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Faculty Perceptions of iPad Technology Integration in a Baccalaureate Nursing Program

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Purpose: The widespread adoption of technology has the potential to redefine nursing education. The use of iPads opens the classroom and clinical experiences of nursing students to resources and learning opportunities not previously available in traditional learning environments. However, there is limited knowledge of how to implement technological advancements in nursing curricula. Likewise, little is known regarding faculty technology use and the impact of faculty development program on self-perceived self-efficacy with integrating technology into nursing education. This descriptive correlational study was conducted to describe previous and current use of technology among nursing faculty teaching in the undergraduate nursing program and to explore the relationship between previous technology use, faculty development workshops, and technological self-efficacy.

Methods: A convenience sample of 36 nursing faculty members teaching in a baccalaureate nursing program from a single university participated in the Innovative Learning Environment Accelerating Discovery (iLead) initiative to introduce the use of iPads in didactic, clinical, and laboratory settings. As part of iLead initiative, all faculty received iPads and were asked to complete three formal Apple Professional Learning sessions in preparation for teaching using iPads to facilitate deeper learning in an active learning setting. To evaluate prior experiences with technology and perceptions related to integration of technology in the classroom, faculty were asked to describe their current use of technology in personal and work settings and complete the Faculty Confidence with Technology Integration Survey.

Results: Our findings showed that previous technology use and completion of faculty development workshops, training sessions and demonstrations were highly correlated with technological self-efficacy.

Conclusion: This research was an initial step in understanding levels of technology use and responses to this challenge by undergraduate nursing faculty. Facilitating the culture change required to adopt the iPad as a teaching and learning tool required a supportive vision, strong leadership, commitment to provide adequate technological support, early adopters, and planning.

Title:

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Keywords:

Faculty self-efficacy, Nursing education and iPad technology integration

Abstract Summary:

Widespread adoption of technology has potential to redefine nursing education. The use of iPads opens classroom and clinical experiences to resources and learning opportunities not previously available in traditional learning environments. Little is known regarding faculty technology use and impact on self-perceived self-efficacy with integrating technology into nursing education.

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Author Summary: Dr. Richard received her BSN and MSN from the University of Alabama at Birmingham and her PhD from Texas Woman's University. Her research interests include technology in education, creative thinking ability and its use by nurses, and evaluation. Currently, she is involved in research associated with integration of mobile, digital technology in nursing education.