

## INTRODUCTION

- Lecture is not the most effective teaching method with new generation learners (Kroning, 2014).
- There is no universal definition for the term *active learning*.
- Nursing leaders urge educators to utilize innovative pedagogy in the educational process.
- A universal definition for active learning is needed in nursing.

## OPERATIONAL DEFINITION

Active Learning is:

- Teacher facilitated,
- student-centered learning that reveals psychological or physical thinking by the learner;
- teaching without the predominant use of lecture.

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## DEFINING ATTRIBUTES

- Student-centered learning;
- Teaching without the predominant use of lecture; and
- Communicative dialogue to reveal active (psychological and/or physical) thinking by the learner.

## ANTECEDENTS AND CONSEQUENCES

Teacher	
Antecedents	Consequences
<ul style="list-style-type: none"> <li>• Preparation of active, student-centered learning activity.</li> <li>• Understand role as facilitator of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Possible loss of control over learning environment.</li> <li>• Satisfaction with student engagement in the learning process.</li> </ul>

Learner	
Antecedents	Consequences
<ul style="list-style-type: none"> <li>• Willingness to be an active participant in the learning process and direct his or her own learning.</li> <li>• Understand role as director of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates critical thinking.</li> <li>• Improved knowledge and retention.</li> </ul>

## IMPLICATIONS FOR NURSING EDUCATION

- Develop rigorous, well-designed research on the use and effectiveness of active learning.
- Use this definition to evaluate current practice and develop a more robust body of knowledge.
- Concept definitions must evolve to determine empirical referents.
- Further refinement may cultivate theory development.

## REFERENCES

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