



CHAPTER 4

Implementing Teaching/Learning Strategies

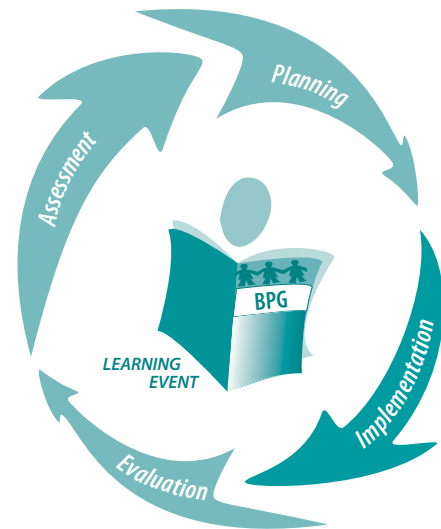
What is this chapter about?

In order to have a successful learning event, you must use teaching and learning strategies. The steps you will take to implement the learning plan are:

- 1 Choose teaching/learning strategies; and
- 2 Implement teaching/learning plan.

Step 1: Choose Teaching/Learning Strategies

When considering a teaching/learning strategy there are three key categories from which to choose: teacher-centred, interactive, or independent strategies. Within each of these categories, there are techniques that can be employed depending on the learning event and the learning environment (*Figure 4*). Following *Figure 4* you will find a more detailed discussion that outlines the main concepts of these categories. Where indicated, further detail can be found in *Chapter 6: Enrichment Materials*.



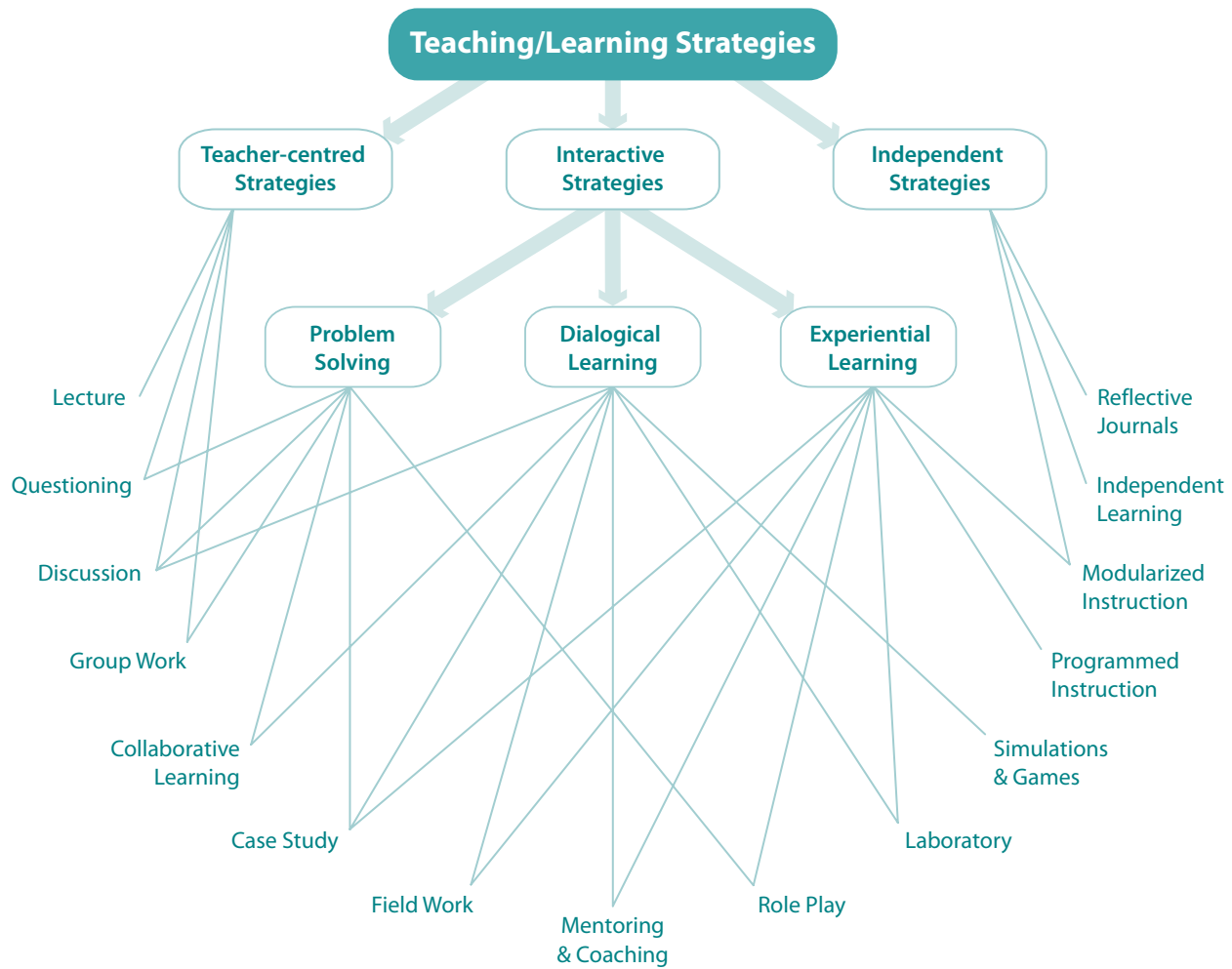


Figure 4: Teaching/Learning Strategies

Teacher-Centered Strategies put the educator at the centre of the learning event. This is the conventional way of teaching. Examples include:

- ▶ Lecture;
- ▶ Questioning;
- ▶ Discussion; and
- ▶ Group Work.

Interactive Strategies involve two or more people working together to achieve the learning objectives and outcomes.

- a Problem Solving** involves either the educator or learner identifying and solving a problem. Learning takes place through the process of solving the problem. Activities may include:
 - ▶ Questioning
 - ▶ Discussion
 - ▶ Group work

“The expert tutor does not direct solutions to a problem, but rather prompts critical thinking amongst the study group members”

(Price & Price, 2000, p. 257).

- ▶ Collaborative Learning
- ▶ Case Study
- ▶ Role Play

b Dialogical Learning involves two people learning together through various means including:

- ▶ Discussion
- ▶ Collaborative Learning
- ▶ Case Study
- ▶ Field Study
- ▶ Laboratory
- ▶ Simulations/Games
- ▶ Mentoring & Coaching

c Experiential Learning involves people learning through acting out real life situations in either a simulated environment or an actual practice setting.

- ▶ Case Study
- ▶ Field Work
- ▶ Mentoring & Coaching
- ▶ Role Play
- ▶ Laboratory
- ▶ Programmed Instruction
- ▶ Modularized Instruction

Independent Strategies involve the individual learner creating the learning event or the interaction material alone.

- ▶ Modularized Instruction
- ▶ Independent Learning
- ▶ Reflective journals

Step 2: Implement Teaching/Learning Plan

As an educator you should incorporate the learning styles that were introduced in *Chapter 2* (visual, auditory, kinesthetic) into the learning event. It is important to adapt your teaching strategies and techniques to maximize the experience for each learner. McDonald & Nadash (2003) also suggest the incorporation of active learning strategies to promote best practice uptake.

Table 11 provides you with learning tips that help to address the three learning styles (visual, auditory and kinesthetic).



Dialogical Learning, p. 113
Experiential Learning, p. 114
Independent Strategies, p. 115
Reflective journals, p. 115

Table 11: Learning Tips for Individual Learning Styles

Learning Style	Learning Tips
<p>See (Visual) The visual learner needs to see, observe, record and write</p>	<ul style="list-style-type: none"> ▶ Use graphics to help learning: books, films, pictures, puzzles, videos, computer software ▶ Use colour coding to organize content ▶ Write directions ▶ Use flow charts and diagrams for note taking ▶ Visualize words and facts to be retained
<p>Hear (Auditory) The auditory learner needs to talk and to listen.</p>	<ul style="list-style-type: none"> ▶ Use audio tapes, films, records, videos, radio programs ▶ Participate in debates, seminars, group assignments ▶ Learn by reciting, discussing, interviewing, attending lectures ▶ Ask for oral explanations
<p>Feel (Kinesthetic) The tactile kinesthetic learner needs to do, touch and be physically involved.</p>	<ul style="list-style-type: none"> ▶ Memorize, drill, make decisions while walking or exercising ▶ Use concrete materials: models, lab equipment, subject-related games and puzzles, computer programs ▶ Take frequent breaks in study periods ▶ Learn by touching and doing ▶ Study by writing over and over

Table 12 takes each of the strategies from Figure 4 and lists techniques that address the three learning styles.

Table 12: Teaching Techniques for Individual Learning Styles

Teaching Strategies	Learning Styles	Techniques			
Lecture	Visual	Pre-reading Handouts Statistics	Summaries Overheads PowerPoint	Diagrams Picture graph Algorithms	Case study Self-test Films/videos
	Auditory	Narrative stories Mnemonic		Music Didactic lecture format	
	Kinesthetic	Have learners move around room Interactions			
Questioning	Visual	Word games Case study Journal club	Individual project Self-test Online courses		
	Auditory	Mnemonic Brain storming Interactions	Narrative stories Verbal debates		
	Kinesthetic	Have learners move around room Interactions			
Discussion	Visual	Individual project Algorithms	Case study Online courses	Journal club Problem-based learning	
	Auditory	Narrative stories Mnemonic	Brain storming Group work	Verbal debates	
	Kinesthetic	Have learners move around room Interactions			
Group Work	Visual	Word games Research projects Problem-based learning	Step-by-step instruction Overheads PowerPoint	Diagrams Picture graph Algorithms	Case study Journal club Online courses
	Auditory	Narrative stories Mnemonic Interactions	Brain storming Verbal debates		
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions		
Collaborative Learning	Visual	Word games Problem based learning Diagrams	Case study Journal club Films/videos		
	Auditory	Narrative stories Mnemonic Music Didactic lecture	Interactions Brain storming Verbal debates		
	Kinesthetic	Practice Active role-playing Interactions	Simulated learning vignettes Have learners move around room Return demonstration		
Case Study	Visual	Statistics Self-test	Online courses Problem-based learning		
	Auditory	Group work Brain storming Interactions			
	Kinesthetic	Simulated learning vignettes Interactions			

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Teaching Strategies	Learning Styles	Techniques	
Field Work	Visual	Research projects Statistics	Individual project Self-test
	Auditory	Brain storming Interactions	
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions
Mentoring and Coaching	Visual	Algorithms Journal club	Individual project Online courses
	Auditory	Narrative stories Mnemonic Didactic lecture	Group work Interactions
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions
Role Play	Visual	Case study	
	Auditory	Narrative stories Music Interactions	Brain storming Group work
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions
Laboratory	Visual	Research projects Experiments Statistics Diagrams	Picture Graphs Self-test Films/videos
	Auditory	Group work Brain storming	
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions
Simulations/Games	Visual	Problem-based learning Step-by-step instruction Diagrams	Case study Films/videos
	Auditory	Narrative stories Mnemonic Music	Group work Interactions Brain storming
	Kinesthetic	Practice Return demonstration Active role-playing	Simulated learning vignettes Have learners move around room Interactions
Programmed Instruction	Visual	Research projects Overheads PowerPoint	Case Study Individualized project Self-paced projects
	Auditory	Narrative stories Mnemonic Group work	Verbal debates Interactions Brain storming
	Kinesthetic	Practice Return demonstration	Simulated learning vignettes Interactions Active role-playing

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Teaching Strategies	Learning Styles	Techniques			
Modularized Instruction	Visual	Problem-based learning Step-by-step Instruction Overheads Power Point Case study		Journal club Individualized project Self-paced projects Self-test Online courses	
	Auditory	Narrative stories Mnemonic		Didactic lecture	
	Kinesthetic	Practice Return demonstration Active role playing		Simulated learning vignettes Interactions	
Independent Learning	Visual	Research projects Experiments Problem-based learning	Step-by-step instruction Summaries Diagrams Picture Graph	Case Study Journal club Individualized project	Self-paced projects Self-test Online courses Films/videos
	Auditory	Mnemonic Music			
	Kinesthetic	Practice Return demonstration			
Reflective Journals	Visual	Summaries Self-paced projects	Online courses		
	Auditory	Interactions			

Key Points

- ▶ A variety of teaching strategies and techniques should be used in order to meet the different learning styles of the learners.
- ▶ By assessing individual learning styles the educator can identify the predominant style and choose strategies and techniques that best fit the style.
- ▶ Retention rates vary based on the learning style and the teaching strategy used. Groups are not necessarily homogeneous in their style or retention rate. It is therefore essential to use a combination of strategies when implementing a learning plan in order to maximize the learning experience for the group and for the individual.

Now you are ready to evaluate the learning event.



Academic Setting

Having read *Chapter 4*, Cynthia has identified four main teaching/learning strategies to use with her fourth-year students.

First, Cynthia showed the RNAO video, *Making it Happen* (CD2), which provided an introduction to the best practice guidelines. Second, she had the students form small groups to discuss their thoughts and questions raised by the video. Third, Cynthia provided them with a list of RNAO BPG obtained from www.rnao.org/bestpractices and gave each student an example of case studies located in the *Tips, Tools and Templates* (p. 67-70). She then had the students choose the most appropriate BPG and most appropriate recommendation(s) in the BPG for the client in the case study. She also asked the students to provide rationale for their choices. She plans to bring the groups together in a plenary session to discuss their recommendations and rationale for the case study. Fourth, Cynthia had the students prepare a written assignment.

Assignment

Write a paper of not more than four pages describing one of your client's experiences with pain and identify which recommendations from *Assessment and Management of Pain* (RNAO, 2002) would be appropriate for this client. What strategies would you employ to ensure consistent application of these recommendations and explain your rationale for selection. How would you evaluate the effectiveness of these interventions?



Making it Happen



List of RNAO BPG
www.rnao.org/bestpractices



Sample case studies, p. 67-70



Practice Setting

John and the steering committee meet to plan the workshop. Cynthia agrees to work with John to deliver the workshop and to conduct the subsequent evaluation with staff and students. During the planning phase, John keeps in mind that there are three types of learners: visual, auditory and kinesthetic.

John and the committee members decide on a highly interactive one-day workshop using a variety of teaching strategies to address the various types of learning styles:

- 1** Independent learning through pre-circulated materials and a survey to identify staff challenges in working with patients with dementia, delirium or depression;
- 2** Small group discussion using case studies; and
- 3** Multi-media such as PowerPoint and videos.

Monthly, John will meet with the Resource Nurses to identify area-specific facilitators and barriers, successful strategies and problem-solving techniques.

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Educator's Resource: Integration of Best Practice Guidelines



Case Study 1 – Year 1

Source: Lakehead University, Thunder Bay, Ontario. Reprinted with permission.

Mrs. K. is a 78-year-old widow, living in a seniors' apartment building. She has a longstanding history of osteoporosis and osteoarthritis. Currently she is taking Celebrex[®] 100mg daily. Recently her daughter has noticed a change in her usual fastidious housekeeping and attention to her personal care. When questioned by her daughter, Mrs. K. states she is having increased pain with daily tasks and increased fatigue as her sleep is interrupted by the pain.

- 1 You are the nurse in her health care team. What other information do you need in order to advocate with her physician for increased pain control?
- 2 What constitutes a comprehensive pain assessment? What will help you to validate your assessment?

Dr. P. has prescribed Tylenol[®] #3 1-2 tabs. Q4h prn, and will see Mrs. K. in the office in 3 weeks time to evaluate treatment efficacy. At the daughter's request he has asked that she be evaluated for homemaking assistance. On your next visit Mrs. K. reports that as long as she takes her Tylenol[®] every 4 hrs. the pain is much improved and she is able to accomplish some tasks. However, the homemaker reports bruising to both knees and Mrs. K. states she hasn't had a bowel movement for four days and is falling asleep in the afternoon while watching her favourite shows on T.V.

- 3 What documentation is necessary in the reassessment process? What information needs to be included in the care plan in order to achieve positive outcomes for Mrs. K.?
- 4 What action is the appropriate next step in managing Mrs. K.'s pain?
- 5 What other disciplines should be involved at this point? What non-pharmacological intervention could be considered in her management?



Case Study 2 – Year 2

Source: Lakehead University, Thunder Bay, Ontario. Reprinted with permission.

Dakota is a 2-year-old Native Canadian child whose mother has brought him to the nurse with a 3 day history of fever, cough and runny nose. He has been irritable, and not eating, although he has been drinking from his bottle.

- 1 What is the appropriate tool to use in assessing this child? Who else is necessary to include in gathering information regarding this child and what questions would you ask?
- 2 What physical assessments should be made to facilitate care planning for this child?
- 3 What should be included in the care plan with regard to pain management for Dakota?

Tylenol[®] is prescribed.

- 4 What physical finding determines the type of analgesic and the dose? What education is necessary for the mother? How will you facilitate information sharing to ensure understanding?
- 5 What comfort measures would you discuss with the Mom?

How would you evaluate the efficacy of your care plan for this child?



Case Study 3 – Year 3

Source: Lakehead University, Thunder Bay, Ontario. Reprinted with permission.

Mr. B. is a 43-year-old, previously healthy male who presents in emergency with a 2 day history of abdominal pain and vomiting. Investigations reveal an abdominal mass requiring immediate surgical intervention. The surgeon has indicated that the mass is likely malignant, but definite pathology is not yet available. Mr. B. returns from the operating room with a colostomy and a nasogastric (NG) tube. His wife is very anxious, asking questions about diagnosis, treatment plans and how long he will be off work.

- 1 Who would you include in the treatment plan?
- 2 After three days it is clear his pain is escalating. He is receiving IV Demerol[®] and the nurses are questioning why he would require more medication. What questions would you ask him in assessing his pain? What would be a more appropriate pain medication at this point in his recovery?

The doctor changes Mr. B.'s analgesic to regular IV morphine. He is more comfortable and tolerating sips of fluids and his NG tube is removed that night. Two days later his morphine is changed to oral and his wife expresses a concern about the amount of morphine he is still taking and the fact that he is sleeping so much of the time. His colostomy has not been active for three days and he is experiencing increased nausea.

- 3 How would you address the wife's concerns and the patient's changing symptoms?
- 4 With a few minor adjustments to his medication he is comfortable and more alert but he is increasingly anxious about the pending pathology report and its implications. What adjustment to his careplan would be appropriate at this time?
- 5 What non-pharmaceutical interventions might be considered and what other disciplines may now need to be involved?

What resources would you access to support the patient/family and staff around concerns re: colostomy care, supplies and future treatments at home?



Case Study 4 – Year 4

Source: Lakehead University, Thunder Bay, Ontario. Reprinted with permission.

Mr. J. is a 65-year-old, mildly cognitively impaired diabetic gentleman, with renal impairment, living in Cedar Crest Manor, a nursing home. On the night shift he is found wandering the halls shouting and striking out at the nurse as she tries to direct him back to his room. Mr. J. is usually very mild mannered and compliant.

- 1 What might be the cause of his sudden change in behaviour? What investigations should initially be considered?

He has been on antibiotics for five days and his behaviour has stabilized but he now is reluctant to return to his previous levels of activity, refusing to wear anything except his comfortable slippers. Family have requested a re-evaluation of his condition as he appears more uncomfortable and has a decreased appetite.

- 2 What other information do you require from the family and Mr. J.? What diagnostic tools are available to assist you in gathering that information?
- 3 On examination his feet are cool to touch and hypersensitive and he states they burn when you touch them. What possible condition explains these symptoms? What treatment options are available?
- 4 His physician starts him on Duragesic[®] 25 mcg q3 days. What implications does this have for his careplanning?

Staff express concerns around knowledge about the Duragesic[®] patch and its appropriateness for use in the nursing home, as there is no present policy regarding the patch. What are the next steps to consider in this scenario? What resources are available to implement change and support staff with these concerns?



Guidelines for Writing Reflections: L.E.A.R.N. Format

Criteria	Reflective Thoughts
<p>Look Back</p> <ul style="list-style-type: none"> ▶ A meaningful event presented ▶ Event described in detail 	
<p>Elaborate</p> <p>Elaborate on what happened</p> <ul style="list-style-type: none"> ▶ Identify, present and discuss: What happened, what you saw, felt, heard ▶ Identify: Individuals involved When and where it happened How you felt during the situation How you felt as result of the situation How others may have thought 	
<p>Analyze</p> <ul style="list-style-type: none"> ▶ Identify key issue clearly ▶ Critical analysis of issue: Identify how contents within one article are relevant in the analysis of issue. ▶ Compare and contrast: What you have learned from the situation and from literature (article) ▶ Integrated: theory (content from article) ▶ Integrated: critical thinking (clear, organized) 	
<p>Revision</p> <ul style="list-style-type: none"> ▶ Identify what is important from situation, literature review ▶ What should be preserved (of experience) in future situations? ▶ What should be changed, how should it be changed? 	
<p>New Perspective</p> <ul style="list-style-type: none"> ▶ Recommendations for learning in similar future experience: (e.g., what you might do, utilize, not do) 	
<p>References</p> <ul style="list-style-type: none"> ▶ Appropriate article: reviewed, discussed and cited in reflection ▶ Article is referenced appropriately: APA format 	

Source: College of Nurses of Ontario (1996). *Professional profile: A reflective portfolio for continuous learning*. Toronto: Author.

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