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

Clark, 2013; Crawford-Ferre & Wiest, 2012; Lackey, 2012; McQuiggan, 2012; Meyer, 2014; Terantino & Agbehonou, 2012

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Research Question

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

Clinefelter, 2012; Crawford-Ferre, et al., 2012; McQuiggan, 2012; Vail & Tessori, 2012.
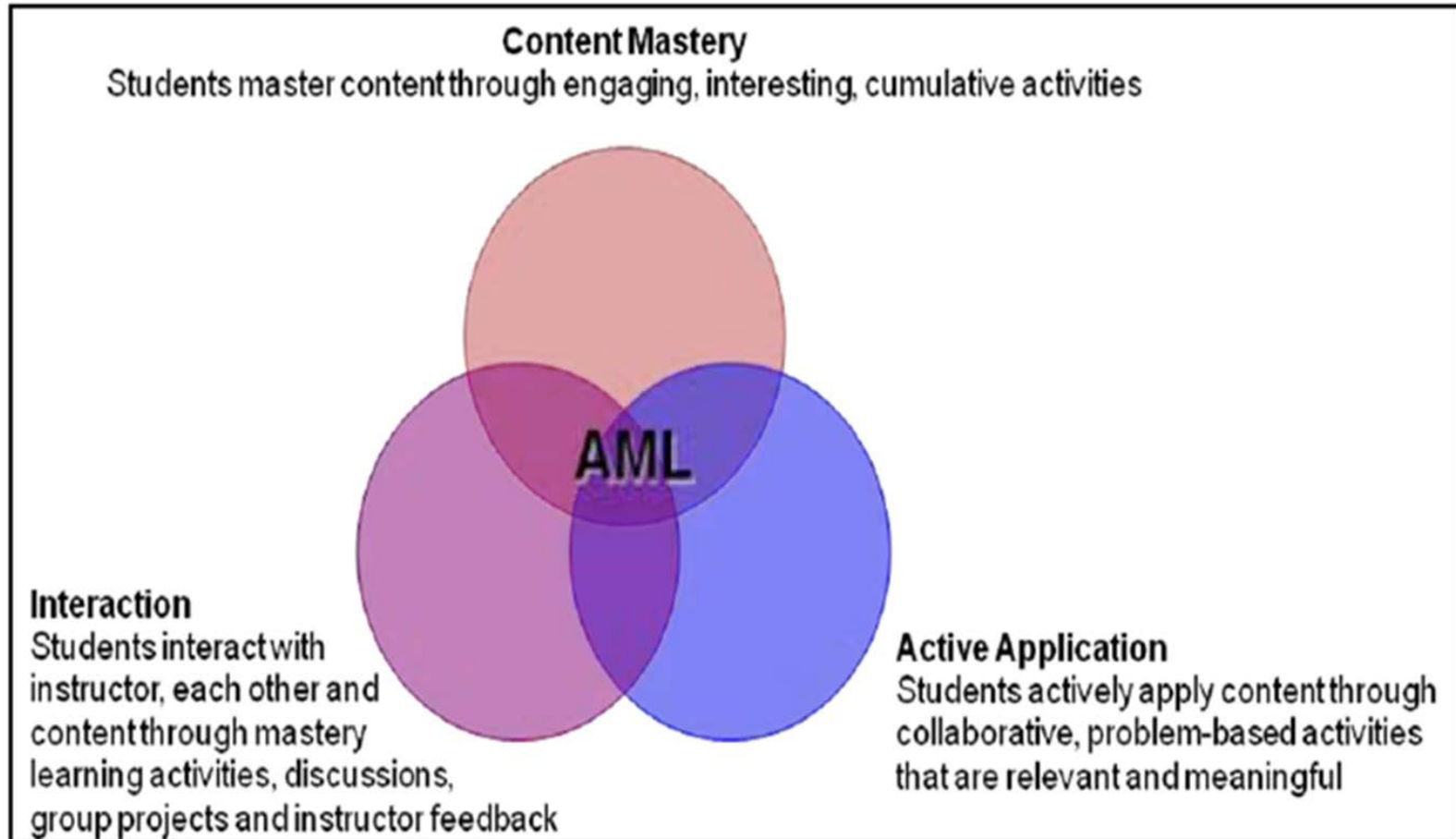
What if No Change?

- 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

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Active Mastery Learning Model

Content Mastery
Students master content through engaging, interesting, cumulative activities

AML

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

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

...ommendations (Objectives)

- 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.
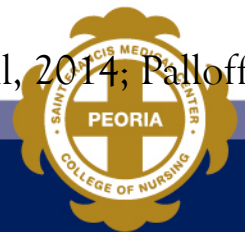
- Integrate modules into new faculty orientation.

Faculty Education Sessions

- Basic online instruction principles and pedagogy

- Best practices

- Strategies for student engagement

- online resources

- ADA requirements and learning disorders

Clark, 2013; Lee, Paulus, Loboda, Phipps, Wyatt, Meyers, & Mixer, 2010; Meyer & Murrell, 2014; Palloff & Pratt, 2011; Penn State, 2011; Roman, Kelsey, & Lin, 2010; Vaill et al., 2012).

Creation of a Story Board

Reference	Slide Title/Text	Visual	Narration	Other notes
Slide 1	**Splash**	Notebook cover with title and authors	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.	Slide-only view Auto advance Level 1 slide Slide locked
Slide 2	**Objectives**	Notebook Background Tab 1	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.	User advance
Slide 3	**Background**	Notebook Background Tab 1.1	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 l faculty development examples as colleges work to catch faculty up to the unique characteristics and pedagogy of online instruction.	User advance

Example of Module

Nursing Faculty Development in Online Instruction
Module 3

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Example of Avatar for Narration

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

Convering 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

Submit   Undo   Reset

Examples of Activities

Breaking Bad Habits

.Asking too many questions at once.

Asking yes/no or leading questions.

Failing to probe or explore the implications of answers.

Asking unconnected questions.

Asking a question and answering it yourself

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.
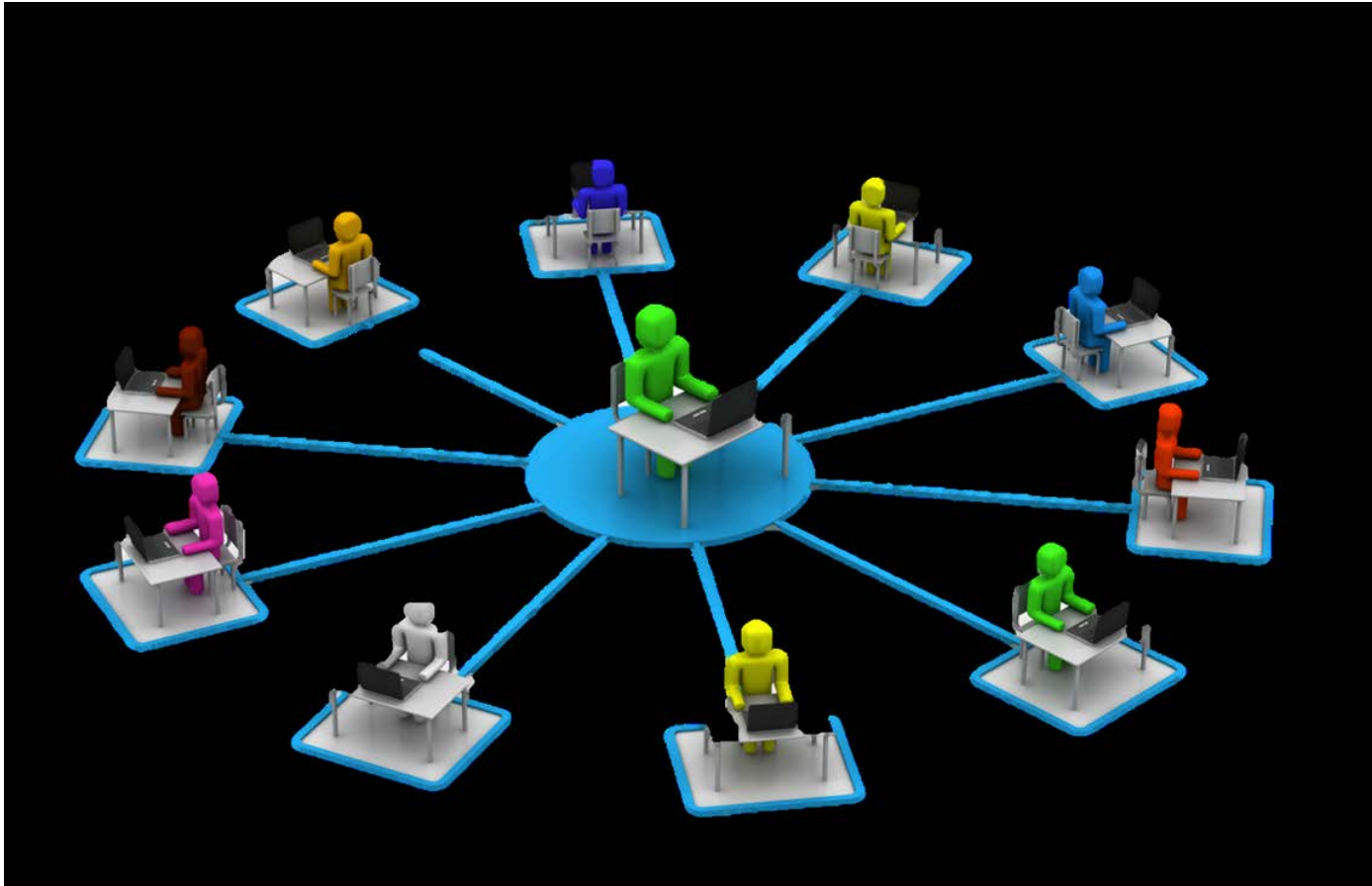
Next Steps

- 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?

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