

## Nursing Education Research Conference 2018 (NERC18)

### The Power of the Internet in Students Learning

**Indra Hershoin, PhD, RN, CNE**

*College of Nursing and Health Sciences, Barry University, Miami Shores, FL, USA*

New technology and the way in which it is used is revolutionizing health care and changing the practice of nurses. It also affects the way nursing students are learning in the classroom. Technology plays a critical role in teaching and learning allowing students to interact and share information with the instructor and with peers. Today, the Internet is widely used to facilitate research and learning for health and medical information. The pervasiveness of the Internet makes obtaining, processing, and understanding health information a critical competency area for nursing students. Robb and Shellenbarger (2014) suggested that faculty should consider incorporating learning activities that help students develop the skills, knowledge, and confidence to locate and evaluate information on the Internet.

A group assignment was created for students in an undergraduate nursing course. The purpose of the assignment was to provide students with opportunities for accessing electronic health (eHealth) information and sharing of the information or resources in the classroom. The 30 students enrolled in the course were assigned to one of eight groups. Students were required to conduct an online search and select an article that was related to the topic assigned. They were provided with the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) test to evaluate the article/information selected. The assignment required students to build an eHealth wiki page on the course management system by providing a description of the topic, overview of the article, create and attaching a word file of the article, and a link to the webpage. In addition, pictures and YouTube videos to support the report were required. The eHealth reports were presented in the classroom. At the end of the semester a 5-item questionnaire was given to evaluate the eHealth Report assignment.

Results of the questionnaire surveys were unanimously positive. Feedback from students suggested that the development of the eHealth Report wiki allowed for creativity, collaboration and teamwork. There was evidence of sharing of information. All of the students (100%) communicated that the assignment added to their skills, knowledge, and confidence in locating and evaluating information from the Internet. Ninety-seven (97%) percent of the students found the assignment to be helpful in learning about the concepts. Only 80% of the students found the online format easy to use. However, 100% of the students would recommend the eHealth assignment for future nursing students.

Using digital technologies such as wikis in the classroom and online search for healthcare information empowers students to take an active role in their learning allowing them to gain a deeper understanding of the concepts. The Internet can provide extensive information on research, disease conditions, health assessment, treatment options, and preventative measures and is a valuable tool that students can use when seeking important information on healthcare related topics that may ultimately impact their practices as Registered Nurses.

---

**Title:**

The Power of the Internet in Students Learning

**Keywords:**

Internet, eHealth and nursing students

**References:**

Christian, E. (2003). Why do nurse educators need computers in the classrooms? *Online Journal of Nursing Informatics*, 7(2). Retrieved from [http://ojni.org/7\\_2/christian.htm](http://ojni.org/7_2/christian.htm).

Robb, M., & Shellenbarger, T. (2014) Influential factors and perceptions of eHealth literacy among undergraduate college students. *Online Journal of Nursing Informatics* 18(3).

Stellefson, M., Hanik, B., Chaney, J.D., & Tennat B. (2012). Analysis of eHealth search perspectives among female college students in the health professions using Q methodology. *Journal of Medical Internet Research* 14(2) doi 10.2196/jmir.1969

Stephens-Lee, C., Lu, D., & Wilson, K. (2013) Preparing students for an electronic workplace. *Online Journal of Nursing Informatics*, 17(3). Retrieved from <http://ojni.org/issues/?p=2866>

Zeibland, S., & Wyke, S. (2012). Health and illness in a connected world: How might sharing experiences on the internet affect people's health? *The Milbank Quarterly* 90(2), 219-249.

Hallila L.E., Zubaidi R. A., Ghamdi, N. A., Alexander, G. (2014). Nursing students' use of Internet and computer for their education in the college of nursing. *International Journal of Nursing Clinical Practice* 1(108) doi: <http://dx.doi.org/10.15344/2394-4978/2014/108>

### **Abstract Summary:**

Technology plays a critical role in teaching and learning allowing students to interact and share information with the instructor and with peers. An eHealth report group assignment provided students with opportunities for accessing electronic health (eHealth) information and sharing of the information or resources in the classroom.

### **Content Outline:**

#### Introduction

1. How the Internet impact nursing students learning in the classroom.
2. Empirical evidences supporting the use of technology and the Internet in nursing education.
3. Needs and benefits of incorporating learning activities in the classroom to locate and evaluate information from the Internet.

#### Body

1. Development of an eHealth wiki page assignment for nursing students.
2. Description of the eHealth assignment.
3. The CRAAP (Currency, relevance, authority, accuracy, purpose) test.
4. Students' feedback of the eHealth Report Assignment.

#### Conclusion

1. Benefits of incorporating a learning activity to locate and evaluate information from the Internet.
2. Implications for nursing.

First Primary Presenting Author

#### **Primary Presenting Author**

Indra Hershorin, PhD, RN, CNE

Barry University

College of Nursing and Health Sciences

Assistant Professor

Miami Shores FL  
USA

**Professional Experience:** Dr. Indra Hershorin is an Assistant Professor in the College of Nursing and Health Sciences at Barry University. She teaches both Obstetric and Pediatrics. Dr. Hershorin obtained her Diploma in Nursing and a Midwife Certificate from Trinidad. She received her Bachelors of Science Degree in Nursing (BSN), Masters of Science Degree in Nursing Education (MSN), and Doctor of Philosophy in Nursing (PhD) from Barry University. She is the recipient of an Honorary Lifetime Membership Award from the Florida Nursing Students Association (FNSA). Dr. Hershorin received her Certification as a Nurse Educator (CNE) from the National League of Nursing in 2011. Dr. Hershorin is an active member of the Lambda Chi chapter of Sigma Theta Tau International (STTI). She served as president of the Lambda Chi Chapter for 2013-2015. Dr. Hershorin areas of research interest include Type 2 Diabetes Prevention in Children and Teaching Strategies in Nursing Education.

**Author Summary:** Dr. Indra Hershorin is an Assistant Professor in the College of Nursing and Health Sciences at Barry University. She teaches both Obstetric and Pediatrics. Dr. Hershorin areas of research interest include Type 2 Diabetes Prevention in Children and Teaching Strategies in Nursing Education. Her interest in teaching strategies has led to the development of Active Learning Exercises (ALEs) for the Pediatric Course she teaches.