

Telecollaboration

A Concept Analysis

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Background

Collaboration in nursing is a dynamic process that is essential to promote high-quality patient care and outcomes. Knowledge and skills for practice in a complex, technologically sophisticated environment is necessary for health care professionals as technology and informatics in health care evolves. With the continued growth of digital technologies and technological pedagogical knowledge, new opportunities for collaborative initiatives and their implementations are set in educational contexts.

As health care transforms through these innovations, so must academia with well-educated and properly obtained health care professionals. Telecollaboration can maximize student engagement in the learning experience by using new tools to enhance collaborative opportunities in educational context or professional development. There is a need for clarification of the concept that can be integrated into nursing academia.

Methodology

This concept analysis was carried out based on the stages proposed by Rogers and Knafel (2000) Evolutional View of Concept Analysis:

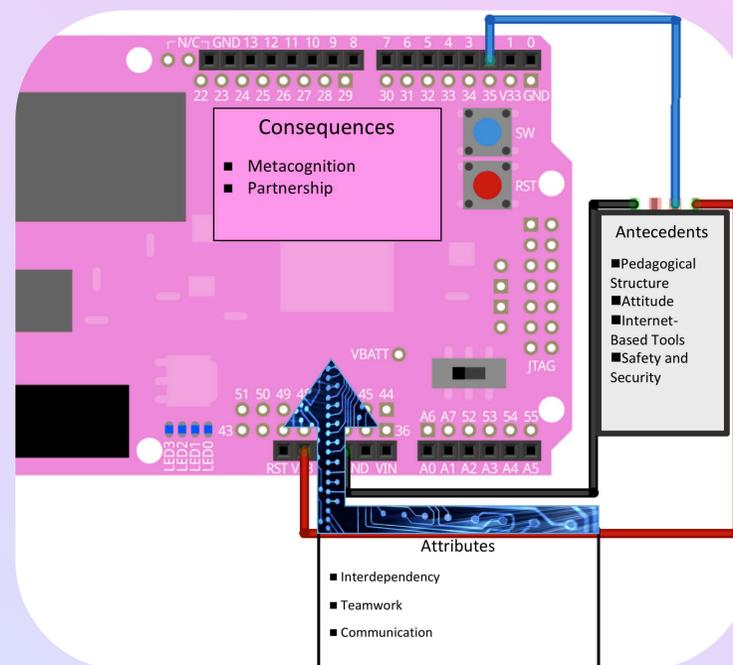
- 1) identify the concept of interest
- 2) select the setting and sample for the collection of data
- 3) extract attributes, antecedents and consequences
- 4) analyze the characteristics of the concept
- 5) identify concept exemplar
- 6) identify hypotheses, implications, and areas for further concept development.

Data Sources

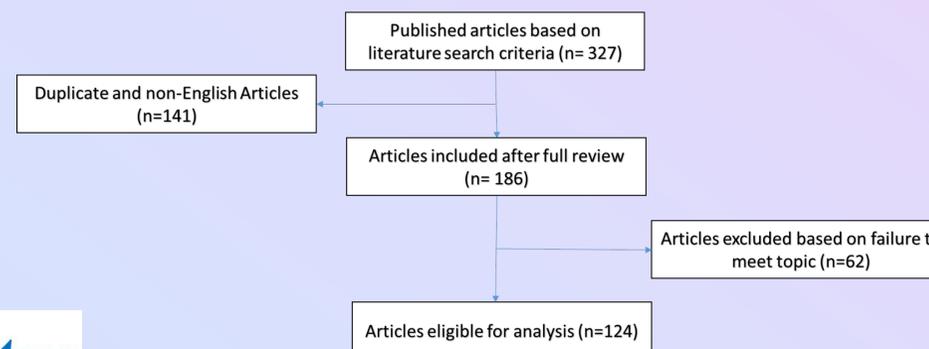
- Databases: PubMed, CINAHL, ERIC, Academic search Premier, Science Direct, OVID, and MEDLINE
- Keyword: telecollaboration.
- 30 items from each discipline were selected using a computer-generated random number selection (Knafel & Rogers, 2000).
- Additional sources were selected as needed.
- A final sample of 124 articles was used for analysis.

Definition

Telecollaboration describes the plethora of interdependent processes grounded in pedagogical structure that engages participants utilizing internet-based communication tools for the development of metacognition through problem solving, self-regulated thinking and learning through teamwork, and interpersonal growth and partnership development.



Literature Search Strategies



Antecedents

Interdependency. Interaction, engagement, and sharing are the essence of the collaborative process within successful online collaborative learning. Through individual accountability and group interaction, there is positive interdependence.

Teamwork. Within the team, communication is comprised of open and respectful exchanges of dialogue and mutual understanding.

Communication. Effective communication of information, ideas, and opinions in open and respectful dialogue exchange.

Attributes

Pedagogical Structure. The right ratio of student-centeredness to instructor-driven interactions.

Attitude. Demonstrate a willingness to explore, learn, participate, collaborate, share ideas, and contribute to the collective construction of knowledge.

Internet-Based Tools. Internet-based communication tools to host and promote a well-designed safe online learning platforms must be in place.

Safety and Security. Building trust in technology requires comprehensive safety and security protection to establish a safe learning environment.

Consequences

Metacognition. Improved problem-solving capabilities, development of self-regulated thinking and learning, and interpersonal growth that allowed learners to master complex tasks successfully.

Partnership. This partnership occurred among participants, facilitators, and the technology integrated.

Acknowledgement

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