The Transition from Traditional Classroom to the Virtual Classroom: Two Faculty Experiences

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# Transitional Journey

Content

- Background: current trends in online nursing education

- Methodology

- Lived transitional experiences in context of Garrison's Model of Community of Inquiry

- Students' reflection

- Conclusion

Background

- Significant growth in online education in nursing education over last decade

- Recommendation of IOM & AACN to have 80% of the nursing workforce with BSN degrees by 2020

- Online education is convenient for working and long-distance nurses returning to school

- Existing Associate Nursing Degree students

Opportunities and Challenges
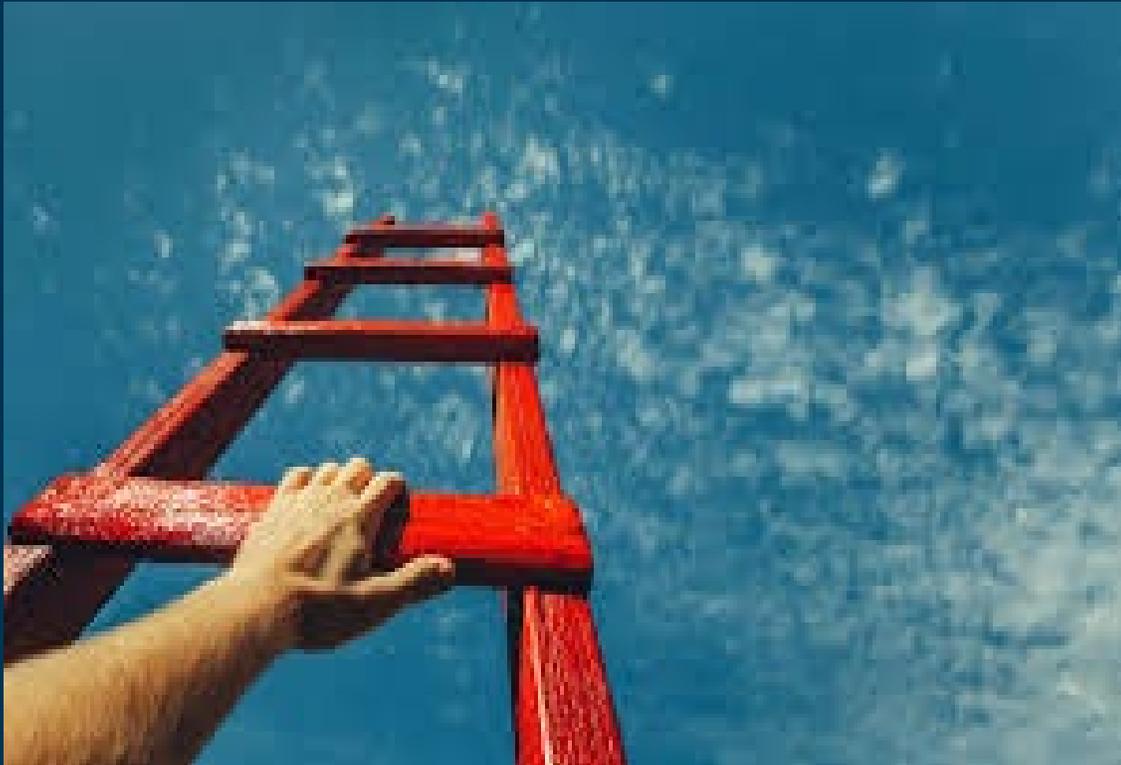
- Transition from face-to-face to virtual classroom is full of opportunities and challenges
  - Redefining professional identities
  - Technology
  - Time commitment
  - Design and implementation of courses
  - Role of a "guide on the side" rather than "sage on the stage"

Purpose of study

- The purpose of this qualitative study was to explore the lived experiences of two faculty members during their journey from face to face traditional classroom to a virtual classroom.
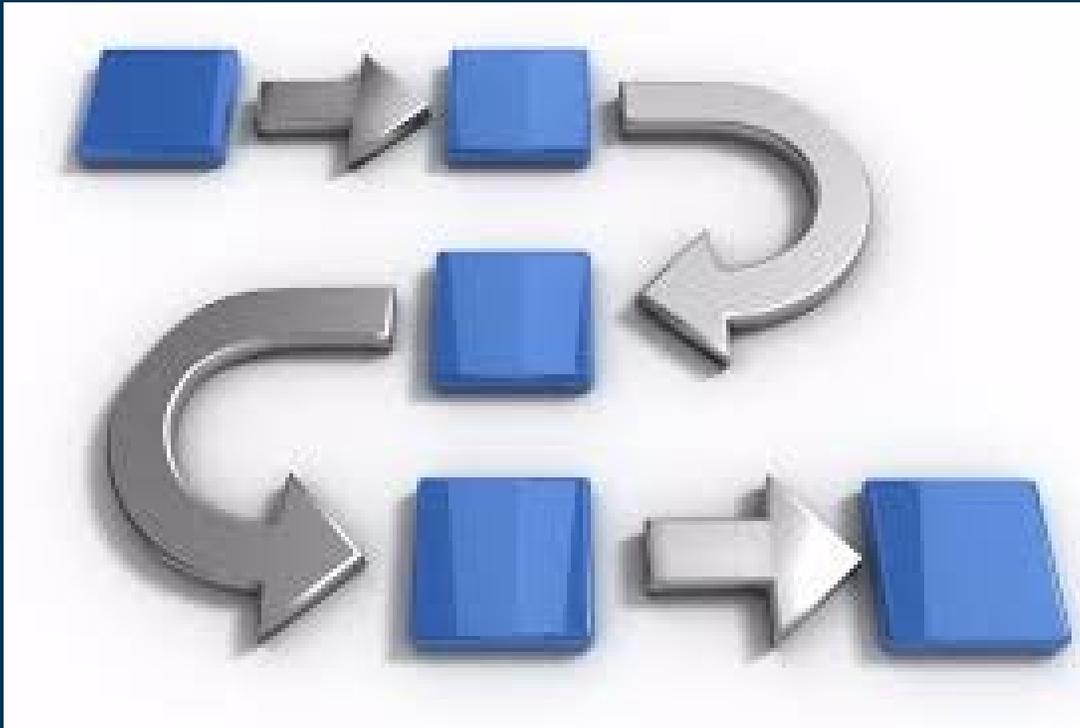
Engagement of Stakeholders

Grant Funding: Donor interested in increased BSN graduated

Institutional Approval:

✓ Program change Application

✓ CCNE

✓ Instructional Design Team

✓ Supportive Services: Advisement, Admission, Financial Aids, Registrar, IT

✓ Program curriculum

✓ Faculty

✓ Students

Methodology

- Faculty experiences were explored by using following:
    - a questionnaire
   - indicators of teaching presence based on Garrison's model of Community of Inquiry

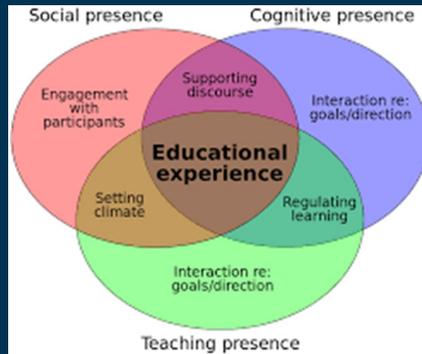# Instruments

Lived experiences: Questionnaire

- How were you prepared for teaching online?
- What organizational support did you get during your transition from face to face to online platform?
- How did you maintain your online presence?
- What do you think about adequacy of course design and technical support provided?

Garrison's Model: Community of Inquiry
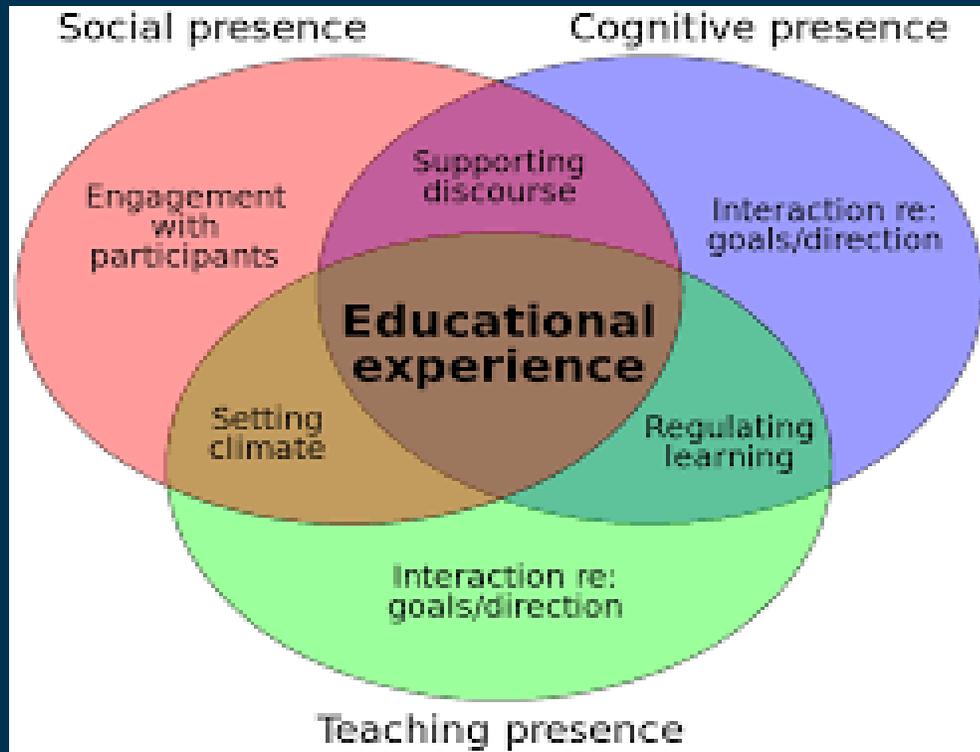
- Concept of instructor and class of students engaged in learning inquiry
- Based on constructivist approach identifies social, cognitive and teaching presence
- Defines, describes and measure elements supporting development of online learning communities

Garrison's Model: Community of Inquiry

Social presence · Cognitive presence

Engagement with participants · Supporting discourse · Interaction re: goals/direction

Educational experience

Setting climate · Regulating learning

Interaction re: goals/direction

Teaching presence

- Social presence
  - The ability of learners to project socially and emotionally, thereby being perceived as "real people" in mediated communication

- Supportive communication
- Sense of safety
- Group Cohesion
- Learning ownership
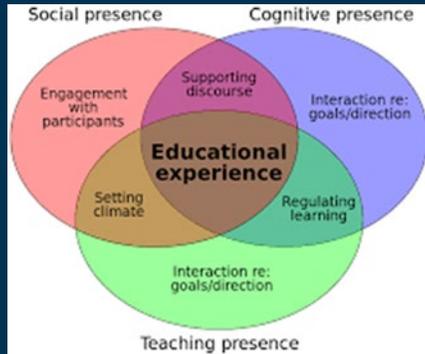- A sense of community based upon common purpose & inquiry

Garrison's Model: Community of Inquiry
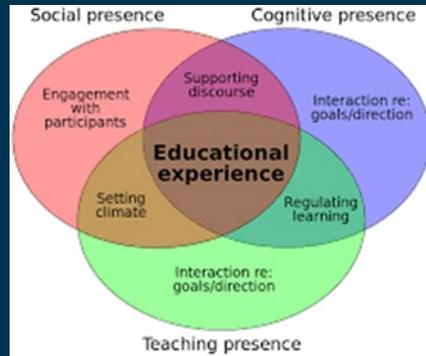
- Cognitive presence
  - Cognitive presence is the extent to which learners can construct and confirm meaning through sustained reflection and discourse

- Cycle of practical inquiry:

  - Triggering phase
  - Exploration phase
  - Integration phase
  - Resolution (Garrison & Anderson, 2003).

Garrison's Model: Community of Inquiry

Social presence | Cognitive presence
Engagement with participants
Supporting discourse
Interaction re: goals/direction
Educational experience
Setting climate
Regulating learning
Interaction re: goals/direction
Teaching presence

- Teaching presence
  - Defined as design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally relevant goals

- Teaching presence creates an environment, where cognitive presence can be developed
- Positively associated with student motivation, satisfaction and learning (Swan & Shih, 2005)

Lived experiences

How were you prepared for teaching online?
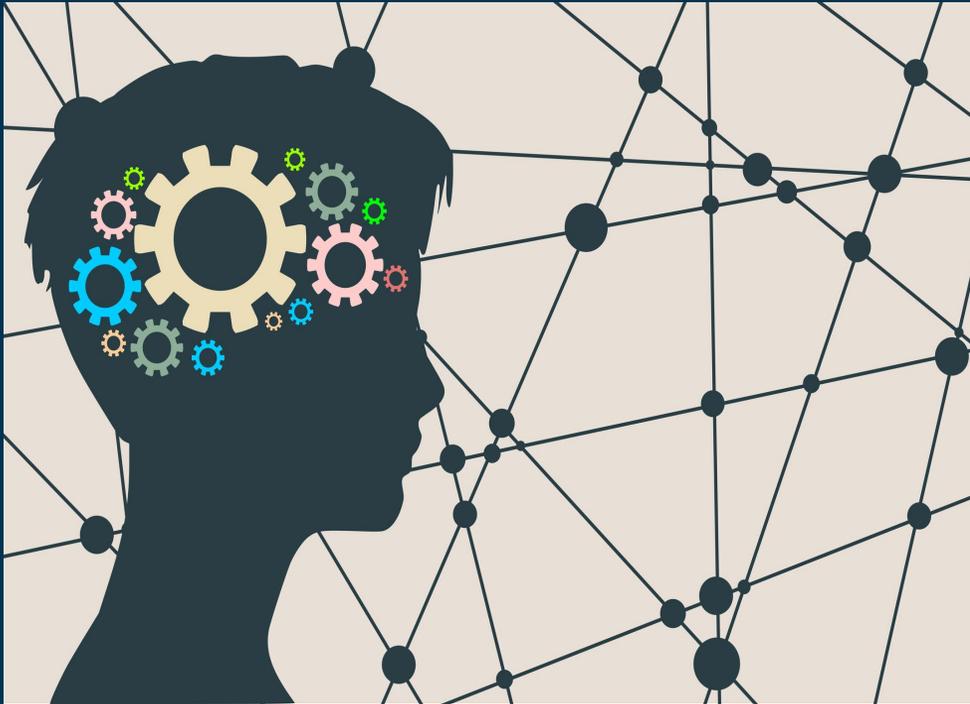
- Prior to transitioning to 100% online, faculty completed online course " Learning to Teach Online course"

- Attended professional development programs: orientation and navigation of LMS with Instructional learning

- Used constructivist approach to design teaching and learning approaches

- Used Garrison's model of Community of Inquiry to navigate our teaching presence

- Transitioned to hybrid format in 2017 (3 face-to-face meetings in 8 weeks).

What support did you get from your organization.

- Professional development programs
  - Completed an online course
  - Got orientation and navigation to LMS
  - Various tools were made available on LMS.
  - Readily available help from Management of LMS

How did you maintain your online presence?

Indicators of teaching presence based on Garrison's model

Categories	Indicators and how we accomplished
Instructional design and organization	• Set the curriculum • Designed methods such as quizzes, discussions and assignments • Established time frame and criteria for assessment • Utilized tools such as email, announcements and discussions effectively • Set expectations and netiquette • Macro-level comments about course content using announcements
Facilitating discourse	• Participated in discussions to navigate direction, agreement and disagreement and consensus • Provided direction to reach consensus • Provided consistent positive feedback • Established positive learning environment • Assessed efficacy of the process through students' reflection

How did you maintain your online presence? contd

How did you maintain your online presence

Categories	Indicators and how we accomplished
Direct instruction	• Presented content and questions weekly relevant to course • Guided students' focus on questions being asked • Summarized discussions to find commonalities and differences • Provided positive feedback related to achievements and required changes • Identified any misconception related to topic and clarified it • Provided information about multiple resources • Responded to any technological issues and referred students to appropriate personnel

What do you think about adequacy of course design and technical support provided?

- Course design and technical support was adequate, however we were not able to use all the tools in first semester

- We introduced Zoom meeting for orientation and wrap up of course in 2nd semester

- LMS team was easily approachable and provided needed help

- We are consistently expanding our knowledge and skills to include effective teaching pedagogies

- However, it requires more time than face to face traditional classroom, virtual classroom is open 24/7.

Students' Reflection

- Some students were worried about their transition to online format

- Students felt comfortable with course design and navigation

- Favorite tool was discussion forum

- Appreciated individualized, positive and timely feedback from instructor

- Students who could not speak in face to face classroom due to their shy nature, got opportunity to share their experiences

- Students were satisfied with instructor's online presence

Lessons Learned

- Prepare for the unexpected
- Plan to save the world: one project at a time
- LMS management: How good is the course if the student cannot see /access it?
- Planning, preparing and teaching online course takes time, dedication and intentional matching of course objectives to student learning outcome.
- Be Flexible and open to change the "perfect plan"

Concluding thoughts

- Although we were novice in the virtual classroom, the preparation, orientation to LMS, organizational and departmental support were the key factors for the significant and successful transition experiences.

- Based on our experiences , we are integrating lessons learned to improve other courses to enhance teaching pedagogies and our students' online learning.

- Subsequently the Online RN-BSN Program.

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