Nursing Faculty Development for Online Instruction

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Faculty Disclosure

- Faculty name and credentials  Lorri A Graham, DNP-L, RN
- There are no known or potentially perceived conflicts of interest
- Employed at Saint Francis Medical Center College of Nursing
- There is no sponsorship or commercial support as part of the information to be presented.
Session Goal and Objectives

- **Goal**
  Session attendees will have a greater understanding of the importance of faculty development in online instruction.

- **Objectives**
  Session attendees will be able to apply an Active Mastery Learning Approach to faculty development in online instruction.
  Session attendees will be able to integrate strategies presented into current faculty development processes for online instructions.
Background and Significance

- Personal experiences
- Faculty needs survey
- Comprehensive literature review

Research question - Does formal training in online teaching of nursing faculty impact faculty competence with providing online education?
Online Faculty Needs Assessment Survey

- 55% return rate N = 15/27
- Years teaching online 2-13
- 73% received informal training from a colleague
- Most of the training was navigation of online learning system
- 75% received no training in online pedagogy
Survey Suggestions for Improvement

- Better connectivity and 24/7 tech support
- Changing faculty workloads for the extra time needed to set up and teach an online course.
- Additional training on LMS
- Formal instruction on strategies to present information and help engaging students
- Exposure to what is available within the online environment to facilitate active learning strategies
Benefits to the College

- Creation of a stronger community of online faculty
- Recruitment for online instructors may become easier
- Online courses will increase revenue, allow flexible schedules, save gas and time, and decrease need for classroom space
- Competent faculty are going to provide a richer and more successful learning experience for online students

What if No Change?

- Job dissatisfaction, frustration and anxiety for faculty, and course dissatisfaction with students.
- Could lead to loss of faculty and decreased student enrollment in the online courses.
- Online faculty that have not been formally prepared often harbor misconceptions regarding online instruction that impact their ability to effectively teach online.

Lackey, 2012; McQuiggan, 2012
Active Mastery Learning Model

- **Content Mastery**: Students master content through engaging, interesting, cumulative activities.
- **Interaction**: Students interact with instructor, each other and content through mastery learning activities, discussions, group projects and instructor feedback.
- **Active Application**: Students actively apply content through collaborative, problem-based activities that are relevant and meaningful.

AML (Active Mastery Learning)
Literature Review

- (CINAHL) Plus and ERIC with full text.
- Keywords: faculty development, nursing faculty, online instruction, online teaching, and online education.
- 62 articles and 3 textbooks 1990 to 2015.
- A Google online article search was conducted using the same keywords.
- Research and texts recommended by experts in instructional design and faculty development, that were not previously found, were also reviewed.
Project Team Formation

- Instruction Design Specialist
- Undergraduate Online Faculty Member
- Graduate Online Faculty Member
- Librarian
Develop and implement a series of 4 interactive self-paced online modules in online instruction.

Faculty completion of the final program evaluation.

Report on analysis of evaluation results to College Senate meeting.

Integrate modules into new faculty orientation.
Faculty Education Sessions

- Basic online instruction principles and pedagogy
- Best practices
- Strategies for student engagement
- Online resources
- ADA requirements and learning disorders

## Creation of a Story Board

<table>
<thead>
<tr>
<th>Reference</th>
<th>Slide Title/Text</th>
<th>Visual</th>
<th>Narration</th>
<th>Other notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 1</td>
<td>Splash</td>
<td>Notebook cover with title and authors</td>
<td>Welcome to the first of three faculty development modules for online instruction. This module will present the background and significance of providing faculty with formal online instruction preparation, a summary of the needs assessment survey that was completed May of 2015, an interactive introduction to the basics and an assignment.</td>
<td>Slide-only view</td>
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<tr>
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<td>Auto advance</td>
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<td>Level 1 slide</td>
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<td>Slide locked</td>
</tr>
<tr>
<td>Slide 2</td>
<td>Objectives</td>
<td>Notebook Background Tab 1</td>
<td>The objectives for Module 1 are that faculty will be able summarize the significance and background for the creation of the online teaching modules. Identify and compare differences between in seat and online classes and barriers to successful online instruction and apply the elements of community to online courses.</td>
<td>User advance</td>
</tr>
<tr>
<td>Slide 3</td>
<td>Background</td>
<td>Notebook Background Tab 1.1</td>
<td>Through personal experiences, faculty needs assessment findings and comprehensive literature searches and benchmarking it is apparent that technology and more convenient methods to educate have moved too rapidly for colleges to make sure faculty are adequately prepared to teach online. Fortunately, the literature is rich with studies and I faculty development examples as colleges work to catch faculty up to the unique characteristics and pedagogy of online instruction.</td>
<td>User advance</td>
</tr>
</tbody>
</table>
Nursing Faculty Development in Online Instruction
Module 3

Lorri Graham, MSN, RN, CNE, CPHQ, CLC
Elizabeth Reynolds, Ed. M.
Saint Francis Medical Center College of Nursing
Example of Avatar for Narration

Background and Significance

- Literature Findings
- Online Faculty Experiences
- Faculty Needs Assessment
- Benchmarking
Examples of Activities

Best Practices for Online Course Management
Drag and drop the labels to the correct option below:

- Learning technology required
- Organizing materials
- Learning Processes required
- Converting material to the web
- Taking advantage of currently existing materials online
- Development of the Online Course

- Answering email
- Grading assignments
- Posting material
- Upkeep of the website
- Responding to discussion
- Material backup
- Teaching the Course

- Student honesty and privacy
- Technology problems
- Communication issues
- Dropout rates
- Assessment and evaluation
- Student procrastination and excuses
- Other Areas of Concern

Type failure text here

A Tradition of Excellence in Nursing Education
Examples of Activities

- Asking too many questions at once.
- Asking yes/no or leading questions.
- Asking a question and answering it yourself.
- Failing to probe or explore the implications of answers.
- Asking unconnected questions.
- Ignoring or failing to build on answers.
- Not providing direction and maintaining focus.
- Minimal to no presence online.
Activities After Module Completion

- Self assessment for readiness to teach online
- Online course design checklist
- Practice using technology resources
- Completion of program evaluation
Incentives

- Continuous Education Units – one hour for each module
- Certificate of completion
Evaluation

- Threaded discussion responses following completion of each module
- The final program evaluation when the sessions are complete.
Results

- Thirty-six out of 55 faculty, or 66%, completed all modules successfully.
- Following completion of the online modules, faculty were asked to complete the program evaluation and submit anonymously to my mailbox at the college.
- Twenty-one evaluations were received, with 36 faculty completing a 1–5 Likert scale, with one as low and five as high, for a 58% return rate.
- Nineteen of 21 responses were scored as all fives, or high. The other two evaluations were scored all fours.
Narrative Comments

“"I love this presentation, I think online teaching is very underutilized and I appreciated your providing all the resources to help make online teachers successful”"

“Very beneficial to all instructors—online and face to face”

“I liked the various learning activities that can be utilized”

“As a new teacher at the college this semester, this would have been wonderful to complete prior to starting the semester. Outside of getting eCollege access there was virtually no orientation”

“I am already very comfortable in teaching in the virtual environment so my needs may not have been as great as others in this regard—yet I still gained valuable knowledge from these modules and I am grateful for the resources provided, thank you!”
Lessons Learned

- Online instructional design is hard and time consuming!
- Online self-paced modules was the way to go.
- More time needed for faculty to participate
- Challenges of developing a process that meets the needs of faculty with wide variety of experience teaching online.
Next Steps

- Revision of modules based on feedback
- Follow up with faculty not completing the modules
- Inclusion in new faculty orientation
- Student perception of faculty competence
Questions?
Reference

- Clark, D. (2013). Designing online learning activities. In K. Frith & D. Clark (Eds.), Distance Education in Nursing (pp. 135-143, 3rd ed.). New York, NY: Springer Publishing Company.


- Development_Web_Final.pdf


References


References


