

Online Education In Nursing Programs

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Abstract

This paper explores philosophical and theoretical aspects of teaching online in nursing programs and identifies *who* learns online in higher education. Nurse educators need to explore alternative pedagogies for delivering online instruction so that schools of nursing can continue to offer quality education while attracting technologically savvy learners. Through the shared perspectives of students and teachers, knowledge is gained for nursing teachers who want to explore the realm of online education but who grapple with identifying theory as a basis for practice. From a constructivist transformational perspective the role of the online nurse educator is explored. The literature provides insight into the characteristics of online learners and explores discusses positive and negative aspects of teaching and learning in a Web-based environment.

Ultimately, this work leads to a better understanding of the implications of offering online education in practical programs and baccalaureate nursing programs.

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