* Assessment Instructions

*Note:* Assessments in this course build on each other and must be completed in sequential order.

It is important to consider the role of diversity and learning environments when selecting appropriate theories and approaches for a desired learning outcome. For this assessment, you will implement these considerations in an educational environment of your choosing.

Preparation

* Take time to review educational theories that you have studied in prior courses or used in your work. Do additional research on educational theories and approaches as necessary.
* Optional: Practice implementing these considerations in the Vila Health challenge provided in the Resources before beginning your work here.

Instructions

For this assessment, you will create a 5 page high-level teaching plan in which you do the following:

* Select a topic for a course that you would like to teach in an educational environment. (For example, maybe you would like to be a nursing instructor in an institution of higher learning, a staff development educator in a clinical facility, or a patient educator in a hospital.) Briefly describe your course and the environment that you will utilize for teaching. Also describe the intended audience for your course.
* Select an educational theory that you could use to guide the development of your course. Describe the key points of the theory you selected and explain why you think this theory fits the topic, audience, and context of your course.
	+ Be sure to cite textbooks or articles from peer-reviewed journals to support your choice.
* Identify and discuss potential diversity in the group that you anticipate teaching. (Diversity can include multiculturalism, age, gender, ethnicity, socioeconomic status, Limited English Proficiency (LEP), or other cultural barriers that you feel could impact your learning environment.)
* Use current research to describe how you will address these issues in your learning environment.
* Describe how you will manage conflict in the classroom that may arise from the anticipated diversity among learners.

Additional Requirements

* Format: 12-point Times New Roman or Arial font, double-spaced in Microsoft Word.
* Length: 5 pages, plus a title page and a references page.
* Use correct APA format, including running head, page numbers, and a title page.
* Writing should be free of grammar and spelling errors that distract from content.

### Questions to Consider

### Consider

As you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. You are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community.

Note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment.

* Think about some of the most effective educators you have learned with and from. What characteristics made these educators "good"?
* How can nurse educators tailor their teaching methods in order to foster student engagement across multiple generations?
* Have you ever completed a learning style inventory? If so, do you feel like it adequately assessed your learning style? Why or why not? (If you have not completed one, you might want to search for a free inventory online to see how its results align with your self-knowledge.)
* How can you prepare yourself to be a culturally competent educator?
* Suggested Resources

The resources provided here are optional. You may use other resources of your choice to prepare for this assessment; however, you will need to ensure that they are appropriate, credible, and valid. The [MSN-FP6105 Library Guide](https://capellauniversity.libguides.com/MSNFP6105%22%20%5Co%20%22Select%20this%20link%20to%20launch%20this%20material%20in%20a%20new%20window.%22%20%5Ct%20%22_blank) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

Learning Theories

* + [100 Years of Learning Theory](https://media.capella.edu/CourseMedia/ed7700/media_100_years_learning_theory/Outer_Wrapper.asp%22%20%5Co%20%22Select%20this%20link%20to%20launch%20this%20material%20in%20a%20new%20window.%22%20%5Ct%20%22_blank) | [Transcript](https://media.capella.edu/CourseMedia/ed7700/media_100_years_learning_theory/transcript.html%22%20%5Co%20%22Select%20this%20link%20to%20launch%20this%20material%20in%20a%20new%20window.%22%20%5Ct%20%22_blank). (uploaded as attachment)

Learning Environment

* + [Vila Health: The Learning Environment](https://media.capella.edu/CourseMedia/MSN6105/TheLearningEnvironment/wrapper.asp%22%20%5Co%20%22Select%20this%20link%20to%20launch%20this%20material%20in%20a%20new%20window.%22%20%5Ct%20%22_blank) | [Transcript](http://media.capella.edu/CourseMedia/MSN6105/TheLearningEnvironment/transcript.asp%22%20%5Co%20%22Select%20this%20link%20to%20launch%20this%20material%20in%20a%20new%20window.%22%20%5Ct%20%22_blank).(uploaded as attachment)

Teaching Styles and Strategies

* + Curran, M. K. (2014). [Examination of the teaching styles of nursing professional development specialists, part I: Best practices in adult learning theory, curriculum development, and knowledge transfer](http://search.proquest.com.library.capella.edu/docview/1520774615?accountid=27965" \o "Select this link to launch this material in a new window." \t "_blank). *The Journal of Continuing Education in Nursing*, *45*(5), 233–240.
	+ Curran, M. K. (2014). [Examination of the teaching styles of nursing professional development specialists, part II: Correlational study on teaching styles and use of adult learning theory](http://search.proquest.com.library.capella.edu/docview/1550102897?accountid=27965" \o "Select this link to launch this material in a new window." \t "_blank). *The Journal of Continuing Education in Nursing*, *45*(8), 353–359.
	+ Gardner, S. S. (2014). [From learning to teach to teaching effectiveness: Nurse educators describe their experiences](http://search.proquest.com.library.capella.edu/docview/1510500927?accountid=27965" \o "Select this link to launch this material in a new window." \t "_blank). *Nursing Education Perspectives*, *35*(2), 106–111.

Learner Diversity and Cultural Sensitivity

* + Decelle, G., & Sherrod, D. (2011). [A call to address learner diversity in health professions education](http://ezproxy.library.capella.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=83976006&site=ehost-live&scope=site" \o "Select this link to launch this material in a new window." \t "_blank). *Journal of Best Practices in Health Professions Diversity: Education, Research, & Policy*, *4*(1), 574–584.
	+ Dewald, R. J. (2012). [Teaching strategies that promote a culturally sensitive nursing education](http://search.proquest.com.library.capella.edu/docview/1269079890?accountid=27965" \o "Select this link to launch this material in a new window." \t "_blank). *Nursing Education Perspectives*, *33*(6), 410–412.

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Password : 496877hmm@

 and click on

MSN-FP6105 - Teaching and Active Learning Strategies.

Then click on left side **assessment 1**

**Then all the info is there**