

“In seeking knowledge,  
the first step is silence,  
the second listening,  
the third remembering,  
the fourth practicing, and  
the fifth teaching others”

*~ Solomon Ibn Gabirol*





# LEARNING and TEACHING STYLES of STUDENT NURSES



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INTRODUCTION

OBJECTIVES

SIGNIFICANCE  
OF THE STUDY

CONCEPTUAL  
FRAMEWORK

- Nursing as a profession is very complex, both to learn and to teach.
- Amidst numerous studies conducted on learning styles of students from a variety of courses and levels, a recent study conducted recommended a **great need for research on learning styles of student nurses.**
- Moreover, related literatures have not been found exploring the learning styles and teaching style of nursing students.





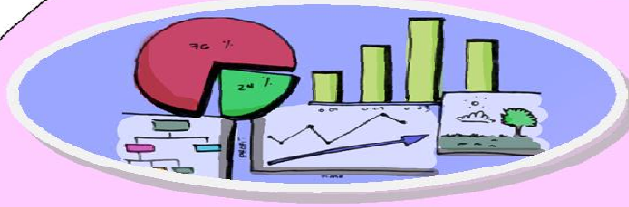
INTRODUCTION

OBJECTIVES

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OF THE STUDY

CONCEPTUAL  
FRAMEWORK

## LEARNING STYLES



**VISUAL**

*Visual - See it*  
*Auditory - Hear/Say it*  
*Read/Write - It*  
*Kinesthetic - Do it*



**AUDITORY**

**READER/WRITER**



**KINESTHETIC**





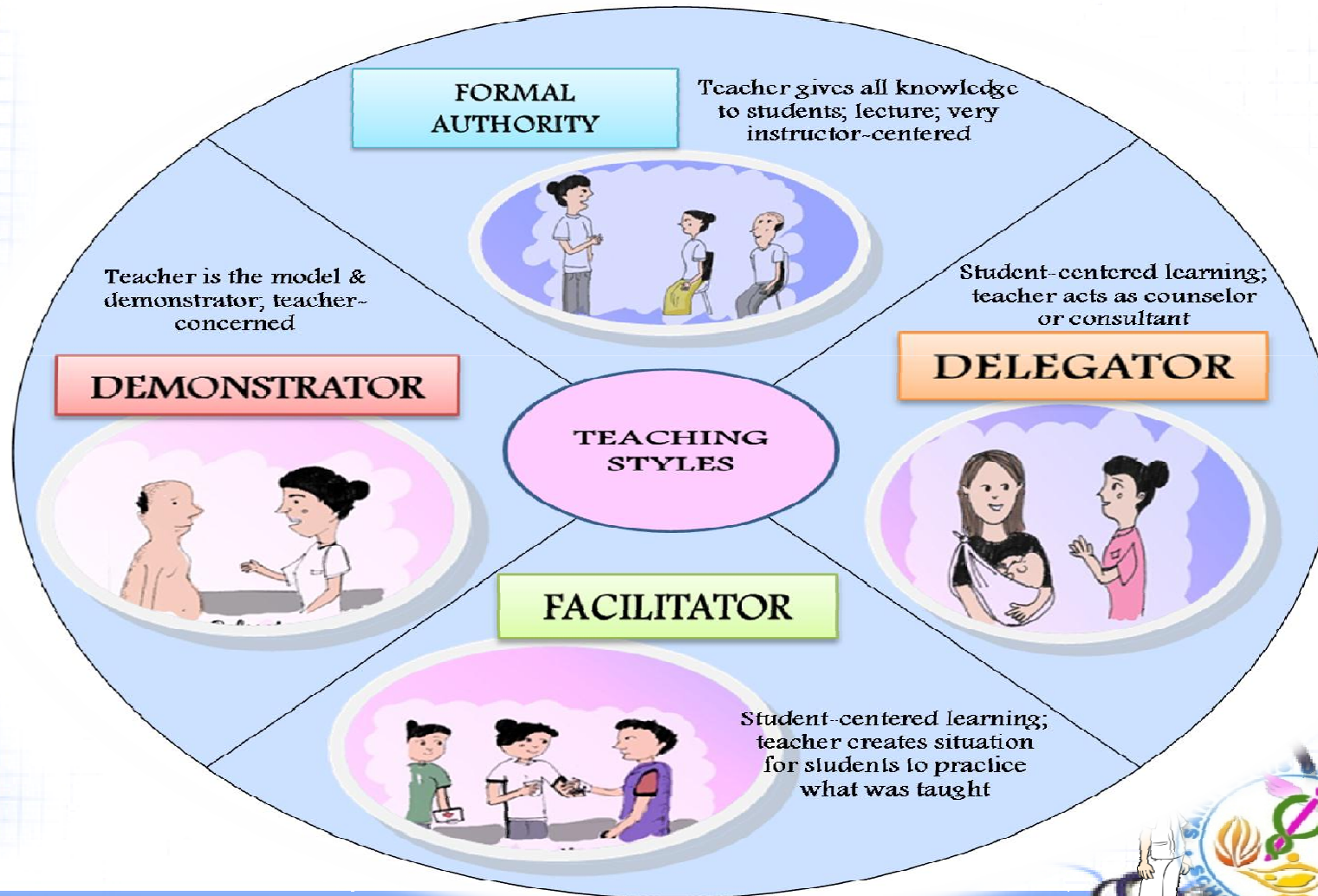


INTRODUCTION

OBJECTIVES

SIGNIFICANCE  
OF THE STUDY

CONCEPTUAL  
FRAMEWORK





OBJECTIVES

SIGNIFICANCE OF THE  
STUDY

CONCEPTUAL  
FRAMEWORK



The study aimed to determine the **learning** and **teaching** styles of student nurses and if there is an association between them.

It also intended to identify which faculty teaching style affords maximum outcome for student's learning styles.

Lastly, it further attempted to discover whether student nurses are unimodal or multimodal in their styles.





RESEARCH  
QUESTIONS

SIGNIFICANCE OF THE  
STUDY

CONCEPTUAL  
FRAMEWORK

1. What are the **LEARNING Styles** of Student Nurses?
2. What are the **TEACHING SYLES** of Student Nurses?
3. What **faculty teaching style** affords maximum learning for student's learning style?
4. Are the student nurses **UNIMODAL or MULTIMODAL** in their learning and teaching styles?
5. Is there an **association** between learning and teaching styles of student nurses







SIGNIFICANCE OF  
THE STUDY

CONCEPTUAL  
FRAMEWORK

DESIGN

PARTICIPANTS



✓ Being aware of individual learning style is already achieving the first step in maximizing the learning outcome of every learner

✓ Serve as a basis for training students to utilize appropriate learning strategies, which can help them better deal with academic tasks and may even reduce stress







SIGNIFICANCE OF  
THE STUDY

CONCEPTUAL  
FRAMEWORK

DESIGN

PARTICIPANTS

 So What? 

- ✓ Faculty can adjust their learning methods and evaluation too to best match the different needs of their students
- ✓ Understanding how students learn will help improve the quality of instruction
- ✓ May empower their learning experiences of student nurses, which could be the ultimate goal.
- ✓ Will increase academic achievement when there is congruency of learning and teaching styles





INTRODUCTION

OBJECTIVES

SIGNIFICANCE  
OF THE STUDY

CONCEPTUAL  
FRAMEWORK

Kolb's  
Experiential  
Learning Theory

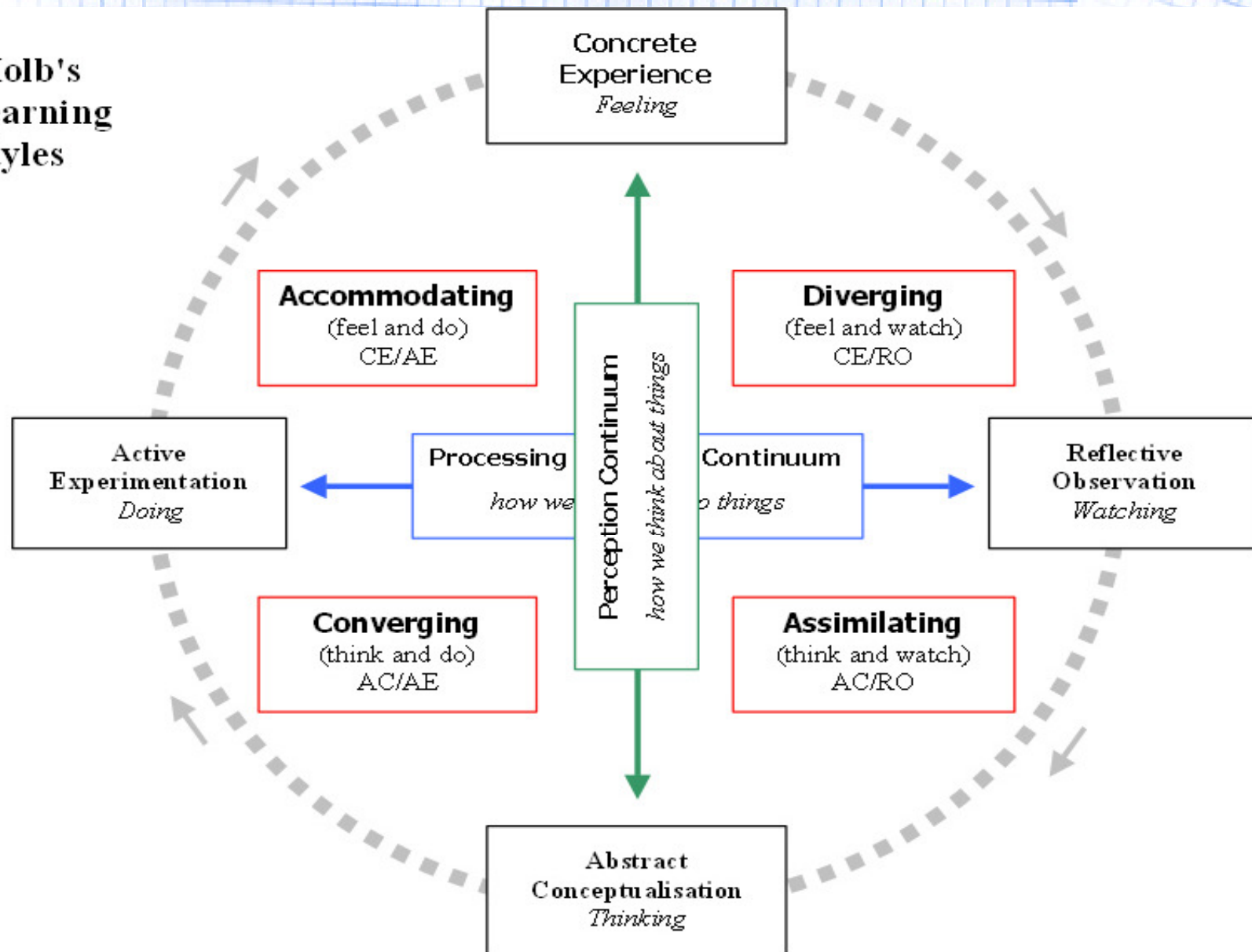
- ❖ Individual learning styles emerges through: **Genetics, life experiences, and demands of our current environment**

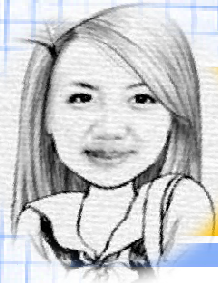
Grasha's  
Teaching Style

- ❖ There is a symbiotic relationship among our **personal qualities, the instructional processes** we employ to convey the content of our disciplines, and the styles our learners display.



# Kolb's learning styles





DESIGN

PARTICIPANTS

PROCEDURE

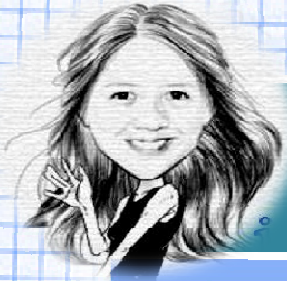
ETHICAL  
CONSIDERATION

# Design Research

DESCRIPTIVE~CORRELATIONAL  
QUANTITATIVE RESEARCH







DESIGN

PARTICIPANTS

PROCEDURE

ETHICAL  
CONSIDERATION

## INCLUSION CRITERIA

- ✓ Level 2, 3, & 4 Student Nurses of SoN “X”
  - ✓ Enrolled for 2nd Semester SY 2013-12014
  - ✓ Exposed in the clinical and community rotations
- Locale: Baguio City, Philippines



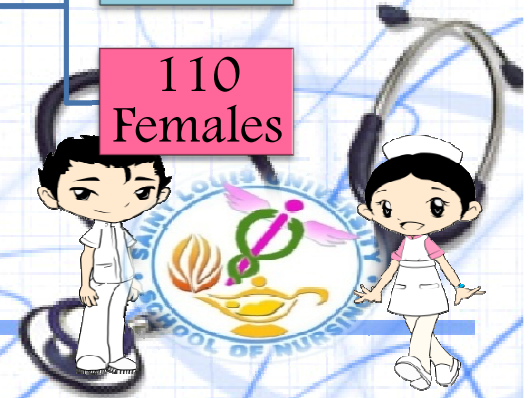
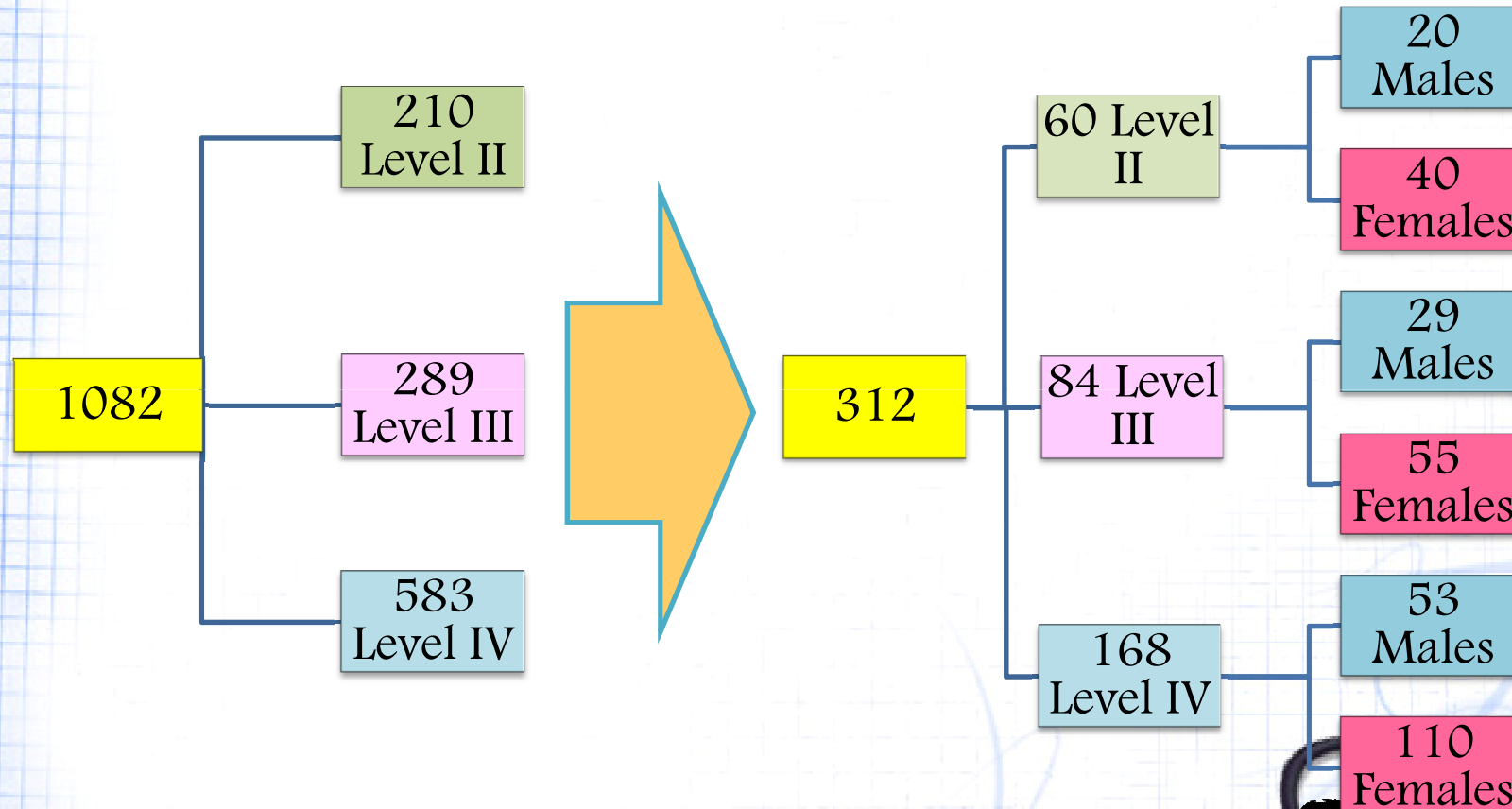


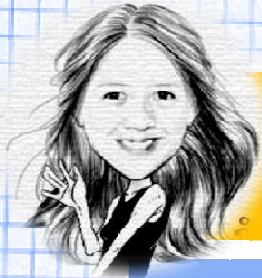
DESIGN

PARTICIPANTS

PROCEDURE

ETHICAL  
CONSIDERATION





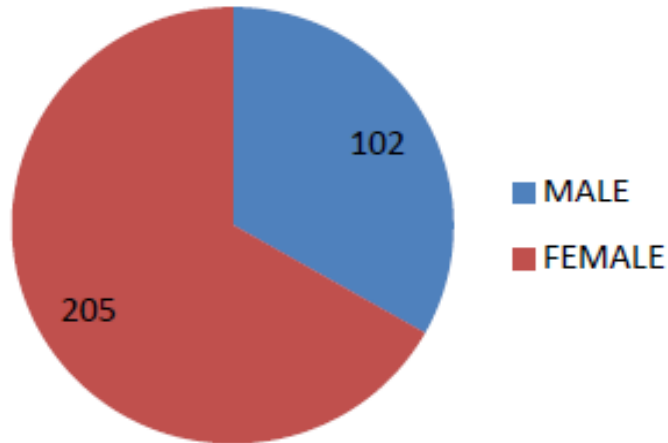
DEMOGRAPHIC  
DATA

RESULTS and  
DISCUSSION

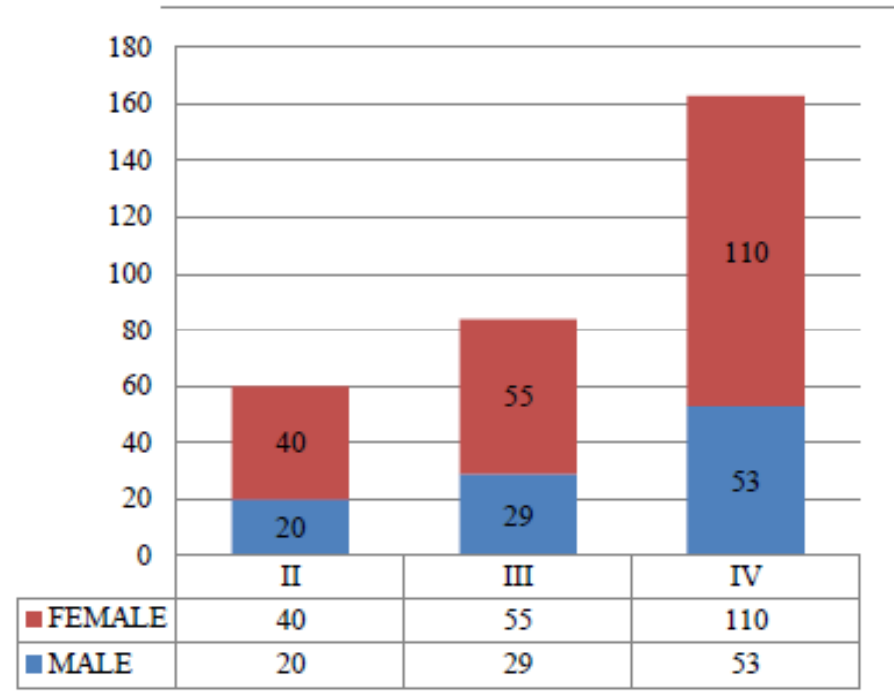
CONCLUSION

RECOMMENDATION

## DEMOGRAPHIC DATA



Total: 312







DESIGN

PARTICIPANTS

TOOL

ETHICAL  
CONSIDERATION



SAINT LOUIS UNIVERSITY  
SCHOOL OF NURSING



To the Respondents,

The undersigned BSN III-E2 Student Nurse of SLU-SON, would like to conduct a study on the "Learning and Teaching Styles of Student Nurses". Our aim is to identify the learning and teaching styles of student nurses and to determine if there is an association between the two. Likewise, it also aims to determine if there is a significant difference when grouped according to sex and year level. The results of which will be utilized in recommending programs or activities to improve the learning outcome and performance of student nurses.

There are two parts of the questionnaire. The 1<sup>st</sup> part is the learning styles and the 2<sup>nd</sup> part is the teaching styles. With much respect and appreciation, we look forward to your cooperation and honesty in answering this questionnaire. Rest assured that the confidentiality of information will be maintained and the principle of anonymity will be upheld.

Thank you!

Respectfully yours,

BSN III-E2 / Mr. Harvey Matbagan  
SLU SON Batch 2015 / Group Representative

Mr. Jefferson Galanza, RN, MPH  
Research Promoter

Demographic Data:

Please put a check mark (✓) under corresponding box of your sex and year level

Sex :  Male  Female Year level: II  III  IV

#### PART 1: LEARNING STYLE

**Direction:** Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply. Please be reminded that there is no correct answer for all the questions.

1. You are helping patient or a significant other to go to the pharmacy, or at the laboratory. You would:
  - a. accompany her
  - b. tell her the directions
  - c. write down the direction
  - d. draw, or show her a map, or give her a map
2. You are not sure whether a word should be spelled "diagnose" or "diagnosis", you would:
  - a. see the words in your mind and choose by the way they look
  - b. think about how each word sounds and choose one
  - c. find it online or in a dictionary
  - d. write both words down and choose one

3. You are planning a vacation for your clinical group. You want some feedback from them about the plan. You would:
  - a. describe some of the highlights they will experience
  - b. use a map to show them the places
  - c. give them a copy of the printed itinerary
  - d. phone, text or email them
4. You are going to cook something as a special treat for the community folks. You would:
  - a. cook something you know without the need for instructions
  - b. ask friends for suggestions
  - c. look on the internet or in some cookbooks for ideas from the pictures
  - d. use a good recipe
5. A group of first year students wants to learn about the different wards or areas of your exposure. You would:
  - a. talk about, or arrange a talk for them about the different areas
  - b. show them available pictures
  - c. take them to the different areas and walk with them
  - d. give them a pamphlet or information material about the hospital & its areas

6. You are about to purchase a digital sphygmomanometer or a glucometer. Other than price, what would most influence your decision?

- a. trying or testing it
- b. reading the details or checking its features online
- c. it is a modern design and looks good
- d. the salesperson telling me about its features

7. Remember a time when you learned how to do something new (Nursing skills) You learned best by:

- a. watching a demonstration
- b. listening to somebody explaining it and asking questions
- c. diagrams, maps, and charts – visual clues
- d. written instructions – e.g. a manual or book

8. You have a problem with your heart. You would prefer that the doctor;

- a. gave you something to read to explain what was wrong
- b. used a plastic model of the heart to show what was wrong
- c. described and explained what was wrong
- d. showed you a diagram of what was wrong

9. You want to learn how to operate a newly delivered instrument/equipment in the area. You would:

- a. read the written instructions that came with the instrument/equipment
- b. talk with the people who know about it
- c. use the controls or keyboard of the instrument/equipment (use it)
- d. follow the diagrams in the manual that came with it

10. I like nursing websites that have:

- a. things I can click on, shift or try
- b. appealing design and visual features
- c. interesting written descriptions, lists and explanations
- d. audio channels where I can hear explanations, with musical background or interviews

11. Other than price, what would most influence your decision to buy a new nursing book?

- a. the way it looks is appealing
- b. quickly reading parts of it
- c. a friend talks about it and recommends it

- d. it was comprehensively written and has case studies for every disease

12. You are using a book, CD or website to learn the pathophysiology of a disease. You would like to have:

- a. a chance to ask questions and talk about it
- b. clear written guidelines with lists and bullet points about what to do
- c. diagrams showing how each part/step/process does
- d. many examples of good and poor pathophysiology and how to improve them

13. You prefer an instructor or a teacher who uses:

- a. demonstrations, models or practical sessions
- b. question and answer, talk, group discussion, or guest speakers
- c. handouts, books, or reading materials
- d. diagrams, charts or graphs

14. You have finished doing your nursing care plan for a client and would like some feedback. You would like to have feedback:

- a. using other NCF's as examples compared to what you have done
- b. using a written comment/ description of the results
- c. from your CI who talks it through with you
- d. using the actual NCF you've done and showing what you had achieved

15. You are going to choose food at the canteen. You would:

- a. choose something that you have had there before
- b. listen to the waiter or ask friends to recommend choices
- c. choose from the descriptions in the menu
- d. look at what others are eating or look at pictures of each dish

16. You have to make an important report/presentation in your class. You would:

- a. make diagrams or get graphs to help explain things
- b. write a few key words and practice saying your report over and over
- c. write out your report and learn from reading it over several times
- d. gather many examples and stories to make the report real and practical





DESIGN

PARTICIPANTS

TOOL

ETHICAL  
CONSIDERATION

**PART II: TEACHING STYLE of STUDENT NURSES**

**Direction:** Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply. Respond to each of the items below in terms of how you teach patients. Try to answer as honestly and as objectively as you can. Resist the temptation to respond as you believe you should or ought to think or behave, or in terms of what you believe is the expected or proper thing to do.

1. When designing health teaching flyer/pamphlet, I make sure that;
  - a) all topic areas are covered
  - b) all steps are outlined appropriately
  - c) does not contain much of the topic but I will be talking more about it
  - d) it is done in a way that the patient will ask questions
2. Which of the following do you like to use when evaluating patient learning?
  - a) patient self-assessment test
  - b) performance-based criteria
  - c) problem solving
  - d) feedback mechanism approach
3. When planning health teachings for ward class, you prefer to have;
  - a) peer tutoring
  - b) brainstorming
  - c) group work lesson or activity
  - d) role playing
4. When you teach face-to-face, your instructional time includes;
  - a) class discussion/brainstorming
  - b) lectures
  - c) demonstrations
  - d) film/videos
5. You believe in teaching by;
  - a) personal example and establishing prototype
  - b) emphasizing patient-student interactions
  - c) being a resource person as needed by the patient
  - d) being the source of information
6. One of your goals is to have your patient;
  - a) function well within the learning structures needed
  - b) observe and emulate what was observed
  - c) able to work under his/her own initiative
  - d) able to work in an autonomous manner
7. One advantage of your teaching style is that it;
  - a) emphasizes direct observations
  - b) allows patient personal flexibility
  - c) help patients see themselves as independent learners
  - d) focuses on clear expectations
8. Tasks given to patients are usually based on;
  - a) a patient's profile and learner's assessment
  - b) problem solving based on research of course material
  - c) your personal preferences or on specific instructional models
  - d) a sequence of steps leading to mastery but which you orchestrate
9. Your teaching style develops a rhythm which contains;
  - a) twelve steps: ranging from pose and reflect on a problem, skill development exercises to interim evaluation, learner responses and development of solutions.
  - b) four steps: content section, presentation/reception, reflection, application
  - c) three steps: selection, skill development, mastery performance
  - d) five steps: creating awareness, collecting data, choosing innovations, implementing a plan, reviewing results

Once you are done with your answers, you can now approach the researcher for the scoring of your responses to identify your learning and teaching style/styles.

Thank you very much for your Participation.



**LEARNING STYLE**

**SCORING CHART:** Use the following scoring chart to find the category that each of your answers corresponds to. Circle the letters that corresponds to your answers.

e.g. If you have answered B & C for question number 3, circle V and R in the question 3 row

Question	a	b	c	d
3	K	V	R	A

Question	a	b	c	d
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

**CALCULATING YOUR SCORES**  
Count the number of each of the VARK letters you have circled to get your score for each VARK category

Total # of Vs circled	Visual
Total # of As circled	Auditory
Total # of Rs circled	Reader/Writer
Total # of Ks circled	Kinesthetic

The highest score is your learning style

your learning style/s: \_\_\_\_\_

Now that you already know your LEARNING & TEACHING STYLE/s, kindly answer this one last final question

To what teaching style of FACULTY will your learning style afford maximal learning outcome

- a. Formal authority
- b. Demonstrator
- c. Facilitator
- d. Delegator

**TEACHING STYLE**

**SCORING CHART:** Use the following scoring chart to find the category that each of your answers corresponds to. Circle the letters that corresponds to your answers. (If you have answered B & C for question number 3, circle them both)

Question	a	b	c	d
3	FA	D	F	DG

Question	a	b	c	d
1	FA	D	F	DG
2	D	F	DG	FA
3	FA	D	F	DG
4	DG	FA	D	F
5	D	F	DG	FA
6	FA	D	F	DG
7	D	F	DG	FA
8	F	DG	FA	D
9	DG	FA	D	F

**CALCULATING YOUR SCORES**  
Count the number of each of the FA-D-F-DG letters you have circled to get your score for each category

Total # of FAs circled	Formal Authority
Total # of Ds circled	Demonstrator
Total # of Fs circled	Facilitator
Total # of DGs circled	Delegator

FA: Formal Authority – Teacher gives all knowledge to students; lecture; very instructor-centered  
D: Demonstrator – Teacher is the model & demonstrator, teacher-concerned  
F: Facilitator – Student-centered learning; teacher creates situation for students to practice what was taught  
DG: Delegator – Student-centered learning; teacher acts as counselor or consultant

Your Teaching style/s: \_\_\_\_\_



DESIGN

PARTICIPANTS

PROCEDURE

ETHICAL  
CONSIDERATION

Context Validity  
Index (CVI) :  
Result 0.8

Readability Test  
Results: Grade 7

Test ~ Retest  
Result: 0.8

Letter to the Dean:  
Commitment of  
Researchers

Computation of  
Sample Population:  
OpenEpi Software

Proportionate  
sampling: 14  
Student Nurse per  
Block

Fishbowl Method  
(4 clinical groups)

Another fishbowl  
method to get the  
lacking number of  
respondents

Researchers were  
divided in to 3  
groups (levels 2, 3  
and 4)





DESIGN

PARTICIPANTS

PROCEDURE

ETHICAL  
CONSIDERATION

Asked permission to  
the Instructor to float  
the questionnaire

Floating of  
questionnaire before  
or after class.

Explained the AIM of  
the study (guided by  
a Script for  
uniformity)

CONSENT were  
given first

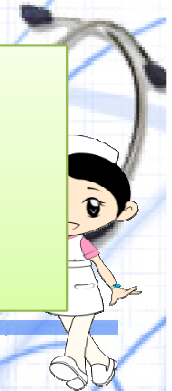
Collected the  
Consent

Questionnaire was  
then floated

Respondents were  
taught how to  
interpret

Researchers answered  
questions and  
clarifications from the  
respondents

Expressed  
gratitude







## WRITTEN CONSENT FORM

### Learning and Teaching Styles of Student Nurses

**Description:**

You are invited to participate in a research study on the learning and teaching styles of student nurses of SLU-SON. This study is being conducted as part of the undergraduate course: Nursing Research by BSN III E-2 with Mr. Jefferson Galanza as the research Promoter. The aim of this study is to determine the learning and teaching styles of student nurses and to identify which teaching style affords maximum outcome for their learning styles. Likewise, it aims to determine if there is an association between the two and if there are significant differences when grouped according to sex and year levels. Your participation will only involve answering the questionnaire by encircling the item(s) that corresponds to your answer. Your identity, address and other personal information will not be taken for confidentiality of information; but it is needed for you to identify your current year level and sex. Rest assured that information gathered will only be used by the researchers for this particular study.

**Risks and Benefits:**

By conducting the study, the learning provider can identify what programs or activities are needed to be developed or improve to enhance learning outcomes and performance of student nurses. There is no apparent risk involved in this study. Your decision to participate will not affect your status as a student in this institution.

**Time Involvement:**

Your participation in this research study will take approximately 10-15 minutes.

**Payment:**

You will not receive any compensation or reimbursement in this research. Nonetheless, questionnaires and consents forms will be provided by the researchers, and no payment will be collected from the participants.

**Participants Rights:**

Your participation is voluntary and you have the right to withdraw or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. You also have the right to ask questions and to seek clarification anytime. We guarantee that you will not be harmed or exploited in any manner with your participation and that information gathered will not be used against you. Honoring of all agreements will be upheld, including rights to privacy. Researchers will be accessible at any time and rest assured that you will be receiving courteous and tactful treatment at all times.

**Contact Information:**

If you have any questions, concerns or complaints on the study or any problems to do with the study, you can contact us or our research promoter.

Research Group Leader: **Harvey Matbagan**

Contact Number: 0947-3794838/lover\_havey@yahoo.com

Research Promoter: **Jefferson Galanza**

Contact Number: 0908-8952101/Sheifree@yahoo.com

**Check the items:**

- I have received enough information about this study
- I have had an opportunity to ask questions and discuss this study
- I have received satisfactory answers to all my questions
- I understand that I am /the participant is free to withdraw from this study
  
- I am willing to take part in this study       I AM NOT willing to take part in this study

If you agree to be in this study please sign here:

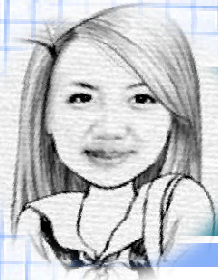
\_\_\_\_\_  
Signature of Participant over  
Printed Name

\_\_\_\_\_  
Date

ETHICAL  
CONSIDERATION







DESIGN

PARTICIPANTS

PROCEDURE

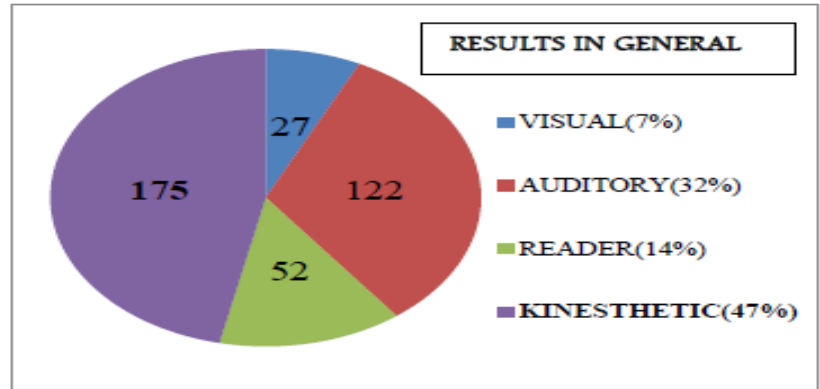
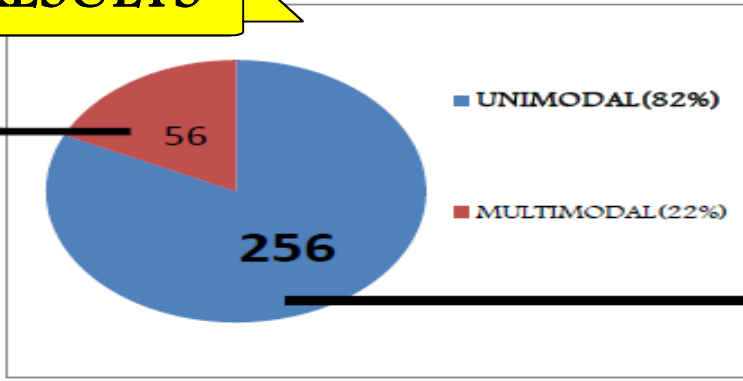
ETHICAL  
CONSIDERATION

- ✓ Freedom from exploitation  
(Information will not be used against the respondents)
- ✓ Respected rights for human dignity  
(right to full determination & full disclosure)
- ✓ Justice or right to fair treatment  
(rights to privacy & confidentiality)
- ✓ Informed consent

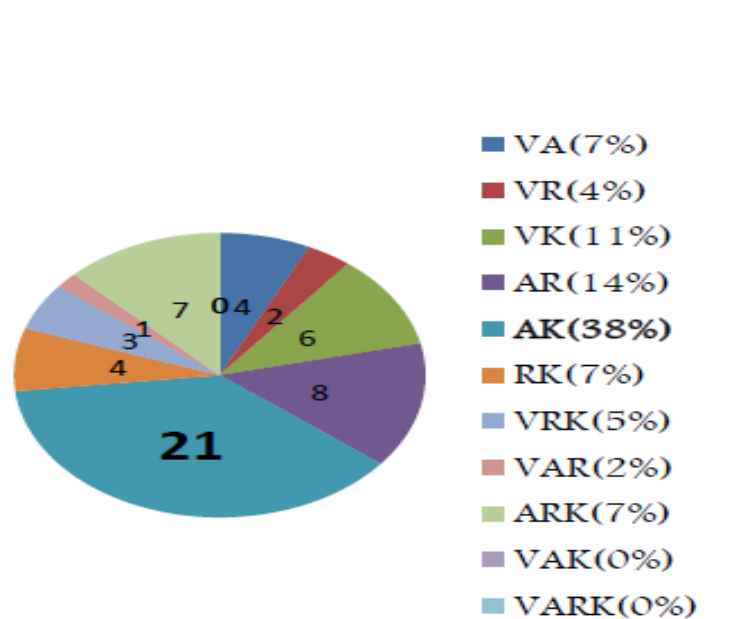


# RESULTS

## LEARNING STYLE MODALITY

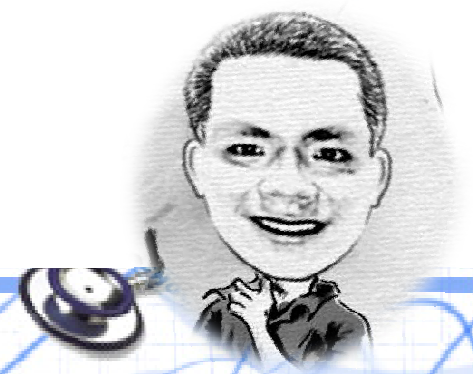
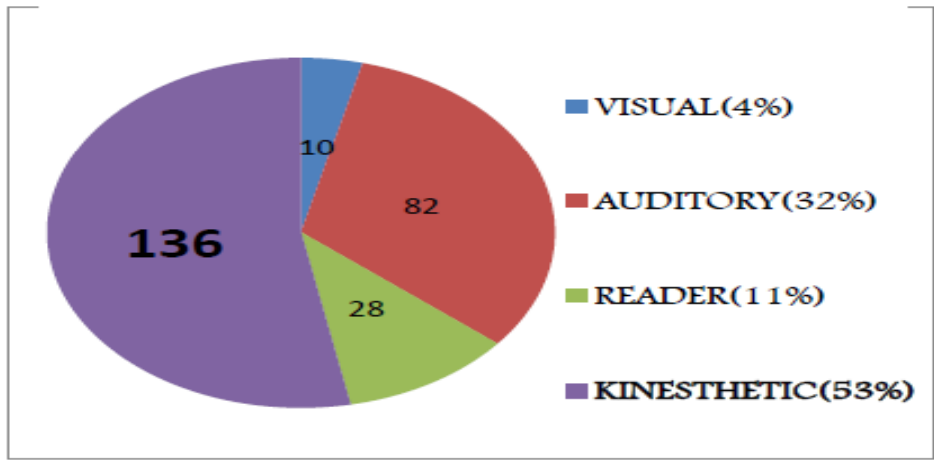


### MULTIMODAL LEARNING STYLE



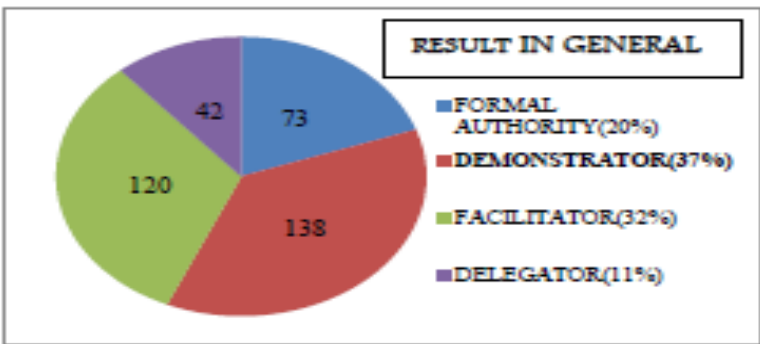
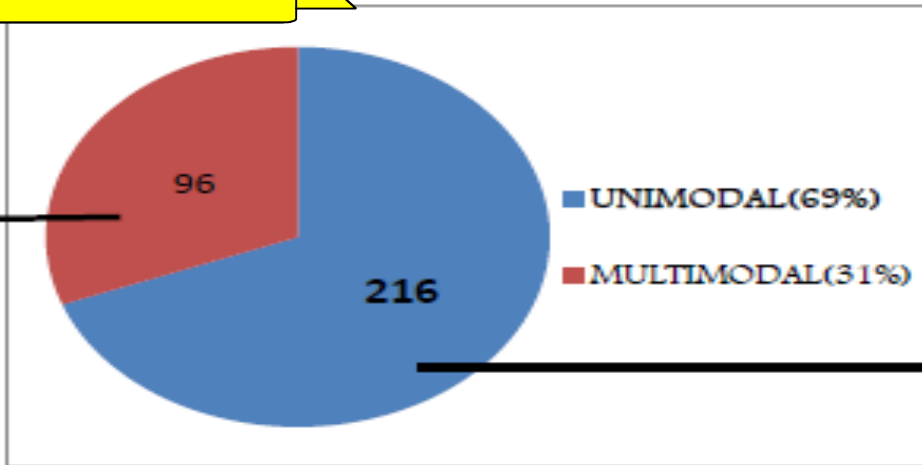
Visual; Auditory, Reader/Writer, Kinaesthetic

### UNIMODAL LEARNING STYLE



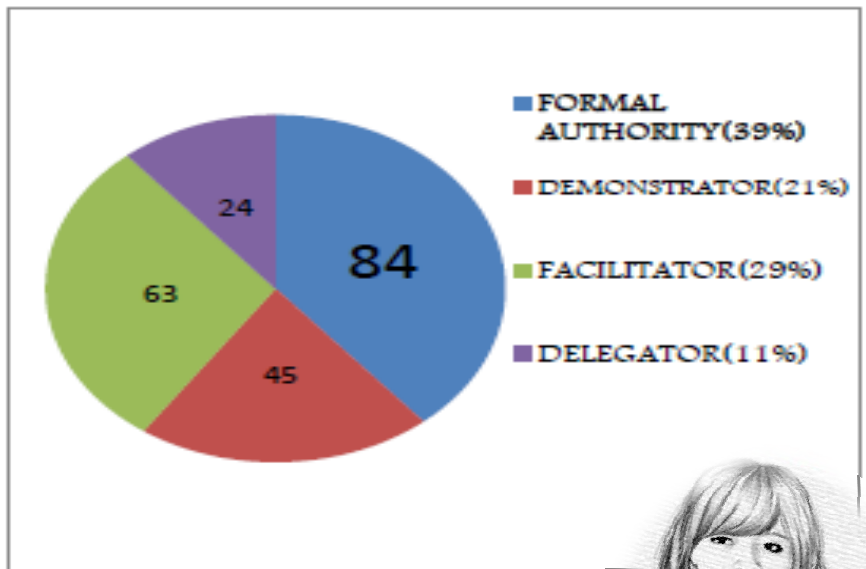
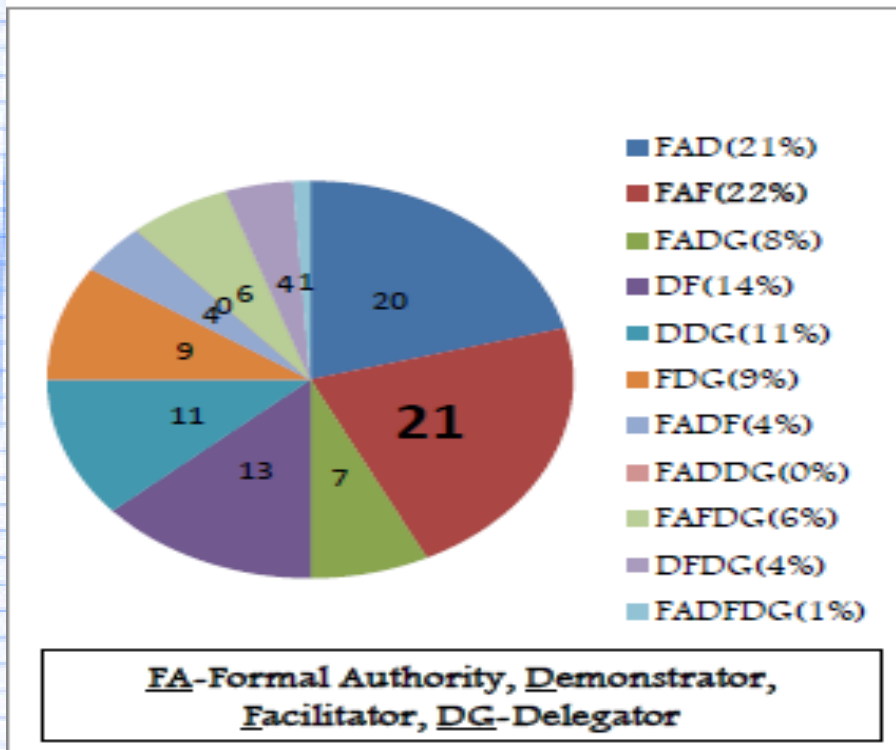
# RESULTS

## TEACHING STYLE MODALITY



### TEACHING STYLE MULTIMODAL

### TEACHING STYLE UNIMODAL





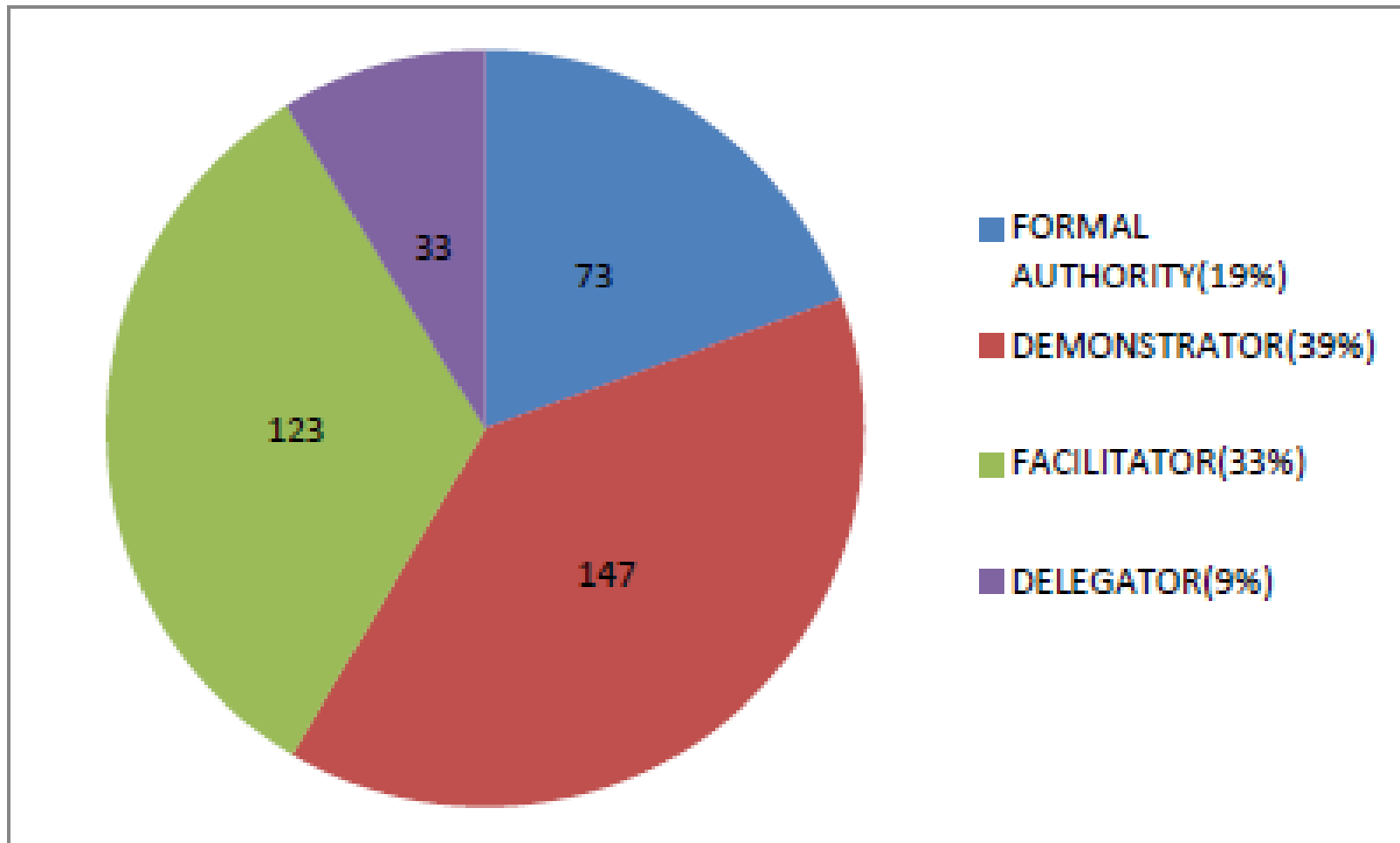
DEMOGRAPHIC  
DATA

RESULTS

CONCLUSION

RECOMMENDATION

**FIGURE 4 STUDENT'S PREFERRED FACULTY TEACHING STYLE**







DEMOGRAPHIC  
DATA

RESULTS

CONCLUSION

RECOMMENDATION

### Relationship between learning and teaching style

Learning style	Teaching Style				Total
	Formal authority	Demonstrator	Facilitator	Delegator	
Visual	2	1	1	1	5
Auditory	17	22	11	9	59
Reader	8	3	3	2	16
Kinesthetic	31	7	37	7	82
Total	58	33	52	19	162

$$\chi^2_{computed} = 29.17$$

$$\chi^2_{.05} = 16.92$$

Significant

At the 5% level of significance, there is a *significant relationship between the learning styles and the teaching styles of the student nurses*





DEMOGRAPHIC  
DATA

RESULTS and  
DISCUSSION

CONCLUSION

RECOMMENDATION

Study conclude that there is not much variation on the student nurses' learning styles but are varied in their teaching styles. This exemplifies the **UNIQUENESS** of every learner.

However, being cognizant of the learning & teaching styles of student nurses is highly important for both the students and the faculty.

Student's awareness on how they learn best contribute to their own learning.





DEMOGRAPHIC  
DATA

RESULTS and  
DISCUSSION

CONCLUSION

RECOMMENDATION

The findings also supports the on-going paradigm shift to Outcome-Based Education (OBE) which requires the students to demonstrate the skills and course content that they are required to learn.

Lastly, the study provided useful information for improving the quality of teaching and learning experiences of student nurses.





DEMOGRAPHIC  
DATA

RESULTS and  
DISCUSSION

CONCLUSION

RECOMMENDATIONS

Future studies could be carried out in varied school of nursing with bigger and equal gender sample population.

Replication of the study utilizing faculty or clinical instructors as respondents

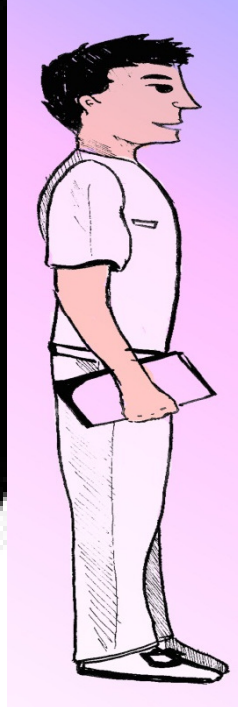
Conducting assessment of learning style at the onset of classes/clinical placements





If a child can't  
learn the way we  
teach, maybe we  
should teach the  
way they learn.

Ignacio Estrada





# LEARNING and TEACHING STYLES of STUDENT NURSES

**luzette**

一身是神态度

**jetjet**

光棍节我



**dane**



**kojin**

女料有木有  
已场制作  
吃!!  
要买一个!

一个人生活  
挺好的



**steph**



**jeffree**



**jeanette**



**alyssa**

从来不缺回AA友!

**ovelle**



**harvey**



**jewel**



**christelle**



COL OF NUR