

ABSTRACT

Limited research has been conducted to gain insight into application of educational theory and practice guidelines when integrating tablet computers (Brown and McCrorie, 2015; Eichenlaub et al., 2011; Rubenstein and Schubert, 2017).

The intent of this study was to examine the social-psychological process involved in using tablets in undergraduate nursing education.

The substantive theory that is emerging from the findings will not only help form the groundwork for future research that will draw from both inductive and deductive methodologies, but also inform each participant's knowledge base in the application of pedagogy when integrating mobile learning technologies into undergraduate nursing education.

Student and faculty interactions that are facilitated through the use of these devices are in reality a *social endeavor*.



METHODS

- Glaserian grounded theory has been chosen to increase our understanding of this under analyzed technology-based learning tool.
- Participants are being drawn from a population of nursing educators who are engaged in using tablet computers as a tool to enhance the learning process in the classroom, clinical, and laboratory settings.
- Semi-structured interviews, journaling, and memos are being used to collect data.
- Through the use of the grounded theory method not only will a theoretical construct emerge but also thematic underpinnings will enrich a set of identifiable guiding principles nurse educator can draw upon to maximize the potential benefits gained through teaching with mobile tablet computers.



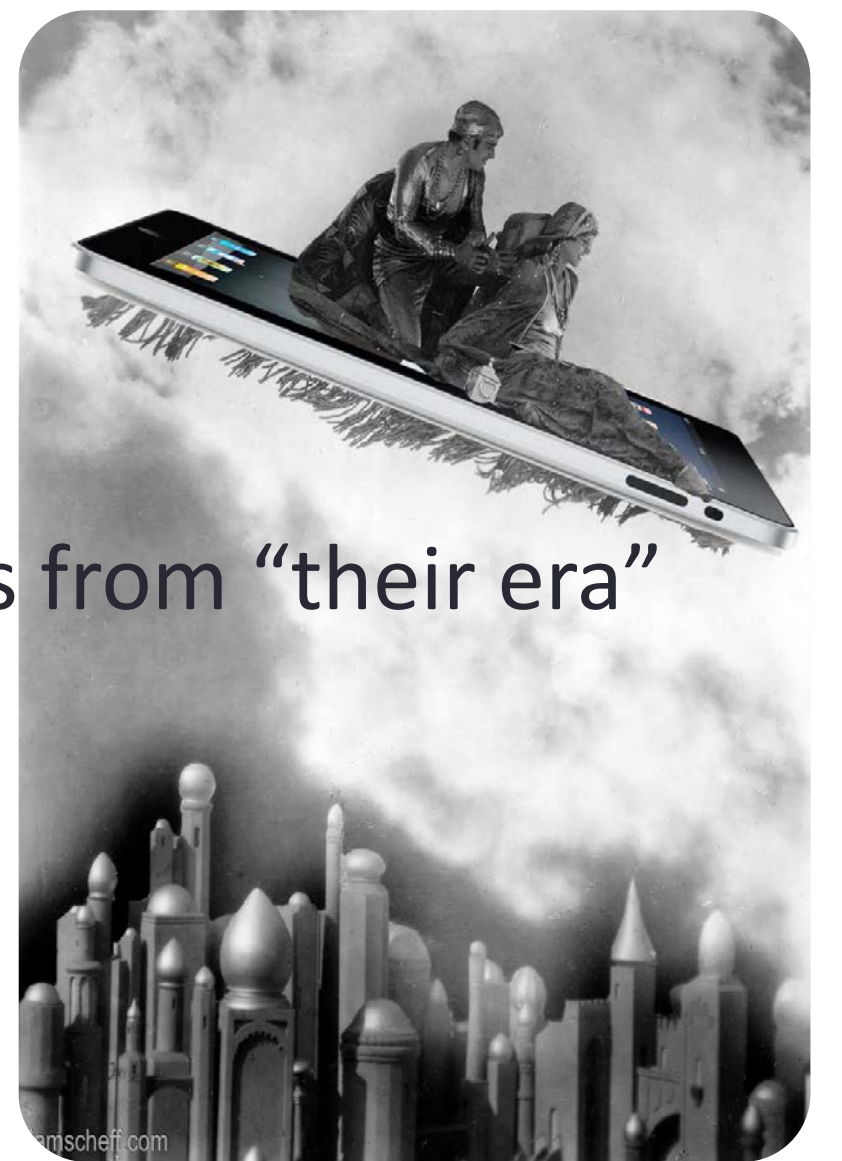
PRELIMINARY FINDINGS

Core Theme: **Teaching on the Fly:** iPad as a Learning Resource

- Organization
 - Note taking, scheduling, email, messaging, documentation, information gathering
- Connectivity on the fly
 - Email, scheduling, internet access, synchronous meetings
- Communication on the fly
 - Emails, synchronous meetings, sharing documents, feedback/marking
- Central Portal of Knowledge (on the fly)
 - Accessing information, accessing knowledge, textbooks, apps etc...
- Visual Appeal (on the fly)

Other preliminary themes

- Tailoring the learning
- Validating resources
- "Comfort thing" – Threat of Technology - It's from "their era"
- Central portal for knowledge/skills
- Assists organization and accountability
- Promoting consistency with students
- Engaging different types of learners
- Control in learning



BACKGROUND

- The proliferation of mobile computing is continually altering the landscape of undergraduate nursing education (Brown and McCrorie, 2015; Rubenstein and Schubert, 2017).
- Nurses will play a key role in utilizing these technologies to enhance access to learning resources and communicate on a global level to improve patient care.
- The integration of mobile educational tools in nursing curricula is paramount to ensure students keep pace with the competencies required of healthcare practitioners.
- Clearly nursing graduates are entering a practice world that is increasingly engulfed in the use of technology, but it is less clear how educators are preparing students for such practice.

OBJECTIVES

- Gain insight into the social-psychological process involved in faculty utilization of the iPad as a teaching/learning modality
- Determine how pedagogy guides nursing faculty when utilizing iPads during learning experiences
- Uncover guiding principles for iPad integration into undergraduate nursing curriculum in order to maximize the positive impact of this teaching/learning modality for the modern adult learner.

CENTRAL PORTAL FOR KNOWLEDGE



CONSIDERATIONS

- Its only a tool!..?
- Time to orientate is key
- Simplicity is key (intuitive interface)
- Administrative vs Teaching
- Eco-Friendly, Sustainability
- Infection control
- Security and wireless access

Challenges

- # of apps re: nursing mental health/nursing
- iPad Envy: "Everyone wants one"
- Effects on communication/linguistics

