NUR 111

Teaching- Learning

**Description:** This module focuses on teaching and learning with the inclusion of process barriers and facilitators.

**Learning Outcomes:**

Upon completion of this module the student will be able to:

1. Identify the components of the teaching-learning process.
2. Describe potential barriers to the learning process.
3. Compare and contrast barriers and facilitators of the teaching –learning process.
4. List strategies to motivate learners.
5. Describe methods to evaluate learning

**Learning Resources:**

1. Text: ADN Fundamentals or Medical-Surgical textbook- Chapters on teaching


**Learning Activities:**

1. Teach a Skill activity (based on the telephone game). Select a multi step task, such as bed making or use of a patient lift. Quickly demonstrate the skill to only one group of students without the opportunity for questions or repeat demonstration. Following the demo, each group member is to teach one individual student, again without the opportunity for questions or repeat demo. This student becomes the teacher of another student until each has been taught. Final learners demonstrate the skill for the class followed by the instructor demonstration of the skill. Discussion of barriers and facilitators of the teaching-learning process should follow the demonstrations.

2. Repeat the above exercise with a new task. Students from the initial group now instruct groups of varying size rather than individuals until all students have been
taught. Concluding discussion should focus on the components of the teaching-learning process.

3. Select any case study which includes patient teaching. Request each student to individually note barriers to the learning process found within the case. As a group students should then brainstorm ways to overcome barriers and motivate learners.

4. Require each student to keep a short term reflective journal which identifies methods used by class or lab instructors to evaluate learning.

Evaluation:

Unit examination/quiz
Review of reflective journal

References

