Abstract
Nurse educators must seek innovative ways to develop technologically astute clinicians. The integration of mobile technology into nursing education through microblogging and apps in clinical settings provides experiential learning to develop this professional skill.

Background
- Nurse educators face increasing responsibility to integrate technology into curricula.
- Development of professional skills that promote the successful integration of technology into nursing care is essential.
- Nursing schools must adapt their learning environments to ensure the use of mobile devices improves patient care (Doyle, Garrett & Currie, 2014).
- Mobile technology is reshaping clinical education by enhancing knowledge and skills, improving decision making ability, and increasing productivity and confidence (O'Connor and Andrews, 2015).

Networked Participatory Scholarship
- Framework in which scholars use technology & online networks in research to share, reflect, critique and validate findings (Veletsianos & Kimmons, 2011).
- Meets Boyer’s goal of broadening scholarship by fostering connection, collaboration and curations between people as opposed to institutions (Stewart, 2015).

The Integration of Mobile Technology through Microblogging & Apps into Nursing Curricula.
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Methods

<table>
<thead>
<tr>
<th>Featured Mobile Technology</th>
<th>Description</th>
<th>Implementation</th>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>Microblogging via Twitter</td>
<td>Twitter microblogs (&quot;Tweets&quot;) - limited to 280 characters - can be liked, retweeted &amp; shared throughout one’s network</td>
<td>Dedicated Twitter account for the purpose of learning Sign a social media contract Microblogging assignments threaded throughout the coursework are categorized using hashtags (#)</td>
<td>Increase student participation/engagement Create a social presence Foster in class and out of class discussions Develop writing skills</td>
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<tr>
<td>Applications (Apps)</td>
<td>Students &amp; faculty download apps for use in classroom/clinical setting</td>
<td>Integration of iPad’s into nursing curricula. Apps are accessed for classroom &amp; clinical activities to enhance learning.</td>
<td>Increase student participation/engagement Develop professional mobile technology skills including accessing real time information to inform clinical decision making</td>
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Conclusions
The integration of mobile technology into both curricula demonstrates initial success with student results ongoing. Both programs are using surveys to assess student learning. Concepts being measured include social scholarship, ability to produce ehealth information for public consumption and the ability to connect with colleagues and patients outside of traditional settings.

Future Research should focus on:
1. Measuring learning outcomes
2. Using social analytics
3. Improving faculty fluency with dynamic field of social media

References