

Purpose

The use of humanistic learning theory which is learner centered and promotes individual development through active engagement is a salient feature of Nursing professional development.

Humanistic learning theory was popularized by Knowles (1984) and further refined by Kolb (1988). The Kolb scheme is made up of four distance phases which offers the adult learner a concrete experience on which they can reflect.

These theories are highly applicable to the adult learner because they closely align with adult learning styles (Ward, Gordon & Kirkman, 2024).

The objective of this study is to explore how experiential learning impacts the development of Nursing Research and Evidenced-Based Practice Councils members.

Study Design

A descriptive qualitative phenomenological study using the Kolb's Learning Style Questionnaire to explore the effectiveness of Kolb's Experiential Learning Theory in the personal and professional development of nurse leaders who are members of a Nursing Research and Evidenced-Based Practice Council of Bridgeport Hospital

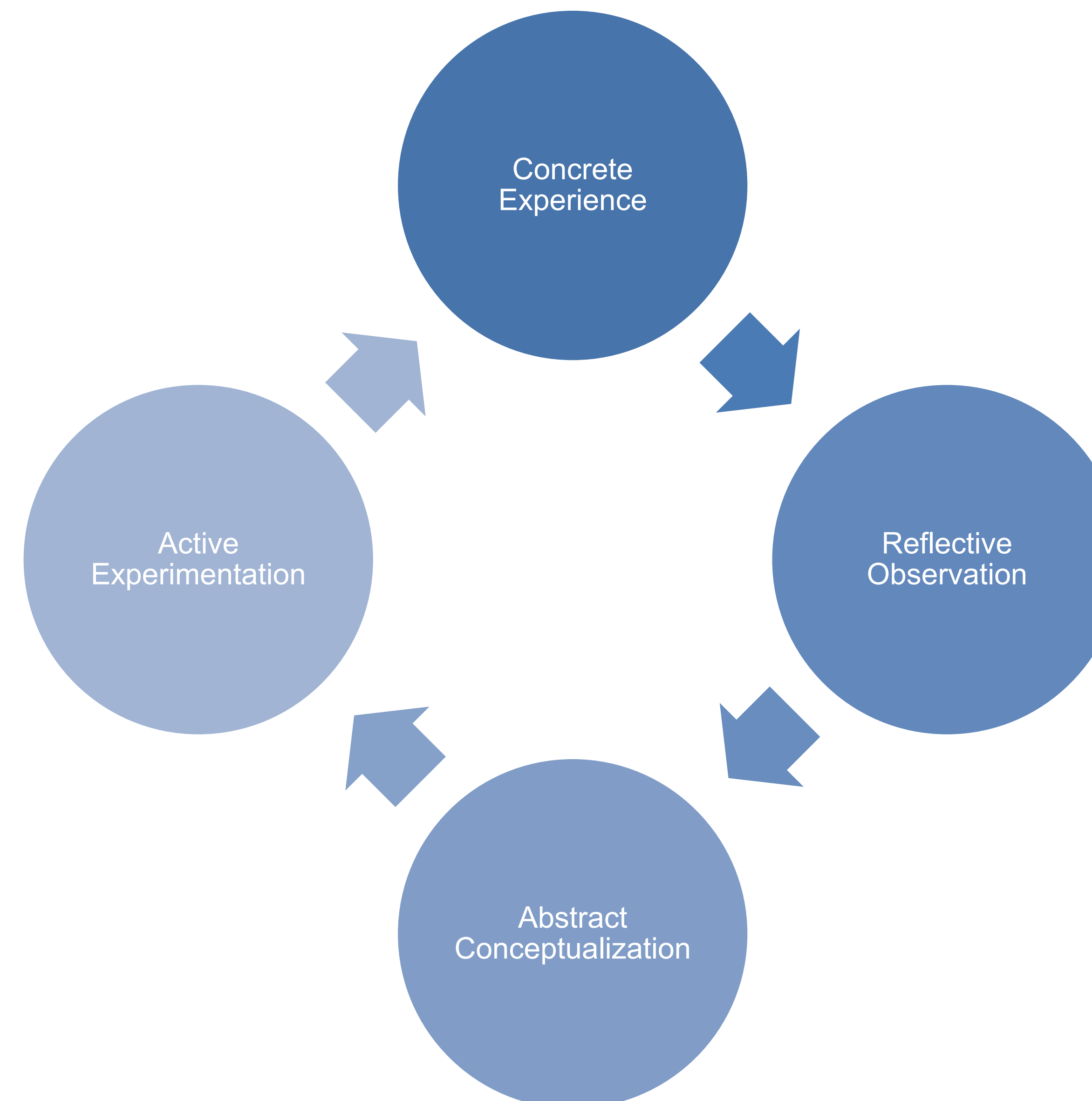
Methodology

Council members were issued the 80-question Kolb's Learning Style Self-assessment in August 2024 to determine which style of learning is preferred.

Council members were then instructed in the process of data gathering, literature review, deciphering legitimacy of data, project planning, and implementation. Lastly, the Council successfully wrote a scholarly manuscript and published an article within the journal *Dialogues in Health*.

The self-assessment was re-issued in October 2024 after the group participated in learning modules on active learning: article and video.

Kolb's Learning Cycle



Learning Styles

Activist- Engaged by new experiences and challenges, and hands-on learning

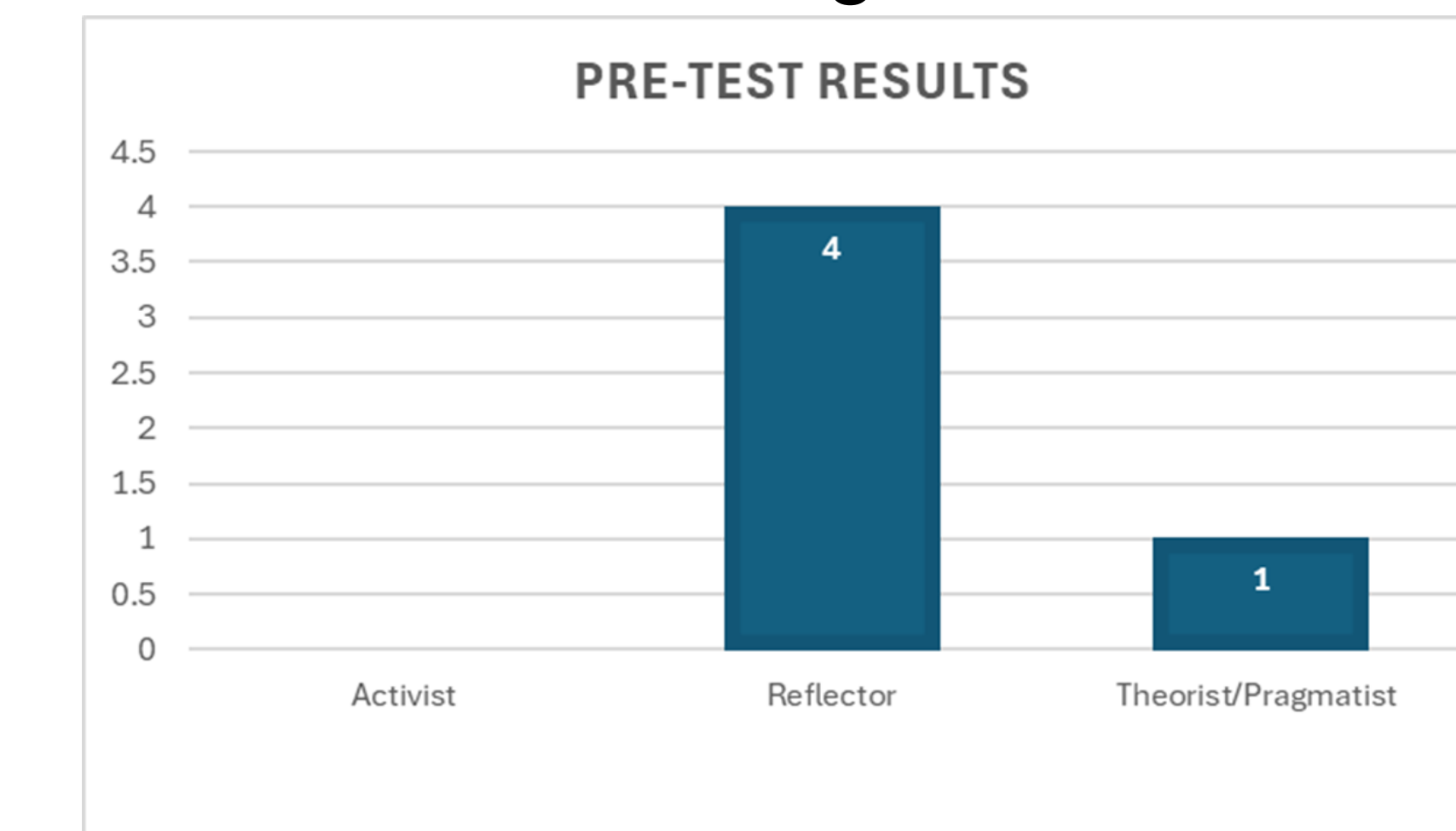
Reflector- Observe and analyze before acting. Take a methodical approach from different perspectives

Theorist- Focus on logical and systematic ideas in structured learning environments.

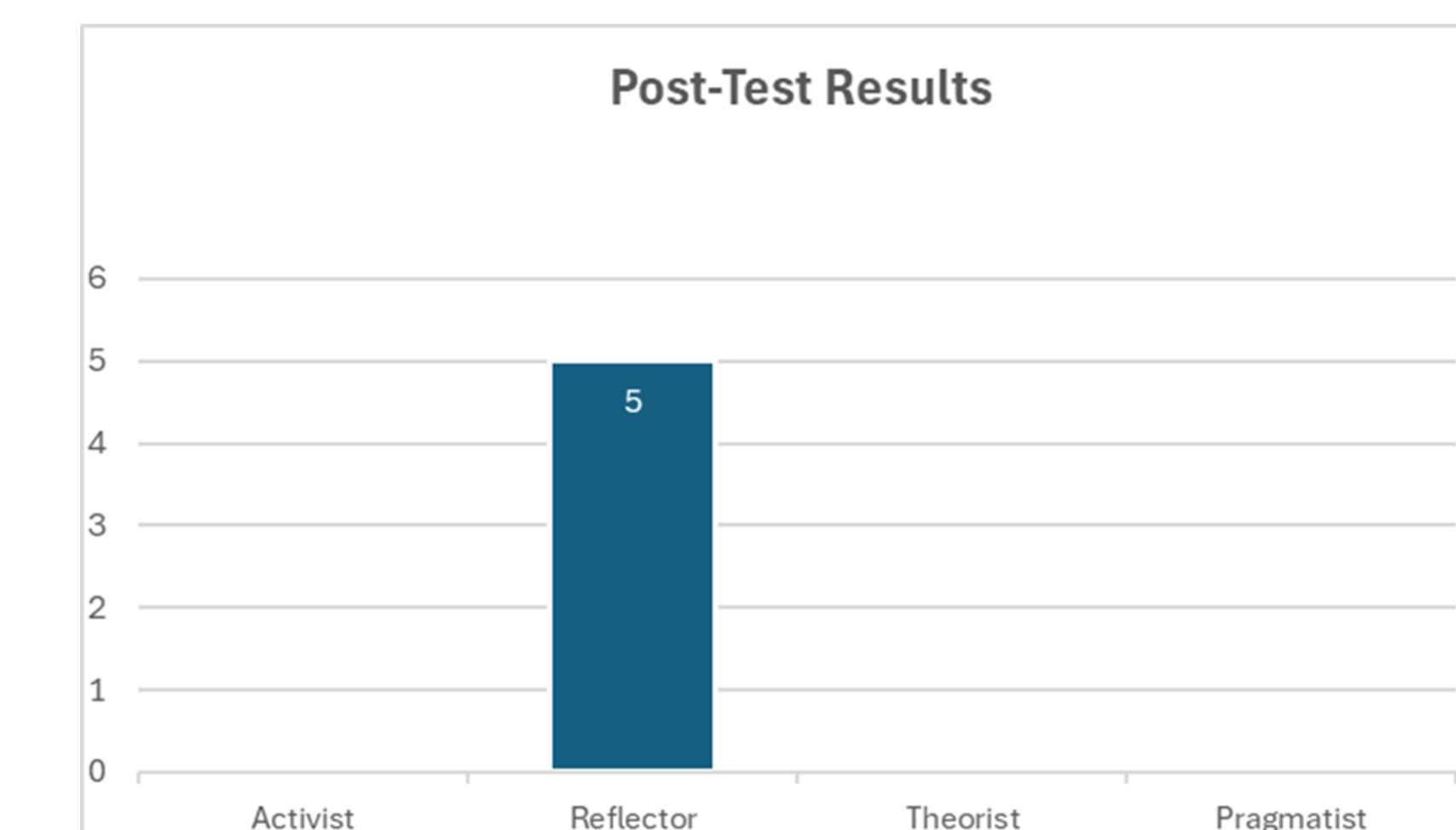
Pragmatist- Enjoy applying new ideas to real-world situations. They like clear, tangible objectives and are practical in their approach

Results

Pre-test August 2024



Post-test October 2024



- Completion rate for pre/post-tests: 100% (n=5).
- Pre-test results: Reflectors (n=4), Theorists and Pragmatists (n= 1), Activist (n=0).
- Post-test results: Reflectors (n=5), Theorists, Pragmatists, Activists (n=0).

Discussion and Conclusion

- There was a shift in learning styles for one participant after the intervention and an increase in other participants to the reflector learning style
- The post assessment was conducted during an increase of the active learning activity of scholarly writing and publication
- This study can be translated to nursing orientation groups and used as a guide for preceptors to help identify learning styles of novice nurses
- Limitations: Small study group