

Title:

Technology Use, Technological Self-Efficacy and General Self-Efficacy Among Undergraduate Nursing Faculty

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Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

Technological self-efficacy, Technology and Undergraduate nursing faculty

References:

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). NMC Horizon Report: 2014 Higher Education Edition. Austin, TX: The New Media Consortium. Retrieved from: <https://net.educause.edu/ir/library/pdf/HR2014.pdf> National Advisory Council on Nurse Education and Practice (2010a). Addressing the challenges facing nursing education: Solutions for a transforming healthcare environment. Eighth Annual Report to the Secretary of the Department of U.S. Health and Human Services and the United States Congress (March 2010). Rockville, MD: National Advisory Council on Nurse Education and Practice.

Abstract Summary:

Nursing faculty are expected to use technology in educational setting yet there is little knowledge about faculty's confidence, use of this technology, or supports available to implement this expectation. This presentation will present new national survey data on this pressing topic.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to identify three external forces that support the integration of technology in the teaching of undergraduate nursing students.	Lecture and visual content provided to describe the external forces that support the integration of technology in the teaching of undergraduate nursing students.
The learner will be able to describe the similarities and differences in technology use	Lecture and visual content provided to describe technology modalities used by clinical and didactic faculty in teaching

among undergraduate nursing faculty who teach clinical and didactic content.	undergraduate nursing students in this national sample.
The learner will be able to identify three factors related to technological self-efficacy and general self-efficacy in undergraduate nursing faculty	Lecture and visual presentation content provided to describe levels of technological self-efficacy and general self-efficacy in this national sample of undergraduate nursing program faculty.

Abstract Text:

Nursing faculty are expected to use technology in educational setting yet there is little knowledge about faculty's confidence, use of this technology, or supports available to implement this expectation. A non-experimental, descriptive correlational design was used to describe and explore the relationship among technology use, technological self-efficacy and general self-efficacy in undergraduate nursing faculty who teach at a Commission on Collegiate Nursing Education (CCNE) accredited nursing program. Undergraduate nursing faculty (N= 272) from a nationwide sample completed a sociodemographic questionnaire, the **** Technology Use Scale (RTUS), the Technology Self- Efficacy Scale (TSES) and the General Self-Efficacy Scale (GSES) through online surveys. With a response rate of 14.5%, data analysis revealed that participants who taught didactic content had moderate technology use as compared to teaching didactic and clinical/laboratory who content had high levels of technology use. Correlations were strongest between how faculty rated their relationship with innovation utilizing the framework of Rogers's Diffusion of Innovation Theory and general self-efficacy ($P = .615, p < .01$) and the perceived impact of technology on student learning and general self-efficacy ($P = .333, p < .01$). A weak relationship between age and technological self-efficacy ($P = .127, p < .05$) was also found. This study adds the following points to this topic: (1) faculty should have access to a technology point person since many in this study state that they are on their own for learning and integrating technology in their teaching; (2) most faculty are not familiar with/ have not taken the Technology Informatics Guiding Education Reform (TIGER) Initiative training; (3) nursing curriculum preparing students at the masters and doctoral levels need to increase the amount of training and education in the area of technology; and (4) despite being digital immigrants, faculty are using technology and an inverse relationship was noted between age and technological self-efficacy.

It is clear that the information derived from this study and future research in this area can lead to improved support of undergraduate nursing faculty as they prepare tomorrow's nurses. Undoubtedly, technology and innovation strategies that will be used in the near future to support learning for undergraduate nursing students have not yet been developed but will be coming in the near future. The demands for faculty to continue to grow their repertoire of technology skills is important, however developing supports and infrastructures for faculty to develop these skills are essential. The present study's findings lends evidence that these supports need to be enhanced in order to continue these positive efforts.