

BRADY, CHERYL L., Ph.D., December 2019

TEACHING, LEARNING,
AND CURRICULUM STUDIES

UNDERGRADUATE NURSING FACULTY AND TEST DEVELOPMENT: AN
EXPLORATION INTO THEIR UNDERSTANDING OF HIGHER ORDER THINKING
TEST QUESTIONS (147 pp.)

Director of Dissertation: Todd S. Hawley, Ph.D.

The purpose of this qualitative study was to explore nursing faculty's understanding of higher order thinking test questions and practices with test preparation for undergraduate baccalaureate nursing students. Data were collected from eight full time classroom, undergraduate nursing faculty participants. The main findings from this study include higher order thinking uses critical thinking with foundational knowledge, application and analysis principles; faculty need continuing education and peer collaboration with testing preparation; and the use of a clinical care, reality focus is necessary with higher order testing. These findings are significant due to the increasing demand for complex thinking required of nurses now and in the future. Additionally, as the nursing faculty shortage continues, teachers often come into education with inadequate training to prepare higher order thinking test questions. Implications for nursing education include preparing undergraduate nursing faculty with continuing educational programs for testing practices, recognizing and creating opportunities for faculty collaboration with testing, reviewing foundational knowledge expectations of student entering nursing programs and enriching student's transition to practice using reality, clinical based NCLEX style test questions.