Now You See Me: Mentoring Online Faculty for Visibility
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Background
- Preference to online education in the contemporary academic system (Alan & Seaman, 2014).
- Over five million students taking online education courses (Alan & Seaman, 2014).
- Millennial generation is entering higher education with advanced technology skills and social network connections (Montenery et al., 2013).
- Online students need constant feedback and instantaneous communications.
- Time and efforts required to email students individually, answer discussion forum threads, and grade assignments.
- Faculty challenges to stay visible without clear guidelines.

Purpose
The purpose of the presentation is to share strategies for new or seasoned faculty transitioning from teaching a face-to-face classroom to online courses.

Method
- Online Faculty Checklist
  - At the beginning of the semester
  - At the beginning of the class
  - During class
  - At the end of the class
  - 1:1 Mentoring via Skype, Blackboard Collaborate, Facetime, Viber, & other.
  - Scheduling technology training

Discussions
- Mentoring online could be a challenging experience — location, time, skills with technology.
- Co-teaching with experienced online faculty is beneficial.
- Frequent communication and feedback are the key factors for positive online experience for all.

References