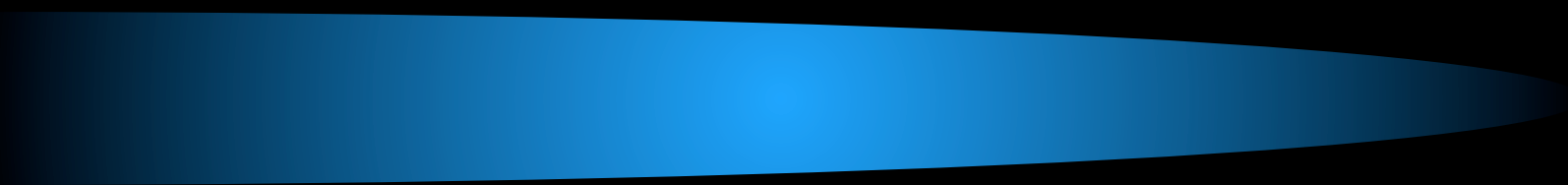


Facilitating Student-Directed Learning Through Simulation



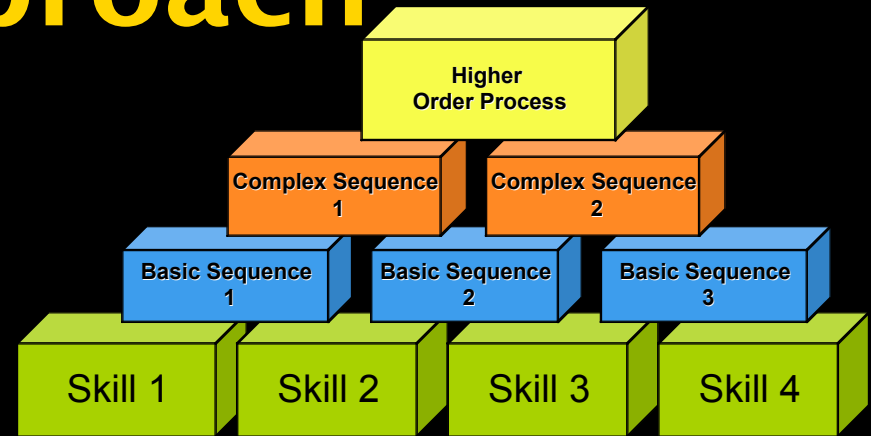
**ilene b. gottesfeld EdD RN PNP
meg dahrling MSN RN
Apollo College**

A blue decorative graphic consisting of a curved, glowing shape in the top right corner and a horizontal, glowing shape in the middle left, both with a gradient from light blue to dark blue.

**Many approaches to
teaching and learning ...**

**and no perfect template to
follow**

Traditional Approach



- **Bottom up strategy**
- **Isolates basic skills**
- **Teaches basic skills separately**
- **Builds skills incrementally before tackling higher order**



And while it may work



**The linear approach is
also incongruent with
adult learning...**

What approach do we recommend?

- **One that integrates the characteristics of adult learners into its operational definition**
 - ◆ **That adults need to know how, what and why?**
 - ◆ **They are autonomous, self-directed, and goal-oriented**
 - ◆ **They bring a foundation of knowledge and life experiences**
 - ◆ **They are active learners**
 - ◆ **They internalize more when they have an opportunity to critically reflect on new learning**
 - ◆ **They thrive on contextual problem-solving**



Constructivism

The Learner

Moon

Banana



In Constructivism...

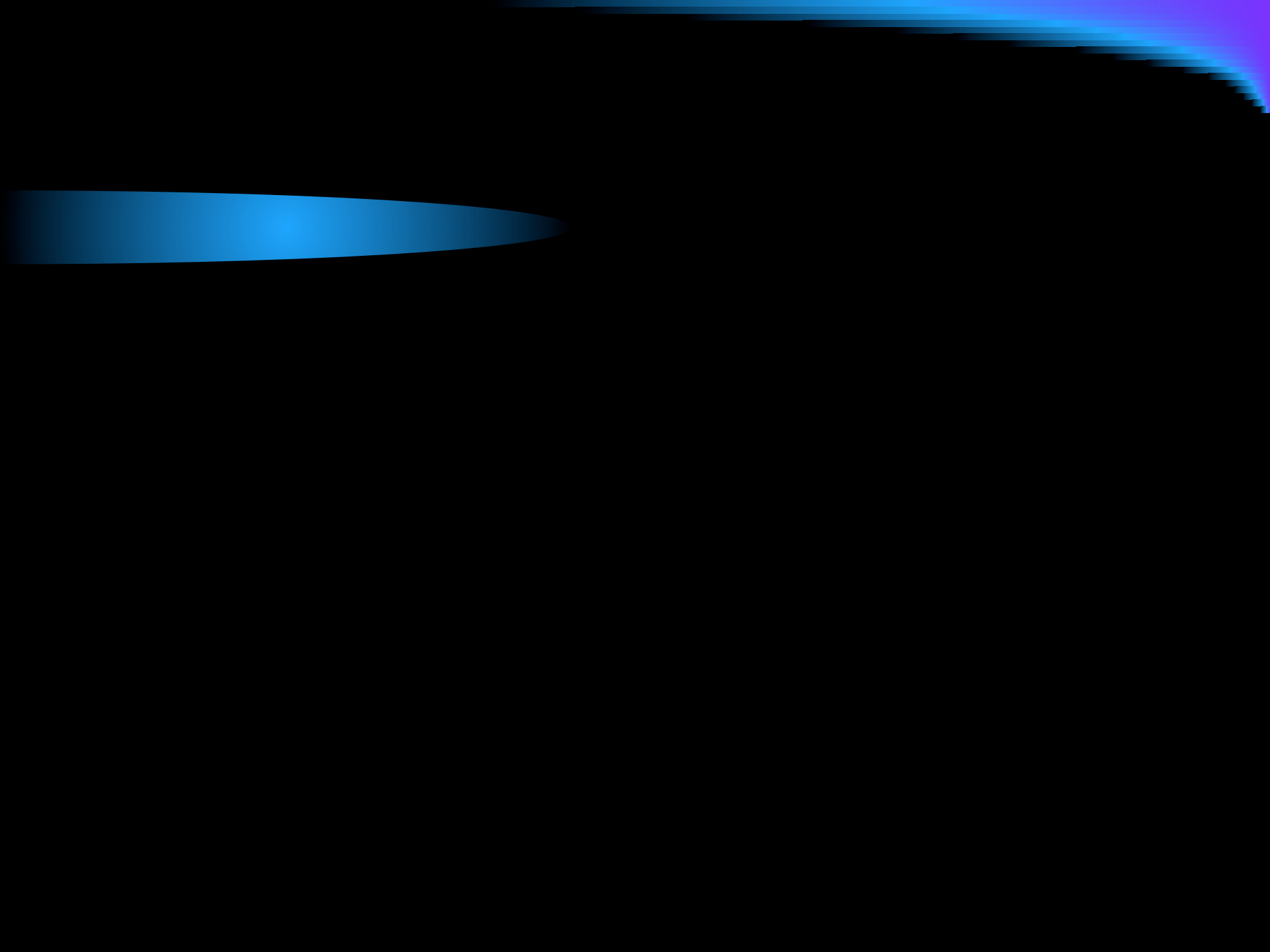
Learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.



When exposed to a

One of three things can occur:

- **Consonance:** New information matches up with previous knowledge, so it is easily integrated into level of understanding
- **Dissonance:** Information doesn't match up and student has to change previous understanding to find a fit for new information
- **Rejection:** Information doesn't match up and is rejected. May wait around for student readiness to accept or integrate information





Constructivism isn't an

Constructivist Scenario



Constructivism in Action

- **WIG** [Without information given] uses discovery learning without direct instruction
- **BIG** [Beyond information given] involves integration of direct instruction with opportunities to explore, experiment, and problem-solve.

Constructivism Deconstructed

- 'One only knows something if one can explain it'
- For meaningful learning to take place, the learner must actively internalize new information and process it in relation to existing framework

Role of Educator

- Facilitator - Guide on Side
- Allow student responses and actions to guide scenario
- Be willing to give up control
- Encourage spirit of inquiry
- Don't separate knowing from process of finding out

How is it relevant to nursing education and clinical practice?

- Learning to critically think, analyze, and synthesize information to solve problems in a variety of contexts and to work effectively as a team member or leader are requisites for clinical nursing practice.

How does it work?

- **Printed scenario supplies foundational knowledge**
- **Pre-brief (discussion) establishes a level playing field**
- **Situated learning (contextual role-play) provides the opportunity to problem solve**
- **Debrief provides learner with venue for discussion, review and reflection, and knowledge synthesis**

How does it apply to adult learning?

- Active process
- Requires problem-solving
- Student-centered and student-directed
- Contextual
- Expectation of previous knowledge
- Reflective
- Collaborative



A constructivist approach

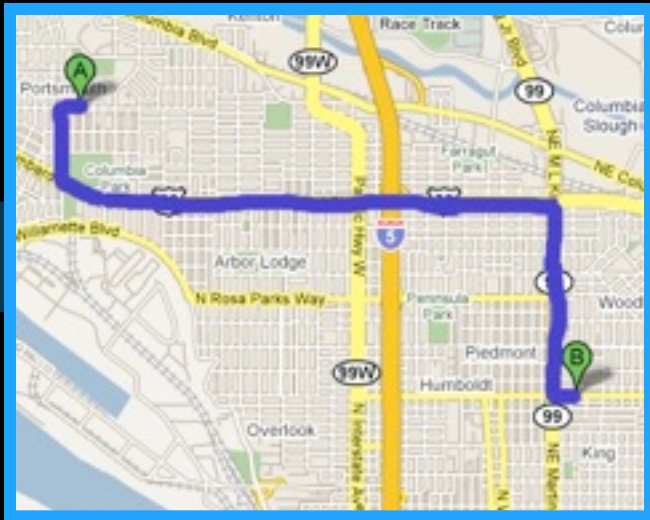
Knowledge is dynamic.

It changes with experiences.

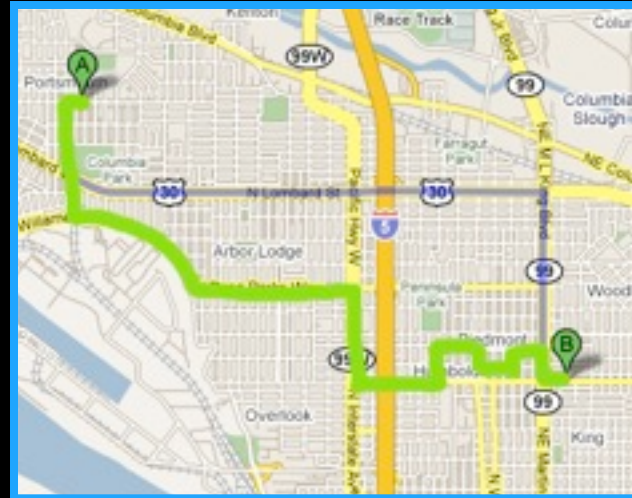
It is relative rather than absolute.



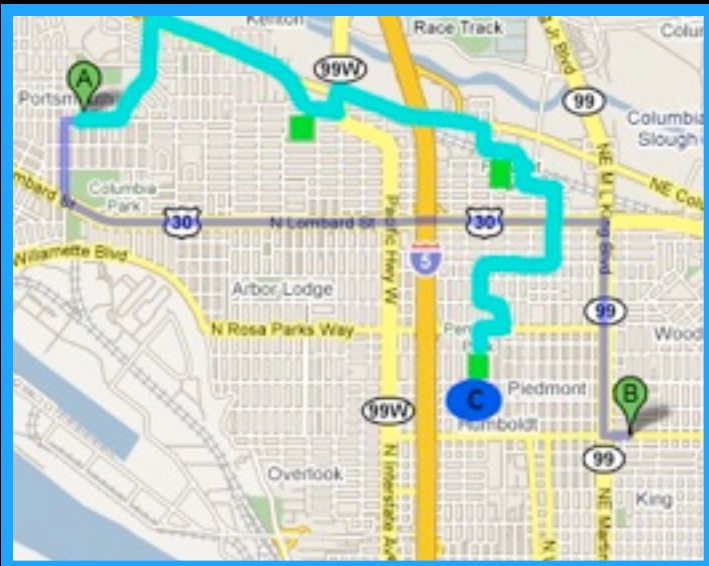
**Learning is not directly observable
but its products (behaviors) are.**



Learner 1



Learner 2



Learner 3