

**Title:**

Faculty Development in Online Instruction

**Lorri Graham, MSN**

*Nursing, Saint Francis Medical Center College of Nursing, Peoria, IL, USA*

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**Session Title:**

Preparing Faculty for Online Instruction

**Slot:**

N 03: Monday, 19 September 2016: 3:45 PM-4:30 PM

**Scheduled Time:**

3:45 PM

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**Purpose:**

The purpose of this presentation is to acknowledge that rapid transformation of courses in higher education from the classroom to the Internet has surpassed the ability of some colleges and universities to properly prepare faculty to competently teach online, and to provide faculty development activities that address that gap.

**Keywords:**

faculty, instruction and online

**References:**

Chou, C. C. (2012). Creating a performance-based faculty development process for online teaching. In P. Resta (Ed.), *Proceedings of the Society for Information Technology & Teacher Education International Conference* (pp. 2258-2263). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <http://www.editlib.org/p/39921>. Cook, D. A., & Steinert, Y. (2013). Online learning for faculty development: A review of the literature. *Medical Teacher*, 35, 930-937. doi:10.3109/0142159X.2013.827328 Lackey, K. (2012). Faculty development: An analysis of current and effective training strategies for preparing faculty to teach online. *Online Journal of Distance Learning Administration*, 14(4). Retrieved from <http://www.westga.edu/~distance/ojdla/winter144/lackey144.html>

**Abstract Summary:**

As a strategy to address identified gaps in faculty competence to teach in an online environment, a series of three faculty development modules were created to provide nursing college faculty with training on online instruction pedagogy, best practices, resources, and student engagement strategies.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to verbalize background for the project that led to the development and implementation of faculty development program in online instruction	A. Background and significance of project presented that includes the research question, "does formal training in online teaching of nursing faculty impact faculty competence with providing online education?" and the results of an online faculty needs assessment survey conducted.
The learner will be able to relate the use of the Active Mastery Learning Model for the	B.Theoretical Framework The Active Mastery Learning Model was used for framework application to the faculty development module

creation of the faculty development modules and activities	creation. c. Framework Application to the Nursing Faculty Development Project
The learner will be able to apply the project's processes and outcomes to online education within their own organizations.	C. Project Description includes a. Literature Review and Synthesis b. Congruence of Organizational Strategic Plan to Project c. Project Objectives
	D. Project Design a. Needs Assessment b. Project Budget c. Project Development d. Project Barriers e. Project Evaluation
	E. Evaluation and Results of Process and all Outcomes a. Evaluation of Objectives and Results b. Recommendations c. Conclusion

### Abstract Text:

The rapid transformation of courses in higher education from the classroom to the Internet has surpassed the ability of many colleges and universities to properly prepare faculty to competently teach in an online environment. Literature supports that there are many differences between face-to-face and online courses, but faculty are often asked to teach online courses without any previous formal training in those differences or given strategies to successfully engage students in the online environment.

As a strategy to address the perceived gap in practice, a faculty needs assessment survey was completed by online faculty at a private nursing college that identified a need for education in online instruction pedagogy, best practices and resources. The findings from the faculty needs assessment survey were similar to findings in the comprehensive literature review. To provide the education needed, it was requested by faculty that the modality be self-paced, easy to navigate, and provided in a series of short sessions. Faculty also expressed the desire to have some kind of reward for completion, so three hours of Continuing Education Credits (CEUs) were obtained from the Ohio State Nursing Association. A series of three faculty development modules were then created to provide all college faculty with training on how to teach online prior to beginning online instruction. The three modules were interactive, allowing faculty to experience what students experience in an online course, and included homework assignments and reflection through online threaded discussion with their peers. The modules provided education on online pedagogy, best practices, strategies for student engagement, and a wide variety of online resources for course development. Upon completion of all modules, faculty were asked to complete a program evaluation that assessed how well course objectives were met using a 1-5 Likert Scale and allowed for faculty to share any additional comments. Thirty-one out of 57 faculty completed the modules, with 22 completing the program evaluation. The results were positive in both numeric and narrative responses. All faculty that completed the modules received a Certificate of Completion and Continuing Education Units (CEUs).

Chou, C. C. (2012). Creating a performance-based faculty development process for online teaching. In P. Resta (Ed.), *Proceedings of the Society for Information Technology & Teacher Education International Conference* (pp. 2258-2263). Chesapeake, VA: Association for the Advancement of Computing in Education. Retrieved from <http://www.editlib.org/p/39921>.

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.

Meyer, K. A., & Murrell, V. (2014). A national study of training content and activities for faculty development for online teaching. *Journal of Asynchronous Learning Networks*, 18(1).

