

Statement on teaching with technology

Throughout my education, I have experienced both effective and ineffective uses of technology. The most meaningful learning experiences were never about using the newest app or platform—they were about using technology with a clear purpose. That is the approach I hope to take in my own teaching. I want every technology I use to make learning more interactive, practical, or accessible. I want to use technology to promote active learning instead of passive memorization. Rather than relying solely on lectures, by incorporating digital tools that encourage students to analyze information, apply clinical reasoning, and collaborate with others. I want to be the teacher I never had. Often times, I have seen myself have to focus on independent learning where my clarification was through videos or YouTube.

One example is by using realistic patient case studies by offering virtual stimulations or through a clinical case study, allowing clinical judgement to be used. Rather than simply reading about a disease, students can work through a patient scenario, review assessment findings, interpret diagnostic results, and decide on an appropriate treatment plan. This allows them to practice clinical decision-making in a safe environment where mistakes become learning opportunities instead of risks to patients. I believe these experiences help bridge the gap between classroom knowledge and clinical practice.

When I think about teaching, I do not see technology as the center of learning. Instead, I see it as a tool that helps students better understand concepts, stay engaged, and build confidence before they enter clinical practice. Healthcare continues to evolve through digital innovation, and I believe students should develop the confidence to use technology thoughtfully, ethically, and compassionately. As a future Family Nurse Practitioner, I want my students to leave the classroom feeling prepared to care for patients, think critically, and adapt to the technology they will encounter in today's healthcare settings.

I also would enjoy creating visual learning materials because I know that not every student learns best by reading textbooks alone. During my graduate coursework, I have used Canva to develop patient education materials and have explored social media as a way to communicate health information clearly and accurately. As an educator, I would encourage students to create their own patient education resources. This not only helps reinforce their understanding of the content but also teaches them how to communicate complex medical information in a way that patients can understand.

Creating an inclusive learning environment is equally important to me. Every student brings different experiences, learning styles, and responsibilities into the classroom. Some students benefit from visual resources, while others prefer listening to recorded lectures or participating in discussions. Whenever possible, I would provide course materials in multiple formats, offer timely feedback, and create opportunities for collaboration so that every student has a fair chance to succeed. Technology can help remove barriers to learning when it is used thoughtfully.

At the same time, I believe technology should never replace human connection. Healthcare is built on communication, empathy, and trust, and those qualities cannot be taught by technology alone. I also want students to understand the importance of professionalism, patient

confidentiality, and ethical decision-making when using digital tools or artificial intelligence. Technology can support learning, but it should never replace critical thinking or clinical judgment.

My goal as an educator is to create a learning environment where technology enhances—not distracts from—the educational experience. I want students to feel challenged, supported, and prepared to enter clinical practice with both the technical skills and the compassion needed to provide high-quality patient care. If technology helps students become more confident, more engaged, and better prepared to care for others, then it has served its purpose.