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A strategy to prepare nurse educators for 21st century learning at a private nursing education institution in South Africa

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ABSTRACT

The researcher has been aware of the difficulty many nurse educators have in implementing the principles of 21st century learning. This was thrown into sharp focus during the COVID-19 (Coronavirus disease) pandemic when nurse educators were required to be adaptable, digitally enabled and ready to foster creativity, self-direction and critical thinking in their nursing students. It therefore became essential to evaluate the utilisation of 21st century learning practices by both nurse educators and nursing students which informed the development of a strategy to support nurse educators develop their skills for 21st century learning and teaching at a Private Nursing Education Institution (PNEI) in South Africa and assist them to become more independent and confident in nursing education and practice.

It gave rise to the following question: How can nurse educators be prepared for 21st century learning and teaching at a private nursing education institution in South Africa?

The purpose of the study was to evaluate the utilisation of 21st century learning practices of nurse educators and nursing students at the PNEI which informed the development of a strategy to support nurse educators to develop their skills for 21st century learning and teaching at a PNEI in South Africa.

The objectives were:

a. To evaluate the utilisation of 21st century teaching and learning practices of nurse educators at a PNEI in South Africa.

b. To evaluate the utilisation of 21st century learning practices of nursing students at a PNEI in South Africa.

c. To develop a strategy to support nurse educators develop their skills for 21st century teaching and learning.

A sequential mixed method (QUAN-QUAL design) research design was used. The population included in phase one (1) nurse educators appointed by the PNEI whose primary function is to facilitate learning and teaching of nursing students and nursing students registered at the PNEI so that the researcher could understand the current

position of nurse educators and nursing students 21st century teaching and learning practises and In phase 2.1 the nurse educators and managers were included at a PNEI in South Africa. Purposive sampling was used, and three (3) focus group interviews were done until data saturation was reached.

Trustworthiness of the data was ensured by ensuring credibility, transferability, dependability and conformability of the findings. The study was conducted with due consideration of the ethical principles. Nursing practice and future researchers could utilise the recommendations that were made to address the weaknesses and strengths that were found.

Keywords/phrases: 21st century learning, nursing education, critical thinking skills, collaboration skills, communication skills, creativity and innovation, self-direction skills, global connections skills, local connections skills, technology, and challenges.