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A model to facilitate authentic learning in nursing education

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Objectives: To develop and describe a model to facilitate authentic learning in nursing education.

Methods: A qualitative design (De Vos, Strydom, Fouché & Delpont, 2011:95) for theory generation (Chinn & Kramer, 2015:220) was used to develop a model. The conceptualisation was done according to Dickoff, James and Wiedenbach's (1968:415-435) theoretical framework using the six elements of practice theory.

Results: The nursing education is the context which is a dynamic, challenging and ever-changing context that occurs within and highly influenced by the legal, ethical and professional boundaries at the international, national, provincial, local and learning institutions' levels. The facilitator is the agent who possesses the 4Cs "Super Skills" for the 21st Century namely critical thinking, creativity, collaboration and communication which enable them to create an authentic learning environment. The learner is the recipient of the authentic learning activity who is an active participant in their own learning to develop the 4Cs "Super Skills" for the 21st Century. The facilitator strives to facilitate authentic learning through the facilitation of learners' meaningful, realistic and active engagement which is dynamic. The process and procedure occur within three phases of authentic learning. The learner is, thus, developed into a competent, critical, autonomous, independent, lifelong graduate desirable for the twenty-first century global healthcare system as an outcome of authentic learning.

Conclusion: The model can be used to produce nurse practitioners who are critical, reflective, creative and innovative thinkers who will be able to make astute clinical reasoning and judgment as well as rational decisions in order to solve client's complex problems.

Biography

Gugu Ndawo is working as a Lecturer in Department of Nursing at University of Johannesburg. Her research interest includes Nursing Education and Nursing Practice.

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