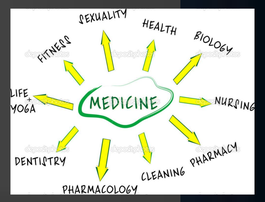
Utilizing Diverse Teaching Strategies to Enhance Undergraduate Nursing Student Success

Denise Nash-Luckenbach, MS, RN, CCRN-K, CPNP, APRN-C
Assistant Professor
New Jersey City University



Introduction

Learning is a complex process and not all learners assimilate the information presented in the same manner. Once the material is presented to the learner he/she is expected to take the material and apply it to other situations. The classroom of most colleges is quite diverse with students having different learning needs. Educator needs to be flexible and apply a variety of teaching strategies to reach the greatest amount of students . The educator wants to engage the students, empower them, encourage learning and make it interesting. Educators need to have an understanding of several educational principles to facilitate learning within the classroom . In addition these principles should be utilized in teaching strategies to have the greatest success. When providing material to the learner the educator should incorporate the three domains of education, the cone of experience and educational learning styles.

Domains of Education

The domains of education are a framework as to how the learner processes information, connects it, and utilizes it. There are three domains of education

Cognitive
- This domain is concerned with intellectual activities
- Thinking remembering judging reflecting recalling are apart of this domain

Affective
- This domain is concerned with attitudes, beliefs and behaviors
- This domain is believed to be an integral part of a comprehensive program

Psychomotor
- This domain encompasses a physical procedure or activity
- Requires and individual to acquire information and store to memory to utilize at a future date

Domains of Education

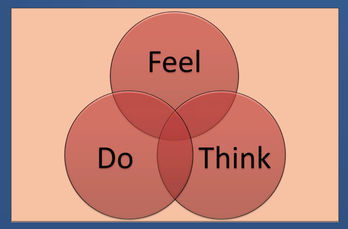


Figure 1. A visual representation of The Domains of Education

Cone of Experience

The Cone of Experience is a model of learning developed in the 1960's by Edgar Dale. The model arranges teaching methods into a hierarchy that theorizes the learner will remember material they received through doing rather than if they read it or hear it

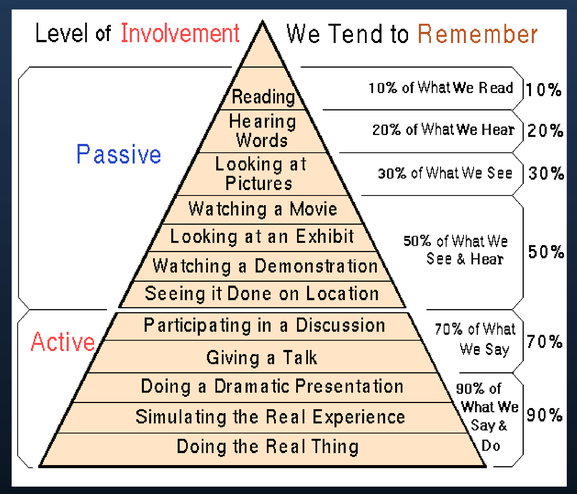


Figure 2. A visual representation of Edgar Dales Cone of Experience with the greatest amount of learning taking place with psychomotor activity

Learning Styles

Learning styles can have a positive impact on a learner and can facilitate the teaching process within the classroom. The knowledge and understanding of learning styles can enhance the communication and dialogue within the classroom population and it can also help the faculty to meet the needs of a very diverse population within the classroom

The Learning Style Inventory is a philosophy of learning developed by David Kolb in the 1970s. The Learning Style Inventory is a continuous learning process with 4 phases. Effective learning occurs when an individual goes through the cycle

Four Phases
- Concrete – the learner enters into the cycle after encountering a new experience
- Observations and reflections - the learner reviews and reflects on the experience
- Abstract – the learner takes their observations and reflections and translates them into new ideas so they can apply the learning.
- Abstract – the learner applies what they have learned

There are 4 different learning styles that arise from the learning cycle

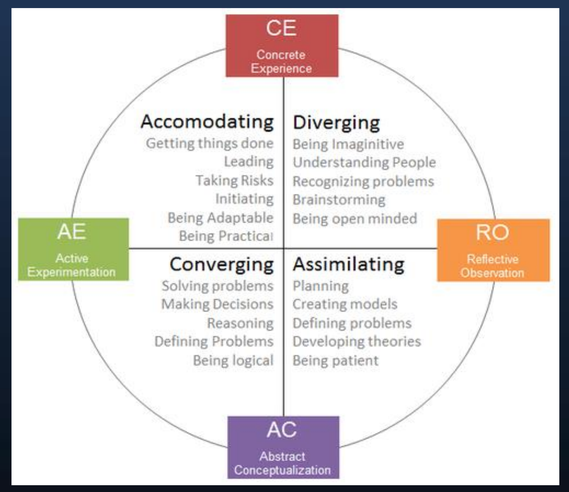
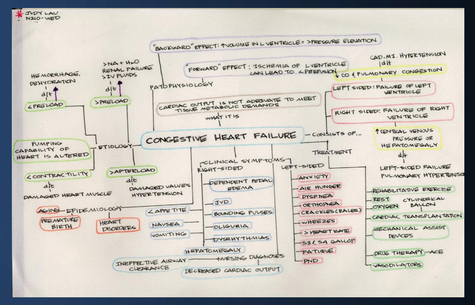


Figure 3. Kolb Learning Style Inventory 4 Learning Styles

Teaching Strategies

- Lecture - Cognitive
- Demonstration - Cognitive and Psychomotor
- Simulation - Cognitive, Affective, and Psychomotor
- Mind Mapping – Cognitive and Affective
- Concept Mapping – Cognitive and Affective
- Round Robin – Cognitive
- Three Minute Review - Cognitive
- Role Play - Cognitive and Affective
- Case Study - Cognitive and Affective



Discussion

Teaching and learning are activities that provide an individual with the ability to acquire new knowledge, skills and develop a different thought process. Once the material is presented to the learner, the application of this material will be applied to new situations. This process should continually repeat itself. The learners enter into the educational setting with a variety of backgrounds and expectations. This diversity poses challenges for the educator to provide sound instruction for all different learning styles. When planning educational instruction to this diverse population, the educator needs to be cognizant of the domains of education, the cone of education and utilize different teaching strategies within the classroom. The instruction cannot be limited to one domain or one learning style.

Miller, M., & Stoeckel, P. (2011). Client education: Theory & practice. Sudbury, Massachusetts: Jones and Bartlett

Billings, D. & Halstead, J. (2012). Teaching in nursing (4th ed.). St Louis, Missouri: Elsevier

Hauer, P., Straub, C., & Wolf, S. (2005). Learning styles of allied health students using kolb's LSI *Journal of Allied Heath, 34*, 177-182.

Reaser, A., Prevatt, F., Petscher Y., & Proctor, B. (2007). The learning and study strategies of college students with ADHD. *Psychology in the Schools, 44*, 627-636

Diamond, R. (2008). Designing and assessing courses and curricula . (3rd ed.) San Francisco, Ca: Jossey-Bass

Jenson, E. (2005). Teach with the brain in mind. (2nd ed.). Alexandria, Va: ASCD