


Professional Development Program (PDP) As a Tool to Improve Educational Quality in Higher Education: Views and Expectations of Nursing Academics

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Abstract

This study aims to determine the views and expectations of the nursing academics about professional development programmes to improve educational quality in higher education. The study has qualitative research features and it is designed as a holistic single case study. The study group consisted of 25 academics in the nursing education departments of higher education institutions and are determined by a simple random sampling method. A semi-structured interview form including mainly open-ended questions and close-ended was used as the data collection instrument. The data was analysed via content analysis and basic descriptive statistics. It was determined the academics thought that Professional Development Programs should have aimed to enable participants gain knowledge/skills about different methods/techniques, classroom management, measurement and evaluation, distance education, effective communication, and continuous improvement. They explained views about the content in line with the aims they declared.

Keywords: Nursing academics, nursing education, professional development program, educational quality in higher education.

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Ethics Declaration:

In this study, all the rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

The data of the study were collected in 2018-2019 years and there is no ethics committee permission document.

Yükseköğretimde Eğitimin Kalitesini Artırmada Bir Araç Olarak Mesleki Gelişim Programı: Hemşirelik Alanındaki Akademisyenlerinin Görüşleri ve Beklentileri

Öz

Bu araştırma, hemşirelik eğitimi alanındaki akademisyenlerin yükseköğretimde eğitimin kalitesini artırmak aracı olarak mesleki gelişim programlarına ilişkin görüş ve beklentilerini belirlemeyi amaçlamaktadır. Araştırma, nitel araştırma özelliğine sahiptir ve bütüncül tek durum çalışması olarak tasarlanmıştır. Çalışma grubu, çeşitli yükseköğretim kurumlarının hemşirelik bölümlerinde görev yapan basit tesadüfi örnekleme yöntemi ile belirlenmiş 25 akademisyenden oluşmaktadır. Veri toplama aracı olarak ağırlıklı olarak açık uçlu ve bir kapalı uçlu sorulardan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler, içerik analizi ve temel betimsel istatistikler yoluyla analiz edilmiştir. Akademisyenlere göre mesleki gelişim programlarının amaçları; onların farklı yöntem / teknikler, sınıf yönetimi, ölçme ve değerlendirme, uzaktan eğitim, etkili iletişim ve sürekli iyileştirme hakkında bilgi / beceri kazanmalarını sağlamak olmalıdır. Akademisyenler, içerikle ilgili görüşlerini ise ifade ettikleri amaçlarla uyumlu şekilde açıklamıştır.

Anahtar Kelimeler: Hemşirelik alanındaki akademisyenler, hemşirelik eğitimi, mesleki gelişim programı, yükseköğretimde eğitimde kalite.

Introduction

Universities are expected to train highly capable individuals in academic, social, and professional fields. One of the main ways to meet this expectation is effective learning-teaching activities to be carried out through qualified curriculum (Salmi, 2009). However, criticisms about the inefficiency of learning-teaching activities in universities and that learners graduate without having the qualifications expected from them continue from the past to the present (Arum & Roksa, 2011; Committee for Economic Development of Australia, 2015; Kalaycı, 2008; Kantek et al., 2010; Organisation for Economic Co-operation & Development, 2016; Program for the International Assessment of Adult Competencies, 2016; Saracaloğlu et al., 2009). The results of these international studies conducted at different times and several reports focusing on the Turkish higher education system (Higher Education Council [HEC], 2014; HEC, 2017) show that more attention should be paid to learning-teaching activities in higher education (HE).

In Turkey, all higher education institutions (HEI) have to prepare annual reports in the frame of a quality assurance system which is directed by THEQC (Turkish Higher Education Quality Council). After the analysis of each report by THEQC, a comprehensive report named as Annual Situation Report is announced every year. These annual reports indicate some serious limitations in the quality of teaching & learning activities presented in higher education (THEQC, 2016, THEQC, 2017, THEQC, 2019). Both the field of health and other fields are subject to these restrictions. It is necessary to improve the quality of teaching and learning activities provided in health education, particularly in nursing education, which is the study's main focus (Koc et al., 2017; Sarıkoc, 2016).

The purpose of nursing education is to train nurses who ensure the development and protection of health and provide safe care (Kocaman, 2017). A workshop called Nursing Education at Bachelor Degree in Turkey was held by the Council of Higher Education (a body politic responsible for planning, regulating, managing and auditing of all HEI in Turkey) in 2017. In the workshop, various problems that may prevent nursing education from reaching its general and specific goals were emphasized. Some of them include the nursing department's high student quotas, which makes it difficult to teach and conduct assessments and evaluations, the inadequate teaching staff, and the excessive course loads (HEC, 2017).

Institutional reforms can be an effective way in order to eliminate these problems and reach the expected level in quality in nursing education. This study focuses on nursing academics playing a major role in realizing/making these reforms. As similar as the worldwide practices, postgraduate curricula in another name academic training programs in Turkey focus mostly on content-area and scientific research knowledge/skills and do not offer enough opportunities to improve up-to-date pedagogical knowledge/skills of future academics (Michelle et al., 2008). Moreover, it is seen that it is impossible for academics to fulfil their roles with only pre-service education and they need to improve continuously (Konokman & Yelken, 2014). In order to meet this, comprehensive and systematic Professional Development Programmes (PDP), which will be run by subject-matter experts, are required.

PDPs have been named in different ways such as in-service training, vocational development, human resources development, training of trainers, etc. (Koc et al., 2015) and have been implemented more frequently in recent years (Michelle et al., 2008). In PDP prepared for the “training of trainers”, it is aimed to develop the instructional skills of academics about the methods and techniques they can use to ensure effective and permanent learning (Davey, 2013). PDP enables academics to increase their teaching skills, develop more qualified curriculum, and/or develop an education-oriented institutional culture (Gaff, 1975) to create the desired change in students' learning outcomes and beliefs-attitudes of educators (Loucks-Horsley & Roody, 1990).

Despite the fact that there have been research in the national literature to investigate clinical nurses' views and expectations regarding professional development programs (Atay et al., 2009; Çelen et al., 2007; Duman et al., 2016; Öztürk, 2008), there are not enough up-to-date studies at national level on professional development programs for nursing academics as in the scope of this study. In international studies, the pedagogical needs of nursing academics and the importance of PDP in meeting these needs have been emphasized (Aiken et al., 2014; Brown et al., 2008; Pagnucci et al., 2015). There are important limitations in terms of both application and research regarding PDP, which is of great importance in nursing education as in all fields. The current study is very important in terms of presenting important insights to develop, implement and evaluate effective PDP in nursing education. What's more, the results of the study will be a guide for the institutions that will organize such programmes in any other field. Furthermore, the results of this study, which determines the views and expectations of the academics in nursing, can give valuable insights in developing PDPs for all academics in health education. It can be also used as an efficient tool to improve educational quality at universities because the academics who have improved themselves professionally mean that they present highly qualified educational experiences for their students.

Considering the above-mentioned issues, this study aims to determine the views and expectations of the nursing academics about professional development programme, which is necessary to improve educational quality in higher education.

Methods

Research Design

As this qualitative study focuses on the nursing academics' views/expectations on PDP, holistic single case design was applied, and “views/expectations” were determined as the unit of analysis (Yin, 2011). In such designs, the natural environment of a single case is investigated in detail, and comprehensive data is collected in order to undertake an in-depth analysis of the current situation (Yin, 2011). In the present study, the current state of the nursing academics' views/expectations on PDP was deeply examined.

Research Group

The study group consisted of 25 academics who teach in the nursing departments of different higher education institutions and are determined by the simple random sampling method. 23 female and 2 male academic nurses were volunteer to involve in the study, which resulted in an

age spread of 25 and 45. There are three professors, one associate professor, nine assistant professors, six instructors, and six research assistants with work experience in spread of 6 months and 25 years and 20 of them have participated in any PDPs before, while five of them have never attended such a programme.

Instruments

The data collection instrument was a semi-structured interview form developed in line with the literature (Aiken et al., 2014; Atay et al., 2009; Duman et al., 2016; Koc et al., 2015; Moeini, 2003; Öztürk, 2008; Souza et al., 2018). In the first part of this form, there were 10 open-ended questions prepared to determine the demographic characteristics of the participants (5 questions), and in the second part, to determine their views and expectations (5 questions) about PDP. These questions examine the aim, content, teaching-learning situation and evaluation dimensions of PDP. In addition, a closed-ended question was added to the interview form in order to determine the needs regarding the content dimension of a PDP entirely and comprehensively. In this closed-ended question, the participants stated their needs regarding the listed topics as "I don't need at all", "I partially need it" or "I need it very much". Closed-ended questions with a predetermined set of answers are among the question types that can be used in the interview technique (Fontana & Frey, 2000; Yin, 2011). During the development phase of the form, expert views were obtained from two experts in the field of nursing education and two other experts in the field of curriculum and instruction regarding the questions determined as a result of the literature review in order to ensure validity and reliability. In addition, the form was directed to two lecturers other than the study group and a pilot application was made and the form was finalized.

Data Collection

Data were collected via interviews between June 2018 and February 2019 using the aforementioned data collection instrument. After the purpose of the study was specified, informed consent was obtained and face to face, online, or on phone interviews lasting 25-35 minutes were conducted with the academics who voluntarily accepted to participate in the study. All the interviews were conducted by one of the researchers to ensure consistency. The interviewer was an academician with Ph.D. degree in the field of curriculum and instruction during the interviews. Each of the interview forms was stored named as Prof-F-1, Assoc-F-2, Dr-M-3, Lecturer-M-4, Research Assist-F-5, indicating the academic titles and gender of the academics.

Data Analysis

Content analysis was conducted in the analysis of open-ended questions in the interview form and basic descriptive statistics were used in the analysis of the closed-ended question. With the content analysis method, main themes/themes/codes were defined from the views and expectations of the academics (Kumar, 2011). In addition, the data were encoded after being transferred to the computer and the codes were combined under certain themes, so an inductive approach was taken while creating themes.

The data were analyzed independently by two of the researchers, then in the critical review meeting where the three researchers came together the analyses were compared/discussed, and some themes and codes were rearranged. In addition, the themes and codes created after the consensus among the researchers were checked by an independent fourth academic, who is an expert in the field of curriculum and instruction and has experience in qualitative research. Thus, it was tried to eliminate the bias that could be caused by the researcher (Merriam, 2013) and increase the level of reliability.

Ethics Declaration

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Findings

The Views and Expectations of the Academics Regarding the Aims of PDP

The views and expectations of the academics regarding the aims of PDP are gathered under seven themes as seen in Table 1.

Table 1.

The views and expectations of the academics regarding the aims of PDP

Theme	Code	F
Multi-directional development	Providing personal development	15
	Providing information from different expertise areas	10
	Gaining different perspectives	3
	Sub-total	28*
Teaching methods/techniques	Learning different teaching methods/techniques	9
	Improving the lecturing skill	7
	Processing lessons more effectively	5
	Gaining knowledge/skills about new techniques	4
	Managing one-to-one and group training well	1
	Learning active learning methods	1
	Sub-total	27*
Continuous development	Learning the changing new information	16
	Learning up-to-date information	4
	Sub-total	20
Effective communication	Communicating with academic staff	6
	Communicating with students	5
	Communicating with other employees	1
	Sub-total	12
Measurement & evaluation	Learning measurement-evaluation methods	6
	Improving question preparation skills	2
	Improving question scoring skills	2
	Sub-total	10
Classroom management	Improving classroom management skills	3
	Improving time management skills	1
	Managing one-to-one and group training well	1
	Sub-total	5
Distance education	Getting information on distance education	3
	Sub-total	3
	Total	105

*More than one idea has been uttered by the participants.

Table 1 shows the academics stated within the scope of multi-directional development, PDP should have aims such as providing personal development, providing information from different expertise areas, and gaining different perspectives. They also specified PDP should aim to teach different methods/techniques within the scope of knowing teaching principles/methods and gaining related application skills. Furthermore, they indicated PDP should provide continuous development for them. In addition to these top frequently stated aims, they also emphasized that PDP should have aims to enable participants to gain knowledge/skills about effective communication, measurement and evaluation, classroom management, and distance education. Some academics expressed their views as follows:

- "I have been an instructor for 24 years. Something new happens every day. I believe I cannot keep up with the developments applying the old system. I have to learn new techniques." Dr.-F-1
- "If we are trained, the ones we train will be better." Prof. Dr.-F-2
- "Due to the developing technology, teaching methods and techniques are transferred to the virtual environment. It is necessary to learn up-to-date information." Res. Ass.-F-7

The Views of the Academics Regarding the Content of PDP and their Need Levels for Each Content Area

The views of the academics regarding the content of PDP and their need levels for each content area are shown below.

Table 2.

The possible content list of PDP and the levels of needs the academics declared for each content area.

The possible content list of PDP		Level of needs		
		None	Partially	Much
Teaching methods/techniques	Learning-teaching strategies, methods, and techniques	--	5	17
	Current approaches in learning-teaching	--	6	16
	Learning-teaching theories and models	1	7	14
	Development and learning	1	7	14
	Sub-total	2	25	61*
Instructional technologies and material development	Selection/development of suitable materials	1	5	16
	Instructional technologies and material design based on techno-pedagogy	1	6	15
	Sub-total	2	11	31*
Classroom management	Communication	2	8	12
	Time management	3	9	10
	Theoretical foundations in classroom management	2	12	8
	Sub-total	7	29*	30*
Assessment and evaluation	New approaches in assessment and evaluation	--	6	16
	Developing assessment and evaluation tools	2	9	11
	Sub-total	2	15	27*
Bologna process	Accreditation in health education	1	12	9
	ECTS preparation	3	10	9
	Sub-total	4	22	18
Turkish higher education system	Legislation-regulation	2	11	10
	Sub-total	2	11	10

Distance education	Practices in distance education	--	--	3
	Measurement and evaluation in distance education	--	--	1
	Sub-total	--	--	4
Other	Advances in health education	--	--	1
	Comparative education	--	--	1
	Learner profiles (X Y Z Generations)	--	--	1
	Institutional communication	--	--	1
	Sub-total	--	--	4
Total		19	113	185

* More than one idea has been uttered by the participants.

Table 2 shows the academics' needs and their levels based on the data collected via the closed-ended question. Most of the academics stated that they *partially* and *much* needed training on all these subjects on the list determined from a systematic literature review process. It was found that the needs regarding the subjects under the themes of teaching methods and techniques, instructional technologies and material development, classroom management, and assessment and evaluation are quite high. Also, the academics explained their needs about Bologna Process, especially in terms of accreditation and ECTS preparation, which all are important for educational quality. They also explained their needs to learn about the Turkish higher education system and distance education. Lastly, they added some more content areas to the list like advances in health education, comparative education, changing learner profiles (X Y Z Generations), and institutional communication. Because such content areas were stated by only one academic, it can be concluded that all are based on personal needs. But these views carry importance to deeply analyze to find out about their currency.

One of the academics (Dr-M-5) stated that "*We are good in our field, namely nursing, anyway*" and added that "*there should be training on all of the subjects mainly about the pedagogical knowledge/skills*" apart from technical knowledge specific to their profession.

The Views and Expectations of the Academics Regarding the Teaching-Learning Process of PDP

The views and expectations of the academics regarding the teaching-learning process of PDP are gathered under six themes as seen in Table 3.

Table 3.

The views and expectations of the academics regarding the teaching-learning process of PDP

Theme	Code	F
Teaching materials	Video	13
	Effective PPT presentations	8
	Photos	5
	Various materials	2
	Homework-online homework	2
	Projects	1
	No PPT presentations	1
	Technology supported materials	1
	Sub-total	33*
Teaching methods/techniques	Lecture	4
	Teamwork	4
	Discussion	2
	Case study	2
	Question-answer	2
	Drama	2
	Brainstorming	1
	Illustration	1
	Sub-total	19
General features of training	Application based	6
	Participant-centred	5

	Interactive	4
	Online	2
	Enjoyable	1
	Sub-total	18
Time of training	Before the academic year	4
	During the summer break	3
	Between the terms	2
	End of the academic year	2
	During the course period	1
	Sub-total	12
Place of training	In our departments	3
	In the class	3
	In a comfortable and non-tiring environment	1
	Sub-total	7
Instructor of training	Expert in the field	2
	Highly motivated	1
	Sub-total	3
	Total	92

* More than one idea has been uttered by the participants.

The academics explained their views/expectations about the teaching-learning process of PDP by focusing on the teaching materials; the teaching methods/techniques; general characteristics, time, place, and instructor of the training. They emphasized that especially videos and effective PowerPoint presentations should be used in the program within the scope of the teaching materials theme. In addition, they expected the use of lectures and team works supported by various visuals/presentations within the scope of the teaching methods/techniques theme, and an application-based training that is generally centred on learners. Lastly, the academics have stated some expectations about time, place, and instructor of PDP. Some academics expressed their views as follows:

- *"When I watch videos about new things to learn, it becomes easy and enjoyable, so the PDPs should include different videos."* Res. Ass.-F-20
- *"I know it should include lecturing method, but the instructor also apply group works, discussions, etc. Also, case studies are really important in health education".* Prof. Dr.-F-2

The Views and Expectations of the Academics Regarding the Assessment of PDP

The views and expectations of the academics regarding the assessment of PDP are gathered under six themes as seen in Table 4.

Table 4

The views and expectations of the academics regarding the assessment of PDP

Theme	Codes	F
Assessment	Necessary	17
	Unnecessary	4
	Necessary if a certificate is to be given	4
	Total	25

As Table 5 depicts, most academics think that an assessment of participants' learning should be made at the end of PDP while some are not in favour of such an assessment, and some think there should be an assessment if they will be awarded a certificate at the end of the program. Some of the views on this issue are as follows:

- *"An evaluation can be made to determine the effectiveness of the program and the gains of the individual from the program."* Res. Ass.-F-20

• *"It will be very beneficial and effective for both the institution and the beginners. I do not think that another measurement tool will be needed for this."* Res. Ass.-F-7

The General Views and Expectations of the Academics Regarding the PDP

The general views and expectations of the academics regarding the PDP are explained below.

Table 5.

The general views and expectations of the academics regarding the PDP

Theme	Codes	F
Views	Very important	10
	Very useful	5
	Sub-total	15
Expectations	Optional	4
	Based on the pre-determined needs	4
	High-quality instructors	3
	Appropriate time	3
	Regular application	2
	Supported by cultural activities	1
	Sub-total	17
Total	32	

The academics expressed generally positive views about PDP and expected that it should be optional, need-oriented, given by qualified instructors, held regularly at the appropriate time, and supported by cultural activities as seen in Table 5. Some of the views on the subject are below:

• *"Education and teaching are dynamic processes. Trainers are also part of these dynamic processes. To present effective education, the training should be supported and planned by the pre-determined requirements. In this respect, I am of the view that PDP is extremely important."* Res. Ass.-F-20

• *"PDP should be done by determining the training needs of the profession group at certain intervals and it should be repeated at regular intervals."* Dr-F-18

• *"It is very useful in the elimination of deficiencies, correction of wrong applications, and application union [among academics]. It should be done without delay when needed."* Assoc. Prof.-F-22

Discussion

The success of an educational institution that provides health education depends almost entirely on the academics' teaching skills and scientific studies in theoretical and applied courses (Ahmady, 2009). Today, many institutions, aware of that fact, organize PDPs that contribute to both the education and research skills of their academic staff.

For nursing academics, like all other ones, it is necessary to make alterations or modifications to the teaching methods based on the needs of students from remote and rural locations, the changing nature of the student profile, and the students' cultural backgrounds (Wills & McEwen, 2014, p. 488). Therefore, the importance of PDPs particularly centering on gaining pedagogical knowledge/skills to academics is getting enormous day by day. The academics should also implement new teaching-learning practices that are founded on proper education ideas and research. Nursing academics should be encouraged to combine traditional teaching methods/techniques with active learning methods/techniques based on theory-based learning strategies as well as the use of technological tools such as the internet, interactive video conferencing, and virtual reality simulations in the twenty-first century (Wills & McEwen, 2014, pp. 488-492). Such methods/techniques also increase the participation of learners in their own learning process and enable them to transfer theoretical knowledge into practice. What's more,

merely traditional teaching methods/techniques may not be sufficient in our age for students to acquire and evaluate more advanced and abstract skills such as cooperation, problem-solving, critical thinking, and communication skills (Sarıkoc, 2016). The increase in knowledge in learning and teaching, the desire to progress in the individual's interests, and efforts to improve their skills have led educational institutions to use interactive teaching-learning methods as well as traditional ones (Kayabaşı 2005; Oktay & Çakır 2013; Sarıkoc, 2016). All in all, the studies conducted in different countries and times, concluded that academics have needs and expectations to be able to use active learning and teaching technologies effectively (Baasandorj, 2010; Kabakçı & Odabaşı, 2008; Moeini, 2003; Nguyen et al., 2011; Odabaşı, 2003; Siddiqui, 2006; Soran et al., 2006). In this study, the views and expectations of the academics about the aims of PDP are by the insights of the literature mentioned above.

In this study, the views expressed by the academics about what should be included in the content of PDP are the information needed to be successful in all fields of education. Today, academics are not expected to be people that know everything and convey what they know, but to be lifelong learners and guides who can develop themselves, and help their students to access the new information they need (Koc et al., 2015). In addition, they are expected to have theoretical knowledge and applied skills in many different fields such as new types of curricula, applications of different methods/techniques like problem-based and project-based learning, and assessment tools/approaches (Holloway et al., 1997; Steinert et al., 2005; Whitcomb, 2003).

A need analysis was undertaken by Kabakçı and Odabaşı (2008) in order to establish professional development programs for about one thousand research assistants working in educational faculties. As a result of the research, it was discovered that research assistants had a high level of professional, institutional, educational, and personal development needs. In Odabaşı's (2003) study, it was determined that the most important needs of teaching staff are related to pedagogical skills and technology use. Also, Erişen et al. (2009) determined that the academics in technical education faculties do not have sufficient knowledge about globalization and the European Union harmonization process, quality and accreditation in education, designing international projects, writing articles, conducting research, having foreign language skills, and using technology, and they concluded that the academics needed PDP on these issues. In this study, the needs related to the content of PDP stated by the academics and the ones mentioned in studies are similar. Furthermore, the findings of the content of PDPs are in line with the aims of PDPs, which shows that these two findings support each other and the academics are consistent with their ideas about two different dimensions of PDPs.

In this study, the academics also stated their views and expectations about the teaching-learning process of PDP, namely how to implement it. Academics in nursing must be able to put theory into practice, identify the theoretical framework of their lesson plans, comprehend how that framework will affect their lesson plans, and employ strategies to help students develop their knowledge and skills (Koc et al., 2017). In this study, the academics expected to apply active learning methods and techniques in the teaching-learning dimension of PDF, utilizing the most technological tools and equipment. They also expected PDPs should be implemented outside of the course period, in their units/classrooms, and coached by expert and highly motivated instructors. These are requests that will positively affect the success of PDP (Aiken et al., 2014; Brown et al., 2008). Similar to these results, in the study conducted by Odabaşı (2003), academics demanded that the PDPs prepared by field experts are necessary for the success of professional education and that these activities should be conducted in the style of working groups and carried out by the experts at that university.

Assessment at the end of PDP is very important to measure the effectiveness of the training provided. The views of most of the academics in the study are that assessment should be done. But based on their views, it can be concluded that the academics regarded assessment as only measuring their academic progress at the end of the PDPs. In that terms, they thought assessment should be made. On the other hand, at the end of PDPs, curriculum evaluation of PDPs is also very important. When PDP programs are implemented, their effectiveness level of them should be

determined. In their evaluation of the PDP at their university, Soran et al. (2006) discovered that the participants thought the program was adequate in terms of content, approach, methodology, and time. Such an evaluation including both measuring participants' academic progress and the effectiveness of whole programs gives valuable guidance for the preparation of future efficient PDPs for HEI.

Lastly, in that study, it was determined that the general views of the academics about PDP are generally positive and they have some important expectations. In line with their expectations, the associated literature has revealed that the following phases are critical for a successful PDP design, implementation, and evaluation: understanding the corporate culture, determining the appropriate goals and priorities, constructing needs analysis to offer the most appropriate program, developing different programs to meet different needs, bringing together adult learning and instructional design principles, offering a wide variety of teaching methods, overcoming frequently faced difficulties, determining the experts who will provide training, evaluating the activity and sharing the results (Aiken et al., 2014; Brown et al., 2008). It is foreseeable that PDPs, once prepared by considering these suggestions and the views/expectations of the academics, will achieve more successful results. When academics, as adult learners, feel that their views/expectations are taken into consideration, they get more motivated and PDPs get more efficient.

Conclusion

One of the main duties of higher education is to provide qualified education. Successful fulfillment of this duty largely depends on the academics' knowledge and skills related to teaching-learning practices besides their field and research knowledge and skills. Even if academics already have related knowledge and skills, the developments in the information age and many other factors require the continuous improvement of academics. Also, there is always important criticism about the lack of pedagogical knowledge and skills of academics in many fields including nursing education. PDPs have an effect that can increase the success of the institution by providing both the elimination of this deficiency and the quality of education in higher education (Odabaşı, 2003).

Nursing academics are required to update nursing programs' material, concepts, principles, and theories on a regular basis (Ertem, 2019). When the applications in the Turkish higher education system are examined, it is seen that PDPs are regularly applied for the academics who are currently working in some universities such as Ankara, Düzce, Gazi, and Marmara etc. In some universities such as Gazi University, academic candidates who are expected to work in all faculties are obliged to take courses by the criteria determined from the elective courses offered within the scope of the education common course program during their doctoral education. In addition, such structures as Center for Advancing Learning and Teaching (Middle East Technical University), Sustainable Teaching and Learning Center (Hacettepe University), Learning and Teaching Office (Koc University), Teaching and Learning Center (TED University), Professional Development and Education Coordinator (Başkent University) carry out continuous PDP activities for academics. Such centres are essential for all universities because of their critical duties. It is apparent that they have the power to benefit universities improve the quality of their teaching and learning activities. However, it should be underlined that the services provided by such centres should be created and implemented with academics' perspectives and expectations in mind.

On the one hand, PDPs are likely to be a key to solving some important problems considering nursing education, which constitutes the study group of this research. In the Workshop on Nursing Education for Bachelor Degree by the Council of Higher Education in Turkey, it was emphasized that there are serious problems that may prevent nursing education from reaching its general and specific goals. The workshop report indicated that more than half of the two thousand 298 students studying in nursing departments of 52 Turkish universities were not satisfied with the training at their departments (HEC, 2017). The students mentioned that the theoretical courses were not sufficient, the courses did not prepare them sufficiently for professional life, the application places could not meet the purpose of the course, and the lecturers

did not take care of them individually enough in practice (HEC, 2017). The problems mentioned in the workshop report reflect that nursing academics may need to improve their pedagogical knowledge/skills. It can be said that with the help of such PDPs, the related problems in nursing education might be minimized.

The findings of this study, in which the views and expectations of nursing academics about PDP are presented will guide the future studies on the subject, the quality councils at HEIs, and the teaching-learning centres focusing on professional developments of academics. The views and expectations of the academics about the aim, content, teaching-learning process, and assessment dimensions of PDPs are considered to be valid for effective PDPs to be held in all areas. It may be suggested that PDPs to be organized in the field of nursing as in all fields, should be prepared in line with the views and expectations stated in this study. In addition, by conducting the study in larger sample groups, the findings can be compared with the results of this study.

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Genişletilmiş Özet

Üniversitelerin akademik, sosyal ve mesleki alanlarda nitelikli bireyler yetiştirmesi beklenmektedir. Bu beklentiyi karşılamanın temel yollarından biri de nitelikli eğitim/öğretim programları aracılığıyla gerçekleştirilen etkili öğrenme-öğretme etkinlikleridir (Salmi, 2009). Ancak yükseköğretimde öğrenme-öğretme faaliyetlerinin beklentileri karşılayamadığı da açıktır. Türkiye'de YOKAK tarafından yayınlanan yıllık durum raporları, yükseköğretimde sunulan öğretimin kalitesinde bazı ciddi sorunların olduğunu göstermektedir (THEQC, 2016, THEQC, 2017, THEQC, 2019). Bu sorunlar diğer alanlarda olduğu gibi sağlık eğitimi alanı için de geçerlidir. Bu çalışmada odaklanılan hemşirelik eğitimi özelinde sağlık eğitimi genelinde de sunulan eğitimin niteliğinin geliştirilmesi gerekmektedir (Koc, vd., 2017; Sarıkoc, 2016).

Hemşirelik eğitiminin amacı, sağlığın geliştirilmesi ve korunması için güvenli bakım sağlayan hemşireler yetiştirmektir (Kocaman, 2017). Ancak yapılan çalışmalar; hemşirelik bölümündeki öğrenci kontenjanlarının yüksek olması, buna bağlı olarak öğretim ve ölçme/değerlendirme sürecindeki zorluklar, öğretim elemanlarının yetersizliği ve ders yüklerinin fazlalığı (YÖK, 2017) gibi sorunların olduğunu göstermektedir. Bu sorunların çözümü ve hemşirelik eğitiminde beklenen kalite düzeyine ulaşılabilmesi için kurumsal reformlar etkili bir yol olabilir. Bu çalışmada, bu reformların gerçekleştirilmesinde önemli rol oynayan hemşirelik alanındaki akademisyenlere odaklanılmaktadır.

Dünya çapındaki uygulamalara benzer şekilde, Türkiye'deki lisansüstü programlar çoğunlukla uzmanlık alanına ve bilimsel araştırmaya özgü bilgi/becerilere odaklanmakta ve

geleceğin akademisyenlerinin güncel pedagojik bilgi/becerilerini geliştirmek için yeterli fırsatlar sunmamaktadır (Michelle ve ark., 2008). Akademisyenlerin sadece hizmet öncesi eğitim ile öğretmenlik rollerini yerine getirmelerinin mümkün olmadığı ve sürekli kendilerini geliştirmeleri gerekli görülmektedir (Konokman ve Yelken, 2014). Bunun için alan uzmanlarının önderliğinde yapılacak kapsamlı sistematik Mesleki Gelişim Programlarına (MGP) ihtiyaç vardır. “Eğiticilerin eğitimi” için hazırlanan MGP’de, genellikle akademisyenlerin etkili ve kalıcı öğrenmeyi sağlamak için kullanabilecekleri yöntem ve teknikler konusundaki becerilerinin geliştirilmesi amaçlanmaktadır (Davey, 2013).

Ulusal alanyazında klinik hemşirelerinin mesleki gelişim programlarına ilişkin görüşlerini/beklentilerini belirlemeye yönelik bazı çalışmalar bulunmakta (Atay ve ark., 2009; Çelen ve ark., 2007; Duman ve ark., 2016; Öztürk, 2008), ancak hemşirelik alanındaki akademisyenlere yönelik mesleki gelişim programlarına ilişkin ulusal düzeyde gerçekleştirilen kapsamlı çalışmalara gereksinim duyulmaktadır. Uluslararası alanyazında ise hemşirelik alanındaki akademisyenlerinin pedagojik ihtiyaçları ve bu ihtiyaçların karşılanmasında MGP'nin önemini vurgulandığı görülmektedir (Aiken ve ark., 2014; Brown, Kirkpatrick ve ark., 2008; Pagnucci ve ark., 2015). Her alanda olduğu gibi hemşirelik eğitiminde de büyük önem taşıyan MGP ile ilgili hem uygulama hem de araştırma açısından önemli sınırlılıklar bulunmaktadır. Mevcut çalışma, hemşirelik eğitiminde etkili MGP'nin geliştirilmesi, uygulanması ve değerlendirilmesi için veriler sunması açısından oldukça önemlidir. Öte yandan çalışmanın sonuçları, başka herhangi bir alanda bu tür programlar düzenleyecek kurumlara yol gösterici olacaktır. Ayrıca hemşirelik alanındaki akademisyenlerin görüş ve beklentilerinin belirlendiği bu çalışmanın sonuçları, sağlık eğitiminde tüm akademisyenler için MGP geliştirme konusunda önemli bilgiler verebilir. Aynı zamanda çalışmanın sonuçları üniversitelerde eğitim kalitesinin artırılmasında etkili bir araç olarak da kullanılabilir; çünkü öğrenme-öğretme becerileri açısından desteklenen akademisyenlerin, öğrencilere daha yüksek nitelikli eğitim deneyimleri sağlamaları mümkündür.

Bu çalışmada, hemşirelik eğitimi alanındaki akademisyenlerin yükseköğretimde eğitimin kalitesini artırmak aracı olarak mesleki gelişim programlarına ilişkin görüş ve beklentilerinin belirlenmesi amaçlanmaktadır.

Nitel araştırma özelliği gösteren bu araştırma, bütüncül tek durum desenine uygun olarak tasarlanmıştır. Çalışma grubu, çeşitli yükseköğretim kurumlarının hemşirelik bölümlerinde görev yapan basit tesadüfi örnekleme yöntemi ile belirlenmiş 25 akademisyenden oluşmaktadır. Veri toplama aracı olarak ağırlıklı olarak açık uçlu ve bir kapalı uçlu sorulardan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler, içerik analizi ve temel betimsel istatistikler yoluyla analiz edilmiştir.

Akademisyenlere göre mesleki gelişim programlarının amaçları; onların çok yönlü gelişme, farklı öğretim yöntem / teknikler, sınıf yönetimi, ölçme ve değerlendirme, uzaktan eğitim, etkili iletişim ve sürekli gelişme ile ilgili bilgi / beceriler kazanmalarını sağlamak olmalıdır. Akademisyenler, içerikle ilgili görüşlerini ise ifade ettikleri amaçlarla uyumlu şekilde açıklamıştır. Akademisyenler özellikle farklı öğretim yöntem / teknikleri, öğretim teknolojileri ve materyal geliştirme, sınıf yönetimi, ölçme ve değerlendirme, Bologna Süreci gibi konularda eğitimlere çok ihtiyaç duymaktadırlar. Akademisyenler, mesleki gelişim programlarının eğitim durumuna ilişkin ise eğitim sürecinin etkili olabilmesi için katılımcıların aktif katılımının sağlanması ve zamana, yere, eğitime daha fazla önem verilmesi gerektiğini belirtmiştir. Mesleki gelişim programlarının değerlendirme boyutuna ilişkin ise bu tür programlardan sonra değerlendirmenin gerekliliği konusundaki inançlarını dile getirmişlerdir. Son olarak, akademisyenlerin mesleki gelişim programları hakkında genel önerileri ise uygulamalı ve ihtiyaçlarına yönelik olması, nitelikli öğretim elemanları tarafından verilmesi, düzenli bir şekilde kendileri için en uygun zamanda gerçekleştirilmesi ve kültürel etkinliklerle desteklenmesi şeklindedir.

Sonuç olarak, özellikle akademisyenlere pedagojik bilgi/beceri kazandırmayı merkeze alan Mesleki Gelişim Programlarının önemi, tüm yükseköğretim alanları düşünüldüğünde bazı önemli sorunların çözümünde anahtar olduğu için her geçen gün artmaktadır. Hemşirelik

akademisyenlerinin MGP ile ilgili görüş ve beklentilerinin sunulduğu bu araştırmanın bulguları, konuyla ilgili gelecekte yapılacak çalışmalara, yükseköğretim kurumlarındaki kalite komisyonlarına ve akademisyenlerin mesleki gelişimlerine odaklanan öğretme-öğrenme merkezlerine rehberlik edecek niteliktedir. Hemşirelik alanındaki akademisyenlerin mesleki gelişim programlarının amacı, içeriği, eğitim durumu ve değerlendirme boyutlarına ilişkin bu araştırmada belirlenen görüş ve beklentileri, tüm alanda gerçekleştirilecek bu tür programlar için geçerli sayılmaktadır. Bu nedenle bu araştırmanın sonuçları, hemşirelik ve diğer tüm yükseköğretim alanlarında etkili mesleki gelişim programının geliştirilmesine yön verecek ve süreci kolaylaştıracak niteliktedir. Konuyla ilgili benzer çalışmaların yapılması daha etkili mesleki gelişim programlarının geliştirilip uygulanmasına ve yükseköğretimde eğitimin kalitesinin artırılmasına katkıda bulunacaktır.