

Response paper one



Response Paper: Memorization vs. Critical Thinking This essay aims to address the learning style memorization used of critical thinking in learning nursing concepts. Furthermore, the essay incorporates and answers the following questions: (1) Does this mean that nurse educators should not require learners to memorize information such as the classifications of medications or normal blood values?; (2) Does the emphasis on finding information rather than memorizing it impact critical thinking skills of learners? Response Paper: Memorization vs. Critical Thinking Introduction Emerging trends and related issues in the learning process influenced nursing education and practice. Most of these issues point to the knowledge-preparation of nurses and delivery of a compassionate care. Nursing educators and students promote learning and competence by changing the methods used in learning nursing concepts. It has been identified that nursing education placed less emphasis on rote learning and memorization and greater emphasis on locating and understanding information or critical thinking. Does this mean that nurse educators should not require learners to memorize information such as the classifications of medications or normal blood values? Does the emphasis on finding information rather than memorizing it impact critical thinking skills of learners? Memorization vs. Critical Thinking Students who used memorization as a learning strategy are viewed as passive learners(Cherry & Jacob, 2005, p. 72). Memorization familiarized the students with different nursing concepts and serves as guide during academic evaluation and examinations. However, nursing education today face the challenge of an ever-changing treatment modalities and technological advances. The health care environment become increasingly complex, researches are updated, and care centers on patient and evidence-

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based practice. Facts to memorize increases and because of this, memorization is no longer sufficient. To apt to the changes in health care, nurses need to have critical thinking skills with understanding viewed as more important than memorization. Let us consider normal blood values and classifications of medications to clearly illustrate this argument. A student can easily learn and understand normal blood values and medication classifications without passively memorizing it through interactive exercises that enhance critical thinking skills such as problem-based learning and case study projects (Cherry& Jacob, 2005, p. 73). Because concepts are applied in clinical setting, the students gain appreciation, value, and idea how theoretical concepts are applied in the real arena of health care. Thus, the need to memorize should not be a requirement but an understanding of concepts instead. The emphasis put on finding the information rather than memorizing it impact critical thinking of learners because information are not directly provided; instead, students learn to analyze, generate understanding of concepts, and apply theories on practice-based setting. Summary The dynamic changes in health care affect the learning style adapted by nursing educators, particularly students. The traditional method of memorizing nursing concepts is no longer sufficient because of the broad array of researches, studies, and information related to nursing. Critical thinking skills is developed among nursing students in the form of problem-based learning and case study projects to be in pace with the rapid changes in health care system. Thus, critical thinking skills of students are enhanced because interactive activities are provided to find the information. Reference Cherry, B. & Jacob, S. R. (2005). The Influence of Contemporary Trends and Issues on

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