

**Title:**

Exploration of the Use of Mobile Technology in an ADN Program

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**Session Title:**

Education Posters Session 2

**Keywords:**

Active Learning, Associate Degree Nursing Programs and Mobile Technology

**References:**

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**Abstract Summary:**

Integration of mobile technology in the nursing curriculum allows nurse educators the opportunity to foster and develop mobile technology in the classroom and clinical setting. The purpose of this basic qualitative study was to explore experiences of nursing educators as they integrated mobile technology in the classroom.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to list four major themes related to the beliefs and attitudes of nurse educators who used mobile technology as an active learning tool	Results of study
The learner will be able to list two minor themes related to the beliefs and attitudes of nurse educators who used mobile technology as an active learning tool	Results of study

**Abstract Text:**

Nurses continually rely on up-to-date practice information. Integration of mobile technology in the nursing curriculum allows nurse educators the opportunity to foster and develop mobile technology in the

classroom and clinical setting. Few studies addressed the integration of technology as an active learning tool, in an associate degree nursing (ADN) program. In addition to the lack of studies, a gap exists in the literature regarding how technology is used as an active learning tool in nursing curriculum, and specifically how mobile technology is used in ADN programs. This basic qualitative study included the exploration of nursing educators as they integrated mobile technology into the ADN classroom. Knowles' theory of adult learners and the technology acceptance model were the theoretical frameworks for this study. Using recorded semi-structured interviews, six nurse educators were asked to describe their experiences with the integration of mobile technology as an active learning tool. Participants had used mobile technology for at least one year, and were teaching in the first semester of an ADN nursing program. Four major themes arose from the data: (a) lack of faculty development on technology, (b) active learning tools used, (c) inclusion of technology in the classroom and clinical setting, and (d) student engagement. The two minor themes arose in the data: (a) how the use of mobile technology aligned with the mission and vision of the organization and (b) student learning outcomes. The participants also provided information on the need for faculty development prior to integrating mobile technology in the classroom, how to use mobile technology in the classroom, and expected outcomes when integrating mobile technology into the classroom. The main implication for nurse educators, based on the study findings, is the need for ADN programs to devise an innovative curriculum that will include mobile technology as an active learning tool. Several recommendations for future research centered on observations of nurse educators in the classroom using mobile technology as an active learning tool and the students' perceptions of mobile technology in the classroom.