



Let's Check In
Engaging Students & Faculty in
an Innovative & Collaborative
Learning Environment

CHAMBERLAIN
UNIVERSITY
COLLEGE of NURSING

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Disclosure

- Beth Marquez, DNP, MSN, MBA, RN; Marianne Olson, PhD, RN and Terri Rocafort, PhD, ANP-BC are employed full-time with the Doctor of Nursing Practice online degree program at Chamberlain University College of Nursing
- There are no conflicts of interest
- There was no commercial support given for this presentation



Symposium Overview

- *Let's Check In: Developing a Collaborative Learning Environment*
- Building Social Presence in the Online Environment
- Understanding Factors that Promote or Inhibit Faculty Engagement



Let's Check In

Developing a Collaborative Learning Environment



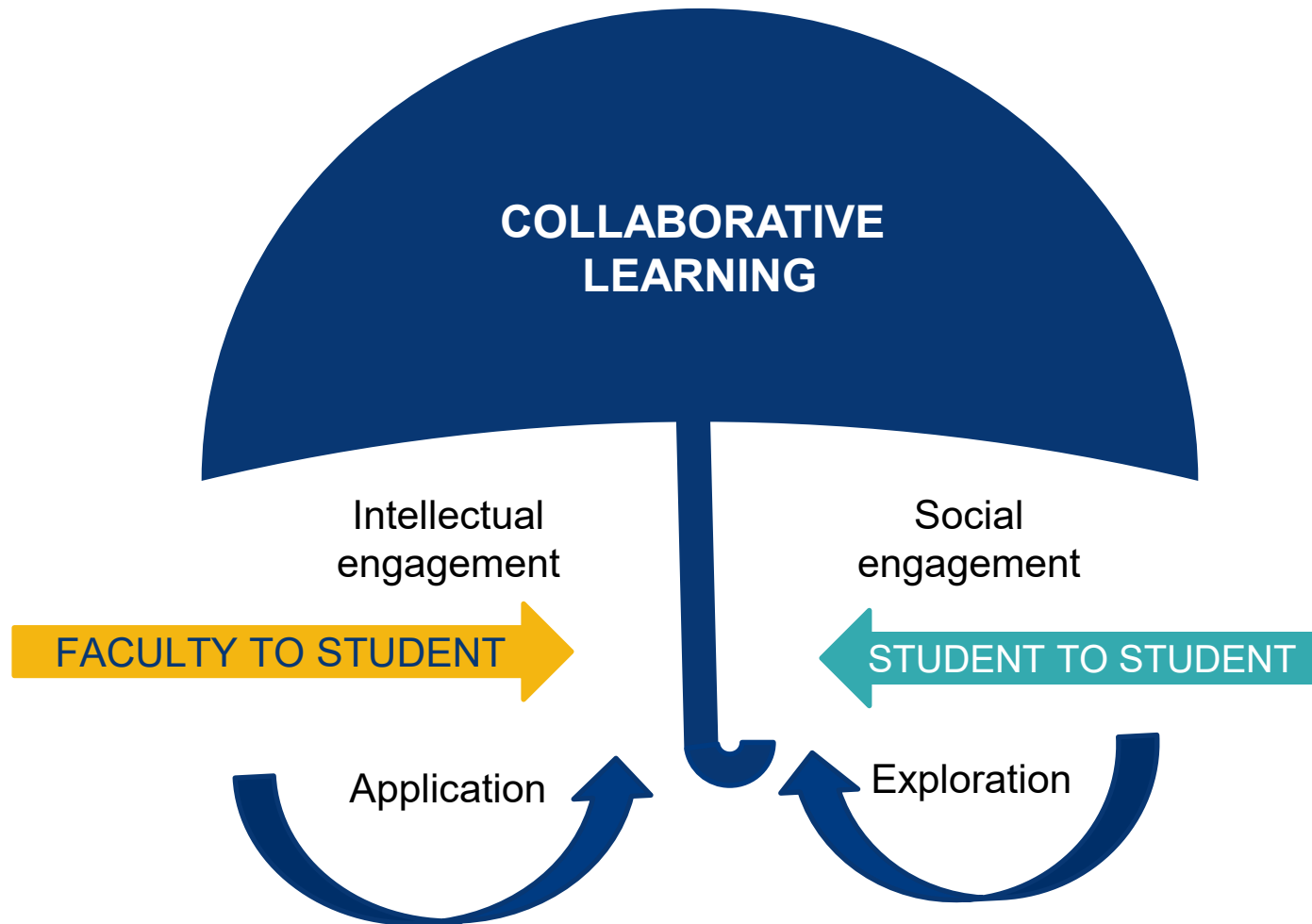
Beth Marquez, DNP, MSN, MBA, RN
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Objectives

- The learner will be able to define the meaning of collaborative learning
- The learner will be able to describe the role of faculty in developing a collaborative learning environment
- The learner will be able to explain how collaborative learning supports student and faculty engagement



What's it all About?



Purpose of Collaborative Learning



Development of Learning Communities

Traditional Faculty Role

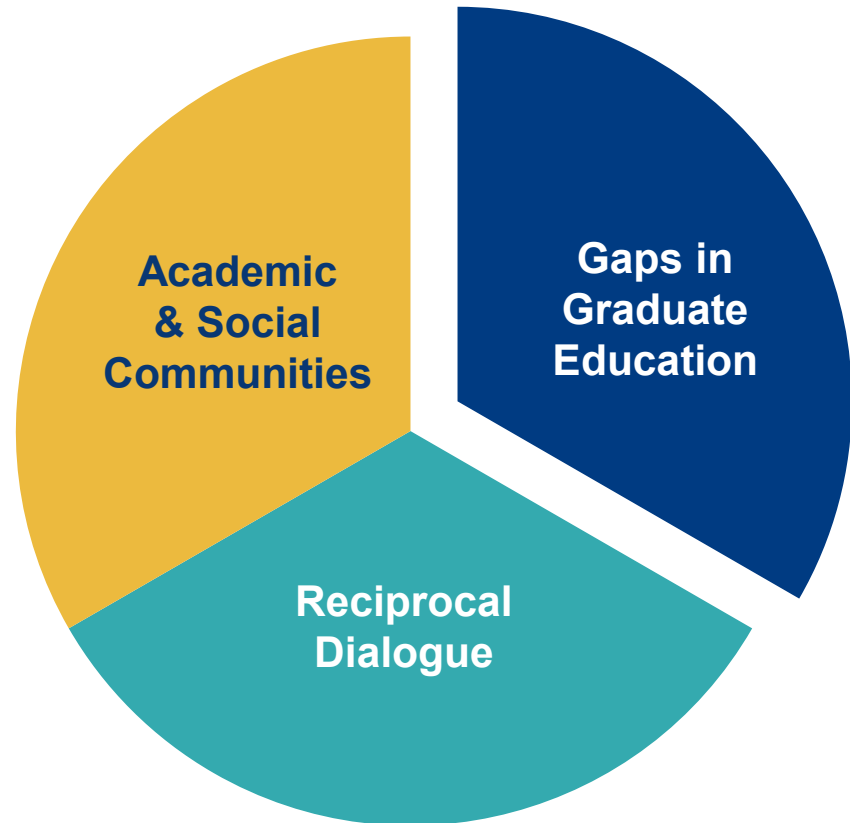


Collaborative Faculty Role



Goal of Learning Communities

- Build academic and social communities
- Facilitate faculty to student and student to faculty dialogue
- Address gaps in graduate education



Creation of *Let's Check In*

- Weekly live forum
- Hosted by course subject-matter expert
- Students and faculty in attendance
- Course content

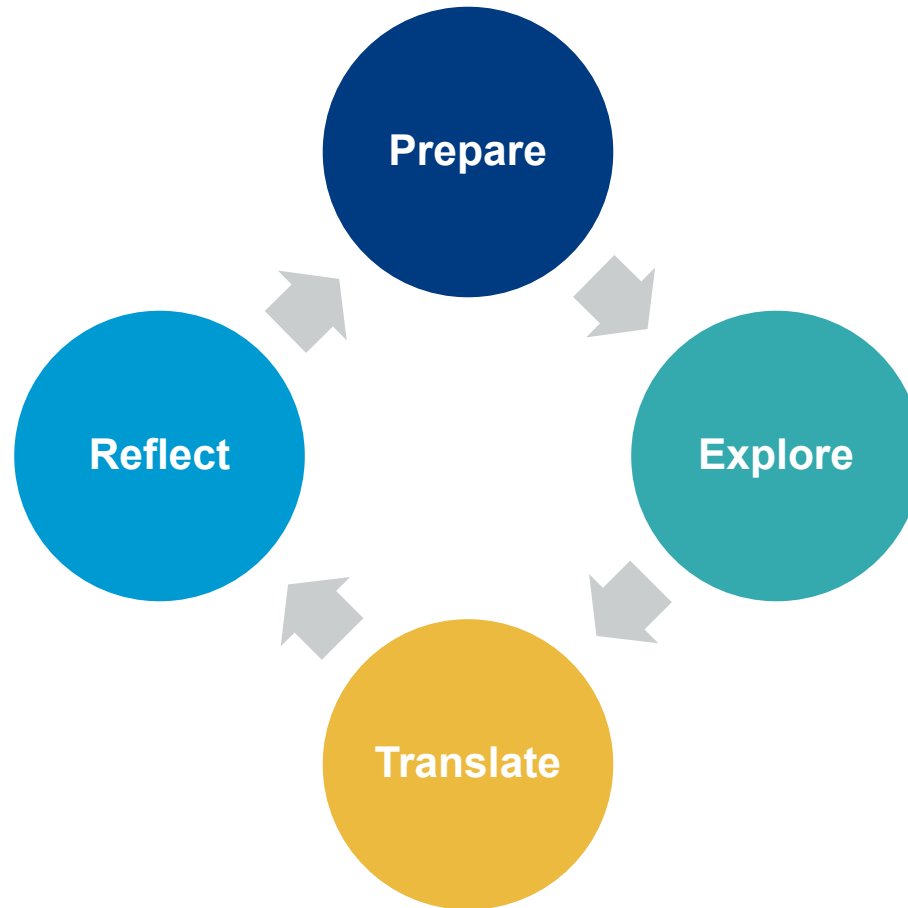


Integration of *Let's Check In*

- Plan
 - Influence dialogue
 - Promote learning
- Explore
 - Evidence search
 - Faculty brainstorming
- Translate
 - Create product; synchronous meeting
 - Systematic presentation and recording
- Reflect
 - Best times
 - Inclusion of faculty
 - Sharing



Integration of *Let's Check In* (Cont.)



Faculty Role

- Attend *Let's Check In*
- Provide consistent student experience
- Support collaborative learning



Building Social Presence in the Online Environment



Terri Rocafort, PhD, ANP-BC, RN
Associate Professor, DNP Online Degree Program

Objectives

- The learner will examine and apply factors and ideas to develop student social presence in the online educational setting
- The learner will evaluate the effectiveness of new technology to promote student engagement and presence



Blurred Lines

Movement to Asynchronous Learning

- Rapid program development
- Geographical distance
- Flexibility

Student-Faculty Relationship Changes

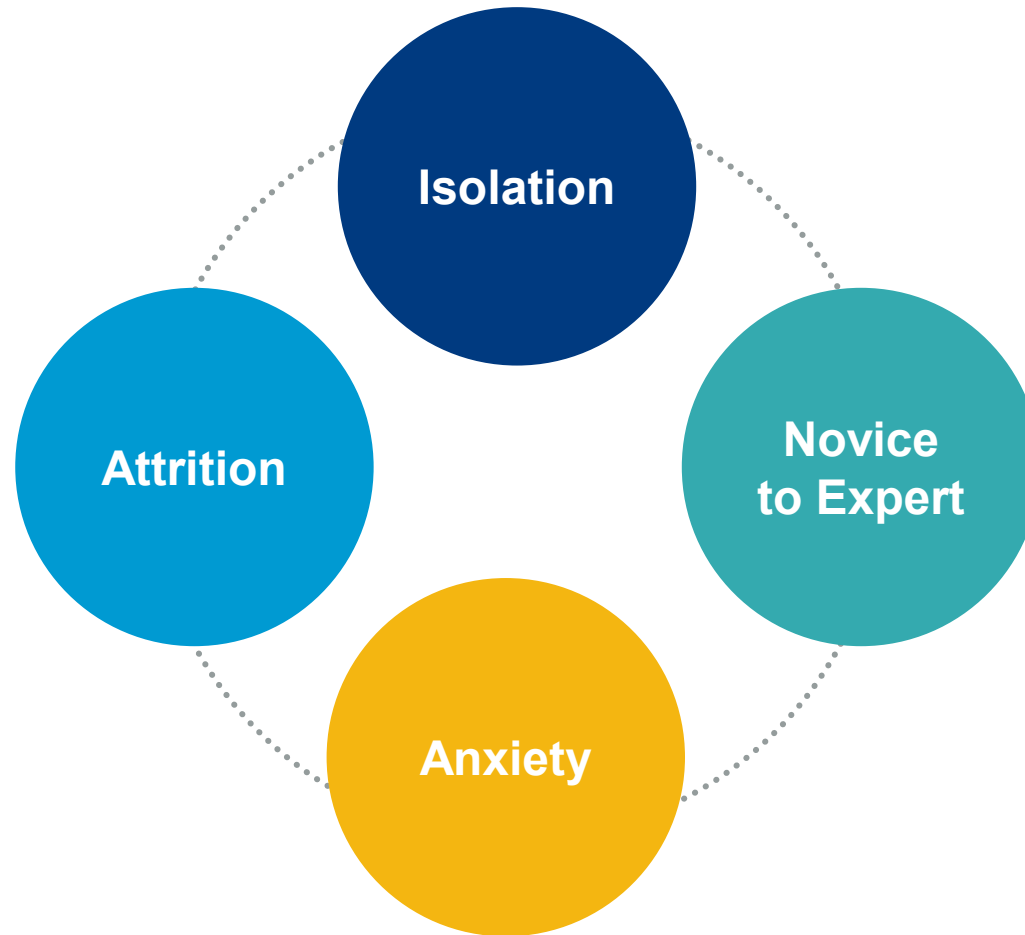
- Blurred lines
- Social vs. academic presence
- Loss of physical presence

Societal Need for Doctor Prepared Nurses

- Faculty
- Nursing leaders
- Policy



Back to Novice and Isolation



Social Presence

- Building of social relationships
- Opportunities in asynchronous environment



Evidence

- Research supports intent to leave increased in first didactic courses
- Support from clinical to scholar-integrating purposeful activities ease transition
- Social presence enhanced; synchronous video-conferencing
- Supportive environment contributes to learning



Evaluating Success

- Actively pursue weekly recording
- Clarity of assignments
 - Robust dialogue in discussion board
- Integrated throughout the curriculum
- Evolved into communication vehicle



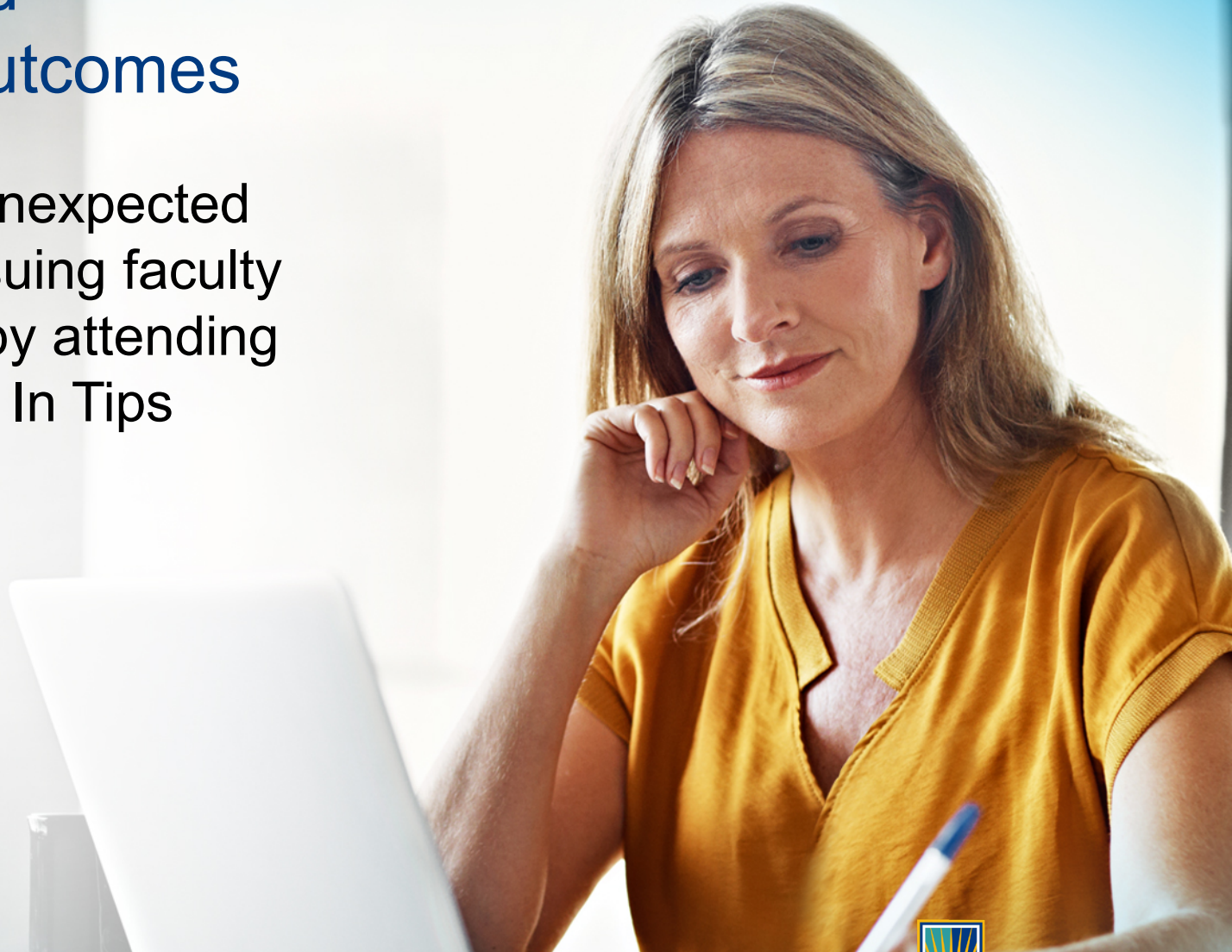
Student Feedback

LIKE PLANS SAY
LISTEN **HELPING**
COMPLETE RECEIVED
JUST **CERTAINLY** ABSOLUTE
ASSIGNMENT SUPPORTED
WANTED **CHECK-INS** CONTENT
HELPED THANKS
TIPS WEEKLY CRUCIAL
RECORDING COURSE **BETTER**
ALSO **WRITING** CLARITY
OUTSTANDING



Unintended Positive Outcomes

- What was unexpected was the ensuing faculty interaction by attending Let's Check In Tips for Success



Understanding Factors that Promote or Inhibit Faculty Engagement



Marianne Olson, PhD, RN
Associate Professor, DNP Online Degree Program

Objectives

- The learner will describe factors that influenced faculty engagement in everyday practice
- The learner will identify innovative strategies to engage faculty in the online environment in acquiring the knowledge and skills needed to deliver this innovative approach

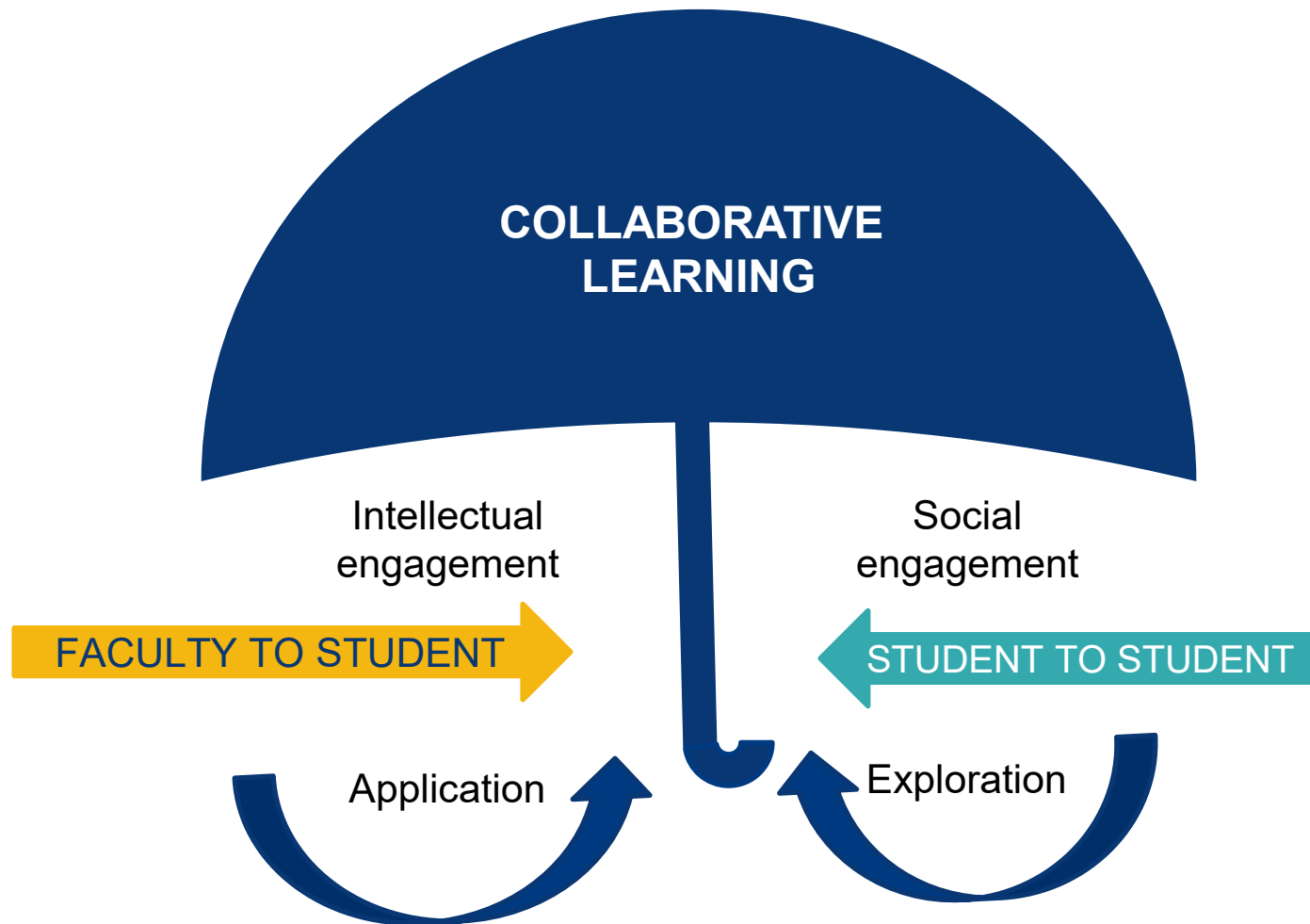


Factors Influencing Faculty Engagement

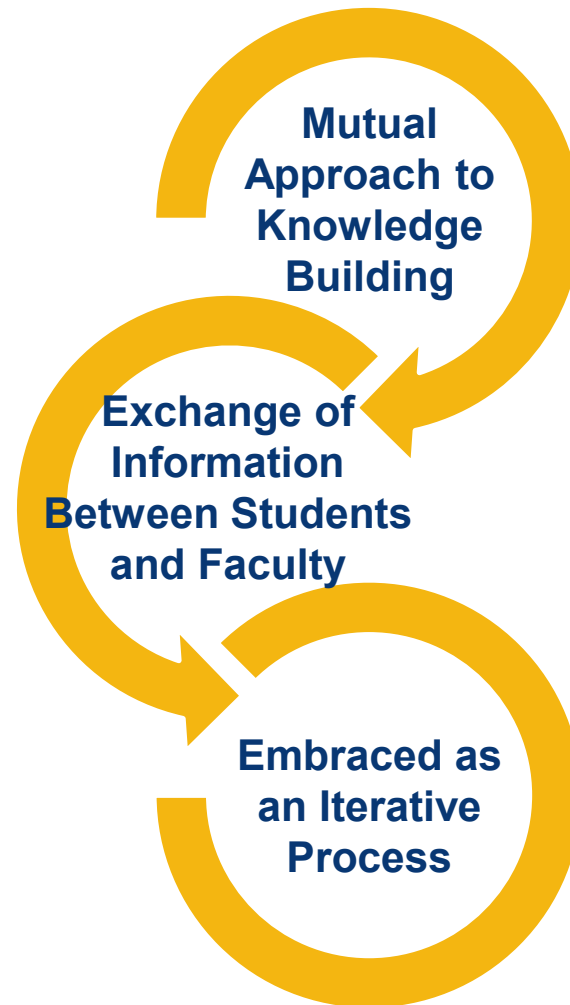
- Embrace the complex nature of teaching in the online environment
- Spreading best practice is not intuitive
- Achieving best outcomes is a process rooted in generative lifelong learning



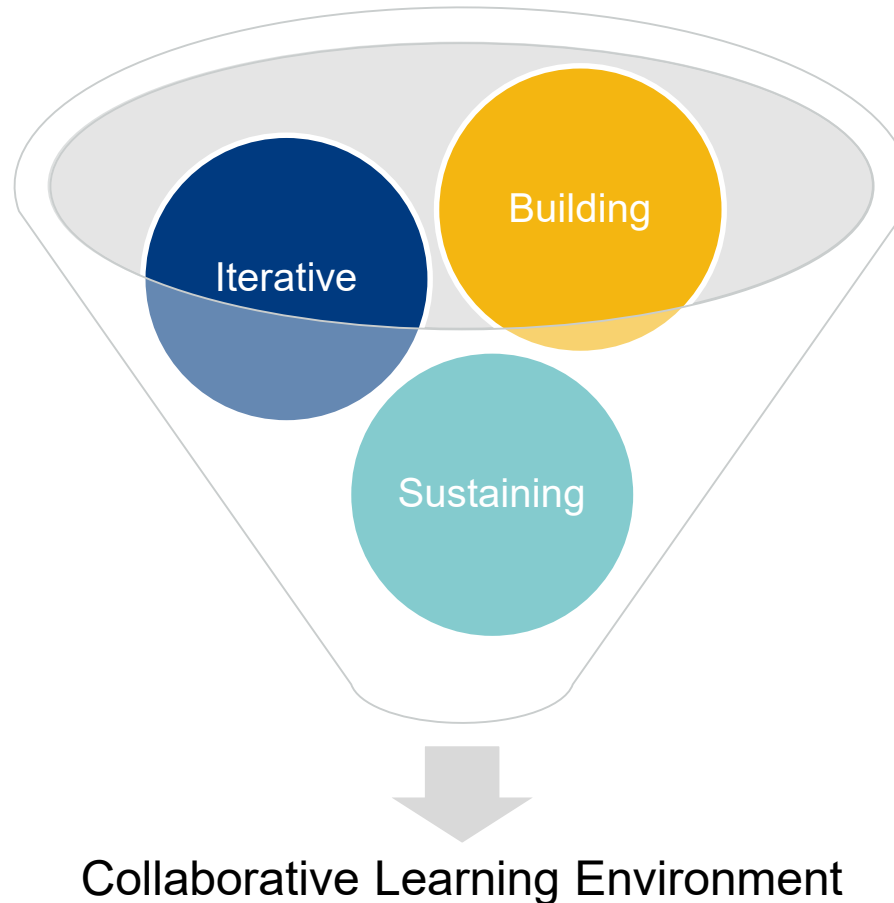
Shifting Our Thinking



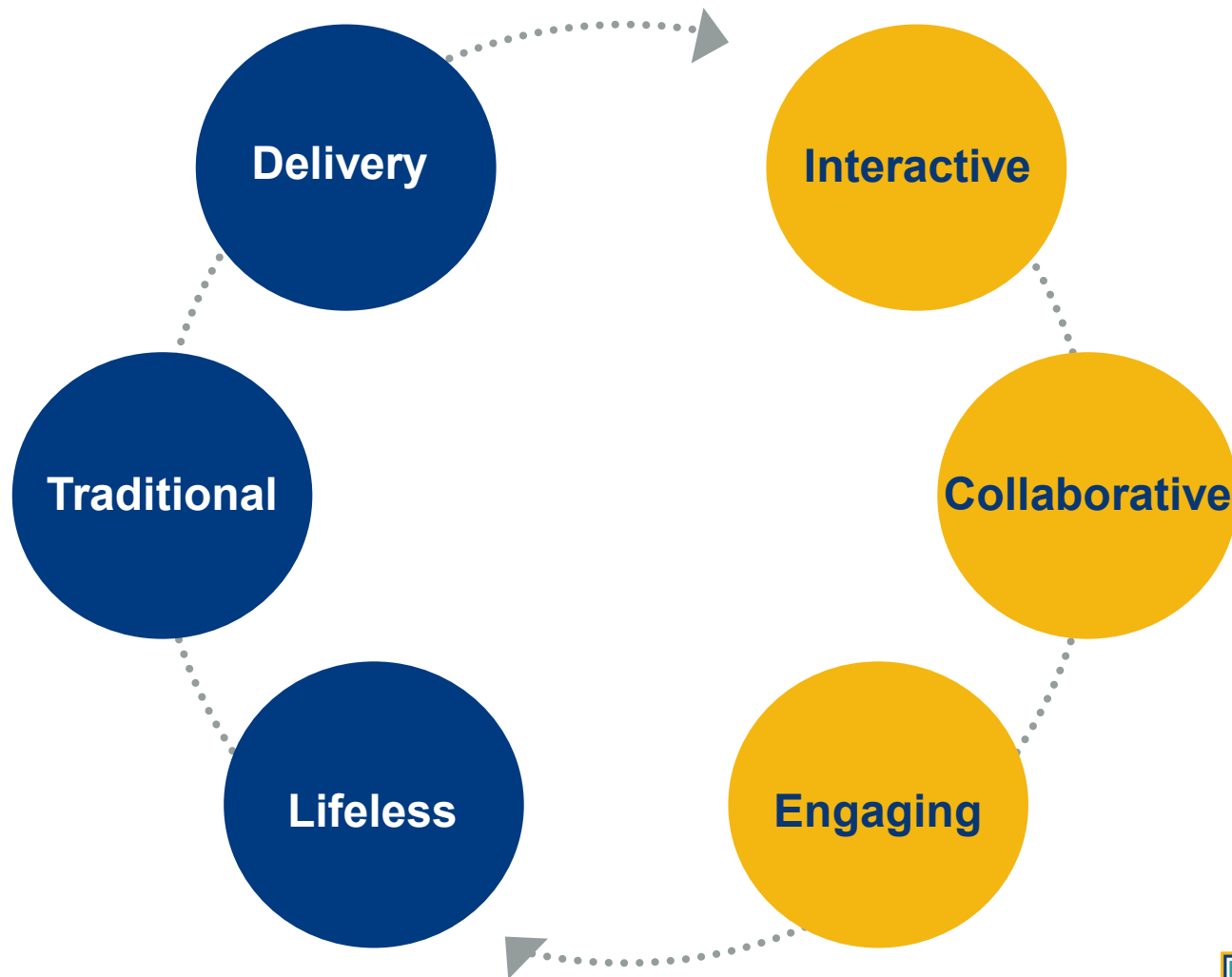
Factors That Influence Faculty Engagement



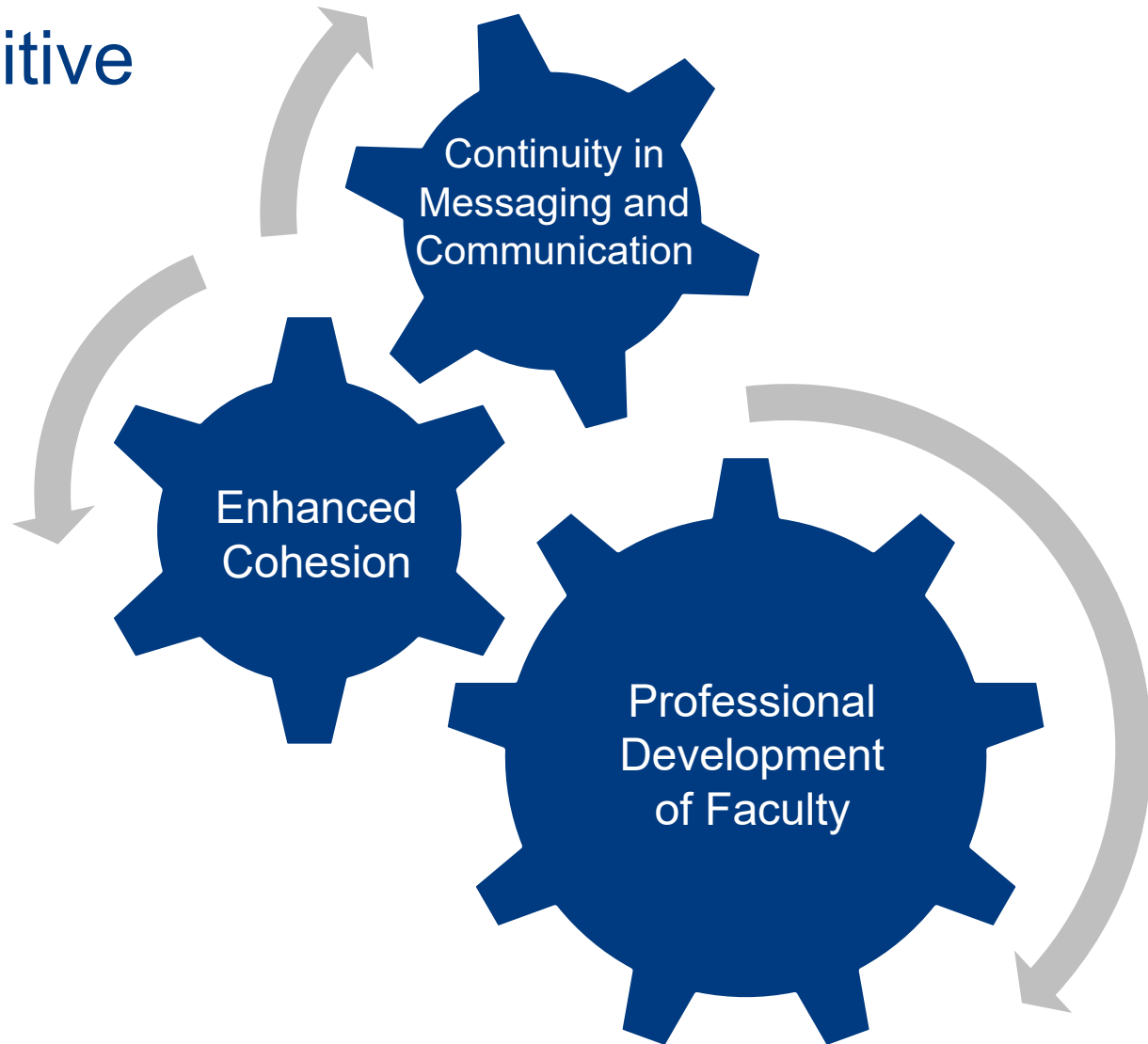
Factors that Influence Faculty Engagement (cont.)



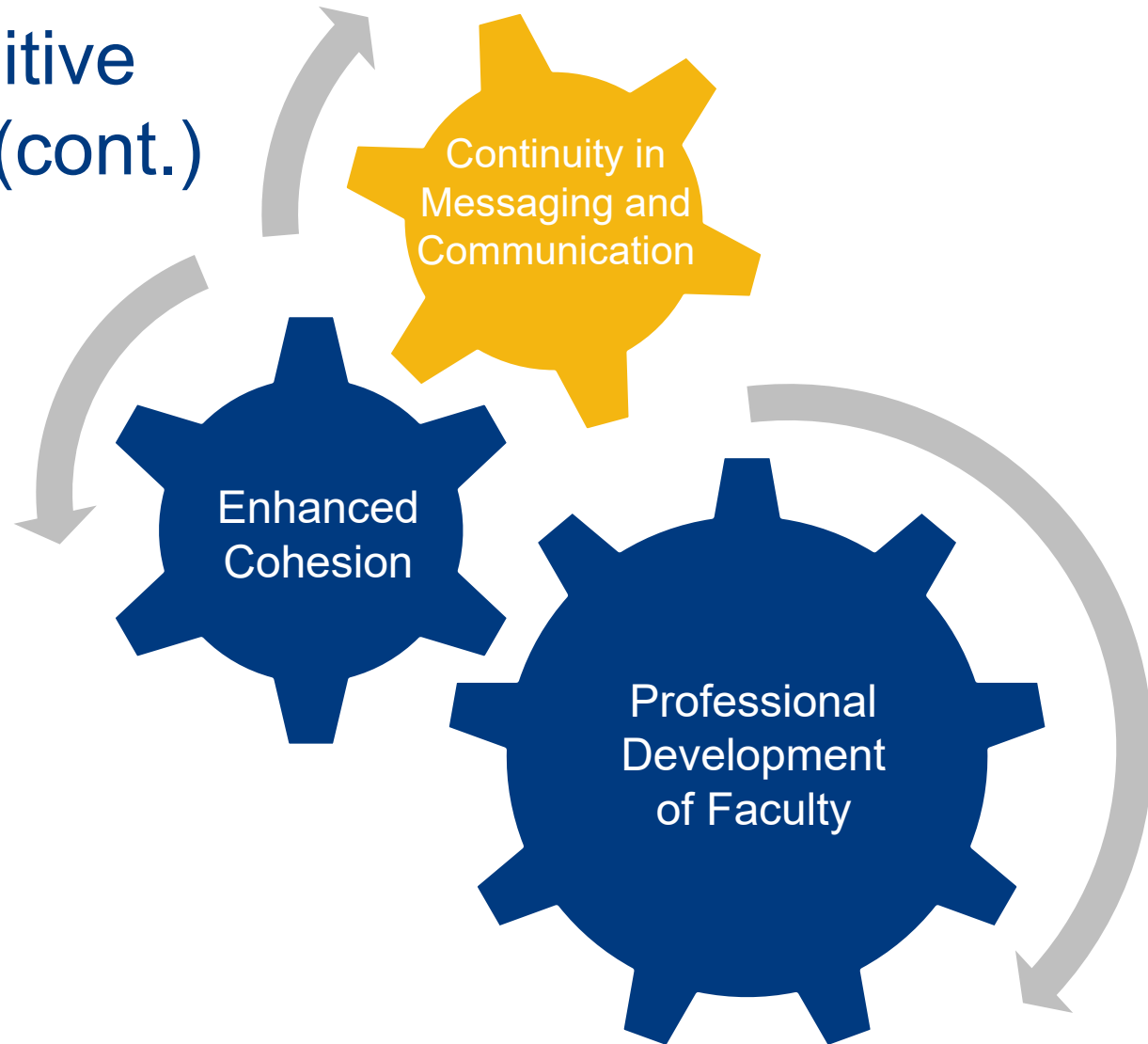
Innovative Strategies



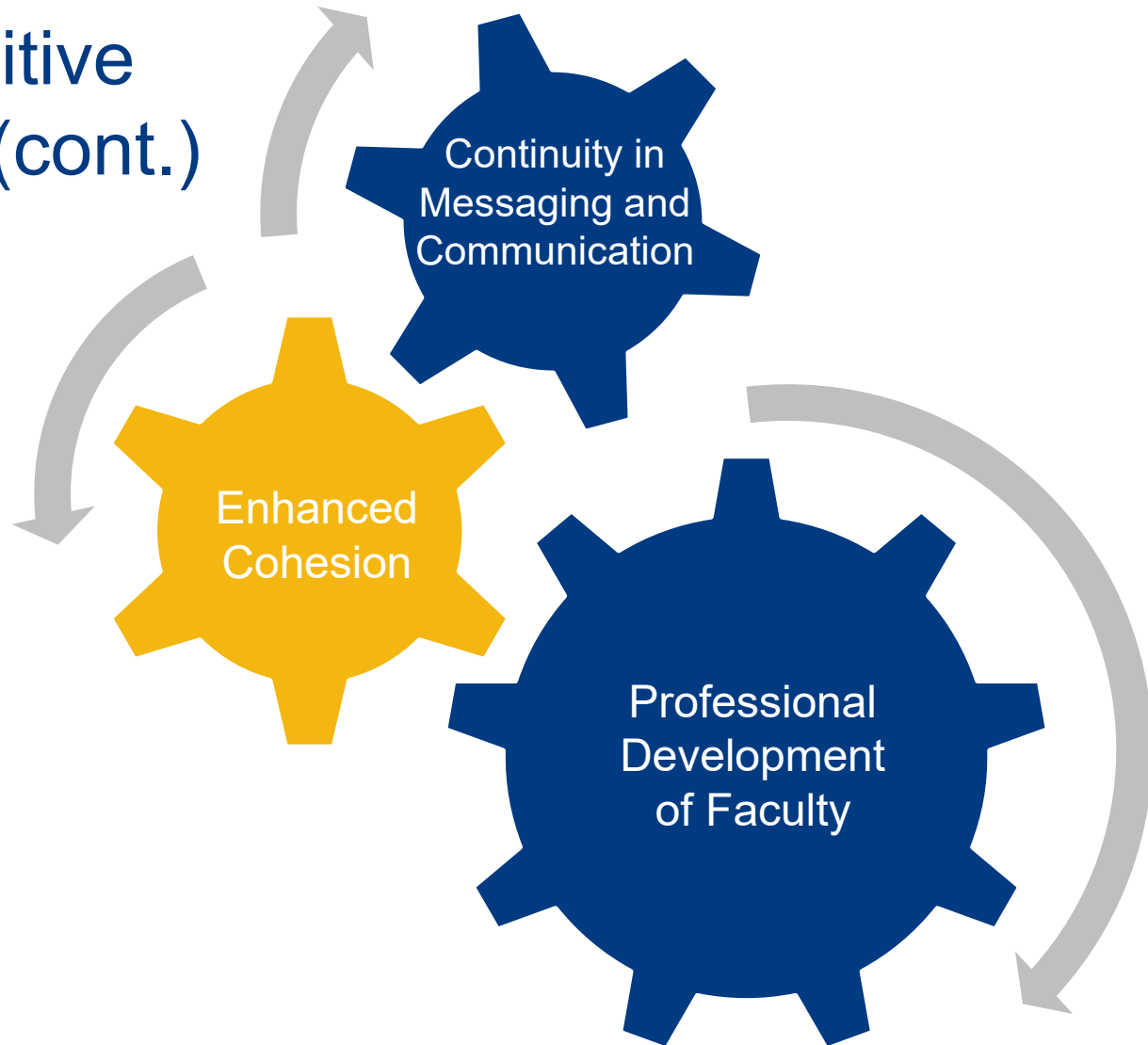
Unintended Positive Consequences



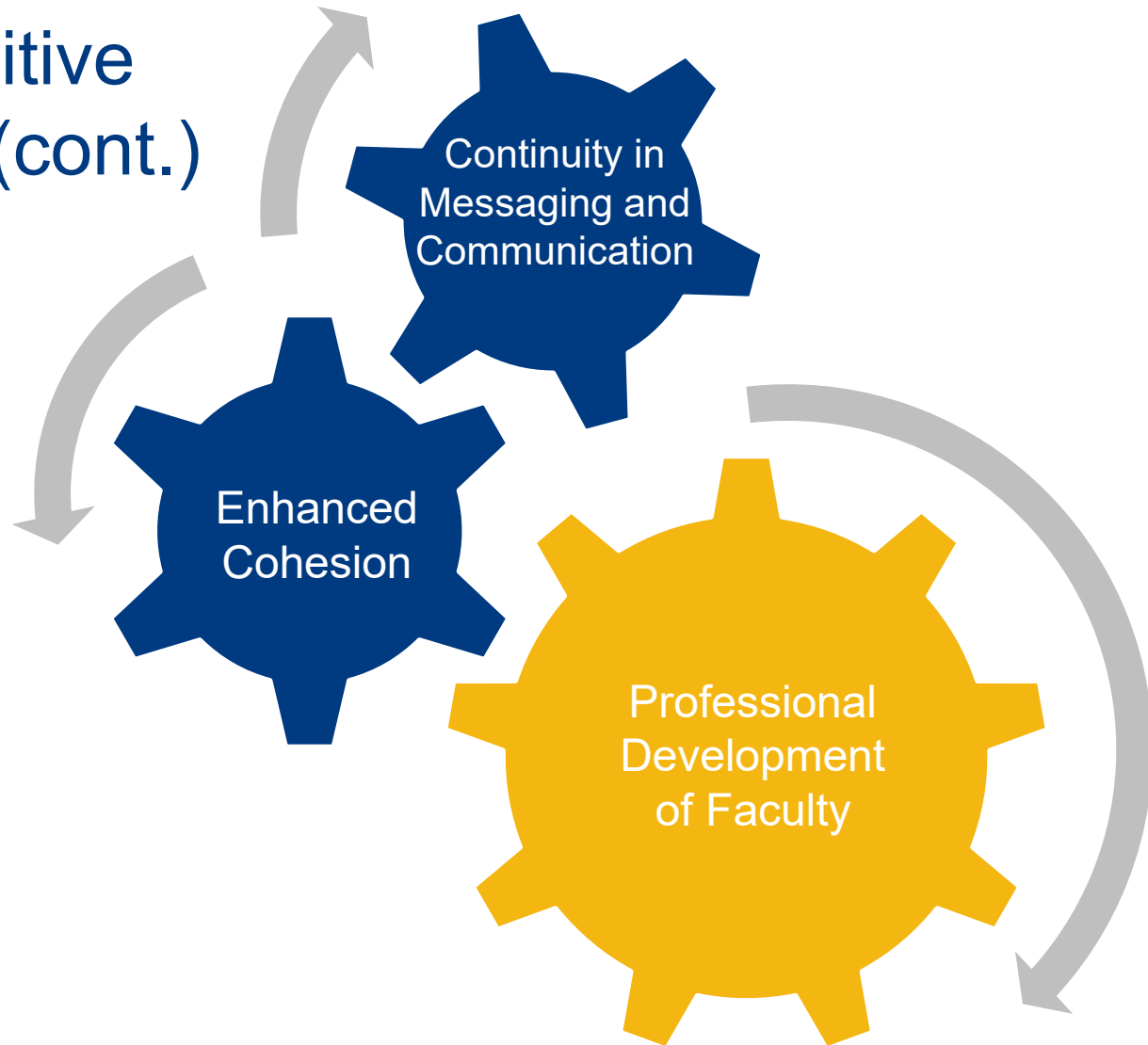
Unintended Positive Consequences (cont.)



Unintended Positive Consequences (cont.)



Unintended Positive Consequences (cont.)



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Questions



The background features a large, light blue watermark of the Chamberlain University logo. The logo is circular and contains the text "CHAMBERLAIN UNIVERSITY" at the top and "COLLEGE of NURSING" at the bottom. In the center is a shield with a caduceus symbol. The year "1889" is also visible within the shield.

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