**Additional Resources2: Classroom Techniques and StrategiesTop of Form**

Bottom of Form

* + Caplan, W., Myrick, F., Smitten, J., & Kelly, W. (2014). [What a tangled web we weave: How technology is reshaping pedagogy](http://www.sciencedirect.com.library.capella.edu/science/article/pii/S0260691714001166). *Nurse Education Today*, *34*(8), 1172–1174.
	+ Davidson, J. E. (2009). [Preceptor use of classroom assessment techniques to stimulate higher-order thinking in the clinical setting](http://search.proquest.com.library.capella.edu/docview/223330324?accountid=27965). *Journal of Continuing Education in Nursing*, *40*(3), 139–143.
	+ Herrman, J. W. (2011). [Keeping their attention: Innovative strategies for nursing education](http://search.proquest.com.library.capella.edu/docview/894331969?accountid=27965). *The Journal of Continuing Education in Nursing,* *42*(10), 449–456.
	+ Kalb, K. A., O'Conner-Von, S. K., Brockway, C., Rierson, C. L., & Sendelbach, S. (2015). [Evidence-based teaching practice in nursing education: Faculty perspectives and practices](http://search.proquest.com.library.capella.edu/docview/1700288023?accountid=27965). *Nursing Education Perspectives*, *36*(4), 212–219.
	+ Simpson-Beck, V. (2011). [Assessing classroom assessment techniques](http://journals.sagepub.com.library.capella.edu/doi/abs/10.1177/1469787411402482). *Active Learning in Higher Education*, *12*(2), 125–132.