



Qualitative Study

1-Facilitators and barriers to AI adoption in nursing practice: a qualitative study of registered nurses' perspectives

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Abstract

Background Integrating Artificial Intelligence (AI) in nursing practice is revolutionising healthcare by enhancing clinical decision-making and patient care. However, the adoption of AI by registered nurses, especially in varied healthcare settings such as Saudi Arabia, remains underexplored. Understanding the facilitators and barriers from the perspective of frontline nurses is crucial for successful AI implementation. **Aim** This study aimed to explore registered nurses' perspectives on the facilitators and barriers to AI adoption in nursing practice in Saudi Arabia and to propose an extended Technology Acceptance Model for AI in Nursing (TAM-AIN). **Methods** A qualitative study utilising focus group discussions was conducted with 48 registered nurses from four major healthcare facilities in Al-Kharj, Saudi Arabia. Thematic analysis, guided by the Technology Acceptance Model framework, was employed to analyse the data. **Results** Key facilitators of AI adoption included perceived benefits to patient care (85%), strong organisational support (70%), and comprehensive training programs (75%). Primary barriers involved technical challenges (60%), ethical concerns regarding patient privacy (55%), and fears of job displacement (45%). These findings led to the development of TAM-AIN, an extended model that incorporates additional constructs such as ethical alignment, organisational readiness, and perceived threats to professional autonomy. **Conclusions** AI adoption in nursing practice requires a holistic approach that addresses technical, educational, ethical, and organisational challenges. The proposed TAM-AIN offers a comprehensive framework for optimising AI integration into nursing practice, emphasising the importance of nurse-centred implementation strategies. This model provides healthcare institutions and policymakers with a robust tool to facilitate successful AI adoption and enhance patient outcomes.

Keywords

Author Keywords

[Artificial Intelligence](#)[Nursing Informatics](#)[Technology Acceptance Model](#)[Healthcare Innovation](#)[Qualitative Research](#)[Saudi Arabia](#)

Keywords Plus

[TECHNOLOGY ACCEPTANCE MODEL](#)[DECISION-SUPPORT-SYSTEM](#)[ARTIFICIAL-INTELLIGENCE](#)[USER ACCEPTANCE](#)[HEALTH-CARE](#)[OPPORTUNITIES](#)[RISK](#)



Qualitative Study

2-The impact of ChatGPT on L2 writing and expected responses: Voice from doctoral students

By [Zou, M](#) (Zou, Min) [1] ; [Huang, L](#) (Huang, Liang) [2] (provided by Clarivate) Source [EDUCATION AND INFORMATION TECHNOLOGIES](#) Volume 29 Issue 11 Page 13201-13219 DOI 10.1007/s10639-023-12397-x Published AUG 2024 Early Access DEC 2023 Indexed 2024-01-07 Document Type Article

Abstract

Despite the growing popularity of ChatGPT and chatbot-assisted writing, research on the use of ChatGPT in second language (L2) writing classrooms remains insufficient. Using reflection papers and focus group interviews, the qualitative study examined doctoral students' views on the impact of using ChatGPT on L2 writing and their expected responses. Thematic analysis revealed that ChatGPT could support writers at the pre-writing, during-writing and post-writing stages and serve as a self-learning tool for writing and thinking development with its human and non-human features. Nonetheless, its generative nature also gave rise to concerns for learning loss, authorial voice, unintelligent texts, academic integrity as well as social and safety risks. Based on the benefits and drawbacks, the doctoral students expected the education sector to make concerted efforts for the effective, ethical and responsible use of ChatGPT in L2 writing. Suggestions are accordingly provided for future considerations in teaching and research to leverage ChatGPT for L2 writing.

Keywords

Author Keywords

[ChatGPT](#)[L2 writing](#)[Human-AI collaboration](#)[Chatbot-assisted writing](#)[Doctoral students](#)

Keywords Plus

[CHATBOT](#)



Qualitative Study

3-From Excitement to Anxiety: Exploring English as a Foreign Language Learners' Emotional Experiences in the Artificial Intelligence-Powered Classrooms

By Xin, ZG (Xin, Zhonggui) [1] ; Derakhshan, A (Derakhshan, Ali) [2] (provided by Clarivate) Source EUROPEAN JOURNAL OF EDUCATION Volume 60 Issue 1 DOI 10.1111/ejed.12845 Article Number e12845 Published MAR 2025 Indexed 2025-01-11 Document Type Article

Abstract

The use of artificial intelligence (AI) technologies in second/foreign language education has recently gained a bulk of attention. However, the emotional experiences of English as a foreign language (EFL) learners in AI-mediated classes have been ignored. To fill this gap, the present qualitative study examined 34 Chinese EFL students' perceptions of AI-induced emotions and regulation strategies. A semi-structured interview and a narrative frame were used to collect the data. The gathered data were thematically analysed through the latest version of MAXQDA software (v. 2023). The findings revealed that Chinese EFL students had mostly experienced positive emotions of 'motivation', 'excitement', 'engagement' and 'confidence'. On the negative side, they reported experiencing 'frustration', 'anxiety' and 'stress' more frequently in their classes. Furthermore, the study indicated that the participants had used six strategies, namely 'seeking help from others', 'shifting attention', 'cognitive change', 'persistent practice', 'staying positive' and 'suppression' to regulate their AI-induced emotions. The findings are discussed and implications are provided for EFL students and educators to understand the emotional aspect of AI injection into L2 education.

Keywords

Author Keywords

[artificial intelligence](#)[EFL students](#)[emotion regulation strategies](#)[emotions](#)

Keywords Plus

[EFL](#)[ENGAGEMENT](#)[EDUCATION](#)[LITERACY](#)[SELF](#)[AI](#)



Qualitative Study

4-The impact of Generative AI (GenAI) on practices, policies and research direction in education: a case of ChatGPT and Midjourney

By Chiu, TKF (Chiu, Thomas K. F.) [1] (provided by Clarivate) Source INTERACTIVE LEARNING ENVIRONMENTS Volume 32 Issue 10 Page 6187-6203 DOI 10.1080/10494820.2023.2253861 Published NOV 25 2024 Early Access EP 2023 Indexed 2023-09-10 Document Type Article

Abstract

Generative artificial intelligence (GenAI) tools have become increasingly accessible and have impacted school education in numerous ways. However, most of the discussions occur in higher education. In schools, teachers' perspectives are crucial for making sense of innovative technologies. Accordingly, this qualitative study aims to investigate how GenAI changes our school education from the perspectives of teachers and leaders. It used four domains - learning, teaching, assessment, and administration - as the initial framework suggested in a systematic literature review study on AI in education. The participants were 88 school teachers and leaders of different backgrounds. They completed a survey and joined a focus group to share how ChatGPT and Midjourney had a GenAI effect on school education. Thematic analysis identified four main themes and 12 subthemes. The findings provide three suggestions for practices: know-it-all attitude, new prerequisite knowledge, interdisciplinary teaching, and three implications for policy: new assessment, AI education, and professional standards. They also further suggest six future research directions for GenAI in education.

Keywords

Author Keywords

[artificial intelligence](#)[Generative AI in education](#)[teacher education](#)[learning](#)[teaching](#)[assessment](#)[administration](#)

Keywords Plus

[ARTIFICIAL-INTELLIGENCE](#)[EVALUATION SYSTEM](#)[DESIGN](#)[IMPLEMENTATION](#)[COMPETENCE](#)[STUDENT](#)

5-WHEN AND HOW ARTIFICIAL INTELLIGENCE AUGMENTS EMPLOYEE CREATIVITY

By Jia, N (Jia, Nan) [1]; Luo, XM (Luo, Xueming) [1]; Fang, Z (Fang, Zheng) [2], [3]; Liao, CC (Liao, Chengcheng) [4] (provided by Clarivate) Source ACADEMY OF MANAGEMENT JOURNAL Volume 67 Issue 1 Page 5-32 DOI 10.5465/amj.2022.0426 Published FEB 2024 Indexed 2024-04-14 Document Type Article

Abstract

Can artificial intelligence (AI) assist human employees in increasing employee creativity? Drawing on research on AI-human collaboration, job design, and employee creativity, we examine AI assistance in the form of a sequential division of labor within organizations: in a task, AI handles the initial portion, which is well-codified and repetitive, and employees focus on the subsequent portion, involving higher-level problem-solving. First, we provide causal evidence from a field experiment conducted at a telemarketing company. We find that AI assistance in generating sales leads, on average, increases employees' creativity in answering customers' questions during subsequent sales persuasion. Enhanced creativity leads to increased sales. However, this effect is much more pronounced for higher-skilled employees. Next, we conducted a qualitative study using semi-structured interviews with the employees. We found that AI assistance changes job design by intensifying employees' interactions with more serious customers. This change enables higher-skilled employees to generate innovative scripts and develop positive emotions at work, which are conducive to creativity. By contrast, with AI assistance, lower-skilled employees make limited improvements to scripts and experience negative emotions at work. We conclude that employees can achieve AI-augmented creativity, but this desirable outcome is skill-biased by favoring experts with greater job skills.

Keywords

Keywords Plus

[JOB COMPLEXITY](#)[DECISION-](#)
[MAKING](#)[WORK](#)[MACHINE](#)[TIME](#)[EAI](#)[INFORMATION](#)[MOTIVATION](#)[MANAGEMENT](#)[FRAMEWORK](#)



Qualitative Study

6-Managing cultural diversity in end-of-life care: a qualitative study

By Cáceres-Titos, MJ (Caceres-Titos, Maria Jose) [1] ; Porras-Santana, JM (Porras-Santana, Juan Miguel) [1] ; Cabillas-Romero, MR (Cabillas-Romero, Maria R.) [2] ; García-Navarro, EEB (Garcia-Navarro, E. E. Begona) [1] , [3] (provided by Clarivate) Source BMC PALLIATIVE CARE Volume 24 Issue 1 DOI 10.1186/s12904-025-01759-6 Article Number 124 Published MAY 4 2025 Indexed 2025-05-12 Document Type Article

Abstract

BackgroundIn an increasingly globalized world, multiculturalism has transformed healthcare settings, making cultural diversity an essential component of care. In end-of-life processes, this context presents unique challenges, where care extends beyond clinical skills to involve complex, sensitive, and compassionate human interactions.**Objective**This study aimed to explore the difficulties perceived by nursing professionals in palliative care when caring for culturally diverse patients.**Design**The study employed an exploratory qualitative design with a phenomenological approach to examine professional experiences.**Methods**Semi-structured interviews were conducted to capture detailed narratives from 11 purposely selected participants, providing a rich understanding of their lived experiences as nursing professionals. The study adhered to the COREQ guidelines (Consolidated Criteria for Reporting Qualitative Studies).**Results**The analysis identified five main themes, including linguistic and communicative barriers that hinder trust-building between patients, families, and professionals. Cultural differences in beliefs, rituals, and expectations surrounding death were also noted. Challenges related to support networks, professional profiles, and workplace settings-such as insufficient training in cultural competence and the emotional impact of caring for culturally diverse patients at the end of life-were found to influence the quality of care provided.**Conclusions**In an increasingly multicultural world, end-of-life care should reflect the diversity it encompasses. Considering the perspectives of healthcare professionals caring for culturally diverse patients enhances the quality of care for both professionals and patients during their final moments, fostering a more inclusive and humanized care environment.

Keywords

Author Keywords

[End-of-life](#)[Barriers](#)[Cultural care](#)[Transcultural nursing](#)[Qualitative design](#)

Keywords Plus

[PALLIATIVE CARE](#)[PATIENT COMMUNICATION](#)[COMPETENCE](#)