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## Background

Nurse educators have integrated innovative, interactive, and technology-based teaching and learning activities such as adaptive testing technology to address concerns of first time NCLEX pass rates and to meet the digital learning needs of students. Adaptive learning is projected to be one of the top technological adoptions over the next 5 years. Nurse educators are in a unique position to drive innovation in nursing education; therefore, an understanding of faculty experiences can inform best practices and guide future adoption of adaptive technology in nursing education.

## Research Question

How do nursing faculty teaching students in prelicensure programs describe their experiences when using adaptive learning technology?

## Theoretical Framework

The seminal work of Bruner, Piaget and Vygotsky provided a constructivist framework for this study.

## Methodology

**Design:** Basic Qualitative

**Data Collection:** Semistructured interviews were used to collect data

**Data Analysis:** Braun & Clarke's Inductive Thematic Analysis

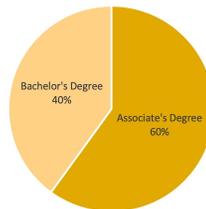
**Recruitment:** Nurse educator groups on Facebook and publicly available email addresses of nurse faculty from schools that use or were believed to be using adaptive learning.

## Sample

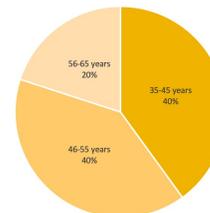
- Nonprobability purposive sampling was used to recruit participants who had experiences with adaptive learning technology
- 10 nurse faculty with a minimum of 1 year of teaching experience in an associate or bachelor's degree prelicensure nursing program participated in this study
- All participants were female
- Highest degree earned: Masters in nursing

## Participant Demographics

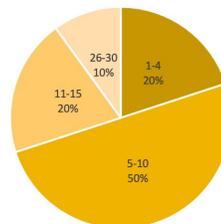
Prelicensure Nursing Program



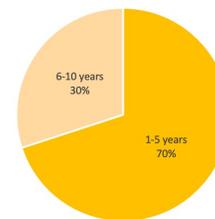
Age Distribution



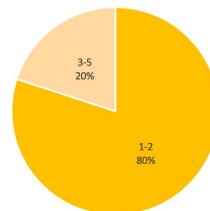
Years in Academia



Years Using Adaptive Learning

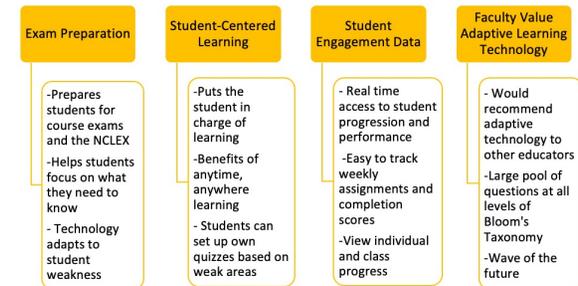


Number of courses taught with ALT



## Results

### Themes



### Subthemes

- Engagement data guides student coaching and classroom teaching
- Students in higher level courses were more engaged with the technology
- Assigning grade points improved engagement
- Adaptive technology facilitates the flipped classroom
- Digital formats meet the needs of students with diverse learning styles
- Instant feedback, rationales, and links to content reviews facilitate learning
- Higher level questions promote critical thinking

## Implications for Practice

Faculty play a critical role in course design and implementation: Implement adaptive learning in higher level courses and based on student needs; incentivize the use of adaptive learning by assigning grades.

## Conclusions

Adaptive learning technology is a valuable digital teaching and learning tool. Further research to explore and understand the student perspectives in various courses and at different levels within a program is recommended.