TEACHING AND LEARNING

Chapter 25
- **teaching**: system of activity intended to produce learning

- **teaching and learning process**: involves dynamic interaction between teacher and learner

- **learning**: a human disposition or capability that persist that can not be solely accounted for by growth
- adherence: commitment or attachment to agreement

- andragogy: the art and science of teaching adult

- pedagogy: the art and science of teaching children

- geragogy; the process in stimulating and helping the elder to learn
FACTOR AFFECTING LEARNING

- motivation: is the desired to learn

- readiness: is the demonstration of behaviors or cues that reflect the learner motivation at specific time

- active involvement: when the learner is actively involved in a learning, learning becomes more meaningful
factor affecting learning

- relevance: the knowledge or skills to be learned must be personally relevant to the learner
- feedback: is information relating a person to a desired goal
- nonjudgmental support: people learn best when they believe they are accepted and well not be judged
- simple to complex
factor affecting learning continue....

- repetition: repetition of key concepts and facts facilitate retention of newly learned material.

- timing: people retain information and psychomotor skills best when the time between learning and active use of the learner is short.

- environment
factor affecting learning continue....

- emotion: emotion such as fear, anger, anxiety, and depression can impede learning.
- physiologic event: learning can be inhibited by physiologic events such as critical illness, pain, or sensory defect.
- cultural aspect: language, value.
- psychomotor ability.
NURSES AS EDUCATOR: (NURSING PROCESS)

assessment:
- nursing history
- age
- client understanding of health problem
- health believe and practice
- cultural factor
- economic factor.
- learning style
- client support system
- physical exam

- readiness to learn:
  - physical readiness
  - emotional readiness
  - cognitive readiness

- motivation
diagnoses:

- deficit knowledge
- health seeking behavior

planning:

- determine teaching priority
- setting learning outcome
IMPLEMENTATION:

- guide line for teaching:
  - support between nurse and client time
  - effectiveness communication
  - use understood language
  - appropriate space
  - good environment
  - proper teaching aid
  - repetition
special teaching strategies:

- client contracting.
- group teaching.
- computer interaction.
- problem solving.
- behavioral modification.
Evaluation:
nurses should evaluate:
- content teaching program.
- effectiveness of nursing intervention.
- teaching strategies.
- client and nurse should evaluate learning experience.
- feedback questionnaire will help.