

# Introduction to the Special Section

**Khitam Azaiza, Guest Editor**

In January 2016, the University of Miami's School of Nursing and Health Studies (UM-SONHS) launched a 1-day technology conference, "Technological Innovations in Health Care Education: Collaborations for Empowerment and Learning." The conference highlighted the use of innovative academic technologies in the classroom, in simulations, and in clinical settings. The articles in this section present the variety of technological innovation topics that were presented at the conference by UM-SONHS faculty members to their fellow faculty.

In "Use of Blackboard Collaborate for Creation of Video Course Library," Greta

Mitzova-Vladinov, Rossana Bizzio-Knott, Mary Hooshmand, Shayne Hauglum, and I offer an innovative way to use Blackboard Collaborate to record graduate student presentations and create a course library that provides a learning environment for students that promotes and values critical thinking, self-evaluation, and self-awareness.

Lessons learned from developing and implementing an interactive end-of-life education module using Raptivity and iSpring, by LaToya Lewis-Pierre and I, presents the development and implementation of an interactive end-of-life online module for undergraduate nursing students to create a more engaging learning environment and shares lessons learned from integrating the innovative technological applications (Raptivity and iSpring) and the benefits to educators.

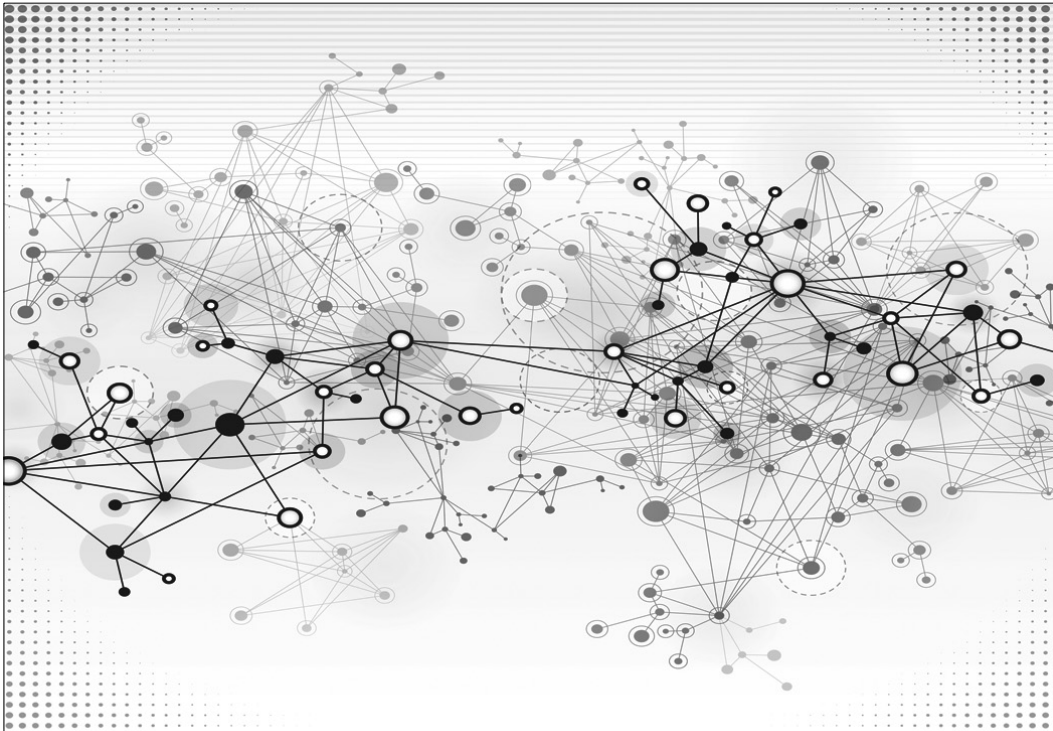
"Simulation as a Teaching Technology: A Brief History of its Use in Nursing Education, by Jill S Sanko, is a brief history of the various ways simulation-based education has been used in nursing education to provide realistic and practical practice environments for the purposes of educating and training the nursing workforce.

In "Flipping the Classroom Without Flipping out the Students: Working With an Instructional Designer in an Undergraduate Evidence-Based Nursing Practice Course, Yui Matsuda, Deborah Salani, and I describe the process of developing a flipped classroom approach for an undergraduate evidence-based nursing practice course and discuss lessons learned from the process and the evaluation data.



**Khitam Azaiza,**

Director of Instructional Design and Digital Media Production, School of Nursing and Health Studies, University of Miami, 5030 Brunson Dr., Coral Gables, FL 33124. Telephone: (305) 284-2710. E-mail: k.azaiza@miami.edu



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# TEACHING AND LEARNING AT A DISTANCE

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SIXTH EDITION

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