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## Online Related Learning Experiences of Nursing Students as Adapted by the Colleges of Nursing in Southern Isabela

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### ABSTRACT

Omnipresent related learning experience (RLE) encountered by Nursing Students at these times have been the paramount objective of this study which is to evaluate and determine their perception towards encountering virtual RLE. This study adapted three (3) distinct nursing schools in Southern Isabela which will serve as basis for a more augmented and developed online RLE specifically on their profile and to assess Level III student-respondents' knowledge retention, clinical reasoning, self-efficacy and satisfaction with RLE. This study will serve as a proposed teaching-learning intervention plan that can be implemented to enhance the Online related Learning Experiences in three (3) College of Nursing Departments. This study will cover the virtual Related Learning Experiences (RLE) of Level-III students currently enrolled for the School Year 2020 – 2021 from three (3) perceptible nursing schools in Southern Isabela. Variables which can be discern encompasses the profile of respondents and their online related learning experiences of the nursing students as to; Knowledge retention, Clinical reasoning, Self-efficacy, and Satisfaction. Research instrument utilized to gather data is the Focus Group Discussion (FGD) to three Universities who offers Nursing Program. Accumulated findings of the FGDs will emphasize the perceived experiences of student-respondents as to online RLE. For secured applicability and reliability of the study a pilot testing was conducted and the Cronbach's Alpha yielded a result of >0.9 level of acceptability. Results shows that majority of the respondents are female with a percentage 85 than that of male students. It can also be obtain that age bracket of Level-III nursing students from three (3) distinct Universities accredited with Nursing Program in Southern Isabela are in 21-22 years old with a percentage of 63. Moreover, in relevance to the assessment of respondent's analysis in Knowledge Retention in online Related Learning Experiences (RLE) of nursing students the acquired mean is 3.26 or neutral. While on analysis of Clinical Reasoning data prevailed 3.20 mean or neutral It can be inferred that level-III nursing students in Colleges of Nursing in Southern Isabela are impartial as to e-learning can assist them in various walks of life. Furthermore, analysis of Self-Efficacy resulted a 3.15 weighted mean or neutral. Students within the online category felt that they worked harder, however also felt like they were additional a part of a group. Lastly, on the assessment of respondent's analysis of Self-Efficacy in online Related Learning Experiences of nursing students the overall mean is 3.27 or neutral which portrays that student-respondents perceived neutral towards satisfaction of amended way executing Related Learning Experience (RLE) in their respective Colleges and Universities.

**Keywords:** online related experience; nursing education

### INTRODUCTION

Modification and adjustment are undoubtedly inevitable through the years which can also be applied and experienced in knowledge acquisition or learning in various universities or higher educational institutions. Abrupt change in the environment where unexpected circumstances can be encountered for instance, the timely and relevant outbreak of the Covid-19 pandemic which needs for compliance on specific health protocols leads to revamping of teaching and mode of studying by students as ensued last year. However, these unanticipated events cannot hinder the willingness of students to pursue education and grasp triumph in finishing studies amidst the globally known health-related jeopardy. The thought and adaptation of online learning especially to nursing students which requires prompt face to face experience in hospital settings by means of duty in their Related Learning Experience (RLE) is new to the accustomed way of initiating insights where they can personally come across with patients and perform their learnings during their in-depth foundation in lectures. This relevant

circumstance is frequently observed as a nuisance in many life events such as businesses and even in addressing educational needs. The situation could be discern as a complication but somehow, it can pave way to an optimistic point of view wherein we can also test the readiness of the institution in revitalizing teaching and sharing of knowledge for further technological enhancement despite impediment. It can also hone the ability of clinical instructors in creating efficient alternative ways to provide educational support in attaining instilled quality education.

Technology can also revolutionized higher education and transformed traditional approaches to teaching and learning. In traditional methods, education is confined to classroom and physical presence of teachers and students in an educational setting.<sup>(1)</sup> In contrast, in technology-based methods such as Electronic Learning (e-learning) or virtual learning, the focus is on students and their interactions with the classroom, teacher and educational setting through the internet.<sup>(2)</sup> In e-learning, information technology tools and systems are used online and offline and education can be web-based, computer-based, virtual-based, and digital-based.<sup>(3)</sup>

Benefits of this method can arise in using online learning as an alternative strategy in accessing educational supervision from clinical instructors. Executing virtual education we can easily access educational materials, personalized learning, at a convenient time and place, reduced expenses as related to commuting and boarding of students etc.,<sup>(4)</sup> flexibility, cost-effectiveness and learners' interactions with one another.<sup>(5)</sup> Accordingly, its use in higher education and has been witnessed an ascending trend in recent decades<sup>(6)</sup> and many universities have been forced to utilise it in their teaching and learning process.<sup>(7)</sup> However, relying to constant virtual learning at these recent situations can be new in modifying education as adapted by professors and learners in the university in order to comply with the ongoing protocols and as emerge by changing health-risk issues.

It can be skeptical at first applying RLE in virtual mode of process but nursing education is innate for flexibility and resourcefulness in which positive-effects of e-learning can be demonstrated based on various related studies. For instance, in conducting a systematic meta-analysis as stated by Voutilainen A et al., it shows that half of the studies have reported significant and positive-effects of e-learning on participants' knowledge and skills.<sup>(8)</sup> Respectively in the study by McDonald EW et al., its effect on nurses' knowledge and assessment skills was rated positive on the subject of fundamentals of nursing and the authors believe it is a reliable method for clinical education<sup>(9)</sup> and it increases students' confidence, self-awareness, as well as self-evaluation and reduces stress.<sup>(10)</sup>

In 2001, e-learning was introduced to higher education of Iran.<sup>(11)</sup> However, as evidence suggests in the study, Iranian universities have faced difficulties in applying e-learning in nursing education because this idea has not been defined in strategic plans, where there is no framework exists for using this approach and commendably perform it. Furthermore, faculty and students are not familiar with its literature. Nevertheless, the online learning is one of the coherent and applicable option for addressing learning needs amidst health-related circumstances.

In response to Covid-19, learning modification by means of digital instruction in the Philippines has been resolutely adapted in accordance with the CHED MEMORANDUM ORDER No. 04 Series of 2020 along with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994", Republic Act No. 11469, otherwise known as the "Bayanihan to Heal as One Act", and by virtue of Commission en Banc (CEB) Resolution No. 412-2020, series of 2020, the Commission on Higher Education (CHED) adopts and promulgates Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs).

This memorandum sought to consider and provide learners with most flexibility on the learning content, schedules, access, and innovative assessment, making use of digital and non-digital tools addressing their insight needs in continuing education. Amidst universities who applied to undertake limited face-to-face classes are the Our Lady of Fatima University in Valenzuela, University of the Philippines (UP) Manila and Ateneo de Manila University which complied to the requirement and guidelines to conduct face-to-face classes. However, implementing this endeavored educational expense of students because of expensive personal protective equipment to be utilize in order to remain health safety. Moreover, majority cannot afford to provide the necessary needs for face-to-face classes just to ensure good health condition.

Hence, this study ought to evaluate the use of virtual or online resources and open learning multimedia modalities of delving explicit education as strategies to perform related learning experience (RLE) in the Colleges of Nursing in Isabela to expedite in generating improvement in Online Related Learning Experience (RLE).

### Background

By dint of health-related restrictions virtual means have been manifested to continue learning acquisition and one which nursing students could encounter in this modification is the online related learning experience (RLE). Level-III nursing students from three (3) distinct Universities accredited with Nursing Program in Southern Isabela was adapted evaluate their perception towards encountered online RLE which will be a basis for enhancing virtual Related Learning Experience (RLE).

## Objectives

Online related learning experience of Nursing Students in line with this study and in relation to prior studies has confide and helped fill the gaps between previously published studies in regards with RLE satisfaction between struggle in online education since there had been a concise data as perceived by students from three schools with College of Nursing Departments. According to Voutilainen A et al. there had been a significant and positive-effects of e-learning on participants' knowledge and skills and further emphasize on the study of McDonald EW et al. in which the Online Learning's effect on nurses' knowledge and assessment skills was rated positive on the subject of fundamentals of nursing. Thus, it can gleaned how third year nursing students reflects on RLE despite modification as compared to accustomed face to face method and process of learning in which they can be exposed to the clinical set-up than applying theoretically.

### Specific Aims and Hypothesis

This study aims to evaluate the online related learning experiences of Nursing Students as adapted by the colleges of Nursing in Isabela which will served as basis for enhanced online RLE. Specifically, it seeks to find answers on the following problem;

1. What is the profile of the student-respondents in terms of;
  - Age
  - Sex
  - Year level
2. What is the Online related Learning Experiences of the student-respondents as to;
  - Knowledge retention
  - Clinical reasoning
  - Self-efficacy
  - Satisfaction with the RLE
3. What proposed teaching-learning intervention plan can be implemented to enhance the Online related Learning Experiences?

## METHODS

### Scope and Limitation

This study will cover the Online related learning experiences of students of three (3) nursing schools in Isabela. The participant for this study are the level –III students. The variables to be used are the profile and the online related learning experiences of the nursing students as to; Knowledge retention, Clinical reasoning, Self-efficacy, and Satisfaction with the RLE.

The findings of this study are specific to the context of online related experiences of Nursing Students.

The possibilities for the general applicability of the findings are limited by the scope, the sample, and the demographic context of study. Accordingly, even there are common features; the findings may not have general applicability to other school systems, agencies or organization, locality and municipality.

### Participants of the Study

The target participants for this study will be the level III students of Bachelor of Science in Nursing who are currently enrolled for the School Year 2020 – 2021. For the locale, there will be three (3) colleges and universities in Isabela to be source of data which includes A1 in Santiago City; A2 in Santiago City; and A3 located at Echague.

### Instrumentation

The research instrument that will be used and developed by the researcher will be gathered from the findings of the Focus Group Discussion (FGD) of the students from one University who offers Nursing program. The generated findings of the FGDs will revolve and focus on the elements of Online related Learning Experiences of the student-respondents as to; Knowledge retention, Clinical reasoning, Self-efficacy and Satisfaction with the RLE. The reliability of the instrument will undergo face validity by experts in the field of Nursing Education such as the college deans and program chairs and clinical instructors who are handling the Related Learning Experience. To determine the reliability and stability of the instrument, a pilot testing will be conducted and the Cronbach's Alpha must yield a result of >0.9 level of acceptability.

### Ethical Approval

In the observance of the ethical principles, anonymity of the participants will be protected while a number of coding will be used to represent the participating schools. Informed consent will also be gathered before the FGD.

Participation will be voluntary and will not involve any monetary payment. The participants will also be given the right to withdraw anytime the participants felt uncomfortable during the process.

## **RESULTS**

### **Profile of the Respondents**

#### Gender

Results shows that majority of the respondents are female with a frequency of 89 or 85 percent and 16 or 15 percent are male.

This may imply that there is a greater number of female 3<sup>rd</sup> year nursing student in Southern Isabela aspiring to nursing profession. It also indicates that the female students are more driven, comprehensive and passionate in nursing school rather than males. This oppose according to Gamarnikow as mentioned in the study of Calzado (2012) that women have been effective in making incursion into a usual career that influence by men, especially since the 1970's. This has been given rise to a greater career choice for women. While, however, traditional female dominated profession such as nursing is not into men. This research came out why this is so: that there are still so a small percentage of men going into nursing. Adding to this there is still a struggle in terms of a nursing shortage and it has been recommended that one way to solve this crisis is to inspire more men into nursing. Thus, such a consideration as to why there are so few men in nursing would appear timely. Nursing appears to represent all that is the patriarchal created view of femininity: passivity, self-sacrifice, devotion and subordination.

#### Age

Data reveals that majority of the level-III nursing respondents in 3 distinct Universities with nursing program in Southern Isabela are at the age bracket of 21-22 years old with a frequency of 66 or 63 percent and 39 or 37 percent are at the age bracket of 19-20 years old.

The results indicate that majority of age on level-III nursing students in three (3) Colleges accredited in producing professional nurses in Southern Isabela are in the age 21-22 years old. This pertains that the 3<sup>rd</sup> year nursing student-respondents are beginning their endeavor as Student Nurses in this age bracket.

### **The Online Related Learning Experiences of Nursing Students as Adapted by the Colleges of Nursing in Isabela**

#### Assessment of Knowledge Retention in Online Related Learning Experiences of Nursing Students

Table 1 exhibits the mean and qualitative description of the respondent's response to each particular in Knowledge Retention, Clinical Reasoning and Self-Efficacy.

It could be gleaned on the above data that in terms of knowledge retention in online related learning experience it has revealed that nursing students are "neutral" or equitable in terms of how e-learning delivers a difficult engagement in learning; and e-learning promotes maintenance of information. Nursing students posted "neutral" that e-learning enhances their capability to analyze topics; sharpens their memory; strengthens their comprehension; supports brain development; helps then to understand more nursing topics; provides better learning opportunities than traditional means of learning; gives quality education for nursing students; and e-learning organization promotes clinical practice based on evidence.

The overall mean on the assessment of respondent's analysis in Knowledge Retention in online Related Learning Experiences (RLE) of nursing students is 3.26 or neutral. It can be discerned that there are no easy parts on the following test categories but among the particulars.

Furthermore, the following row depicts that the nursing students "agree" that e-learning can assist them in captivating arts, by being resourceful and creative in using instruments available in house. They posted "neutral" that e-learning can assist them in learning performances; can assist them in better enhancement of clinical eye; can assist in developing clinical management; can assist in acquiring skills for the patients; can assist in engaging with nurse and patient relationship; can assist in the evolvment of clinical practice; e-learning can assist in adopting life related clinical set-up; can assist in promoting tender loving care; can assist in applying learning on diseases situated within the family.

The overall mean on the assessment of respondent's analysis of Clinical Reasoning in online Related Learning Experiences of nursing students is 3.20 or neutral. It can be inferred that level-III nursing students in Colleges of Nursing in Southern Isabela are impartial as to e-learning can assist them in various walks of life.

Subsequently in the Self-Efficacy data shows that in terms of self-efficacy in online related learning experience, the nursing students posted "Neutral" with an overall mean of 3.15. This findings indicates that nursing students have a neutral feeling of confidence in using e-learning system, operating e-learning function,

gaining e-learning skills, e-learning medications for patients with different diseases, performing return demos through online, acquiring knowledge for their future endeavours, familiarizing instruments online, carrying out doctors order, applying physical exams through e-learning and integrating health teaching by means of e-learning experiences.

Table 1. Mean and qualitative description of the respondents in terms of knowledge retention, clinical reasoning and self-efficacy in online RLE

Knowledge retention	Mean	Description
• E-learning delivers a difficult engagement in learning	3.66	Agree
• E-learning enhances my capability to analyse topics	3.34	Neutral
• E-learning sharpens my memory	3.14	Neutral
• E-learning strengthens my comprehension	3.31	Neutral
• E-learning promotes maintenance of information	3.47	Agree
• E-learning supports brain development	3.26	Neutral
• E-learning helps me to understand more nursing topics	3.15	Neutral
• E-learning provides better learning opportunities than traditional means of learning	2.99	Neutral
• E-learning gives quality education for nursing students	3.10	Neutral
• E-learning organization promotes clinical practice based on evidence	3.12	Neutral
Mean	3.26	Neutral
Clinical reasoning	Mean	Description
• Believe e-learning can assist in learning performances	3.33	Neutral
• Believe e-learning can assist in better enhancement of clinical eye	2.97	Neutral
• Believe e-learning can assist in developing clinical management	3.21	Neutral
• Believe e-learning can assist in acquiring skills for the patients	3.09	Neutral
• Believe e-learning can assist in engaging with nurse and patient relationship	2.93	Neutral
• Believe e-learning can assist in captivating arts, by being resourceful and creative in using instruments available in our house	3.72	Agree
• Believe e-learning can assist in the evolvement of clinical practice	3.17	Neutral
• Believe e-learning can assist in adopting life related clinical set-up	3.13	Neutral
• Believe e-learning can assist in promoting tender loving care	3.09	Neutral
• Believe e-learning can assist in applying learning on diseases situated within the family	3.36	Neutral
Mean	3.20	Neutral
Self-efficacy	Mean	Description
• Feel confident using e-learning system	3.34	Neutral
• Feel confident operating e-learning function	3.31	Neutral
• Feel confident in gaining e-learning skills	3.21	Neutral
• Feel confident in e-learning medications for patients with different diseases	3.04	Neutral
• Feel confident in performing return demos through online	3.15	Neutral
• Feel confident in acquiring knowledge for my future endeavours	3.24	Neutral
• Feel confident in familiarizing instruments online	3.18	Neutral
• Feel confident in carrying out doctor's order	3.01	Neutral
• Feel confident in applying physical exams through e-learning	3.10	Neutral
• Feel confident in integrating health teaching by means of e-learning experiences	2.95	Neutral
Mean	3.15	Neutral

The overall mean on the assessment of respondent's analysis of Self-Efficacy in online Related Learning Experiences of nursing students is 3.15 or neutral. Students within the online category felt that they worked harder, however also felt like they were additional a part of a group. Though the technology bestowed a barrier and was typically challenging, they were ready to get back lessons online at any time and felt the asynchronous nature of the course was beneficial. These students were often placed in tiny teams for discussion online, serving to push the social interaction of the course. This can be significantly fascinating since students often state feeling alone or lost after they are in a web setting (Trenholm, 2007).

Assessment of Satisfaction in Online Related Learning Experiences of Nursing Students

Table 2 reveals the mean and qualitative description of the respondent's response to each particular in Assessment of Satisfaction in Online Related Learning Experiences of nursing students.

As revealed on the data, nursing students posted "Agree" in they are satisfies with the e-learning supplementary lectures and with the e-learning discussion. Whereas, they posted "Neutral" in satisfied with using e-learning as a knowledge assisted tool, satisfied with using e-learning function, satisfied with e-learning contents, satisfied with reading textbook on a computer screen than physical text book, satisfied with e-learning printed materials, satisfied with communicating through social network platforms, satisfied with the e-learning social interaction.

As can be observed, the overall mean on the assessment of respondent’s analysis of Self-Efficacy in online Related Learning Experiences of nursing students is 3.27 or neutral. It may portray that level-III nursing students perceived impartial satisfaction referring to modified way carrying out Related Learning Experience (RLE) in their respective Colleges and Universities as being affected by the recent modification of learning.

Table 2. Mean and qualitative description of respondents in terms of satisfaction

Satisfaction	Mean	Description
• Satisfied with using e-learning as a knowledge assisted tool	3.23	Neutral
• Satisfied with using e-learning function	3.19	Neutral
• Satisfied with e-learning contents	3.27	Neutral
• Satisfied with multimedia instructions	3.37	Neutral
• Satisfied with reading textbook on a computer screen than physical text book	2.90	Neutral
• Satisfied with e-learning printed materials	3.29	Neutral
• Satisfied with communicating through social network platforms	3.21	Neutral
• Satisfied with the e-learning supplementary lectures	3.50	Agree
• Satisfied with the e-learning discussion	3.41	Agree
• Satisfied with the e-learning social interaction	3.30	Neutral
Mean	3.27	Neutral

### DISCUSSION

The underlying meaning of this research encompasses the student-respondent’s perception with regards to their Related Learning Experiences (RLE) as to knowledge retention, clinical reasoning, self-efficacy and satisfaction with the RLE being carried out and fulfil through Online Platforms. This research sought to unravel and highlight nursing student’s cognizance apropos to an effective teaching-learning intervention plan to be utilized for improvement of respondent’s Related Learning Experiences. Based from the acquired findings as sorted out, gleaned and interpret from each table, using the Five point Likert-Scale as a statistical tool for acquisition of data it is acquired that respondents have a majority of answers pertaining to each particular as Neutral. Wherein nursing students in three Colleges of Nursing in Sothern Isabela are neutral in terms of knowledge retention (3.26), clinical reasoning (3.20), self-efficacy (3.15) and satisfaction with the RLE (3.27) as evidenced to mean obtained. The study is specific to the context of online related learning experience of Nursing Students and in relation to other studies it has revealed and helped fill the gaps from previously published studies concerning RLE satisfaction amidst struggle in online education since there had been a concise obtained data as perceived by students from three schools with College of Nursing Departments. In reference to Voutilainen A et al. there had been a significant and positive-effects of e-learning on participants’ knowledge and skills and this is further emphasize on the study of McDonald EW et al. in which the Online Learning’s effect on nurses’ knowledge and assessment skills was rated positive on the subject of fundamentals of nursing. It can be seen clearly how third year nursing students realizes RLE despite modification as compared to accustomed face to face method and process of learning such that they can be exposed to the clinical set-up than applying theoretically.

This study also encountered limitations across data acquisition such as it only covered the Online related learning experiences of students on three (3) distinct nursing schools in Southern Isabela namely; St. Ferdinand College of Ilagan City, Isabela State University- Ilagan Campus, Our Lady of the Pillar College in Cauayan City, University of Perpetual Help System Cauayan, Isabela State University – Main Campus Echague, Northeastern College in Santiago City and University of La Salette Santiago. It was participated by level-III students and the findings may not have general applicability to other school systems, agencies or organization, locality and municipality. Also, there had been a stern ethical consideration manifesting in the study in order to provide privacy for variety of nursing school that participated a number of coding was used to represent each university accredited and authorize in producing nursing professionals and no monetary payment involved other than voluntarily cooperate towards attainment of the study.

### CONCLUSION

1. Majority of the respondents of the level-III nursing respondents in 7 distinct Universities with nursing program in Southern Isabela are at the age bracket of 21-22 years of age This pertains that the 3<sup>rd</sup> year nursing student-respondents are beginning their endeavor as Student Nurses in this age bracket.
2. Majority are female it indicates that the female students are more driven, comprehensive and passionate in nursing school rather than males.
3. The study concluded that knowledge retention in online related learning experience it has revealed that nursing students are neutral or equitable in terms of how e-learning delivers a difficult engagement in learning; and e-

learning promotes maintenance of information. On the other hand Self-Efficacy data shows that in terms of self-efficacy in online related learning experience, the nursing students posted neutral that concludes they have a neutral confidence in line with e-learning experiences.

4. According to the findings the students agree with the satisfaction of the e-learning supplementary lectures and with the e-learning discussion. And only neutral with the e-learning contents and modes of learning such as reading textbook on a computer screen than physical text book that affects their capacity to acquire more knowledge.

### **Recommendation**

In the light of the findings and conclusions, the researchers propose the following recommendations for implementation:

1. The researchers recommended that the administration must improve the securing of online related learning experiences of nursing students as to knowledge retention, clinical reasoning, self-efficacy and satisfaction with the RLE.
2. Students should be encouraged to enhance their learning capabilities in RLE to help them improve their skills in the clinical set-up.
3. Clinical instructors should enrich features of improvement in the online RLE skills of the students to initiate insights where the students can encounter patients and perform their learnings during their in-depth foundations in lectures.
4. It is further recommended for future researchers, that the similar studies should be conducted along this line using other variables.

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**Ethics Approval:** In the observance of the ethical principles, anonymity of the participants will be protected while a number of coding will be used to represent the participating schools. Informed consent will also be gathered before the FGD. Participation will be voluntary and will not involve any monetary payment. The participants will also be given the right to withdraw anytime the participants felt uncomfortable during the process.

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