

Case Study: Teaching Scenario

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NU 725: Teaching Scenario

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Learning

Judy has a diverse group of students from distinct cultural backgrounds, experiences, and ages ranging from 19 to 25. With this diverse group, Judy would expect to find all learning styles/preferences. According to Billings & Halstead (2020), the use of multimodal learning methods may help students irrespective of learning style. Judy can identify each student's learning style/preference by assisting them in completing a learning assessment using VARK, an acronym for visual, auditory, reading, and kinesthetic assessment tool (Billings & Halstead, 2020). This tool can assess students learning without using substantial amounts of class time. Because learning styles vary over time and alter corresponding to learning, designing a learning experience that draws students' interest to various learning preferences is essential.

Teaching

Judy's course structure only applied the learning principles of auditory and kinesthetic. It is important to identify students learning styles and incorporate them into the curriculum. Students learn by listening, observing, hands-on, and reading. All the modalities help to commit learned information to memory (Billings & Halstead, 2020). Judy has violated the learning principle of visual, reading, and writing in her curriculum. Judy can better structure this course to fulfill more learning principles and meet a more comprehensive selection of learning styles/preferences by adding a discussion board with case studies and videos to watch.

Adult Learners

To teach this same course to full-time working registered nurses, Judy needs to offer an online class which flexible, convenient, adult friendly. The principle of adult learning evidenced by this modification is that adults manage busy lives, capable of directing their learning. In addition, adults accumulate a wealth of experience that provides a fertile resource for learning.

Conclusion

According to Macy (2012), nurse educators need to learn how to use Evidence-Based Teaching Practice (EBTP) that enlightens what and how teaching and learning occurs. To be ready for EBTP, the continued endeavors of faculty, nurse administrators, academic institutions, and national nursing organizations are vital to ensuring faculty are prepared to use EBTP and have access to the resources needed. Excellence in nursing education requires innovative, bold, original faculty with brave creativity to transform the education system (Macy,2012). Creating a culture that uses evidence to inform clinical practice begins with faculty who know how to use evidence in their academic practice and model this evidence-based approach in their teaching Macy,20^{3.1}.

References

Billings, D., & Halstead, J. A. (2020). *Teaching in nursing: A guide for faculty* (6th ed). Elsevier.

Macy, Rosemary (2012). Evidence-based teaching in nursing: *A foundation for educators*.

<https://www.thefreelibrary.com/Evidence->

[based+teaching+practice+in+nursing+education%3A+faculty...-a0424529270](https://www.thefreelibrary.com/Evidence-based+teaching+practice+in+nursing+education%3A+faculty...-a0424529270) (accessed

February 26, 2022)

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2.1 Good idea

2.2 I agree

3.1 I agree