

Abstract

The dissertation is focussed on understanding nurse educators' use of Information and Communication Technologies (ICTs) in teaching and learning. It intends to determine the extent to which these technologies are integrated into pedagogy and whether their use enhances effective learning. This analysis was conducted in a nursing education institution where two nursing educators participated in the research. It uses a qualitative methodology and employs a pedagogy * technology framework to analyse the data. The study concludes that although the two educators studied differed in the way they defined ICT integration, they both appeared to be integrating ICTs into their pedagogies in a similar way and were both rated at level 4 of the framework. One of the recommendations is that for students to benefit fully from the use of ICTs in teaching, nurse educators need to make the necessary adjustments to their pedagogical approaches to create active learning environments.

Key words: ICTs, ICT pedagogical integration, enhanced learning