**Topic 6 PAPER**

**Learning Styles.**

Although this assignment is two parts, you may submit both parts in one word document as this makes the review process much smoother :)

 As faculty members, you have been asked to design a 4-hour Leadership Strategies course that would accommodate the learning styles for a selected 10 learners. The learners have all completed a learning style inventory in which three of the learners are determined visual learners, four are kinesthetic learners, and the rest are auditory learners. Note: The intended audience for the course can be either newly graduated nurses or experienced staff nurses, as you choose. ***The topic must pertain to leadership and not any topic. Leadership can mean bedside leadership (ex. mentoring) to organizational leadership. This should not be a complex course.***

***Part 1***

Create an outline which includes the following:

1. Class content and an agenda. ***There is not required format for the agenda. Reflect on conferences and courses you attended and the agenda provided: time spent on topic, topic, activities, etc.***
2. Your plan to accommodate the learning styles of each learner. ***How will you reach all learning styles?***
3. Learner objectives that incorporate Bloom's taxonomy and are written at the appropriate level for the audience. Address at least two learning domains in your objectives (cognitive, psychomotor, and affective). Use the "A-B-C-D Approach to Objective Writing" resource as a guide. ***I suggest beginning with an opening paragraph on the course intent. This does not have to be pages but a paragraph that provides the rationale behind the need or purpose for the course. Next, summarize the content of the course. You can provide an agenda within the body of the paper or as an appendix. In the agenda, outline the time delegated for the topics. For the learning objectives (which is a common area of struggle), review the resource on writing objectives and follow this format. Do not make your objectives complex or unmeasurable. Be sure to identify the domains of learning. Here is an example:At the conclusion of session 1, the learner (Audience) with demonstrate the skill of blood pressure measurement (behavior) on the blood pressure simulator (condition) with an accuracy of +/- 4 degrees of Hg set on the simulator (degree). Psychomotor domain You do not have to indicate the audience, behavior, etc...I put that in so you can see the application. To write a good learning objective, you have to identify what it is you want the student to learn and how you will know they have learned, in other words, how would you evaluate learning has taken place?***

***Part II***

In 50-150 words each, address the following:

1. Describe the diverse learning styles present in the audience. ***Use evidence from the research. What does it mean to be a visual, auditory, or kinesthetic learner.***
2. Descriptions of the learning activities and the rationale for how the learning activities support diverse learner needs. ***What strategies will you use to teach and promote learning. Support why these are best to reach the diverse learners in your course.***
3. Describe at least two strategies to assess learning, based on the learning objectives. ***Support why the strategies for assessing learning are the best to ascertain if learning objectives have been met.***
4. Describe how the consideration of diverse learning styles aligns with the Christian world view value of *service*. ***Support with evidence from the literature***

***General Requirements***

Submit both parts to the assignment dropbox. ***Again, I prefer both parts in one document.***

Use at least three scholarly, peer-reviewed resources less than 5 years old that are not a part of the provided course materials. ***These should not be web-based or sources from your texts. Look at what your peers are providing in professional journals.***

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. ***I do not require an abstract.***

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Rubric

Topic 6 **Rubric:** Learning Styles

CRITERIA.

1. Class Content and Agenda (11%)– Learner thoroughly outlines the class content and agenda.
2. Learner Objectives (13%)- Learner thoroughly composes the learner objectives for the class design, expertly using the Bloom taxonomy appropriately and the A, B, C, D format.
3. Diverse Learning Styles (11%) – Learner thoroughly describes the diverse learning styles present in the audience.
4. Learning activity and rationale (11%)- Learner thoroughly describes the learning activities and the rationale for how the learning activities support diverse learner needs.
5. Strategies to Assess Learning Based on the Learning Objectives(11%) – Learner thoroughly describes at least two strategies to assess learning based on the learning objectives. There is a logical connection between the assessment strategies and the learner objectives.
6. Consideration of Diverse Learning Styles (13%) - Learner thoroughly describes how the consideration of diverse learning styles aligns with the Christian worldview value of service.
7. Thesis Development and Purpose (7%)-
8. Argument Logic and Construction (8%)-
9. Mechanics of Writing (includes spelling, punctuation, grammar, language use) (5%) –
10. Paper Format (Use of appropriate style for the major and assignment) (5%) – APA, All format elements are correct.
11. Documentation of Sources (citations, footnotes, references, bibliography, etc., as appropriate to assignment and style)(5%)