

# 19<sup>th</sup> Global Nursing Education Conference

April 27-28, 2017 Las Vegas, USA

## Classroom conversations and the use of dialectical dialogue to facilitate critical thinking

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**Statement of Problem:** There is an inclination by nurses to practice in a rigid manner because they are rote-learners and are bound by nursing care protocols that stifle the active use of critical thinking. The researcher observed that the methods of teaching and assessment of critical thinking are not used uniformly by faculty in an institution of higher education. Critical thinking is not understood and appreciated by all as the ideal outcome of the nursing programme in nursing education, which is evidenced by the haphazard manner in which critical thinking is facilitated. Classroom conversation can be used to develop the learners' critical thinking skills. Critical thinking is facilitated in general and in nursing education particularly in order to aid learners to render care in diverse multicultural patient care settings. Classroom conversation involves thinking as an interactive process that constitutes the use of dialectics and dialogue. However where the aim is to facilitate critical thinking the conversation cannot be haphazard. Conversation in the classroom must have structure as happens in dialectical dialogue. This paper aims to explore and describe how dialectical dialogue can be used in classroom conversations to facilitate critical thinking.

**Methodology:** A qualitative, exploratory research design was used. Purposive sampling method was used to draw a sample and Miles and Huberman methodology of qualitative data analysis was used to analyze data. Lincoln and Guba's strategies were employed to ensure trustworthiness, while Dhali and McQuoid-Mason's principles of ethical consideration were employed.

**Findings:** Conceptualization of the findings culminated in the formulation of guidelines on how dialectical dialogue can be used to facilitate critical thinking in the classroom.

### Biography

Agnes Makhene has expertise in Nursing Education. Her main field of interest is Critical Thinking and has recently developed a programme to facilitate critical thinking in nursing education. Furthermore, she designed a conceptual framework that can be used in the facilitation of critical thinking. The conceptual framework and programme are based on the Delphi technique recommendations post the conceptual analysis of "Critical Thinking" by Facione (1990).

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