Integrating Tangible Objects to Represent Concepts in Nursing Education

Ruth Wittmann-Price, D.N.Sc., RN, CNS, CNE
Drexel University

Maryann Godshall, MSN, CCRN, CPN
DeSales University

Deep and Surface Learning

- Deep learning
  - understanding concepts before details
  - linking new knowledge to old knowledge
  - actively constructing learning
- Surface learning
  - Memorization
  - Detail oriented
  - Just “pass the test” understanding of content

Ideas to Promote Deep Learning

Women’s Health

- Using PVC pipe to demonstrate the cardinal movements of labor.
- Using Bubble wrap to demonstrate different types of neonatal respiratory distress and meconium aspiration syndrome.
- Using water balloons and rope to understand chorion amnion and umbilical cord development.
- Demonstrating blood flow through the heart by using students to form the heart.
- Demonstrating major intra and extra-cellular ions by using students to form the cell wall. A few students wear signs to the corresponding electrolyte.

Deep and Surface Learning

- Deep learning
  - understanding concepts before details
  - linking new knowledge to old knowledge
  - actively constructing learning
- Surface learning
  - Memorization
  - Detail oriented
  - Just “pass the test” understanding of content

Ideas to Promote Deep Learning

Women’s Health

- Comparing the concept of capillary leak in shock to garden hoses in which intravascular blood flows in the body.
- Demonstrating the concept of capillary leak in shock to garden hoses in which intravascular blood flows in the body.
- Instructor walks through the “human heart” wearing a red or blue cape to signify oxygenated or un-oxygenated blood.
- Also naming each part of the heart as the “blood” (instructor) passes through it.

ATI Test Score Increase