

## Teaching Philosophy

I believe in education. I learning is a transfer of information. I believe a student can be motivated to achieve. I believe a student will listen and stay focused if his attention has been captured. I believe a student will respond to the learning process in an environment where the student has a choice in preferred learning styles. I believe students want to learn.

I formed the aforementioned beliefs early in my career as a student and faculty at Tuskegee University (then Tuskegee Institute). There I was mentored to believe that if I had the desire to achieve with a plan on paper, there would be a way made for goals to be realized. This was proven to me when I was approached by the Dean of Tuskegee's School of Nursing to become an adjunct clinical instructor. The Dean encouraged me to complete an advanced degree so that I would qualify to teach in the program as a professor. I accepted the challenge and two years later I completed a Master of Education Management degree.

Because of mentoring such as the Dean provided, I have in my heart a desire to mentor and encourage learning; a love of teaching with the intent of meeting the student on their learning turf, and a strong belief that any student can learn when given the opportunity and offered different learning styles.

Because of these beliefs, I use various teaching strategies with the sole purpose of captivating the student and holding their attention. I employ role

playing as a means of inclusion; simulation as a means of hands on which has proven also to be motivating and I employ music as a means of capturing the attention of the student. I believe in keeping the channels of learning open between student and professor because learning is a transfer of information.



These students are involved in “hands-on” with a wound VAC (KCI). This equipment is used to maintain more oxygen to the tissues or the wound bed allowing for faster healing. It is widely used on post operative wounds (open hearts) and on wounds/ulcers acquired due to lack of oxygen to the tissues (bed sores).

## Reflective Statement

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I believe in education. No two students will learn the same (Kolb, 2005). No two students are alike. Today, we teach a different student. Today, we brace for Generation “Y”. These students come with attitude, they are technologically savvy, and they are multi-taskers. They like to be entertained and they don’t like to read (Lower, 2007). The professor must come to the class knowledgeable, and in command of the subject matter and do not expect the student to wait for the answer; they have already researched it on the iPod.

Because of this knowledge, I have incorporated many different teaching strategies in my career. I aim to involve the student in learning where they are curious and engaged. Donna Binkiewicz, (2006) utilized music and dance as a method of conveying an idea or a concept to the student. In teaching Clinton’s Foreign Policy, she choreographed a dance to depict how Clinton’s policy often was liberal but then conservative. In making an impression upon her students, the dance would “slide” to the right when the policy was liberal and to the left when the policy was conservative. I incorporated music in my lectures as a way of capturing the student’s interest. I have commissioned a vocalist to set the lecture notes to music and this proves to be a hit with the students.

The NLN (National League for Nurses) has challenged the nursing professor to become more student-centered and to step away from the podium (NLN, 2006). I can see firsthand why this is needed and I have embraced the concept in all of my classes. I enjoy using different teaching strategies because it keeps the students engaged. The students have commented to me that they

enjoy the diverse teaching strategies because they get to do something different every day. This keeps the lectures and the class time moving swiftly and no one gets bored.

For the students who love to “sit and git”, (lecture, lecture) I prepare practice tests (blackboard) for them such that their learning preferences are addressed. With the practice tests, they are directed to the reading material in a safe environment where they may research the answers and study the notes.

I have learned over the last 11 years of teaching that the students in our classes today prefer not to read and feel entitled to a “learning experience” which does not require their involvement. This makes it more challenging for the professor to “bring this wall down” such that learning takes place. Engaging the student in their learning process is a work of art, tedious and often exhausting.

Learning is an exchange of information. The student must take charge of his/her learning. It is my position to help them understand how to do this. When a student tell me, “I feel like I taught myself”, I am encouraged because this usually implies the student had to read and do some research in order to gain a better understanding of the material. My job is to facilitate this learning in any way I can; hopefully, utilizing one of the preferred learning styles of the student. I continue to believe in education and I orchestrate this belief with all the fiber of a dedicated professor driven by the understanding that no two students will learn alike.

References

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**Introducing you to Dianne McAdams-Jones**

**M. Ed, MSN-Ed, RN, GNE**

I am an Assistant Professor in the Department of Nursing here at Utah Valley University. For the past 2 years, I served as Co-chair Level 1. I carried a full teaching load and served as the lab manager for Level 1. My career spans 35 years and over much of the United States and Frankfurt West Germany. I completed my Baccalaureate Degree in Nursing from Tuskegee University in Tuskegee Alabama, 1973. I completed a Master of Education Management in May of 1977 from Tuskegee University. In May of 2008 I completed a Master of Science in Nursing and am currently a candidate for the doctorate of Education Degree at College of Saint Mary in Nebraska.

After teaching in Tuskegee University's nursing program for three years, our family was transferred to Saint Louis, Missouri. After teaching for two years in the Saint Louis Municipal School of Nursing's program, I was commissioned a Captain in the United States Army Nurse

Corps and continued to travel as an Army Nurse until 1986 when I went active reserves as a Major, ANC (army nurse corps).

Prior to arriving in Utah, our family lived in Texas, North Carolina, California and the state of Washington. Upon arriving in Utah in 2004, I worked as an agency nurse in both Salt Lake and Utah counties for 3 years. I joined Utah Valley University in January 2006.

In the Department of Nursing, I teach Nursing 1400, and introductory course to nursing. This course covers the origin of nursing since Florence Nightingale, the evolution of nursing to present, and the basic theory surrounding nursing. This course consists of 2 hours of lecture per week. These students have not enrolled in the nursing program so I offer several different learning styles to enhance their curiosity relative to the field of nursing.

I also teach Nursing 2320; a course designed for the beginning nursing student who is challenged with developing skills necessary for practicing basic nursing. This course is 1 hour of lecture and 6 hours of lab weekly. There is opportunity to immerse the student in “hands-on” activities in the lab complemented with stimulating conversation in lecture. This course presents with many challenges for simulated experiences.

Lastly, in fall of 2009, I am scheduled to teach a course in Politics for the Master of Science in Nursing Program.

I served as Chair of Student Welfare on the NCAA Self-Study Certification Committee. In my department, I continue to serve on the Education Committee, Curriculum Committee and the Master of Science in Nursing Committee.

As a faculty member who has an intimate relationship with teaching and learning, I realize that as a professor, I am forever a student. In the 3 years of my employment here, I have published seven articles, presented at 7 conventions/symposiums, served as lab manager Level 1 where I set up, maintained and disassembled all labs, developed a Diversity Program which awarded 1 CEU through the Utah Nurses Association, completed a second Masters degree, and am currently enrolled in an Ed. D program at College of Saint Mary in Omaha Nebraska. Currently I have a research project under-way, one article in print and one article under review.