AI Literacy and Reflective Practice: Nursing Educators' Prompt-Based Cases

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Poster presentation

The aim of the study is to provide a new perspective on the characteristics of nursing educators' AI literacy through prompt-based case creation. The goal is to contribute new knowledge to understand educators' AI literacy and the connection between theory and practice using Reflective Practice-Based Learning.

Background

AI in nursing practice and science is transforming the development of patient-centred healthcare. However, empirical research on nurse educators' AI literacy in higher education is sparse. Reflective Practice-Based Learning supports the integration of theory and practice, fostering deeper understanding and application of knowledge as part of AI literacy.

Method

The study employs the ELYK participatory design-based method for the design process (Bang & Dalsgaard, 2012). Empirical data consists of 11 educators' individual prompt texts over two months, scaffolded by three prototyping workshops. 11 teachers at the Department of Nursing Education are included in the study. The empirical data consists of a collection of the prompt text generated by the 11 participants and notes from the qualitative observations.

Data Collection

Qualitative observations were recorded during the assessment process. Prompts were analysed through thematic analysis (Clarke & Braun, 2017), revealing themes within reflective practice-based learning, person-centred care, and AI literacy. RPL supports the connection between theoretical knowledge and practical application, enhancing both teaching methods and learning outcomes (Jensen, Georgsen & Dau, 2023).

Results

The findings illustrate how the teachers' prompt history in AI-based cases is characterised by a balance between theory and practice, supporting reflective practice-based learning and partly scaffolding AI literacy. The results indicate varied responses to the prompt-based case creation process:

- Educators' prompt history in AI-based cases balances theory and practice.
- It supports reflective practice-based learning and partially scaffolds AI literacy.
- There is no clear evidence that prompt-based case creation fully supports AI literacy, indicating a need for further research.

Conclusion

While prompt-based case creation shows promise in enhancing teaching methods and integrating AI in educational practice, more research is needed to fully support educators' AI literacy. RPL plays a crucial role in bridging the gap between theory and practice, benefiting both educators and students by fostering a reflective and integrative learning environment. Nevertheless, the study findings indicate that teachers experimenting with prompts during case creation result in more efficient teaching methods and better integration of AI in educational practice for the benefit of future professionals.

Keywords

References

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