NURS-FPX6105 Assessment 2: Management and Motivation

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

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Management and Motivation

A learning environment combines physical, psychological, emotional, and organizational factors that affect students' learning process (Ghasemi et al., 2020). The learning environment is crucial to a learner group since some environments may fit certain learner groups while others may not. Additionally, the learning environment significantly impacts the educators' classroom management and the learners' motivation to learn. This report describes the learning environment most appropriate for the educational topic and intended audience previously identified and explores theories of classroom management, learner management, and learner motivation relevant to the intended course and audience. The report will also describe evidence-based strategies for classroom and learner management, the evidence-based practices to enhance learner motivation, and how these strategies and practices can be employed in the selected learning environment and with a diverse learner group.

Learning Environment Description

The intended topic of instruction is ethical decision-making in nursing practice, and the learner group entails nursing students from an institution of higher learning. Various learning environments would suit the intended topic and audience. However, the most appropriate learning environment is blended, entailing classroom-based learning and simulation lab. According to Alsayed et al. (2020), a classroom-based learning environment entails instruction through lectures, discussions, and other interactive activities from the educator to the learners. The environment best suits the topic and audience since it will enable the learners to learn foundational knowledge in ethical decision-making in nursing practice.

However, since the learning outcomes for the class also involve gaining practical skills, it is also essential to include simulations. Simulation labs create an environment whereby learners

are provided with realistic clinical scenarios in a controlled environment. The environment suits the learning needs since it will provide situations that enable the students to improve their ethical decision-making skills in nursing practice. Alternate learning environments that suit the topic and audience include online learning and clinical case studies. Online learning environments entail virtual classrooms, while clinical case studies present clinical scenarios that students analyze and develop clinical thinking and problem-solving (Alsayed et al., 2020).

Theories of Classroom and Learner Management

Educators use classroom and learner management theories as frameworks to create an effective learning environment, facilitate student engagement, and promote learning success. The theories of classroom management relevant to the nursing ethics course and nursing students' audience include choice theory. The choice theory of classroom management stipulates that students should be given autonomy to decide on their learning experience (Burden, 2020). The strengths of this theory include enhancing self-directed learning, intrinsic satisfaction with the learning process, and student motivation. Among the weaknesses of the choice theory is that the educator may find it difficult to get learners' choices since they believe the educator should enforce rules in the classroom.

The learner management theory relevant to learning ethical decision-making among nursing students is andragogy. Andragogy is an adult learning theory that emphasizes the unique characteristics of learner needs, such as self-direction, experience, and relevance (Brown & Cunningham, 2020). The learner management theory suits the nursing student group since the group contains adult learners with different needs. The theory's strengths include enhanced motivation through acknowledging learners' diversities, and the weakness is that some students may not have prior experience to relate the learning to.

Learner Motivation Theories

Learner motivation theories are the theories that provide an understanding of what drives learners to engage in learning activities and persist in achieving learning outcomes. These theories include self-determination and expectancy-value theory. Zhang et al. (2020) note that self-determination theory stipulates that learner motivation is influenced by innate psychological needs, competence, and relatedness, in that learners are motivated when they perceive that the learning activities are aligned with these needs. On the other hand, the expectancy-value theory posits that learning motivation is influenced by the learners' beliefs about their ability to succeed and perceived value. The strengths of these learner motivation theories include the promotion of intrinsic motivation, while the weakness is heavy reliance on self-reported measures, which may be misleading (Zhang et al., 2020).

Applicability Evaluation of the Classroom Management and Learner Motivation Theories

The theories mentioned above can be applied to the nursing ethics class introduction and the nursing student audience. For instance, the choice theory can be applied by involving the students in setting the class rules at the beginning of the semester. Moreover, the learner motivation theories can also be applied in the nursing ethics class. The educator can apply the self-determination theory by encouraging the learners to express their autonomy, competence, and relatedness needs, thus formulating the teaching contents based on the identified needs to promote motivation. The educator can apply the expectance-value theory by asking the learners to express their beliefs, expectations, and values in relation to the course. However, there are gaps in the effectiveness of these theories' applicability. Hence, additional information would improve the clarity of the evaluation.

Evidence-based Strategies for Classroom and Learner Management

Burden (2020) states that classroom management strategies include setting clear expectations and rules, active supervision, and fostering a positive classroom climate. The educator should engage the patient in setting clear expectations on behavior, rules, academic standards, and class routines. Classroom management also entails actively monitoring learners' behavior and progress. In addition, classroom management entails creating an environment that fosters diversity and encourages mutual respect among students (Burden, 2020).

Furthermore, learner management strategies include using different instruction styles, culturally responsive teaching, and regular assessments. Ghasemi et al. (2020) note that educators should apply different instructional methods to accommodate different learning styles and abilities among learners. Educators can also manage learners by incorporating appropriate culturally relevant content to enhance diversity. Moreover, educators should ensure they assess learners frequently and provide feedback based on the assessments to guide the learning process and promote improvement. Other classroom and learner management perspectives include positive reinforcement, which entails rewards and privileges to reinforce desired behavior.

Evidence-based Practices to Enhance Learner Motivation in Diverse Settings

Diverse learner settings are settings with learners from different backgrounds and having different learning needs. Therefore, practices to enhance motivation in these settings should cater to learners' unique needs. These practices include offering collaboration and peer support opportunities and creating a supportive learning environment (Turnbull et al., 2020). Turnbull et al. (2020) note that opportunities for peer support and collaboration enable learners to interact and learn from each other, thus motivating them to understand each other. In addition, creating a supportive learning environment by fostering a positive and inclusive learning climate motivates

students by making them feel respected and valued. Other perspectives in learner motivation enhancement include providing diverse learning experiences relatable to all students.

Conclusion

Creating an optimal learning environment entail selecting and applying relevant learner and classroom management theories. An educator should identify evidence-based strategies to manage the classroom and the learners, create a supportive learning environment, promote student engagement, and enhance academic achievement, as seen above. Additionally, the educator should use practices to promote learner motivation in a learning environment. Research promotes strategies and practices to promote an inclusive learning environment.

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