

Adult Learning Theory & Learning Styles



Adult Learning Differences



Andragogy

- Adults
- Independent learners
- Experienced
- Modified content
- Self motivated
- Goal oriented



Pedagogy

- Children
- Dependent learners
- Less experience
- Structured content
- Teacher directed
- Curriculum oriented

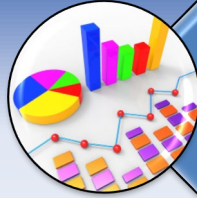


Learning Theories Compared

	Behaviorism	Social Learning Theory	Constructivism
<i>Knowledge is...</i>	Behavioral response to stimuli	Within social contexts	Constructed based on pre-existing knowledge
<i>Learning is...</i>	Passive absorption of knowledge, promoted by repetition	Collaborative assimilation in a community, observing, imitating	Inquiry based, hands on, active accommodation of new information into existing knowledge
<i>Motivation for learning...</i>	Extrinsic motivations with +/- reinforcement	Intrinsic & extrinsic, determined by learners and extrinsic rewards from the community	Intrinsic motivation, learners set own goals and motivate themselves
<i>Teaching implications...</i>	Correct responses absorbed by learner	Collaborative and guided by facilitator, group work, active learning	Create environment to promote discovery, reflections, collaboration, peer feedback, & metacognition

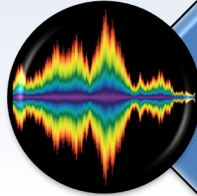


Learning Styles



Visual

- Diagrams, charts, videos



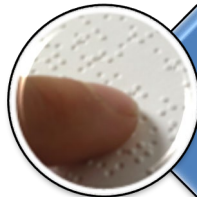
Auditory

- Recordings, listening, speaking



Read/Write

- Textbooks, slides



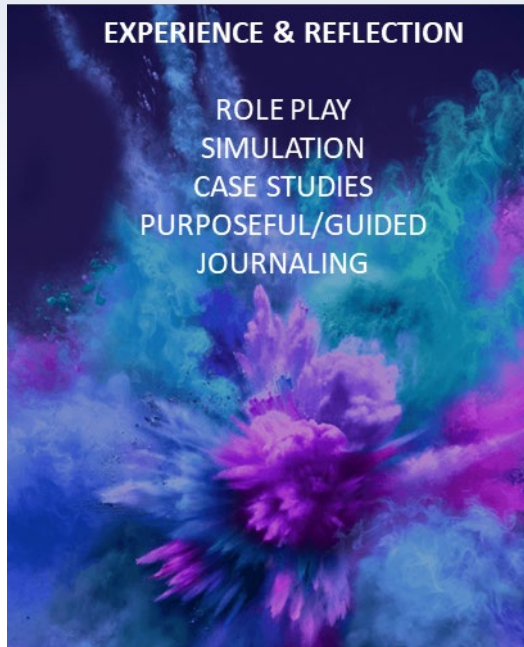
Kinesthetic

- Hands-on, movement, role-play, simulations



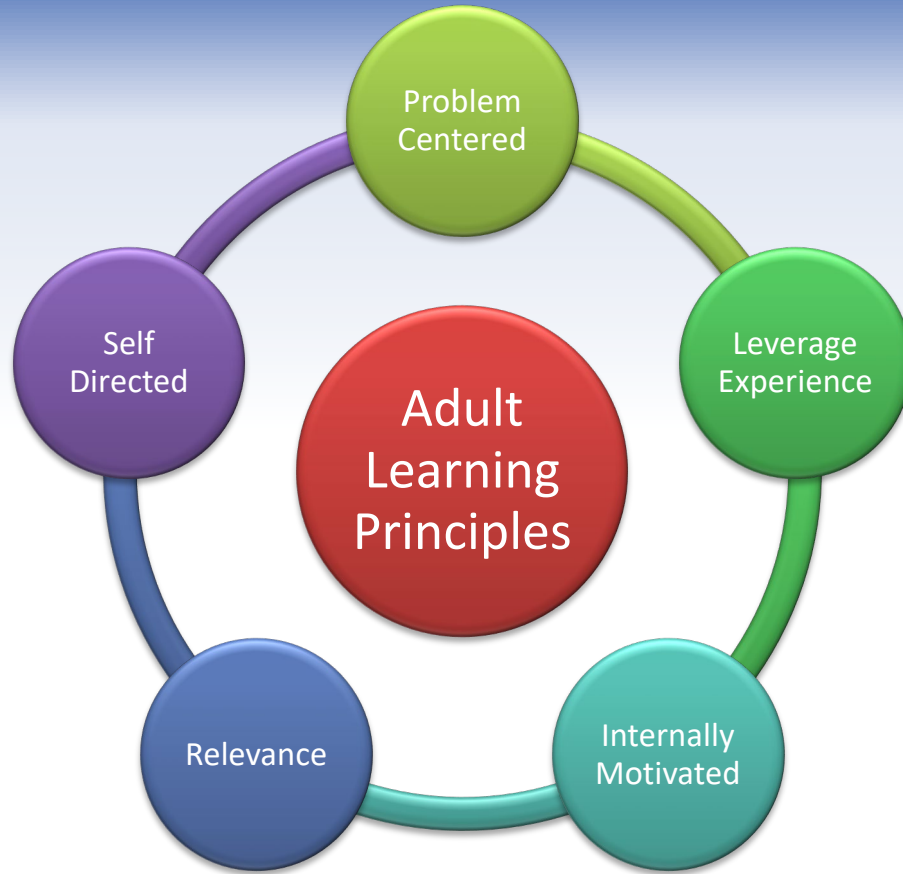
Adult Learning

Experiential Learning



Active Learning

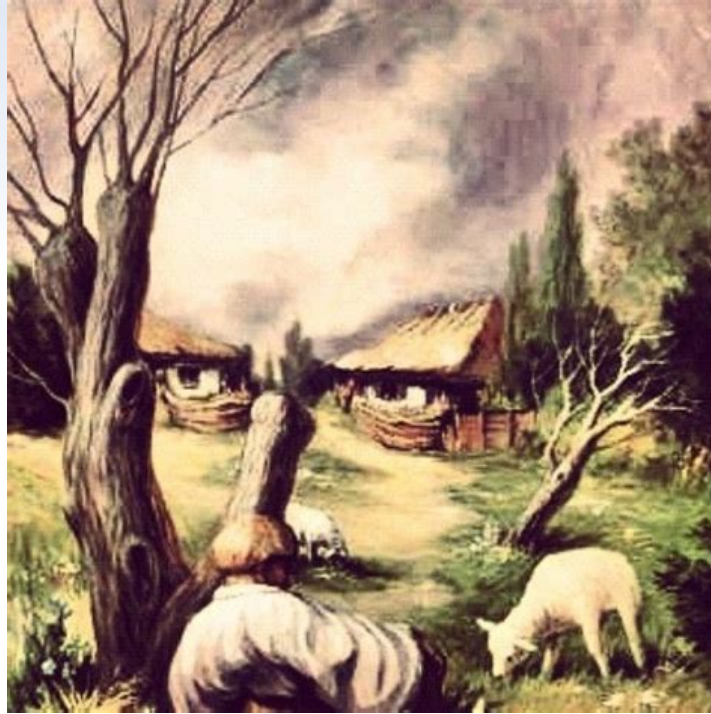




Problem Centered



Leverage Experience



Internal Motivation



Relevance



Self Directed



COURSE FILE

DESCRIPTION The purpose of this course is to increase nurse competence & confidence in the unique care needs of adult transplant patients.

Learning Objectives: Upon completion of this course, participants will...

- discuss the transplant evaluation process
- identify inpatient care practices and considerations for transplant patients
- Evaluate transplant medications and patient considerations

Agenda:

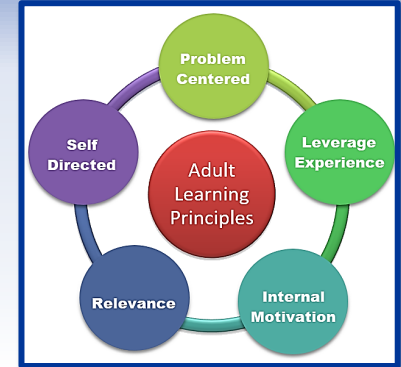
Time	Topic
8-8:30	Transplant Evaluation Process
8:30-10:30	Transplantation –Inpatient Care & After
10:30-11:30	Transplant Medications and Consideration
11:30-12:30	Putting it Together

Theories

- Behaviorism
- Social Learning
- Constructivism

Learning Styles

- Visual
- Auditory
- Read/Write
- Kinesthetic



- What learning theory complements this course?
- What learning styles benefit this course?
- What format is ideal for this course? (Enduring/modules, face to face, virtual, hybrid, etc.)
- What methods could be used to engage adult learners with these topics?



COURSE FILE

DESCRIPTION Staff new to the ICU will gain knowledge and skills about best practices for emergencies in the ICU environment.

Learning Objectives: Upon completion of this course, participants will...

- demonstrate skills appropriate for ICU emergencies
- differentiate roles and responsibilities in ICU emergencies

Agenda:

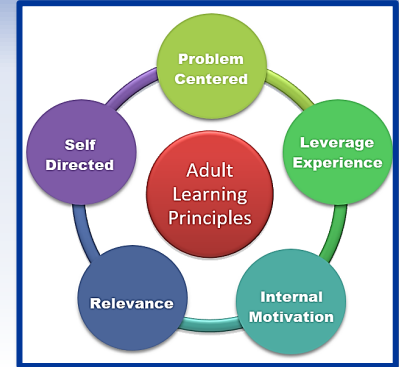
Time	Topic
8-9a	Discuss emergency roles & responsibilities
9-9:45a	Respiratory Failure Simulation
9:45-10:15	Debrief of Respiratory
10:15-10:30a	Break
10:30-11:15	Hypovolemic Shock Simulation
11:15-11:45	Debrief of Shock

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COURSE FILE

DESCRIPTION Proper procedure and process for organ, tissue and eye donation

Learning Objectives: Upon completion of this course, participants will...

- Verbalize regulation requirements for organ procurement

Agenda:

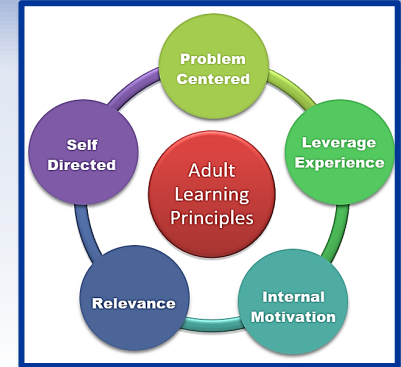
Time	Topic
8-8:20	Regulatory requirements
8:20-8:50	Roles & responsibilities
8:50-9:15	Documentation
9:15-9:30	Why Donation Matters

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Conclusion

- Insights
- Implementation

