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Learning through Simulated Practice-An exploration of the learning process

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Background:

- Pre-registration Nursing Students learning through Simulated Practice
- Personal observations supported by peers
- Examination of attendance figures in theory and simulation teaching
- Lack of ability around numeracy and literacy
- Evaluation studies

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Background

Studies have shown that students learning through Simulation teaching strategies:

- show reluctance to leave at the end of the session
- State that it's fun!
- State that they learn more in two hours in the labs than in 4 hours theory
- It is about applying the theory in practice

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Why?

- What is it about the strategy/learning environment that stimulates the students?
- Learning through play? Fun element
- How much learning takes place?
- What do the theorists say?



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Maria Montessori (1870-1952)

The first female physician in Italy (1896)

Developed a method of learning based upon self direction

Initially observed children with Learning Disabilities from the age of 3-6 years

Recreated a house for children which focussed as a learning environment



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Maria Montessori

- Children are encouraged to learn through exploration
- Learning takes place through 'experience'
- Use of actual implements (i.e. Sharp knives)
- Deep learning occurs when they learn through using their hands
- Development nurtured as an individual at their own pace

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Maria Montessori- 8 insights

1. Movement and cognition
2. Choice
3. Interest
4. Extrinsic awards avoided
5. Learning with and from peers
6. Learning in context
7. Teacher ways and wild ways
8. Order in mind and education

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Implications for Clinical Skills:

- Deep learning through working with their hands (the doing)
- Learning with and from peers
- Learning in context
- Order in environment and mind
- Learning through experience

Intervention becomes less and less as development occurs

Montessori Method is a 'guided philosophy for life'

Lillard (2005)

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Five Critical Attributes of Simulation in Practice

1. Creating a hypothetical opportunity
2. Authentic representation
3. Active participation
4. Integration
5. Repetition, evaluation and reflection

Bland 2010 (publication pending)

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Study focus

Research Question:

“How does the facilitator in Simulation know that students know?”

Students & educators

Qualitative methods

- Participant observation
- Interviews

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Any questions ?