

# NURSING EDUCATION SEMINAR: DEVELOPING HIGHER LEVEL THINKING ABILITY

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In recent years a great deal of educational and psychological research activity has centered on the development of "thinking processes". Many attempts have been made to make this material relevant in the practical teaching situation. One such attempt was made in 1965 by a group of educators in the state of Oregon, USA, who designed an instructional model for use in teacher education workshops aimed at developing teachers' skill in using strategies to promote the thinking processes of learners. The initial model focused on processes of thinking, quite independent of specific subject matter content. Additional research and testing of the initial model showed the necessity of applying the processes to a specific subject matter content. For this purpose content in elementary school social studies was selected. The instructional model was then adapted to relate the structure of thinking to the structure of knowledge in social studies.

The instructional model described above was given in a ten day workshop at KNA Headquarters in Seoul during the Christmas vacation, December 28, 1970 to January 8, 1971. The seminar was presented by Dr. Margaret Stumpf, Professor of Education at the University of Guam, College of Education. Dr. Stumpf is a graduate of Columbia University, Teachers College, with considerable experience in education in the Philippine and Caroline Islands. She was authorized by the University of Guam to come to Korea for the purpose of giving this seminar, during her Christmas vacation from the University.

The participants in the seminar were 60 English speaking Korean and Foreign Nursing Educators, of which 50 completed the program. The content was presented in its original form, as prepared by the Northwest Regional Educational Laboratory. It was the intent of the KNA Education Committee to prepare a core of nursing educators with understanding and skill in the teaching strategies designed to develop higher level thinking abilities in their students. From this core a team will be selected to translate the material into Korean and adapt it to content in the nursing specialty areas. In this way it will be possible to present practical and relevant material to larger groups of nursing educators, during subsequent vacation seminars. In addition to offering valuable intellectual skills to both teacher and learner, the workshop presents a method for developing and organizing nursing content in such a way as to make possible more creative curricular revision. It is our hope that the strategies for interrelating process, content and practical experience will be

useful tools in the urgent task of putting higher level thinking processes into our nursing school curricula.

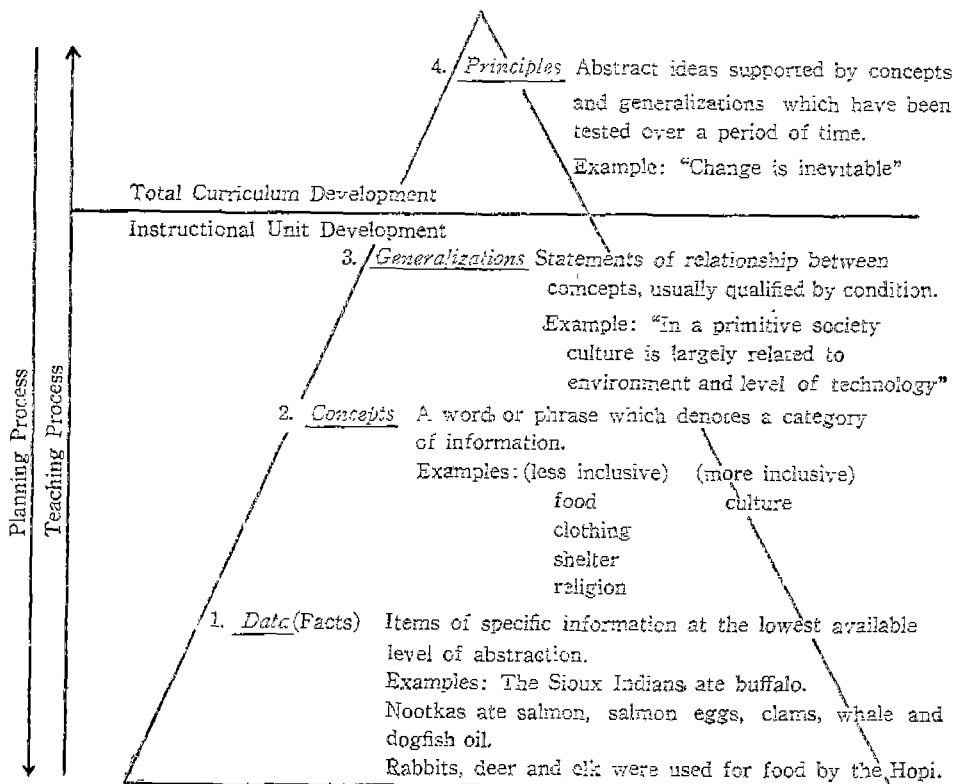
The two major threads of the seminar content may be summarized in the following charts. The first thread deals with the four basic levels into which knowledge can be organized. The second deals with the thinking processes which are directly related to the levels of knowledge presented in the content. Throughout the workshop both theory and practice is given to develop in the participants skills in organizing their own knowledge and in assisting their students to utilize higher level thinking processes in assimilating and applying concepts and generalizations.

See Charts I and II

### CHART I

#### HIERARCHY OF KNOWLEDGE

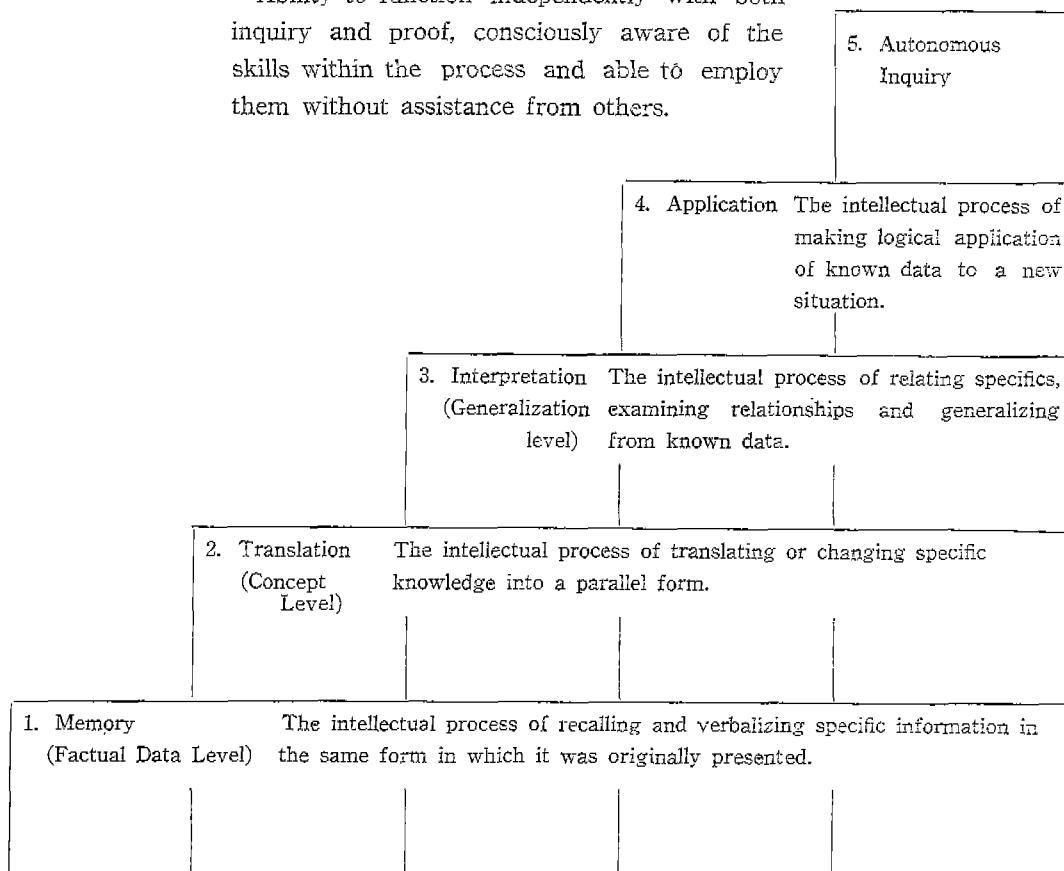
In the development of curricula, it is important to consider four basic levels of knowledge.



McCoilum and Davis, p. 107.

## CHART II A STRUCTURE OF THINKING PROCESS\*

Ability to function independently with both inquiry and proof, consciously aware of the skills within the process and able to employ them without assistance from others.



The above hierarchy of thought process has been taken principally from

1. Bloom, Benjamin S., *Taxonomy of Educational Objectives*, Handbook I, Cognitive Domain, David McKay Co., New York, 1956.

Based on material from McCollum and Davis, p.89.

The workshop is particularly relevant to education in the world today, where teachers are faced with the overwhelming task of selecting content from an overwhelming reservoir of facts. Through the skills and strategies of developing thinking processes from the level of memory-recall toward application and autonomous inquiry, the teacher and student alike are helped to cope with the knowledge explosion. It is hoped that the material from this seminar can be edited, translated and adapted to Korean Nursing Education in time to permit as many nursing educators as possible to participate in seminars in the future.

### REFERENCE:

Mc Collum, John A and Davis, Rose Marie. *Trainers Manual: Development of Higher Level Thinking Abilities* (Revised Edition). Wortifwest Regional Educational Laboratory, Portland, Oregon, 1968.