

Editorial

Nursing education has a body of knowledge to be learned, and the core competencies to be developed for the expert teaching of nursing. Nurse educators need an understanding of learning concepts and theories, principles of curriculum development and course planning, and their roles and responsibilities in those areas. Across all settings in which students learn, nurse education must be skilled in planning instructions for students with varying needs and abilities, selecting a appropriate teaching methods, presenting information effectively to small and large group of learners, integrating active learning methods within classes and courses, and demonstrating evidence – based clinical teaching skills.

Today's faculty needs a breadth of knowledge and competencies because their roles may also include teaching distance/ online education courses, in simulation laboratories, with innovative instructional and technological methods.

Many health/teaching fields offer Certifications to acknowledge expertise in a speciality area of practice or role, and there is evidence to support positive outcomes of Certifications (Wade, 2009). Similar to Certifications in clinical specialities, Certification in nursing educations is a means for teachers to demonstrate their knowledge about nursing education and expertise in the educator role.

Certification in any field is a mark of professionalism. For academic nurse educators, it establishes nursing education as a speciality area of practice and creates a means for faculty



to demonstrate their expertise in this role. It communicates to students, peers, and the academic and health care communities that the highest standards of excellence are being met. So, dear Nurse Educators don't you all feel the need for Certified Nurse Educator (CNE) certification to be initiated in our country to improve the quality of Nursing Education.

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