

Millennial generation student nurses' perceptions of the impact of multiple technologies on learning.

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Abstract

AIM:

To determine how millennial nursing students perceive the effects of instructional technology on their attentiveness, knowledge, critical thinking, and satisfaction. **BACKGROUND** Millennial learners develop critical thinking through experimentation, active participation, and multitasking with rapid shifts between technological devices. They desire immediate feedback. **METHOD**; A descriptive, longitudinal, anonymous survey design was used with a convenience sample of 108 sophomore, junior, and senior baccalaureate nursing students (participation rates 95 percent, winter, 85 percent, spring). Audience response, virtual learning, simulation, and computerized testing technologies were used. An investigator-designed instrument measured attentiveness, knowledge, critical thinking, and satisfaction (Cronbach's alphas 0.73, winter; 0.84, spring).

RESULTS:

Participants positively rated the audience response, virtual learning, and simulation instructional technologies on their class participation, learning, attention, and satisfaction. They strongly preferred computerized testing.

CONCLUSION:

Consistent with other studies, these students engaged positively with new teaching strategies using contemporary instructional technology. Faculty should consider using instructional technologies.