



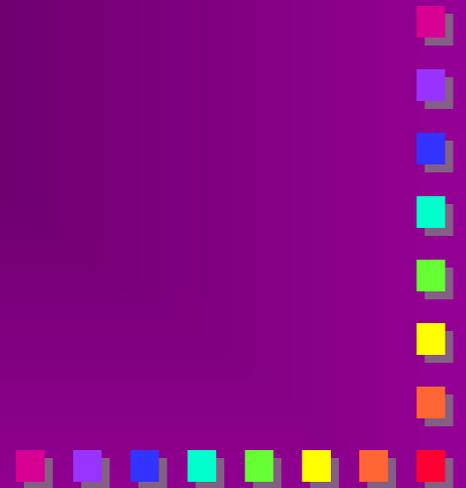
# Module Three

Educator

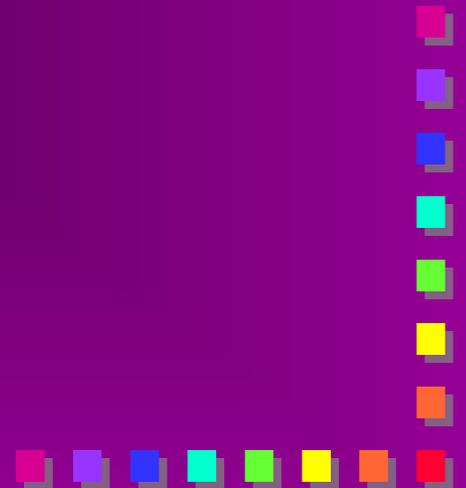


# The Learning Process

- Differs from instinct
- Complex
- Many theories
- Still researching.....



# What influences learning?



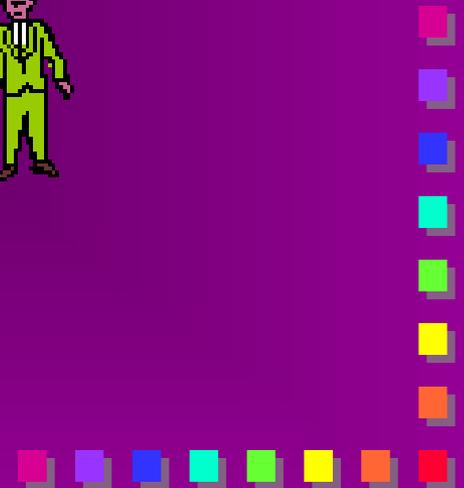
# Environment

- Stress
- Mental/Physical
- Noise
- Busyness

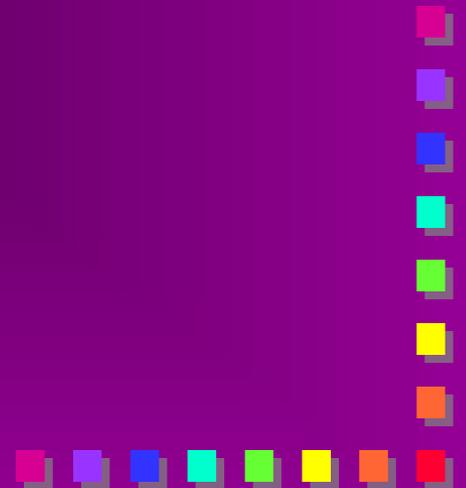
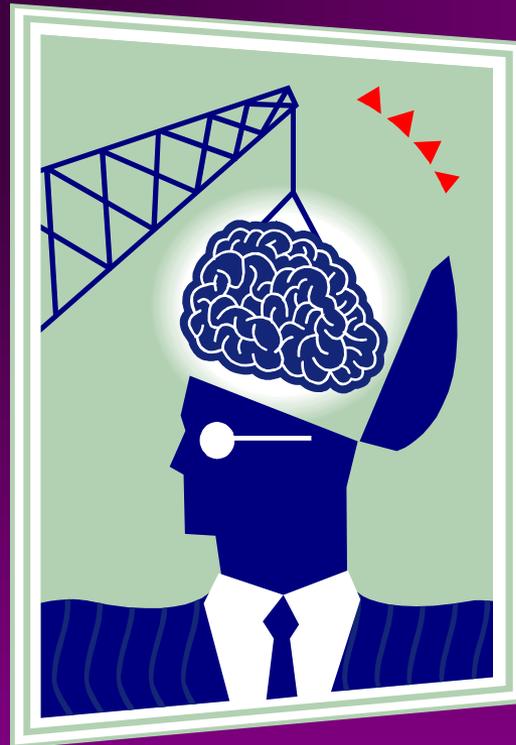


# Culture

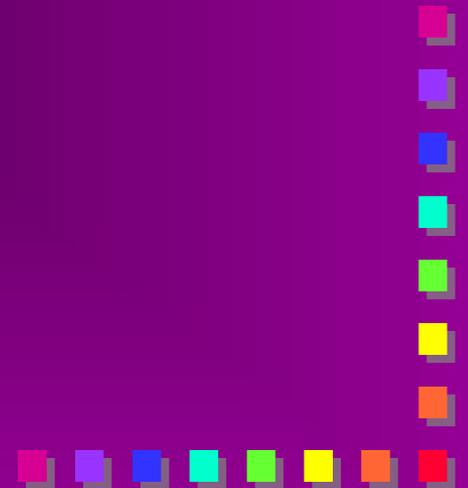
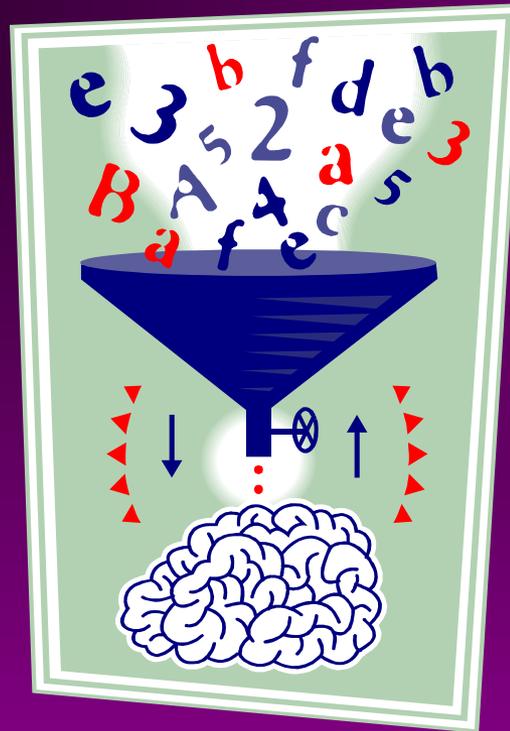
- Generational
- Ethnic
- Gender



# Intellectual Ability

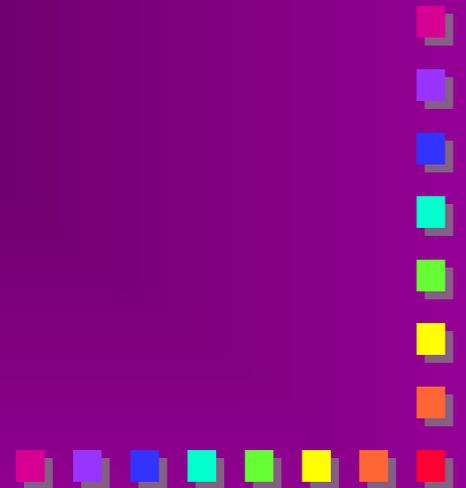


# Primary Language



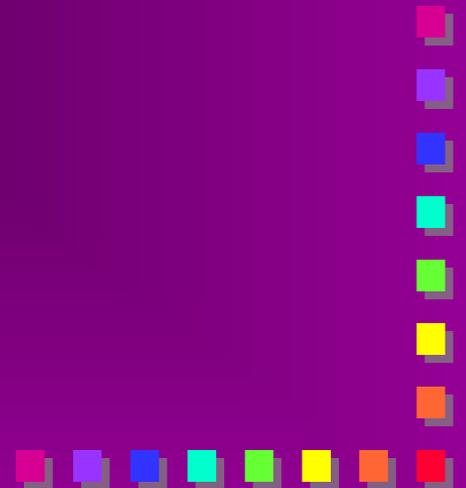
# Philosophy of Education

- Liberal
- Progressive
- Behaviorist
- Humanistic
- Radical



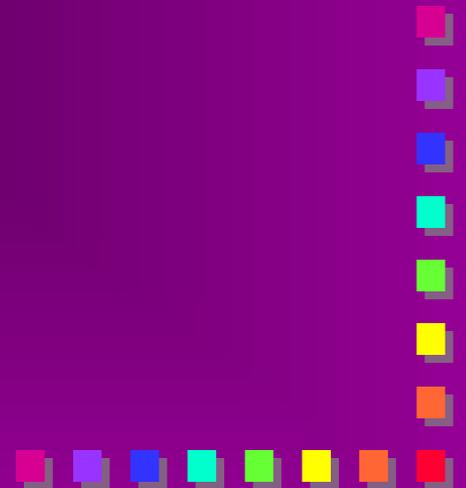
# Memory

- Learning by association
- Learning through contextualism



# Transfer of Learning

- Program participants
- Program design and delivery
- Program content
- Changes required to apply learning
  - Resistance to change
  - Activity
- Organizational context
- Community/Societal forces



# Categories of Learning

- Knowledge
- Skills
- Attitude



# David Kolb

## Experiential Learning

- Jean Piaget
  - Developmental Stages
- Kurt Lewin
  - Social cognition, social motivation, and group processes
  - Change theory
- John Dewey
  - Learning-by-doing rather than rote learning



# Instructions for LSI

- Think about situations in which you are presently learning
- Think about
  - Where are you learning?
  - What are some things you have learned in the past year?
  - How do you approach new learning situations?



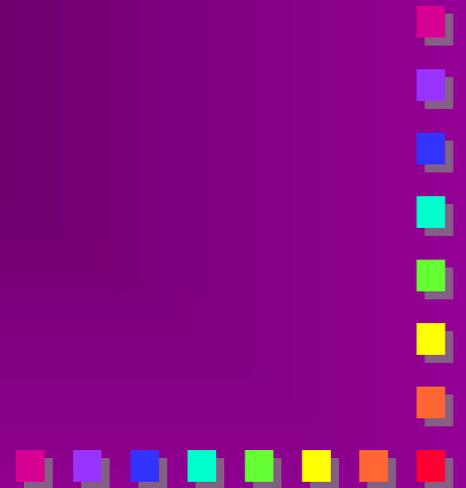
# Kolb's Learning Style Inventory

- Keep sheet together
- Rate each question
- Don't try to read into the questions
- Go with your first response
- Don't go back
- Press hard to go through to back copy
- Follow directions for scoring



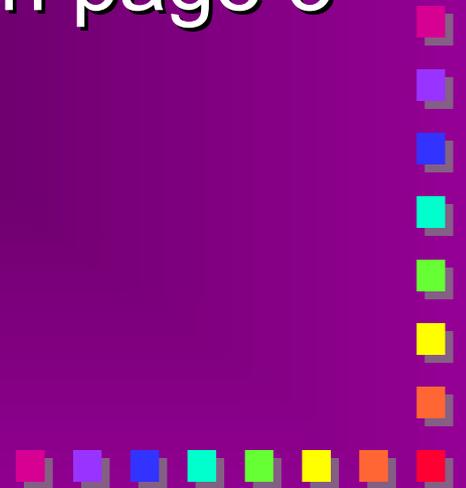
# Ranking

- 4= most
- 1=least
- 3= next most
- 2= left over



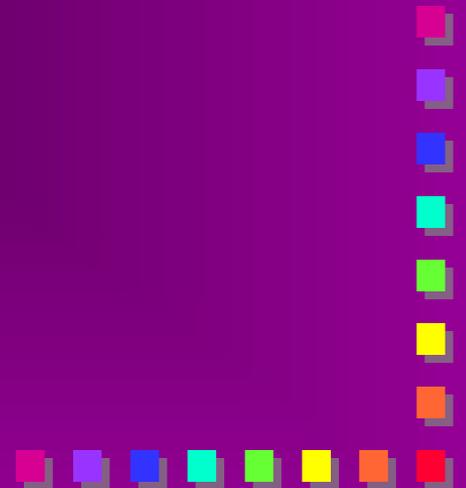
# LSI Scoring

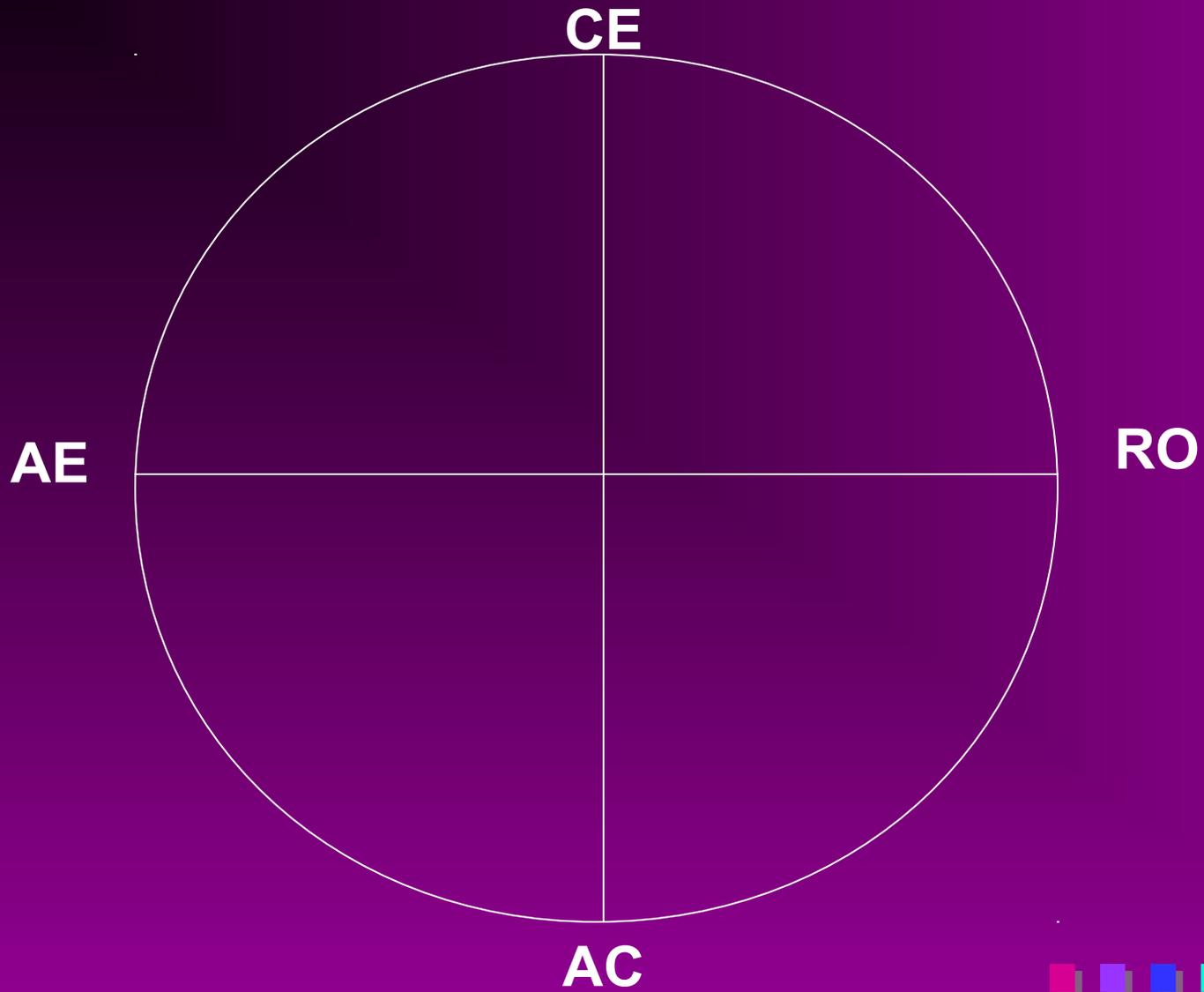
- Add totals for all shapes
- Each score ranges from 12-48
- Total of shape scores = 120
- Plot four shape scores on graph page 3



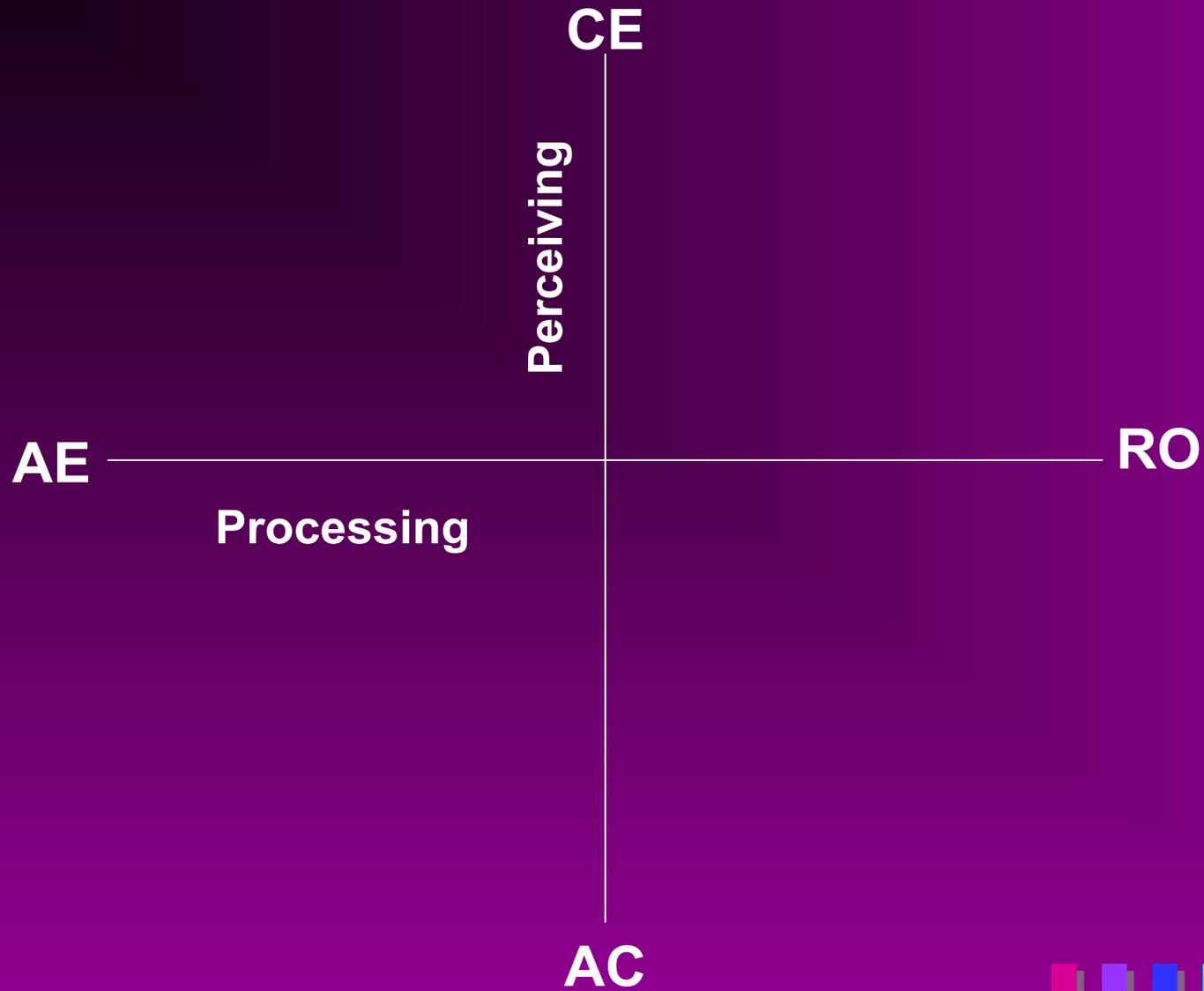
# Learning Profile

- Plot four shape scores on graph in LSI Workbook



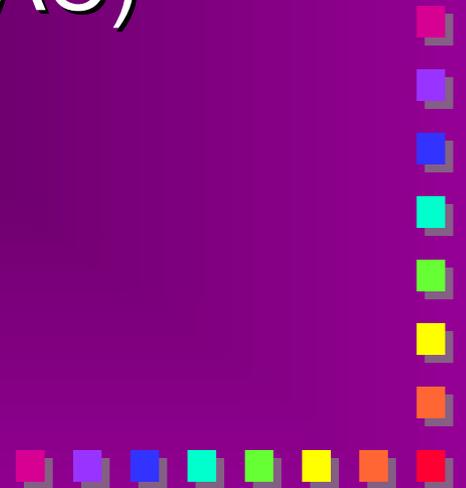


# The Learning Process



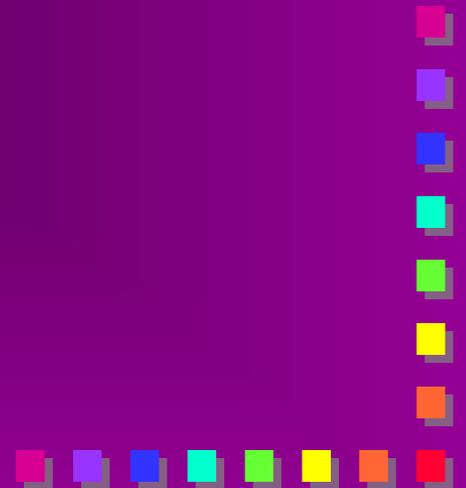
# LSI Explanation

- Cycle of four basic processes
  - Concrete Experience (CE)
  - Reflective Observation (RO)
  - Abstract Conceptualization (AC)
  - Active Experimentation (AE)



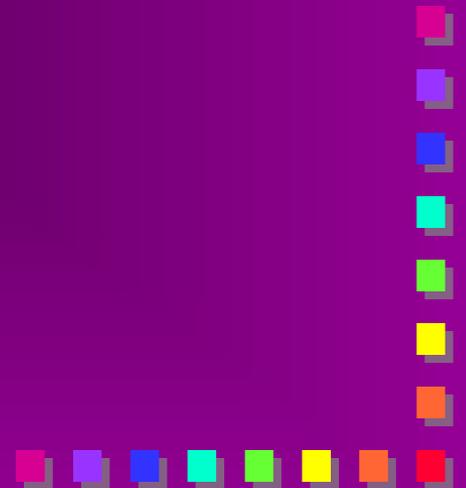
# Concrete Experience

- Learning opportunity
- Personal meaning
- Why is this important to me?
- Feelings important



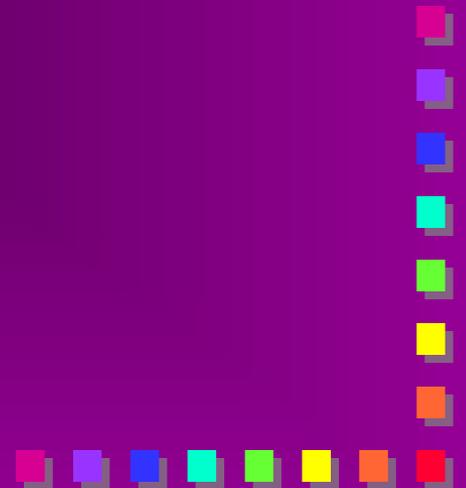
# Abstract Conceptualization

- Logic & ideas
- Systematic planning
- Thirst for knowledge
- Feelings less important



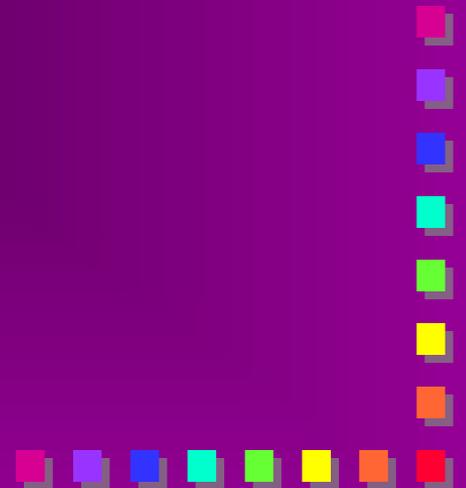
# Reflective Observation

- Planning
- Mull it over
- Need time

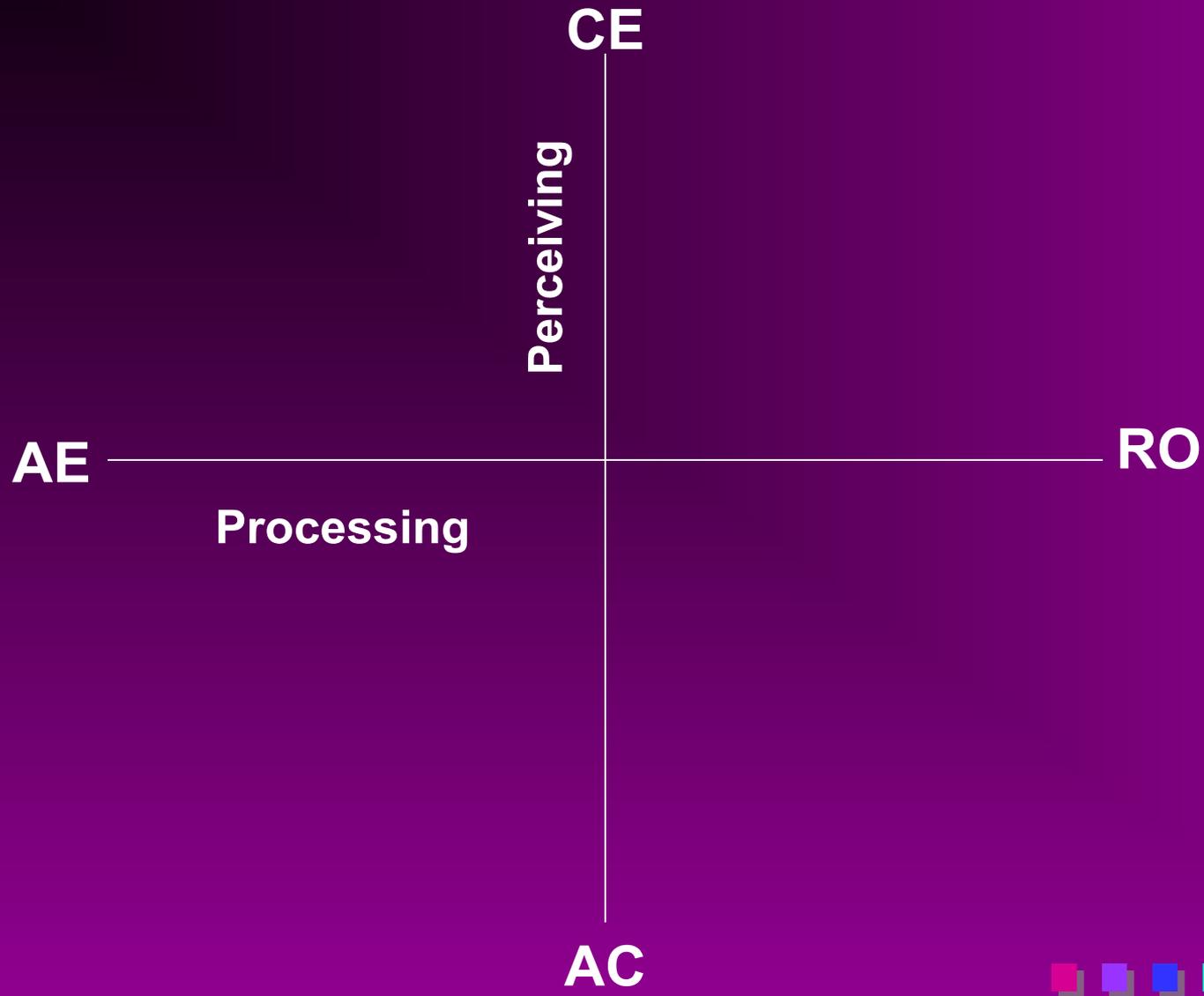


# Active Experimentation

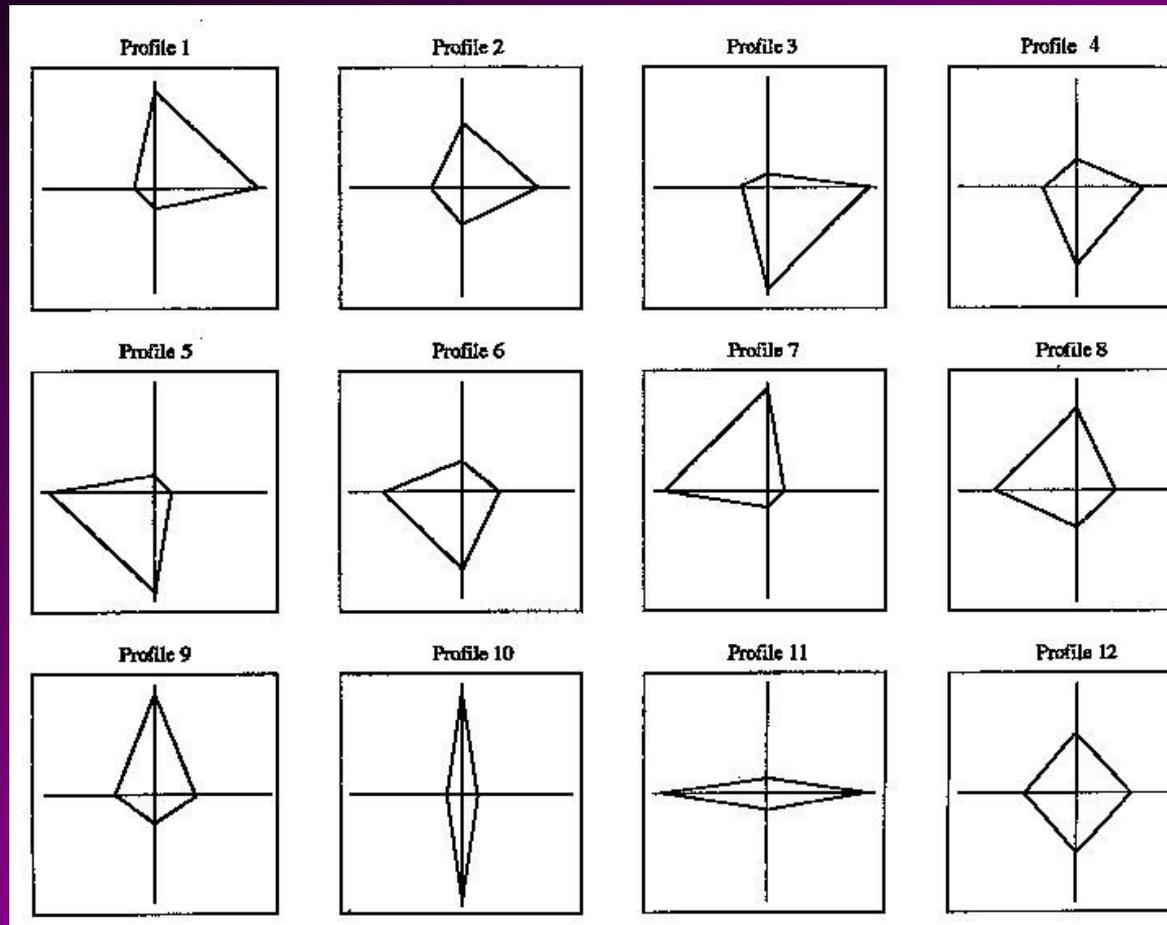
- Does this work?
- Practical
- Hands-on



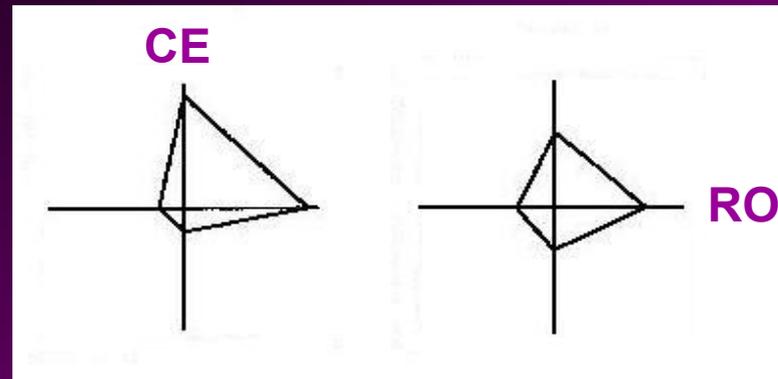
# The Learning Process



# Sample Learning Profiles



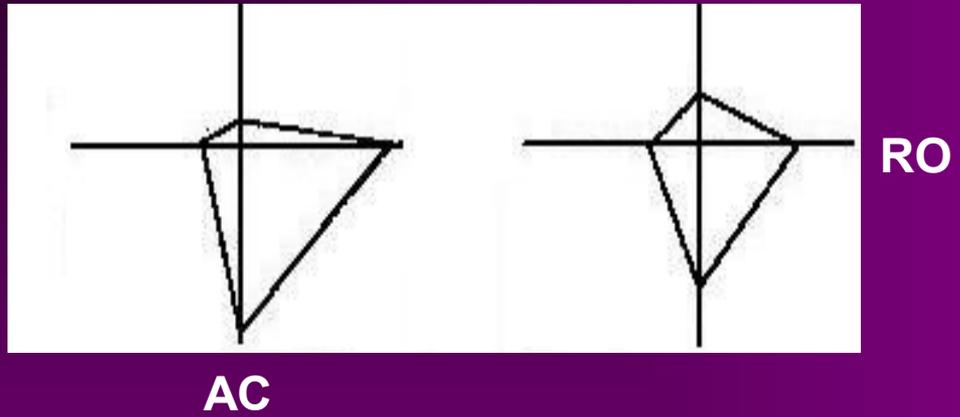
# Profiles 1 and 2



**Concrete Experience and Reflective Observation**  
**Reflectors**



# Profiles 3 and 4

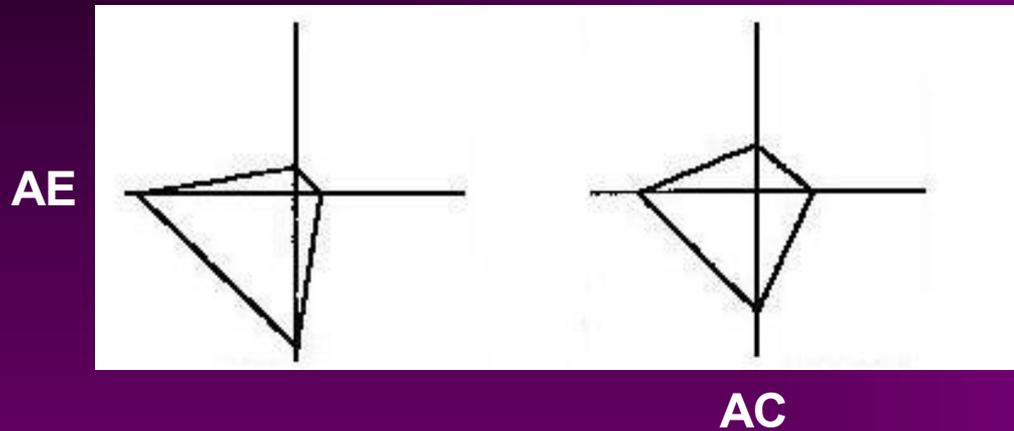


**Abstract Conceptualization and Reflective Observation**

**Theorizers**



# Profiles 5 and 6

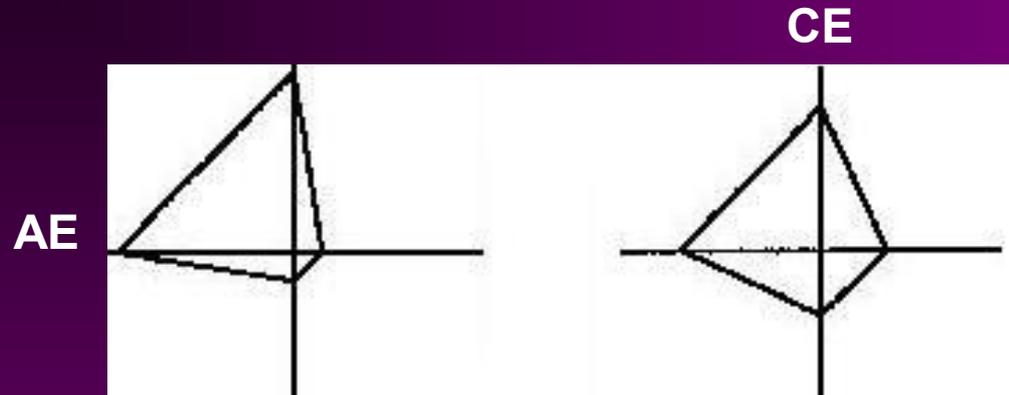


**Abstract Conceptualization and Active Experimentation**

**Pragmatists**

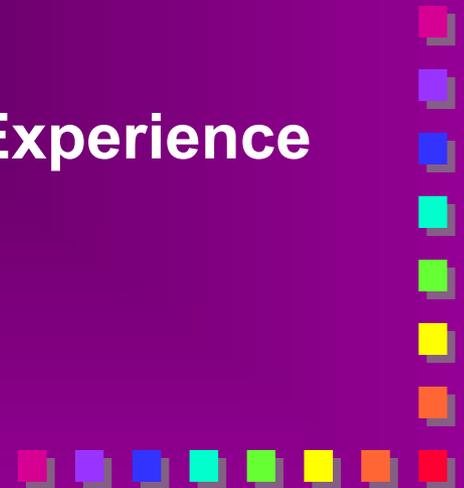


# Profiles 7 and 8



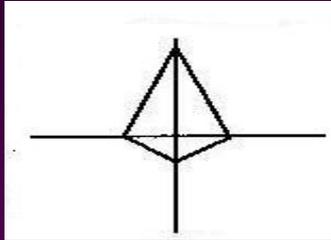
**Active Experimentation and Concrete Experience**

**Activists**

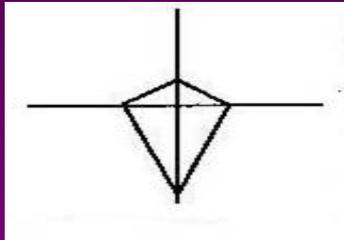
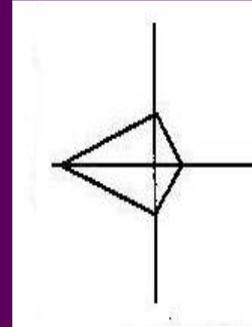


# Profile 9

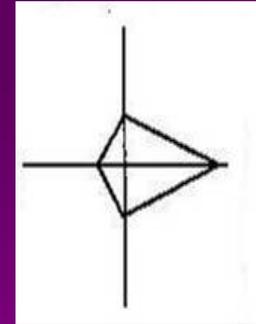
CE



AE



AC

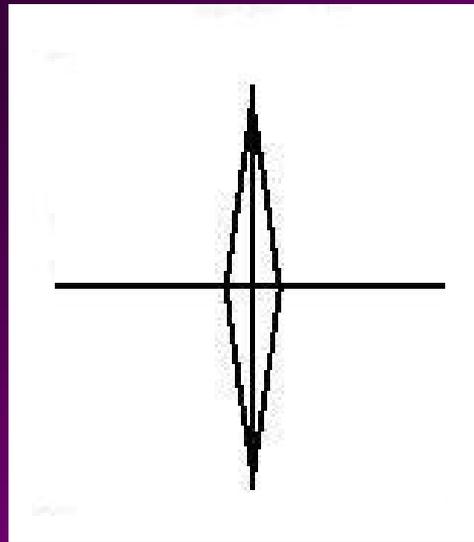


RO

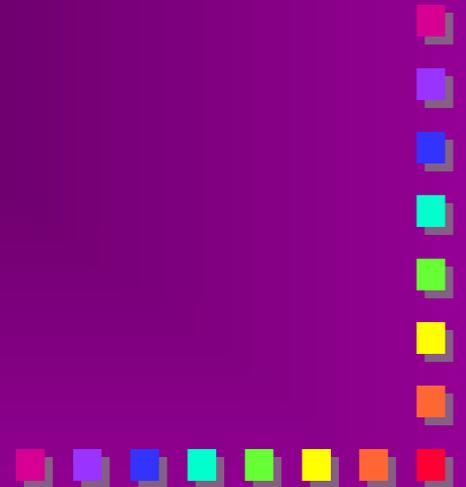


# Profile 10

CE

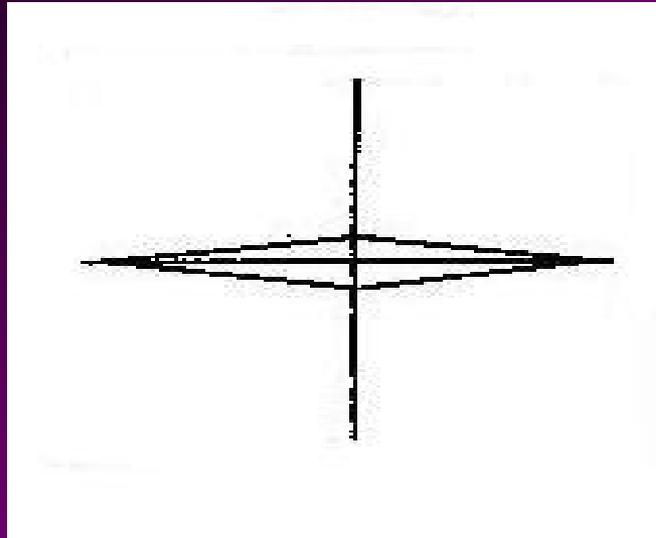


AC

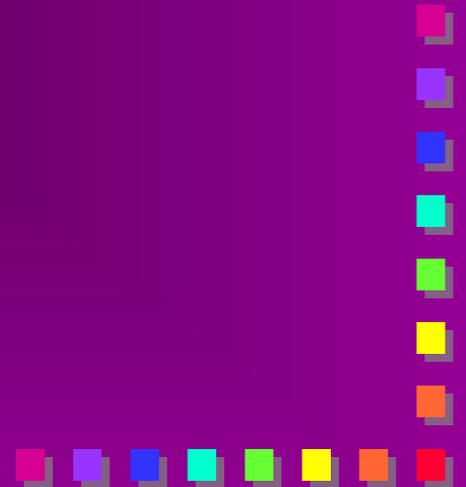


# Profile 11

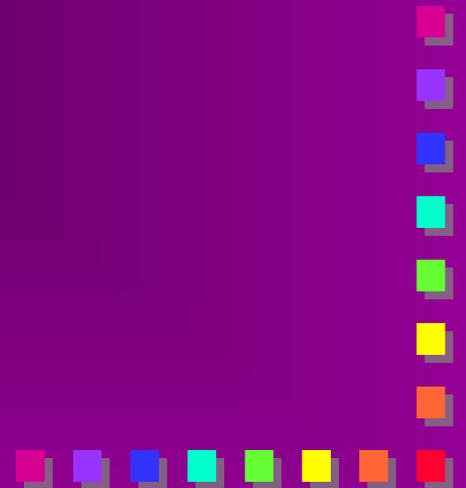
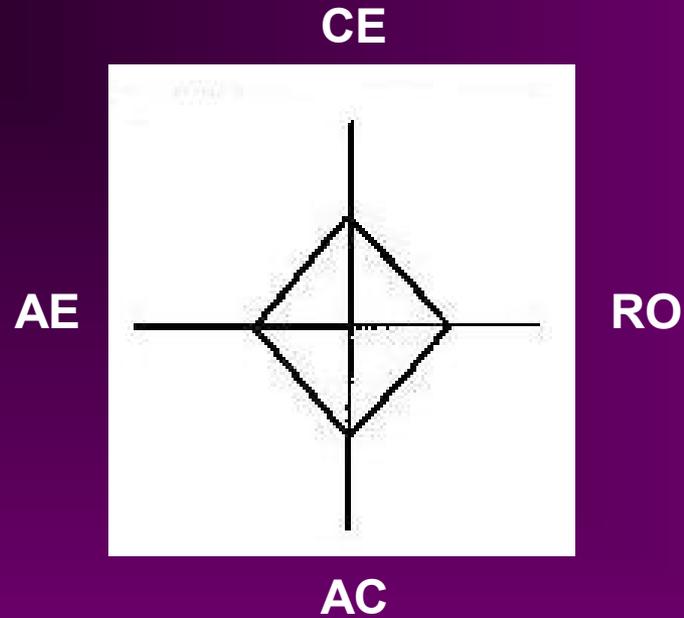
AE



RO

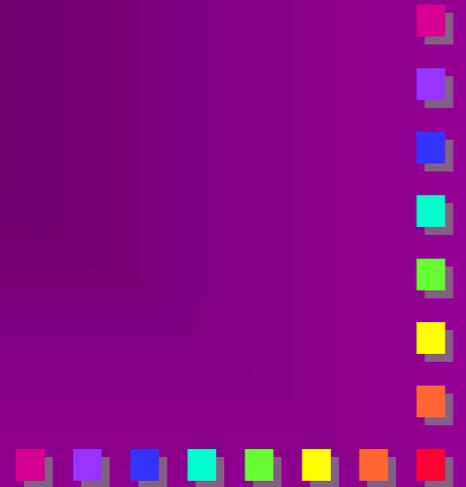


# Profile 12



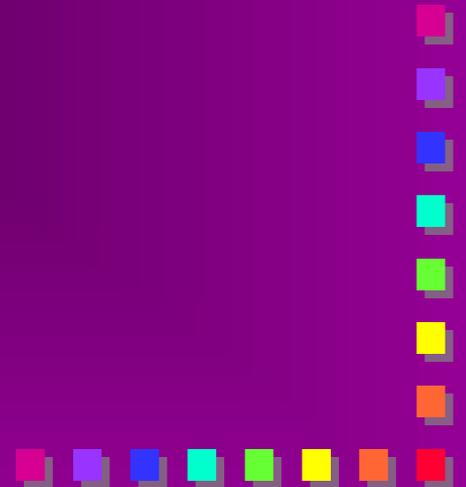
# Comparing Learning Styles

- No good or bad, just different
- How you learn best
- Focus on improving other areas
- Respect the differences



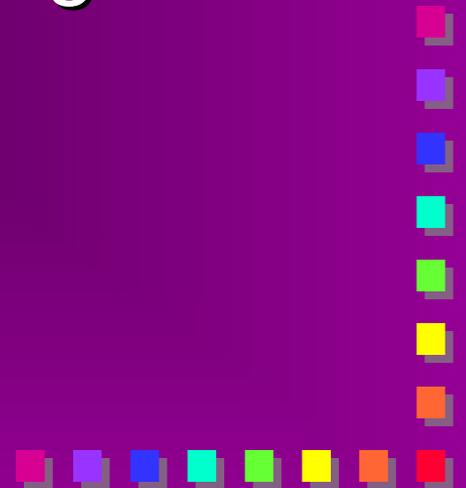
# Order Information

- Kolb Learning Style Inventory-Version 3
- Hay Group LSI Tool #LSI 3
- Hay Resources Direct 1-800-729-8074
- <http://www.haygroup.com>

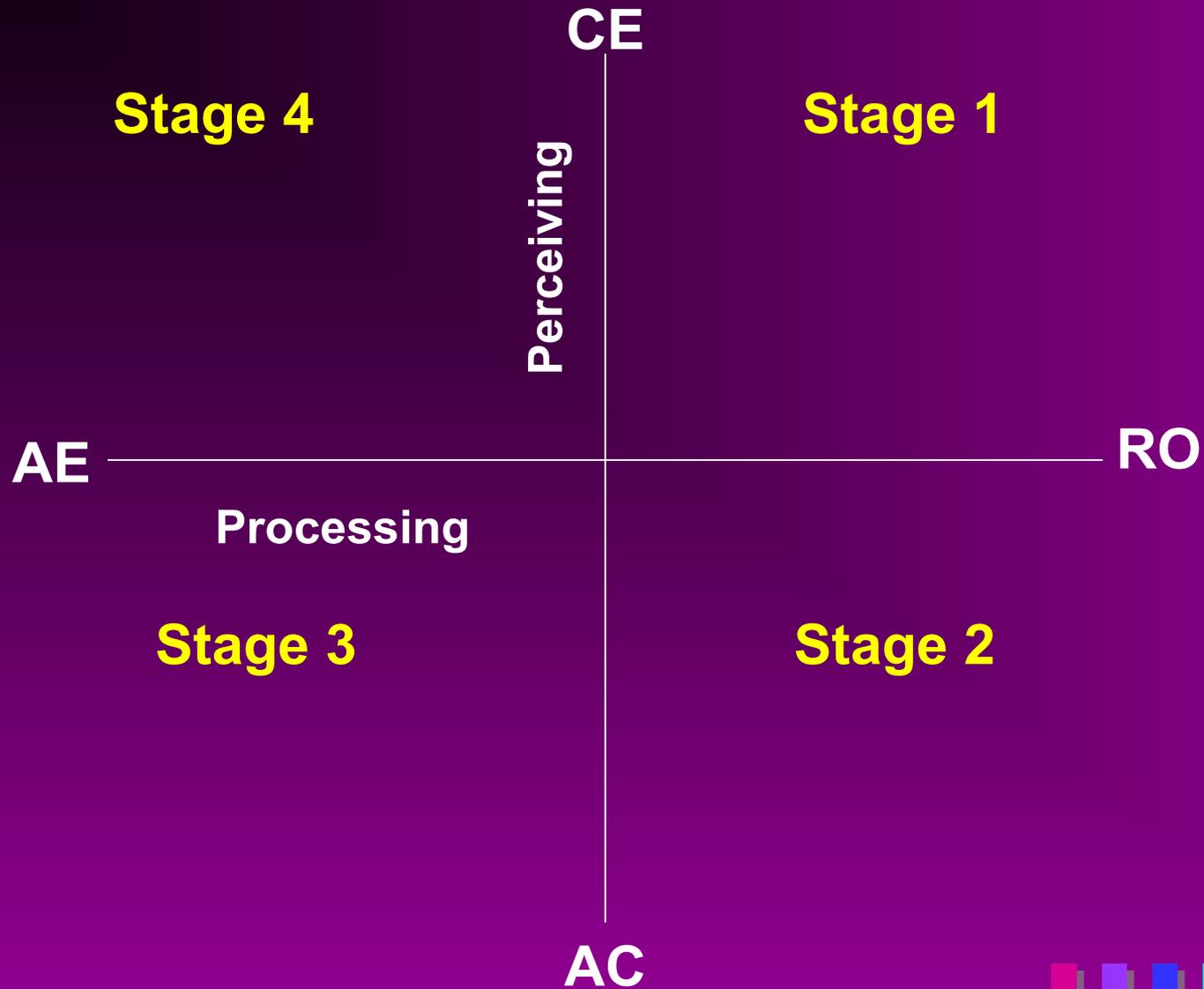


# Application

- Preceptor-Preceptee relationship
- The way you prefer to learn is the way you prefer to teach
- Important to include all 4 learning processes in teaching

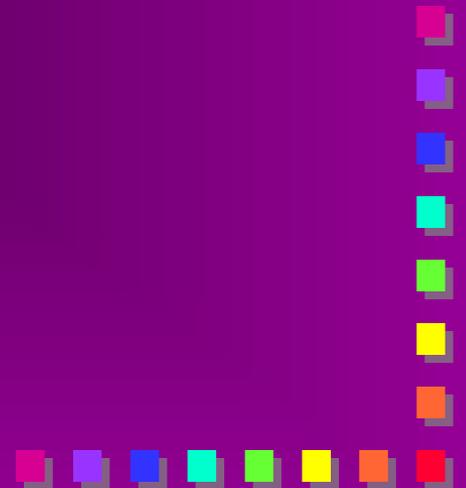


# The Learning Process



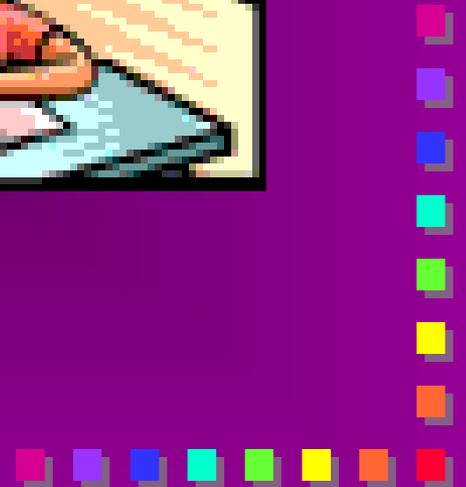
# Learning Activities

- Stage 1
  - Personal Interest
  - Reason for learning
  - Motivation
  - How does it relate to me



# Learning Activities

- Stage 2
  - Gather important facts
  - Direct teaching



# Learning Activities

- Stage 3
  - Using the material
  - Hands-on practice
  - Experimental
  - Action-oriented



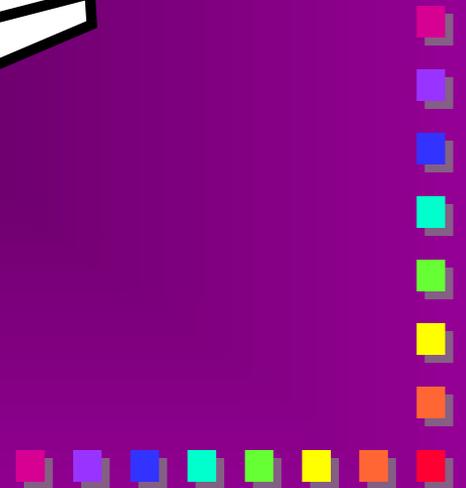
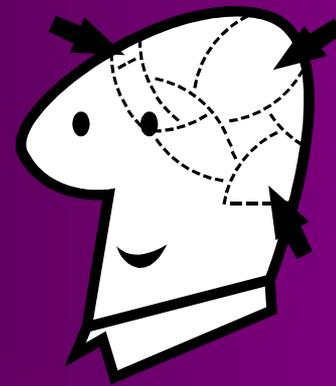
# Learning Activities

- Stage 4
  - Integration into practice
  - Relate to information you already hold



# Additional Learning Styles

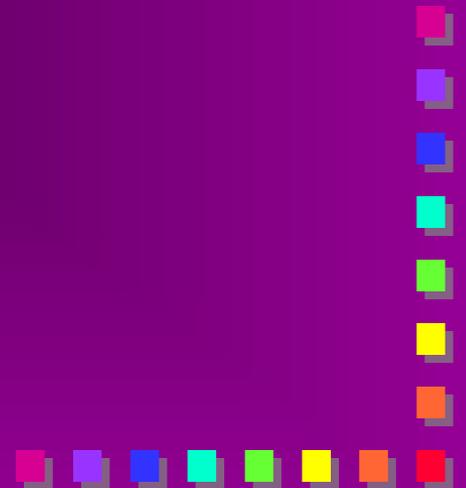
- Logical/mathematical
- Verbal/linguistic
- Intrapersonal
- Interpersonal
- Visual/spatial
- Body/kinesthetic
- Musical/rhythmic



# Principles of Adult Learning

- Malcolm Knowles
- Learning retention
- Relationships to Kolb's work

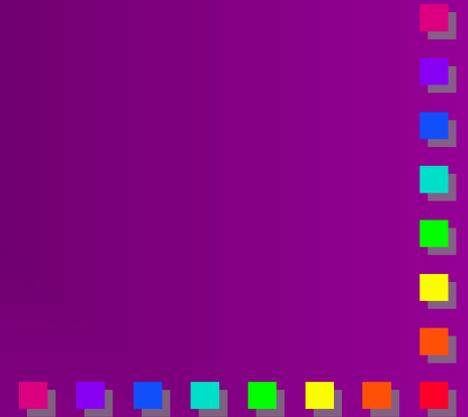
AE	CE
AC	RO





# Activity

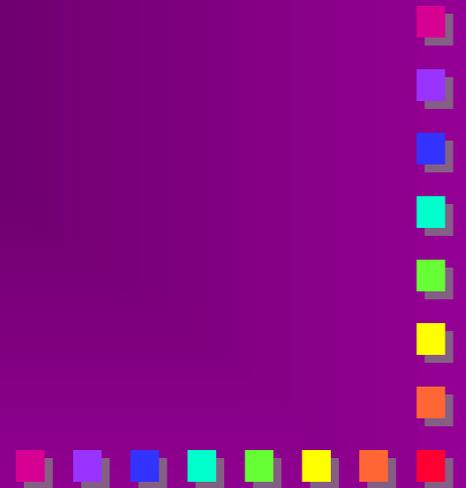
(napkins)



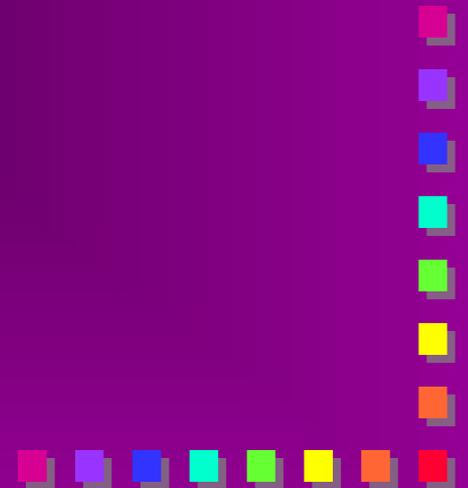
# Teaching Psychomotor Skills

## ■ Steps

- Prepare
- Present
- Try-out
- Follow-up



# Cycle of Teaching



# Prepare

- Plan
- Assess readiness
- Motivate



# Present

- Demonstration
- Return demonstration



# Try out

- Trial with cueing by instructor
- Behavior modeling
- Reinforce



# Follow-up

- Encourage questions
- Feedback
- Model behavior
- Taper off
- Evaluate



# Psychomotor Skills

- Effective methods in teaching
  - Be prepared
  - Motivate
  - Create safe learning environment
  - Develop a trusting relationship with preceptee



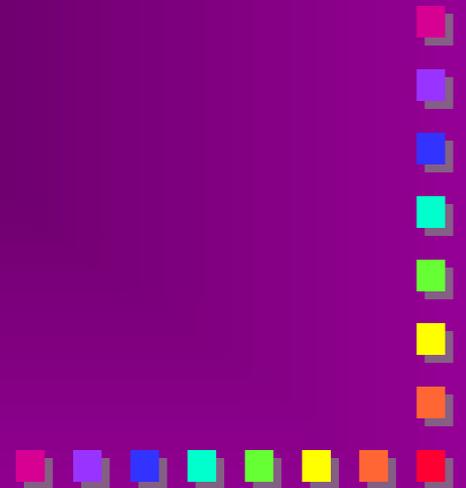
# Determining Learning Needs

- Current level of performance
- Identify what needs to be learned
- Prioritize Needs
  - High risk/high frequency
  - Mandated
- Learning needs mutually agreed-upon



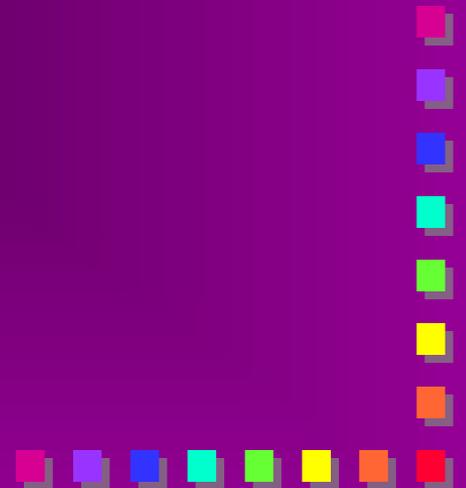
# Levels of Competency

- Novice
- Advanced beginner
- Competent
- Proficient
- Expert

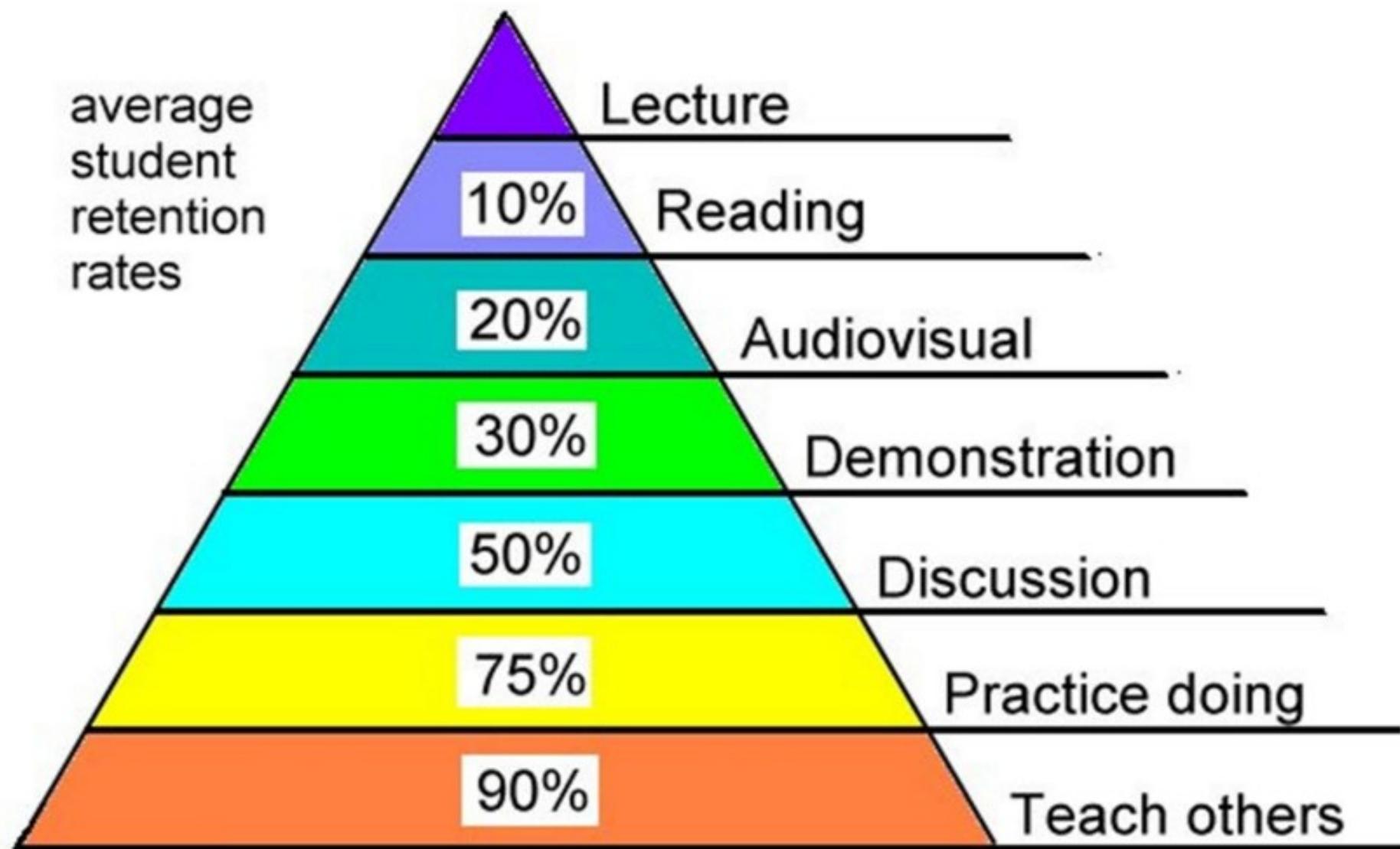


# QSEN Competencies

- Quality and Safety Education for Nurses
- Knowledge/Skills/Attitudes
- [www.qsen.org](http://www.qsen.org)



# Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

# Selecting Teaching Methods

Knowledge



Skills



Attitudes

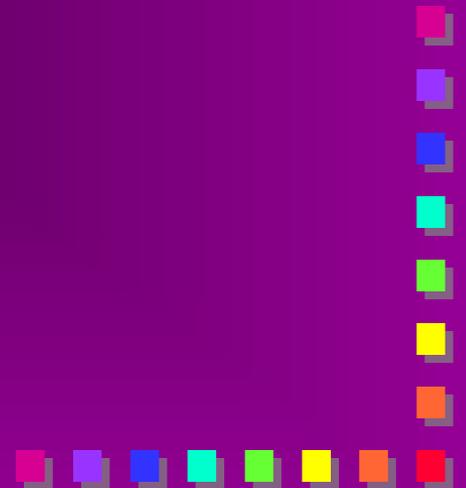


<b>Knowledge</b>	<b>Attitudes</b>	<b>Skills</b>	<b>Kolb</b>	<b>Learning Activity</b>
				Reading
				Role play
				Providing patient care
				Practice on Mannequins
				Asking questions

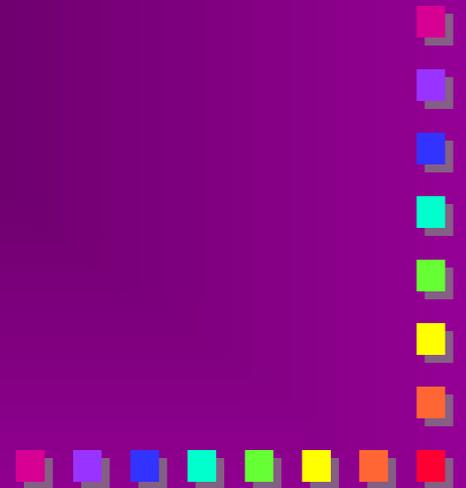


# Creating a Learning Plan

- Who?
- What?
- When?
- Where?
- How?
- Why?

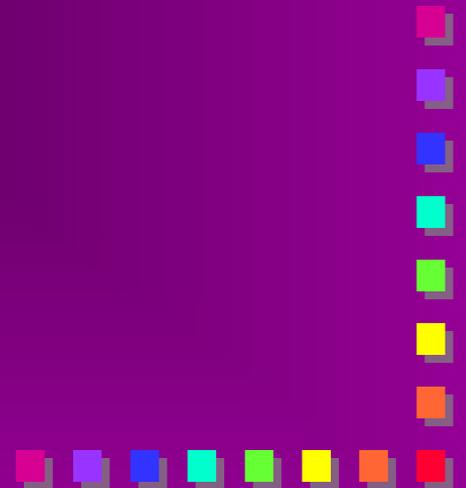


# Learning Plan Exercise



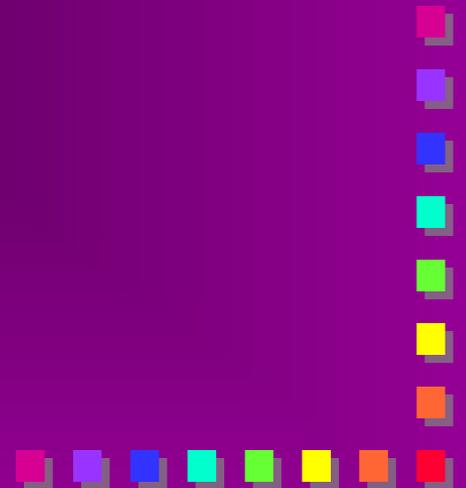
# Goal Setting

- The most important thing about goals is having them.



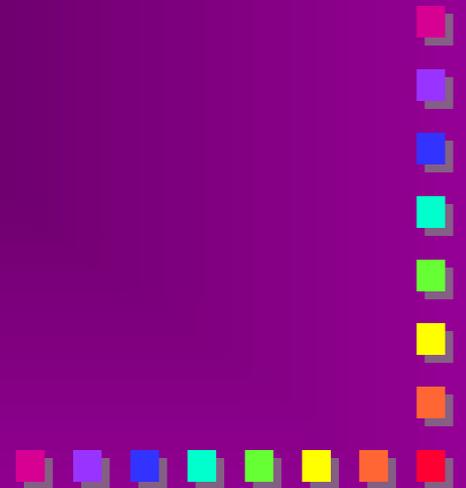
# Goal Setting

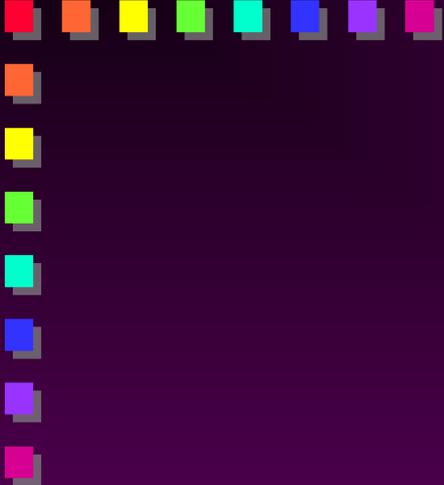
- Purpose
- Benefits
- Barriers



# Goal Characteristics

- Mutual
- Relevant
- Positive
- Realistic
- Measurable
- Written
- Specific





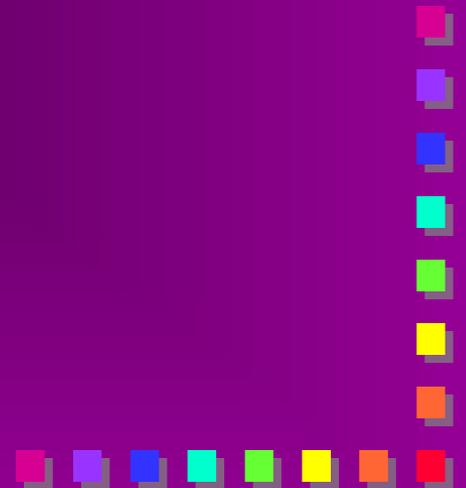
# Activity

Write one positive, realistic, measurable, and obtainable goal you might set for a preceptee in your work setting.



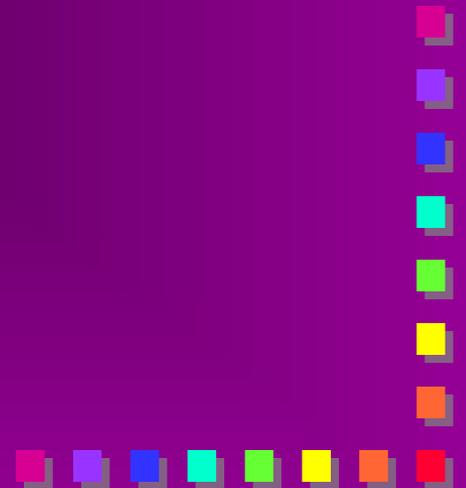
# Using Goals

- Meet with preceptee regularly
- Encourage preceptee to come prepared with a list and self-evaluation
- Determine number of goals
- Do not duplicate competency lists
- Share ideas
- Re-evaluate.
- Plan for remediation



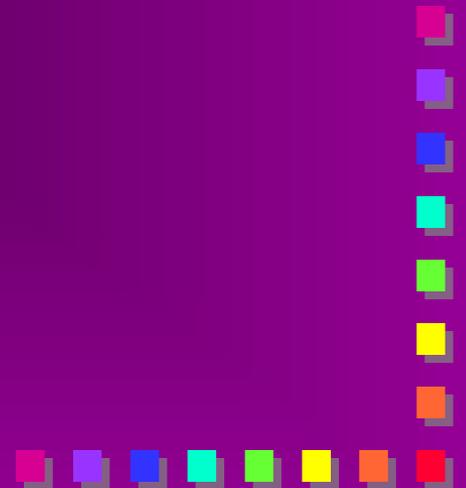
# Model Goal Setting

- Letter to self



# Long Term Goals

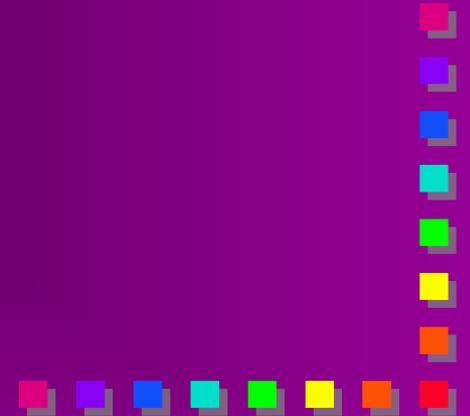
- If you want to do something better, you must do something different that requires a change.





# Day Two

## Preceptor Workshop





# Review Homework Assignments

