Learner-centered principles

Education

I would prefer student-centered learning because unlike in teacher-centered learning where students take a passive role, student-centered learning prepares students in solving and dealing with problems independently. By the time students get into their profession, they are fully equipped to face different challenges related to their profession. This is applicable in all areas of study because, in any given workplace, there must be cooperation and accountability, which is among the principles of the student-centered learning approach (Ironside, Diekelmann & Hirschmann, 2005).

Learner-centered principles

One of the learner-centered principles includes goals of the learning process, in which the successful learner, over time, and of course with support from teachers, can actually create a meaningful, logical demonstration of knowledge (APA, 1997). In my third year in nursing, I remember developing a simpler framework of handling emergency related cases, slightly different from the existing one. Another principle I found applicable during my learning experience involved nurture of the learning process (APA, 1997), whereby I and my two colleagues were able to find a resolution to a scenario presented to us during an active project involving the care of terminally ill patients. Using cognitive skills and past experience, we were able to generate knowledge and came up with a solution. In this case, we utilized the construction knowledge principle by linking new information with what existed in a meaningful way.

Educator and application of caring theory

As an educator, knowledge of caring theory can be applied to a learning situation in many ways. Generally, the nursing caring theory holds the view that all humans are caring persons (Blumberg, 2008). In this regard, when

teaching students, this can be applied by ensuring that the teacher portrays a sense of understanding to every student's needs and guide them according to their specific needs. This goes a long way in assisting individual students in areas they are weak.

Conclusion

In my final year in nursing, I experienced collaboration in different learning activities with my colleagues. We used to develop questions depending on the topic covered and then research the question as a group. This was very inspiring and challenging especially on my dissertation whereby with the help of my colleagues I was able to carry out research on challenges facing nurses in public hospitals. My colleagues helped in qualitatively analyzing the data in relation to what we had covered in class. This kind of collaboration was very helpful because I usually find it efficient when we collaborate with my fellow nurses in the hospital.