

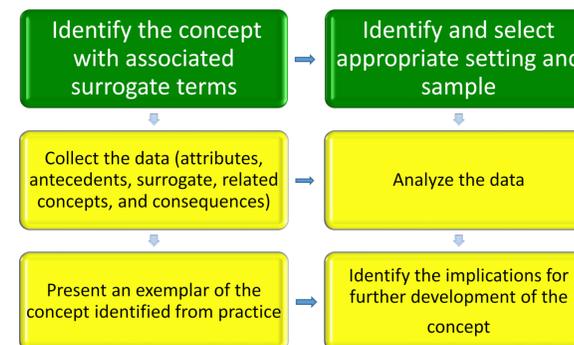
BACKGROUND

A shift away from the traditional teacher-centered approach has led to the adoption of learner-centered teaching (LCT) in many nursing education programs. However, the lack of consensus regarding the meaning warranted an analysis of LCT



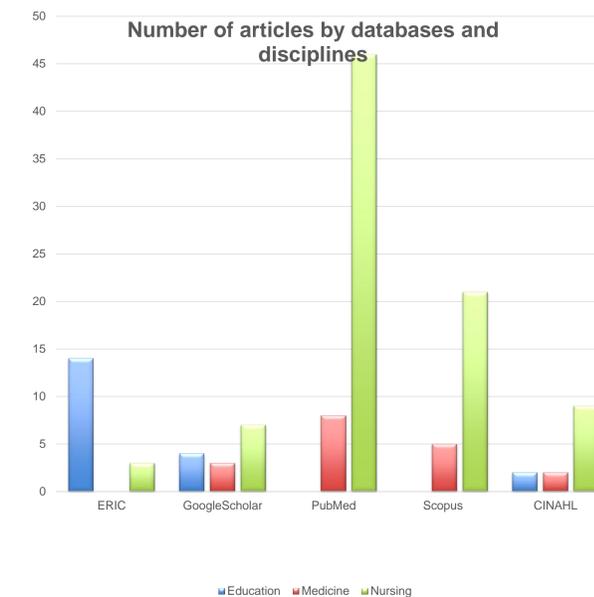
METHODOLOGY

An evolutionary concept analysis framework was employed in this study. This offers an inductive approach to examine LCT for its significance, use, and application as it unfolds over time. Evolutionary concept analysis involves a series of focused activities, some of which may be carried out concurrently throughout a process (Rodgers & Knaf, 2000)



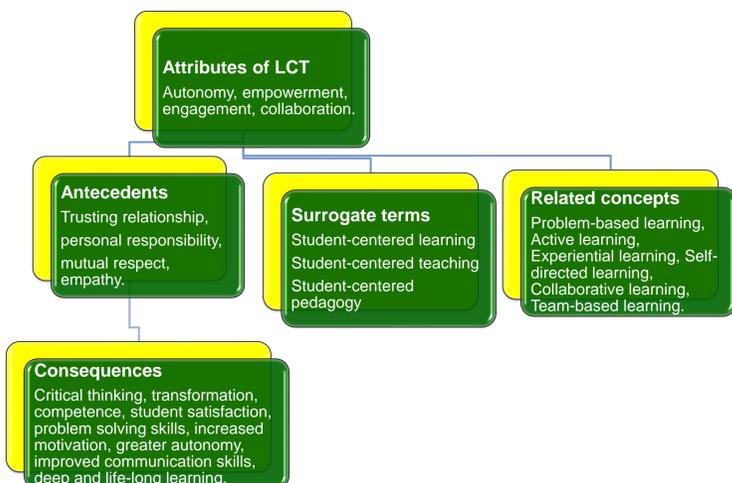
DATA SOURCE

A comprehensive review of publications from the disciplines of nursing, medicine and education provided a data source for this concept analysis



FINDINGS

Analysis yielded 4 key attributes, 4 antecedents, 3 surrogate terms used to describe LCT, 6 related concepts, and several positive consequences



EXEMPLARS

A course designed to be an ultimate immersion experience for a community of adult learners served as an exemplar. Faculty facilitators provided the course materials and a list of potential topics. The group selected what they wanted to learn, how they wanted to learn. Together with faculty facilitators, the students chose the course content and structure. Their initial reaction to this approach was one of shock, disbelief, discomfort, fear, and annoyance. As the syllabus was implemented, the reactions gradually transformed into excitement. At the end of the course, the learners embraced the principles of a LCT (Steiner, Floyd, Hewett, Lewis, & Walker, 2010)

DISCUSSION

The critical attributes of LCT were to create a shared understanding of the concept. Many people understand LCT as classroom activities and teaching methods. The identified attributes in this analysis show LCT to be a complex philosophy and a relational investment that teachers and learners should be willing to undertake to make the activities meaningful. It requires an empathic understanding of the inner world of the learners and aims them develop a secure sense of self. It also requires the learners to be committed to learning responsibility

CONCLUSION

LCT is a complex concept which make it difficult to authoritatively define the concept. However, this analysis identified the attributes, antecedents, and consequences that could contribute to future operational definitions of LCT. Moreover, the findings of this analysis form a baseline for further development of LCT and could guide teaching and nursing education research

REFERENCES

- Rodgers & K. A. Knaf (2000). *Concept development in nursing: Foundations, techniques, and applications* (pp. 77–102). Philadelphia: Saunders
- Steiner, S. H., Floyd, E., Hewett, B. J., Lewis, N. C., & Walker, E. H. (2010). Creating a Learner-Centered Environment in Nursing Education: An Immersion Experience. *Journal of Adult Education, 39*(1), 11–17