

Ruthentic Learning: Q Concept Analysis

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- No conflict of interest
- University of Johannesburg (employer)
- Sponsored by Thuthuka Grant PhD Track
- Objective: To describe concept analysis by Walker and Avant (2011)





1. Brief Introductory Background

- Council on Kigher Education (CTCE) [1]
- South African Nursing Council (SANC) [2] philosophy
- Current state of nursing education
- Why authentic learning (AL): interesting & widely used term
- Aspiration: A model development





2. Problem statement

- AL ambiguous, abstract concept with different meanings
- Fluid nature of AS
- Nurse educators' opinion [3]
- Inauthentic learning environment [4]





3. Research question

• What is the conceptual meaning of AL in nursing education?

4. Purpose

The purpose of this analysis is to clarify the conceptual meaning of AL in nursing education in order to provide a common meaning and formulate a theoretical definition.

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5. Definition of key concepts

- Concept analysis: is a systematic, rigorous, precise process of examining the attributes of concepts therefore a useful process in clarifying ambiguous and complex concepts in a theory or a model. $^{[5]}$
- *Authentic learning:* AL is an approach to learning in which students work on realistic problems, participate in activities that solve real-life problems, or create products that have real-life purposes. [6]

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• *Mursing education*: is a process of guiding, assisting, and providing learners with means in their quest of learning the art and science of nursing for future use in caring for their healthcare clients/patients. ^[7]





6. Research method

- Dala sources
 - \triangleright 160 literature [definitions, uses, nature, characteristics of AS]
 - Dictionaries, Thesauri
 - EBSCO Host (Dala saluration)
- Concept analysis method: Walker and Avant (2011) 8 steps
 - Concept analysis, synthesis and derivation





Walker and Avant (2011) method of concept analysis

Step 1: Select a concept.	Authentic learning
Step 2: Determine the purposes of the analysis.	To clarify the conceptual meaning of authentic learning in nursing education and to formulate a theoretical definition of authentic learning.
Step 3: Identify all uses of the concept that you can discover.	This step is described under data sources.
Step 4: Determine the defining attributes.	This step is described under method.
Step 5: Identify a model case.	Not identified, however, the attributes may be used for the construction of a model case in an authentic clinical situation.
Step 6: Identify borderline, related, and contrary cases (additional cases).	The concepts of these cases were identified from the concept analysis: Borderline case would include the following concepts: credible, valid, convincing, faithful, actual, bona fide, indubitable, unquestionable and undoubted.
	Related case would include the following concepts: true, genuine and original.
	Contrary case would include the following concepts: inauthentic learning, fictitious, sterile teaching, memorisation of facts, regurgitation, pen-and-paper assessments, learning that require right and wrong answers, 'uncritical sponges' and dualistic thinking.

Step 7: Identify antecedents and consequences.	Antecedents: The identified antecedents were cognitive domain (knowledge, comprehension, application, analysis, synthesis, and evaluation), and affective domain (receptivity, responding, valuing, organisation, and internalisation). Consequence: of authentic learning is a competent, critical, autonomous, independent, lifelong graduate
	desirable for the twenty-first century global healthcare system.
Step 8: Define empirical referents.	The following skills were identified as empirical referents of authentic learning with their tools for empirical assessment:
	Critical thinking: California Critical Thinking Skills Test (CCTST); Health Sciences Reasoning Test (HSRT). [8]
	Creative thinking: Torrance's Test of Creative Thinking (TTCT). [9]
	Innovation capacities: General Innovation Skills Aptitude Test 2.0 (GISAT2.0). [10]
	Reflective thinking: Questionnaire by Kember et al., 2000. [11]
	Problem solving skills: Problem Solving Inventory (PSI). [12]
	Decision making skills: Melbourne Decision Making Questionnaire (MDMQ) I-II;
	Decision Making Styles Scale (DMSS). [12]
	Clinical reasoning skills: The Script Concordance Testing (SCT). [13]
	Clinical judgment skills: Lasater Clinical Judgment Rubric (LCJR). [14]



7. Theoretical validity

Principles:

- Epistemologic
- Pragmalic
- Linguistic
- Logical



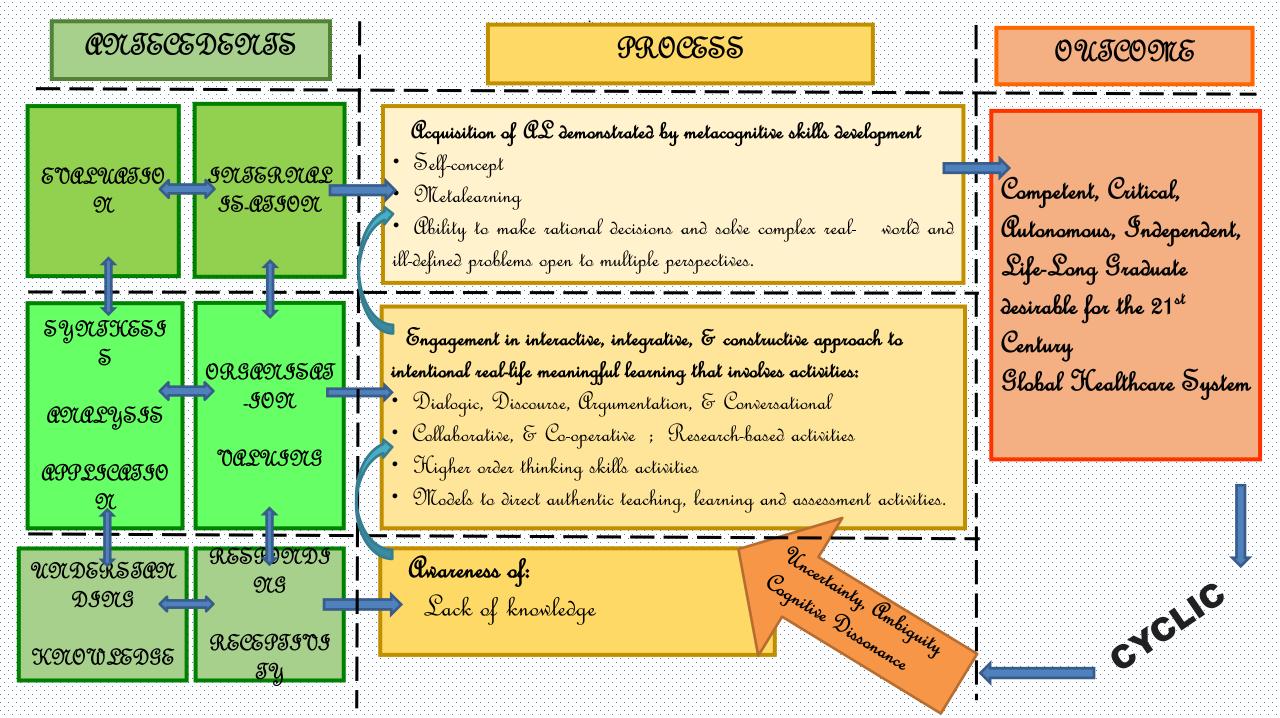


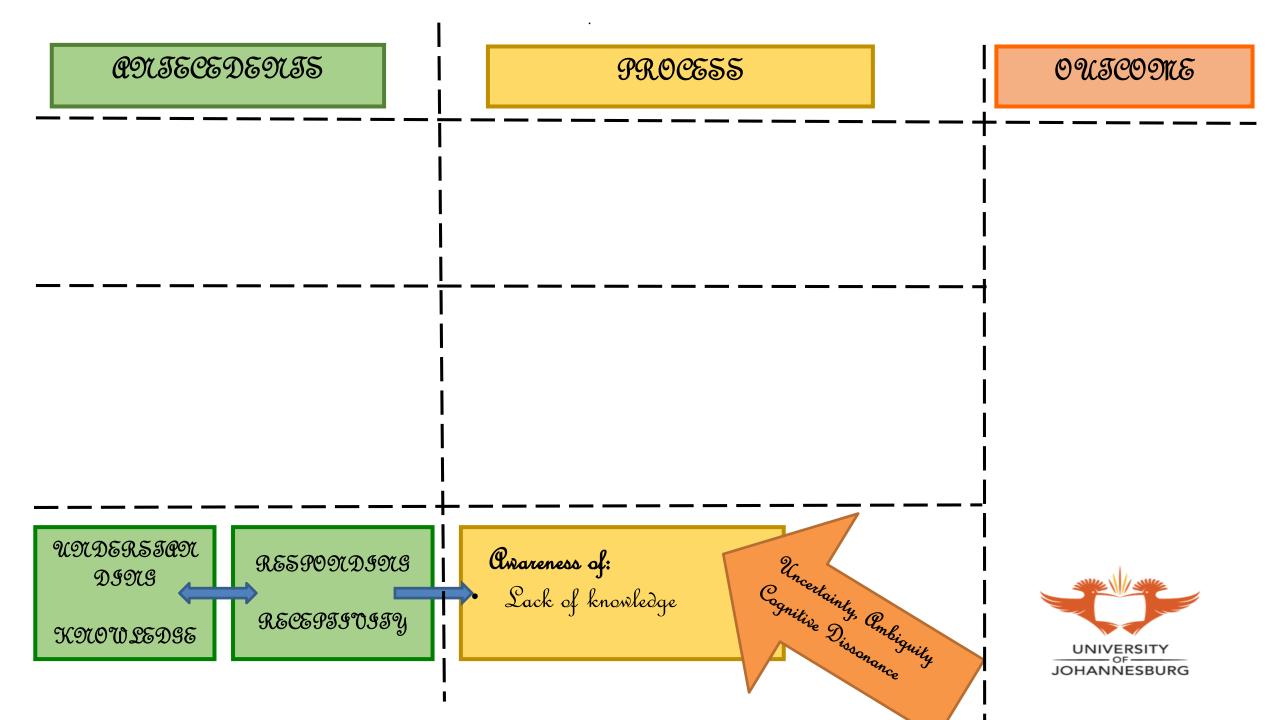
8. Description of results

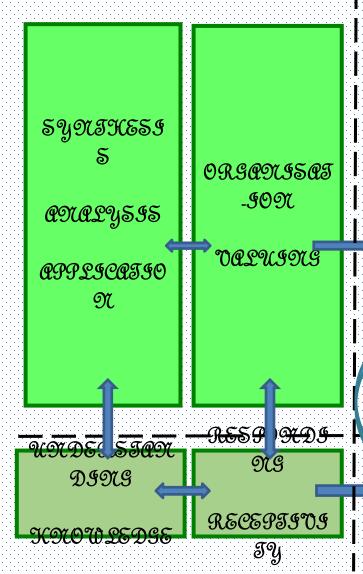
- Calegories
 - > Antecedents
 - > Process
 - > Oulcome / Consequence

Conceptual Map









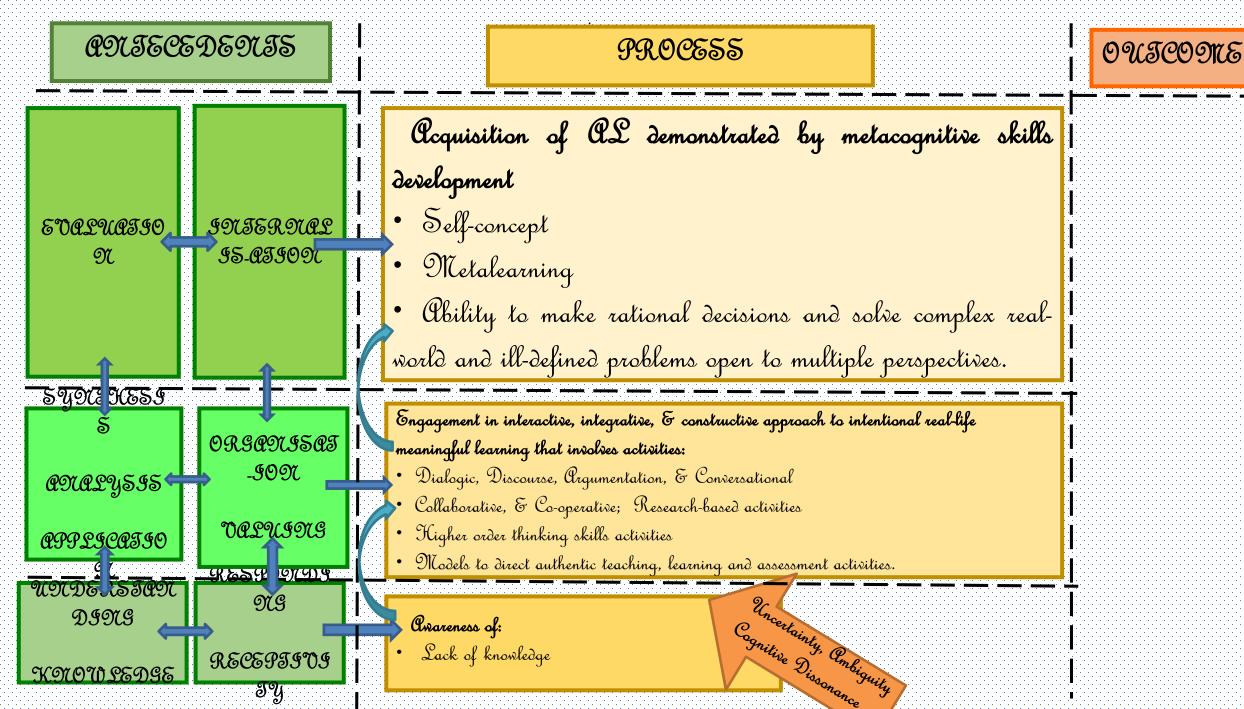
Engagement in interactive, integrative, & constructive approach to intentional real-life meaningful learning that involves activities:

- Dialogic, Discourse, Argumentation, & Conversational (discuss, converse, dialogue, discourse, debate, judge, engage, argue)
- Collaborative, & Co-operative (collaborate, work together, participate, co-operate, and account)
- Research-based activities (predict, inquire, hypothesise, investigate, discover, interpret results, examine, generalize, search, research)
- Kigher order thinking skills activities (critically think, rethink, reflect, create, recreate, innovate, renovate, design, solve)
- Models to direct authentic teaching, learning and assessment activities.

Awareness of:

· Lack of knowledge

Cognitive Dissonance



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RECEPTSOS

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Acquisition of AL demonstrated by metacognitive skills development

- Self-concept
- Metalearning
- Ability to make rational decisions and solve complex realworld and ill-defined problems open to multiple perspectives.

Engagement in interactive, integrative, & constructive approach to intentional real-life meaningful learning that involves activities:

- Dialogic, Discourse, Argumentation, & Conversational
- Collaborative, & Co-operative ; Research-based activities
- Kigher order thinking skills activities
- Models to direct authentic teaching, learning and assessment activities.

Awareness of:

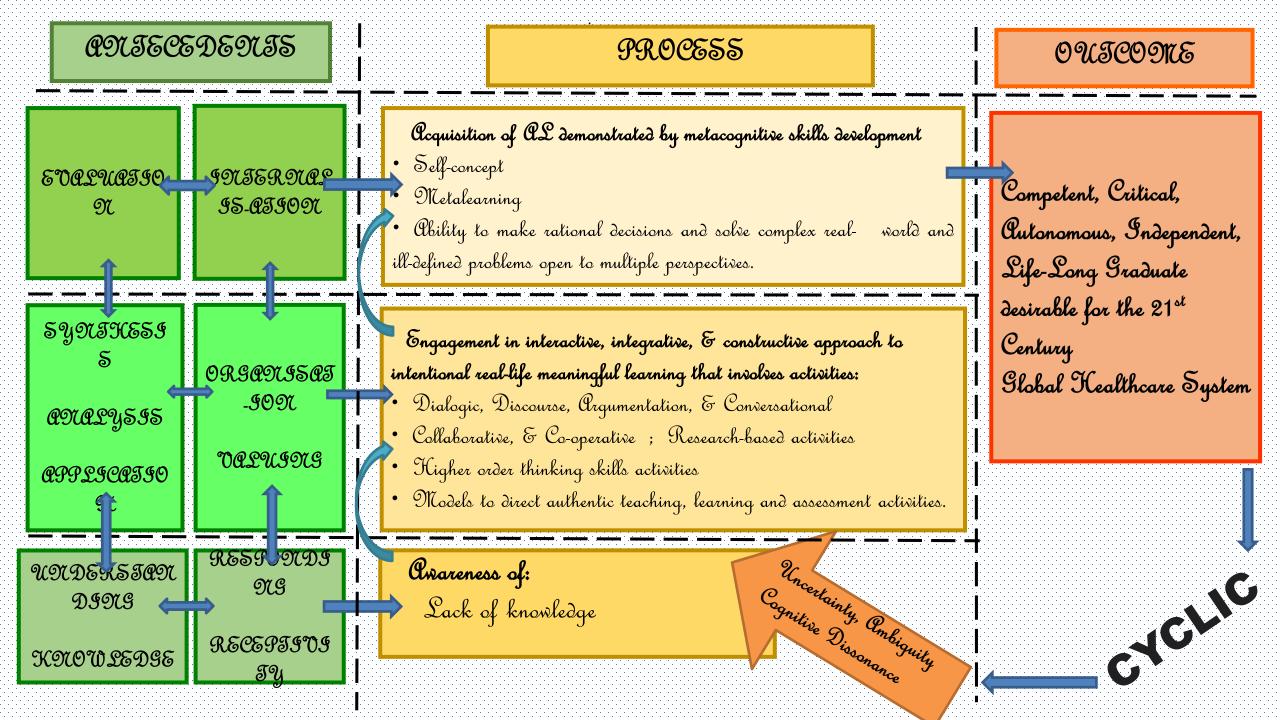
Lack of knowledge

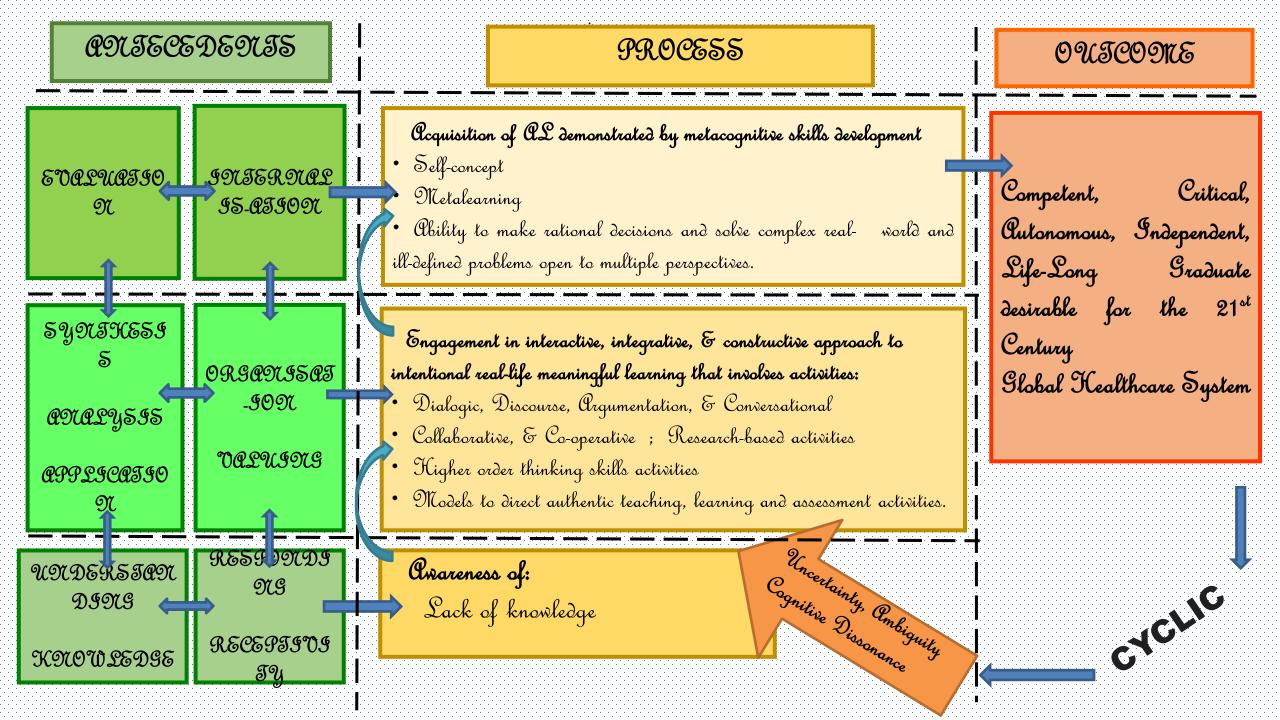
Uncertainty, Embiguity

Diosonance

Competent, Critical,
Quitonomous,
Sndependent, Life-Long
Graduate desirable for
the 21st Century
Global Healthcare
System









9. Theoretical Definition

"Authentic learning is a cyclic learning approach to intentional real-life meaningful learning influenced by a hierarchy of cognitive and affective thinking skills. It is triggered by uncertainty, ambiguity and cognitive dissonance bringing about a state of awareness followed by engagement in interactive, integrative, and constructive learning activities leading to the development of metacognitive skills resulting in a competent, critical, autonomous, independent, lifelong graduate desirable for the twenty-first century global healthcare system"

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10. Smplications

Clarification of the conceptual meaning of authentic learning is a key element in assisting nurse educators design authentic learning tasks that expose learners to liberal education, develop them into twenty-first graduales who appreciale diversity and transcultural nursing practice, who are research oriented, immersed in high and virtual technology, and engage in integraled learning.





11. Recommendations

- Empirical approach to explore the conceptual meaning further
- Develop models, theories, pedagogical and research tools such as educational programmes, evaluation instruments, and a questionnaire
 - > to conduct further research using the identified defining attributes of authentic learning





12. Conclusion

• Purpose of the concept analysis

• Use defining attributes for theory development, research and practice

• Innovative facilitation skills of learning





THANK YOU!!!!

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