

# Prelicensure Practical Nursing Faculty's Perspectives Using Web 2.0: A Basic Qualitative Study

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## Purpose

The purpose of this basic qualitative research study was to explore prelicensure practical nursing (PN) faculty members' perspectives and experiences with web 2.0 technological activities within their teaching and learning environments. Moreover, this study can help nursing faculty understand the implementation of various web 2.0 technological activities.

## Background

Modern technological activities, such as web 2.0 technologies, have proven valuable in preparing modern nursing students for a technologically advanced healthcare system where patients interact and form interpersonal relationships with their healthcare team. Nurses can provide professional resources to patients through web 2.0 technologies such as blogs, websites, and social media platforms, building strong relationships among the healthcare team and the patient population. Web 2.0 technological applications could enhance collaborative learning among learners.

## Research Questions

How does nursing faculty integrate web 2.0 technology in teaching practices?

How do prelicensure PN faculty describe their perspectives about wiki-based activities within their teaching and learning environment?

## Theoretical Framework

The theoretical framework,

- Social constructivism served as the framework for the study
- Driven by the seminal work of Lev Vygotsky

## Method

- Basic qualitative design
- The sample included 10 prelicensure PN faculty members with a minimum of an earned BSN degree and at least one year of academic teaching experience (see Table 1)
- Interviews- video conferencing platform using semi-structured interview questions
- The data was analyzed data using constant comparative analysis.

## Participants/Demographic

Table 1

Participant	Sex	Years of Nursing	Years Teaching	Degree Level	Academic Setting
P01	F	25	9	MSN	CC
P02	M	10	9	DNP	CC
P03	F	26	5	MSN	CC
P04	F	34	27	MSN	VS
P05	F	18	9	PhD	CC
P06	F	11	5	MSN	CC
P07	F	10	3	MSN	CC
P08	F	8	5	MSN	VS
P09	F	10	2	BSN	VS
P10	F	21	3	MSN	CC

Note. = Bachelor of Science in Nursing; MSN = Master of Science in Nursing, DNP; = Doctor of Nursing Practice; PhD = Doctor of Philosophy, CC = community college; VS = vocational school.

## Results

The findings of the study showed that most PN faculty utilized YouTube for teaching and learning activities (see table 2). Some participants used social media (see Tables 3 &4) and TikTok as learning activities and found that Facebook enhanced communication, teamwork, and collaboration. Many participants expressed limitations using web 2.0 technologies for educational purposes, such as lack of time and professional training. All participants voiced wanting to motivate students

## Results

Table 2: Theme/Subthemes

Theme/Subtheme	Codes	Frequency
Use of videos	Videos	18
	YouTube	80
Publisher videos	Virtual worlds	30
	Video case studies	47
Flipgrid	Flipgrid	16
TikTok	TikTok	12

## Excerpts

Table 3

Social Media

"I am trying to wrap my head around the social media aspect. I think social media and the others, like blogs nursing, should encourage." (P06)

Table 4

TikTok

"The other thing I like to really connect with my younger people are TikToks." (P09)."

## Conclusion

This study helped fill a gap for nursing education regarding the use of web 2.0 technology within their teaching practices. Possible future research on the faculty's education on using web 2.0 technologies and the age and experience relating to the use of web 2.0 technological tools could be helpful.

