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Mapping the Journey

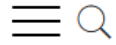
Choosing and Adapting Structures

The Plan

- A Caveat
- Types of Structures
- Adapting Structures

Structures: A Caveat

Check your publishing outlet!



Instructions for Authors

Specific Components of a Systematic Review

Key Points (75-100 words)

Abstract (350 words)

Introduction (150-250 words)

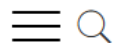
Methods/Literature Search (150-250 words)

Results (1000-1250 words)

Conclusions

Include a 2- to 3-sentence summary of the major conclusions of the review.





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Specific Components of a Systematic Review

Key Points (75-100 words)

Abstract (350 words)

Introduction (150-250 words)

Methods/Literature Search (150-250 words)

Results (1000-1250 words)

Conclusions

Include a 2- to 3-sentence summary of the major conclusions of the review.

Pathophysiology (150-250 words). Provide a brief overview of the pathophysiology of the disease. The intent is to provide readers with sufficient background information about the underpinnings of a disease to provide context for the rest of the article.

Clinical Presentation (150-250 words). Briefly describe the clinical characteristics that result in a patient seeking medical care for the condition or what features of the disease should lead a clinician to evaluate or treat it.

Assessment and Diagnosis (250-300 words). Describe the clinical examination for evaluation of the disease and explain the most salient physical examination findings. If laboratory or imaging studies are necessary, provide the sensitivity and specificity and diagnostic accuracy of these tests and consider providing positive and negative likelihood ratios. Sequences of diagnostic tests are best presented as algorithms or in tables.

Treatment (250-500 words). Treatments should be based on the most recently available and highest level of evidence. Treatment options should be summarized in the text and presented in detail in tables along with an indication of the strength of evidence supporting the individual treatments. In general, treatment recommendations should be supported by a systematic review of the literature, either performed by the author of the Review or published in the form of a high-quality review or guideline. If possible, the costs for various treatments should be provided.

Prognosis (100-150 words). A section outlining the overall prognosis for the condition, once treated, should be included.

Discussion (Approximately 1000 words)



Structures: A Caveat

Check your publishing outlet!

Structures Seem Confusing



Structures (A Non-Exhaustive List)

Action Research (Arts, Business, Education, Health Sciences, Medicine, Nursing, Social Sciences)

Formal Science (Logic, Pure Math)

Design Science (Computer Science, Engineering)

Humanistic/Traditional Research (Arts, Humanities)

Meta-Studies/Systematic Reviews

Qualitative Studies (Business, Education, Health Sciences, Social Sciences, etc.)

Quantitative Studies (Business, Education, Engineering, Hard Sciences, Medicine, Pharmacy, Social Sciences, etc.)

Mixed Methods



Action Research Structures

- **Context/Problem:** context of study, explanation of problem
- **Planning:** proposed intervention and theoretical framework
- **Action:** plan execution and data gathered (generally in iterative cycles)
- **Observation:** results of intervention and analysis of same
- **Reflection:** lessons learned and future plans

Action Research Structures

Business

- Looking at a system or process
- Author is likely a manager or consultant

Education

- Looking at a learning environment
- Author is often the practitioner

Proven Literacy Strategies for Hard to Accelerate Learners

by

Joanna Neel, Ed. D.

Assistant Professor

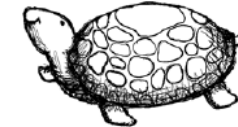
School of Education

University of Texas at Tyler

The Oklahoma Reader

Volume 47 Issue 1
ISSN 0030-1833s

Winter 2012



In a time when children are held to increasingly difficult state and national standards, educators are striving to prepare students for mandatory assessments while differentiating for student needs. Test scores reflect a central curricula and an increasing number of students are not prepared and thus

are caught in the testing cycle. The problem addressed in this study is that some students have not acquired language and literacy strategies to be successful in school settings or on standardized assessments. Students

identified for this study lack the ability to effectively talk or communicate in educational settings, and lack basic school academic language or survival skills. The purpose of the study was to examine the effects of providing supplemental language and literacy acquisition instruction to kindergarten students at their respective "instructional" learning levels.

bangs or hair. One child went without milk at lunch for the first three days of school because he did not know how to open the carton and did not have the words to ask for help. Another child had repeated accidents because he did not know where the restroom was, and later because he did not understand the routines and procedures for asking permission to the restroom. Characteristics of limited language learners are that they seat themselves on the outside of the carpet during group time, cover heads in discussions, avoid eye contact--fearing the teacher will call on them; they are not risk-takers, and will rarely

call attention to themselves. The literacy and language needs of students lacking proficient language skills were identified and addressed over the course of one year, during forty-five minutes daily.

**Table #2 School "B" Opening Doors Year
2006-2007 (3rd Grade 2009-2010)**

Name	Spring GRL	Reading Recovery		1st Grade	2nd Grade	3rd Grade TAKS Reading
	Kinder	Y/N	Outcome	Spring GRL	Spring GRL	Pass/Fail
1	D	Y	Disc.	H	N or above	PASSED 75%
2	D	N		J	N or above	PASSED 83%
3	D	Y	Rec.	I	M	FAILED 61%
4	D	N		H	L	PASSED 78%
5	B	Y	INC	D	E	FAILED 50%
6	D	Y	REC.	I	L	PASSED 83%
7	D	N		J	N or above	PASSED 94%
8	D	N		J	N or above	PASSED 83%



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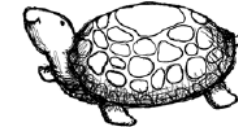


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8	D	N		J	N or above	PASSED 83%

Similarities and differences was a strategy that took extensive development over time. Inquiry and linking were key strategies that fostered similarities and differences.

Table 4 reflects the ranking of strategies in order of preference in the following order: repeated reading of big book; conversations; repeated reading of picture books, trade books and individual reading with browsing boxes; linking and identifying similarities and differences with word walls, repeated reading of texts; conversations around the word walls; repeated re-reading of name charts; alphabetic charts; interactive writing with conversations, linking, reading, & writing; inquiry with questions and games.



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Design Science Structures

- **Context/Problem:** explanation of problem, limitations, intended artifact/product
- **Context and Lit Review:** current practices, theoretical framework, current solutions, gap study
- **Methodology:** explanation of how study was conducted
- **Design and Development:** design requirements, design decisions, components, models, prototype construction
- **Implementation:** prototype/pilot use, case study, or simulated use
- **Evaluation:** evaluation of whether artifact accomplished its purpose
- **Discussion:** strengths/weaknesses, unexpected findings, implications, future work

Reporting on the Development of a Web-Based Prototype Dashboard for Construction Design Managers, Achieved through Design Science Research Methodology (DSRM)

by Barry Gledson ^{1,*}  , Kay Rogage ¹  , Anna Thompson ² and Hazel Ponton ¹ 

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Buildings **2024**, *14*(2), 335; <https://doi.org/10.3390/buildings14020335>

Submission received: 18 December 2023 / Revised: 16 January 2024 / Accepted: 19 January 2024 /

Published: 25 January 2024

1. Introduction

2. Literature Review

3. Design Science Research Methodology (DSRM)

4. Results

5. Prototype Dashboard Development

6. Discussion and Conclusions



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1. Introduction

constructed. Design management (DM) therefore involves the management of project-related design activities, processes, people, and other resources to enable the effective flow and production of design information [3,4,5].

However, current project delivery approaches regarding the management of design remain problematic. One persistent concern regards the separate perspectives held by project actors around what successful construction project delivery is because of various project time, cost, and quality targets [6,7,8]. Hence, without effective decision support systems, design management approaches may not always be focused on realizing desired project outcomes [9]. An additional issue revolves around how achieving such collaborative and integrated working across a temporary project organization (TPO) has usually been a messy and ‘analogue’ coordination process involving process waste.

Bolpagni et al. [10] discuss how in Industry 4.0, because of an increasing adoption of digital design through the likes of Building Information Modelling (BIM), such information-rich content could be much better managed through more digital means. In brief, BIM involves creating a digital version of what is to be built and then using it as the basis for construction. Using specialist computer software, designers create a three-dimensional (3D) model that is an exact

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1. Introduction

The aim of this study, therefore, is to report on a research project that employed design science research methodology (DSRM), resulting in the development of a bespoke digital web-based dashboard prototype intended to enhance the efficiency, productivity, and ultimately the effectiveness of the construction design management (CDM) function. The project was devised and delivered as a Knowledge Transfer Partnership (KTP) project with a Case

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6. Discussion and Conclusions

performance monitoring remain key challenges worth addressing. Then, to address these concerns, a web-based DsDM prototype dashboard was developed during Project Stage #3, which uses project data to aid design coordination activity and facilitate DM task prioritization and reporting functionality. The prototype dashboard developed in this research project for the Case Study Organization offers several potential benefits for the Construction Design Managers in the Case Study Organization:

- **Enhanced Design Coordination:** The dashboard can facilitate improved coordination among design team members by providing a centralized platform for real-time collaboration. This ensures all stakeholders can have access to up-to-date project information, reducing the risk of miscommunications and coordination issues.
- **Task Prioritization and Management:** Design managers can prioritize tasks effectively using the dashboard, optimizing workflow and resource allocation. The tool allows for a systematic approach to managing design-related activities, ensuring that critical tasks receive the necessary attention.
- **Real-Time Monitoring:** The dashboard can enable near-real-time monitoring of design production at both project and portfolio levels. This provides design managers with more rapid insights into progress, allowing them to identify potential bottlenecks and address issues quicker to ensure projects stay on track.

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Formal Science Structures

- **Introduction:** context/explanation of problem, summary of results, outline of strategy, organizational preview
- **Foundations:** givens, operational definitions, lemmata
- **Main Results:** proof work (step-based)
- **Discussion:** applications, special cases, remaining questions

Pattern-Restricted One-Cycle Permutations With a Pattern-Restricted Cycle Form

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The authors: Released under the CC BY-ND license (International 4.0)

1. Introduction and background

2. Avoidance in the cycle form $C(\pi)$

Lemma 2.1. For $n \geq 2$ and $k \geq 3$,

3. Avoidance of a pattern in all cyclic rotations of $C(\pi)$

Theorem 3.1. For $n \geq 3$, $a_{n,3}^\circ(1324) = 2^{n-2}$ and for $k \geq 4$, $a_{n,k}^\circ(1324) = F_{2n-3}$.

Theorem 3.2. If $f_k^\circ(z; 1342) = \sum_{n \geq 0} a_{n,k}^\circ(1342)z^n$, then $f_1^\circ(1342) = f_2^\circ(1342) = 1 + z$, and for $k \geq 3$,

4. Open Questions



Humanistic/Traditional Structures

- **Introduction:** context of study, purpose of study, literature review
- **Methods:** theoretical framework, methodology
- **Findings:** textual evidence, novel observations
- **Analysis and Argument:** using findings to advance a thesis/provide meaning to findings
- **Conclusion:** significance, implications



**Unintended Consequences: Malaria and Orientalist Discourse in
Far Cry 2**

Marcus Hensel

Well Played V5 N1: Games, Value and Meaning

I: *FAR CRY 2*, ORIENTALISM, ECOCRITICISM

II: WELCOME TO AFRICA, ENJOY YOUR MALARIA

III: NEO-COLONIALISM, ORIENTALISM, REPRESENTATION

IV: CONCLUSIONS AND IMPLICATIONS

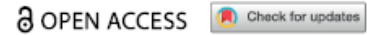


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Meta-Analysis/Systematic Review Structures

- **Introduction:** rationale, purpose of study, RQ(s)
- **Methods:** sources, research strategy, selection process, data collection, data synthesis and analysis plan
- **Results:** study selection, summary of study characteristics, synthesis of findings
- **Discussion:** summary of findings, strengths/weaknesses, implications

RESEARCH ARTICLE



There is more to sales than selling: a literature review of the roles of sales in new product development

Arend-jan Diephuis^a , Bas Hillebrand^b  and Henry Robben^c 

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Introduction

Research methodology

Search procedure

Exclusion criteria

Article coding

Bibliometric analysis

Findings

Future research directions

Discussion



Qualitative Studies Structures (IMRaD)

- **Introduction:** purpose of study, theoretical framework
- **Methods:** study setting/context, data handling/analysis, ethical considerations
- **Results and Analysis:** presentation of themes, description and data, interpretation of data
- **Discussion:** synthesis with theory, implications, limitations



A qualitative phenomenological study of nurses' experiences in caring for infants and children with life-limiting and life-threatening conditions

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- Intro/Purpose
- Methodology
- Results
- Discussion

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Nursing care

Paediatric nursing

Qualitative study

ABSTRACT

Purpose: To understand the experience of nurses caring for infants and children with life limiting and life-threatening conditions.

Design and Methods.

A qualitative phenomenological study was conducted, collecting data through deep interviews. Sample included twenty-seven nurses working in paediatric and neonatal intensive care units.

Results: Four themes emerged: suffering, being there, protect yourself and support. The experience of caring for children with limiting and life-threatening conditions affects nurses positively, with personal and professional gratification, but also negatively, as it leads to the development of compartmentalization, avoidance, and high levels of stress.

Conclusions: The organization should make resources available to help nurses build resilience, improve emotional intelligence, and process experiences and emotions, thereby bringing benefits and improvements in infant and childcare.

Practice implications: Comparison between colleagues is one of the most effective tools for supporting each other. Dedicated times and spaces to be able to carry out the debriefings managed by the nurses themselves, guided and mediated by an expert figure, such as a psychologist or a trainer, would be recommended.

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- **Intro/Purpose**
- **Methodology**
- **Results**
- **Discussion**

Background

There is an increase in the number of cases of children and infants with complex medical needs and clinical conditions, suffering from life-threatening and life-limiting diseases, which require comprehensive and multidisciplinary management (Bally et al., 2018). A life-limiting disease is a “condition in which premature death is customary, but not necessarily imminent”, and a life-threatening disease is a “condition in which there is a high probability of premature death, but there is also the possibility of long survival into adulthood” (Bally et al., 2018).

Aim

The purpose of this paper is to understand the experience of nurses as caring for infants and children with life limiting and life-threatening conditions.



- **Intro/Purpose**
- **Methodology**
 - **Sampling**
 - **Data Collection**
 - **Data Analysis**
 - **Ethics**
- **Results**
- **Discussion**

Methods

To conduct this study, a qualitative, phenomenological descriptive approach was used since it was considered the most suitable for identifying and analysing the meaning that the individual attributes to a given experience.

Sample

The population under study were nurses working on paediatric and neonatal wards in a Northern Italy general hospital. The sample was purposely selected. Sample size was determined by saturation of data. Data saturation level was based on consensus from first three authors (BB, SC, EO) and continued enrolment until data saturated for both paediatric and neonatal area nurses so that results represented both realities. The inclusion criteria were to work as a nurse in a paediatrics, or neonatal intensive care unit for at least one year, understand and speak the Italian language (Table 1 shows the characteristics of the sample). The nurses were asked to sign the informed consent for participation in the study and for the anonymous and aggregate use and dissemination of the data.

Data collection

The data were collected through deep interviews between October 2018 and December 2019. The interviews were conducted in dedicated rooms and lasted about an hour. They were registered with the consent of the interviewees and immediately transcribed. The initial interview question was: "Tell me about an experience you had of caring for a baby or child in life limiting or life-threatening condition". Afterwards, the interviewee was left to speak freely, deepening the topics with questions such as "how did you feel?"; "How did you deal with this?"

Data analysis

To ensure the veracity of the data that emerged, they were analysed according to the Colaizzi method, characterized by seven phases

Ethics

The study was conducted in accordance with the Helsinki principles. The study was approved by the hospital's IRB (17876/P/604-28/2018/E).

- **Intro/Purpose**
- **Methodology**
- **Results**
 - **Themes and Sub-Themes**
 - **Interpretation of Data**
- **Discussion**

Results

Twenty-seven nurses were interviewed, fifteen from the Neonatal Intensive Care team and twelve from the Paediatric team. Twenty-five nurses interviewed were female and two male, eleven were paediatric nurses and sixteen general nurses. Respondents had a mean age of 43.7 years, ranging from 26 to 58 years; while the years of work in the operating unit were on average 18.2, in a range between 1 and 38 years (Table 1).

From the analysis of the interviews emerged four themes: suffering, being there, protect yourself and support and the fundamental structure of the phenomenon was identified (Fig. 1).

Suffering

Nurse suffering

N12 *"That little boy there, I loved him because I had known him for a lifetime"*. The bond that the nurse establishes with infants and children with life limiting or life-threatening conditions sometimes is strong. Children subject to frequent hospitalizations allow the nurse to create a deep relationship with them, based on greater knowledge, not only of the child but also of the family.

Being there

Be there emotionally

From the analysis of the data emerges the theme of being there, not only as a physical presence of the professional. N1 *"There was this child who needed you to always be there with him. He wanted to see the sunset,*

Protect yourself

Detachment

N22 *"I remember very well the children of the first years I was here. I remember less those who came later, this is a defence, you don't want to and can't memorize everything"* From the interviews it emerges how creating a detachment can help to deal with the care of these children and their families N17 *"Detachment helps not to suffer so much when we go home,*

Support

Team support

To face the daily life of assisting children with life limiting and life-threatening illnesses the team work, the comparison with other professionals can be useful. N12 *"We work to improve the quality of life and to lead to survival, when we can, when it is not possible, in my opinion, it is a great fortune to be able to activate the palliation"*.

- **Intro/Purpose**
- **Methodology**
- **Results**
- **Discussion**

Discussion

Nurses assist children with life-limiting and life-threatening conditions every day. From the data collected during the interviews with nurses, one of the aspects that emerges most is suffering, one of the main themes related to the experience of nurses in childcare.

The suffering of children, that of parents, that of nurses are intertwined in the stories of the interviewees. But children's pain is above suffering. According to a 2010 study of a population of children with is also the possibility of long survival into adulthood" (Bally et al., 2018).

Strengths of the study

This study is highly relevant as more and more children with serious chronic illnesses survive and require nursing care. The nurses who take care of these children live very intense professional and personal life experiences. In-depth study of this topic is relevant to nursing care.

Limitations

Paediatric nurses and NICU nurses care for babies with life-limiting and life-threatening conditions, but their narratives are different. To reach data saturation it was necessary to reach it both in the neonatal and in the paediatric group and this led to an increase in the sample size.

Some specificities of the two areas of care have not been studied in depth, studies that focus on specific aspects of the two areas of care should be carried out.

- **Intro/Purpose**
- **Methodology**
- **Results**
- **Discussion**

Conclusion

Assisting newborns and children in life limiting and life-threatening conditions is an engaging experience for the nurse, not only from a professional point of view, but also from an emotional one. Nurses are conditioned by the experience of caring for children with life-limiting and life-threatening conditions, both positively, since personal and professional gratification is high, and negatively, since over time they develop protective mechanisms to be able to continue aiding, using example compartmentalization and avoidance to reduce the pain they feel when they see a child suffer. The nurse implements personal and team strategies, to be able to guarantee a global management of the patient and their family, also trying to ensure one's own mental well-being.

Application to practice

In clinical practice comparison between colleagues is one of the most effective tools for supporting one another, useful both for personal re-elaboration of events and for clinical practice. It is useful to find dedicated times and spaces to be able to carry out formal debriefings, as well as the informal ones managed by the nurses themselves, guided and mediated by an expert figure, such as a psychologist or a trainer. Emotional management training would also be helpful. The organization should make resources available to help nurses develop resilience, enhance emotional intelligence, and process the experiences and emotions that arise from them, thus bringing benefits and improvements in care for infants and children.



Quantitative Studies Structures (IMRaD)

- **Introduction:** context of study, purpose of study
- **Methods:** conceptual framework, data handling, model fit
- **Results and Analysis:** presentation and explanation of findings
- **Discussion:** implications, limitations, significance

- Intro/Purpose
- Methodology
- Results
- Discussion

Hospital Nurse Staffing and Patient Mortality, Nurse Burnout, and Job Dissatisfaction

Linda H. Aiken, PhD, RN

Sean P. Clarke, PhD, RN

Douglas M. Sloane, PhD

Julie Sochalski, PhD, RN

Jeffrey H. Silber, MD, PhD

THE PAST DECADE HAS BEEN A turbulent time for US hospitals and practicing nurses. News media have trumpeted urgent concerns about hospital understaffing and a growing hospital nurse shortage.¹⁻³ Nurses nationwide consistently report that hospital nurse staffing levels are inadequate to provide safe and effective care.⁴⁻⁶ Physicians agree, citing inadequate nurse staffing as a major impediment to the provision of high-quality hospital care.⁷ The shortage of hospital nurses may be linked to unrealistic nurse workloads.⁸ Forty percent of hospital nurses have burnout levels that exceed the norms for health care workers.⁴ Job dissatisfaction among hospital nurses is 4 times greater than the average for all US workers, and 1 in 5 hospital nurses report that they intend to leave their current jobs within a year.⁴

In 1999, California passed legislation mandating patient-to-nurse ratios for its hospitals, which goes into effect in July 2003. The California legislation was motivated by an increasing hospital nursing shortage and the perception that lower nurse retention in hospital practice was related to bur-

For editorial comment see p 2040.

Context The worsening hospital nurse shortage and recent California legislation mandating minimum hospital patient-to-nurse ratios demand an understanding of how nurse staffing levels affect patient outcomes and nurse retention in hospital practice.

Objective To determine the association between the patient-to-nurse ratio and patient mortality, failure-to-rescue (deaths following complications) among surgical patients, and factors related to nurse retention.

Design, Setting, and Participants Cross-sectional analyses of linked data from 10184 staff nurses surveyed, 232342 general, orthopedic, and vascular surgery patients discharged from the hospital between April 1, 1998, and November 30, 1999, and administrative data from 168 nonfederal adult general hospitals in Pennsylvania.

Main Outcome Measures Risk-adjusted patient mortality and failure-to-rescue within 30 days of admission, and nurse-reported job dissatisfaction and job-related burnout.

Results After adjusting for patient and hospital characteristics (size, teaching status, and technology), each additional patient per nurse was associated with a 7% (odds ratio [OR], 1.07; 95% confidence interval [CI], 1.03-1.12) increase in the likelihood of dying within 30 days of admission and a 7% (OR, 1.07; 95% CI, 1.02-1.11) increase in the odds of failure-to-rescue. After adjusting for nurse and hospital characteristics, each additional patient per nurse was associated with a 23% (OR, 1.23; 95% CI, 1.13-1.34) increase in the odds of burnout and a 15% (OR, 1.15; 95% CI, 1.07-1.25) increase in the odds of job dissatisfaction.

Conclusions In hospitals with high patient-to-nurse ratios, surgical patients experience higher risk-adjusted 30-day mortality and failure-to-rescue rates, and nurses are more likely to experience burnout and job dissatisfaction.

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densome workloads and high levels of job-related burnout and job dissatisfaction. Stakeholder groups advocated widely divergent minimum ratios. On medical and surgical units, recommended ratios ranged from 3 to 10 patients for each nurse.⁹⁻¹¹ In early 2002, California's governor announced that hospitals must have at least 1 licensed nurse for every 6 medical and surgical patients by July 2003,

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METHODS

Patients, Data Sources, and Variables

Our study combines information about hospital staffing and organization obtained from nurse surveys with patient outcomes derived from hospital dis-

In addition to 30-day mortality, we examined failure-to-rescue (deaths within 30 days of admission among patients who experienced complications).²⁴⁻²⁹ Complications were identified by scanning discharge abstracts for *International Classification of Diseases, Ninth Revision, Clinical Modification*

no evidence that specialty-specific staffing offers advantages in the study of patient outcome¹⁷ and to reflect the fact that patients often receive nursing care in multiple specialty areas of a hospital. Direct measurement also avoided problems with missing data common to the AHA's Annual Survey of hospi-

Data Analysis

Descriptive data show how patients and nurses in our sample were distributed across the various categories of hospitals defined by staffing levels and other characteristics. Logistic regression models were used to estimate the effects of

isfaction, and feelings of job-related burnout. Questionnaires were returned by nurses employed at each of the 210 Pennsylvania hospitals providing adult acute care. To obtain reliable hospital-level estimates of nurse staffing (the ratio of patients to nurses in each hospital), attention was restricted to registered

Lemeshow statistic.³³ We used direct standardization to illustrate the magnitude of the effect of staffing by estimating the difference in the numbers of deaths and episodes of failure-to-rescue under different staffing scenarios. Using all patients in the study and using the final fully-adjusted model, we

have developed a complication even if no complication codes were identified in their discharge abstracts.

Risk adjustment of mortality and failure-to-rescue for patient characteristics and comorbidities was accomplished by using 133 variables, including age, sex, surgery types, and dummy vari-

perience in nursing, education (baccalaureate degree or above vs diploma or associate degree as highest credential in nursing), and nursing specialty. For analyses of patient outcomes, we controlled for the variables in our risk adjustment model, specifically, demographic characteristics of patients, nature

RESULTS

Characteristics of Hospitals, Nurses, and Patients

Distributions of hospitals with various characteristics, distributions of nurses surveyed, and patients whose outcomes were studied are shown in

COMMENT

Registered nurses constitute an around-the-clock surveillance system in hospitals for early detection and prompt intervention when patients' conditions deteriorate. The effectiveness of nurse surveillance is influenced by the number of registered nurses available to assess patients on an ongoing basis. Thus, it is

hospitals in which the mean patient-to-nurse ratio ranged from 4:1 to 8:1, 4535 of the 232 342 surgical patients with the clinical characteristics we selected died within 30 days of being admitted. Our results imply that had the patient-to-nurse ratio across all Pennsylvania hospitals been 4:1, possibly 4000 of these patients may have died, and had it been 8:1, more than 5000 of them may have died.

cialty nurse of \$42 000 and \$64 000, respectively, are correct, improving staffing may not only save patient lives and decrease nurse turnover but also reduce hospital costs.⁴⁴

Additional analyses indicate that our conclusions about the effects of staffing and the size of these effects are similar under a variety of specifications. We allowed the effect of nurse staffing to



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Do teacher beliefs mediate leadership and teacher behaviors? Testing teacher self-efficacy's mediation role between leadership for learning and teacher outcomes

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Teacher self-efficacy and leadership for learning

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Abstract

Purpose – Leadership for learning emerged as an integrated leadership framework; however, attempts to establish an empirical measurement model have been limited. Critically, not much is known about how much teachers' beliefs (e.g. self-efficacy) can mediate leadership for learning impact on teacher behaviors. This study establishes a leadership for learning measurement model and examines whether teacher self-efficacy mediates the effect of leadership for learning tasks on teacher collaboration, instructional quality, intention to leave current schools and their confidence in equitable teaching practice.

Design/methodology/approach – Drawing on the most recent 2018 Teaching and Learning International Survey (TALIS), the study employed a structural equation modeling mediation approach.

Findings – Results suggested that teacher self-efficacy statistically significantly mediated 16 out of 20 of the relationships between leadership for learning task domains and teacher outcomes. Especially, in explaining the variance in instructional quality and teacher confidence in implementing equitable teaching practices, considerable proportions of the predictive power of leadership for learning tasks were accounted for (i.e. mediated) by teacher self-efficacy.

Research limitations/implications – School-wide efforts to craft the school vision for learning must be coupled with enhancing teacher self-efficacy. Critically, leadership efforts may fall short of implementing equitable teaching practice and quality instruction without addressing teacher confidence in their ability in instruction, classroom management and student engagement.

Originality/value – This study is the first of its kind to evidence teacher self-efficacy mediates leadership for learning practice impact on teacher behaviors.

Keywords Leadership for learning, Teacher self-efficacy, Mediation, Structural equation modeling, Equitable teaching practice

Paper type Research paper

The purpose of this study is to examine whether and to what extent teacher belief in their ability mediates the relationship between leadership practices and teacher behaviors. Research indicates that school leadership impact is mediated by *organizational* factors such as collaborative school culture (Liu *et al.*, 2021), teaching quality (Robinson *et al.*, 2008) and organizational routines (Spillane *et al.*, 2011). Research also examined whether and how much teachers' *beliefs* can mediate leadership impact on teacher behaviors as personal antecedents. Foremost among personal antecedents of teacher behavior is teacher self-efficacy (Skaalvik and Skaalvik, 2010). It is teachers' judgment of their ability to create a learning environment

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- **Intro/Purpose**
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Review of literature

Leadership for learning

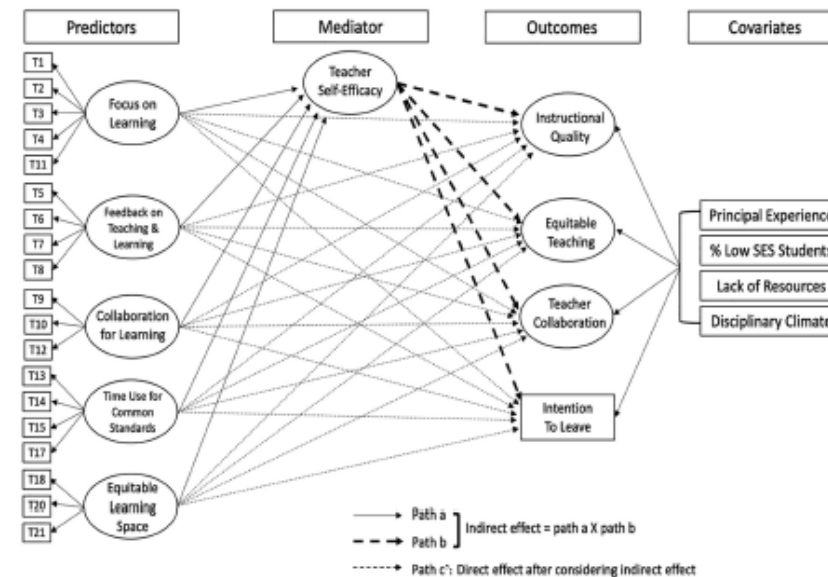
Leadership for learning emerged as a comprehensive leadership framework that subsumes the core dimensions of instructional, transformational and distributed leadership (Hallinger, 2011). While it maintains instructional leadership's focus on student learning, it further posits the importance of teachers' and leaders' learning for enhancing the school's instructional capacity (MacBeath and Townsend, 2011). Its staff capacity-building element directly speaks to the tenets of transformational leadership (Hallinger and Heck, 2010). Instead of concentrating on the competing foci either on accountability tasks (e.g. student learning) or staff development, leadership for learning encompasses both, acknowledging how



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Conceptual framework

One fundamental takeaway from the long line of school leadership research over the past 4 decades is that school improvement is achieved via multiple interconnected variables between leadership and other factors, and thus the principal's leadership effects are mostly indirect (Hallinger, 2011). For example, leadership impact on student learning outcomes is achieved primarily through such mediating factors as teacher's work and school climate. Indeed, the direct effects of principal leadership have been reported to drop considerably once mediating variables are added to a model (Day *et al.*, 2016). Accordingly, a mediation-effect model provides an appropriate platform for researchers who examine whether and to what extent a mediator bridges the relationships among leadership, school climate, staff capacity, teaching quality and, ultimately, student learning outcomes (Louis *et al.*, 2010).



Note(s): 1. All four outcome variables were simultaneously regressed in a multivariate SEM mediation analysis, using teacher self-efficacy as the mediator
 2. Small rectangles on the lefthand side of the diagram (e.g., "T1," "T2," etc.) denote items used to measure relevant latent constructs (e.g., "Focus on Learning") linked with arrows
 3. Ovals (e.g., "Focus on learning") denote latent constructs, while rectangles (e.g., "T1," "Intention to Leave") indicate observed variables

Source(s): Created by authors



- **Intro/Purpose**
- **Conceptual Framework/Model**
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Methods

Data

This study is a secondary analysis of the 2018 TALIS provided by the Organization for Economic Co-operation and Development (OECD). TALIS offers two types of survey results: one from teachers and the other from principals. Each of the 47 participating countries collected data from approximately 200 schools, with 20 teachers and one principal responding to the survey from each school. This study adopted data from lower secondary schools (grades 7–9) as all participating countries provided data for this level. We used the full analytic sample from across 47 countries from 153,682 teachers.

Analysis

We first built a leadership for learning measurement model to be used as predictors in the subsequent SEM analysis, employing a CFA approach. After that, we used the SEM mediation framework to examine the structural relationships between leadership for learning practices and the proposed teacher outcomes, using teacher self-efficacy as the mediator (Kline, 2016). We first discuss measurement and further explain the procedures regarding the SEM mediation analysis, sampling weights, model fit evaluation and missing data handling.

Model fit evaluation, missing data handling, weight. We used four model fit indices to evaluate the quality of CFA solutions and subsequent SEM models: the root mean square error of approximation (RMSEA), the standardized root mean square residual (SRMR), the comparative fit index (CFI) and the Tucker–Lewis index (TLI), while adopting RMSEA < 0.06, CFI > 0.90, TLI > 0.90 and SRMR < 0.08 as an indication of an acceptable fit, respectively (Hu and Bentler, 1999).



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Results

The purpose of this study is to examine whether and how much teacher self-efficacy mediates the relationship between leadership for learning practices and teacher collaboration, instructional quality, intention to leave current schools and confidence in equitable teaching practice. We first established a leadership for learning measurement model to be used as predictors. After that we tested an SEM mediation model, using teacher self-efficacy as the mediator.

SEM results

To explore whether and how much teacher self-efficacy mediates leadership for learning's direct impact on teacher outcomes, we first implemented a direct-effect model, regressing the four outcomes simultaneously on the five leadership for learning domains without incorporating teacher self-efficacy. After that, we tested a mediation-effect model by simultaneously regressing four outcomes on the five leadership for learning domains, with teacher self-efficacy as the mediator (see [Figure 2](#) for results). We simultaneously tested all



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Discussion

The purpose of this study was to test the indirect effect of teacher self-efficacy in mediating the relationship between leadership for learning tasks and teacher professional collaboration, instructional quality, intention to leave and confidence in implementing equitable teaching practice. Discussion offers implications for practice and research in educational leadership.

Implications for leadership practice

Given the large sample size of this study, whether or not mediation effects are statistically significant is not an overarching interest. We also identify that the effect sizes of leadership for learning tasks on teacher outcomes are fairly small, which is consistent with previous research that suggests leadership impact on teacher practice is statistically significant, but its effect size is small (Thoonen *et al.*, 2011; Wahlstrom and Louis, 2008). Rather, we focus on the

Implications for research

This study suggested a strong mediation effect of teacher self-efficacy, offering implications for research. Notably, research in educational leadership for the past 40 years has overly focused on bivariate relationships between predictor and outcome variables, being clearly at odds with this study's findings regarding mediation effects. This bivariate tradition is also not aligned with the field's consistent calls for examining through what underlying mechanisms school

Significance

We consider our findings significant in the following four ways. First, while confirming previous evidence that teacher self-efficacy mediates leadership influence, our findings expand the field's knowledge base. Previous studies suggest teacher self-efficacy mediates the relationship between leadership and instructional practice (Thoonen *et al.*, 2011), teacher job satisfaction (Sun and Xia, 2018), teacher burnout (Fernet *et al.*, 2012) and teacher

Limitations

By adopting the entire 2018 TALIS from 47 countries as its analytic sample, a major limitation of this study is measurement invariance. It concerns whether the latent construct measurement parameter estimates hold throughout different groups (e.g. countries). Related, using the 2013 TALIS, Printy and Liu (2020) suggested that country-specific policy may influence distributed leadership practice. Similarly, Barrera's (2009) multilevel latent class



Mixed Methods Studies Structures (IMRaD)

- **Introduction:** context of study, purpose of study, rationale for mixed methods
- **Methods:** method design, data handling, data integration method, rigor
- **Results and Analysis:** presentation and explanation of findings
- **Discussion:** implications, limitations, significance

- **Intro/Purpose**
- Literature Review
- **Methodology**
 - Research Design
 - Ethics
 - Phase 1 study (quantitative)
 - Phase 2 study (qualitative)
- **Results and Discussion**
 - Phase 1 (quantitative)
 - Phase 1 and 2 (qualitative)
 - Limitations
 - Analysis
- Conclusion



A sequential explanatory mixed-methods study of UK higher education teacher experiences when building rapport with international students online

Gemma Peacock¹

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Abstract

Effective, interpersonal teacher–student relationships and positive rapport are widely known to positively impact student attainment and learning experiences. Establishing and maintaining these have been particularly challenging, however, since the Covid-19 pandemic forced higher education (HE) teaching online in 2020. This study, therefore, aimed to explore English for Academic Purposes (EAP) teachers’ experiences of building rapport with international students in online learning environments in UK HE institutions during emergency remote teaching via sequential explanatory mixed methods and three research questions. Study Phase 1 comprised a structured, online, quantitative and qualitative questionnaire completed by 36 participants of the target population from 19 UK HE institutions, while Phase 2 employed in-depth qualitative interviews with three selected participants from Phase 1. Three themes emerged as most significant when considering teacher experiences of building rapport with students online: online communication in online sessions; teacher–student communication outside online sessions; and teacher availability and accessibility. The findings suggest that if online sessions could primarily be used as opportunities to meet learning outcomes, then the necessary and conscious task of building teacher–student rapport might be more effective in frequent 1–1 tutorials with students or during any available pre- and post-online session time.

Keywords Rapport · Teacher student relationships · Online learning environments · Emergency remote teaching · Covid-19

- **Intro/Purpose**
- Literature Review
- **Methodology**
- **Results and Discussion**
- Conclusion

Introduction

In March 2020, teaching in all UK sectors was forced online due to the Covid-19 pandemic (World Health Organization n.d) and the related national lock-down. In the higher education (HE) sector, English for Academic Purposes (EAP) face-to-face (F2F) courses were rapidly converted and moved online, where in most cases no online course provision had previously existed. Pedagogically and technically unprepared university teachers found themselves delivering online courses from home instead of teaching in the classroom. This became known as emergency remote teaching (Hodges et al. 2020). Beyond the immediate challenges of the new technical, administrative and practical aspects of online teaching, these teachers also experienced challenges establishing and maintaining positive teacher–student relationships with their international students in the online learning environment (OLE).

Literature review

Background

The field of EAP

English for Academic Purposes within HE has been defined as the “the study of language in academic contexts” (Bruce 2011, p.116) aiming to support learners “to study, conduct research or teach” in English (Flowerdew and Peacock 2001a, p.8). It is a branch of English for Specific Purposes (ESP), which, alongside English for General Purposes (EGP), comprises the two distinct branches of English Language Teaching (ELT) (Flowerdew and Peacock 2001b).

EAP programmes serve to equip international students with the language skills necessary for academic study in English and knowledge of academic culture and practices. Before 2020, such courses were typically taught F2F. EAP students not only require academic study skills development and English language knowledge (both general academic and discipline-specific vocabulary) in order to engage with academic texts in their discipline but they also require disciplinary specific knowledge.



- **Intro/Purpose**
- Literature Review
- **Methodology**
 - Research Design
 - Ethics
 - Phase 1 study (quantitative)
 - Phase 2 study (qualitative)
- **Results and Discussion**
- Conclusion

Methodology

Research design

This study employed the third *research paradigm* (Kuhn 1962) of mixed methods sequential explanatory research design to collect cross-sectional data. Both quantitative and qualitative data were collected in the research questionnaire in Phase 1 and then more in-depth qualitative data were collected via interviews in Phase 2.

Recruitment of participants and ethics procedures

The recruitment of participants for this study employed “typical sampling” representing a target sample of the target population selected according to the research focus (Dornyei 2007, p. 128). EAP teachers who taught on UK HE online EAP courses synchronously and asynchronously between March and September 2020

Phase 1: research questionnaire

The first phase of the study comprised a self-developed, structured, online, quantitative and qualitative questionnaire completed by 36 participants of the target population (EAP teachers from 19 UK HE institutions who taught online asynchronously and synchronously from March to September 2002). This was an

Phase 2: interview

The second phase of the study employed formal, in-depth, semi-structured, forty minute online interviews via video call on Microsoft Teams to gather qualitative data. Phase 2 therefore aimed to refine and elaborate on the initial data gathered



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Findings and discussion

Phase 1 quantitative findings

In the first phase of the study 51 potential participants were contacted or contacted the researcher directly. Of these 51 potential participants, 36 completed the research questionnaire giving a response rate of 71%. Descriptive statistics have been used in this section to summarise the characteristics and responses of the target sample.

Questionnaire section one

Section one of the questionnaire collected the study participants' demographic information. This included age, gender, EAP teaching experience, general online teach-

Phase 1 and 2 qualitative findings and overall discussion

Introduction

The qualitative data from the Phase 1 typed-responses and the Phase 2 interviews answer RQ2 (*What perceived constraints and challenges were reported by teachers when building teacher–student rapport online?*) and RQ3 (*Which online teach-*

Challenges and constraints (RQ2)

The challenges and constraints which most significantly affected teacher–student rapport have been summarised in Table 4 for the selected themes. These factors have been expanded upon below with teacher quotations for clarity in order to answer RQ2. T1, T2 and T3 refer to the three teacher interviewees and TQ refers to an anon-

Developing TSR online (RQ3)

RQ3 sought to uncover which online teaching practices and student-directed rapport behaviours teachers employed to help develop teacher–student rapport online. Phase 1 quantitative data showed that teachers did employ these practices and behaviours

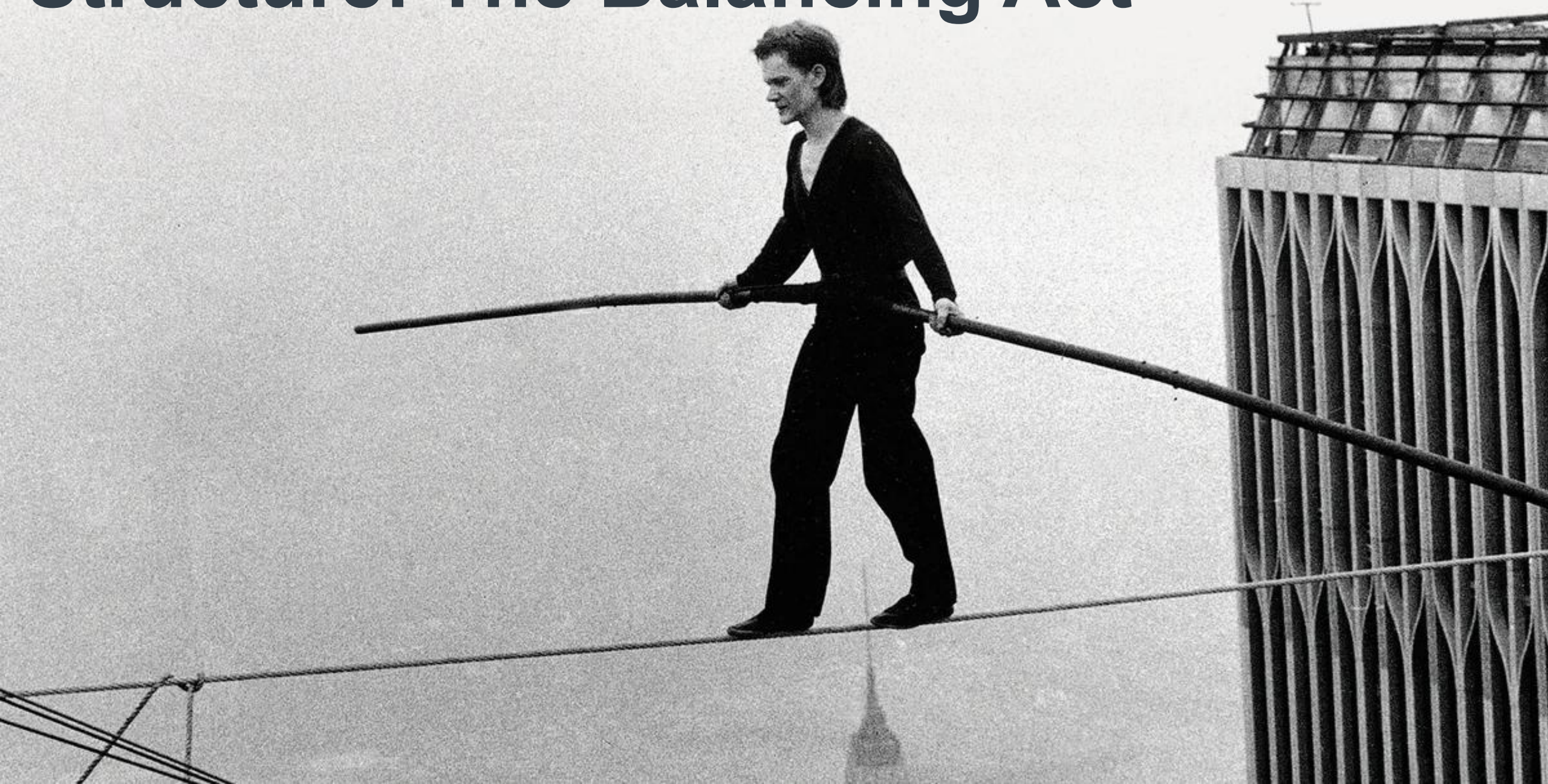
- **Intro/Purpose**
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Conclusion

This study sought to explore EAP teachers' experiences of building rapport with international students in the novel online learning environment in the early Covid-19 era via quantitative and qualitative analyses of teacher perceptions. Overall conclusions and associated recommendations are summarised here.



Structure: The Balancing Act



Action Research Structures

- **Context/Problem:** context of study, explanation of problem
- **Planning:** proposed intervention and theoretical framework
- **Action:** plan execution and data gathered (generally in iterative cycles)
- **Observation:** results of intervention and analysis of same
- **Reflection:** lessons learned and future plans

Quantitative Studies Structures (IMRaD)

- **Introduction:** context of study, purpose of study
- **Methods:** theoretical framework, data handling, model fit
- **Results and Analysis:** presentation and explanation of findings
- **Discussion:** implications, limitations, significance

ARTICLE

Prairie Journal of Educational Research

Utilizing Project-Based Learning to Increase Engagement and Performance in the High School Classroom

AUTHOR

Alan English, Kansas State University, None

Introduction

Literature Review

Background

Vietnam Textbook Project

Kansas Honor Flights Service Project

Method

Results

Discussion

Implications and Conclusion



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Introduction

As a former high school teacher, my greatest struggle with student outcomes was not with inability but disengagement. When students failed my class, it was all too often not because of low scores on a multitude of assignments or inability to grasp key concepts. Rather, it was because far too many assignments were never handed in, far too many classes were missed, or a student lacked the engagement to put forth a legitimate effort. It was my observation that many of these students struggled to see a purpose in the education being offered to them or meaning to

Literature Review

Defining Engagement

One of the most challenging aspects of studying student engagement is determining precisely what behaviors constitute a demonstration of engagement or disengagement.

Background

In 2010, I had the opportunity to attend the National Council for the Social Studies Conference in Denver, CO. Among the many excellent speakers I was able to see over the weekend was Dr. Eric B. Freedman. Dr. Freedman presented on a unit of instruction he had

Vietnam Textbook Project

In my unit adapted from Dr. Freedman's, students were presented a series of primary sources (see table 1). My choice of sources, which varied slightly from year to year but remained constant within the years included in this study, admittedly gave an American

Kansas Honor Flights Service Project

For several years, I was largely satisfied with my adapted version of Dr. Freedman's unit. I had overseen many students create content rich, professional looking textbooks. During the 2016-2017 school year, however, I decided that I could be successful at a higher level and with a



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 - Participants
 - Research Design
- Results
- Discussion
- Implications and Conclusion

Method

Participants

All students involved in this project were enrolled in my American History course in the same Midwest urban high school. The overwhelming majority of students were juniors (age 16 or 17) with an occasional student taking the course a second time as a senior. The Kansas State Department of Education (2016) reports that through the years of the study, the school student

Research Design

This study consisted of a quasi-experimental research design. The control group consisted of my students from the 2014-2016 spring semesters ($n=302$) who completed the Vietnam textbook project but without a project-based learning experience. The experimental group was my students from the 2017 spring semester ($n=70$) who participated in the project-based learning experience. While this study lacked randomization, the cornerstone of experimental research, quasi-experiments if well-designed can be powerful research models,



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 - Student Performance
- Discussion
- Implications and Conclusion

Results

This study had an 80.5% participation rate. While high school students proved problematic to get to complete a consent form and return it, considerable efforts were made to include as many of my students into the study as possible. Although they were not available yet, parents that came to parent-teacher conferences were alerted ahead of time that the consent forms

Student Engagement

In order to quantify student engagement, the rate of completion of Vietnam textbooks was tracked. Students in the 2017 (experimental) group completed their textbook at a 12% higher rate than the 2014-2016 (control) group (92.9% verses 80.8%). In order to put greater meaning to that, an analysis of variance (ANOVA) was calculated. Because of unequal variances, the Brown unequal variance F -test was utilized to compare the effects of method of instruction (2014-2016 verses 2017) on rate of completion (Klockars, 2010). A statistically significant effect was found at the $p < .05$ level, [$F(1, 152.78) = 9.853, p = 0.002$]. Furthermore, the Cohen's d effect size was .361. This demonstrates that with a moderate effect size, students in the 2017 spring semester were statistically more likely to complete their textbooks than their peers in the 2014-2016 spring semesters.

Student Performance

Student performance was tracked by percent grade on the project-based on the project rubric. In order to avoid the influence of a change in student engagement (completion of the project), all zeros were removed from the data for this analysis. This way, only students who completed the project were compared. An analysis of variance (ANOVA) was used to compare the effects of method of instruction (2014-2016 verses 2017) on student performance (Klockars, 2010). Statistically significant results were not found at the $p < .05$ level, [$F(1, 307) = 0.051, p = 0.82$]. This means that students in the 2017 spring semester did not show statistically significant improvement in their performance on their textbooks than their 2014-2016 spring semester peers. It should be noted that the experimental group increased their average score compared to the control group by a very small, insignificant degree (70.2% average grade in the control group, 70.8% in the experimental group).

Discussion

These results suggest that incorporating project-based learning into course work can increase student behavioral engagement. This supports the growing body of literature indicating PBL's usefulness in increasing student engagement (Chu, et al., 2012; Holmes & Hwang, 2014; Robinson, 2013; Zhang, Peng, & Hung, 2009). Still, current inconsistency of both measurement of engagement and differentiation of the multiple facets of engagement (behavioral, emotional,

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Implications and Conclusion

This study was able to demonstrate a significant increase in behavioral student engagement with the implementation of PBL. These results confirmed much of existing literature that through creating an engaging experience aimed at a collective, worthwhile, authentic goal, students will be more engaged and inclined to complete academic work. It was not able, however, to demonstrate a significant increase in student performance. It should be noted that this study lacked a validated instrument to measure student performance and should therefore not be interpreted to negate the work of previous studies linking PBL to student performance.

Structure: The Balancing Act

