|  |  |
| --- | --- |
| **Over-confident Characteristics:**   * Believes they know more * Interrupts or corrects others and sometimes incorrectly * Resists feedback, thinking it doesn’t apply to them * Dominates conversation * Dismisses or challenges instructional content * Fails to prepare, assuming they know everything   **Possible causes-** prior success in similar courses learning to complacency, overestimation of skills or knowledge, or fear of vulnerability or appearing unknowledgeable.  **Strategies:**  Tactfully interrupt – stop the train  Peer review- “let’s see what others say”  Challenge with higher-level task  provide more complex, assign leadership roles  Constructive Criticism- offer feedback that highlights areas of improvement, emphasizing growth opportunities    Reflection exercises-(for the whole group) they can critically analyze their performance and identify areas of self- improvement, include questions that prompt them to consider what they’ve learned and what they need to work on. | **Anxious Characteristics:**   * excessive worry about their performance * struggles to participate due to fear of making mistakes * may exhibit physical sign of anxiety * avoid answer questions or volunteering * frequently asks for reassurance * appears overwhelmed by tasks that are manageable   **Possible causes:** perfectionist, or fear of failure, past negative experiences, external pressures.    **Strategies:**  Safe learning environment – establish supportive environment where mistakes are viewed as learning opportunities, avoid putting them on the spot, give them time to prepare responses- adequate wait time  Clear instructions and expectations-  break down complex task into smaller,  manageable steps with clear guidelines  Round robin  giving the learners a heads up – they will be asked to share, this gives them time to think of something  Encouragement  no matter how small, use praise to build their confidence and reduce anxiety  Stress-reduction strategies- short breaks during class to help manage anxiety. fidge-it toys!!! |
| **Distracted/Disengaged Characteristics:**   * shows little to no interest * frequently distracted or appears bored during sessions * often misses deadlines   **Possible causes:** personal issues, perceived irrelevance of the content to career goals, lack of confidence or previous neg. experience  **Strategies:**  Increase relevance- connect the material to real-world nursing scenarios for the learner’s career goals  Varied instructional methods- utilize multimedia, content experts, group exercises, simulation, offer choices in assignments for differing learning preferences, interactive learning/problem solving  Personal check-ins- schedule 1 on 1 meetings to discuss their interests, challenges and goals, and show empathy and offer support for any personal issues that maybe affecting their learning. | **Resistant Learner Characteristics:**   * Disrupting to the class with off–topic comments * Challenges authority or instructional methods by complaining or passive-aggressive behaviors * Often questions the relevance of validity of the curriculum   **Possible causes:** disagreement with the program’s objective or methods, personal conflicts with instructors or peers, cultural/generational differences leading to misunderstanding  **Strategies:**  Squelch the attitude before it spreads. Ignoring the behavior – empowers the resistant learner at the expense of others  Open dialogue- initiate a conversation to understand ask open-ended questions to explore their resistance and find common ground  Consistent boundaries and expectations- clearly communicate the rules and expectations and practice limit setting  Positive reinforcement and redirection- recognize and praise positive behavior to reinforce cooperation and redirect negative energy by assigning them roles that channel their resistance into something constructive (leading a discussion on a topic that they are passionate about. |