



Authentic Learning: A Concept Analysis

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PhD student



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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 Higher Education (CHE) ^[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

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

3. *Research question*

- What is the conceptual meaning of QL in nursing education?

4. *Purpose*

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

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]

- *Nursing 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

- Data sources
 - 160 literature [definitions, uses, nature, characteristics of QL]
 - Dictionaries, Thesauri
 - EBSCO Host (Data saturation)
- Concept analysis method: Walker and Avant (2011) 8 steps
 - Concept analysis, synthesis and derivation

Walker and Prant (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).	<p>The concepts of these cases were identified from the concept analysis:</p> <p>Borderline case would include the following concepts: credible, valid, convincing, faithful, actual, <i>bona fide</i>, indubitable, unquestionable and undoubted.</p> <p>Related case would include the following concepts: true, genuine and original.</p> <p>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.</p>

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
- Pragmatic
- Linguistic
- Logical

8. Description of results

- Categories
 - Antecedents
 - Process
 - Outcome / Consequence

□ Conceptual Map

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Acquisition of PL demonstrated by metacognitive skills development

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

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

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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
- Higher order thinking skills activities
- Models to direct authentic teaching, learning and assessment activities.

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Awareness of:
Lack of knowledge

Uncertainty, Ambiguity
Cognitive Dissonance

CYCLIC

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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*)
- Higher order thinking skills activities (*critically think, rethink, reflect, create, recreate, innovate, renovate, design, solve*)
- Models to direct authentic teaching, learning and assessment activities.

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PROCESS

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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”

10. Implications

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 graduates who appreciate diversity and transcultural nursing practice, who are research oriented, immersed in high and virtual technology, and engage in integrated 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

THE *Art* OF
ACCOMPLISHMENT

ଆହୁରି ମଧ୍ୟ !!!!!

ଉପାଦାନଗୁଡ଼ିକ



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