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

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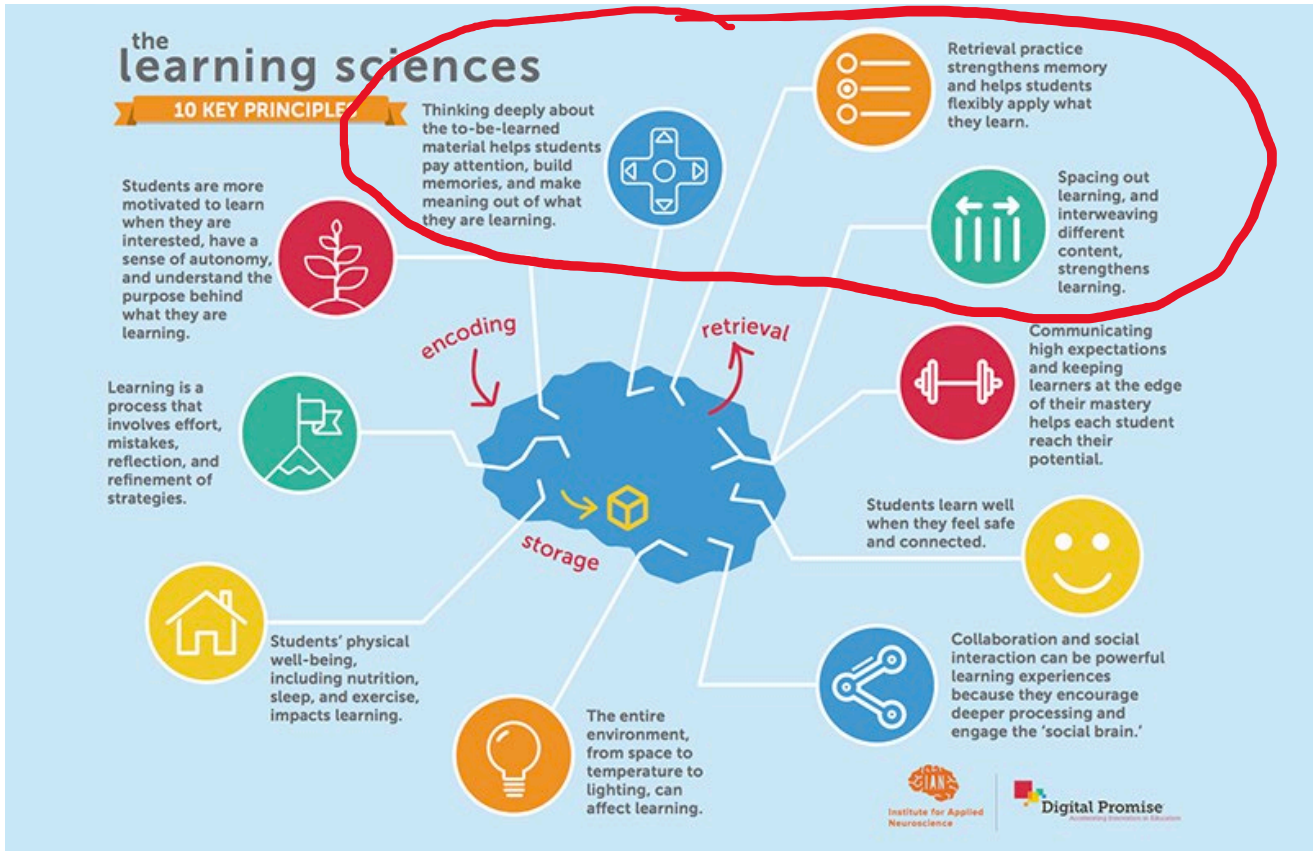


WHAT IS DURABLE LEARNING?

- "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 & Hakel, 2003; Digital Promise, n.d.)

WHY NOW?

- Competency-based education
- Promoting practice readiness

(AACN, 2021)

OUR INTEREST IN DURABLE LEARNING

Great attention in medical education literature, little in nursing education

Goal: Develop a tool to evaluate DL in nursing education

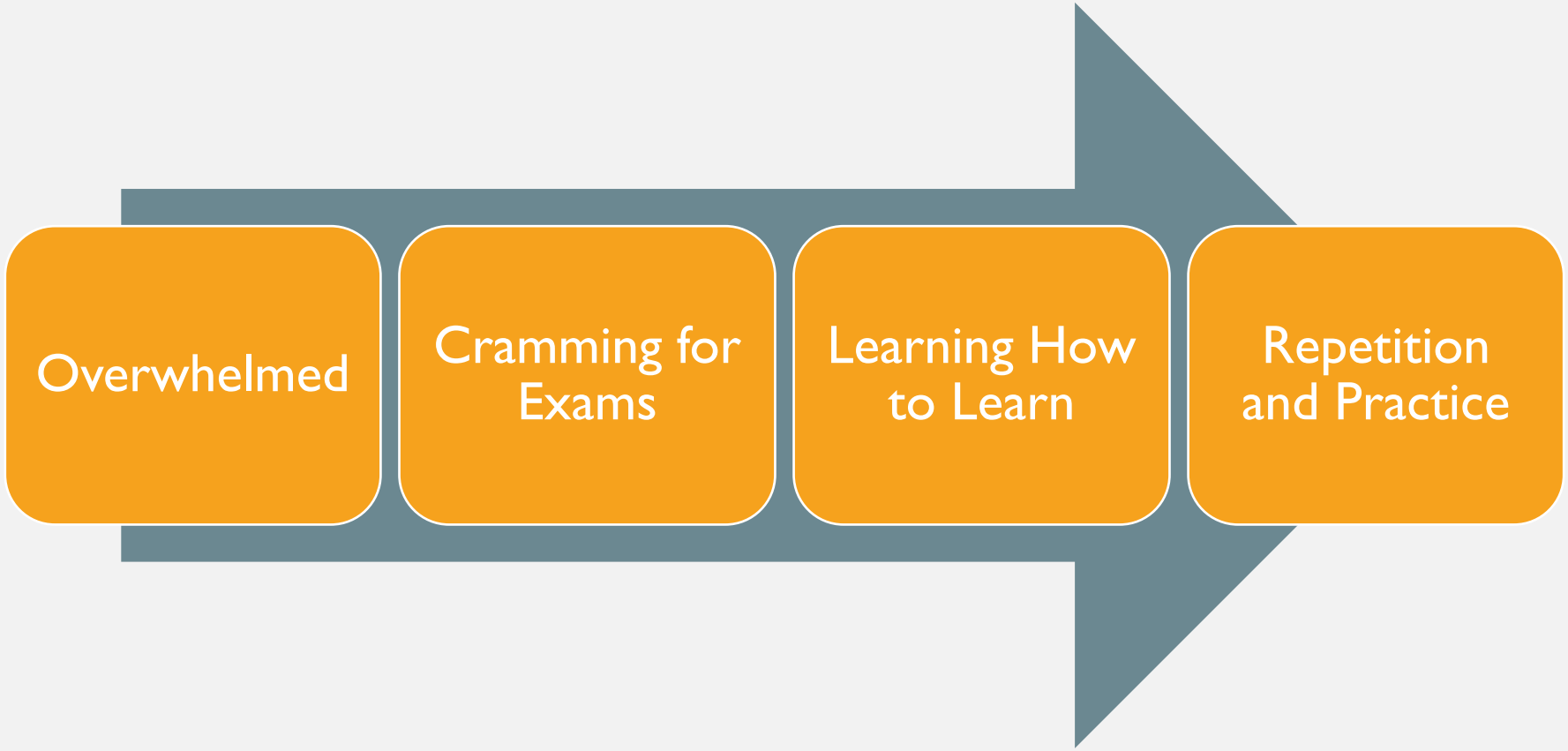
(Mechtel, et al., in press)

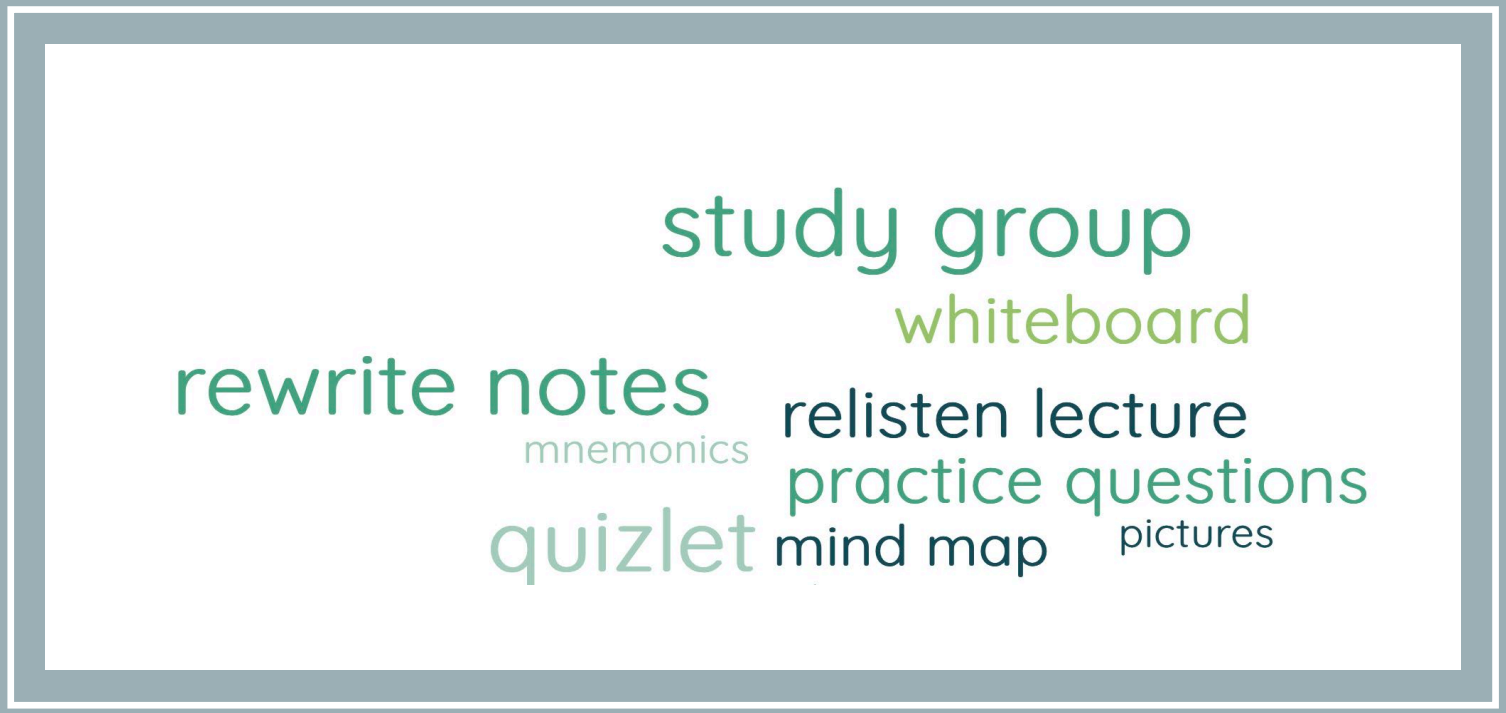
BUT FIRST, WHAT DO LEARNERS THINK?

- 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

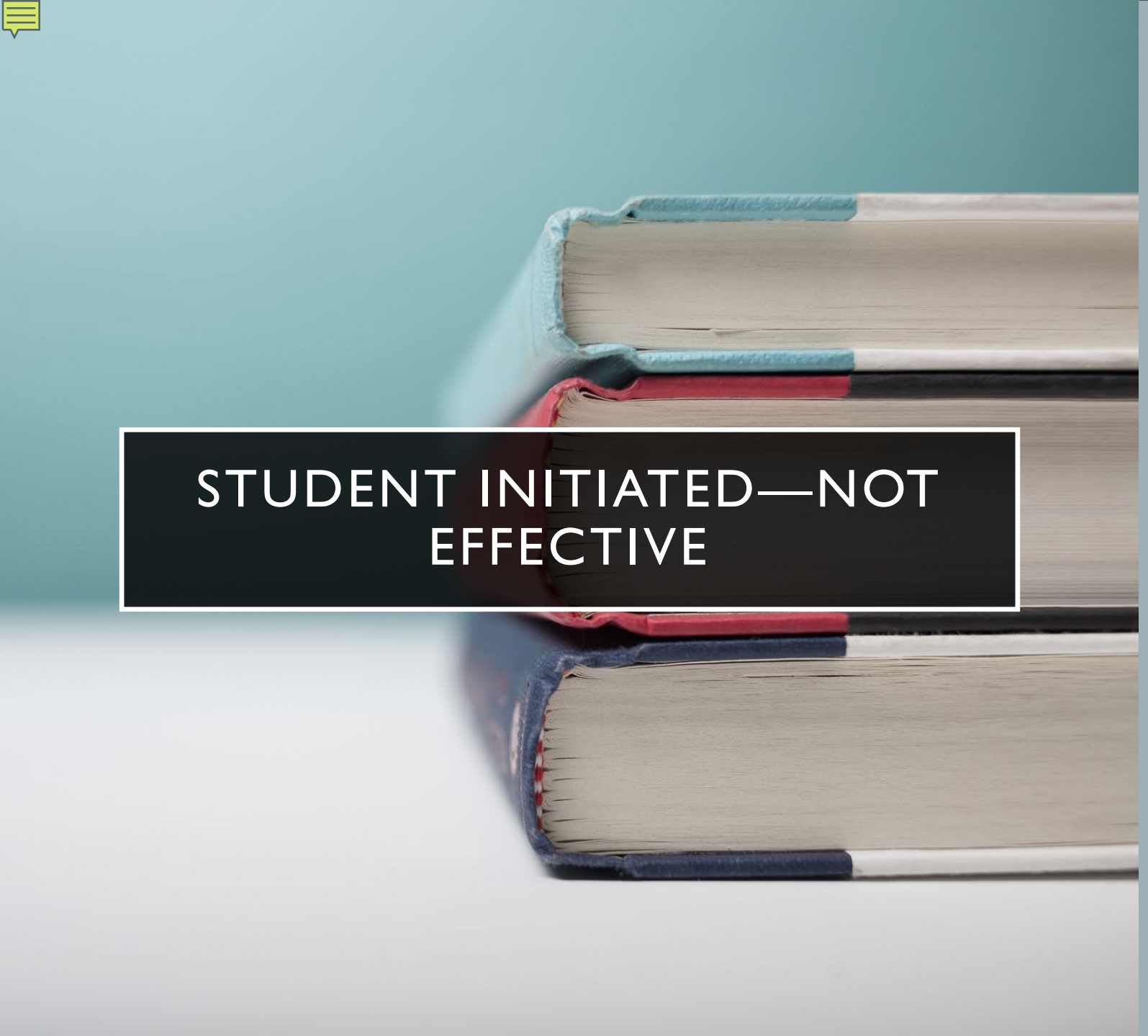
INSTRUCTOR INITIATED EFFECTIVE CLINICAL TECHNIQUES

- Concept Maps/Care Plans
- Layering
- Repetition
- Note Cards
- Demonstration

INSTRUCTOR INITIATED: EFFECTIVE SIMULATION TECHNIQUES

Repetition of Skills

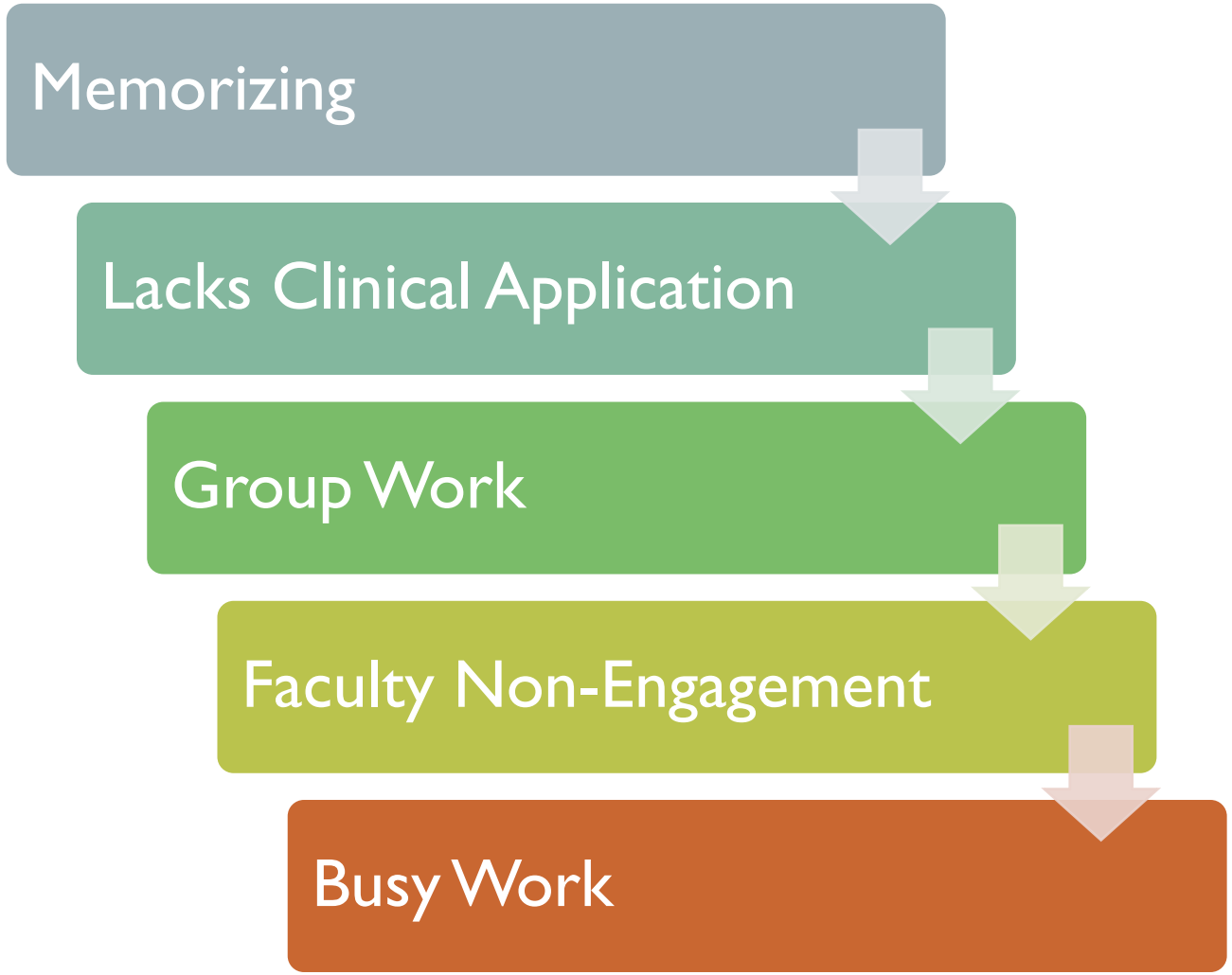
Participation in Simulation



STUDENT INITIATED—NOT EFFECTIVE

- Flashcards
- Cramming
- Rewriting Notes
- Talk Aloud
- Reading the Textbook
- Testing

INSTRUCTOR INITIATED CLASSROOM—NOT EFFECTIVE



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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