



Use of e-learning Context Design Delivery and Outcomes (el-CDDO) framework to explore perceptions of learner nurses and nurse educators about Information and Communication Technology platforms.

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Background

The desire to develop the e-learning model for nursing education including the el-CDDO framework to obtain the benefits associated with the use of technology in education sparked the interest of this paper. The use of the e-learning Context Design Delivery and Outcomes (el-CDDO) framework to support the delivery of Information and Communication Technology (ICT) platforms in nursing education has so far received little scholarly attention.

Aim

To explore the perceptions of learner nurses and nurse educators about information and communication technology platforms at the Limpopo College of Nursing (LCN).

Research Methodology

The LCN consists of three colleges located in three districts of Limpopo – Vhembe, Capricorn & Mopani. The exploratory-descriptive qualitative research design was adopted to explore the perceptions of 47 learner nurses and 16 nurse educators regarding ICT platforms that support teaching, learning, and assessment in the colleges of nursing within Limpopo Province. Focus group discussions with eight members each were held with purposively selected learner nurses and nurse educators to collect qualitative data. Thematic qualitative data analysis was used to make sense of collected data according to the five dimensions of the el-CDDO framework. The quality of data was enhanced by an independent coder & co-authors.

Findings & implications

Results

Nurse educators are willing to implement and use ICT platforms in teaching, learning, and assessment. The use of ICT equips nurses with advanced skills, knowledge, and information for patient care while enhancing quick thinking. Nurse educators expressed a desire to produce learners who are familiar with the use of ICT. But, the lack of training to all LCN stakeholders as exacerbated by a lack of a structured curriculum that embraces ICT, is a challenge. Also, a lack of skills by lecturers to facilitate the utilization of ICT platforms is mentioned as problematic in increasing its uptake.

Conclusion

The el-CDDO framework proved to be effective in understanding the perceptions of the learner nurses and nurse educators in nursing education institutions. Although the el-CDDO framework enabled the authors to describe the perceptions of learner nurses & nurse educators, Limitation was noted – e.g one college was not included, due to a lack of ICT Platforms.

Recommendations

We recommend the use of the framework to assess the state of ICT platforms in nursing education institutions.

