

Title:

Authentic Learning: A Concept Analysis

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Session Title:

Real-World Teaching Through Simulation and Authentic Learning

Slot:

E 03: Saturday, April 9, 2016: 1:15 PM-2:30 PM

Scheduled Time:

1:35 PM

Keywords:

Authentic learning, Concept analysis and Defining attributes

References:

Cua, F.C., Shantapriyan, P. & Rayeva, E. (2013). Creative and reflective Accounting education: Authentic learning in Kazakhstan. Social Science Research Network. <http://dx.doi.org/10.2139/ssrn.2275441>
Walker, L.O. & Avant, K.C. (2011). Strategies for theory construction in nursing. Fifth Edition. Upper Saddle River, NJ: Pearson Prentice Hall.

Abstract Summary:

The oral presentation is about a concept analysis of authentic learning which was carried out as phase one of the current doctoral study. It interestingly link up the processes of concept analysis, concept synthesis and concept derivation as outlined by Walker and Avant.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the processes of concept analysis, concept synthesis and concept derivation.	Present the results of exploration and description of the meaning of authentic learning from the process of concept analysis using these processes.
The learner will be able to identify the competencies required of a 21st century graduate from the concept analysis process.	The outcome of authentic learning will be discussed and competencies of the 21st graduate come from this outcome.

Abstract Text:

Higher education is generally characterised by decontextualised and abstract teaching that do not engage learners in authentic learning. Failure to engage learner nurses in authentic learning leads learners to acquire superficial atomistic learning. This type of instructivistic teaching ignores the integration of theory to practice, and such ignorance makes it difficult for learner nurses to retrieve and use the knowledge when it is needed in real-life contexts. Superficial learning leads to solid, rigid and contextualised knowledge, hence failure to solve problems and make rational decisions in real-life situations. Although authentic learning can be viewed as simple, its meaning is broad and complex rendering this concept abstract and ambiguous (Cua, Shantapriyan & Rayeva, 2013).

The concept analysis of authentic learning was done in order to fully understand the meaning and interpretation of authentic learning. The researcher addressed the research question that was: What is

the meaning of authentic learning within the context of nursing education? This paper seeks to explore and describe the conceptual meaning of authentic learning within the context of nursing education using the method of concept analysis as described by Walker and Avant (2011:157-176). The concept analysis of authentic learning constitutes the first phase of a doctoral study to develop a model to facilitate authentic learning in learner nurses at a higher education institution in Gauteng. Therefore, the concept analysis ensures the theoretical validity of the study model.

An extensive examination of dictionaries, thesauri, encyclopaedias, conference papers, research reports, recent journal articles, and subject-related books was explored through the use of databases from the library and internet searches. The purpose of this intense exploration was to identify as many definitions and uses of authentic learning as possible in order to describe authentic learning within the context of nursing education. Through the processes of concept analysis, concept synthesis and concept derivation, the similarities and variations in the use and interpretation of authentic learning within the context of nursing education were drawn from the available literature. Through deductive reasoning and drawing of inferences, the defining attributes, three categories and related connotations were identified.

The results of the concept analysis of authentic learning within the context of nursing education included the following components: **Antecedents** (Cognitive and Affective thinking skills). **Process** (The three phases of the authentic learning) and the **Outcome** (A competent, critical, autonomous, independent life-long graduate desirable for the 21st century global healthcare system). Authentic learning was considered as a cyclic learning approach to intentional real-life meaningful learning since nursing practice takes place in the fluid and dynamic healthcare environment. It is also recommended that a model to facilitate authentic learning in learner nurses be developed based on the results of this concept analysis.