

CRITICAL FRIENDS

- Critical Friends is a six-step peer review protocol used to promote critical dialogue within an intellectual community (Costantino, 2010).
- Entry-level PhD nursing students enrolled in NURS 8205, an introductory PhD course, use the protocol to peer review a scholarly writing assignment.
- Research examining the contribution of Critical Friends upon the evolution of 18 PhD nursing students as scholarly writers offers strategies to establish an effective writing and learning community where peer review is valued (Tyndall & Powell, 2021).
- Critical Friends is recommended as a pedagogical strategy to enhance learner outcomes by building capacity for scholarly writing.
- Students struggled initiating Critical Friends on their own, so embedding the protocol in courses during the first year of study is recommended.

Tyndall, D.E., Powell, S.B. (2021). Good Friends are Hard to Find: Promoting Peer Review among Doctoral Students through Critical Friends. Manuscript under review.



Creating Spaces to Support Scholarly Writing Development in Novice Nurse Scientists

WRITING & LEARNING

- Doctoral writing is emotional work; however, lea has been effective in developing feelings of aut fostering voices of research scholars.
- Peer learning pedagogy strategies, such as Cri Accountability Groups, create writing spaces the of learning towards a horizontal, community-based
- These writing spaces afford metacognitive oppo information to former knowledge and for faculty
- Writing and learning communities can provide the liminal states of learning.
- Meta-cognitive activities, scaffolding, and comm students to engage with what it means to be a



RESEARCH & SCHOLARSHIP INTEGRATION

- Tyndall, D.E., Firnhaber, G.C., & Kistler, K.B. (2021). An integrative Review of Threshold Concepts in Doctoral Education: Implications for PhD Nursing Programs. Nurse Education *Today.* Accepted for publication.
- Tyndall, D.E., Flinchbaugh, K. B., Caswell, N. I., & Scott, E. S. (2020). Troublesome Knowledge for Entry-Level PhD Nursing Students: Threshold Concepts Essential for the Research-Focused Doctorate. Manuscript under revisions.
- Tyndall, D.E., Flinchbaugh, K.B., Caswell, N.I., & Scott, E.S. (2019). Threshold concepts in doctoral education: A framework for writing development in novice nurse scientists. Nurse *Educator, 44*(1), 38-42. doi:10.1097/NNE.000000000000535

| COMMUNITIES | |
|---|-----------------------------|
| earning within supportive communities othority, shaping identities, and | • W pr st w pr |
| ritical Friends and Writing hat move beyond a vertical approach ased learning method. | • W ac re co so |
| portunities for students to connect new by to uncover threshold concepts. | • T st |
| the necessary monitoring required in | di Co So |
| munity positioning encourages doctoral nurse scientist. | • W St St C |
| every best one startedhelped | |
| HIP INTEGRATION | |



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/RITING ACCOUNTABILITY GROUPS

Vriting Accountability Groups (WAGs) rovide support for writing as a ustainable process, promoting "habits of riting" through accountability and rovision of writing spaces.

AGs may capitalize on the bonds of cademic and trusting social elationships, facilitating scholarship and ontinued learning of each member's cholarship.

"he "wagging" process offers PhD udents/graduates a writing space to isseminate dissertation research and ontinue ongoing scholarship as nurse cientists.

AGs can also be used during PhD tudy to promote scholarship within the tructure of a writing and learning ommunity.





Tyndall, D.E., Forbes, T.H., Avery, J.J., & Powell, S.B. (2019). Fostering scholarship in doctoral education: Using a social capital framework to support PhD student writing groups. Journal of Professional Nursing, 35(4), 300-304. doi:10.1016/j.profnurs.2019.02.002