

Teaching And Learning Theory

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The essay brings in teaching and learning theories/ practices that tend to help individuals learn new behaviors and deeds. Learning theories are theoretical frameworks recitation how knowledge is captivated, processed, and engaged in learning. Cognitive, expressive, and environmental stimuli, as well as preceding experience, all compose a part of how understanding, or a worldview, tends to acquire or change and acquaintance and skills recollected (Aliakbari et al. 2015). Some of the theories mentioned include accommodating learning styles as well as an experimental learning cycle. The main body comprises about teaching/learning process, which we undertook in measuring the blood pressure process in a particular patient diagnosed with hypertension using the blood pressure screening capabilities. In various clinics around the globe, measuring blood pressure tends to be enhanced manually using an apparatus known as a sphygmomanometer or by using a computerized electronic stratagem or when realistic ambulatory blood pressure monitoring can also be used. It is frequently best to measure blood pressure on an empty bladder with the patient well placed, legs resting on the pulverized, and arms sleeping contentedly on a table. Blood pressure tends to be measured in mutual arms using arm cuffs for precision.

My justification for choosing this philosophical facet is that some patients identified with mental illness sometimes tend to face the risk of mounting physical health ailments, such as hypertension, because of their lifestyle. The assessment of the patient's blood pressure and philosophy session took dwelling inside the room, thereby maintaining dignity (NMC, 2015). It is the accountability of every healthcare specialized at all times to transmit out necessary physical fitness checks on patients and be intelligent to deliver appropriate interferences (Knowles et al. 2014). In addition, it includes giving guidance as required in the administration of physical health situations such as hypertension in patients under their upkeep in other to guarantee the operative management and handling of such health disorders. In the circumstance of a hypertensive, persevering individual, checks tend to be carried out to ensure consistent blood pressure echelons and the control and management of hypertension. I performed all the explained processes above with the permission of the nurse in command to assist the first-year student who happened to lack real confidence in completing the task alone. Reasons for her being unable to perform, not used in finding herself in the situation since she had just been admitted to the college for a nursing course likely brings the work on a sole basis.

According to Kolber, there are four learning cycles, namely, concrete experience, Reflective observation, abstract conceptualization, and active experimentation. The concrete experience involves having a new experience or else reinterpretation of existing experience (Kolb, 2014). Reflective Observation depends on the new experience and shows inconsistencies between experience and understanding. On the other hand, abstract conceptualization modifies an abstract concept. Lastly, active experimentation helps the learner to solve situations around the world.

Accommodating learning styles rely on intuition instead of logic. In this case, a nurse will use analysis of other people and prefer an experiential approach or a practical approach. They have challenges that they encounter while carrying out their duties. It is more of instinct rather than logical analysis.

Behaviorists guise learning as a feature of conditioning and will promote a system of plunders and objects in education. Educators who encirclement cognitive theory have confidence that the description of learning as an alteration in behavior is too slender and prefer to study the apprentice rather than their atmosphere and specifically the complexities of personal reminiscence (Sequeira 2012). Those who backer constructivism believe that an apprentice's ability to learn counts on no small amount of what he/she already discerns and understands, and the attainment of knowledge should be an independently tailored procedure of construction. Transformative erudition theory emphasizes the often-necessary variation that is required in a novice's preconceptions and worldview. Topographical learning theory efforts on the ways in which milieus and environments outline learning development (Hayes 2016).

The social learning model is a philosophy of learning and social behavior that suggests that new practices are assimilated by observing and emulating others. It shapes that education is a cognitive development that takes dwelling in a social perspective and can transpire purely through surveillance or direct instruction, even in the absenteeism of motor facsimile or immediate reinforcement. In addition to the observation of conduct, learning also befalls through the representation of booties and punishments, a development known as mediated reinforcement (Hinchliff 2009). When a specific behavior is rewarded repeatedly, it will most probably persist; contrariwise, if a particular practice is penalized continuously, it will most likely discontinue. The theory inflates old behavioral approaches, in which behavior is administered solely by cavalries, by placing prominence on the crucial title role of various interior processes in the learning distinct.

Moving on, teaching, as defined, is the process of aiding other individuals in attaining knowledge and aids to take on specific tactics and responsibilities without any exertion. It agreed with these societal assessments and defined teaching as a set of proceedings outside the apprentices that considered supporting the internal practice of learning. However, attaining teaching skills is undoubtedly of excellent reputation in nursing courses, as it may be educating a patient on how to undertake a precise task by himself or herself or teaching another associate or student nurse skills. An illustration is teaching a patient or associate how to custom the blood pressure monitor, to ration blood pressure. Unlike teaching, learning is definite as a process by which a comparatively stable adjustment in stimulus-response relations is established because of functional environmental collaboration via the senses. This close connotation between teaching and learning impresses the manner in which coaching is provided in either an exercise setting or classroom setting.

According to Hayes (2016), it is of moderate significance to recognize each person's attributes and necessities, as this is very significant if learning is to be efficacious. In the scenario, the learning theories acknowledged were Social learning, cognitive development, behaviorism, Stimulus – Response, Learning to think, and Humanists, the dynamic nature of the learner. In the adoption of

social learning theory, the student (1st year) was able to acquire through observation and learning to think. By observing me accomplish the task, she was ready to reiterate the actions I seized and was competent to demonstrate the technique successfully throughout the second endeavor. She went further to report that she was thrilled to have learned a new ability, which made her self-assured, sanctioned, and inspired, which in turn occasioned her offering to execute a similar task on a different patient. Therefore, she efficaciously applied the social learning theory, whereas I supervised her, and this resulted in the development of her related skills.

The practicality of social learning, when functional to nursing teaching, is of obvious importance and significance. As a handy learning implement, social learning runs transparency (Cherry and Jacob, 2016). The humanistic model centered more on the student, and the outcome is easy to smear in nursing because of the dynamic nature of the apprentice. This was exhibited when she expressed anxiety when the clinical nurse in charge asked her to validate the whole blood pressure measuring process. Throughout the teaching incident, I certified that I came crossways as friendly, gracious, and inspirational and simultaneously made sure that the creation of an enabling atmosphere for learning to take place. Studies have revealed that methods of learning are meticulously associated with the realization of the learner with their learning situation, as learners are self-directed and educators are implementers. Measuring the patient's blood pressure and teaching sessions took place confidentially in a room, thereby perpetuating the patient's self-esteem and, at the same time, endorsing stimulating and contented surroundings. The student felt safe and self-confident in her metiers due to the supportive protagonist that I frolicked during the episode of learning in line with the Hierarchy of requests (Maslow's).

In my case, an assessment of the learning event recognized that my mentor used a primarily social learning theory style to teaching, with a behavioral-cognitive learning dissertation. According to Kolb (1984), social learning theory, also identified as observational learning, is frequently seen in nurse education and, though created on behaviorism, emphasizes the role of internal cognitive processes. My tutor's social learning theory method was perceived through their practice of modeling conduct and observation within a communal context, the supposition that my conduct would change, and the consideration of my inner intellectual processes by assessing remembrance, understanding, and presentation.

It suggests that four constituent processes determine the developmental outcomes of a social observational learning event. The 'Attention' progression involves the accurate perception of the occasion and the courtesy paid to important structures of the modeled behavior, Masika and Jones (2016). During the erudition event, I used a 'transmission' teaching prototype to convey knowledge, skills, and insolences, whereas this system may render the andragogic adult learner too submissive. Theoretician learning preference was advantageous and encouraged the first-year student's responsiveness as she acquired the best from observation and appraisal, took an investigative approach, and made new acquaintances with an existing acquaintance. Additionally, having a trusted association with the student reduced the potential skirmish, and I feared that I would be bidden to take an 'active' role. Conversely, there was a menace that she would not be competent to identify

what performances to pay courtesy to, and my learning may have heightened by having a preceding awareness of the theory to edifice the event and permit greater critical thinking (Common and Maslin-Prothero, 2010). The next stage, in theory, is the 'Retention' process that involves the person's memory of the exhibited behavior and its figurative coding from interim to permanent retention. As a Reflector philosopher, the Retention process supplemented my desired style and fixed learned behaviors by vocally verifying model manners and thought procedures and making associations with my general knowledge through replication reinforced my learning. My learning tends to enhance with symbolic spoken and imaginal practice to facilitate more profound learning and the opportunity to give and take views with others to deliberate different perceptions, such as the amenity user (Taylor, 2017). Whereas reflection improved, the tacit 'values' acquaintance, as a Theorist, my unambiguous 'skills' knowledge may have urbanized with more justification behind the inquisitorial technique.

The 'Reproduction' progression involves the changeover of symbolic depictions into action and a period of self-corrective alteration responding to a response. During the learning event, the 'reproduction' procedure was not facilitated, which trials the efficacy of the learning event, as the handover from the surface to yawning learning is not unconscious but rather the upshot of exposure to numerous applications. It tends suggestion feedback, repetition, and modification are key for philosophical learners (Council, 2008). Additionally, as an adult learner, she was empowered to seek out 'reproduction' opportunities given the decent connotations of 'trialing' new abilities with service consumers and her cautious reflector learning panache.

The last process, in theory, is the 'Motivation' process, which is essential for effective modeling in the medical learning environment and comprises intrinsic and exterior factors such as individual standards and rewards. The role model character is a significant part of learning from behaviorism as it considers behaviors more probable to adopt if the character model has a revered status (Thomas and Simpson, 2014). Throughout the learning involvement, the student was intrinsically inspired to learn by being tentatively challenged, and as the upshot of an unconscious craving for corroboration through constructive strengthening, she held me in high prestige. Furthermore, I had a beneficial stimulus on my learning involvement as they held a strong sense of self-efficacy and certainty that I could appreciate the learning objective. Nevertheless, the learning experience was profoundly reliant on my 'expert opinion' of myself, and as a Reflector Theorist, the overview and discussion of alternative tactics may have enhanced her learning.

As a qualified nurse, I need to learn that observations from my peer-in-charge officers are vital in the aspect that is assisting in actively learning new skills from them. Learned that mentoring and mentoring go in hand, as no one is competent at a hundred-percentage level; thus, one needs to have a role model who is much more qualified in the institution. It is indispensable that students take responsibility for their learning, uninterruptedly striving to advance their practice and abilities in preparation for qualification. This can best be attained by obtaining the response from mentors and expanding this to figure out and enhance exercise (Blais, 2015). It is the accountability of mentors to deliver this constructive feedback to assist students in identifying their ongoing learning requests for meaningful involvement. The current learning occurrence, an action plan between the mentor and the

student, tends to formulate with productive and achievable purposes to work towards achievements.

In conclusion, therefore, the essay shows teaching and learning theories/ practices that tend to help individuals learn new behaviors and deeds. Several theories have been discussed which are theoretical frameworks recitation how knowledge is captivated, processed, and engaged in learning. The practicality of social learning, when functional to nursing teaching, is of obvious importance and significance. The theory of Motivation shows the process that is essential for effective modeling in the medical learning environment and comprises intrinsic and exterior factors such as individual standards and rewards. Another theory discussed includes the 'Reproduction' progression which involves the changeover of symbolic depictions into action and a period of self-corrective alteration responding to a response. Cognitive, expressive, and environmental stimuli, as well as preceding experience, all compose a part of how understanding, or a worldview, tends to be acquired or changed and acquaintance and skills recollected.

Lesson Plan

Date:	Time: 0900hrs	Duration: 1 hour
Course: Teaching and learning		Topic: Blood pressure
Year	No. of Students: 1	
Aims		
Effectively measure blood pressure in patients		
Outcomes		
At the commencement of the session, the student will have acquired the knowledge of the following: • Measuring blood pressure in an application of automated devices (electronic) or manually, using a sphygmomanometer instrument. • The significance of monitoring the blood pressure of patients analyzed with hypertension illness and intervention.		
A brief summary of the content		

The teaching session tends to introduce to the first-year student how to measure and diagnose process Of blood pressure and record it in the appropriate charts in the health facility		
TIME	MENTOR ACTIVITY	STUDENT ACTIVITY
One hour	The mentor was to take a particular spell explaining the student well on the apparatus in an application and how they are efficiently used.	The student ably observed my procedure and asking queries that she does not understand. Later, perform the task alone on a different patient
Lesson Evaluation		
As the mentor, I ensured necessities were met earlier, commencing the episode and going to an unoccupied room put the student in comfort, hence providing a comfortable learning environment. The student treasured efforts made to detuning preferred earning style and made the scholar feel valued and respected, as she was still committed to enabling her learning needs. The student was pleased to work in a conglomerate with me, nurturing a positive relationship to formulate a lesson plan that met her needs. It delivered her with the finest chance of effectively learning the proficiency and being capable to retain it and reproduce it in the imminent with minimal support.		

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