Title:
Influencing Online Nursing Faculty Presence Through the Use of a Self-Introductory Video

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Session Title:
Influencing Quality Improvement in the Nurse Educator Role Using the STTI Faculty Knowledge/Skills Development Program
Slot:
G 12: Monday, 30 October 2017: 1:15 PM-2:30 PM
Scheduled Time:
1:55 PM

Keywords:
Faculty- Student Connections, Student Engagement and Video Technology

References:
Borup, J., West, R. E., & Graham, C. R. (2012). Improving online social presence through asynchronous video. *The Internet and Higher Education*, *15*(3), 195-203.

Sigma Theta Tau International Honor Society of Nursing. (2016). Faculty knowledge/skills development program online course. Available from http://www.nursingsociety.org/learn-grow/leadership-new/center-for-excellence-in-nursing-education/faculty-knowledge-skills-development-program-(fksd)

Abstract Summary:
Nursing faculty presence is often at risk in the online classroom, creating a sense of detachment between student and faculty, and potentially interfering with learning. This presentation will describe best practices in developing a self-introductory video that enhances nursing faculty presence, increases faculty-student connection, and supports learning.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Describe the importance of social presence based on a theoretical framework	Community of Inquiry Framework • Social presence • Teaching presence
Identify three best practice approaches to video creation	Best practices in video creation • Authentic self (tone and appearance) • Video length • Captions • Nature scene

Compare characteristics of an effective and ineffective self-introductory video	Effective and Ineffective Video Clips

Abstract Text:

Background. Nursing faculty presence is often at risk in the online classroom, creating a sense of detachment between student and faculty, and potentially interfering with learning.

The importance of faculty presence to student engagement in the online classroom is well documented (Borup, West, & Graham, 2012). Not surprisingly, the student's first impression of nursing faculty has potential to set the tone (and student engagement) for the entire course. As content experts, it is challenging to convey the passion and enthusiasm faculty embodies into computer-generated courses.

However, with the use of a self-introductory video, nursing faculty can show their zest for nursing education while humanizing online courses. Video medium has unlimited options for creativity, personalization, and increasing nursing faculty presence. Many of these options have the potential to ameliorate stressors frequently experienced by incoming students thereby decreasing their sense of isolation.

Objective. The purpose of this presentation is to describe best practices in developing a self-introductory video that enhances nursing faculty presence in an online course.

Method. Nursing faculty is given access to video software, technological equipment, and support staff which are available in our university academic technology department. Effective practices in the development of a self-introductory video are shared with nursing faculty during orientation. Creative freedom in script writing allows individuals to highlight their authentic self. Technological advancements facilitate the development of the self-introductory video. Approaches to production using best practices address such items as captions, video length, and use of nature scenes resulting in increased nursing faculty presence for online courses.

Results. Use of self-introductory video has seen improved student end-of-course evaluations. Faculty report improved faculty-student interaction and engagement.

Application to Educational Practice. A recurring theme throughout many of the FKSD modules (Sigma Theta Tau International Honor Society of Nursing, 2016) was the link between student engagement and enhanced learning outcomes. Video technology provides one effective method of increasing student engagement and enhancing learning outcomes.