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

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

- Experience & Reflection
- Role Play
- Simulation
- Case Studies
- Purposeful/Guided
- Journaling

Active Learning

- Engage the Active Learner
- Create
- Think/Pair/Share
- Collaborate
- Problem-Solve
- Debate
- Brainstorm
Adult Learning Principles

- Problem Centered
- Leverage Experience
- Self Directed
- Relevance
- Internally Motivated
Problem Centered
Leverage Experience
Internal Motivation
Relevance

What
How
When
Where
Why
Who
Self Directed
**COURSE 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:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30</td>
<td>Transplant Evaluation Process</td>
</tr>
<tr>
<td>8:30-10:30</td>
<td>Transplantation –Inpatient Care &amp; After</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Transplant Medications and Consideration</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Putting it Together</td>
</tr>
</tbody>
</table>

- 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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9a</td>
<td>Discuss emergency roles &amp; responsibilities</td>
</tr>
<tr>
<td>9-9:45a</td>
<td>Respiratory Failure Simulation</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Debrief of Respiratory</td>
</tr>
<tr>
<td>10:15-10:30a</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>Hypovolemic Shock Simulation</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Debrief of Shock</td>
</tr>
</tbody>
</table>

Theories
• Behaviorism
• Social Learning
• Constructivism

Learning Styles
• Visual
• Auditory
• Read/Write
• Kinesthetic

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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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>8-8:20</td>
<td>Regulatory requirements</td>
</tr>
<tr>
<td>8:20-8:50</td>
<td>Roles &amp; responsibilities</td>
</tr>
<tr>
<td>8:50-9:15</td>
<td>Documentation</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Why Donation Matters</td>
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Conclusion

- Insights
- Implementation