for spontaneity by participants so that they could add more information, thus making the data collected richer and more extensive. There were six open-ended questions (see Appendix F) so that the questions were answered in the participants' own words. This approach was best suited for the study, since it focused on professional development leaders to get their expert experiences on quality professional development training for nurse educators, and answers to the research questions. The study was not influenced by me because I am not close with the participants; however, it is possible that they may know me as an instructor. The interviews with professional leaders focused on getting their expert advice in the matter of quality professional development for nurse educators helping administrators, policymakers, and stakeholders with the development of training guidelines for nurse educators.

Interviews and Setting

Interviews

Yin (2014) indicated that qualitative data could be collected through six main sources. They are as follows: Interviews, questionnaires, observation, documents, archival records, and physical artifacts. I chose personal interviews and my reflective notes for data collection because it provided rich data for case study research (Creswell, 2009; Lincoln & Guba, 2013; Yin, 2014). As suggested by Nieswiadomy (2012), the most important type of data collection in a qualitative study is an interview. An interview is an acceptable method of collecting information from and about people. An interview explains the participant knowledge, feelings, values, and behavior. Yin (2014) agreed

with Nieswiadomy (2012) that the interview is one of the most important sources of data collection in a case study research.

To gain access to participants I emailed the director and chair (see Appendix C) of several nursing schools for their assistance in e-mailing an invitation letter (see Appendix C) to all nursing faculty at the college where they were employed. Before data collection, I acknowledge that some bias is inherent; therefore, I remained open, objective, and respectful when probing into the lives and practice of participants (Glesne, 2011). I was mindful, in putting aside any preconceived ideas and thoughts about biases, and I strove to be alert for any biases that may migrate into my questions, analysis, and thinking as I wrote up the research. In addition, I followed protocols to enhance credibility, validity, and reliability of data collection and analysis.

I collected data using a case study approach through interviews, audiorecordings, self-reflective journal, and open-ended questions, which allowed me to collect in-depth and rich data from the participants. During the interview probing was used for follow-up questions, seeking clarity, and asking for more details or information (Merriam, 2009; Nieswiadomy, 2012). Permission to use the audiorecorder was sought prior to the interview. Audiorecordings of the interviews ensured the accurate and detailed responses to interview questions.

I allocated 45 minutes for each interview. During the interview, participants were asked about their perceptions of quality professional development for nurse educators, and any other relevant information they thought would be important to the study. Then,

the interviews concluded with a prescribed protocol employing a systematic closure of

the interview session (Morrison, Gregory, & Thibodeau, 2012).

I transcribed each individual interview within 7 days of the data collection. I

listened to the recording several times, read and reread the transcripts line after line, until

I was confident the information was captured accurately. Dole et al. (2015) believed that

the interviews should be read multiple times. Walden IRB may not approve a proposal

that may overburden participants by reviewing transcripts for accuracy; therefore,

participants performed member checking by reviewing and verifying the accuracy of the

analyzed data to rule out misinterpretation. Participants were informed they had the

option to edit any part of the transcript that was not accurate and to delete any part they

did not want to be included. This will help establish the accuracy and validity of the data.

None of the five participants requested changes to be made to the analyzed data otherwise

that would have seriously invalidated much of what I did and reported.

Setting

Times for the interviews were chosen by the participants. The setting was at a

neutral site outside the participants' and my workplace where the participants felt safe

with few distractions. This maintained confidentiality, privacy, and fostered an

environment where participants felt comfortable to share information freely on the

research topic. This provided the study with dependability and validity so that the results

were not invalidated and jeopardized (Bloomberg & Volpe, 2013; Glesne, 2011).

Role of the Researcher

I am an intensive care nurse who is currently teaching at the university in the nursing department, and for over 14 years, I have served in the capacity of clinical course director. A few of the courses I teach are as follows: teaching in the community program and praxis tutorials, several skill labs, and practicum setting. There is collaboration during meetings to discuss courses, strategies, planning, and implementation. This is one reason I did not choose participants from my workplace to be a part of the study to avoid bias as much as possible. The purpose for choosing this study was to interview professional development leaders about their perspectives on professional development training for nurse educators. In this study, I was solely responsible for collecting data for the research study and conducted the interviews, collected, transcribed, analyzed, coded and categorized the data, with the emergence of themes.

I developed the interview questions prior to the interviews, and I did not express my opinion or views during the interviews. I also selected the participants who would be able to inform the phenomenon of professional leaders' perceptions and experiences of quality professional development for nurse educators. I was transparent to establish rapport with the participants so that the participants would be relaxed and trusting causing, them to be more open, truthful, and forthcoming with the information therefore, giving more accurate information.

I used a qualitative case study approach because undertaking this research I would gain deeper insight into the professional development leaders' perceptions and experiences of professional development needs. Nieswiadomy (2012) asserted that

qualitative research deals with meaning of experiences to yield a deeper insight and understanding. This research helped me to determine the direction of future professional development. Quantitative research deals with objectivity, more control over the situation, and generalized findings; therefore, a quantitative study would have been less effective in addressing the purpose and the research questions. I also selected participants who were able to inform the phenomenon of professional leaders' perceptions and experiences of quality professional development training of nurse educators.

The researcher cannot be completely unbiased; therefore, I was mindful of my own biases before collecting data and I strove to be alert for any biases that may enter the questions, analysis, and thinking as I wrote up the research so as not to influence the data collection process. Yin (2014) acknowledged that some biases are inherent in case study approach. I remained open-minded, objective, and respectful when probing into the lives and practice of participants (Glesne, 2011).

I adhered to bracketing, which is setting aside my personal feelings and opinions and remained objective throughout the interview to ensure credibility and validity of the study. Qualitative researchers use bracketing to improve rigor and to reduce bias in the research. Yin (2014) argued that the validity of case study research could be followed by practicing and accepting case study protocol, which I followed to ensure safe data collection and analysis. I am aware of ethical considerations and took precautions to ensure that they were met. I informed the study participants of their part in the study such as the purpose of the study and what will be done during the study.

Methods in Data Analysis

Data Analysis

Data analysis takes great patience, as a lot of time is spent listening, coding, and transcribing the data. Yin (2014) mentioned the complexity and length of time it takes to analyze data. Each step of the analysis from coding each transcribed interview and documenting the information to the analysis, took a great deal of time. Data analysis was based on the interpretation of transcribed interviews collected from professional leaders about their perceptions and experiences of quality professional development training for nurse educators. Data analysis results may be relevant to the needs of the university for updated and informed training and may provide administrators, policymakers, and stakeholders with updated insights on quality professional development training for nurse educators. Data analysis is a way to organize, provide structure, and elicit meaning (Nieswiadomy, 2012). In addition, data analysis is a complex process with the goal of finding answers to the research questions and the answers are the findings of the study.

Saldaña (2013) noted that qualitative research required multiple inquiries during the coding process to express the patterns contained in the participants' responses. The author added that codes appear as recurring thoughts, descriptions, topics, expressions or perhaps omissions on the part of the participant. I repeatedly refined the initial codes that I identified (Saldaña, 2013). Then, I grouped the responses made by the participants and gave the responses a code. I clustered the coded data to form categories thereby leading to the themes and concepts required to answer the research questions (Nieswiadomy, 2012). During interviews and analysis, I considered multiple perspectives while searching

for evidence related to the central question (Creswell, 2012). I also analyzed the data for evidence to fully define the experiences as noted by Creswell (2012).

I used NVivo, a qualitative computer software program produced by QSR International to assist me with transcribing and coding of the data (Yin, 2014). NVivo assisted me in transcribing the data more efficiently, in a timely manner, and helped eliminate misconceptions. Also, NVivo provided me with the ability to electronically code the data. NVivo is also used by several researchers such as academic, social, and others to assist with the analysis of qualitative data collected (QSR, 2016; Yin, 2014). I utilized the NVivo coding software, rather than hand coding the interview transcripts; NVivo helped to eliminate preconceptions allowing new ideas and themes to emerge. The process of transcription, although tedious and time-consuming, allowed me to become familiar with the data. It was during this process the initial ideas for themes emerged. Creswell (2012) noted the data collected from the study was transcribed, coded, categorized, and themes emerged. The analysis was based on the interview transcripts, audiorecordings, and reflective journals. When I exhausted the expansion of all possible themes, I reached the saturation points of the analysis and then confirmed these conclusions with the participants in the study (Creswell, 2012). Saturation is a concept in qualitative studies regarding sampling when no new data are obtained.

Data Analysis Method

There are six steps in data analysis (Creswell, 2012). They are as follows: Data collection, preparation, initial review of data, initial/preliminary coding, descriptive coding, and axial coding. I collected the data and started transcribing the data soon after

the interviews were completed using NVivo software. The interviews were transcribed

from the reflective notes and verbatim from the audiorecordings. I transcribed each

interview soon after I collected the data so that it did not undermined the study. If I had

waited until after all the data were collected before starting the analysis of the data, there

was a possibility of undermining the study. This comparison informed the next data

collection until all the transcribing of the data were completed. I reviewed the purpose of

the study. Then, I read and reread the data to ensure that I fully understood the answers to

the research questions.

Then, the participants performed member checking by receiving and verifying the

accuracy of the analyzed data, which will be described in more detail later. Participants

were informed they had the option to eliminate any part of the interview that was not

accurate and to delete any part of the interview they did not want to be included. Also,

during data collection there were triangulation of data that were coded and analyzed

(Glesne, 2011; Lincoln & Guba, 2013; Merriam, 2009; Yin, 2014). I followed this

process to help establish the accuracy and validity of the collected data and to ensure

protection of research participants according to IRB guidelines.

Coding of the Data

Coding is organizing and managing the data by assigning a code such as letters,

numbers, colors, and so on to the data so that the pieces of data are easily retrieved. I

coded the data as I was collecting the data so that I would not forget where the data were

placed. Saldaña (2013) emphasized that coding methodologies align with the research

question. The author suggested that qualitative research required multiple inquiries

during the coding process. The author also added that codes appear as recurring thoughts, descriptions, topics, expressions, and perhaps omissions on the part of the participants (Saldana, 2013). I utilized the NVivo qualitative data analysis software to assist with transcribing and coding of the audiorecordings, which helped to eliminate preconceptions allowing new ideas and themes to emerge.

The process of transcription, although tedious and time-consuming, allowed me to become familiar with the data. It was during this process the initial ideas for themes emerged. Creswell (2012) and Yin (2014) noted the data collected from the study was transcribed, coded, categorized, and themes emerged. The analysis was based on the interview transcripts, audiorecordings, and reflective journal. The interviews were transcribed verbatim from the audiorecording.

As mentioned previously, after I conducted all five interviews, I transcribed the data soon after the interviews were completed. Then I started the initial coding process. The strategy for initial coding depends upon the study type and purpose of the study (Creswell, 2012; Yin, 2014). NVivo provided me with the ability to electronically code data from digital transcripts. I utilized the NVivo coding software, rather than hand coding the interview transcripts, helped to eliminate preconceptions allowing new ideas and themes to emerge. Creswell (2012) noted that data collected from the study would be transcribed, coded, categorized, and themes would emerge. The analysis was based on the interview transcripts, audiorecordings, and reflective journal.

Coding should be done with as little influence of prior ideas as possible (Charmaz, 2014). Coding was used as the data analysis tool by closely examining the

transcripts and organizing pieces of the transcripts by frequency and prevalence. How many times a topic was revealed may inform the study problem, but also how prevalent was the topic among the participants. I used the following process:

- First process: I organized all interview data into categories.

- Second process: I coded the data by closely reviewing the transcripts and assigning codes to recurring information by counting the number of time codes appeared to establish the importance in the study.

- Third process: the coded data were clustered together into themes following the direction of Nieswiadomy (2012).

- Fourth process: I continued analysis to find similar themes. I read and re-read the data several times to gain a clear understanding of the data, the full picture of the interviews, obtain meaning from the data, and evaluate the data on an ongoing basis.

Participant responses to the questions were analyzed using open and axial coding of the data, which allowed me to identify common responses or themes and constantly compare each new incident to previous incidents. However, according to Charmaz (2014), there should not be any major influence of previous incidents. Once categories began to emerge, I evaluated the data against previous incidents, but also to categorize already established data. At the same time, I reflected on my own ideas and thoughts about the emerging data. The themes that emerged provided the foundation for coding of the data into more specific concepts and ideas (Creswell, 2012). I read and re-read the data several times to find connections within the collected data. Three themes that

emerged are as follows: 1. professional development 2. collaboration, and 3. support. After I identified concepts that emerged, I arranged and rearranged the data until some measures of coherence became evident within each of the three categories. I was able to easily organize and present my findings in a comprehensible structure.

Member Checking

According to Merriam (2015), member checking is providing the opportunity for participants to review preliminary findings based on data collected. Member checking was carried out after data collection and analysis to add reliability and validity to the study. Validity was ensured by member checking which allowed each participant to review the data collected to avoid misinterpretation. Participants were informed they can change any part of the interview that was not accurate on the transcript, and to delete any information they did not want to be included. I followed this protocol to help establish the accuracy and validity of collected data and to ensure protection of research participants in accordance with IRB guidelines. None of the participants requested changes of any type to their printed transcript.

Bracketing

Bracketing is another process used to improve rigor and to reduce bias as much as possible. As suggested by (Tufford & Newman, 2012), bracketing is used in qualitative research to avoid tainting the research process. The researcher put aside their feelings or beliefs about the experience being studied. Bracketing is not making judgment about what was observed or heard during data collection and is being open to data as it is revealed, making it possible for the researcher to focus on the participants' experience

and shape the data collection process accordingly to prevent distortion of the findings of the study, and to ensure the credibility of the data collected.

Triangulation

I used triangulation to avoid overgeneralization and to strengthen the credibility of the study by first understanding what is triangulation and the purpose of triangulation. According to Carter, Bryant, and Neville (2014), triangulation has been seen as a qualitative research strategy to test validity through data collection from the same topic.

Yin (2014) agreed that triangulation involves evidence from different sources and different methods of data collection. The use of triangulation enables the researcher to strive to distinguish true information.

The purpose of triangulation is to capture different dimensions of the same topic to form themes or categories in a study. In my research project, sources of data included multiple data collection methods or triangulation such as teacher interviews, spending extended hours collecting data, securing rich descriptions, and allowing the participants an opportunity to review their responses. This helped me, the researcher to achieve validity and credibility to triangulate and ensure that the data collection was strong. In data analysis, member checking was used so that participants can validate the correctness of the data. I followed this protocol to help establish the accuracy and validity of the data collected and to ensure protection of the research participants in accordance with IRB guidelines.

Discrepant Cases

Throughout my data collection and analysis, I looked for discrepant data to avoid influencing my research findings. There were no discrepancies that required additional interviews. According to Harper and Cole (2012), transcribed notes were looked at again to determine if biases were in the notes. This openness increased the validity of the data analysis. There are inherent biases, but researchers should try to minimize biases (Yin, 2014). I was mindful, in putting aside any preconceived ideas and thoughts about biases, and I strove to be alert for any biases that may migrate into my questions, analysis, and thinking as I wrote up the research. It is critical to identify and address discrepant data to prevent the analysis of data from being brought into question because of evidence that may have been ignored (Yin, 2014). However, as previously mentioned there were no discrepancies that required additional interviews. Therefore, I did not need to address discrepant data in this study. I did not identify any responses to interview questions that were different from what I collected.

<div align="center">

Researcher Bias

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It is common for researchers to study areas in which they have been involved; therefore, increasing the likelihood of possessing some preconceived ideas or knowledge. Yin (2014) acknowledged that some bias is inherent in the case study design, as a level of understanding about the topic being researched must be attained prior to conducting the research. I have some basic knowledge in research, but not to this extent. My professional background includes working with a small group of colleagues for a short period of time on professional development, working as a registered nurse in the Intensive Care Unit

and infection control department in the hospital, and teaching nursing in the college and university system.

My goal was to determine the professional development needs of educators, and then use this information to give to administrators, policymakers, and stakeholders to help build a quality professional development training guideline for nurse educators. I remained open minded, objective, and respectful when probing into the lives and practice of the participants (Glesne, 2011). I was mindful, in putting aside any preconceived ideas and thoughts about biases, and I strove to be alert for any biases that might migrate into my questions, analysis, and thinking as I wrote up the research. In addition, I followed protocols for ensuring valid data collection and analysis. Yin (2014) argued that validity of a case study research could be assured by employing accepted case study protocol to increase the validity of my research.

Instruments Used in the Study

Effective professional development for nurse educators would increase their ability to perform at a higher level to bring about effective social change because of their future teaching and learning. In this qualitative study, I was the primary research instrument for collecting data whereas in quantitative research the researcher uses survey instruments for the collection of numerical data (Yin, 2014). Other instruments used in the study are as follows: Interviews, audiorecordings, and researcher's reflective journal. I chose to use individual, face-to-face interviews using the interview questions I formulated to answer the research study questions (see Appendix F) and was okayed for the research study as the instrument because interviews are an acceptable method of

collecting information from professional development leaders, and because an interview captures their experiences, perceptions, and thoughts. The other instruments that I used were audiorecording for accuracy and representation of the data to correctly reflect the participants' perspectives regarding professional development for nurse educators. I also used my reflective notes to help with the triangulation of the analyzed data to increase the credibility of the research (Bloomberg & Volpe, 2012). I used a reflective journal to keep a record and to make notes after each interview.

Data Analysis Results

Findings

For this case study, I collected data from five participants who are professional leaders and met the criteria of having the most experience and taught or are teaching as a professional development leader. The first step of data analysis was to analyze the participants' interviews. The purpose of this study was to explore the perspectives of professional development leaders. Saldaña (2013) emphasized that coding should align with the research question. Key words were used in combination with line-by-line reading to identify codes for analysis (Onwuegbuzie, Leech, & Collins, 2012; Chenail, 2012). The purpose of coding the data was to gather information from the participants to assist in the identification of emerging themes. Creswell (2012) mentioned that allowing multiple perspectives shows how complex qualitative research can be. I have experienced several times that the facilitator has already made-up the content to deliver so few choices are given to the participants. In this instance, with a group of educators with varied levels of skills and expertise, often the facilitator aims for the middle, and the individuals whose

abilities lie on either side of the middle must internalize deeper for additional learning. This is not meeting the needs of the educators, but instead it is meeting the needs of the facilitator. It should be learner-centered and not facilitator-centered (Dole et al., 2015).

Discussion of the Study Findings

The study was limited to five participants, and even though the findings are self-reporting and cannot be generalized, they offer important information regarding professional development leaders' perceptions of training guidelines for nurse educators. I constantly evaluated and assessed the appropriateness of the responses to the interview questions. Consolidation of the data was ongoing throughout the study. Pseudonym were given to the five participants, namely Educator 1, 2, 3, 4, and 5.

The themes of the data analysis that emerged from study project include: Professional development, coaching and mentoring, financial and collegial support, on-going training, training guidelines, different learning styles, learning in a different environment, hands on/role modeling, Bloom's taxonomy, collaboration/Communication, teamwork/team building, mind mapping, reflection, and evaluation. The research question that guided this study was as follows:

RQ: What are professional leaders' experiences with, and their perceptions of quality professional development?

Three subquestions were as follows:

SQ1: What professional leaders perceive to be quality professional development experiences for nurse educators?

SQ2: What suggestions do professional development leaders have for policymakers and stakeholders to develop guidelines for effective training at the university?

SQ3: What challenges do professional development leaders encounter and what solutions do they employ that will help policymakers and stakeholders formulate training guidelines at the university?

In the following sections I discuss the themes of the project study.

Theme 1: Professional Development

Darling-Hammond and McLaughlin (2014) referred to professional development as the development of a person in their profession. The authors went on to say that professional development enhances teachers' understanding about the teaching and learning process, and effective professional development involves teachers as learners (Darling-Hammond & McLaughlin, 2014). All five participants agreed with the assistant professor that there is professional development at the university, but the professional development needs to be updated and restructured for nurse educators to acquire new knowledge and skills to improve their future teaching. This was confirmed, by the assistant professor (personal communication, December 12, 2012) who added the need for training guidelines for nurse educators to achieve high quality learning and critical thinking. All five participants mentioned that in their experience as a professional leader they did not receive true professional development because professional development was held during orientation with no follow-up. It was a 1-day workshop for 4 hours with a total of 20 hours per year with no engagement in any type of critical learning that would

impact practice. All five participants indicated that they have had experience with professional development, but the professional development was very limited in content and practice.

All five participants agreed that professional development is important, and professional development impacted their teaching practices. The content must encompass best practices and fit with nurse educators' needs to produce positive learning outcomes. The five participants expressed that they were upset and noted that professional development was available, but the content was delivered with no time to reflect. The five participants indicated that they did not have true professional development because it was a 1-day workshop with no follow-up, which have not been successful in improving teacher educator's knowledge and skills. All five participants agreed that professional development is important because it impacted their teaching and learning practices. Darling-Hammond (2014) and Grimm, Kaufman, and Doty (2014) expressed similar perspectives.

As suggested by Lee (2011), the problem within the educational situation was that there is a need for reform in nursing education, especially at the university level. Most of the professional development training gave new ideas that can be used by participants to increase their capacity of learning, understanding, and using the content. Educator 1 stated,

I am usually excited returning from professional development workshops, but I am not because to learn more there should be ongoing follow-up and not a 1- day workshop of 4 hours with a total of 20 hours per year. Also, to provide clear and

adequate directions for participants because the information gathered might be used by other colleagues and the institutions.

Educator 3 stated,

Quality professional development may lead to the development of training guidelines that allow educators to maintain their competency that guides their practice; and, it may codify administrators, policymakers, and stakeholders' commitment to understand the importance of professional development because it would improve nurse educators teaching and learning.

The research findings that result in quality professional development training of nurse educators may improve nurse educators' opportunities to share information to enhance their future teaching and learning.

Theme 2: Collaboration

As suggested by DuFour (2014), collaboration is a process where educators work together to improve their practice and help to establish a learning culture for the adult students. Collaboration helps with the breaking down of barriers of isolation between educators and it is a means of promoting ongoing adult learning. As noted by Arokiyayanitha and Senkolemari (2016), collaboration moves teachers out of isolation and helps them grow in their practice with limited stress. Teachers learn best from other teachers because they literally teach each other the art of teaching and learning. Darling-Hammond and McLaughlin (2014) indicated that the key to professional growth is structures that break down isolation, empower teachers, and provide areas for thinking and learning.

Four participants reflected on the fact that collaboration gave them the chance to share ideas with colleagues and to learn in a different environment, which was important in professional learning experiences because it gave the professional development leaders a new perspective of freedom in thinking and learning. When there is collaboration, the sharing of content affects teaching effectiveness because by working collaboratively and sharing content, learners influences one another with knowledge, tools, and strategies to enhance teacher education and teaching effectiveness. With lack of collaboration from colleagues there would be a decrease in the support and rapport, which is needed for the growth and development of teacher educators and their mental health. As noted by Le et al. (2017) improvement in educators' learning was a combined effort of all learners to influence one another.

As educator 1 said, "that collaboration must be in the teacher's subject area for the effectiveness of teacher's education and teaching". All five participants remembered that collaboration with peers provided them with an open forum where ideas could be discussed, and new knowledge imparted. Ball and Forzani (2011) and Biesta, Priestley and Robinson (2015) indicated that collaboration is where teachers discuss how to advance future teaching and learning to levels of success. Educators' learning is strengthened when they share information openly with colleagues and willingly and openly accept feedback. School leaders must establish an urgency for teachers who are entrenched in their classroom lives to participate in sustained collegial collaboration. Ball and Forzani (2011) expressed that collaboration as a model for professional development, helps establish a culture of learning for the adults in a school that elevates the importance

of reflection upon professional practice. Collaboration has powerful implications for collective learning and building consistent educational practices within schools.

Theme 3: Financial and Collegial Support

Support is the essence for progress and effective teaching. According, to Hilton, Hilton, Dole, and Goos (2015) it is important for the school/institution leaders to support teachers in professional development. Another support that is needed is time for effective teacher development. In addition to time, funding should be available to support professional development**.** According to Morel (2014), support is needed from teachers' and colleagues. It is imperative for collegial support to prevent isolation and marginalization (Arokiyayanitha & Senkolemari, 2016). Support from colleagues is the sharing of information and learning from each other. Another support that is needed is time for effective teacher development. In addition to time, funding should be available to support professional development**.**

There is not adequate financial resources or support from the stakeholders, administration, and policymakers for the faculty; therefore, the need for support is great. The assistant professor (personal communication, December 12, 2012) agreed that there is a lack of resources for locally developed and provided teaching instruction. Continuous and sustained professional development is more expensive than the cost of 1- day workshops or presentations. Three educators agreed that support is important stating the following: we need administrative support because support is crucial for us to be able to plan and implement effective quality professional development training for nurse educators.

For support the need is great; therefore, in addition to administrative support, there are other supports that are needed such as financial and collegial. Participants all agreed that there is a need for adequate financial support to fund professional development and train teachers. The United States spends only 52% of education dollars on instruction (Darling-Hammond, 2014). Educator 2 suggested that there should be consideration in allocating more money for teacher instruction and financial support. If the university does not have adequate resources teacher educators may not succeed in their endeavors. In addition to financial support, there should be collegial support, which would improve confidence, learning, and decrease shyness.

Educator 4 said, "Whatever I am trying to research and implement administrative financial support is very important. In addition, collegial support is important for me to be successful with less frustration and not being overwhelmed". Educator 4 reflected on the fact that there should be availability and access to supplies to implement new strategies and provide support. There should be support so that learners do not have to follow set guidelines to encourage collaboration and engagement, but instead they can suggest guidelines that can be changed to better meet the needs of the educators. Educator 2 stated, "Availability of supplies would be appreciated since most educational institutions have a depleted supply, including my institution and this causes too much waiting and wasting time."

Educator 2 concluded that there is a need for adequate time to implement and revisit content through ongoing professional development. When the professional development model is used there may be enhanced learners support, freedom, and

opportunity to choose what they would like to investigate. There should be a relationship between the professional development activities and the supplies used to keep a balance. Disequilibrium can be very stressful without ongoing professional development to address the needs of the participants. In nursing, tasks are structured so that certain implementation and intervention must be done at a scheduled time.

In the following sections I discuss the themes of the project study related to SQ1.

Theme 1: Coaching

Coaching has been evolving as a form of professional development for teachers and school leaders for several decades as indicated by Lofthouse (2016). Quality professional development experiences for nurse educators would be the program of coaching. Coaching is a process where a professional person such as a teacher supports the growth of another professional. Coaches range from trained teachers, instructional leaders, researchers, and university faculty**.** Coaching encourages reflection and the sharing of ideas, thus helping teachers improve instruction (Li & Chan, 2007). Educator 3 suggested that if coaches and teachers worked together to choose a topic of interest on which to focus it would be more beneficial. Then, the coach would observe the teachers' practice and provide constructive feedback. Darling-Hammond, Hyler, and Gardner (2017) believed that coaching programs promote success, higher gains, better performance, and improve teacher efficacy. The authors noted that coaching program should be content-focused, ongoing, provide coaching and expert support, offer opportunities for feedback and reflection, sustained duration, and focused on teachers' needs for improving their practice.

Coaching for teacher educators is significant because coaching provides desired teaching practices and how to apply them more appropriately, which can play a critical role in creating effective professional development (Darling-Hammond et al., 2017). Educator 2's comments support Darling-Hammond et al. (2017) research. Coaching and expert support involve the sharing of content and evidence-based practices, focused on teachers' individual needs (Darling-Hammond, Hyler, & Gardner, 2017). As noted by Lofthouse (2018), coaching can play a significant part in creating professional training and creating a non-judgmental space where participants with common understandings, a shared language, and a willingness to learn come together to share their ideas. Lofthouse (2018) believed that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system of both teachers and school leaders.

Theme 2: Ongoing Training

Darling-Hammond et al. (2017) noted that with a 1-day workshop and no follow-up there is a possibility of not remembering some, or any of the information. An ongoing workshop with follow-up would provide time to process the information and assist with implementing new professional development training. Professional development training that was longer than a 1-day workshop was much more effective. Quality professional development should encompass relevant and on-going learner-centered instruction on best practices and collaboration between learners. There must be adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice as suggested by Darling-Hammond et al. (2017).

All five participants noted that their experience as a professional leader was not very successful because they did not have true professional development because of the 1-day workshop, but to learn more there should be ongoing professional training guidelines and not a 1-day workshop of 4 hours with a total of 20 hours per year. Educator 3 suggested that ongoing training guidelines allow educators to maintain their competency that guides their practice; and, it may codify administrators, policymakers, and stakeholders' commitment to understand the importance of ongoing training to enhance nurse educators teaching and learning. Educator 2 said, "that with ongoing training, I will learn more effectively and learn new strategies to use in my teaching and learning thus, making my work easier".

Educator 3 stated,

For the most part I enjoyed learning new content and how to apply the new Content to inform my instructional practice. Yes, it may not always produce the desired outcome initially, but with persistence, repeated exposure to new content, and ongoing training there is a better chance of achieving the desired outcome.

De Lima and Bertotti (2016) noted that ongoing training and development of teacher educators is important because education is an ever growing and an ever-changing field, which means that teachers must be lifelong learners. Ongoing professional development is critical for teachers who wish to be great at their jobs and offer their best each day.

In the following sections I discuss the themes of the project study related to SQ2.

Theme 1: Training Guidelines

Professional development leaders believed that there should be appropriate training guidelines for effective training for nurse educators at the university. One participant indicated that there should be structure that would be easy to follow to increase effectiveness with good clarity.

Educator 1said:

That the content of quality professional development training guidelines for nurse educators are important because qualitative data on professional development provide clarity for professional leaders to get a good grasp of the understanding of professional development and able to identify if gaps are present.

All five participants agreed for the training guidelines to be effective the content should be current, useable, user friendly, and must encompass best practices and fit with nurse educators' needs to produce positive learning outcomes.

The professional training program guidelines could be implemented to help nurse educators acquire new knowledge and skills to improve their future teaching (Lee, 2011). The consensus by the participants was training guidelines should empower participants to become more critical and reflective thinkers. Empowering adult learners such as nurse educators will actively encourage critical reflection (College of Nurses of Ontario, 2013).

Theme 2: Teamwork

Teams have become a ubiquitous part of today's world. But team members need to be able to work well together for the team to successfully achieve its goal (s) as suggested by McEwan, Ruissen, Eys, Zumbo, and Beauchamp (2017). All five

participants suggested that teamwork provides knowledge that is not measurable because of its vast expansion covering a great amount of areas. One participant said, "Teamwork fosters friendship, which encourages the need to work harder and in the process being supportive of one another". Educator 2 confirmed, "yes with teamwork it is easier to achieve the goal(s) without being competitive with other members of the team."

Arokiyavanitha Senkolemari (2016) noted stress levels that today's educator is experiencing are having a negative impact on their teaching. They also begin to negatively affect their physical and mental health. Participants all agreed that teamwork will decrease isolation because it keeps people connect. Educator1 said, "that it was great to be able to share and make friends with other colleagues during team work so that this connection could be a long-term relationship thus, decreasing stress". All five participants indicated that developing partnerships and networking is great because being involved in activities and conversation would promote teamwork and being able to become familiar with the other participants in the team. Four participants indicated that they feel alive and worthy when their contribution is important to the team because working as a team is good for boosting morale. However, these efforts can be hampered if the communication between team members is negative.

Theme 3: Reflection

Reflection is a powerful tool that helps teacher educators to move toward the expert visions of practice. Reflection is a unique way of making meaning. Learning from reflection is important because it enables learners to think, explore, and process their experiences to gain a deeper understanding of their lived experiences (Fowler, 2014).

There must be adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice as suggested by Darling-Hammond et al. (2017). All five participants concluded that they do not have the time to reflect on their new learning after workshops or presentations. There is no time for reflecting on the content post delivery; therefore, lack of time to entertain self-reflection. But self-reflection is important to assist with the assimilation of the content.

Educator 4 said, "most of the times I am expected to return to work after a workshop or a presentation with no time to reflect or think about the new content". Educator 2 confirmed, "that for the most part I cannot make changes to my practice because there is no time to ask questions so that I can fully understand how to implement the new learning". High-quality professional learning frequently provides built-in time for teachers to think about, receive input, and make changes to their practice by facilitating reflection (Darling-Hammond et al., 2017).

As suggested by Crandall and Christison (2016), reflection provides support to teacher educators so that they can use reflection to effectively reflect on their own practice to provide a better understanding of their teaching style. Educator 2 cited, "that due to lack of time she cannot use reflection to provide a better understanding of her teaching style". Learning from reflection is important because it enables the learner to think, explore, and process their experiences to gain a deeper understanding of their lived experiences (Crandall & Christison, 2016).

Learners need to take the initiative in inquiring how their leaders are being effective in their teaching; therefore, reflection is very important. If teachers are to

benefit, they must have opportunities for leaders and educators to reflect on their practice. Self-reflection helps leaders and educators to be able to assess their instructional delivery. By collaborating as well as using active learning opportunities professional development was more effective as suggested by Dufour (2014). Four participants indicated that their willingness to critically reflect upon instructional practices grew, their use of research-based instructional strategies grew, and they become more confident in their abilities to affect teaching and learning.

In the following sections I discuss the themes of the project study related to SQ3.

Theme 1: Hands On/Role Modeling

Hands on/role modeling is a tool to facilitate learning, self-reflection, and social awareness in teacher education (Kilgour, Reynaud, Northcote, & Shields, 2015). One of the challenges that participants' encounter was the lack of hands on/role modeling strategies to prevent challenges in training guidelines. Administrators, policymakers, and stakeholders need to be more supportive in allowing more time as the participant needs.

Educator 2 said,

There should be more hands on/role modeling because this is one way some teacher educators learn best because of the different learning styles. During training guidelines I would like to see more hands on/role modeling because I am a visual learner, and that is how I learn best.

But, practicing and role modeling were not an option due to lack of skills and time. A more hands-on approach elicits better ideas on how to improve efficiency and decrease challenges. Learners usually know where the problems are, this in turn will help

administrators, policymakers, and stakeholders formulate strategies to overcome challenges of training guidelines.

Another challenge is due to the lack of psychological support. Educator 4 indicated that there are fewer and fewer educators who want to implement professional development strategies because they are held more and more responsible and accountable. All five participants agreed that there is frustration because of lack of availability and access to supplies, or support after professional development. There is also lack of resources such as time, overhead projectors, screens, and a conducive environment to learn and implement the new strategies, or support after professional development training.

Also, role-modeling learning activities have the capacity to address emotional as well as cognitive learning. Emotions can interfere with teachers' perceptions and their teaching and learning (Arokiyayanitha & Senkolemari, 2016). As indicated by all five participants, teaching and learning should include more than just lectures and Power point presentations. Kilgour, Reynaud, Northcote, and Shields (2015) agreed with the participants to create a learning environment that ignites inquiry and motivation.

Theme 2: Different Environment

Educator 3 said,

I did not want to leave my school because of familiarity, and it is out of my comfort zone making it difficult for me to focus in an unfamiliar environment. Familiarity is of great importance to me; however, I am willing to try a different environment with much reservation.

In this situation, there should be support to help the participant understand that she will not be alone, and she will be supported. As previously mentioned, emotions can interfere with teachers' perceptions and their teaching and learning. There must be support in this new environment to avoid confusion and frustration when faced with challenges to gain a better understanding and professional learning that must fit the purpose and the audience to produce the desired outcomes.

Learning in a different environment is important because it gave the professional development leaders a new perspective of freedom in thinking and learning. It is important to help the participant understand that she will not be alone because collaboration is working together and helping each other. Ball and Forzani (2011) noted that educators should not learn in isolation, but in collaboration so that educators could learn from each other; collaboration is the guru in combating isolation. Four participants agreed that learning in a different environment gave them the chance to share ideas with different colleagues and to learn differently.

Theme 3: Evaluation

Challenges professional development leaders' encounter that will help administrators, policymakers, and stakeholders formulate strategies to overcome the challenges at the university. If evaluation is not done correctly then one will not know the effect of the teaching whether it is good or bad and would continue teaching the same old way. As suggested by Guskey (2014), just as there are many forms of professional development there are also many forms of evaluation. Evaluation is imperative so that the content can be tailored to the needs of the learners as indicated by Livingston (2017). All

five participants agreed that evaluation needs to be thoroughly conducted so that it will clearly show whether there is effectiveness in formulating training strategies. Two participants indicated that more and more evaluations result is being overlooked so that the appropriate supports are not given to improve effective training guidelines.

Formative evaluation should be on-going as suggested by Hamill (2011) and Alsalhanie, Das, and Abdus-Samad (2017). Participants agreed that ongoing evaluation is important to overcome challenges and to assess the effectiveness of learning. Also, important is the continual evaluation update to reflect current instructional strategies. Guskey (2014) noted that formative evaluation occurs during the operation of a program or activity. The purpose is to provide ongoing information about whether things are going as planned and expected progress is being made. If not, this same information can be used to guide necessary improvements.

The most useful formative evaluations focus on the conditions for success and address issues such as the following: 1. what conditions are necessary for success? 2. have they been met? and, 3. can they be improved? In many cases, formative evaluation is a recurring process that takes place at multiple times. Many program developers, in fact, are constantly engaged in the process of formative evaluation because the evidence they collect is used to make revisions (Guskey, 2014).

It is also important to use summative evaluation, which is conducted at the completion of a program or activity so as to provide program developers and decision-makers with judgments about the overall program. Summative evaluation addresses issues such as the following:

- What was accomplished?

- What were the consequences (positive and negative)?

- What were the final results (intended and unintended)?

- Did benefits justify the costs?

Unlike formative evaluations that are used to guide improvements, summative evaluations present decision-makers with information they need to make critical decisions about the continuation of the program or activity as indicated by Guskey (2014).

Four participants agreed that educators must be provided with time and incentives to continue to learn and improve their teaching and learning instruction. One participant did not care for incentives, but stated, "that it should be a part of learning commitment". Five participants suggested strategies to overcome challenges such as teacher educators working together, collaboration of sharing and receiving ideas/feedback with brainstorming so that participants come up with solution(s). All five participants expressed a need for strategies including methods for delivering content, providing information, collaboration, and providing clear and adequate directions for participants. With quality professional development comes resilience, which is the ability to bounce back in difficult times. It is resilience that represents the capacity of instructors to rebound and understand the necessity for change and adaptation despite experiencing difficulty, as noted by Masoomeh and Ali (2014).

Summary

Data for this case study design were collected from five voluntary professional development leaders who met the criteria of more experience and taught or are teaching in the field of professional development. The common thread was trying to discover the meaning of participants' perceptions of being a qualified professional development leader. From the data collected, I identified several areas of need for professional leaders. The research study followed the appropriate procedures for credibility, reliability, and validity.

I addressed interviews with professional leaders to inquire what they believed to be important for professional development training for nurse educators. I used a contextual qualitative methodology with a case study approach. The data were collected through interviews with professional development leaders making sure they were morally and ethically protected.

Participants' responses revealed that their perceptions and experiences of professional development have basically three themes. The information for administrators, policymakers, and stakeholders was that educators should have adequate time to collaborate, implement, and revisit content through ongoing professional development. Section 3 focused on a description of the project. I used research findings of the study to inform the development of the accompanying project, which is described in detail in Section 3.

Section 3: The Project

Introduction

In this project, I focused on professional development leaders who may attend the train-the-trainer workshop. The purpose of the project is to offer professional leaders training guidelines for nurse educators to develop teaching and learning strategies that increase of knowledge and skills to assist nurse educators to improve the quality of instruction. The objective of the workshop is to enhance knowledge of quality of instruction for professional development leaders who make decisions about professional development for nurse educators. A project goal is to provide a workshop for professional development leaders who want to know about effective ways to teach nurse educators. Another goal is to use instructional strategies for teaching and learning and to increase knowledge and improve practices. Other factors related to goals are explaining elements involved in making a successful transition, understanding the influences of culture and personality on transition, and describing student support that contributes to successful transition to higher education.

The objectives of the project are for professional development leaders to prepare nurse educators with the basic knowledge and skills they need to begin the process of developing workshops and programs and to reflect best practices in teaching and learning. The project genre for this research study was quality professional development training guidelines for professional leaders who teach and make decisions about professional development for nurse educators, and the project genre was the best way to display the project findings of the study. Therefore, I created a 3-day, 8 hours a day train-

the-trainer workshop that may be beneficial to professional leaders in their teaching strategies and in making of decisions for nurse educators. There is a need for a fresh perspective to improve nurse educators' future teaching and critical inquiry skills to contribute to positive social change. I used a case study approach guided by the theoretical framework of adult learning by Knowles (1983). The case study design assisted me in gaining insight into the experiences of the five voluntary professional development leaders who chose to participate in the study.

In this section, I introduce and describe the project study findings, the rationale for the study, and the review of the literature that describes and defends the project as an appropriate means for addressing the problem identified. I also present an implementation plan, a plan for evaluating the project's effectiveness, and implications for social change. I collected data from professional development leaders who were decision makers about professional development for nurse educators.

Knowledge of professional development can be used when facilitating learning opportunities in regard to how best to deliver content, make assessments, and design activities. Learners' personal and professional needs should be considered, their learning styles and preferences should be accommodated, and the learner's choice regarding learning pace should be acknowledged. Effective professional development engages learners in active and cooperative learning opportunities, thus enhancing teaching and learning (Baloche, & Brody, 2017).

In countries throughout the world, cooperative learning is a respected pedagogy, one that has the potential to promote positive achievement, motivation for learning,

intergroup relations, critical thinking, and problem-solving (Baloche & Brody, 2017). I collected data from professional development leaders who teach nurse educators. I interviewed leaders based on their work experiences. From the project, several themes emerged to assist as a guide for professional development leaders who teach nurse educators. The themes of the project study are as follows:

- professional development for nurse educators,

- coaching and mentoring,

- financial and collegial support,

- ongoing training,

- different learning styles,

- learning in a different environment,

- hands on/role modeling,

- Bloom's taxonomy,

- collaboration/communication,

- teamwork/team building,

- mind mapping,

- reflection, and

- evaluation.

I used individual, face-to-face interviews because interviews are the best method for in-depth probing of personal opinions, values, and beliefs and they give a rich depth of information (Yin. 2014). The study findings provided a model for quality professional development leaders at the local setting, and it may also be used by others who find the

information useful. I created a professional development training with materials that are needed for the 3-day train-the-trainer workshop for professional leaders who teach nurse educators. In addition, I created an agenda with activities and timeline that specifies hour-by-hour detail of training on professional development. I formulated a PowerPoint presentation that includes the following: overview of the workshop, purpose, goals, target audience, objectives, activities, trainer notes, reflection, and evaluation. In the next section, I introduce and describe the results from my research findings with the rationale of the study. I provide the goals and objectives of the project and a literature review as an important means for addressing the problem according to the research findings.

Rationale

The results of my research informed the delivery method I chose for this professional development. I focused on professional leaders' needs to be educated in quality professional development for nurse educators. Participants in this study expressed a need for professional development for educators. The findings from the project indicated that a professional development workshop was needed. When educators have the opportunity to practice, the experiences can have a positive and lasting impact on educator performance (Ritichie et al., 2016). When educators are given the opportunity to engage in modeling activities, they are more likely to increase their development tasks of teaching and learning (Ching & Hursh, 2014).

Professional trainers may suggest additional workshops to administration, policymakers, and stakeholders to meet the needs of nurse educators. Professional development leaders' input will be invaluable today and in the future in supporting the

growth and development of nurse educators. First, however, professional development leaders must have the knowledge and skills to successfully deliver the content so as to improve nurse educators' understanding and learning (Howell, 2014). The results of the research informed the delivery method I chose for professional development leaders who require a unique set of skills and knowledge to be able to impart the information to educators. The project findings revealed that when leaders are given the opportunity, they should produce quality professional development for nurse educators. The ultimate objective of the workshop is to enhance knowledge of quality of instruction for professional development leaders who make decisions about professional development for nurse educators.

Review of the Literature

In the literature review, I explored the relationship of professional development as it is applied in the 3-day, 8 hours a day, train-the-trainer workshop for professional leaders who teach nurse educators to enhance the instructional strategies of facilitation to improve professional development training. The project genre for this research study was quality professional development training guidelines for professional leaders who teach nurse educators, and the project genre was the best way to display the findings of the study. The literature review included cited sources included peer-reviewed articles from Education Resource Information Center (ERIC), ProQuest, Google Search, and CHINAL that were focused on research within the past 5 years. The primary keywords that I used included the following: *professional development trainers, workshops, nurse educators,*

engagement, learning and teaching, coaching, mentoring; support,

collaboration/communication, team reflection, and *evaluation.*

The review of the literature in Section 1 was important for understanding the research project's direction. The literature review in Section 1 guided data collection and helped clarify the data content. It included the conceptual framework of Knowles (1983) adult learning theory. Stewart (2014) noted that professional development of adult learners is important to learner success. Leaders who were interviewed for this study indicated they were not satisfied with the level of their knowledge and skills of professional development from their workplace.

In Section 3 I focus the literature review on the content of the 3-day professional development train-the-trainer workshop for professional leaders. The themes of the data analysis that emerged from study project included professional development, coaching and mentoring, financial and collegial support, ongoing training, training guidelines, different learning styles, learning in a different environment, hands on/role modeling, Bloom's taxonomy, collaboration/communication, teamwork/team building, mind mapping, reflection, and evaluation.

Professional Development Training

Participating in professional development training would allow teachers to improve their teaching skills and practice collaboration with other teachers (Bernhardt, 2015; Whitwort, & Chiu, 2015). Professional development enhances the teaching and learning process, and it is necessary to continue to develop the expertise of teachers and to keep them up to date with the continuously changing practices (Evers, Van der

Heijden, & Kreijns, 2016). To develop the most knowledgeable teacher educator there

must be investment in teacher quality (Witte & Jansen, 2016). Teachers need to be

empowered to further develop expertise in quality teaching (Körkkö, Kyrö-Ämmälä, &

Turunen, 2016). Also, teachers should take the responsibility for their own learning

because professional development is an obligation and opportunity (Patton, Parker, &

Tannehill, 2015). Improving the ability of teacher educators relies on continued learning;

therefore, a 1-day or less than 14-hour professional development is not effective

(Darling-Hammond et al., 2016). It is important for teacher educators to accept new,

comprehensive professional development (Allen & Penuel, 2015; Kennedy, 2016).

Collaboration

Collaboration, allows educators to meet, share, and discuss relevant issues

regarding their instructional practices. Collaboration provides an opportunity for teacher

educators to come together to improve their practice by sharing their experiences thus,

enhancing professional growth by developing skills and strategies (Murugaiah, Ming,

Azman, & Nambiar, 2014). Teachers employed different strategies, behaviors, and

support to establish and deepen their professional working relationships, thus improving

teaching and learning (Fairman & Mackenzie, 2015).

Collaboration afford teachers the opportunity to come together to improve their

practice and decrease isolation. Schwartz, Wiley, and Kaplan (2016) affirmed the feeling

of isolation and disconnection from the institution in which they teach. Collaboration is

important and teacher educators appreciated time to collaborate with each other (Jao &

McDougall, 2015). As affirmed by Pella (2015) collaboration is essential to effective

professional development. Research is needed for collaborative strategies to promote their use and effects, such as research-practice partnerships and sustained engagements with professional associations (Penuel, Bell, Devan, Buffington, & Falk, 2016).

Communication

Communication goes hand-in-hand with collaboration. Communication could be verbal or non-verbal. Effective communication is important to get your message across clearly and accurately. Effective communication is about understanding the intentions behind the information as well as, being able to clearly convey a message because communication is not unilateral (Kourkouta & Papathanasiou, 2014). Communication is an interaction in which each sender becomes receiver and vice versa. The failure to recognize and use the two-way communication, quite often leads to negative conclusions and attitudes (Kourkouta & Papathanasiou, 2014).

The learner needs to listen in a way that gains the full meaning of what is being taught; therefore, making the other person feel heard and understood. Li et al. (2017) implemented the interprofessional teamwork innovation model to promote communication and patient-centered coordinated care with success enhancing communication. Team members reported enhanced communication and overall saving of time by using this model. The interprofessional teamwork innovation model approach facilitates a collaborative environment in which sharing is the main process of caring.

Coaching

Lofthouse (2016) reflected on coaching and mentoring. The author noted that coaching is built on trust, but also demonstrate how coaching practices can build trust in

the workplace. A coach supports a learner by providing guidance and training because it is a partnership that shares good practice to maintain improvement in the teaching and learning. Finally, coaching is helping the learner to understand their own potential so that they can improve their performance/skills and instructional practice. Rolfe (2016) agreed with Lofthouse (2016) that a coach is one who prepares an individual to improve their skills and performance. Rolfe (2016) believed that coaching supports the achievement of specific goals and behavioral outcomes, with the purpose being able to help a learner improve their practice.

Mentoring

Mentorship is a relationship which pairs two individuals in the same occupation, one with experience and another desiring experience. It is a relationship between a mentor and a mentee, where the mentor helps to guide a mentee. Mentoring forms a critical learning resource especially for newly qualified teacher educators (Lofthouse, 2016). Mentoring is a vital component of professional development, but it is the role of a mentor to coach the mentee using the best approach. Mentors must refrain from giving all the answers, and mentees must be able to take direction. Mentee's must have the right attitude and should remember that that they are there to learn from their mentors' knowledge and experience. A good mentee is coachable and open to direction. Successful mentor relationships are built on a foundation of mutual trust, respect, and collaboration. Mentorship may help individuals to grow professionally. As suggested by Rolfe (2016), a mentor is one who guides and stimulates an individual's reflection and actions for

improved personal and professional outcomes. A mentor enables self-development and facilitates personal goal setting, action planning and implementation.

Administrative and Collegial Support

Support is the essence for progress and effective teaching. According, to Hilton, Hilton, Dole, and Goos (2015) it is important for the school/institution leaders to support teachers in professional development. In addition to time, funding should be available to support professional development**.** According to Morel (2014), support is needed from teachers' colleagues. It is imperative for collegial support to prevent isolation and marginalization (Arokiyayanitha & Senkolemari, 2016). Support from colleagues is the sharing of information and learning from each other. Another support that is needed is time for effective teacher development.

Ongoing Training

Ongoing training is important in addressing the education and success specifically to the needs of the learners (Knowles, Holton, & Swanson, 2014). It is important to remember, that there is a need for motivation of adult educators' and their participation in relevant ongoing professional development. The knowledge of adult motivation may yield beneficial results as noted by Knowles, Holton, and Swanson (2014).

Darling-Hammond et al. (2017) affirmed that there should be ongoing training and not a 1-day workshop, with follow-up because learners may only remember some, or none of the information. It may codify the understanding of the importance of on-going training to enhance nurse educators teaching and learning. In addition, there should be adequate time to learn, practice, implement, and reflect upon new strategies.

Different Learning Styles

Individuals have different learning styles; therefore, the theory of multiple intelligences is important when referring to the different learning styles. In developmental education learners have very specific needs related to their learning preferences and developing their academic skills to become successful (Williams-McMillan & Hauser, 2014). There are many revisions of the theory of multiple intelligences. This project will reflect the multiple intelligence work of Gardner (2011) that have strong implications for adult learning and development, which gives adults a whole new way to look at their lives and self-development.

According to Gardner (2011), there are 8 different learning styles. They are as follows:

- Verbal: Good at reading skills and the use of words e.g. telling and reciting

- Kinesthetic: uses body to solve problems e.g. role playing

- Visual: the ability to create visual representation e, g, drawing

- Mathematical: the ability to reason e.g. reasoning, analyzing

- Musical: sensitivity to rhythm of sounds

- Interpersonal: work well with others e.g. discussions, dialogue

- Intrapersonal: aware of feelings e.g. journaling, reflecting, meditating

- Naturalist: appreciating the natural world e.g. animals, plants, field trips.

Hands On/Role Modeling

The environment surely affects teacher learning and administration is responsible for that learning environment (DiPaola & Hoy, 2014), which should be an environment to

accommodate learning. Hands on/role modeling is another important factor that can be accomplished either through presentations or as an opportunity to practice what was just learned. As suggested by Kilgour, Reynaud, Northcote and Shields (2015), role playing/modeling is used across disciplines. By engaging in role playing/modeling, one has the opportunity to view situations from multiple sources to increase their learning. Chaghari, Safari, Ebadi, and Ameryoun (2017) affirmed, empowering education is a model for training of nurses, with andragogical needs and desirability of learning. In addition, due to its hands-on practical nature, one can achieve mastery of professional skills among any discipline, but training guidelines applicability is essential. (Chaghari, Safari, Ebadi, & Ameryoun, 2017) noted that active participation of training can lead to effective learning, but there should be utilization of adult learning principles. Adults are aware of their learning objectives and guide their own learning.

Hands on/role modeling can be used as a tool to facilitate learning in teacher education and elicit innovative ways of engagement in learning to impact nurse educators' practice. Hands-on/role modeling is a teaching and learning approach where every teacher educator gets an opportunity to act out the learned content. Hands on/role modeling challenged the professional leaders' ideas when they began implementing the strategy that they truly understand how it looks and feels in practice. The presentation approach gives the professional leaders the chances to practice skills and accomplish their individual needs.

Bloom's Taxonomy

A taxonomy is a word for a form of classification used to describe an orderly structure. Education uses Bloom's taxonomy extensively in developing learning objectives. Bloom's taxonomy (1956) is the orderly arrangement of a set of related concepts. There is a hierarchical structure defining how it is to be organized, and, there are levels of intellectual skills. The taxonomy promotes higher level of thinking in education such as analyzing and evaluating concepts, processes, procedures, instead of just remembering facts. It is most often used when designing educational training and learning processes. Bloom's taxonomy has three cognitive domains, which are broken down into six levels of intellectual skills with specific behaviors and activities. Bloom's taxonomy three domains are:

- Cognitive (knowledge)

- Affective (attitude or self)

- Psychomotor (skills)

Bloom's taxonomy arranges educational objectives into six categories or levels. They are as follows:

- Knowledge: remembering previously learned knowledge

- Comprehension: grasp or construct meaning or construct meaning

- Application: ability to use/implement learned content

- Analysis: breaking content into parts and determine how the parts relate to one another

- Musical synthesis: the able to put parts together

- Evaluation: making judgements through checking and critiquing about the value of the ideas

The six levels of intellectual skills start from the simplest to the most complex, and complete in sequence from the lower level to the higher-level skills. The levels represent the behaviors that are required to complete assigned tasks, knowledge being the simplest, and evaluation being the most complex level (Bloom, 1956). Each level should be mastered before moving on to the next level because each level builds on those that come before, success at one level is usually necessary for success at higher levels.

Anderson and Krathwohl's (2016) revised Bloom's taxonomy cognitive domain. They are as follows:

- Remembering: Recalling knowledge from memory

- Understanding: Constructing meaning from different types of functions

- Applying: Carrying out or implementing by way of avenues such as models, presentations, interviews or simulations

- Analyzing: Breaking into parts, and determine how the parts relate, interrelate to an overall structure or purpose

- Evaluating: Making judgments based on criteria and standards through checking and critiquing

- Creating: Putting together to form a whole or reorganizing into a new pattern or structure.

It is important to remember that Bloom's taxonomy (1956) and Anderson and Krathwohl's revision (2016) are similar in certain ways because both taxonomies uses

orderly arrangement of a set of related concepts. There is a hierarchical structure defining how it is to be organized. There is higher level of thinking in education with success at one level is usually necessary for success at higher levels starting from the simplest level to the more complex level.

Teamwork

Teamwork is working together to create effectiveness by functioning effectively as a team. When there is wellbeing of the team then the team is most productive. There should be openness, trust, and members are able to work to their own strengths (Moore & Bauer, 2016). Ongoing education and practice are needed to maintain and improve competency thus, improving teamwork. Interventions that improve a team's ability to work toward a common goal can improve outcomes (Dirks, 2019). Educators are actively identifying teaching-learning strategies that afford future health care professionals' opportunities to acquire skills necessary to function as a member of an interprofessional team (Rossler, Buelow, Thompson, Greg, & Knofczynski, 2017).

A robust body of evidence supports an interprofessional approach to teamwork as a key component in the provision of high-quality critical care with increasing complexity and diverse needs (Donovan et al., 2018). Teamwork is the ability to work with others to determine the best way to arrange activities, timing, discussions, and instruction. Cohesiveness in teamwork is important because working as a team means that team members may feel more comfortable in discussing issues of concern and how a team deals effectively with conflict and are able to develop and maintain relationships (Moore & Bauer, 2016).

Team Building

Team building is to improve practice by bringing a diverse set of skills to the team, thus creating opportunities for people to connect and interact in meaningful ways. However, there should be mutually agreed-upon principles and procedures, where everyone works together for the benefit of the team and developing a close professional relationship with other team members, thus showing the diversity of opinions within a team. Teamwork/team building is widely used especially in nursing by using strategies to ensure multidisciplinary participation (Dirks, 2019). Team building could be beneficial because it encourages rapport between staff. This rapport may lead to a higher level of job satisfaction because staff feel more engaged. Team building could be that it encourages and rewards problem-solving. Problem-solving is coming together, but in healthcare the absence of problem-solving may be more acutely felt than in other equally demanding professions (Scudamore, 2016).

Reflection

Reflection after the workshop is important because it enable learners to explore and process their experiences and to think of developing a deeper understanding. But there must be time to reflect after a workshop to be able to assimilate the content (Fowler, 2014). Reflection provide a structure in which to make sense of learning, so that constant thought is fostered. If used effectively reflection facilitates ongoing personal and professional learning. By teacher educators actively considering the thoughts and actions they become aware of the power of reflective thinking as a tool for continuous improvement (Helyer, 2015). In reflection, critical thinking is important because of

developing qualified teachers who have the skills, understanding, and know how to use reflection and critical thinking into their everyday practice. Reflective practice enhances support of the personal and professional development of teachers (Crandall & Christison, 2016). Constant reflection is required so that teacher educators can adequately respond to situations, provide good solutions, and adjust so that the teacher educator's delivery is more successful. In addition, teacher educators need to take and keep control of their teaching, learning, professional growth, and opportunities for professional development and reflection (Patton & Parker, 2015).

Evaluation

Evaluation is important to tailor the content to the needs of the learners (Livingston, 2017). Ongoing evaluation is vital because it is a tool used to monitor professional learning, to help provide ongoing feedback that help with instruction and learning, is meant to make decisions on performance such as eligibility for licensure, and to determines whether the goals of education are being fulfilled (Alsalhanie, Das, & Abdus-Samad, 2017).

Guskey (2014) believed in the process of evaluation because there are effective evaluation procedures that receive feedback about the strengths and weaknesses of the program and the learners' further development needs. Guskey (2014) indicated that professional development workshops that focused on implementation of evidence-based practices and offered opportunities for teachers to adapt these practices to their teaching and learning were most likely to facilitate teacher change. Furthermore, teacher change in practice was more likely to be fostered by professional development efforts.

Mind Mapping

Mapping is a process used to enhance thinking skills that make learning and remembering fun. It is a graphic representation of topics, ideas, and their relationships (Raghavendra, Rakesh, Goudar, & Sreenivasa, 2015). I used presentation mind mapping because it is used to present an idea to the audience with the focus being on the audience instead of the topic. As suggested by Van Vliet (2012), presentation mind mapping illustrates the way that the project goes in order to track the steps. How the information should be positioned in the map depends on whether the audience can understand it or not. If the audience can follow with the way you are presenting, then the mapping is well structured. Thus, your presentation can be well accepted by the audience. This type of mind mapping can be used for explaining an activity or a training session (Van Vliet, 2012).

Technology

It is important to remember that society is passing through a technology revolution and hence many changes are occurring especially in the educational field. Professional development opportunities for teachers online are becoming more and more common (Phu, Vien, Lan, & Cepero, 2014); however, a critical component is missing from technology or online teaching, which is the human aspect. According to Pic (2015), there must be opportunities for human presence to avoid the negative comment of technological teaching being referred to as a 'cold' experience. Research is also important in planning to help gain a better sense of the problems that school leaders are

facing, it also builds trusting relationships that become the basis for leaders turning to researchers for advice (Penuel, Bell, Bevan, Buffington, & Falk, 2016).

Modes of Professional Development

Stewart (2014) noted that professional development of adult learners is important to learner success. Leaders who were interviewed for this study indicated they were not satisfied with their knowledge and skills of professional development from their workplace. Bates, Phalen, and Moran (2016), believed if professional development is not available through face-to-face teaching then, online professional development would be an alternative. Face-to-face learners experiencing new knowledge and skills must receive clear, accurate, and appropriate instruction to be successful. Ching and Hursh (2014) noted that when learners are provided with appropriate instructions and access to activities to use as a guide, they more easily accomplished professional leader's development in less time and less frustration.

Overview of the Project

The project overview is for professional leaders who teach nurse educators. The project overview is in the form of a 3-day, 8 hours train the trainer workshop for professional development leaders who teach nurse educators. Adult learning theory indicates that adults learn differently from children; therefore, designing a workshop for adults one may use Knowles (1983) to represent the needs of adult learners.

Adult learners' workshop should include Knowles (1983) five principles, which include the following:

- Adults are internally motivated and self-directed.

- Adults bring their life experiences and knowledge.

- Adults are goal directed and practical.

- Adults must be ready to learn.

- Adults are task centered.

The train-the-trainer workshop for this study project is a 3-day, 8 hours a day with dissemination of intensive content to better reach the learners by fostering innovation in future teaching and learning.

Project Description

A description of the project for my doctoral study is professional development for leaders who teach nurse educators. The training will consist of a 3-day, 8 hours a day train-the-trainer workshop to assist professional development leaders' to better understand their perspectives on quality training guidelines for nurse educators. Professional development leaders' aims to foster innovation in future teaching and learning to cause positive change by providing nurse educators with the required fundamental knowledge and skills. The purpose of the workshop is to offer professional development leaders training guidelines for nurse educators, to develop teaching strategies and tools to assist leaders to improve quality instruction, and to provide a gradual increase of knowledge and skills.

Learners need to acquire knowledge and skills to deal with the new demands of responsibility and accountability. This professional development opportunity for learners will highlight how learners may learn the fundamental knowledge required for nurse educators. Also, in this new millennium and the demands to meet the needs of educators,

there is no doubt that professional development must change to foster increased knowledge, judgment, inquiry, and best practice. Policies that support professional learners are vital for professional development as new knowledge and skills to develop models for learners' professional development. There are models for the design and development of quality professional development teaching and learning. The professional development strategies should focus on the learner's role to deliver the best programs and workshops.

Needed Resources

The 3-day train-the-trainer workshop will need help with resources from the institution for the success of the project such as the teacher's resource center, counselling department, financial resources, and administration resources. In addition, a conducive learning environment, allocation of room, adequate size, good lighting, and temperature control. Workers from the technology department should be available to provide technical support such as for computers, DVD players, projectors, videos, and SmartBoards. Technical support is also needed to assist with the set-up of the PowerPoint for the presentation of the content for the workshop. There should be the availability for printing of the workshop handouts and evaluation assessments. The workshop can be a resource for professional development leaders for designing future professional development opportunities (Heward & Wood, 2015).

Existing Supports

The 3-day, 8 hours a day professional development train-the-trainer workshop will provide learners with the ability to observe and evaluate their work; therefore,

gaining control, self-efficacy, and allowing learners to create meaning to their learning.

Implementation of the project would require administrators, policymakers, and

stakeholders to provide staff development days, participants may choose to work at the

location of their choice and should have the flexibility of when they would like to attend

the workshop. In addition, there should be financial support and the availability of time to

attend the workshop. For the benefit of participating, participants could be given

appropriate credit or financial remuneration.

Potential Barriers/Solutions

Potential barriers could be the time needed for the implementation of the entire 3-

day, 8 hours a day train-the-trainer workshop for professional leaders, but this should be

negotiated ahead of time with the appropriate institution personnel. Another barrier could

be that administrators, policymakers, and stakeholders may not want to support the

workshop, but it is the facilitator responsibility to meet with them and address the

benefits of the workshops. Participants may protest being required to complete the

course, or parts of the course, if they feel they already know the concept, knowledge, and

skills. These participants should be able to spend more time doing something else such as

developing a lesson, or they may be required to complete a simple questioner or to

complete a test to determine that they indeed understand the content. Educators are rarely

consulted about their professional growth, their needs, and traditional forms of

professional development experiences have generally not been very successful in

improving teacher knowledge or learner's success (Grimm, Kaufman, & Doty, 2014)

because often the topics are chosen by the institution administrators (Patton & Parker,

2015). The solution is quite easy, which is to give the participants a voice in choosing the topic. There may be changes in administration and the new or incoming administration may not be supportive of this project. It is the responsibility of the facilitator to make the time to meet with the new administration and explain the benefits.

Proposal for Implementation and Timetable

The train-the trainer 3-day professional development workshop is appropriate for professional leaders that make decisions regarding professional development for nurse educators. The training program will develop and implement new and innovative teaching methods. After I receive approval of completion from Walden University for the project, I will seek approval from the university to offer the workshops within the next month, which will give me time to compile resources so that the workshops would start and complete preferably without any major issues. There are different stages to be effective with professional development, which are as follows:

- The professional development leaders would be notified.

- Administrators, policymakers and stakeholders are available to lend their support.

- At the end an evaluation would be completed.

- A meeting with administrators, policymakers, and stakeholders for their support.

The timeline of the project will not be a problem because professional development leaders for the most part are usually ready for new knowledge and skills to assist with future teaching and learning of nurse educators. To be an asset, the key issues

must be addressed in professional development and are designed to foster excellence in teaching and learning. The major learning is to inform and educate participants to the purpose of quality higher education, the academic requirements to meet academic goals, and the opportunities for support from administrators, policymakers, and stakeholders As suggested by Ching and Hursh (2014), when educators and teachers are provided with appropriate instructions and examples, they more easily accomplish their learning.

Roles and Responsibilities of Student and Others

The roles and responsibilities are shared by everyone involved in the study. However, my role and responsibility in relation to the development of this project is to professionally present the project to the administrators, policymakers, and stakeholders because of the enhancement and improvement in the training for professional development leaders. I will share information on the study project and make suggestions regarding the project to be an ongoing professional development activity. Ongoing professional development is very important to the success of professional learners and nurse educators because it provides the opportunity to improve their teaching methodology.

Professional development is specialized training to improve and enhance teacher skill and effectiveness (Loughran, 2014). The roles and responsibilities of learners will be expected to actively engage and to complete all required activities. Active teaching and learning techniques increased retention of information following the presentation of content (Baloche & Brody, 2017).

My responsibility for implementation will require a presentation of the findings for gathering input from administration, policymakers, stakeholders, and addressing their concerns. Input will provide meaningful information such as recommendations acquired through the evaluation process. The role and responsibility of administration is to review and reflect on the proposed professional development project with their feedback.

Project Evaluation Plan

As the researcher, I do not need to propose a multiple measure evaluation for assessing the effectiveness of the 3-day, 8 hours 'train the trainer' workshop because evaluation is quite common for professional leaders. Also, the evaluation must be short and to the point to get the evaluations completed by the learners. If it is labor intensive it is very likely not to be fully completed or even attempt to complete the evaluation. It is important to the effectiveness of the workshop to understand the learning outcomes, making the evaluation an important part (Lakin & Chaudhuri, 2016).

Evaluation will indicate how well learners understood the concepts of the workshop and it may reveal any gaps in the knowledge. Additionally, evaluation would be very helpful to use to improve future workshop. Evaluation is designed to collect feedback from learners regarding their perceptions of the effectiveness of the workshop. Evaluation should involve feedback and clearly stated expectations so that there is no guessing. Constructive, honest, and timely feedback is imperative for improvement, if not then an action plan should be developed to assist with improvement (Koharchik, Welderman, Walters, & Hardy, 2015). According to McLoughlin (2014), three important elements for effective feedback are as follows:

- To acknowledge the desired goal

- Facts about the present situation

- Some understanding of a solution to close the disparity between the two

Formative and summative evaluation are the two types of evaluation that are quite familiar with adults; therefore, I used the formative and summative evaluation for this project study. As suggested by Alsalhanie, Das, and Abdus-Samad (2017), formative evaluation is to monitor learners learning and to provide ongoing feedback that can be used to inform instruction. After each session an evaluation form will be given to trainers to provide feedback on the content and delivery system. It allows a facilitator to check the feedback so that they can improve in their teaching methods to effectively meet the needs of the learner. Also, to help learners evaluate the strength and weakness of the content presented in the workshop and help the facilitator to recognize where the struggling is occurring to effectively address the problem.

According to Guskey (2016, summative evaluation should be conducted at the completion of a program. At the completion of train-the-trainer workshop a summative evaluation should be completed to provide program developers and decision-makers with information about the overall workshop so that information may be used to make crucial decisions about the life of a workshop. Summative evaluation describes what was accomplished, what were the consequences, what were the final results, and, in some cases, did benefits justify the costs. The summative evaluation will be a round table open discussion with the professional learners to find out if the facilitation and workshops

were successful. With the round table setup where learners are facing each other may help the learners to relax, reflect, and give their honest feedback about the workshop.

Guskey (2016) provided five levels of professional development evaluation that are important to determine if there is value in the workshop. These levels are learners' reactions, their learning, their use of new knowledge or skills, learning outcomes, organizational support, and change (Guskey, 2016). After, each session I will use formative evaluation because it is easy to use and provide immediate feedback (Guskey, 2016). I will keep the evaluation very simple by asking four questions. The questions are as follows:

- What did you learn that would help you as an educator?

- Identify one thing that works well to support your learning

- Identify one thing that is an obstacle to your learning

- Identify one thing that could be done differently to improve future learning experiences

Project Implications

Local Level

The importance of the project at the local level addressed the needs of professional development leaders and the opportunity to address the need of a large university in the outskirts of Toronto. The interviews revealed the lack of quality professional development for professional leaders and nurse educators. This project may be helpful to ensure that professional development leaders and nurse educators are prepared with enhanced knowledge and skills.

Walden defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions. Positive social change results in the improvement of human and social conditions (Walden University, 2013). Positive social change was offered to professional development leaders who in turn addressed the change with administrators, policymakers, and stakeholders bringing about changes for nurse educators by improving their professional development training guidelines to improve social conditions. Social change was addressed as educators collaborated thus sharing by networking. Professional development is sharing new knowledge with all the learners. Positive social change is a commitment to produce scholarly graduates, reflective practitioners, and produce education that can be inspired and influenced (Walden University, 2013).

As educators gain additional knowledge, they may be able to implement best practices in their future teaching and learning. Educators can collaborate with other educators in meaningful and open discussions to improve learner's knowledge and skills. The interconnected Model of Professional Growth can be used to identify the learning that occurred in educators to foster collaboration (Voogt et al., 2012).

The findings of this project study may be used locally at the study site to better understand the importance of educators' contribution of knowledge and skills, and to improve nurse educators' quality professional development training guidelines. Professional development aims to implement and foster excellence in future teaching and learning thus causing positive social change. Professional development must be ongoing, appropriate, and relevant with school leaders supporting continuous professional

development (Bayar, 2014; Stevenson, Hedberg, O'Sullivan & Howe, 2016). Professional development is the chief motivator of incorporating educators' new knowledge and then sharing that knowledge with other educators so that they can be involved in research-based and performance-based education to be successful educators and learners. For all of this to take place educators must believe that change is possible.

Summary

In Section 3, I addressed the goals, rationale, as well as a second review of literature. The project goal was to provide a professional development training workshop for professional leaders who teach nurse educators. A plan for implementation was discussed, including the existing supports, potential barriers, and a timetable. The roles and responsibilities were given, and a project evaluation process was described. Finally, the implications for positive social change at the local level.

In Section 4, the reflection and conclusion. I will address the project study strengths, remediation, scholarship, project development and evaluation, leadership and change. Analysis of self as scholar practitioner, project developer, social change, directions for future research and study. I reflected on the results, the need for social change, offered recommendations for future researchers, and I also reflected on future professional development.

Section 4: Reflections and Conclusions

Professional development for professional leaders is crucial in clearly understanding the role of nurse educators so they may use the information in their teaching, but professional development must change to meet the needs of nurse educators that are related to their job, meaningful, and researched base. To be successful, professional development education must be based on the current needs of the educator (Pic, 2015). I believe professional development may provide a strong start for educators who are new to the profession. Learning institutions must provide the support needed such as financial support and time so that professional leaders may engage in continued professional development.

Based on the project findings, I developed a 3-day, 8 hours a day train-the-trainer workshop to improve future teaching and learning of nurse educators. I made recommendations to administration, policymakers, and stakeholders to develop professional development training guidelines for nurse educators. The investments in professional development for nurse educators may bring about positive social change resulting from the increased knowledge and skills that were addressed during the workshops. Section 4 provides an overview of the project as well as recommendations for future research. In this section, I discuss the project's strengths, limitations, and recommendations, my personal development as a scholar, and the project's impact on social change.

Project Strengths

The strengths of the project are based on addressing professional leaders who teach nurse educators and make decisions about professional development for nurse educators. The project is important because it may provide information that professional leaders can use in professional development as reference. I presented an organized structure for addressing the initial training needs of professional development leaders. The development of the project was through semistructured, open-ended interview questions that allowed professional development leaders and nurse educators to voice their personal opinions. The study project highlighted the need for quality professional development for professional leaders.

The strengths of the project I developed provide information to conduct an effective training for nurse educators. But they need to have a spirit of inquiry and a culture that is supportive. De Jong, Mäeots, Marcus, and Siiman (2015) noted that inquiry-based learning emphasizes active participation and the learner's responsibility for discovering knowledge that is new to the learner. According to Troy (2013), a learner's engagement is necessary for success. Active learning, face-to-face interviews, hands-on and role-playing experiences are a way to help learners develop new knowledge, skills, and strategies that they can use in their teaching. In this project, participants are encouraged to participate in an ongoing collaborative learning where they have the opportunity to share feedback with other participants after each workshop.

It became evident during the interview process that participants believed the educational institution needed to provide more ongoing professional development support

such as financial resources, and time. Wilcoxson, Cotter, and Joy (2011) noted the need for continued ongoing support. Quality professional development enhances future teaching and learning of professional leaders and nurse educators.

The train-the-trainer workshop provided information of how nurse educators can learn best through quality professional development, which encompasses relevant learner-centered instruction on best practices and professional development. Hightower (2014) affirmed that learner-centered style of instruction gives the power of learning to the learners so that they are active participants in their learning and decision-making. A strength of the project is that there are opportunities to give formative feedback/evaluation at the end of each day's workshop/presentation and to give summative feedback/evaluation at the end of the 3-day workshop/presentation. Formative feedback/evaluation provides ongoing information as to the expected progress of the daily workshop/presentation. If not, this information can be used to improve the following workshop/presentation. Summative evaluation provides information to program developers and decision-makers about the overall workshop/presentation so that they may make critical decisions about the life of the program (Guskey, 2014).The project may succeed by reaching more learners, supporting new knowledge, and enhancing professional growth, thus promoting positive social change. Positive social change results in the improvement of human and social conditions (Walden University, 2013).

I created the train-the-trainer workshop so that it may help professional leaders make decisions about professional development for nurse educators and inspiring change

in teaching and learning strategies. I presented an organized structure for addressing the

training needs, skills, and knowledge for professional leaders and nurse educators. For

this to be effective, there must be commitment from administration, policymakers, and

stakeholders to assist with the continued strength of the project, including the

dissemination of knowledge and skills that may be used at the university for updated

training guidelines for nurse educators by influencing administration to support quality

professional development.

Project Limitations

One limitation of the project is that it may have to be modified to meet the needs

of professional leaders and nurse educators. The train-the-trainer workshop may not

provide professional leaders and nurse educators with all the information that they need

or want. Therefore, the feedback should be reviewed and the project revised after each

workshop to include the new information. In a case study approach, a limitation may be

that the project is beneficial at the research setting but perhaps cannot be generalized

(Palinkas et al., 2015) and may not have the same impact if shared with similar programs.

I could have used other designs such as narrative, phenomenology, ethnography, or

grounded theory, or the alternative research methodologies of quantitative or mixed

methods . Palinkas et al. (2015) argued that there could be bias as a result of direct

contact with participants. There are inherent biases in any research study (Yin, 2014), but

it is important to minimize the biases as much as possible.

Professional development leaders who are experts or who are otherwise highly

knowledgeable should facilitate the workshops and act as coach or mentor to assist nurse

educators in truly understanding the content of the workshop. This would ensure that the content of the workshop on professional development would be appropriately disseminated.

Recommendations for Alternative Approaches

Although the project was for a planned 3-day, train-the-trainer face-to-face professional development workshop, an alternative approach could be to provide all or part of the training online, which is becoming more and more common for professional development opportunities for educators (Collins & Liang, 2015). However, without human interaction the experience can be cold, mechanical, and not helpful to the learner (Pic, 2015). There should not be a one-time professional development offering, but instead there should be a series of professional development presentations and workshops so that nurse educators would have the opportunity to collaborate and receive hands-on practice. This would provide the opportunity for immediate feedback so that the facilitator may adjust the delivery method accordingly.

Also, a staff handbook would have been helpful in addressing some of the concerns of the participants with a recommendation to include the participants in planned professional development programs. Supported by the educational institution, professional development leaders should be required to have a certificate indicating that they took the professional development workshop before they can teach the content of the workshop.

Scholarship, Project Development, and Leadership and Change

Scholarship

The project study was on professional leaders who teach nurse educators. Reflecting back on my journey completing this research study project, I realized how much I have learned about different ways of teaching and learning such as collaboration in sharing and helping others and hands-on practice. I am applying knowledge gained to real-life issues that may inspire change. I learned to demonstrate critical and reflective thinking skills with the understanding that the process of scholarship is toward self-actualization. Pausing to reflect does not mean failure but provides an opportunity to consider what is important in the process. It is important to have an open mind because there is always something to learn, and there is always much to appreciate in the scholarly work of others.

I realized how much I have learned and grown professionally both as a researcher and as a practitioner. As a researcher, I have learned the importance of keeping an open mind that is unbiased during data collection process. As suggested by Yin (2014), there are inherent biases in any research, but researchers should try to minimize them. I acknowledged potential biases and remained open, objective, and respectful when probing into the lives and practice of participants (Glesne, 2011). I was mindful of putting aside any preconceived ideas and thoughts about biases, and I strove to be alert for any biases that may migrate into my questions, analyses, and thinking as I wrote up the research.

I researched articles so that I would have a better understanding of the overall design of the research study and be able to conduct a proper qualitative study using a case study approach. Qualitative professional development includes training material that is job specific and there is collaboration between the instructor and the adult learners. Reviewing the peer-reviewed articles gave me insights of putting theory into practice and provided strategies that may be used to enhance professional development if tailored to the content and presented in a scholarly manner.

Over time, professional development has evolved the strategies to improve future teaching and learning. Overall, from this project study, I have gained new knowledge, skills, and judgment, and learned new teaching and learning strategies. I have become a more critical reader, able to question and better evaluate the data and conclusions presented in the other research.

Project Development

As a project developer, I must be very meticulous in keeping records to include all aspects of the project. As a nursing educator, I am constantly discussing evidence-based practice in the development of nursing practice, knowledge, skills, and judgment. I used all my expertise to accurately develop a train-the-trainer workshop for professional leaders. It is not an easy concept however, I had to make the content very clear, easy to read, understand, and included every detail so that new and novice learners may use the content effectively. I was never involved in a project of this magnitude, as train-the-trainer workshop, so this was a large learning curve for me.

With a true passion for education, I collected the data necessary to accurately develop the workshop for professional leaders to help me cement the large learning curve. In addition, to collecting the data, analyzing the data, and creating the workshop; I learned the value of being flexible, patience, persistence, and resilience to the success of the workshop, which may support and enhance professional leaders' instructional strategies.

Leadership and Change

There are many types of leaders, one such type is educational leaders. Education instructional leadership is the most frequently mentioned in the domain of education. Institutionalization of teachers learning opportunities, collaboration, and commitment may cause leadership and change Leaders' major role is to help provide focus, report and be open to change (Hallinger & Lee, 2013) and accepting being vulnerable. The leader should be able to brainstorm concerns to determine how best to address the concerns so that everyone can make use of the content. I learned that leadership and change can be an isolated task. At work, I have the support of my colleagues, but during the process of gathering data for my pilot and research project study I realized how isolated I was, and it is not a good feeling.

To be an effective leader, there must be commitment, accountability, and total transparency. Over the past two decades, instructional leadership has been one of the most popular topics. A study was done by Hendawy Al-Mahdy and Al-kiyumi (2015) on teachers' perceptions of principals' instructional leadership, which showed that leaders must engage more in instructional leadership. I learned that I am a better leader especially

when there is change because I endorsed empowerment and quality professional development.

Some educators do not like change because of disruption of their comfort zone as affirmed by one participant during the interview process. Change is difficult and may cause fear; however, if a leader has compassion and patience the transition of change could be much smoother. Given the data above and following the data, I believe I am a better leader, which was evident during the project study. I learned that persistence is quite possibly the greatest personal attribute for anyone looking into changes of an organization. However, to add to the persistence is the biggest challenge when one is faced with diminished resources, but still must bring about change because it is necessary for the overall good such as aligning new programs and workshops. Some leaders may focus on change based on their own needs, but strong leaders make bottom up decisions and not top down decisions about change(s). Leadership and change are most inspiring when there is genuine support. Collaborative effort represents a change that is open to and supportive of this change.

Based on the responses from the interviews, and as the researcher, I determined that there is a need for train-the-trainer professional leaders' workshop to help increase their knowledge, skills, judgement, and strategies. I developed and will implement a 3-day, workshop that supports a culture of change for professional leaders who teach nurse educators. This workshop may be used as a guide for future implementation of workshops.

Analysis of Self as Scholar

I always thought of myself as a scholar but working on this project study has certainly opened my eyes to be a true scholar. There were many things I did not pay attention to prior to working on this study. As a lifelong learner, I am eager to learn new knowledge, skills, strategies, and know how so that I can impart this knowledge to others and maybe they can become scholars. I can read an article in a more in-depth fashion to find out the true meaning of what is in the article, the findings, and if there are new insights, ideas, and concepts. I feel confident that I can produce information that may be valuable to others.

As a researcher, I expanded my knowledge, but I still have a long way to go. Reflection is a process that allows me to think about experiences I did not pay much attention to before, but since my involvement in the project study, I saw myself acquiring much deeper knowledge, skills, strategies, and insights, which I think is the reflection of a true scholar. Learning needs to be scaffolded and supported to be meaningful and appropriately implemented. Professional development for educators must provide the link between what they are learning and what information needs to be transferred. There is still much to learn and accomplish, but the journey has prepared me for being a scholar; therefore, I am very anxious to work collaboratively to make a positive social impact and social change.

Analysis of Self as Practitioner

I consider myself a practitioner as I am a nurse educator at a large university on the outskirts of Toronto, Canada, and a life-long learner. Due to my position I need to

have advanced knowledge, skills, and judgment to best guide the professional leaders along the correct educational path. I have learned a lot during this journey of my doctoral study such as how to conduct a research study, application, and presentation of content. I believe this makes me a knowledgeable practitioner. Leaders and scholars that choose practitioner as their career will leave a long-lasting impression due to the impressive work of practitioners such as working on the front line, always available, and being a motivator. Gardner (1983) noted motivation is a necessity in life.

According to Van Doren and Vander Werf (2012), licensed practitioners work in a variety of settings. I am not a licensed nurse practitioner, but a practitioner non-the-less. Practitioners should model openness and honesty in order to build trust (Brookfield, 1991). This is a philosophy I have adopted, first as a registered nurse working in the intensive care unit of a large hospital, and then, as a nursing educator teaching at the university level. I live in a large city, and very often I would see my former students who would tell me how they are flourishing in their careers because I have positively impacted their lives and careers, which is a great feeling. I believe this is positive social change.

Prior to embarking on this project study, I had limited knowledge on the true meaning of a project study. My knowledge was based primarily on what I felt was the best way to proceed with the project study. However, since then, I have learned to look more in-depth and critically at a situation, thus making me more informed. That process is now valued more, as it is derived through reflection, critical thinking, collaboration, reading more, and listening more carefully.

Analysis of Self as Project Developer

I have experiences as a project developer, but on a much smaller scale than this project; therefore, developing this project was very challenging for me. Knowing that no two projects are the same and to the extent this may be used to cause social change made me very anxious and nervous. However, I had to clear my head and self-reflect putting my best foot forward. This was my first experience as a project researcher involved in a large study. I decided to follow Walden's project guide to ensure that my project development met the requirements.

First, I had to understand the purpose of the project. Then, I continued following Walden's project guide step-by-step, which made the process easier to understand. Throughout this experience I know that I must be mindful of every detail in designing activities and programs for nurse educators. The biggest supporter throughout this project has been my chair who is always ready and willing to assist me by providing prompt feedback that I could use to make a difference in my future teaching and learning strategies. Interaction with participants in my study was enjoyable and rewarding. I am a people person, so the individual, face-face interviews went well. During the process of the project development I had to remind myself that this is all about the project and not about me. As time progressed, I started feeling more confident, comfortable. and relaxed in developing the project.

Designing and developing this project required interaction with people. During the project development I talked things through with others, read more to acquire new knowledge, learn to listen more carefully, and hear more carefully so that I am more

informed. Therefore, the process of the project development follows reflective and

critical thinking. There were quite a few times I had to tweak the content to best fit the

purpose of the project. Finally, I got to this stage of the project and I hope to successfully

complete the project. I learned from the project development that I can do anything with

the appropriate help if I put my mind to it. My chairperson's assistance, guidance, and

support have brought me to this point of my project.

Reflection on the Importance of the Work

Reflection on the importance of the work on the project is significant because

administrators, policymakers, and stakeholders may utilize the results from this study to

improve professional development and nurse educators' instruction. Through the

acquiring of appropriate professional development and the findings of this study,

educators may be able to take part in research, thus improving learners' knowledge, and it

will be easy to implement best-practices, collaborate, and network with others. Nurse

educators can identify steps to modify their instruction and assume leadership positions

during professional development. The aspect of social change became apparent when

there was collaboration and networking in a contextualized manner. Through the sharing

of experiences and knowledge with a wider population one may feel more empowered,

more integrated, and a part of the whole, which may decrease social isolation, and can be

positive social change.

Conducting this project provided me with informative insight that could possibly

enhance the instructional methodology. Through research, this study can be done at a

larger scale involving a larger population, and the study findings could be generalized to

the larger population at the local level and beyond. Through partnership and networking the project's potential impact on social change will be much more easily accomplished. In addition, the opportunity to work collaboratively enhanced my learning experience, reflection, and growth. Finally, as an educator, I have always valued the importance of professional development because I believe it may contribute to the effectiveness of teaching and learning strategies.

Implications, Applications, and Directions for Future Research

In this project, I reflected on the important implications for the improvement of quality professional development for leaders' and future research. This project may bring about positive social change by educating and implementing professional development training for professional leaders and nurse educators. In addition, the project may also provide learning opportunities, teaching and learning strategies for positive social change. It is important to take the time to reflect and refocus about opportunities of what is important in the process of the project. In addition, talking through ideas with colleagues and sharing information, reinforced for me not just only how to evaluate scholarly work and documents, but by helping others, I am applying knowledge gained to real-life issues and at the same time promoting social change.

The train-the-trainer workshop I developed was in response to a need for professional development training for nurse educators. This project could be used as a model for the continued professional development for nurse educators with appropriate follow-up to assess the effectiveness of the workshop. I learned that it is not easy to obtain support for professional development leaders who teach nurse educators. Financial

support is crucial for hiring the best of the best, and well knowledgeable professional development leaders to facilitate quality professional training. The study findings indicate the need for recommendations to administrators, policymakers, and stakeholders. The workshop may be used as a model for professional development for trainers of nurse educators.

Recommendations for Future Research

It is imperative that new studies be conducted with a focus on investigating the impact of professional development, positive or negative impact. Future research could build on adding new information to continue providing quality professional development. Ongoing professional development is more effective than a one session; therefore, professional development should be ongoing to better meet the current needs of educators. It is essential that administrators, policymakers, and stakeholders see the benefit of professional development and that they do whatever is necessary to ensure that they provide nurse educators with multiple opportunities to be involved with quality professional development training and workshops.

Time and budget should not be the cause for poor quality professional development. Since, professional development is important, resolving the problem of time restrictions and budget must become a priority. Educators are always striving to improve the educational system as it relates to improving professional knowledge and growth. Ask educators what they want and what they need, and administration should listen to their answers to help them to make purposeful decisions. The bigger picture is affected in different ways such as supporting literature, analysis of the rich amount of

literature, and challenges of professional development. The importance of this project to local administrators, policymakers, and stakeholders is that the project offers recommendations. Educators need learning opportunities to enhance their current instructional strategies to acquire success. Educators may feel privileged for the opportunity to collaborate and share their knowledge, skills, insights, and ideas.

In today's world, there are such major changes in the world's economy that everyone must keep updated or they will be left behind. There are also major changes in the educational domain; therefore, education is important to move forward. A profession can thrive and grow but everyone involved must be prepared to put in the time, effort, energy, and sacrifice. The progress for quality professional development is moving towards future research.

Conclusion

In Section 4, I reflected on the research project, my personal development as a scholar, researcher, and program developer. The study findings of the project led me to the development of a train-the-trainer workshop for professional development leaders. The purpose of the qualitative methodology with a case study design was to explore professional development leaders' experiences who teach nurse educators. I offered recommendations to administrators, policymakers, and stakeholders to improve nurse educator training guidelines because the current professional training guidelines at the local setting need to be updated with current research. Administrators, policymakers, and stakeholders may use the results to improve professional development of nurse educators to bring about positive social change. Educators are faced with challenges in

implementing or improving their learning and professional growth. Professional development from the constructivism model increases educator collaboration, deepens content understanding, and supports teaching and learning strategies.

Through individual, face-face interviews, I explored the experiences of five voluntary professional development leaders who were involved with this undertaking. The results of this study provide insights of how to better understand professional development leaders' training guidelines for nurse educators. This can make a significant contribution to nurse educators' professional development for future teaching and learning.

The results of this study can also be used to better understand professional development leaders' and how they relate professional development to their teaching practice. In addition, the results can also be used to delineate those aspects of professional development that can make significant contributions to educators' knowledge, skills, and practices with the goal of improving future teaching and learning. Also, the project study may be used as a guide or a road map for researchers.

An evaluation of the workshop after the workshop has been delivered will provide insight into the effectiveness of the train-the-trainer workshop. The project may provide the foundation for future research and provide a reference point that future researchers may compare to their own circumstances. Educational institutions may utilize the results from this study to improve professional development, educator's instruction, and may use data to support future research on professional development. In addition, educators may use the study findings to modify their instruction and assume leadership positions during

professional development and can execute change when they are provided with the

support such as finance, time, resources, and control of decision making. This will assist

educators in truly becoming master teachers.

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Appendix: The Project

3-Day Workshop on Professional Development for Professional Leaders Who Make

Decisions for Nurse Educators

Based on the study findings, a train-the-trainer workshop has been designed for

professional development leaders who teach nurse educators. In the workshop I will

address the purpose, goals, target audience, and activities (see PowerPoint slides). I will

provide materials needed, implement plan, evaluation, and specific hour-by-hour detail of

training for the 3-day 'train-the- trainer' workshop. I will **a**ddress the themes that

emerged from the research questions**,** reflection, and evaluation.

Lesson Plan

Lecturer's Name:

Topic:

Overview of the workshop	1. Purpose 2. Goals 3. Target audience 4. Activities

Workshop Schedule	1. Time 2. Activity 3. Ice breaker 4. Power Point presentation 5. Teaching Strategies 6. Tools
Resources and Materials	1. Computer and projector 2. Internet connection. 3. Power Point presentation and memory stick. 4. Easels and Flipcharts 5. Chart paper 6. White board pen 7. Tape 8. Post-it notes 9. Markers/pens/pencils 10. Copy of power point as Handout

Housekeeping	
	1. Silence electronics devices except for emergency. 2. Refreshments are provided for coffee break.

	3. Washroom quietly please.
	4. Conversation outside of activities should be at a minimum.
	5. Review of the 3-day schedule.
	6. Coffee and Lunch breaks.
	7. Please return on time after breaks.
	8. Reflective journaling is permitted for your personal and professional use.
	9. Evaluation.
	10. Questions?

Day 1 Agenda

Coaching/Mentoring

08:30-09:00	**Morning session** Socializing over coffee. Register. Topic to discuss
09:00-09:15	**Slides 1 & 2** • Welcome and introduction of myself. • Express my gratitude for attendance • Title: Train-the-trainer. Professional development leaders teach nurse educators
09:15-09:30	**Slide 4** Overview of Day 1: Professional development • Coaching and Mentoring • Financial and Collegial support • On-going training • Training guidelines

09:30-09:45	**Slide 12** **Activity 1**: Ice Breaker: Getting to Know each other • Participants write their names on name tags • Introduce and share something about yourself
09:45-10:15	Coffee Break
10:15-10:45	**Slide 15** **Group question:** • What is coaching • Define coaching? **Slide 16** **Presenter:** Define coaching: • Trust, support, and partnership **Slide 18** **Group question:** • What is mentoring? • Define mentoring **Slide 19** **Presenter:** • Define a 'good coach': nurturing, strength, and advocate
10:45-11:15	**Slide 20** **Group question:**

	• Define what it means to be a 'good mentor?' **Slide 21** **Presenter:** • Define 'mentoring' as: • Learning, great professional experience, role model, hasten the learning process **Slide 22** **Presenter**: Define what it means to be a 'good mentor?': • Learning, supporting, engaging participants, professional experience
11:15-12:15	Lunch
12:15-13:00	**Slide 26** **Activity 2**: • To understand participants' knowledge (questions) • Importance of financial and collegial support • Advocate for policy and support **Slide 27** **Presenter**: Define brainstorming: • Informally generating topics to write about • Or points to make about your topic • Can be done at any time during the writing process **Slide 28** **Group**: Brainstorming: • Participants define the importance of financial support

	Slide 29 **Presenter**: Define the importance of financial support: • Used to improve education/knowledge **Slide 31** **Group**: Brainstorming: • Participants define the importance of collegial support **Slide 32** **Presenter**: Define the importance of collegial support: • Prevent isolation and marginalization, feel supported, increase confidence, and decrease frustration
13:00-13:15	Afternoon break
13:15-13:45	**Slide 33** **Group**: Brainstorming: • Participants define on-going training **Slide 34** **Presenter**: Define on-going training: • There is one day training, keep learners updated, enhance nurse educators teaching and learning, adequate time is needed to learn, practice, implement, and reflect upon new strategies **Slide 35** **Group**: Brainstorming: • Participants define training guidelines **Slide 36**

	Presenter: Define training guidelines: • Meeting the needs of the participants, help educators acquire new knowledge and skills, empower nurse educators, provides educators with the possibility to self-reflect on their own teaching
13:45-15:15	**Slide 37** **Day 1 Wrap-Up** **Slide 37** **Group: Participants:** • What did you learn that would help you as an educator? **Group: Participants:** **Slide 38** Answer 3 simple questions: • First question: Identify one thing that works well to support your learning. • Second question: Identify one thing that is an obstacle to your learning. • Third question: Identify one thing that could be done differently to improve future learning experiences. Feedback would assist presenter to prepare for Day 2.

Day 2 Agenda

Different Learning styles/hands-on

08:30-09:00	**Slide 38** **Morning Session** Recapping of Day 1 Activity. **Slide 38** Introduction of Day 2 Activity
09:00-09:15	**Slide 41** **Group Activity 1**: Ice beaker: Two truths, one false • Participants take turns telling their group members two things about themselves. • One is true and one is false • Have them guess the one that is false.
09:15-09:45	Coffee break
09:45-10:30	**Slide 42** **Group Activity 2: Participants**: Brainstorming: • Demonstrate an understanding of the different learning styles **Slide 43**

	Presenter: Demonstrate an understanding of the different learning styles: • People learn differently • Receptive when understand the reason • Apply the learning to their practice? • Two-way flow of information • Share the information Facilitator to accommodate all the different learning styles
10:30-11:00	Break
11:00-11:30	**Slide 44-45** **Group Activity 3: Participants:** Develop a case study to reflect each one learning style Use the 8 different learning styles namely: • Verbal • Kinesthetic • Visual • Mathematical • Musical • Interpersonal • Intrapersonal • Naturalist Share information with presenter **Slide 46** **Group Activity 1: Participants**: Demonstrate an understanding of learning in a different Environment **Slide 47** **Activity 1: Presenter:**

11:30-12:00	Demonstrate an understanding of learning in a different Environment • There should be support • New perspectives in thinking and learning • Share ideas with different colleagues
12:00-13:00	Lunch
13:00-13:30	**Slide 49** **Group Activity 1**: Discussion What do participants think about hands-on/role modeling for nurse educators? **Slide 50** **Activity 1: Presenter:** What do presenter think about hands-on/role modeling for nurse educators? • It is a tool to facilitate learning • Made experience more real • Put content into practice Assess situation differently
13:30-13:45	**Slide 51** Dexterity is using fine motor skills **Slide 51** **Group Activity 2**: Discussion:

	Have participants participated in hands-on/role modeling training to assess their dexterity?
	Slide 52
	Activity 2: Presenter:
	• Have participants participated in hands-on/role modeling-training to assess their dexterity? • It is important for understanding one's dexterity • There are different styles of teaching • Learning must be meaningful for learners to be engaged.
13:45-14:05	Afternoon Break
14:05-14:15	**Slide 53** **Afternoon Session: Bloom's Taxonomy (1956)** **Slide 54** **Group Activity 1:** • Share information • Learn how to use Bloom's Taxonomy • Know the Domains • Know the six levels • Importance in starting from lower level **Slide 55** **Group Activity 2:** • Familiarity with Bloom's Theory • Share understanding of Bloom's Taxonomy Facilitator will write on the flipchart participants responses and ideas

14:15-15:15	**Slide 56**
	Group Activity 3:
	• Participants to discuss how to use Bloom's Taxonomy?
	Slide 57
	Activity 3: Presenter:
	• Discuss how to use Bloom's Taxonomy
	3 Domains of Bloom's Taxonomy (1956)
	Cognitive (knowledge) Psychomotor (skills) Affective (attitudes)
	Slide 59
	Group Activity 3:
	Slide 60
	Activity 3: **Presenter:**
	• Importance of starting from lowest level to highest level skills is that the lower level is the basic level • Participants will be familiar with the lower level of the hierarchy before moving on to the next level
	Slide 61
	Activity 3: **Presenter:**
	The six levels of intellectual skills are:
	• Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation

	Start from lower level to highest level skills
15:15-15:50	**Slide 62** **Day 2 Wrap-Up: Group: Participants:** • What did you learn that would help you as an educator? **Slide 63** **Day 2: Group: Participants**: Answer 3 simple questions • First: Identify one thing that works well to support your learning. • Second: Identify one thing that is an obstacle to your learning. • Third: Identify one thing that could be done differently to improve future learning experiences. Feedback would assist presenter to prepare for Day 3.

Day 3 Agenda

Collaboration/Communication/Teamwork

08:30-09:00	**Slide 64**
	Morning Session: Day 3
	Slide 65-66
	Group Activity 1: Icebreaker: Think-Pair-Share
	• What do the participants know about collaboration/communication/teamwork? • Learning strategies to engage participants • Learn how to be a good 'team member' • Team-building activities
09:00-09:15	**Group Activity 1:**
	• Participants will write responses on the flip chart • Facilitator will read the responses
	Slide 67
	Group Activity 2:
	Discuss challenges of collaborative learning
	Slide 68
	Activity 2: Presenter: Discuss challenges of collaborative learning
	• Interactions not structured • Not equal participation • Not appropriate group task • Lack of good collaborative skills

09:15-09:30	**Slide 70** **Group Activity 3:** What it means to be a 'good collaborator?' **Slide 71** **Activity 3: Presenter** What it means to be a 'good collaborator?' • Uses collaborative learning • Working collaboratively • Collaborative relationships
09:30:10:00	**Slide 72** **Group Activity 1:** What it means to be a 'good communicator? **Slide 73** **Activity 1: Presenter**: What it means to be a 'good communicator?' • Impart thoughts, opinions, or information • Different communication (verbal or non-verbal) • Communicate effectively with nurse educators and the team

	• Engaging and participating in communication • Active learning/listening • Partnerships
10:00-10:15	Coffee Break
10:15-10:45	**Slide74** **Afternoon session: Teamwork** **Group Activity 1:** What it means to be a 'good team member?' **Slide 75** **Activity 1: Presenter:** What it means to be a 'good team member?' • Enhances teamwork/team performance • Work with others • Trust and respect
10:45-11:15	**Slide 76** **Group: Activity2**: Guidelines for team building activities **Slide 77** **Activity 2: Presenter:** Guidelines for team building activities:

	• Improve practice • Diverse skills • Connect/interact • Mutual agreement • Works together • Generate ideas for future **Slide 78** **Activity 2: Presenter:** Importance of team building activities: • Develop close professional relationship • Encourage shy participants to participate Markers are available for use.
11:15:12:15	Lunch
12:15-12:45	**Slide 79** **Presenter:** Use mind mapping • Mind mapping is introduced because it is used in problem solving by taking a complex task and break it down into simple tasks • It is considered a 'thinking cap'. Use mind mapping as a tool for solving problem quickly by using links, images, or colours.

12:45-13:15	**Slide** **Group Activity 3**: Mind Mapping • Main topic is written in the center of the white board by the presenter. The topic is 'what makes a good team?' • Then each team member will use lines connected from the middle as links to write down their opinions/perspectives • This is repeated as many times to create a flow of ideas • Use colors for stimulation Group discuss the findings
13:15-13:45	**Afternoon Break**
13:45-14:00	**Slide 81** **Group Activity 1**: Discussion: • Importance of reflection **Slide 82** **Activity 1: Presenter:** • Importance of reflection: • Learners to explore/process experiences • Adequate time to reflect Learners to think/explore
14:00-14:15	**Slide 83** **Group Activity 1**: Discussion:

	Importance of evaluation
	Slide 84
	Activity 1: Presenter:
	Importance of evaluation:
	• To tailor the needs of the learners • On-going evaluation • Formative/summative evaluation
14:15-14:45	**Slide 85**
	Day 3 Wrap-Up: **Group Participants:**
	• What did you learn that would help you as an educator?
	Slide 86
	Group Participants:
	Answer 3 simple questions:
	• First question: Identify one thing that works well to support your learning • Second question: Identify one thing that is an obstacle to your learning • Third question: Identify one thing that could be done differently to improve future learning experiences

If you would like to obtain a copy of the PowerPoint slides, please contact Dr. Samdaye Ramdial at: ramdial.samdaye@gmail.com .