Artificial Intelligence Integration in Online Nursing Education

Debra Sullivan, PhD, MSN, RN, CNE, COI, Walden University

Co-Author(s): Clotivel Hernandez, MSN(c), RN, Austin Peay University; Virginia Sullivan, MA, University of Alabama, Huntsville

Topic: Academic Nursing: Excellence & Innovation

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction
With the evolution of online education, integrating innovative technologies to enhance teaching and learning experiences has become crucial. Artificial Intelligence (AI), specifically ChatGPT, presents a transformative opportunity for online nursing education. This presentation explores the potential of using ChatGPT as a teaching assistant to online nursing faculty, offering a novel approach to address challenges and enhance pedagogical practices.

Purpose
The purpose of this presentation is to propose the integration of ChatGPT as a teaching assistant in online nursing courses, highlighting its potential to revolutionize how educators engage with students. By leveraging AI, educators can provide timely and personalized support to a diverse student population, ultimately enriching the learning journey.

Methods or Processes/Procedures
This presentation draws upon a narrative review of existing literature in the realm of AI in education and nursing. Through the synthesis of evidence-based practices, it elucidates the theoretical foundations supporting the integration of ChatGPT as a virtual teaching assistant. Additionally, examples from current educational settings where AI tools are employed offer insights into the practical implications of this innovative approach.

Results
n/a

Limitations
n/a

Conclusions/Implications for Practice
In conclusion, this presentation prompts online nurse educators to consider integrating ChatGPT as a teaching assistant for enhanced instructional strategies. Utilizing AI tools enables prompt addressing of student queries, instant feedback delivery, and increased engagement in online learning. Moreover, the potential for fostering student-centered learning, self-directed study, and an inclusive educational environment is substantial. This integration signifies a paradigm shift in teaching methodologies, urging educators to embrace AI innovations to adapt to the digital era's demands. The substantial benefits, including personalized learning and efficient communication, highlight the importance of staying at the forefront of technological advancements. By doing so, nurse educators can enrich online learning experiences and significantly contribute to the advancement of nursing education overall.

Biography

Dr. Debra Sullivan's nursing career includes professional nursing leadership positions, teaching nursing students at the LVN, BSN, MSN, and Ph.D. levels, and continuing to look for innovative ways to educate nurses. Currently, she is a Senior Core Faculty in the College of Nursing at Walden University. She presents and publishes regularly with over 100 peer-reviewed citations. Her current research is on the perceptions and use of artificial intelligence in nursing education, she has also recently completed a systematic review on nursing burn-out and another study on the mental health of nurses during the COVID-19 pandemic

Contact Information

Debra Sullivan, PhD, MSN, RN, CNE, COI
Senior Core Faculty
Walden University
debra.sullivan@mail.waldenu.edu
(615) 796-6770