Title:
Engaging Nursing Students in the Classroom With Cell Phones and Software

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Keywords:
Audience Response Software, Cellular Phone and Student Engagement

References:
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Lee, S., & Dapremont, J. (2012) Innovation CENTER: Engaging Nursing Students Through Integration of the Audience Response System. Nursing   Education Perspectives 33, 55-57.

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Abstract Summary:
The overall goal of this project was to develop and implement active student learning activities in nursing research courses while utilizing cellular phones and automatic response software.
Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. The learner will be able to discuss the advantages of audience response software and cellular phone use in the classroom.	a. Description of audience response software. b. Description of student advantages of audience response software & cellular phone use. c. Description of faculty advantages of audience response software & cellular phone use. d. Advantages of student engagement in the classroom setting.
2. The learner will be able to discuss disadvantages of audience response software and cellular phone use in the classroom.	a. Description of student disadvantages of audience response software & cellular phone use. b. Description of faculty disadvantages of audience response software & cellular phone

	use. c. Student engagement challenges encountered in the classroom setting.
3. The learner will be able to describe student and faculty perceptions of audience response software and cellular phone use in the classroom setting.	a. Student perceptions of audience response software. b. Faculty perceptions of audience response software. c. Faculty perceptions of cellular phone use in the classroom. d. Faculty perceptions of student engagement.

Abstract Text:

Purpose: The basis of this project was to develop and implement active student learning activities in a junior level nursing research course. The specific goals of this project were to, increase student understanding of nursing research, increase student engagement, assess student perceived effectiveness and engagement with audience response software and cellular phone use.

Methods: Student comprehension of content will be evaluated with a secure, proctored, nationally-normed exam designed to assess student understanding of research and critical thinking skill. End of the semester course evaluations will examine students' perceptions of the student learning activities. Students will also be surveyed to explore their experience with audience response software and perceived engagement in the course.

Results: Preliminary results will be obtained December 2016 and will be discussed at the time of the presentation. Results will focus on the advantages and disadvantages of audience response software and cellular phone use in the classroom setting. Results will also examine student and faculty perceived engagement and comprehension of content. Results will also compare student that utilized audience response software with students that didn't use audience response software comprehension of nursing research content.

Conclusion: Engaging the millennial generation in class is a challenge that faculty face daily. Faculty are constantly competing with students on cell phones, texting and social media. Instead of competing with cell phones use in class this project attempted to utilize cell phones and audience response software to engage students. Traditional undergraduate nursing students have difficulty grasping research concepts and tend to find research intimidating. To encourage student engagement in the course, audience response software was downloaded onto their cell phones and students were encouraged to bring them to class. In class activities included mid-lecture quizzes, case studies, student and classmate polling. The software also allowed students to question or seek clarification on content without embarrassment by sending questions directly to faculty with their cell phones.