Success in Nursing Program

Learning Activity Plan

Unit 4: Expected role of nursing students – active learning & self-advocacy

Learning outcome:

Participants will be able to:

* Identify at least three active learning principles
* State two examples of self-advocacy

Learning activity:

* Social interaction
* Participants will read the handout on Learner-Centered Principles
* Participants will discuss and complete the quiz in small groups
* Micro-lecture debriefing on Unit 4

Time for learning activity:

* 15 minutes for social interaction
* 15 minutes to read the handout
* 15 – 20 minutes to discuss and complete quiz

Time for debriefing: 10 minutes

Resources needed:

* Copies of Learner-Centered Principles reading, quiz and quiz answer key for students
* Unit 4 powerpoint

***Learner-Centered Principles***

A set of *Learner-Centered Principles for Training* (Ellis, Wagner, & Longmire, 1999) were created to help with the learning process. They are based on the work of Barbara McCombs (1992):

* Learning does not occur in a vacuum. Learners discover and construct meaning from information and experience based on their unique perceptions, thoughts and feelings.
* More information doesn't necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity and quality information presented.
* Learners link new knowledge to existing information in ways that make sense to them. The remembering of new knowledge is facilitated when it can be tied to a learner's current knowledge.
* Personality influences learning. Learners have varying degrees of self-confidence and differ in the clarity of their personal goals and expectations for success and failure.
* Learners want to learn. Individuals are naturally curious and enjoy learning, but personal insecurity and fear of failure often get in the way.
* Learners like challenges and are most creative when it is challenging and meets their individual needs.
* Learners are individuals. Not all learners are at the same stage of physical, intellectual, emotional, and social development. Learners also differ in their cultural backgrounds. Although the basic principles of learning apply to all learners regardless of these differences, trainers must take into account such differences between learners.
* The learning environment is important. Learners learn best in a friendly, socially interactive and diverse environment.
* Learners like positive reinforcement. Learning environments that support the self-esteem and respect of the individual learner tend to be more successful.
* Past experience matters. Personal beliefs and impressions from prior learning color the learners' world views and their approach to learning.

References

McCombs, B. L. (1992). *Learner-centered psychological principles: Guidelines for school redesign and reform.* Washington, D.C.: American Psychological Association and the Mid-Continent Regional Education Laboratory.

**Learner-Centered Principles Quiz**

1. Learners construct meaning from

 a. information

 b. information and personal experience

 c. feelings only

 d. lecture notes

2. The more information a learner has on a topic, the better he or she is able to create meaning.

 a. true

 b. false

3. Which of the following concepts does NOT vary among learners?

 a. amount of self-confidence

 b. clarity of personal goals

 c. expectations for success

 d. cost of the class

4. What can interfere with a student’s learning?

 a. personal insecurity

 b. fear of failure

 c. both personal insecurity and fear of failure

 d. none of the above

5. Learners are at difference stages in which of the following areas?

 a. physical development

 b. emotional development

 c. social development

 d. all of the above answers

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**(Answer Key)**

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