

Study Reveals Key Differences Between Learner-Centred and Teacher-Centred Approaches in Japanese Nursing Education

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A recent comprehensive study published in the *Journal of Education and Learning* delves deep into the differences between learner-centered and teacher-centered approaches, specifically in the context of nursing education in Japan. The research, conducted by a team of educators and healthcare professionals, offers a nuanced understanding of these teaching styles and their impacts on the learning process.

The core of the study focuses on the Teaching Style Assessment Scale (TSAS), a tool used to measure teaching style, completed by 1,261 nursing faculty members in Japan. The results reveal that the primary distinguishing factor between learner-centred and teacher-centred approaches is the concept of “personalising instruction”. This approach recognises the unique strengths of each student, facilitating their interpersonal understanding and self-awareness.

Personalising instruction emerges as a critical element in learner-centered teaching. It involves teachers recognising the individuality of each student and utilising their unique strengths. This approach significantly enhances students’ learning experience, fostering a deeper understanding of the subject matter and promoting self-awareness.

The study identifies that personalising instruction is more prevalent in learner-centered teaching, where it is almost always implemented. Conversely, in teacher-centered teaching, this approach is either seldom or never used. This stark contrast underscores the fundamental difference in philosophy and practice between these two teaching styles.

Japanese nursing education is experiencing a paradigm shift towards learner-centered learning. This shift necessitates a change in teaching philosophy and style to promote critical thinking and problem-solving skills. The study highlights that learner-centred teaching is becoming increasingly important in preparing nursing students for the complexities of healthcare systems.

An important aspect of learner-centred teaching is its emphasis on metacognition and self-awareness. This approach helps students become more self-directed and self-regulated learners, essential skills in nursing where critical thinking and decision-making are crucial.

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The findings of this study have significant implications for nursing education, particularly in Japan. The shift towards a learner-centered approach aligns with global educational trends focusing on student needs and individual learning processes.

This research contributes to a better understanding of effective teaching methods and styles in nursing education, underlining the importance of adapting teaching strategies to enhance learning outcomes and prepare future nurses for the demands of the profession.