

**OPTIMISING
SIMULATION AS
MEANINGFUL
LEARNING
EXPERIENCES FOR
POSTGRADUATE
NURSING STUDENTS**

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DISCLOSURE

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The aim is to discuss how adult learning theory, experiential learning theory and deliberate practice can be linked to create simulation learning experiences that the mature learner will find meaningful

Employer: University of the Free State

The financial assistance of the National Research Foundation (NRF) towards this research is hereby acknowledged

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INTRODUCTION

- Simulation as a meaningful learning experience (1 + 3 phases)
- Attributes of adult learners (Malcolm Knowles)
- Experiential learning theory (David Kolb)
- Deliberate practice (Anders Ericsson)
- Self-directed learning vs dependent learner behaviour

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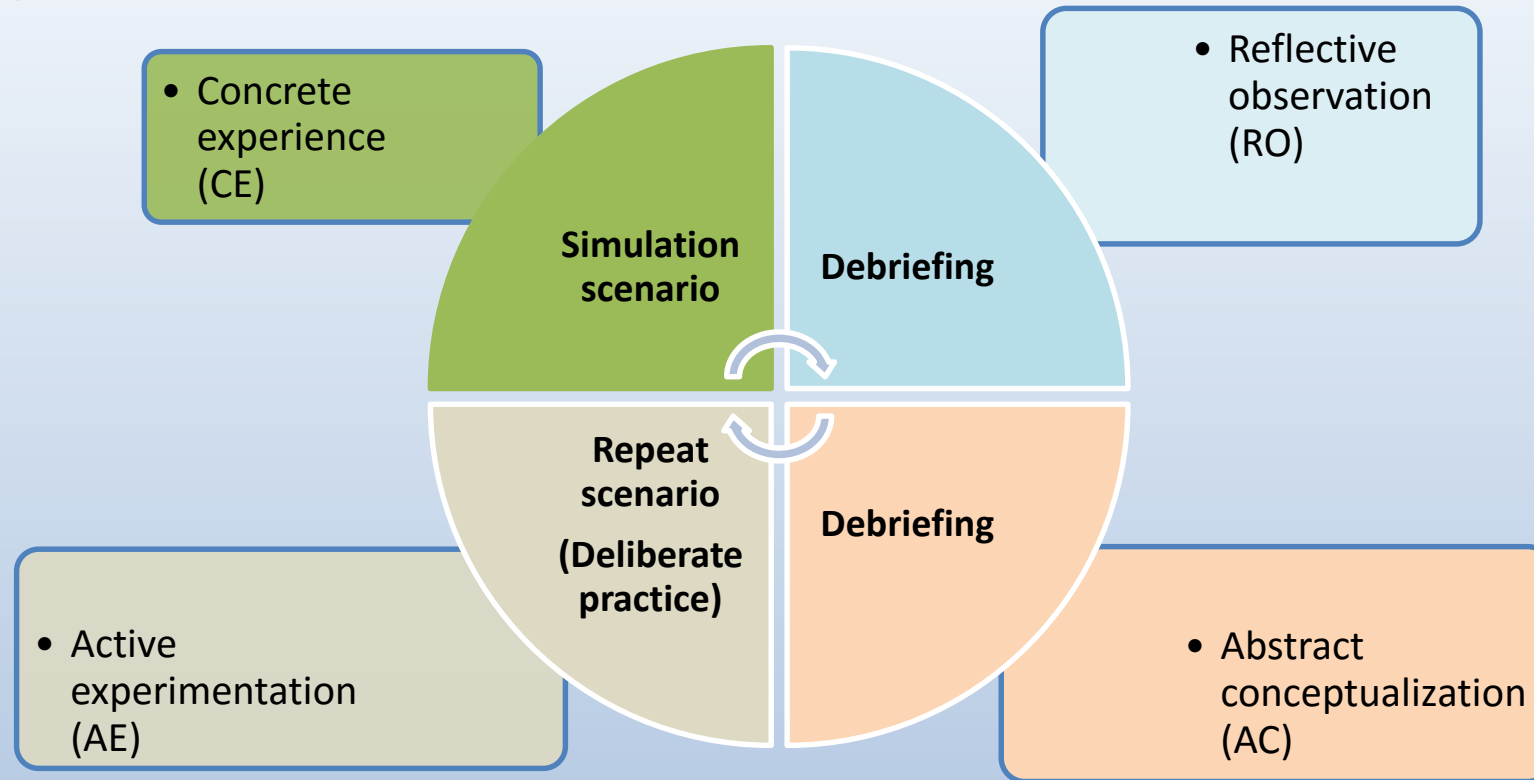
ATTRIBUTES OF THE ADULT LEARNER



- Independent self-concepts – led by self-directedness
- Use their experience as a resource for learning
- Learning needs are influenced by social roles
- Problem-centered – need to apply knowledge immediately
- Need to know “why” they have to learn something
- Internal rather than external motivation for learning

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EXPERIENTIAL LEARNING CYCLE AND SIMULATION LEARNING EXPERIENCE



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PURPOSE OF THE STUDY



To develop a strategy for meaningful simulation learning experiences in a postgraduate paediatric nursing programme

RESEARCH DESIGN



- Educational action research
- Three action cycles over a period of two years
- Cycle one: 21 paediatric nursing students (2013)
- Cycle two and three: 18 paediatric nursing students (2014)
- NGT, focus groups, field notes, audio recordings of debriefing sessions

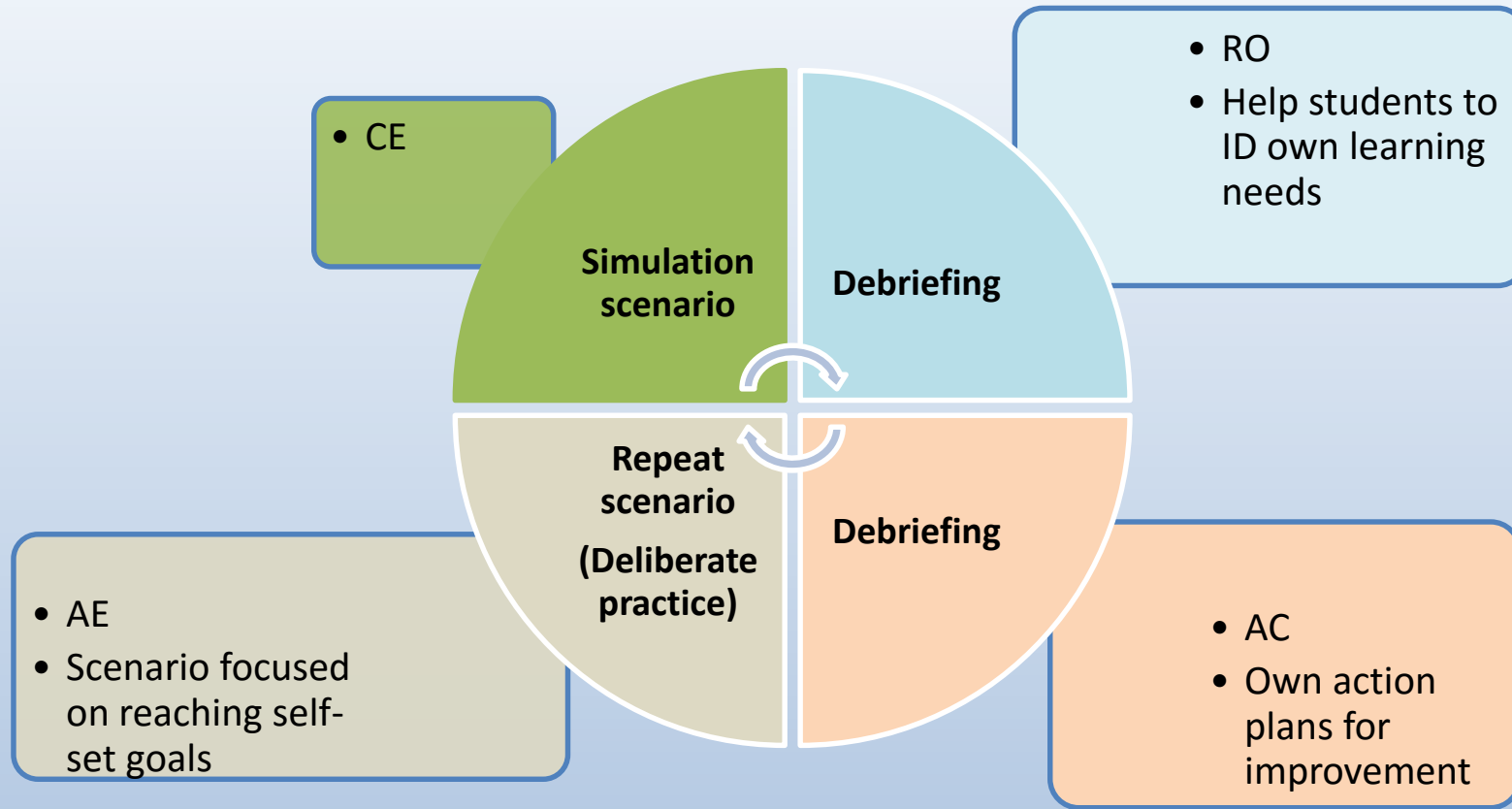


RESULTS OF FIRST ACTION CYCLE

- NGT and field notes
 - Students' behavior not in accordance with expected adult learner behavior
 - Reluctance to take ownership and responsibility for learning
 - Educator dependent

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ADJUSTMENTS MADE IN SECOND AND THIRD ACTION CYCLES



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OUTCOME



- **PARADIGM SHIFT:** Focus shifted from being teacher-centered to becoming a facilitator of learning
- **To the benefit of the students:**
 - Definite shift from being educator dependent to taking ownership and responsibility for own learning
 - Improved self-confidence
 - Knowledge construction through the transformation of experience
 - Established a community of learning
 - Learning transfer

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CONCLUSION



- Nurse educators should be careful to assume that all mature students have adult learner attributes
- Mismatch between educator's expectation and actual learner behaviour may lead to frustration for both parties
- Early recognition of dependent learner behavior
- Take steps to foster self-direction and independence
 - Creating student-centered learning environments
 - Facilitate independent learner behavior
 - Provide opportunities for deliberate practice

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Thank You
Dankie

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