

Learning Characteristics

- Factors that influence a client's or learner's ability, motivation and desire to learn

1. Culture

- It is defined as invisible patterns that form the normal ways of acting, feeling, judging, perceiving, and organizing the world
- Culture affects health behaviors and the teaching/learning process.

2. Literacy

- The client's or learner's ability to read and understand what is being read is an essential components of learning.

3. Age

- As more of our population live longer, it is increasingly the aged who are our clients.

4. Educational Level and Health Status

- A client's or learner's educational level may have an impact on learning
- "The more educated, the healthier"
- Hinder the learning process for some people are:
 - Using medical terminologies
 - Anatomical label for body parts
 - Abbreviations in medical procedures

5. Socioeconomic Level

- The impact of socioeconomic level on learning has more to do with being able to use the information being taught rather than the process of learning
- Socioeconomic level may dictate where a client lives

- The following learning principles are helpful in motivating people to learn and in planning for the most effective educational experience possible

1. We learn to do by doing
2. We learn to do what we do and not something else
3. Without readiness, learning is inefficient and may be harmful
4. Without motivation, there can be no learning
5. For effective learning, responses must be immediately reinforced
6. Meaningful content is better learned and longer retained than less meaningful content
7. For the greatest amount of transfer learning, responses should be learned in the way they are going to be used.
8. One's response will vary according to how one perceives the situation
9. An individual's responses will vary according to the learning atmosphere.

Learning Principles to use to Motivating Learners

- Use several sense
 - People retain:
 - 10% of what they read
 - 20% of what they hear
 - 30% of what they see
 - 50% of what they hear and see
 - 70% of what they say
 - 90% of what they say and do
- Actively involved the patients or clients in the learning process
- Provide an environment conducive to learning
- Assess the extent to which the learner is ready to learn
- Determine the perceived relevance of the information
- Repeat information
- Generalize information
- Make learning a pleasant experience

- Begin with what is known; move toward what is unknown
- Present information at an appropriate rate

BLOOM'S TAXONOMY

At the end of the discussion, the students will be able to:

- Identify the three domains of bloom's taxonomy
- Acknowledge the uses of blooms taxonomy in constructing learning outcomes
- Formulate their own samples of learning

What is Bloom's Taxonomy?

I. The three domains of Bloom Taxonomy

- ✓ **Cognitive Domain**
(Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis)

The revised taxonomy for cognitive domain

- ✓ **Affective Domain**
(Receiving, Responding, Valuing, Organization, Characterization)
- ✓ **Psychomotor Domain**
(Imitation, Manipulation, Precision, Articulation, Naturalization)

II. How to construct learning objectives

III. Synthesis

IV. Assessment: multiple choice

Benjamin Bloom

Benjamin Bloom and associates divided learning outcomes into three non-overlapping

- ✓ **Cognitive**
- ✓ **Affective**
- ✓ **Psychomotor**

A. Cognitive

Revolve around knowledge, comprehension, and critical thinking on a particular topic

B. Affective

Describe the way people react emotionally and other ability to feel other living things' pain or joy

Learning Principles

Health Education Study Guide

**Food and Nutrition Information Center
(U.S.)**



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