



NLN RESEARCH **PRIORITIES** IN NURSING EDUCATION

2024 – 2027



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The NLN *Research Priorities in Nursing Education 2024-2027* continue to support nurse researchers who undertake research that contributes to the science of nursing education. The 2024-2027 priorities create a roadmap that connects the science of nursing education with the science of learning to develop an evidentiary base to guide educators in the preparation of nurses whose practice promotes and maintains wellness and care throughout the lifespan.

The ultimate goal of these research endeavors is to develop the science of nursing education that will be used to prepare practitioners who deliver excellent health care. To accomplish this goal, robust research methodologies are needed that focus on the generation and translation of evidence in the areas of innovative teaching and learning strategies, faculty workforce capacity and teaching practice, and student academic progression and success.

Nursing Education Research Priorities

- I. **Build the science of nursing education through the generation and translation of innovative teaching and learning strategies.**
 - a. Develop sound, rigorous research methodologies that address critical education issues through
 - i. theoretical foundations
 - ii. robust research designs
 - iii. data science and big data
 - iv. innovative methodologies employing approaches such as bibliometrics, design thinking, counter-narrative
 - v. creation of robust multi-site, multi-method research designs
 - vi. meta-analysis and meta-synthesis to inform the state of the science
 - b. Translate research outcomes into evidence-informed educational practices through
 - i. implementation science approaches
 - ii. integration of technology and digital tools
 - iii. interdisciplinary collaborations
 - iv. capacity building and training
 - c. Develop precise and appropriate measurement and assessment techniques beyond self-assessment to advance the science of nursing education through
 - i. instrument development and testing
 - ii. robust knowledge testing methods
 - iii. assessment and evaluation methods that directly and accurately measure variables of interest such as competency-based education, and specific learning outcomes

II. Build a diverse nurse faculty capacity and enhance teaching practice.

- a. Evaluate factors impacting scholarly teaching practices and the advancement of the science of nursing education through
 - i. best practices for clinical education for all levels of preparation
 - ii. effective curricular designs that promote learning and enhance clinical judgement and decision making
 - iii. teaching practice impact on student learning and engagement when guided by a master teacher and the science of learning strategies
 - iv. faculty preparation and continuous professional development impact on diverse learners
- b. Implement strategies to recruit and mentor the next generation of nurse faculty educators, scholars, scientists, and leaders that
 - i. foster a spirit of inquiry in all nursing students to create a scholarly identity
 - ii. promote a culture of civility through interpersonal interactions to support new nurse faculty educators/scholars/scientists/leaders
 - iii. evaluate successful faculty recruitment and retention strategies
 - iv. advance professional identity development of nursing faculty and students
- c. Enhance diverse nurse faculty workforce capacity to
 - i. generate an evidence-based database to document faculty workforce outcomes
 - ii. expand faculty diversity, equity, and inclusivity
 - iii. create and evaluate innovative faculty and academic leadership development models based on the nurse educator competencies
 - iv. build a culture and environment to support nurse transition from practice to academia

III. Create teaching and learning environments that enhance the diversity, equity, and inclusivity for student learning and progression across all academic programs.

- a. Examine approaches to support learning through the creation of a culture of excellence through the
 - i. development, implementation, and evaluation of the social determinants of education
 - ii. investigation of the diversity of learning through innovative triadic models of didactic, clinical, and simulation that foster transition to practice
 - iii. implementation and evaluation of innovative strategies to promote student recruitment, progression, and academic success
 - iv. establishment and evaluation of faculty and/or peer programs (e.g., mentoring, tutoring, coaching) to promote student well-being, wellness initiatives, retention, and practice readiness
- b. Evaluate innovative teaching and learning strategies and emergent technologies based on the science of learning including
 - i. immersive virtual environments or Metaverse
 - ii. integration of artificial intelligence to personalize learning experiences
 - iii. use of digital information and resources as a proactive measure to bridge the digital divide
 - iv. ethical guidelines and best practices for the adoption and integration of emergent technologies in nursing education

- c. Evaluate teaching/learning strategies that expose students to the impact of global dynamics, climate change, and the social determinants of health on the individual, family, community, and populations through
 - i. curricular inclusion on the effects of global concerns and climate change on patient health
 - ii. teaching methods highlighting social determinants of health and their impact on health equity
- d. Build capacity for nursing practice through
 - i. expanded learning opportunities with a focus on health promotion, illness prevention, and health equity
 - ii. community engagement with leading-edge curricular models
 - iii. rigorous evaluation of nursing education delivery approaches
 - iv. examination of the linkages among teaching effectiveness, student learning, quality and safety, and patient outcomes