

At the end of this module, the student will be able to:

1. Differentiate the various categories of learners according to growth and development.
2. Discuss factors which can influence intellectual development.
3. Describe the different stages of development.
4. Identify individual differences in learning with respect to intelligence, socioeconomic status, culture, gender differences, and at-risk status.

Growth: focused on quantity

Category of Learning According to Growth and Development

When planning, designing and implementing an educational program, the nurse as educator must carefully consider the characteristics of learners with respect to their developmental stages in life. The more heterogeneous the target audience, the more complex the development of an educational program to meet the diverse needs of the population. Conversely, the more homogeneous the population of learners, the more straightforward the approach to teaching (Bastable, 2008).

Development **represents the qualitative changes in an individual** as evidenced by their intellectual, emotional and physiological capabilities. This encompasses the ability of the body to function consistent with growth patterns. Hence, **growth and development are intertwined or interrelated in order to proceed with normal maturation process.**

As noted, actual chronological age is only a relative indicator of someone's physical, cognitive and psychosocial stage of development. Unique as each individual is, however, some typical developmental trends have been identified as milestones of normal progression through the life cycle. When dealing with the teaching-learning process, it is imperative to examine the developmental phases as individuals progress from infancy to senescence so as to fully appreciate the behavioral changes that occur in the cognitive, affective and psychomotor domains.

Factors Influencing Intellectual Development

Development of intellectual faculties is part of the qualitative change expected on an individual as one goes through the process or stages of development. It requires several complex factors to enable one to arrive at an expected learning behavior, habits and values in life (Tan, 2020).

1. Maturation

Maturation refers to the **biological changes** in individuals that result from the **interaction** of their **genetic makeup with the environment**. The genes of an individual provide the blueprint for development; the environment interacts with these genes to influence rate and direction of growth (Eggen, 1994).

2. Experience

Experience refers to **observing, encountering or undergoing changes of individuals** which generally occur in the course of time. This also involves feelings and emotions as the learner interacts with the environment which accumulates in the body system and in turn **internalizes** all these forming into ideas, assumption and inferences explicitly manifested through behavior change.

Environment

↳ comparison → analyze

Experiences make up the raw material that is the basis for both learning and development. Students construct their understanding of the world based on these experiences (Bigge, 1982).

Experience with the physical world entails observation from which development may occur through the acquisition of knowledge and analysis. It is just like comparing similarities and differences between rectal and oral thermometers, one has to observe in to accurately differentiate the two apparatuses and make comparisons in terms of use and functions to come up with precise description if purposes and indications.

3. Learning

Learning is the acquisition of knowledge, abilities, habits, attitudes, values and skills derived from experiences with varied stimuli. It is the product of experiences and the goals of education where students are trained to profess for further development. Learning ranges from simple forms to more complex activities acquired and assimilated, depending on interaction between the learner's genetic make-up and the learning environment resulting in maturation and development (Eggen, 1994).

Categories of Learners According to Stages of Development

Pedagogy is the art and science of helping children to learn (Knowles as cited by Bastable, 2008). The different stages of childhood are divided according to what developmental theorists and educational psychologists define as specific patterns of behavior seen in particular phases of growth and development.

Characteristics and developmental milestones of each stage, keep these ideas in mind, such that:

- a. Growth and development is a continuous process from conception till death.
- b. These stages are continuous rather than discrete hence, a child develops gradually, visibly and continually. *→ each stage is built on previous stage*
- c. While chronological ages are attached to stages of growth and development, the rate at which children pass through them differs widely, depending on individual maturation rates and their culture.
- d. While rate varies, all children must pass through each stage before progressing to another more complex development stage.

The Cognitive Theory of Jean Piaget explains the developmental task each child passes through during growth and development process (Whaley & Wong, 2008).

Following are the learning tasks inherent in each stage:

1. Infancy - Sensorimotor Stage or Practical Intelligence (0-1 Year)

red/black ← In the sensorimotor stage, a child first develops tuning sensory and motor capacities such as sight and hearing. This is shown in their reflex behavior in response to the stimulus the infants are in contact with. This means that their thinking is limited to how the world responds to their physical actions. *provide toys for sensory learning*
goal directed

An infant has no representations of objects in memory which literally means that any objects that is "out of sight" is "out of mind." *→ object permanence*

2. Toddler - Preconceptual to Preoperational Stage (1-3 Years)

The **preoperational stage is characterized by perceptual dominance**. A child who can **classify objects into toys and non-toys performs a mental operation**.

Preoperational stage refers to an **incomplete stage of development**. Many dramatic changes occur in children as they pass through the preoperational stage, and a child at the end of the stage is very different from one time at the beginning.

Example:

A child who can explain that dividing a cookie dough into little pieces does not result in any less dough than before.

- Language development also occurs at this stage.
- Toddlers can formulate a number of concrete concepts.
- Abstract concepts such as values remain beyond the grasp of the child's ability to understand.

Example:

A child riding with her parents in a car will look out of the window, point animatedly, and say "truck", "horse", or "tree".

Seven Characteristics of Toddlers at the Preoperational Stage:

- Egocentrism**. The child is **self-centered** and **very concerned with herself**. She **refuses to accept someone else's opinion** and **thinks that what she says and does is the only thing that exists**. Hence, an egocentric child **finds it difficult to understand other points of view**. The child is not yet capable to envision situations from perspective other than his or her own (Whaley & Wong, 2008).
- Uses **symbols** to **represent objects**.
- Draws conclusions from obvious facts they see**. *- rely on what they see and touch*
- They are **headstrong and negativistic**, favorite word is **"NO"**. *- egocentric (they only follow what they want)*
- Active, mobile, and curious**. *- explore, always moving*
- Rigid, repetitive, ritualistic and stereotyped**. *- routine of repetition, find comfort in doing that way*
- Has **poor sense of time**.

Note:

A child who is in the preoperational stage **does not have a grasp of abstract concepts such as faithfulness, charity, truth among others**,

Example:

A child with three candies will refuse to share these with his/her playmate despite his/her parents' encouragement to practice sharing with others. This is because at this point, he or she does not understand the values of sharing. *→ similar w/ toddler*

3. **Preschooler - Perceptual Intuitive Thought (3-7 years)** *- Storytelling, headstrong, mobile, curious, egocentric*

The child learns to **accommodate more information and change their ideas to fit reality rather than reasons**. Their thinking is influenced by the following:

- Centration**. The tendency of the child is to **focus on one perceptual aspect of an event to the exclusion of all other aspects**. *- focused on noticeable feature*
- Nontransformation**. The child is **unable to mentally record the process of change from one stage to another**. Their **sense of understanding is still not fully determined** as the child is **only concerned with events at present**.

Influence

- ↳ centration
- ↳ Non transformation
- ↳ irreversibility
- ↳ Reasoning

- c. **Irreversibility.** The child is unable to mentally trace a line of reasoning back to its beginning. The child thinks primarily on the basis of their own perception of events. *→ no sense of time, no cart in process* *→ can't imagine going backward*
- d. **Reasoning.** Preoperational children do not use inductive or deductive reasoning. Problem solving is based on what they see and hear directly rather than what they recall about objects and events. *→ direct perception rather logical thought* *→ what they see is what is happening*

Example:

A child when reasoning deductively, concludes that the number of coins in the two rows is the same; no coin has been added or taken away, hence, the number must be the same, even if the bottom row is longer. A fourth grader given the problem simply says, "You just made the row longer," or "You just spread the coins apart", reflecting his/her reasoning.

4. School Age - Concrete Operational Stage (7-11 years) *→ see perspective of other people*

The school age or the concrete operations stage marks the advancement in the child's ability to think about the world around him/her. It is characterized by:

- Conservation*
↳ logical understanding that an object's quantity, mass, volume or length remains the same despite changes in its shape or appearance
- Characteristics*
- The ability to discover concrete solutions to everyday problems.
 - Starting to overcome preoperational deficiencies.
 - Reasoning tends to be inductive.
 - Ability to think logically about concrete objects hence, they can form conclusions based on reason rather than mere perception alone.
 - Awareness of past, present and future time.

5. Pubescent or Adolescent. Formal Operational Thought (12-18 Years)

- Adolescents have logical thinking with ability to provide scientific reasoning.
- They can solve hypothetical problems and causality.
- Have mature thought.

Table 1
Piaget's Stages of Development and their Characteristics

Stage	Characteristics	Example
Sensorimotor (0–1-year-old)	<ul style="list-style-type: none"> ● Goal directed behavior 	<ul style="list-style-type: none"> ● Makes jack-in-the-box
Preoperational (1-3 years old)	<ul style="list-style-type: none"> ● Object permanence ● Rapid increase in language ability with over generalized language ● Symbolic thought ● Dominated by perception 	<ul style="list-style-type: none"> ● Searches for objects behind parents back ● "We go to the store" ● Points out car window and says "truck!" ● Concludes that all water in a sink came from the faucet.

Perceptual Intuitive Thought (3-7 years old)	<ul style="list-style-type: none"> ● Headstrong ● Negativistic ● Active, mobile, curious ● Ritualistic, stereotype ● Has poor sense of time 	<ul style="list-style-type: none"> ● Can pour milk in a glass ● Climb and pedal trike ● Describe as noisy, stormy, rude ● Indulge in card games
Concrete operations (7- 12 years old)	<ul style="list-style-type: none"> ● Operates logically with concrete materials ● Classifies and serial orders 	<ul style="list-style-type: none"> ● Concludes that two objects on a “balanced” scale have the same mass, even though one is larger than the other ● Orders containers according to decreasing volume
Formal Operational (12-18 years old)	<ul style="list-style-type: none"> ● Solves abstract and hypothetical problems ● Thinks in combination with other objects or things 	<ul style="list-style-type: none"> ● Considers outcome of WWII of the “Battle against the Germans and Japanese” had been lost ● Systematically determines how many different sandwiches can be made from three different kinds of meat, cheese, and bread

Categories of Learners According to Individual Differences

Regardless of the learner’s age, gender, socio-economic status, religion, culture, among others, it is impossible to conclude that a certain group of people is not entirely alike nor individual differences exist (De Young, 2007).

As previously cited, every individual is unique and thus, a student is entirely different from another student regardless of his or her demographic profile. It is therefore important for the teacher to acknowledge these differences to be able to devise a teaching strategy most suited to each of his/her students. In doing so, the teacher should consider the following aspects:

- aspect {
- Intelligence
 - Multiple Intelligences
 - Emotional intelligence
 - Socioeconomic Status
 - Culture
 - Gender differences
 - At-risk Students

1. Intelligence

The teacher’s primary consideration in evaluating the learning needs of his/her students is the intelligence level of each one. Intelligence refers to aptitude or the person’s capacity to acquire knowledge ability to think, abstract reasoning and capabilities in problem solving which is explained by the following (Feldman: 2004):

- Intelligence is determined by genetics and environment.
- Intelligence is measured based on the results of intelligence
- Students with high aptitude need less time and less instructional support.

The teacher can adjust and adapt instructional approaches considering the differences in students' ability (Chiatum & Hammond, 2005), as follows:

- Instructional approaches*
- Flexible time requirements
 - Increased instructional support
 - Strategy instruction
 - Peer tutoring
 - Cooperative learning

a. Flexible Time Requirements

An indicator of intellectual differences of learning for individuals is the time requirements of grasp comprehensively the rate of growth and their readiness to learn some students learn faster than other students, hence, a teacher should design a teaching strategy that will address students' time requirements in term of learning.

To facilitate the process, a teacher may allow students who are slow learners to work on alternative activities to provide more time for instruction. On the other hand, the teacher may design extra activities such as free reading time, related learning experience, computer activities and other self-enhancing activities for fast learners. These activities can further enhance the students' knowledge, interest and skill in the subject matter.

b. Increased Instructional Support

To help slow learners compensate for their relative's deficiency in learning, there are a number of methods available to the teacher including the following:

- The teacher's instructional style or approach must be adjusted to students' needs for learning without compromising the overall topic requirement for the course to be finished.
- Support of fast learners is involved in helping the slow learners through peer tutoring and group activities.
- Clarify and expand explanation of the subject matter before having students attempt to ask their own.
- Break length assignments into shorter segments; and
- Provide frequent feedback as students work through new materials.

c. Strategy Instruction

Research shows that student achievers are more likely to use strategies that make their learning more effective. These strategic learners analyze and break down tasks or problems into smaller units and formulate solutions to tasks and problems systematically. They are also able to differentiate important concepts from the less important.

Strategic learners employ strategies in order for them to work efficiently and effectively to take their tasks easier (Quinn, 2000).

"Work smart, not hard"

d. Peer Tutoring

It is said that student achiever is more equipped with the necessary knowledge and skills in facing challenges of learning. They can serve as sources of information for less able students.

e. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Study shows that student tutors are able to recall their knowledge in tutoring and further enhance their skill demonstrations. Student tutors are able to enhance their social skills during cooperative learning activities.

2. Multiple Intelligences

The theory of multiple intelligences was proposed by Dr. Howard Gardner, professor of education at Harvard University. The theory states that the traditional concepts of intelligence based on I.Q. testing, is far too limited. He thus, proposed eight different intelligences:

- Intelligences*
- Verbal – linguistic intelligence or “word smart”
 - Logical – mathematical intelligence or “number/reasoning smart”
 - Spatial intelligence or “picture smart” *- visualizing objects, mental image*
 - Bodily – Kinesthetic intelligence or “body smart” *- movement, tactile experiences*
 - Musical intelligence or “music smart” *using songs*
 - Interpersonal intelligence or “people smart”
 - Intrapersonal intelligence or “self-smart”
 - Naturalist intelligence or “nature smart” *- environment*
 - Other intelligences

a. Linguistic Intelligence or Word-smart

Verbal-linguistic intelligence has to do with words, spoken or written. Individuals with verbal-linguistic intelligence display a facility with words and languages and are typically good at:

- Reading,
- Writing
- Storytelling, and
- Word Memorization

They learn best by reading, taking notes, listening to lectures, discussion and debate. They excel in negotiations, teaching and oration or persuasive speaking and learn foreign languages easily.

Word smart individuals could become good lawyers, creative writers, and teachers, among others.

b. Logical-Mathematical

Students who have high logical-mathematical intelligence are good in:

- Logical Reasoning,
- Abstractions,
- Inductive and deductive reasoning, and
- Numbers

Individuals who have high logical-mathematical intelligence excel in the sciences, engineering, and commerce, among others.

c. **Spatial**

This type of intelligence has to do with vision and spatial judgement. People with strong visual-spatial intelligence are good in the following:

- Visual and mental manipulation of objects,
- Visual memory.
- Art, and
- Geographic directions

Spatial intelligent individuals may excel in the arts, engineering and architecture.

d. **Bodily Kinesthetic**

This intelligence has to do with movement. Individuals with this intelligence excel in:

- Sports,
- Dance, and
- Other activities related to movement

These individuals have good muscle memory. However, this intelligence requires skills and dexterity for motor movements for activities such as dancing, craft making and acrobatics, among others.

Bodily-kinesthetic intelligent individuals could become good athletes, actors, dancers, and craftsmen.

e. **Musical**

Musical intelligence has to do with music, music composition, rhythm, and hearing. One learns best with music playing in the background and may use songs in memorizing information. Individuals with high musical intelligence are good in:

- Singing,
- Musical composition, and
- Playing musical instruments

Individuals who have high musical intelligence could become musicians, singers, composers, and conductors.

f. **Interpersonal**

People who have high interpersonal intelligence are good in interacting with others. They are usually extroverts sensitive to others' needs, feelings, interests and motivations. They learn best from group work and activities. They are good in:

- Communication,
- Leadership,
- Negotiations, and
- Politics

Individuals who have high interpersonal intelligence could become successful politicians, social workers, human resource managers, salespersons, teachers, and counselors.

g. **Intrapersonal**

Intrapersonal intelligence has to do with introspective and self-reflective capacities. Individuals are usually introverts. They learn best when allowed to concentrate on the subject by themselves and have a high level of perfectionism. They are usually good in:

- Psychology
- Analysis
- Philosophy, and
- Theology

Individuals who have high intrapersonal intelligence could become philosophers, psychologists, and evangelists, among others.

h. **Naturalistic Intelligence**

This intelligence has to do with nature, nurturing and relating information to one's natural surroundings. Individuals with this type of intelligence have great sensitivity to nature and the environment. It covers metaphysics and students are usually good in:

- Botany
- Zoology
- Metaphysics
- Ontology
- Astronomy
- Environmental Science

Individuals who have high naturalistic intelligence could become successful naturalists, environmentalists, veterinarians, farmers, gardeners, and scientists.

Other Intelligences include spiritual, existential and moral intelligence.

According to Gardner, existential intelligence is the capability to raise and reflect on philosophical questions about life, death and ultimate realities.

3. **Emotional Intelligence**

Emotional intelligence is a **combination of competencies**. These skills contribute to an **individual's capability to manage and monitor his or her own emotions**, to correctly gauge the **emotional state of others and to influence opinions** (Caudron, 1999; Coleman, 1998).

Goleman describes a model of five dimensions (1995). Each area has its own set of behavioral attributes as follows.

- a. **Self-awareness is the ability to recognize one's own feeling** as this happens, to accurately perform self-assessment and have self-confidence. It is the keystone of emotional intelligence.
- b. **Self-management or self-regulation is the ability to keep disruptive emotions and pulses in check (self-control)**, maintain standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation).
- c. **Motivation is the emotional tendency of guiding or facilitating the attainment of goals through:**
 - Achievement drives meet a standard of excellence.
 - Commitment or the alignment of goals with the group or organization.
 - Initiative to act in opportunities; and
 - Optimism or the persistence to reach goals despite setbacks.
- d. **Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, and sensing others developmental needs.** - putting self in the shoes of others, understand patient *- don't sympathize*
- e. **Social skills are fundamental to emotional intelligence.** They include:
 - Influence, or the ability to induce desirable responses in others through effective diplomacy of persuasion. - influence / encourage
 - Communication or the ability to both listen openly and send convincing messages. *↳ two way*
 - Leadership, or the ability to inspire and guide groups and individuals. - you lead the group towards a certain goal
 - Building bonds, or nurturing instrumental relationships that are supportive / instrumental in reaching goals *POSITIVE*
 - Collaboration and cooperation with others toward a shared goal. *work interdependency*
 - Create group synergy, the ability to pursue collective goals. - combine efforts within the group

Researchers have found that the student's emotional awareness and ability to handle feelings will determine his/her success and happiness in life. For teachers, this quality of "emotional intelligence" means being aware of student's feelings and able to emphasize and guide them. For students, it includes the ability to control impulses, delay gratification, motivate themselves, sensitivity to other people's feelings, and ability to cope with life's challenges.

4. Socioeconomic Status (SES)

Socioeconomic status is a measure of a family's position in society as determined by family income, its member's occupation, and level of education. SES affects learning both at home and in school. *for health literacy - avoid using med jargons*

Poverty affects a learner's well-being and quality of life. This in turn affects the student's concentration, learning potentials, motivation, interest and participation in class.

5. Culture

Culture refers to attitudes, values, customs and behavior patterns that characterize a social group. Like SES, culture also influences school success, through the student's attitudes and values and ways of viewing the worlds that are held and transmitted by a culture.

Culture influences the following:

a. Students' Attitudes and Values

To become a good student, one must be able to adopt to the cultural values imposed by the school as a learning institution. This is often based on its mission, vision, objectives and goals whether it is a secular or non-secular institution.

Example:

A student with string Islamic faith may find it difficult to adapt to a learning institution run by Catholics where Christian values such as compulsory attendance to first Friday mass is strictly imposed.

9. Promotes and maintains cooperative working relationship with agencies and organizations interested in public health care.
10. Provides and maintains health education libraries to provide resources for staff and community agencies.
11. Formulates, prepares and coordinates grant applications and grant-related activities to obtain funding for health education programs and related work.
12. Documents activities, records information such as number of programs completed, nursing actions implemented, and individuals assisted. *(anything that is not documented did not happen)*
13. Maintains database, mailing lists, telephone networks, and other information to facilitate the function of health education programs.

PATIENT TEACHING DEFINED

Patient teaching, as defined by the American Academy of Family Physicians, is the process of influencing patient behavior and producing changes in knowledge, attitudes and skills necessary in maintaining or improving health.

Patient teaching is a holistic process with the goal of changing or affirming patient's behavior to benefit health status. Patient teaching refers to only one component of patient education process which is giving the patient healthcare information.

Patient teaching is more than imparting information. The skilled patient educator assists the patient in interpreting, integrating, and applying the information given. Patient teaching ends with an evaluation of patient learning. It is a process that occurs overtime, requiring an ongoing assessment of patient's knowledge, attitudes and skills. Patient readiness or motivation to change behaviors and the obstacles that the patient faces to make a behavioral change are important factors to consider (Falvo, 2003).

PURPOSES OF CLIENT TEACHING

Nurse Educators teach clients in order to:

1. Increase clients' awareness and knowledge of their health status
2. Increase client satisfaction
3. Improve quality of life
4. Ensure continuity of care
5. Decrease patient anxiety *no knowledge = ↑ anxiety
health teaching = ↓ anxiety*
6. Increase self-reliant behavior *independent*
7. Reduce effectively the incidence of complications of illness
8. Promote adherence to health care treatment plans
9. Maximize independence in the performance of activities of daily living
10. Energize and empower consumers to become actively involved in the planning of their care

The role of nurse as health educators in turn enhance their job satisfaction when they recognize that their teaching actions have the potential of forging therapeutic relationships with patients, allowing for greater patient-nurse autonomy, raise their accountability for practice and create change that truly makes a difference in the lives of others.

THE ROLE OF THE NURSE IN CLIENT TEACHING

Health teaching is an essential role of today's nurses. Nurses care for their client and prepare them for diagnostic procedures or surgery. Using knowledge of growth and development, and from nursing theories, nurses teach individuals and their families at various levels of understanding. Clients and their families need information as well as emotional support so they can cope with the anxiety and uncertainty of client's illness. Nurses also work with the client's significant others to prepare them to assume responsibility for care at home after the client is discharged from the hospital.

Education is essential to promote health. The nurse applies the principles of teaching and learning to change the behavior of clients and their family members. Nurses motivate clients and their families to take charge of and make responsible decisions about their own health care. For teaching to be effective, it must incorporate the cultural and family values and clients' health care beliefs.

FACTORS THAT INFLUENCE CLIENT'S LEARNING (SCLPPK)

There are several factors that influence learning at any age. They include the following:

1. **Stage of Development.** When teaching clients, teaching must be adapted to the client's developmental level rather than their chronological age. Developmental level determines the ability of the person to learn best, whether by reading printed materials, using computer-based applications, watching videos, participating in group discussions, play or other methods. Teenagers have different concerns from older adults. Parents and grandparents who must assume long term care may often need more information that may not have existed during their childhood years.
2. **Cultural values.** The nurses can be most effective if norms, traditions and cultural beliefs are considered and incorporated into their teaching plan. People have difficulty understanding the subject matter of what is being taught if they disagree with the topic and their tendency to disregard if they could not reconcile such things with their personal realities.
 ↳ teach-back to clarify understanding
3. **Language used.** The ability of the client to understand the language of teaching determines how much they learn. Clients to whom English is not the primary language may not understand the use of informal words or medical terms. The nurse must make sure that health instructions were understood and used by clients in their daily activities. Use clients' own language or get an interpreter to help reach out to their understanding.
4. **Physical environment.** The nurse must consider privacy and confidentiality of information when discussing sensitive issues such as sexuality, drug addiction or domestic violence, among others. Focus group discussion can also facilitate interactive process regarding health concerns or issues affecting all members of the group, like sharing experiences they can expect while in the hospital or at home.

5. **Previous experiences.** Clients who had past experiences similar to the current health problem may need less education since they became familiar with the health care activities, they had been taught earlier. However, they may have additional concerns which requires more health teachings.
6. **Knowledge and skill of the teacher.** The teacher must determine the objectives of the subject matter to be taught. He/she must also develop a plan to meet the objectives and gather all necessary materials. The nurse must determine the best method to present the materials for the intended audience and later summarize all information given in order for the client to develop a holistic idea of the subject matter.

PRINCIPLES OF CLIENT TEACHING AND LEARNING

Education is essential to promote health. The nurse applies the principles of teaching and learning to change the behavior of clients towards making responsible decisions about their own health care. Applying the following principles will help nurses become effective teachers.

1. Assess teaching needs of the client or teaching that is required in a particular situation.
2. Assess readiness of the client to learn and the relevance of the content must be considered in order for learning to occur.
3. Assess what the client knows and begin from what he/she knows.
4. The nurse should consider language barriers, literacy, ethnic, or cultural background, age and emotional status of the patient. Otherwise, teaching and learning can be difficult, placing the patient at risk.
5. **Interactive discussion increases learning.** The client should be actively involved in the teaching – learning process and not act as a passive listener or viewer. A discussion format in which all can participate stimulates more learning than hearing a straight lecture.
6. **Demonstrate tasks to be done for active practice.** Repetition of skills increases retention and promotes a feeling of competence.
7. **Praises and positive feedback motivate learning.** This is important when the client is trying to master a task, such as capillary blood glucose test and self-insulin injection for diabetic clients. *do what you preach, walk the talk*
8. **Role modeling is an effective method for demonstrating behavior.** Nurses must be aware that their behavior is scrutinized carefully at all times and that it may be copied later.
9. **Conflicts and frustrations impede learning and should be recognized by the nurse and resolved for learning to progress.**
10. **Structured teaching and presentation of simple tasks must be done before complex task in order to enhance learning.** For example, the nurse teaches the client how to care for the umbilical cord, which is a simple task, before teaching how to bathe and shampoo the newborn, which is more difficult for inexperienced parents.
11. **A variety of teaching method is necessary to illustrate concepts and maintain interest of clients.** Posters, videos, models, online and printed materials can supplement lectures and discussion.

12. Present information in small segments over a period of time for better retention and appreciation. Short hospital stay does not support this practice, making follow-up care is particularly important.

Complex procedures need to be taught well. Injection techniques, handouts, visual aids, and actual equipment should be used. The client should demonstrate the learned procedure in order that the nurse can evaluate the effectiveness of the teaching process. The substance or content and skills taught should be documented in appropriate health records. Using these principles ensures that the nurse meets the required standard of care in any nursing situation.

Activity # 4

Self-Reflection

Direction:

1. Consider yourself a student of a nurse educator, think of a teacher who has influenced you in your education. What did the teacher do to promote or enhance students' learning and satisfaction while in school? What teaching strategies did she/he use to minimize barriers to education and learning? What made her/him effective as a teacher?
2. As nurse educator, you are tasked to provide health education to your group of clients. In what way will you be able to accomplish the goal and objectives of health education?
3. Why is patient teaching necessary? Cite the principles of patient teaching which will help the patient understand his or her health behavior.
4. Rubrics will be used to grade the activity.

Practice Test

Directions: Read each question very well and encircle the letter of the BEST answer.

1. Which of the following is not a purpose of the patient teaching?
 - a. Increase of client satisfaction
 - b. Improve quality of life
 - c. Ensure continuity of care
 - d. Increase patient anxiety
2. Which is not a part of the principles of patient teaching?
 - a. Assess the teaching needs of the patient, or the teaching that is required in a particular situation.
 - b. Assess what the patient knows and start from there.
 - c. Nurse needs to consider language barriers, literacy, ethnic and cultural background, age and emotional status of the patient; otherwise
 - d. To assess financial status of the patient.

Module VI. Guidelines in the Choice of Teaching and Learning Methods

Intended Learning Outcomes

At the end of this module, the student will be able to:

1. Discuss the various hallmarks of good teaching
2. Enumerate essential teaching skills
3. Discuss comprehensively the seven principles of good practices in teaching
4. Differentiate the different teaching principles
5. Analyze guidelines in the selection of teaching and learning methods
6. Explain the different approaches to teaching skills.

HALLMARKS OF GOOD TEACHING

Good teaching is a basic consideration of effective learning. Today's modern teacher of nursing must possess a system of principles and critical thinking skills to guide his/her teaching practices.

Application of teaching principle varies according to the teacher's level of competence as they adjust to different levels of maturity, background experience, the objectives and interest of the learners. Knowledge of nursing, alone, and the skill of teaching will not necessarily help the nurse become a good teacher if he/she is ignorant of the principles and the processes of nursing education. It will also help the nurse refine his/her techniques of teaching if he/she does not understand human behavior.

A good teacher must adjust his/her teaching style to individual differences, help student integrate learning principles from the classroom to their related learning experiences (RLE) or clinical setting and properly evaluate learning outcomes to determine if his/her knowledge and skills are well understood by his/her students.

ESSENTIAL TEACHING SKILLS

The nurse educator must possess the qualities and characteristics of an effective teacher. He/she must possess the teaching skills necessary to transfer knowledge and skills efficiently and effectively to his/her learners. The following are the essential teaching skills:

1. Skills in Planning and Preparing the Lessons

A nurse educator must be capable in the choices of educational aims and learning outcomes intended for the lesson and how best to achieve these, such as the following:

- The lesson plan has achievable and realistic objectives.
- Content, methods and structure selected are appropriate for a particular group of students.
- The lesson is planned, a continuation of the past and relates to future lessons.

- avoids confusion, wasted time

- Materials, resources and aids are well-prepared and double checked before the class begins.
- All planning decisions take into account the learning level of learners and the course content.
- The lesson is designed to arouse student interest and elicit active class participation and involvement.

2. Skills in Presenting the Lessons

Lesson presentation refers to the ability of the teacher to engage students successfully in the learning experience process or successfully 'catch their attention':

- The teacher is confident, relaxed, self-assured, purposeful, and shows interest in the lesson.
- The teacher's instructions and explanations are clear.
- The teacher uses simple words in his/her lecture for better understanding of the lesson.
- A variety of learning activities is used to stimulate students' interest.
- Students are actively involved in the lesson and are given opportunities to organize their own work.
- The teacher shows respect and encourages students to voice their opinions, ideas and contribute much to their critical thinking skills and development.

3. Skills in the Organization and Management of Learning Activities

Management and organization of learning activities during the class should sustain students' attention, interest and involvement in the topic of discussion.

- Class discussion is smooth and sets a positive mental process.
- Student's progress during the lesson is carefully monitored.
- Constructive and helpful feedback is given to students to encourage them to study harder in order to foster personal progress.
- Uses time management techniques.
- The pace and flow of the lesson is well-adjusted and maintained at an appropriate level throughout the lesson.

4. Skills in Creating a Positive Climate in the Classroom

- Establishes and maintains positive attitude and motivation of students regarding the lesson.
- Climate is purposeful, task-oriented, relaxed, and with established sense of order.
- Students are encouraged to learn with emphasis on high positive expectations as conveyed by the teacher.
- Teacher-student relationships are largely based on mutual respect and rapport.
- Feedback of the teacher contributes to student self-confidence and self-esteem.
- Classroom set-up is conducive to teaching and learning such as adequate space, ventilation, teacher and students are audibly and visibly connected, with multimedia facilities and away from public utility distractions.

5. Skills in Evaluating Students Performance

- Evaluation covers both formative and summative responses.
- Student's work and performance should be evaluated in a constructive and objective manner and returned to students for review.
- Encourage students' feedback on assessments.
- Keep records of students' progress for future reference.

6. Skills in Evaluating Teaching Performance

- The teacher evaluates his or her own teaching practices for further professional improvement.
- Various teaching strategies are used for different sets of lectures.
- Continuously updates lessons.
- Continuously improves his/her ways of teaching for better learning outcomes.
- Manages stress efficiently and effectively.

7. Skills in the Practice of Appropriate Authority

- Ability to impose discipline in his or her class.
- Ability to establish his/her authority and maintain classroom order over his/her students.
- Establishes clear rules and expectations in regard to student behavior.
- Monitors student behavior and progress carefully.
- Takes appropriate action for misbehaving students.
- Confrontations are avoided, and skillfully defused.

GUIDELINES IN THE CHOICE OF TEACHING AND LEARNING METHODS

Considering the socioeconomic, ethnic groups and cultural diversity among student groups and the similarly diverse methods available to teach them, the teacher faces the challenge of determining which methods are appropriate to facilitate students learning. Below are guidelines in the choice of the most appropriate teaching method.

1. Methods should be suited to the objectives and content of the course.

- Note that teaching techniques vary from course to course and among units within a course.
- If the objective of the course is to transfer knowledge through discussion, it is most appropriate to conduct the lecture in a classroom setting.
- If the objective of the course is to transfer and enhance students' skill through experience and self- discovery, the teacher may choose to conduct the class in a laboratory or in a Related Learning Experience (RLE) setting.
- If the objective of the course is to involve students and share clinical experiences, the teacher may choose to conduct ward classes and discussions or other related learning experiences.

What may be valid for one course may not be valid for another. However, there is no best method. Criteria in the choice of method(s) for a course are not so much the general category of method of the precise type of learning inherent in the situation and the learning outcomes desired.

2. Methods should be adapted to the capability of students.
 - Maturity and receptiveness of student must be considered in the choice of teaching method to be used.
 - The teacher must be flexible in planning and teaching his/her courses.
 - Conducting simple activities such as self-introduction or preparation of class roster will help create a feeling of student identity, thereby arousing their learning interest.
 - Teachers must continuously improve his/her teaching method.

3. Methods should be in accordance with sound psychological principles.
 - Select appropriate teaching methods to adapt to individual differences and to make learning more interesting and motivating to students.
 - Use audio-visual aids to provide students with perceptual experiences which will help concretize students' learning and help them develop concepts.
 - Select and use methods that help students unify and integrate their learning experiences.

4. Methods should suit the teacher's personality and capitalize in his/her special assets.
 - There are individual differences among teachers just as there are among students.
 - Teachers have different personality traits, some are serious, and some have a sense of humor. Some are expressive, and others are analytical.
 - Teachers express common values such as ideals, integrity, kindness, love of learning, and respect for students.
 - There is no one best personality for successful teaching.
 - Teachers are unique and different from one another. They should not aspire for the impossible.
 - Each teacher should develop his/her own style of teaching, adapting it to himself/herself and circumstances. However, this style of teaching must consider individual differences and learning styles of learners.
 - The teacher should choose a method in which he/she can teach best.

5. Methods should be used creatively.
 - Every teacher should create her own teaching method and use various available techniques that suits his/her personality, style, and course objectives.
 - The teaching method used by a teacher should represent a composite style or quality of teaching, a characteristic behavior which would reflect the teacher's values and educational philosophy.

APPROACHES TO TEACHING SKILLS

As with theories and intellectual discussions, there are several methods of teaching students' skills or practice lessons (De Young, 2004).

1. Independent Learning

- The teacher initiates an active self-regulated learning process among her students. This provides the student with all the necessary instructional materials and equipment for practicing and learning the skill by himself or herself.
- This includes the use of skills laboratory which the teacher should be prepared for.
- A syllabus is developed with clear instructions on how learners should proceed with the lesson.
- Background reading materials are identified and made available.
- Hardware and software must be selected and prepared for use.
- Supplies must be requested for and be made available beforehand.

2. Demonstration

- It is a method by which the teacher makes a direct display of the skills to be taught.
- Shows the student what they have to do, why they have to do it, and how to do it.

3. Simulations or Exercises

- It is meant to duplicate the real situation that requires the use of skills laboratory to give students a realistic feel of the situation without subjecting them to risks that might be involved.
- Students can practice skills using equipment in virtual laboratory or situations derived from related learning experiences.
- Students get a feel of how to use the equipment in a real situation involving the needed skill.

Table 2
Elements of Effective Skill Demonstrations

Elements of Effective Skill Demonstrations
1. Assemble all equipment ahead of time.
2. Make sure all equipment are in working order.
3. Do a "dry run" of the procedure and time of the demonstration
4. Arrange the environment to be as realistic as possible.
5. Perform the procedure in an orderly sequence.
6. When appropriate, give the rationale for your actions.
7. Refer to the handouts or textbooks to show fine points that may not be visible to the audience.
8. Be sure to adhere to all relevant principles of good nursing care. For example, aseptic technique, body mechanics, and patient privacy should be followed so learners see how to incorporate them.

9. Consider performing the skill the second time or having a learner perform a demonstration without any explanation, to show the flow of the skill.

PRINCIPLES OF GOOD TEACHING PRACTICES

Apart from the qualities a good teacher should possess, there are also ways the teacher must practice making a healthy and dynamic teaching-learning relationship. A good teacher performs the following:

1. Facilitates student-teacher interaction to create a closer relationship between nurse educators and learners.
2. Encourages cooperation among students to create an atmosphere conducive to collaborative learning, such as forming study groups, and a variety of group projects.
3. Initiates active learning to enable students to actively criticize content they are learning by talking about the material, writing about it, outlining it, asking questions about it, and reflecting on it.
4. Gives prompt feedback to enable students to react and understand what aspects of learning they need to improve on and make needed adjustments in their learning styles.
5. Emphasizes the use of time in each task to ensure that students know how much time they should spend in learning a particular material and encourage them to study and practice seriously. Time management is the key towards efficient and effective study.
6. Communicates high expectations to challenge students. Learners are motivated to meet high expectations if they are given the support and encouragement they need.
7. Respects diverse talents and ways of learning by considering the fact that learners have different learning styles. Thus, the teacher has to devise various teaching strategies and assignments to meet the students' needs.

TEACHING PRINCIPLES

In teaching, principles may be classified into three major groups, namely (Bastable, 2007):

1. ^{in born} Hereditary Endowments Principle

These refer to the nature of the child, his/her psychological and physiological qualities such as reflexes, instincts, capabilities, impulses, temperaments, among others.

Hereditary endowments are the preliminary concern in all educational endeavors.

2. Teaching Process Principles

These refer to the techniques used with the student and the teacher working together toward the accomplishment of goals or objectives of education. These include the following:

- The teacher and students; and
- The means used to stimulate, direct, guide, and encourage individuals to actively participate in class activities.

Teaching involves the application of many laws and principles. True principles of teaching, then, must explain the teaching process. They must show how the subject-matter is organized and taught and how teaching results are achieved and evaluated. Improved methods of teaching depend upon increased knowledge of principles to be applied. Principles serve as a guiding philosophy for selection and implementation of teaching and learning activities and techniques.

3. Outcome Process Principles

Outcome process principles refer to educational aims, goals, objectives, outcomes, purposes, or results of the learning process to which teaching, and learning are directed.

The foregoing aims or objectives may be used as specific, intelligible principles or guidance by those who seek to teach and learn effectively.

Activity # 5

Self-Reflection about Teacher's Influence in the Student's Learning Process

1. You are teaching nursing students in the classroom and in the clinical area, how can you be effective to your students? What specific qualities do you need in order to create an effective teaching and learning environment?
2. Differentiate between the personal and professional qualities of a good nurse educator.
3. What are the essential teaching skills you need to possess in order to create a climate of change in a teaching and learning environment?

Activity # 6

Critical Thinking Exercises

1. As nurse educator, explain the seven (7) principles of good teaching and cite specific example for each.
2. How do teaching principles affect the teaching and learning process?
3. In what way will the teaching methods guide the teacher for effective teaching learning outcome?
4. Develop or formulate your own approaches to teaching students the needed skills in nursing and explain why such approach is necessary.

PRACTICE TEST

Directions: Read each question carefully and encircle the letter of the BEST answer.

1. What is the best way for a closer relationship and enthusiasm between nurse educators and learners?
 - a. Encourage student-faculty contact.
 - b. Encourage cooperation among students.

Module VII. Health Education Process

Intended Learning Outcomes

At the end of this module, the student will be able to:

1. State the nurse educator's role in the learning process.
2. Identify the three components of determinants of learning.
3. Describe the steps involved in the assessment of learning needs.
4. Explain methods that can be used to assess learner needs.
5. Discuss the factors that need to be assessed in each of the four types of readiness to learn.
6. Describe what is meant by learning styles.

In a variety of settings, nurses are responsible for the education of patients, families, nursing staff and nursing students. Numerous factors make the nurse educator's role particularly challenging in meeting the information needs of these various groups of learners. Thus, the nurse educator must be aware of what factors influence how well an individual learns. It plays a great impact on the effective and efficient delivery of patient, student, and staff education.

Assessment of the Learner

Nursing assessment of learners' needs, readiness and styles of learning is the first and most important step in instructional design – but it is almost the first most likely to be neglected.

The effectiveness of nursing care clearly depends on the scope, accuracy and comprehensiveness of assessment prior to interventions.

It validated the need for learning and the approaches to be used in designing learning experiences.

Determinants of Learning

1. Learning Needs- what the learner needs and wants to learn

Learning needs are defined as gaps in knowledge that exist between a desired level of performance and the actual level of performance (Healthcare Education Association, 1985 as cited by Bastable, 2008). A learning need is the gap between what someone knows and what someone needs or wants to know. Such gaps exist because of a lack of knowledge, attitude or skills.

STEPS IN THE ASSESSMENT OF LEARNING NEEDS

1. Identify the learner
2. Choose the right setting
3. Collect data about the learner
4. Collect data from the learner
5. Involve members of the healthcare team
6. Prioritize needs
7. Determine availability of educational resources.
8. Assess demands of the organization
9. Take time-management issues into account

Steps

METHODS TO ASSESS THE LEARNING NEEDS

1. Informal Conversation
2. Structured Interviews
3. Focus groups
4. Self-Administered Questionnaires
5. Tests
6. Observations
7. Patient Charts

2. Readiness to Learn – when the learner is receptive to learning

Once learning needs have been identified, the next step is to determine the learner's readiness to receive information. Readiness to learn can be defined as the time when the learner demonstrates an interest in learning the information necessary to maintain an optimal health or to become more skillful in a job.

Before teaching can begin, the educator must find the time to first take a PEEK at the four types of readiness to learn:

1. Physical readiness-measures of ability, complexity of task, environmental effects, health status, gender
2. Emotional readiness – anxiety level, support system, motivation, risk-taking behavior, frame of mind, developmental stage
3. Experiential readiness -level of aspiration, past coping mechanisms, cultural background, locus of control, orientation
4. Knowledge readiness – Present knowledge base, cognitive ability, learning disabilities, learning styles

3. Learning styles – how the learner best learns

Learning styles refer to the ways in which and condition under which, learners most efficiently and most effectively perceive, process, store and recall what they are attempting to learn and how they prefer to approach different learning tasks.

Knowing the student's learning style enables the teacher to orient the students to the preferred method. The teacher then makes adjustment while giving more emphasis on style that fits the given situation best and the students' learning style preferences. Using these ideas, Kolb describe learning as stream of interconnectedness occurring in stages, such as the following (Bradshaw & Lowenstein, 2007):

- Concrete experience or factual exposure to an event or situation.
- Observation and reflection on the experience derived from that situation.
- Conceptualization, such as coming up with ideas taken from the same situation.
- Generalization or generate knowledge applicable in a variety of settings.

Kolb further went to identify four (4) basic learning styles which include the following:

Four Learning Styles:

1. Divergers

Divergers look at situations or events from different perspectives. They prefer concrete experience and reflective observations. They are sensitive and prefer to watch rather than do. They tend to gather information and use imagination to solve problems. They are best at viewing concrete situations and giving several different viewpoints rather than viewing abstract situations. Hence, the teacher must provide concrete examples when discussing concepts, theories, or principles of nursing practice for better understanding and processing of learning outcomes.

Learners perform better in situations that require idea-generation such as brainstorming, research, experiments, among others. They are interested in people, and tend to be imaginative, emotional, and strong in the arts. They prefer to work in groups, to listen with an open mind and to receive personal feedback.

2. Assimilators

Assimilators are learners who are more concise and logical in their approach. They prefer abstract conceptualization and reflective observations. Ideas and concepts for these learners are more important than concrete situations. They require good clear explanation rather than practical opportunity.

Learners excel in understanding wide-ranging information and organizing this in clear logical way. Learners with this style are more attracted to logically sound theories than approaches based in practical value. Theorists are likely assimilators.

3. Convergers

Convergers are more concerned with problem-solving and use this learning style in finding solutions to practical issues. They prefer technical tasks and are less concerned with people and interpersonal aspects. They are best in finding practical uses for ideas and theories, which they use for problem-solving and decision-making.

These learners are more attracted to technical tasks and problems than social or interpersonal issues. This learning style enables those who use it to specialize and engage in technologically-oriented activities. People with this style like to experiment with new ideas, to stimulate, and apply learning to practical situations.

4. Accommodators

Accommodators have a 'hands-on' learning experience that relies on intuition rather than logic. Learners use other people's analysis and prefer to take a practical experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut' instinct rather than logical analysis. They tend to rely on others for information than do their own analysis.

This learning style is prevalent and useful in roles requiring action and initiative. People with an accommodating learning style prefer to work in teams to complete tasks. They set targets and work actively or trying different ways of achieving an objective.

The average learning styles of nursing students are predominantly in converging category with the tendency toward accommodating style. Among the nursing faculty, however, the average style is that of diverging which is more concrete to reflective observations (Bradshaw & Lowenstein, 2007).

DEVELOPING A HEALTH EDUCATION PLAN DAY 12

Purposes of Teaching Plan

The teaching plan helps organize each health education session and relates this to the development of the learner. It indicates what has been done, in which direction to the learner should be guided next, and the work which is to be immediately taken up. It is a small part of the unit plan and directs daily work toward the overall goals of the course (Clark, 2008).

The teaching plan is an important document for nurses; it guides and helps the nurse on the following:

- Her teaching activities for the day;
- Specific learning activities to be accomplished for the day; and
- A daily framework of the topics so that there will be no topics missed or duplicated or taken for granted.

A teaching plan is a blueprint for action to achieve the goal and the objectives that have been agreed upon by the educator and the learner.

Elements of Good Daily Planning

1. Course objectives. The plan should state clearly the desired outcomes to be achieved. Objectives must be student-centered and focused on terminal behavior desired to be achieved.
2. Related to previous work. The plan should relate each class session to the previous work of the course. This serves as basis for coherence, consistency and continuity in the presentation of the course or subject matter.
3. Selection and organization of the subject matter. The plan should provide for selection and organization of the subject matter or its content, the knowledge component, and materials to be used; such as textbooks, references and online resources.

Effectiveness of Teaching Methods

Teaching methods are considered effective if learners are able to develop knowledge, improve performance of skills, enhance problem-solving skills, save them time for learning, and allow speed of the transfer of learning abilities to them.

1. Fit the topic to the audience. Assess your learner's level of competency as basis in the choice of course objectives and content.
2. Focus on your topic. Do not attempt to cover everything in one lecture.
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture.

4. Organize your points for clarity. Simplify presentations, emphasize important points and allow students to restate or rephrase what was discussed.
5. Select appropriate examples or illustrations that will fit the subject matter discussed.
6. Present more than one side of an issue and be sensitive to other perspectives for better view of the various factors that affect or influence a certain issue or event.
7. Repeat points when necessary, for clarity and understanding.
8. Be aware of your audience and observe their responses and feedback.
9. Be enthusiastic or excited about your topic so the audience will exude the same enthusiasm.
10. Use visual aids for a meaningful presentation to enhance memory and understanding.
11. Provide “hands on” experience to strengthen knowledge and skills of the topics taught.
12. Record important information in writing. Prioritize presentation of topics from the most to the least important.
13. Use movies and videos with captions to enliven the discussion.
14. Repeat a question and respond clearly.
15. Arrange for the learners to sit comfortably to allow active listening, some may have sensory or perceptual difficulty if classroom atmosphere is not relaxed.
16. Provide new vocabulary or agenda ahead of time.
17. Stay in one place or move once in a while rather than moving too fast around the room. Be aware of your words, behavior or mannerisms.
18. Do not expect a learner to look in more than one place a time. Students’ perceptual ability is still limited only to what was learned. Allow students to grasp situations one step at a time for gradual understanding and retention of knowledge imparted while staying focused on the relevant matters that must be learned.

Types of Objectives

1. Educational Objectives -intended learning outcomes of the education process, whether in reference to an aspect of a program or a total program of study, that guide the design of curriculum units.
2. Instructional Objectives – describe the teaching activities and resources used to facilitate effective learning.
3. Behavioral or Learning Objectives – These objectives look at changing the behaviors of people (what they are doing and saying) and the products (or results) of their behaviors. For example, a neighborhood improvement group might develop an objective for having an increased amount of home repair taking place (the behavior) and fewer houses with broken or boarded-up windows (the result).

Goal- is the outcome of what is achieved at the end of the teaching-learning process. A goal is a statement that describes the ideal or ultimate state of being at some future point in time. Goals are broad in nature.

Objective- is a specific, single, unidimensional behavior. Objectives are short term in nature.

Writing Behavioral Objectives

3 important characteristics

1. Performance – What should the learner be able to do?
2. Condition - Under what conditions should the learner be able to do it?

3. Criterion – How well must the learner be able to do it?

4 steps in writing behavioral objectives

1. Identify the testing situation (condition)
2. Identify who will perform (the learner)
3. State what the learner will demonstrate (performance)
4. State how well the learner will perform (criterion)

Example: “Following a 20-minute teaching session on hypoglycemia (condition), Mrs. Magnaye (the learner) will be able to identify (performance) three out of four major symptoms of low blood sugar (criterion).”

“On completing the reading materials provided on the care of a newborn, the mother will be able to express any concerns she has about caring for her baby after discharge.”

Taxonomy of Objectives According to Learning Domains

1. Cognitive Domain -thinking domain
2. Affective Domain- feeling domain
3. Psychomotor Domain- skills domain

Writing SMART Objectives

1. Specific -be specific of what is to be achieved (use strong action verbs)
2. Measurable -quantify or qualify objectives by including numeric, cost or percentage amounts or the degree/level of mastery expected
3. Achievable – are your objectives attainable?
4. Realistic- Are resources available to achieve objectives?
5. Timely- When will the objectives be achieved?

Instructional Methods

1. Lecture- highly structured method by which the teacher verbally transmits information directly to groups of learners for the purpose of instruction.
2. Group Discussion-learners get together to exchange information, feelings and opinions with one another and with the teacher.
3. One-to-One Instruction- involves delivering information specifically designed to meet the needs of an individual learner.
4. Demonstration -is done by the teacher to show the learner how to perform a particular skill.
5. Return Demonstration- carried out by the learner in an attempt to perform a task with cues from the teacher as needed.
6. Gaming- requiring the learner to participate in a competitive activity with preset rules.
7. Simulation
 - It is meant to duplicate the real situation that requires the use of skills laboratory to give students a realistic feel of the situation without subjecting them to risks that might be involved.

- Students can practice skills using equipment in virtual laboratory or situations derived from related learning experiences.
 - Students get a feel of how to use the equipment in a real situation involving the needed skill.
8. Role Playing- the learners participate in an unrehearsed dramatization.
 9. Role Modeling- identification and emanates from learning and developmental theories, which explain how people acquire new behavior and social roles.
 10. Self-Instruction Activities
 - The teacher initiates an active self-regulated learning process among her students. This provides the student with all the necessary instructional materials and equipment for practicing and learning the skill by himself or herself.
 - This includes the use of skills laboratory which the teacher should be prepared for.
 - A syllabus is developed with clear instructions on how learners should proceed with the lesson.
 - Background reading materials are identified and made available.
 - Hardware and software must be selected and prepared for use.
 - Supplies must be requested for and be made available beforehand.

Preparing the Instructional Materials

3 major components

1. Delivery System
2. Content
3. Presentation

Types of Instructional Materials

1. Written Materials – ex. commercially prepared
2. Demonstration materials -ex. Charts, flip charts
3. Audiovisual materials – ex. Ppt, video learning resources

Evaluation of Teaching and Learning Objectives

These refer to changes in behavior expected as a result of selective learning experiences. The purpose of educational objectives is to effect certain desirable changes in learner's behavior.

The evaluation methods should be based on learning objectives focusing primarily on knowledge, skills, personal and professional attributes that learners have acquired from the teaching and learning process. This is done through giving test, behavioral evaluation, or graded assignment.

All teachers need to determine from time-to-time whether their teaching-learning objectives are adequate which calls for periodic evaluation. The very act of choosing or rejecting or even keeping an objective is an act of evaluation. Keating (2006) asserts that evaluation defines the quality of learning experiences derived from teaching. A certain degree excellence must be achieved consistent with the standards by which learning is measured compared with consumer expectations.

Evaluation of the adequacy of teaching and learning activities need to be part of the teaching principles hence, the following must be taken into consideration:

1. Examining performance of learners in various sessions. This can identify strengths and weaknesses with respect to specific teaching-learning aims, suggests stronger or diminished emphasis, or elimination of the aims or objectives.
2. Asking whether each teaching aim is reasonably attainable. Objectives may have to be adjusted to meet the needs of different groups of students,
3. Considering the adequacy of learners' prior knowledge and skills in relation to the present course discussed.
4. Determining whether all of the stated teaching-learning objectives are realistic and attainable.

A TASK FOR YOU:

Develop a patient education program in a specific area if interest.

Conduct a class with a specific group of learners considering the following:

Planning sequence

Select a teaching method.

Prepare an outline.

Implement the program

Evaluate the program

Prepare Session Design (Please see Standard Format)

Make a documentation/short narrative report of the Patient Education Program (health teaching)

Rubrics will be used for grading.

Activity # 7**Critical Thinking Exercise**

1. You are preparing to teach a young woman recently diagnosed with Diabetes Mellitus. What is the best way to manage his/her illness, how would you prepare a teaching plan?
2. If you are a nurse educator in a health care agency, how would you prepare the instructional materials that will fit the topics in your teaching?
3. What instructional materials are you going to utilized in teaching?

Practice Test