IMPORTANCE OF METACOGNITIVE COMPETENCE FOR ACADEMIC EXCELLENCE IN NURSING EDUCATORS

Raúl Quintana Alonso, RN, MSN, PhD

Elena Chamorro Rebollo, RN, MSN, PhD

María Miana Ortega, MSC, PhD.

Sara Perpiñá Martínez, PT, MSC, PhD

José Antonio Cieza García, MED, PhD.

Universidad Pontificia de Salamanca

Salus Infirmorum
Facultad de Enfermería y Fisioterapia
Madrid

Importance of the role of the educator in higher education

Lack of research on nursing educators training

Need for adequate teaching skills

Limited teaching training of nursing educators

?

Why?

Educators:

Knowledge facilitator

Moral development

Personal development

Educator needs:

Disciplinary knowledge

Teaching competences

"*Set of combined, coordinated and integrated knowledge, procedures and attitudes in action, which are acquired through experience (formative and non-formal) that enables the individual to solve specific problems autonomously and flexibly in unique contexts, providing the individual with the effective ability to successfully carry out a fully identified work activity*".

International Labour Organization
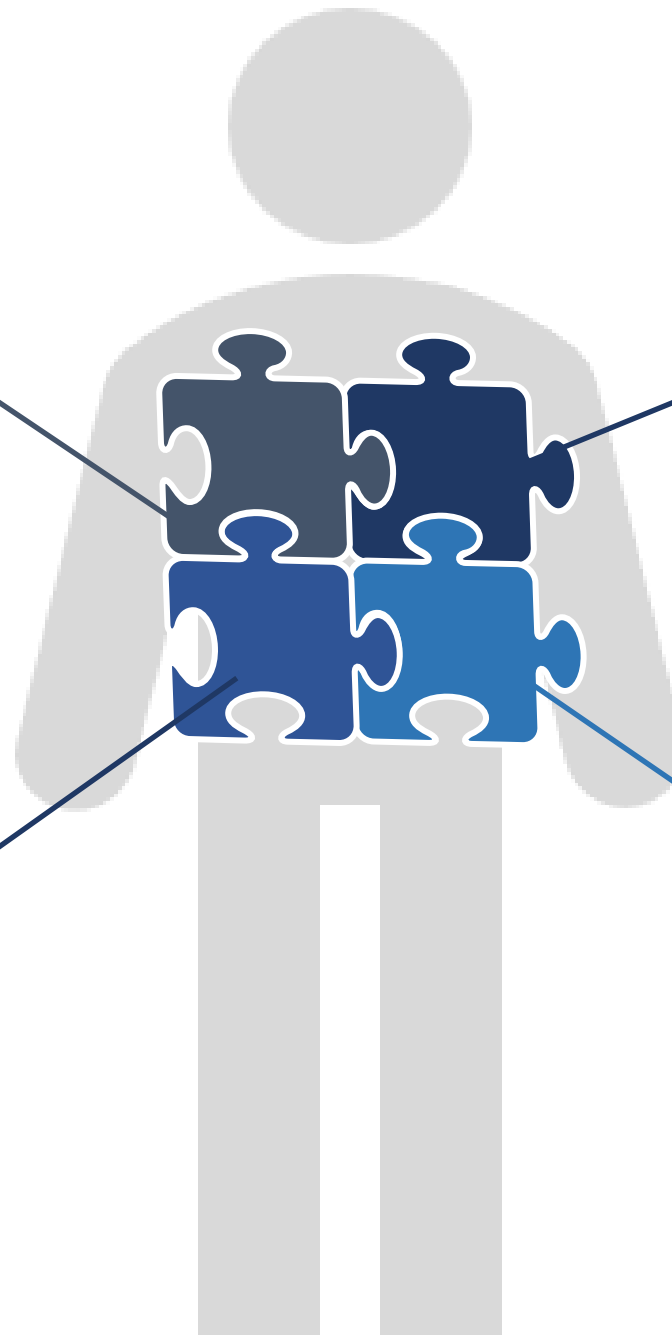
Knowledge

Information and learning

Skills

Ability to perform a task
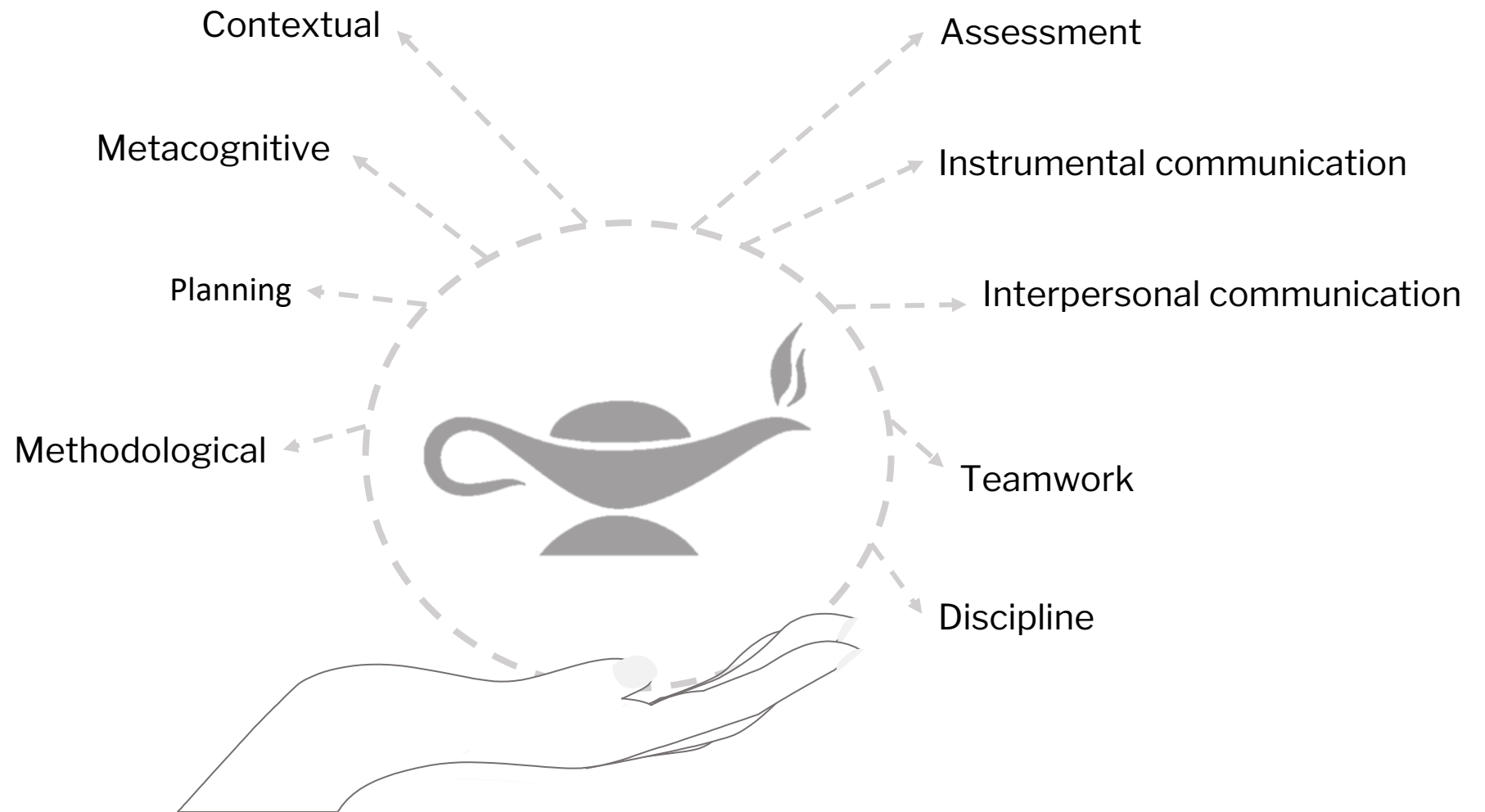
Personality, self-concept and values

Attitudes, values and personal characteristics

Motivation

Emotions, desires, needs

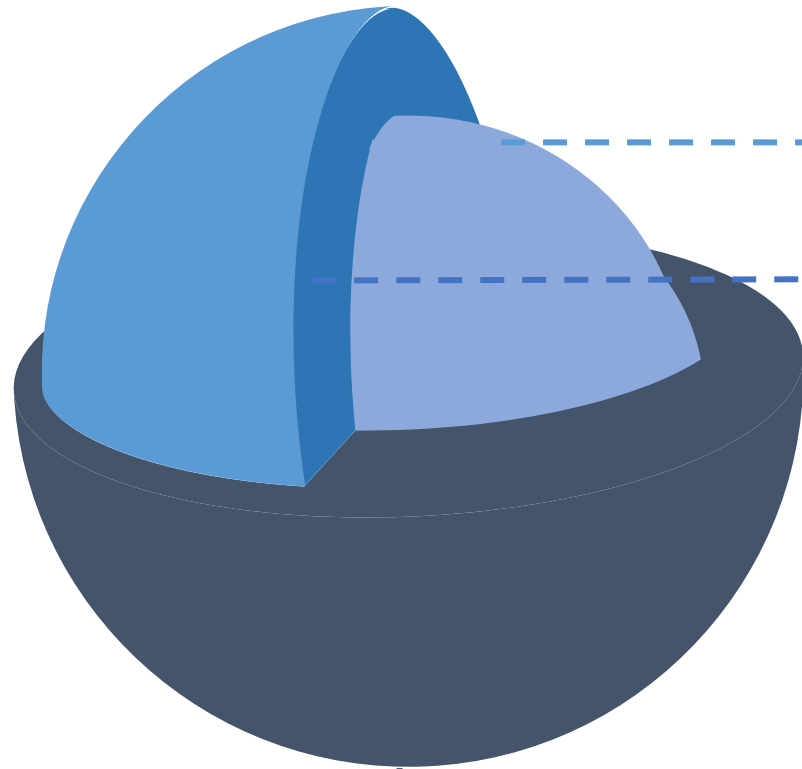# Teaching competencies model Quintana et al.

Contextual

Metacognitive

Planning

Methodological

Assessment

Instrumental communication

Interpersonal communication

Teamwork

Discipline

Objetive

To determine the importance of metacognitive competence in nursing educators

Grounded theory:

Quantitative methodology
(questionnaire)

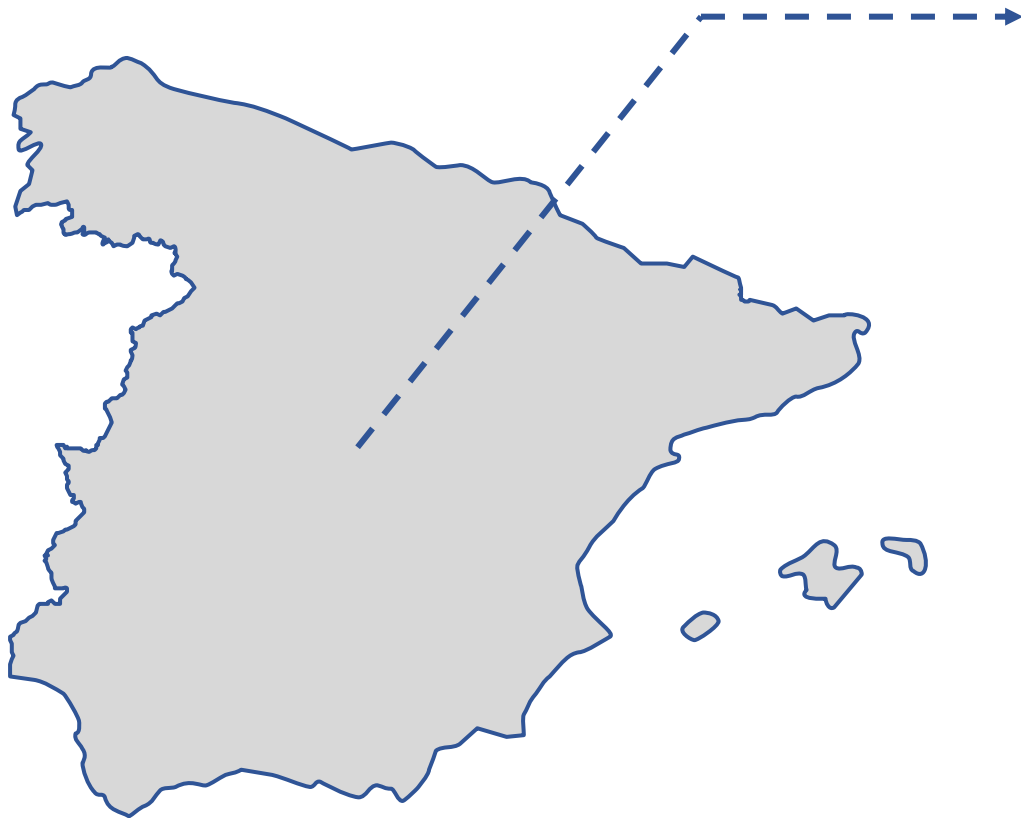Qualitative methodology (focus
groups)

+

**Mixed sequential-explanatory
methodology**

Analysis and interpretation

Quantitative + Qualitative

Descriptive mixed sequential explanatory methodology.

Time scope:

2021-2022

Spain

Geographical scope:

Cross-sectional study: Questionnaire

Study population:

3571 spanish nursing educators

Cross-sectional study

Inclusion criteria:

✓ Nursing educators who were working in public, private and subsidized universities.
✓ Educators who at the time of the study were active workers.
✓ Educators with exclusive dedication or combined with assistance activities.

Cross-sectional study

Exclusion criteria:

X Associate professors for practice, because they are nurses linked to the university to monitor students in hospital centers, but their teaching activity is very limited.

Sample

+ 281 subjects for statistical significance.

+ Non-probability sampling.
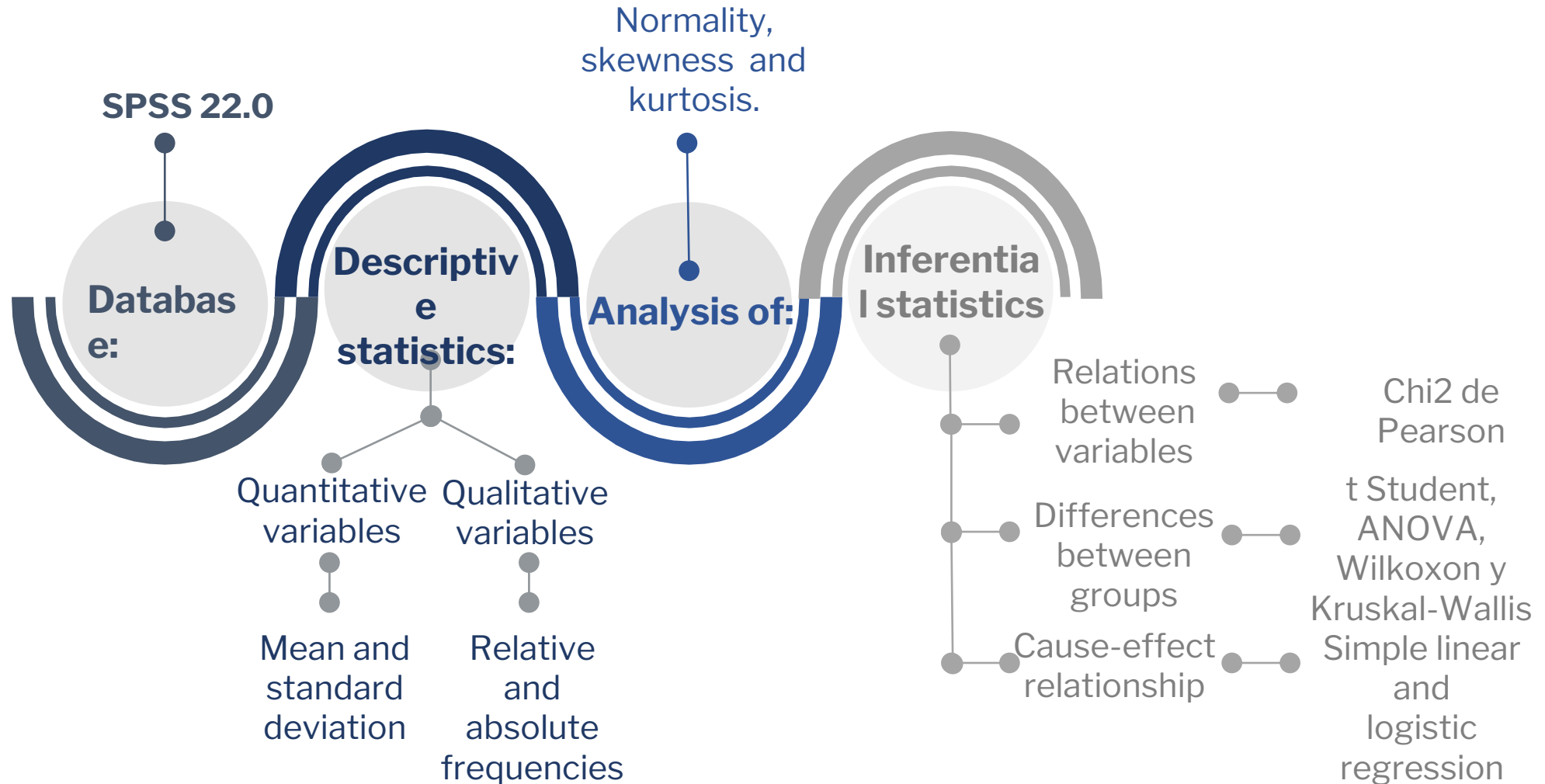
+ 327 valid questionnaires for the study.

Questionnaire :

Sociodemographic variables.

Teaching competencies.

Prioritization of teaching skills.

Methodology of data collection:

Computer tool:
Google Forms.

Intentional distribution.

Results sent to the researcher automatically.

Data coding and analysis:

SPSS 22.0

Normality, skewness and kurtosis.

Database:

Descriptive statistics:

Analysis of:

Inferential statistics

Quantitative variables

Qualitative variables

Mean and standard deviation

Relative and absolute frequencies

Relations between variables

Differences between groups

Cause-effect relationship

Chi2 de Pearson

t Student, ANOVA, Wilkoxon y Kruskal-Wallis

Simple linear and logistic regression

Ethical considerations

Anonymous and voluntary participation, confidentiality of the participants will be maintained.

Data processed in accordance with the Organic Law 3/2018.

Impossibility to relate data to any participant.

Qualitative descriptive study: Focus groups

Educators and academic authorities

+

Students and alumni

Participant selection:

Educators and academic authorities:

✓ Work experience.
✓ Gender.
✓ Specialty.
✓ Responsibility.
✓ Teaching expert.
✓ Responsible for teacher training.

Students and alumni:
✓ Course.
✓ Gender.
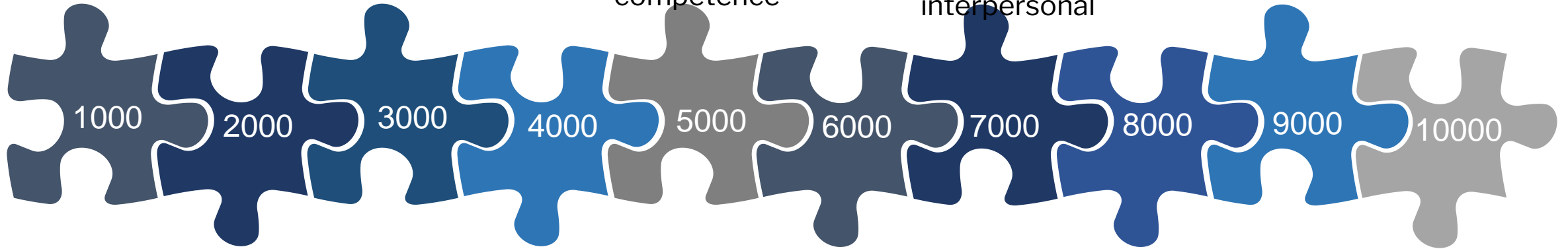✓ Alumni of the last promotion.

Information gathering:

General considerations of the teaching competency model — 1000

Contextual competence — 2000

Metacognitive competence — 3000

Planning competence — 4000

Methodological competence — 5000

Assessment competence — 6000

Competencias de comunicación instrumental e interpersonal — 7000
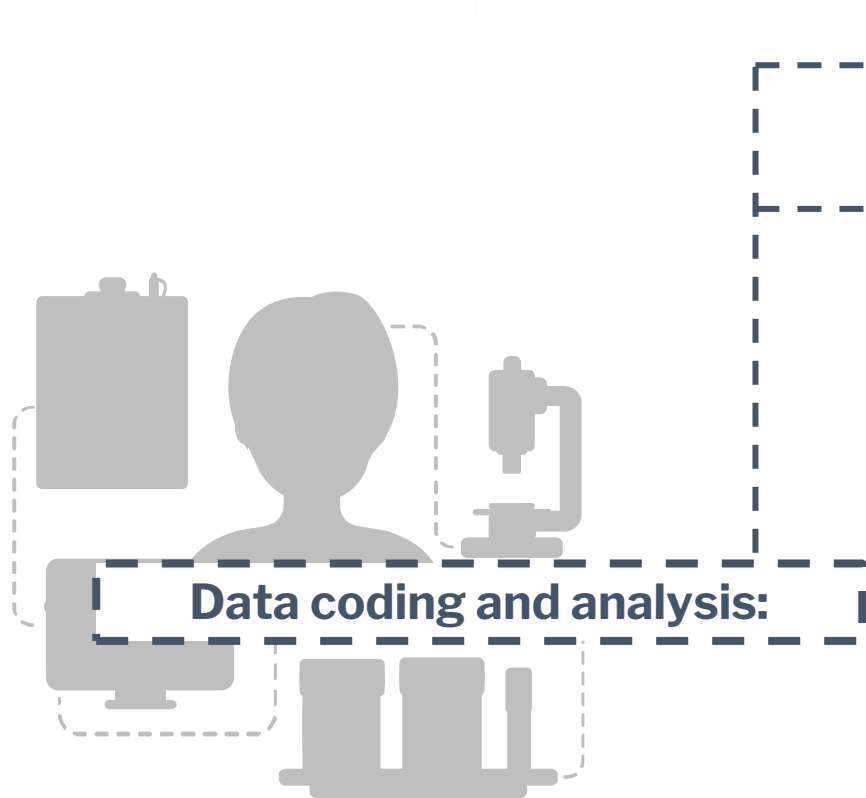
Teamwork competence — 8000

Discipline competence — 9000

New competencies not explored in the model — 10000

Focus Gropus:

- ❓ Direct contact with participants.
- ❓ Audio and video recording.
- ❓ Duration: 1h and 35 min.

Trabajo de campo:
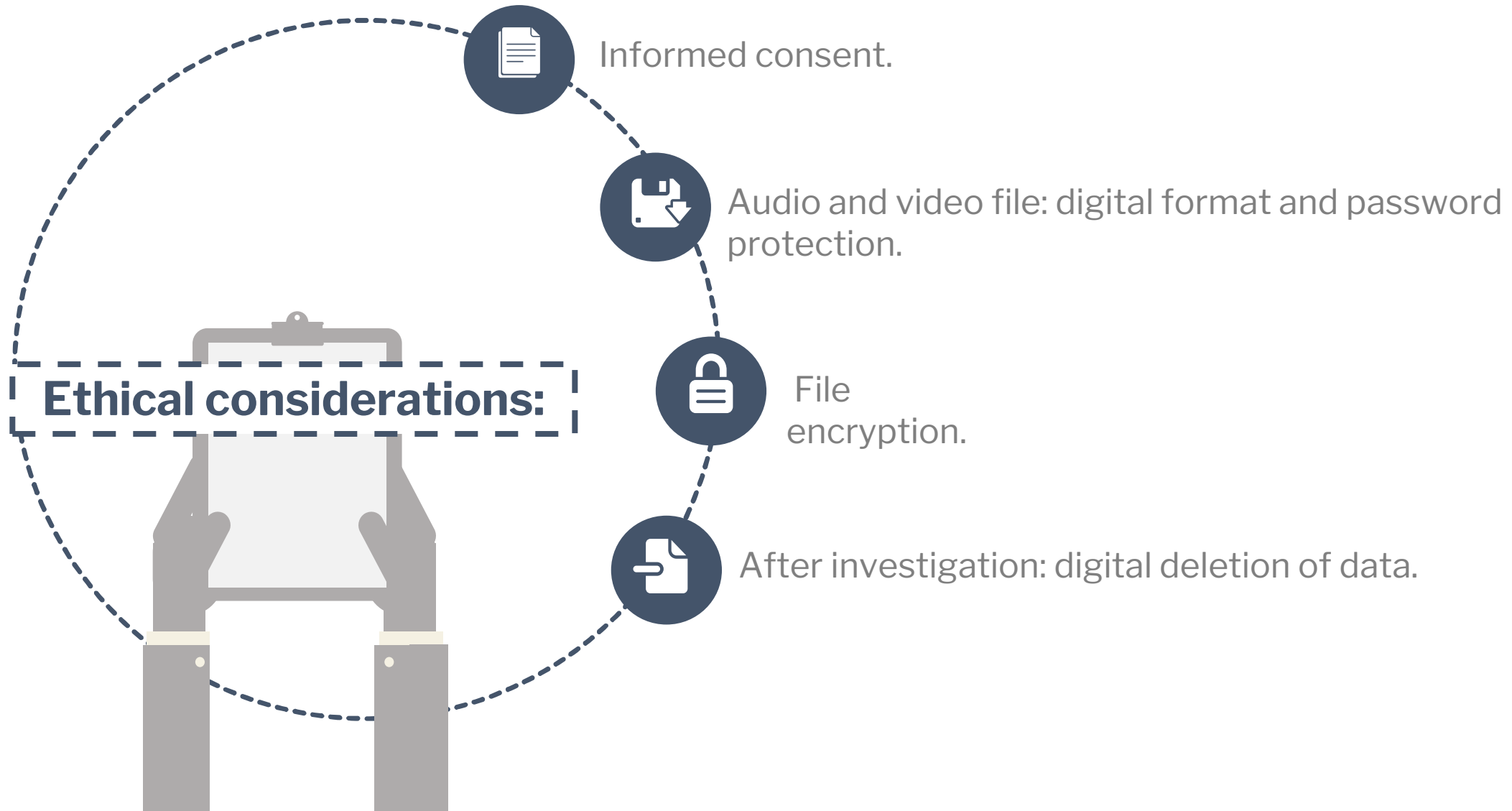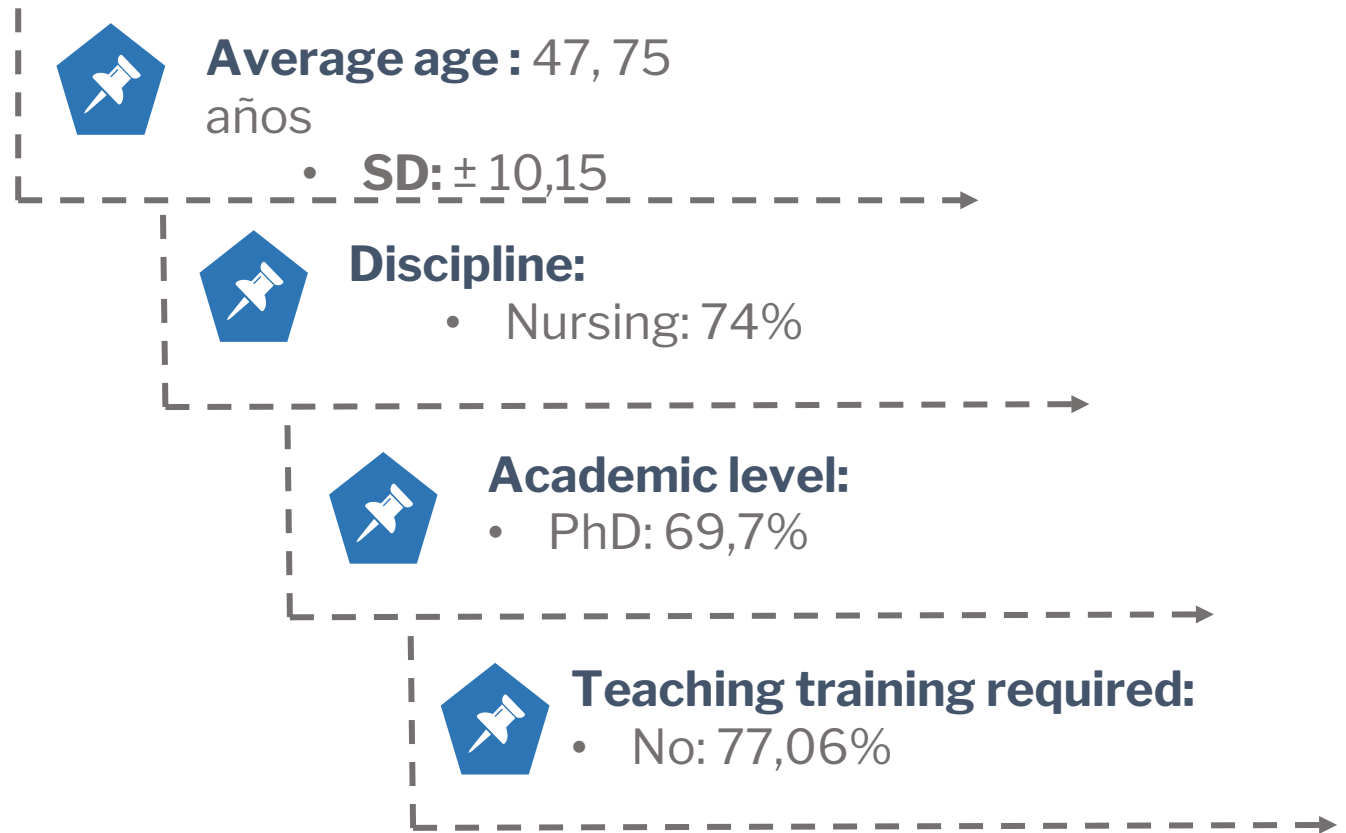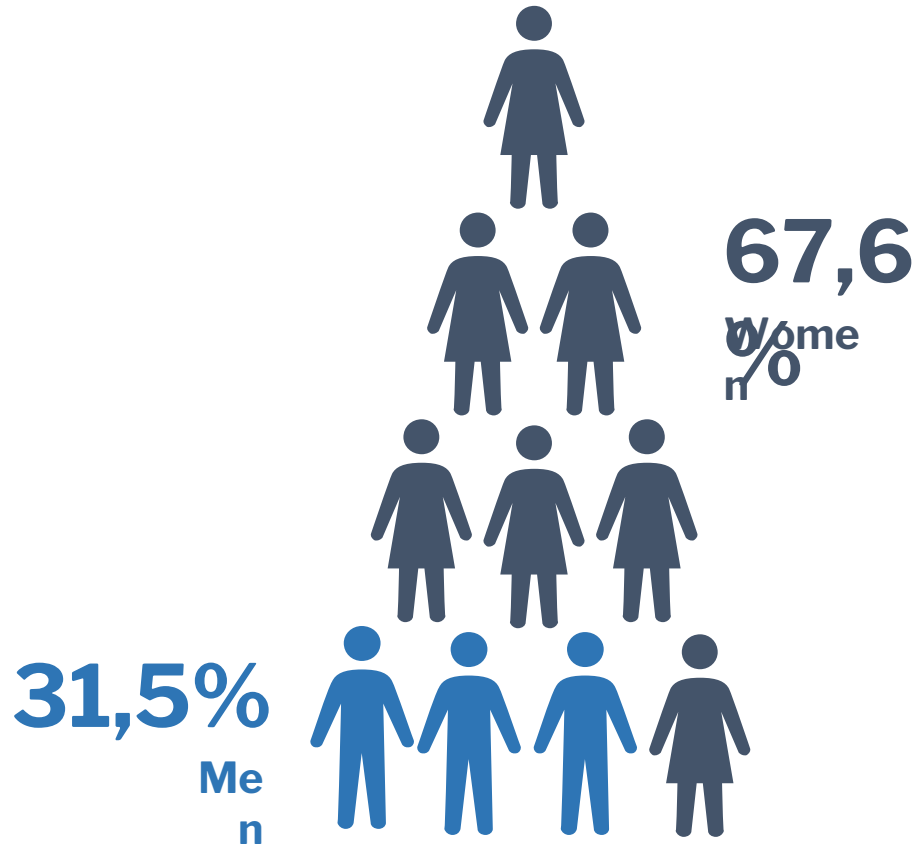
Literal transcription.

Data reduction:

☑ Categorization: general categories and subcategories.

☑ Codification:

☐ Alphanumeric system (P and A).

☐ Discursive units: color coding.

Data coding and analysis:

Lincoln's (1995) criteria of credibility, ⊙   ⊙   Data verification with

transferability, consistency and confirmability.   participants.

Criterios de calidad:

Informed consent.

Audio and video file: digital format and password protection.

File encryption.

After investigation: digital deletion of data.

Ethical considerations:

67,6%
Women

31,5%
Men

Average age : 47, 75 años
- **SD:** ± 10,15

Discipline:
- Nursing: 74%

Academic level:
- PhD: 69,7%

Teaching training required:
- No: 77,06%

4,39/5 (DE ± 0,69)

Reflect and research on one's own teaching practice and performance, in order to seek new strategies for its modification and continuous improvement.

4,56/5 (SD ± 0,62)

Apply techniques and instruments for self-evaluation of the educator's role.
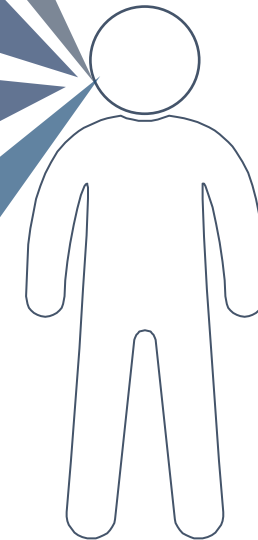
4,42/5 (SD ± 0,71)

Determine their own training needs for the improvement of teaching.

4,56 sobre 5 (SD ± 0,61)

Participate in external evaluation processes of the teaching activity following a continuous improvement model.

4,31/5 (SD ± 0,79)

P3: *"I think that maybe teachers don't give so much importance to the evaluation of their teaching because they don't like to be told what they are doing wrong, that's often difficult to assume".*

A8: *"I think there is a part of the teacher himself that has to assume that maybe he lacks some competence or skills. Many teachers find it difficult to assume that they may be making a mistake in that sense".*
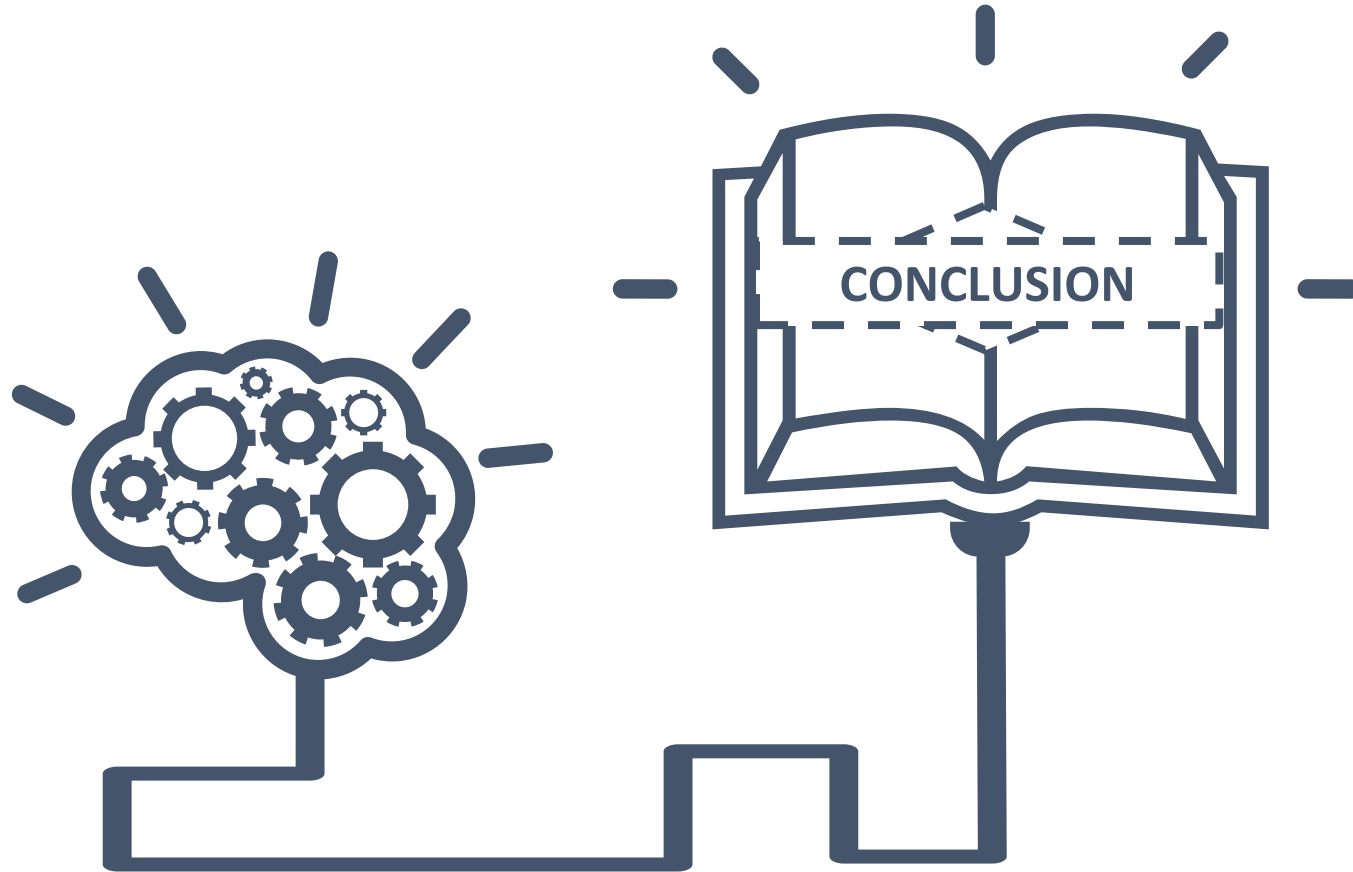
P4: *"Regardless of external evaluation processes, which I agree are necessary, we teachers must continually ask ourselves the question Am I doing well? Where can I improve?".*

(Röhl y Gärtner, 2021; Runhaar et al., 2010).

(Cherasaro et al., 2016; Elstad et al., 2017; Lechermeier & Fassnacht, 2018).

CONCLUSION

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