

## **What skill facilitators can nurse educators utilize to implement technology in the classroom? In the clinical setting?**

One interesting classroom skill facilitator is a throw-back to elementary and secondary education: showing students movies. In our policy class we were tasked with watching a documentary movie about health care systems in other countries, and the experience was used to initiate our discussion for the week. Other examples of technology used in the classroom for skill facilitation are educational videos produced by experts, video recording activities by students, podcasts and gaming activities. Dabou et al. (2022) found that the “variety of audiovisual advances in classrooms is supported by the understanding that movies can affect the student concentration, motivation and open a privileged pathway of access to their affective and cognitive levels” (p. 2). These same advantages can be enjoyed with other electronic modalities as well.

In the clinical setting the most obvious facilitator of nursing skills is the use of high-fidelity simulation technology. Benefits of using simulation for facilitating nursing skills include that it is a realistic and secure place that offers a safe environment for nursing students to practice their skills (Park et al., 2025). When instituting the use of a new technology in the clinical setting, Oermann et al. (2023) proposed the use of technology stewards or superusers to facilitate the adoption of technology in clinical teaching.

## **What are the barriers nurse educators face when attempting to implement technology in the classroom? In the clinical setting? What strategies are used to overcome these barriers?**

One of the main barriers educators face when attempting to implement simulation technology in a classroom or clinical setting is the expense involved (Park et al., 2025). Other barriers named are lack of consumable supplies to use in teaching simulation, lack of dedicated

spaces, lack of staff expertise, lack of adequate scenarios, large class sizes and the resulting limited time available to practice with the set up. Strategies to overcome these difficulties would start with greater institutional support in the form of fiscal resources (Park et al., 2025). In addition, the establishment of minimum competency requirements for simulation educators would better ensure the quality of simulation education.

### References

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