

Title:

Enhancing Metacognition: Nursing Faculty's Perceived Usage of Interactive iBook Technologies

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Session Title:

Poster Presentations

Slot (superslotted):

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

Slot (superslotted):

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

Slot (superslotted):

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

Slot (superslotted):

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

Keywords:

Acceptance of the iBook format, Interactive iBooks and Perceptions of Usefulness

References:

Jones, M.E.; Antonenko, P.D.; Greenwood, C.M. (2012). The impact of collaborative and individualized student response system strategies on learner motivation, metacognition, and knowledge transfer. *Journal of Computer Assisted Learning*, 28(5), 477-487. Lauer-Pfrommer, M., Wombwell, M., Yoho, M., Yu, B., Diepold, J.,H., Jr., Phillips, L., Freeze, D. and Dennison, H., (2013, 2014, 2015). Teaching from the Heart: Inspiring the Future of Healthcare: An interactive eBook. Abstract pending revisions and approval from Apple iBook Bookstore.

Abstract Summary:

A pilot research study on nursing faculty's perceived usage of interactive iBook technology will be presented. The interactive iBook technology use may influence and enhance metacognition in nursing students. Creating a learning experience which embraces web technology, audiovisual, UDL, and media based designs can further enrich the metacognitive experience.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Examine the perceptions of faculty who use Interactive iBook Technologies.	Faculty perceptions of usefulness, attitude, and preferences were examined to predict nursing faculty acceptance of the iBook format.
Identify variables which influence faculty perceptions of the value of interactive iBook Technologies.	Nursing faculty are responsible to embrace best practices in web technology to further develop the metacognition experience. Faculty

	need to explore the value of enhanced textbooks and tools to promote student learning. Findings from the pilot study will be discussed.
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Abstract Text:

Faculty and students are utilizing technology to enhance knowledge building and application of nursing concepts. As technology continues to enhance cognition, nursing faculty are responsible to embrace best practices in web technology to further develop the metacognition experience. Faculty need to explore the value of enhanced textbooks and tools to promote student learning. Researches have been published on metacognition and the use of technologies as a scaffold to increase cognition; however, little is known about the use of interactive iBooks in nursing.

This pilot study focused on understanding perceptions of usefulness, attitude, and preferences to predict nursing faculty acceptance of the iBook format. Nursing faculty from a school of nursing (N=10) were invited to participate in the pilot study. A pre-test was administered to determine perceptions of iBook usefulness. The participants were then provided with an iBook, a nursing education textbook written with a support of the SEPCHE grant, to review the format and interactive technology included in the iBook. A post-test was administered to examine if perceptions of usefulness had changed. The Technology Accepted Model (TAM) was used in this study for its predictive ability in studies involving adoption of technologies. Overall, favorable perceptions regarding the iBook increased and the faculty's opinions about iBook usage competence also showed favorable increases after viewing the iBook. Specifically post-test scores of their self-assessment were significant ($p=0.000$) after faculty members examined the iBook, indicating favorable perceptions about the iBook.

This study identifies perceived attitudes of nursing faculty to using interactive iBook Technologies to enhance metacognition in nursing students. The strength of this study is that it is one of the few attempts at understanding perceptions of usefulness, attitude, and preferences in an effort to predict faculty acceptance of the interactive iBook format. Although the sample size was too small for generalizability, this pilot study could be replicated with a larger population. An additional consideration is to include students enrolled in a program for Nurse Educator Role Development.