

Objectives

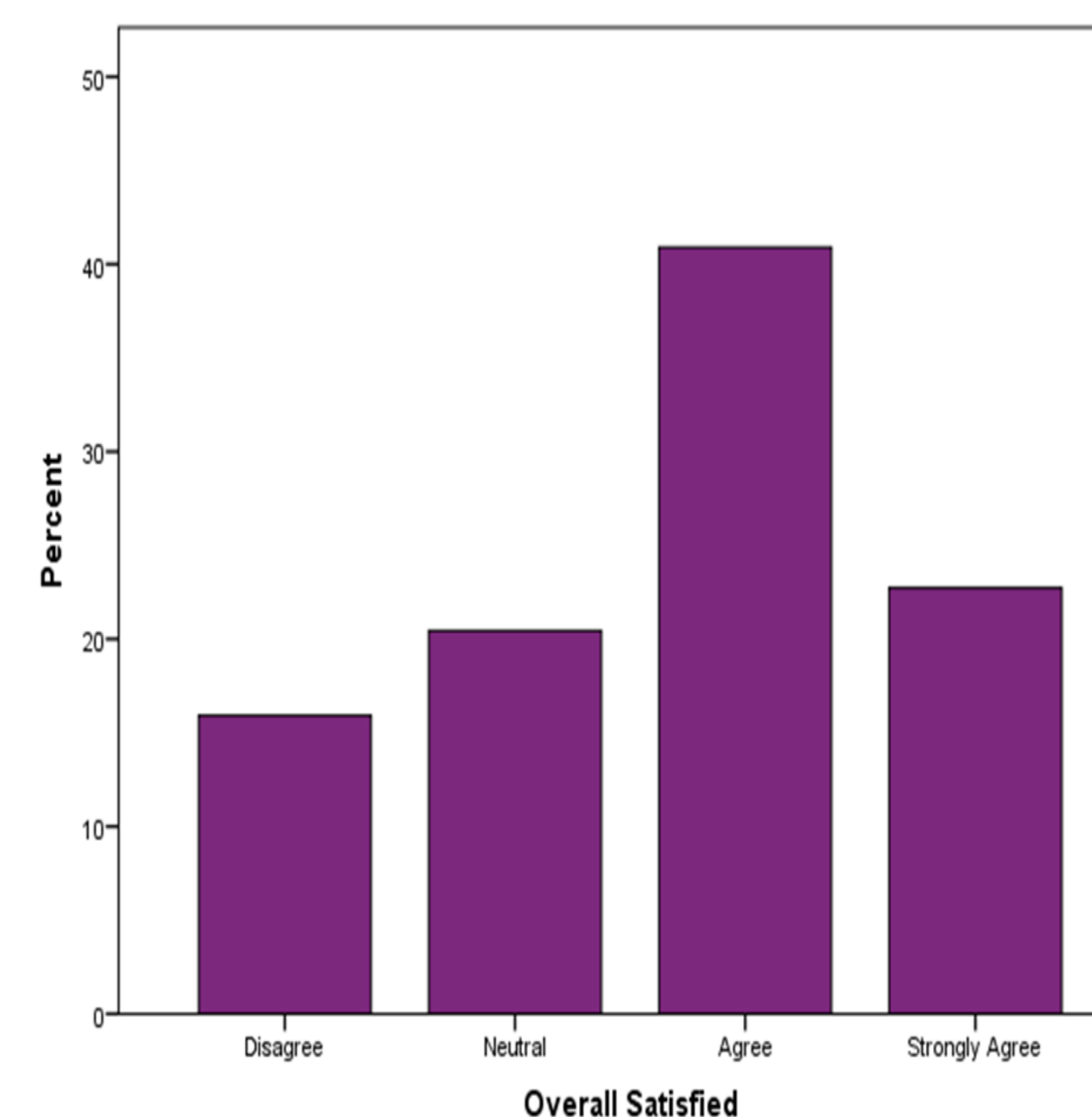
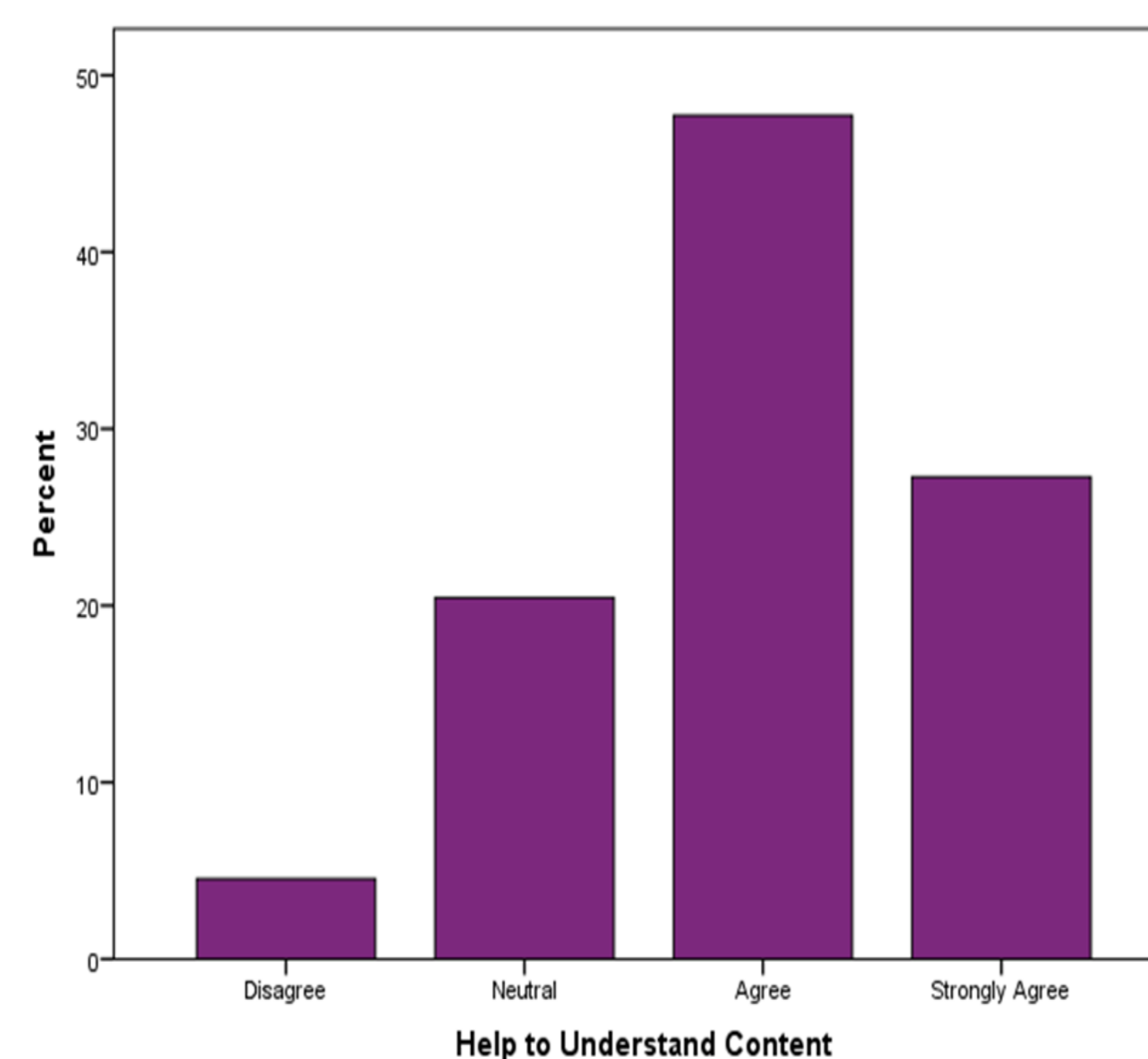
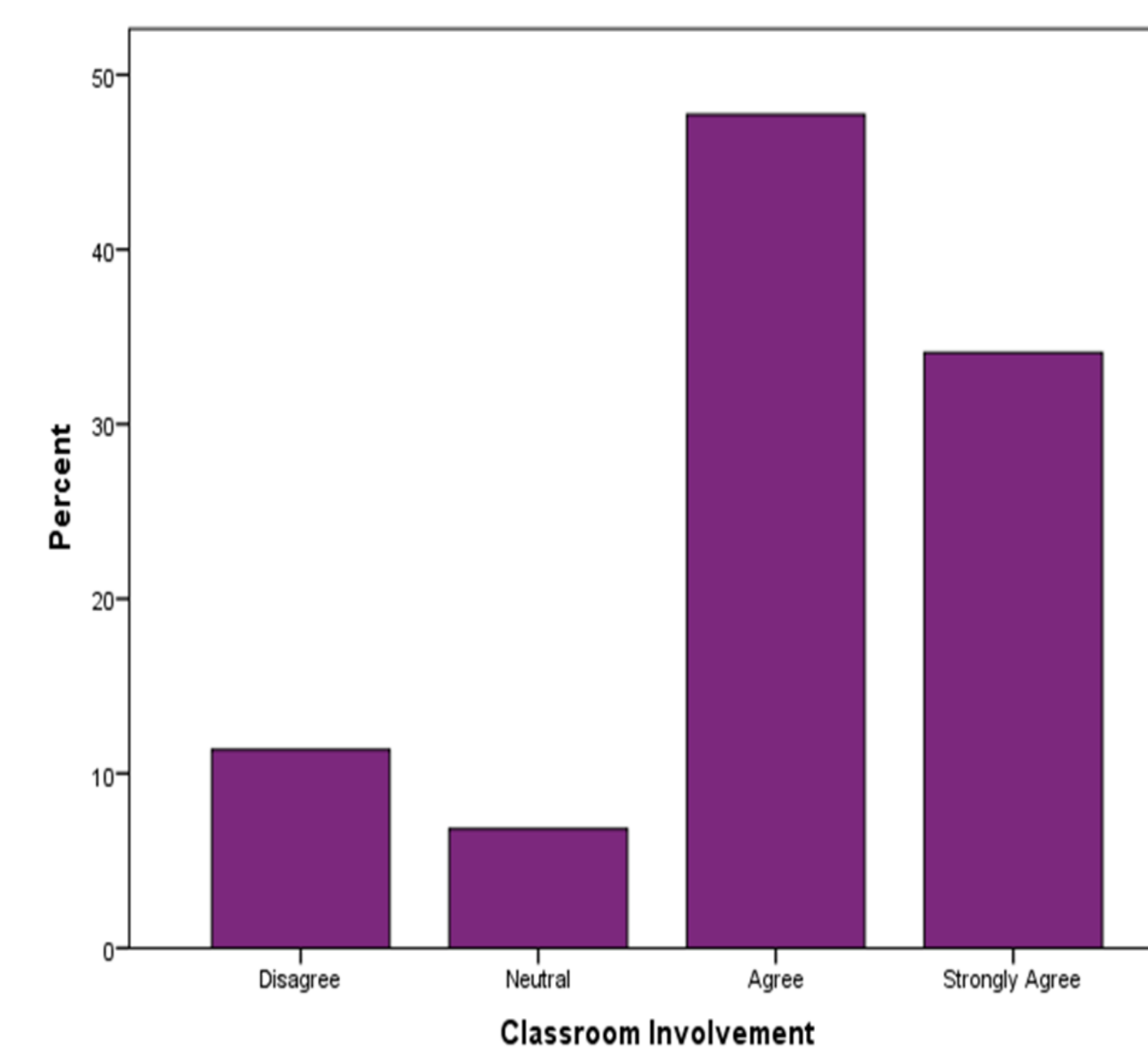
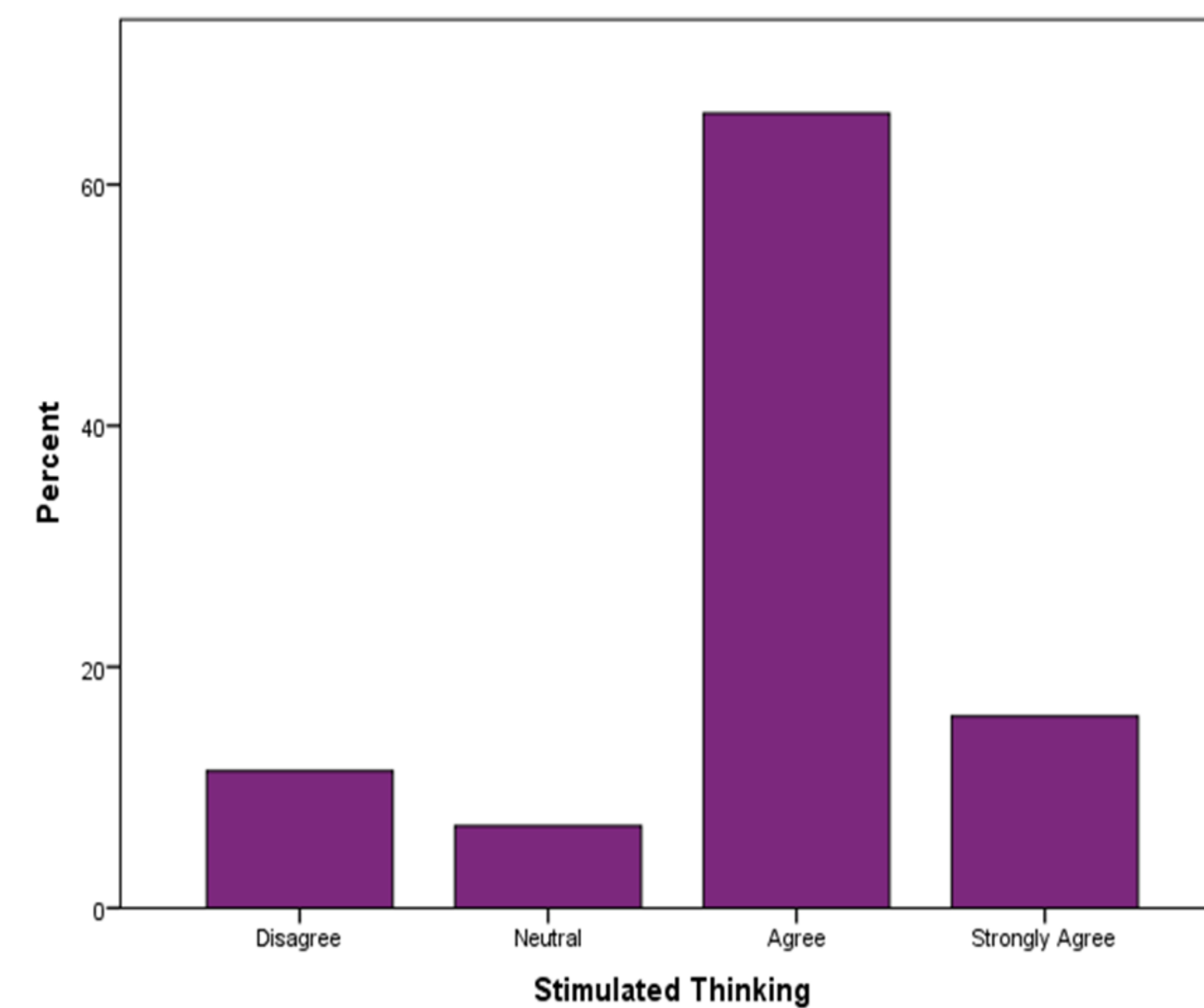
The basis of this project was to develop and implement active student learning activities in a junior level nursing research course.

- Increase student engagement in the classroom setting.
- Assess student perceived effectiveness and engagement with audience response software (ARS) and cellular phone use.
- Identify advantages and disadvantages of audience response software and cellular phone use in the classroom.

Methods

- Students downloaded ARS onto cellular phones.
- Over seven weeks students were quizzed every 10 to 15 minutes utilizing the ARS via their cellular phones in research class.
- Students perceptions were obtained using a nine question Likert satisfaction survey with one open ended question.
- Student completed a proctored, nationally-normed exam to assess student understanding of research and critical thinking skill.

Results



Conclusion & Implications for Future Research

- Students generally agreed that utilizing the ARS and cellular phones in class help them to engage and remain focused.
- Students utilizing the ARS and cellular phones in class did not score higher in the secured national normed exam that assessed understanding of nursing research and critical thinking.
- Use of ARS on cellular phones had no impact on deterring students from texting and surfing the web.
- Further Investigation into utilizing ARS needs to continue in nursing education.
- Further investigation into utilizing technology needs to continue in nursing education.

References

- Berry, J. (2009). Technology support in nursing education: Clickers in the classroom. *Nursing Education Perspectives*, 30(5), 295-298.
- Lee, S., & Dapremont, J. (2012) Innovation CENTER: Engaging Nursing Students Through Integration of the Audience Response System. *Nursing Education Perspectives* 33, 55-57.