Authentic Learning

Authentic learning is a pedagogical approach that empowers learners to collaboratewith one another and teachers to solve real-world complex problems. This type of pedagogy emphasizes the role of the teacher as facilitator/coach who designs problem-based environments with learners. This approach recognizes a continuum of problem-based real-world learning environments including case studies, simulations, role-playing, virtual internship experiences, and actual internships in the community. The most common examples of this type of learning come from courses in nursing, physical therapy, education, and business. But authentic learning is readily apparent in courses such as physics, biology, English, philosophy, and history when instructors design activities that require learners to make connections to real world problems.

What Research Supports the Use and Implementation of Authentic Learning?

Doyle (2011) summarizes the brain research that supports authentic learning by noting that students find these activities meaningful, engaging and thus rewarding. See his discussion of brain research at http://learnercenteredteaching.wordpress.com. His new book is titled *The New Science of Learning: How to Learn in Harmony with Your Brain.*

What does a syllabus look like that illustrates a clear connection among student learning outcomes, authentic learning, and student-centered projects?