

# The Effect of COVID 19 Restrictions on Global Nurse Academics' Technology Attitudes

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## Introduction

The COVID-19 pandemic has had a profound impact on various sectors, including education and healthcare. Nurse academics, like many other educators, have been forced to adapt their teaching methods and embrace technology to continue delivering education during the pandemic. These changes have influenced nurse academics' attitudes towards technology in several ways. The COVID-19 pandemic has had a significant impact on various aspects of society, including the field of nursing education. Nurse academics, like many other educators, have had to adapt their teaching methods and embrace technology to overcome the challenges posed by the restrictions imposed during the pandemic. Here are some key ways in which COVID-19 restrictions have influenced global nurse academics' attitudes towards technology.

**Accelerated adoption of online learning:** With in-person classes and clinical placements becoming limited or restricted, nurse academics quickly transitioned to online learning platforms and virtual classrooms. This shift forced them to explore and utilize various technologies such as video conferencing tools, learning management systems and online collaboration platforms. As a result, nurse academics have become more comfortable and proficient in utilizing technology for teaching and engaging with students remotely.

COVID-19 restrictions limited access to physical resources like textbooks and libraries. Nurse academics had to rely more heavily on digital resources such as e-books, online journals and educational websites. This increased dependence on digital resources has likely led to a greater appreciation for the convenience and accessibility they offer. Nurse academics may now be more inclined to integrate digital resources into their teaching practices even after the pandemic.

## Description

The limitations on in-person clinical placements and the need for social distancing have prompted nurse academics to explore virtual simulation technologies. Virtual simulations allow students to gain hands-on experience and develop critical thinking skills in a safe and controlled environment. Additionally, the expansion of telehealth services during the pandemic has created opportunities for nurse academics to incorporate telehealth education into their curriculum, preparing students for the evolving healthcare landscape. COVID-19 restrictions have necessitated the use of technology for communication and collaboration among nurse academics, students and colleagues. Platforms such as video conferencing tools, online discussion

forums and collaboration software have facilitated effective communication and engagement. Nurse academics may now recognize the value of these tools in fostering collaboration and expanding professional networks beyond geographical boundaries [1].

The pandemic has underscored the importance of technology in healthcare delivery. Nurse academics, who play a crucial role in preparing future nurses, have likely recognized the significance of incorporating technology-related competencies into nursing curricula. This includes training students in telehealth, health informatics, data analysis and the use of electronic health records. The pandemic may have served as a catalyst for nurse academics to embrace technology and recognize its potential to improve patient care.

COVID-19 restrictions necessitated a rapid shift to online and remote learning. Nurse academics quickly adopted various technologies, such as video conferencing tools, learning management systems and virtual simulation platforms, to facilitate distance education. This accelerated adoption has likely increased nurse academics' comfort and familiarity with technology [2]. The pandemic has highlighted the benefits of technology in nursing education. Nurse academics have experienced firsthand how technology can enhance accessibility, flexibility and interactivity in teaching and learning. They have seen the potential of virtual simulations, telehealth and remote patient monitoring, which can augment traditional clinical experiences. As a result, nurse academics are more likely to recognize the value of incorporating technology into their teaching strategies [3].

The pandemic has exposed gaps in digital literacy and access to technology among nurse academics and students. Many nurse academics have had to upskill themselves and learn new technological tools and platforms. This process may have initially been challenging, but it has likely increased their confidence and competence in using technology. As a result, nurse academics may be more open to exploring and embracing innovative technological solutions in the future. The restrictions imposed by the pandemic have made it difficult for nurse academics to engage in traditional in-person conferences, workshops and networking events. However, technology has provided alternative avenues for collaboration and professional development. Virtual conferences, webinars and online communities have allowed nurse academics to connect with colleagues from around the world and share best practices in teaching and technology integration. This exposure to global perspectives and innovative ideas may have positively influenced their attitudes towards technology [4]. Historically, some nurse academics may have been skeptical about the effectiveness of online learning compared to traditional classroom settings. However, the pandemic has compelled them to experiment with online teaching methods and witness their efficacy. As a result, nurse academics may have developed a more positive attitude towards online learning and recognize its potential as a complementary or alternative approach to face-to-face instruction.

Overall, the COVID-19 pandemic and the resulting restrictions have significantly impacted nurse academics' attitudes towards technology. The accelerated adoption of technology, recognition of its benefits, overcoming of technological barriers, enhanced collaboration opportunities and increased acceptance of online learning have likely contributed to a more positive and open mindset towards incorporating technology into nursing education. These changes may lead to the continued integration of technology in nursing curricula even beyond the pandemic [5].

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## Conclusion

In summary, COVID-19 restrictions have significantly influenced nurse academics' attitudes towards technology. The pandemic has accelerated the adoption of online learning, increased reliance on digital resources and prompted the exploration of virtual simulation and telehealth. Nurse academics have also recognized the importance of collaboration and communication tools, as well as the role of technology in future healthcare. These shifts are likely to have a lasting impact on nurse academics' attitudes towards technology even after the pandemic subsides.

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## Conflict of Interest

No conflict of interest.

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