

# EXPLORATION OF THE USE OF MOBILE TECHNOLOGY IN AN ADN PROGRAM



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## ABSTRACT

Nurses continually rely on up-to-date practice information. Integration of mobile technology in the nursing curriculum allows nurse educators the opportunity to foster and develop mobile technology in the classroom and clinical setting. Few studies addressed the integration of technology as an active learning tool, in an associate degree nursing (ADN) program. In addition to the lack of studies, a gap exists in the literature regarding how technology is used as an active learning tool in nursing curriculum, and specifically how mobile technology is used in ADN programs. This basic qualitative study included the exploration of nursing educators as they integrated mobile technology into the ADN classroom.



## METHODS

### Purpose of the Study

The purpose of the basic qualitative study was to explore experiences of nursing educators as they integrate mobile technology in the classroom.

### Research Question

How do nursing educators describe their experiences with the integration of mobile technology as an active learning tool for ADN nursing curriculum?

### Research Design

The research design chosen for the study was a basic qualitative design. The qualitative approach for the study allowed for the inclusion of nurse educators who were using mobile technology in the classroom, and those with the ability to share their experiences about the practice.

### Target Population

The target population was first semester nurse educators teaching in an ADN program and had used mobile technology in the classroom for at least a year. Inquires were sent to ADN programs with the listed inclusion



## RESULTS

The findings are organized by themes followed by the participant responses that have been coded and organized according to themes.

Major themes reported, listed according to frequency, were: (1) lack of faculty development on technology, (2) active learning tools used, (3) inclusion of technology in the classroom and clinical setting, and (4) student engagement. Two minor themes were also identified: (1) how the use of mobile technology aligns with the mission and vision of the organization, and (2) student learning outcomes.

### Implications

The need for ADN programs to devise an innovative curriculum that includes the use of mobile technology as an active learning tool.



## CONCLUSIONS

The purpose of the basic qualitative study was to explore the experiences of nursing educators as they integrate mobile technology into the classroom. The use of mobile technology in the classroom is instrumental to empower students to use technology to support critical thinking and decision-making skills (Benner et al., 2010). The ANA (2008) stressed that all nurses need to possess competency in the use of technology in practice.

The nurse educators provided rich descriptions for how they integrated the use of mobile technology into the classroom. Participants voiced the need for more faculty development for how to use the devices. The nurse educators also voiced the need to have resources available for how to integrate mobile technology into the classroom.

### Faculty Development

### Resource Tool Kit

### Consistent Use in the Curriculum

The study provided clarity between what the literature reported versus what was occurring in practice. The three themes noted in the literature search were: (a) lack of use of mobile technology in ADN programs versus BSN programs (Abderrahim et al., 2013; Cibulka & Crane-Wider, 2011; George et al., 2010), (b) mobile devices were used more as reference tools in the clinical arena versus the classroom (Cibulka & Crane-Wider, 2011; Cornelius & Gordon, 2006), and (c) lack of studies about how to use mobile technology in the classroom as an active learning tool (Cibulka & Crane-Wider, 2011; IOM, 2010; NLN, 2008). Four major themes and two minor themes were identified in this study. The four major themes were (1) lack of faculty development on technology, (2) active learning tools used, (3) inclusion of technology in the classroom and clinical setting, and (4) student engagement. The two minor themes were (1) how the use of mobile technology aligns with the mission and vision of the organization and (2) student learning outcomes. The study provided examples of what educators believe are important steps for integrating the use of mobile technology into the ADN curriculum.

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