

PERCEPTIONS OF DURABLE LEARNING TO ACHIEVE MASTERY OF AACN ESSENTIALS AND READINESS FOR PRACTICE

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the learning sciences

10 KEY PRINCIPLES

Students are more motivated to learn when they are interested, have a sense of autonomy, and understand the purpose behind what they are learning.

Learning is a process that involves effort, mistakes, reflection, and refinement of strategies.



Students' physical well-being, including nutrition, sleep, and exercise, impacts learning.

Thinking deeply about the to-be-learned material helps students pay attention, build memories, and make meaning out of what they are learning.



encoding

retrieval

storage



The entire environment, from space to temperature to lighting, can affect learning.



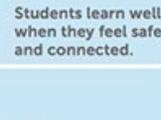
Retrieval practice strengthens memory and helps students flexibly apply what they learn.



Spacing out learning, and interweaving different content, strengthens learning.



Communicating high expectations and keeping learners at the edge of their mastery helps each student reach their potential.



Students learn well when they feel safe and connected.



Collaboration and social interaction can be powerful learning experiences because they encourage deeper processing and engage the 'social brain.'



WHAT IS DURABLE LEARNING?

- "A type of learning where the knowledge, skills, and attitudes learned is retained over an extended period of time beyond the initial acquisition."
- Requires a deep learning approach

(Halpern & Hake, 2003; Digital Promise, n.d.)



WHY NOW?

- Competency-based education
- Promoting practice readiness

(AACN, 2021)



Great attention in medical education literature, little in nursing education



Goal: Develop a tool to evaluate DL in nursing education

OUR INTEREST
IN DURABLE
LEARNING



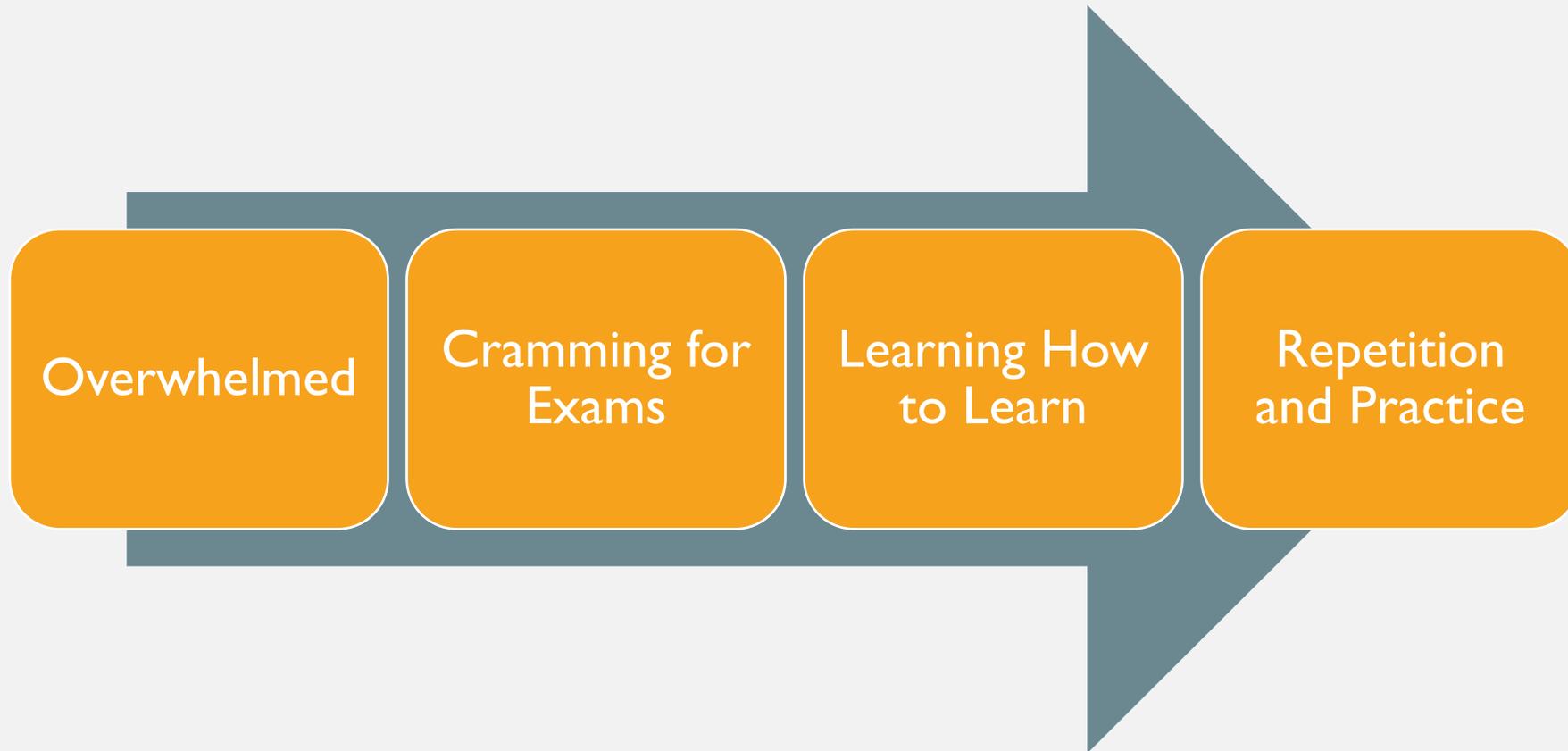
BUT FIRST, WHAT DO LEARNERS THINK?

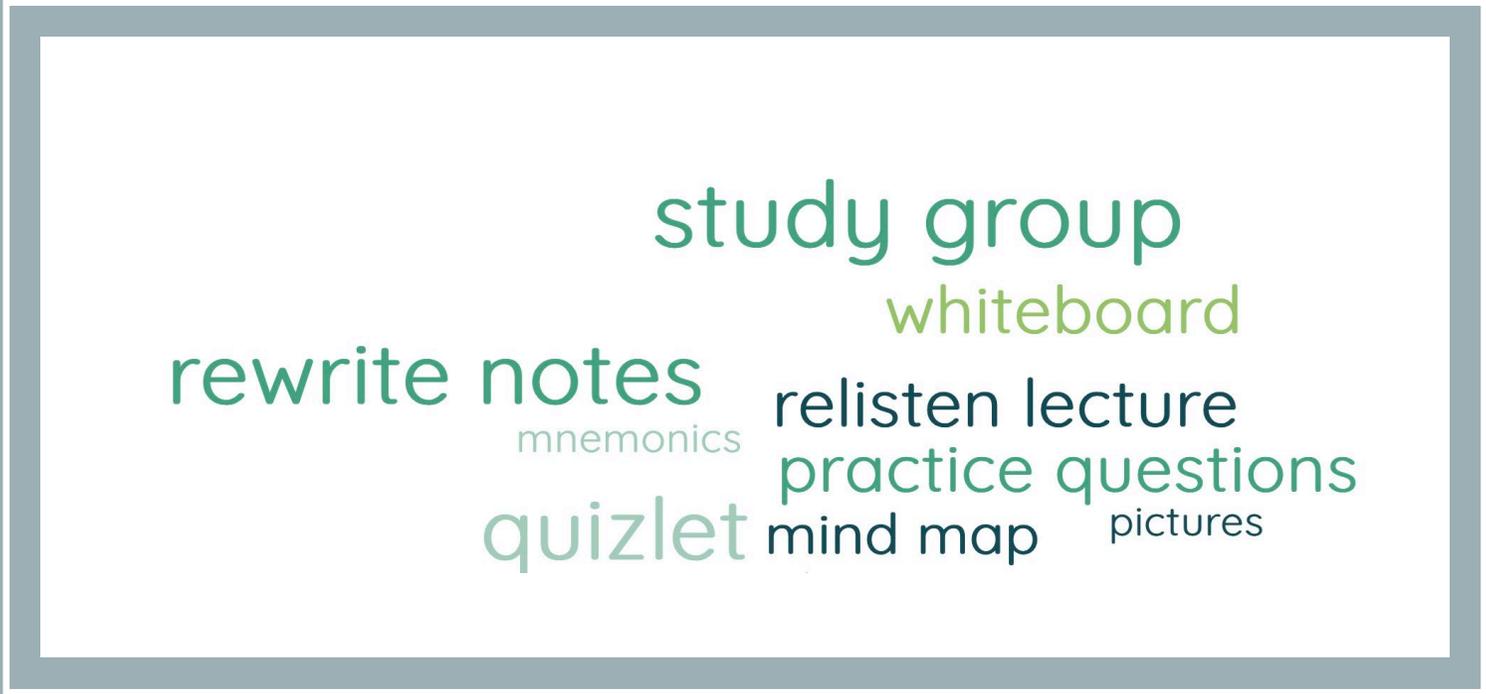
- Objective: Understand student perceptions of learning
- Exploratory study design
- Participants: third- and fourth-year undergraduate nursing students and recent graduates
- Focus groups over Zoom led by investigator at “other” university

RESULTS



STUDENT OVERALL EXPERIENCE





**STUDENT-INITIATED EFFECTIVE
TECHNIQUES**



INSTRUCTOR INITIATED EFFECTIVE CLASSROOM TECHNIQUES

- Instructor emphasis
- Repetition
- Use of images
- Layering
- Structure
- Weekly low-stakes quizzing
- Case studies
- Chunking
- Practice
- Mnemonics
- Community





INSTRUCTOR
INITIATED EFFECTIVE
CLINICAL
TECHNIQUES



Concept Maps/Care Plans



Layering



Repetition



Note Cards



Demonstration



INSTRUCTOR INITIATED: EFFECTIVE SIMULATION TECHNIQUES



Repetition of Skills



Participation in Simulation

A stack of three books with light-colored pages and colored covers (light blue, red, and dark blue) is shown in the background, slightly out of focus. The books are stacked horizontally, with the top book having a light blue cover, the middle one red, and the bottom one dark blue.

**STUDENT INITIATED—NOT
EFFECTIVE**

Flashcards

Cramming

Rewriting Notes

Talk Aloud

Reading the
Textbook

Testing



INSTRUCTOR
INITIATED
CLASSROOM—NOT
EFFECTIVE

Memorizing



Lacks Clinical Application



Group Work



Faculty Non-Engagement



Busy Work



INSTRUCTOR INITIATED: SIMULATION/CLINICAL, NOT EFFECTIVE

- Clinical
 - Therapeutic Communication
 - Care Plans
 - Manual vs. Using Technology
 - Busy Work
- Simulation
 - Learning Assessment Center



NEXT STEPS

- Focus groups of nursing faculty to understand their perceptions of student learning.
- Current teaching strategies.

QUESTIONS?

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