Introduction

Historically, you needed to live near or move to a community that offered nursing classes. Online nursing programs have changed that to a degree. Are nursing student’s educational and technology needs being met? Are nurse educators prepared to teach educational technology? Is theory integrated into online education? These are questions asked in a growing body of research.


The authors are graduate nurse clinical instructors and are deemed reliable. The article discusses use of constructivism as a framework for developing online nursing classes. A similar article by Kala, Larmalai and Pothong (2010) corroborate the premise of this article. A positive link is establish between nursing, online learning and constructivism as a framework for online learning. The article is useful for supporting evidence related to the subject matter.


There is no author background. Contact information references a faculty of nursing. This article provides a very detailed description of web based nursing education using constructivism as a theatrical foundation. An excellent model is used to demonstrate web based nursing education using constructivism as a framework. Brandon and All (2010) (sited above) supports the information presented. The educator’s role is clearly outlined. There are suggestions for integrating technology into nursing curriculum as well as suggestions for course development. The information provided would be an excellent resource in the development of web based curriculum. The only exception I have with this article is the authors suggest web based learning takes less time.


The author is a board certified advance nurse practitioner and PHD student. The study is a literature review of nursing publications on nursing student’s perspective of online education. Theories discussed included adult online learning theory, constructivism and cognitive processing. Nursing shortage and shortage of nursing
faculty to teach nursing encourages the development of online education. This reasoning is common and promoted in many publications.

Student concerns are outlined including communication and tech support. The article provided an in-depth discussion related to teaching concerns. The study fits my research topic. There is a need to understand nurse educators concerns with online teaching. Concerns can translate to teach methodologies.


This paper provides research findings from an online survey. The research findings are based on the response of 266 individuals including dean’s directors of baccalaureate and higher nursing programs in the United States.

Surprising results of this survey only two programs defined their nurse educators as experts in teaching and using technology. The majority of instructors were defined as advanced novice. The results should be fairly representative of nursing programs in generally. Adult learning model was identified. Research conducted in 2003 is a little dated but the information presented corresponds to information from recent articles (2007).

Results from this study would directly apply to my research topic but would need to reinforce research findings with current data. The authors appear to be highly qualified.


The author a family nurse practitioner and Vice President of Nursing Informatics appears qualified for the subject matter. The article discusses virtual reality technologies as a tool for developing nursing clinical skills. The author offers no suggestions on how to integrate virtual technologies into nursing curriculum only that it is a viable option. Issues for consideration including integration into nursing curriculum’s, educating students and faculty and computer requirements to use virtual technologies were not discussed. This article provides progressive ideas to support online nursing clinical’s. This article is dated (2002) More research is needed to support the thesis of this article.


National League of Nursing (NLN) goal is to advance excellence in nursing education. Since 1974 there has been a call for the integration of technology into nursing curricula. In 2005 NLN established a task force to assess informatics requirements in nursing curricula. A online survey was conducted, resulting in 2000
responses from faculty and administrators. The data collected reveals some disquieting information such as only 15% of the nursing schools surveyed offer informatics courses to under graduates. The authors of this reporting NLN survey results are deemed highly qualified. The research information will correlate with my chosen research project.


The authors are a research principal and a senior research analyst. Nurse interviews were conducted to ascertain how technology plays a role in their daily work day. The reported was developed for California HealthCare Foundation an independent philanthropy ‘committed to improving the way health care is delivered and financed in California’. The report provides a detailed look at how nurses use various technology tools and discusses improvements to be made. The report is very comprehensive. Findings are supported by several publications in this annotated bibliography including Willmar, M. (2005,2007). The information contained in the research will be helpful with my research topic.


The author is a senior lecturer for nursing health informatics therefore deemed qualified to discuss the subject matter. Constructivist theory is used to guide researchers discussion. Using a review of the literature the author seeks to promote information and communication technology for student's nurses in a clinical environment. Technology is often a vital part of a nurse's job. Nurses use computers to monitor patients, computer charting and communicate. The paper establishes a gap between a student nurses education in the use of technology and the use of technology used as a nurse. Discusses the need for nurse educators to feel comfortable with the use of technology. The author supports her position effectively as well as suggesting further nursing research needed to establish evidenced base practice for providing student nurses with technology education. This article address my research topic it identifies theory as well as student and educator needs.


The author follows up on her 2005 literature review with research. Constructivist theory was used to guide this study. Case studies using multiple triangulation methodology was used to establish how evidenced based nursing leadership can promote student nurses use of technology. The article provides an excellent view of student nurses and the use of computers during nursing clinical's. Research findings support the thesis that student nurses are not using technology in a systematic way.
Many of the examples provided related to personal experience in my practice including lack of computers and the need for student pass words. The actual role of nurse leadership is vague. The author is knowledgeable in her subject matter and has demonstrated extensive research on the subject matter. This article fits well with my research topic subject. It suggests ways to improve the use of technology by nursing students.