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| Harerimana, 2016 Rwanda                | Parallel mixed method of convergence | Nursing students (n=227), Nurse educators (n=44), ICT managers and Campus managers (n=17). | E-learning | – Students understand what they are learning more easily and feel more empowered in their learning.  
– ICT improves the classroom climate; students are more focused on their learning, they try harder to learn.  
– ICT greatly facilitates collaborative work among students  
– Students are more likely to remember what they have learned a lot.  
– Students have a positive perception of the results of e-learning.  
– E-learning promotes self-directed learning.  
– E-learning saves time in terms of travel and attending regular classes.  
– Students can receive messages from their peers and teachers without necessarily being in school.  
– Students can access resources without being limited by time and space. |
| Irinoye, 2016 Nigeria                  | Descriptive study of survey type | Nursing students (n=305) | Online distance learning | – Students reported having fair or poor skills in using ICT.  
– The majority of students sometimes surf the Internet.  
– Most reported not owning a personal desktop or laptop computer. More than half had no formal computer training.  
– The majority of respondents agreed/strongly agreed that face-to-face classes improve student understanding than the online virtual classroom. |
| Bello, 2017 Egypt                      | Descriptive cross-sectional study | Nursing students (n=504) | Blended e-learning | – The majority of students respectively a desktop or laptop computer and the Internet.  
– Few students had access to medical journals or online learning resources.  
– Just over half of students accessed the Internet 1-3 times per day.  
– About half of students spend an average of 1 to 3 hours on the Internet per day.  
– Slightly less than half of the students reported that they only used the computer/Internet once a week to search for scientific knowledge.  
– About half of the students reported having |
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| Chao, 2017 | Taiwan | Quasi-experimental study | Nursing students (n=100) | Blended e-learning | - The control group showed significant growth in four aspects of competence  
- The experimental group showed greater growth in two areas than the control group. |
| Willemse, 2017 | South Africa | Contextual qualitative method | Undergraduate nursing students (n=101) | Blended e-learning with smartphone | - Student engagement has improved with mobile learning.  
- Students perceive the mobile learning experience as a modern, informative, and easily accessible method of communication that provided a "clear understanding of how to take an exam."  
- Mobile learning facilitates group work, and that group work facilitates and enhances their learning.  
- The online mobile learning initiative improved communication among group members, and students completed their tasks without face-to-face contact. |
| Avelino, 2018 | Brazil | Mixed method | Nursing students (n=51) | Blended e-learning | - Participants rated their knowledge level as high after completing the course.  
- The majority of students would like to use online learning as a teaching and learning strategy in other courses and subjects.  
- Even at a distance, the forum resource allowed interaction between the students, allowing for collective construction of knowledge on the nursing process and the CPCI.  
- The distance modality is still a new experience for undergraduate students, which causes some apprehension at first contact. |
| Luo, 2018 | China | Integrated explanatory sequential mixed method | Nursing students (n=9) | Asynchronous e-learning | - The assignments were helpful for student learning, and their research skills met the expected learning outcomes of the course.  
- After completing the assignments, participants felt more confident in using different forms of technology. |
| Ali, 2020 | Egypt | Quasi-experimental study | Nursing students (n=224) | Synchronized and asynchronous distance learning | - Students rated themselves as incompetent or having poor skills in using the Internet.  
- More than half of the students found that the online learning interaction made them feel motivated.  
- More than two-thirds found that group participation in task completion is better than individualized tasks.  
- The effectiveness of the respective teacher-student relationship and rapport |
was reported by over three-quarters of the students. While more than half of the students reported that the system is contemporary, their responses regarding whether the online system can replace traditional face-to-face learning were distributed in approximately equal percentages on both sides of the scale.