



## What Are the Experiences of Quieter Learners in Mental Health Nurse Education?

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### Abstract

Research within Higher Education suggests learners with quieter character traits are perceived in a more negative light than their extroverted and chatty colleagues (Colley, 2019; Davidson et al, 2015; Medaille and Usinger, 2019; Ollin, 2008; Reda, 2009). Assumptions made about the motivations and reasons for quietness in the classroom often include negative labels such as misfits, disorganised, resistant, unprepared for class, passive learners and disengaged (Davidson et al 2015; Medaille & Usinger, 2020; Reda, 2009; Yue, et al, 2022). These negative assumptions can have a significant impact on learners' confidence, motivation to learn and sense of wellbeing (Colley, 2019; Davidson et al 2015; Reda, 2009). There are numerous reasons why learners prefer to be quiet in the classroom, but quietness is often seen as problematic and an issue that needs to be addressed or solved (Cain, 2012; Colley, 2019; MacFarlane, 2014; Ollin, 2009; Reda, 2009; Remedios, et al, 2008).

The favouring of more outgoing qualities in the classroom could have significant implications to mental health nurse education given specific nursing skills that sit within a quiet approach such as reflection, critical reasoning and listening are widely regarded as a fundamental part of mental health nurse practice (Nursing and Midwifery Council, 2018; Health Education England, 2020). The experiences of quieter learners have been investigated within the wider educational literature, however there are minimal accounts of quiet students experience within nursing, particularly in the UK. The purpose of the study is to explore quieter learners' experiences of nurse education to inform future curriculum delivery and wider educational practice.

### Keywords

Quieter learners, learner centred classroom, collaborative learning, mental health nurse education, mental health nursing skills.

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