

Transformative pedagogy and the facilitation of critical thinking in nursing education: An integrative review

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In 21st century students require and demand new educational approaches. There is an increasing need to change the traditional teaching approach. Nurse educators are challenged to prepare nurse graduates who are suited for global healthcare demands. One of the competences necessary for a global fit for purpose practitioner is critical thinking. There is a need to implement teaching approaches that focus on elements relating to the processes of learning, rather than the accumulation of knowledge. The globe calls for preparation of graduates who are critical thinkers, able to adapt, innovate and be creative using transformative pedagogy. Therefore this study seeks to describe how transformative pedagogy can be used in the facilitation of critical thinking in nursing education. An integrative review aimed at examining the findings of existing research studies (2010–2018) of transformative pedagogy and the facilitation of critical thinking in nursing education was done. Systematic searches CINAHL, PubMed, Web of Science, EBSCOhost and Scopus databases, were undertaken. In transformative pedagogy the students critically examine their assumptions and engage with issues related to social justice. Transformative pedagogy involves teaching and learning that employs creating a safe environment, encouraging students to think about their experiences, beliefs and biases, using transformative teaching strategies that promote student engagement and participation, solving of real-world problems that address societal inequalities and helping students implement action-oriented solutions. Nurse educators are to change the traditional way of teaching and employ transformative teaching strategies that will transform both the nurse educator and the student.

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