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Faculty Perceptions of Online Teaching

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The purpose of this presentation is to describe the results of a thematic analysis of narrative comments addressing faculty perceptions of online teaching in a secondary data analysis. The infusion of technology into learning and teaching has occurred in all aspects of education and has resulted in more online courses (Allen & Seaman, 2014; Frazer, Sullivan, Weatherspoon, & Hussey, 2017; Jacob & Vanderhoef, 2014). As the number of online courses increases, it is essential to understand faculty perceptions of online teaching and the support that promotes their efficacy with online teaching. There is a gap in the literature of qualitative studies which focus on faculty perceptions of online teaching (Frazer, Sullivan, Weatherspoon, & Hussey, 2017). Richter's (2015) original survey research study assessed perceptions of nurse educators’ online teaching efficacy and competency.

Richter (2015) reported self-assessed competency in the use of educational technologies as the best predictor of online teaching efficacy. Richter also found that competency increased when online teaching efficacy increased (Richter, 2015). Faculty who have had the least experience with online education perceive the most barriers to teaching online (Lloyd, Byrne, & McCoy, 2012). Findings from these studies support the need to address teachers’ sense of online teaching efficacy through faculty support and development.

Open-ended questions were posed to solicit faculty opinions regarding their sense of efficacy and competency during the original study but were not analyzed initially. The survey research questions that provided the data for a secondary data analysis are as follows:

- Do you have any overall comments about your ability to effectively locate, design, and use educational technology to facilitate and evaluate student learning?
- Do you have any overall comments about your ability to use educational technologies to help students achieve program outcomes?
- Do you have any overall comments about your ability to use educational technologies to effectively implement principles of good teaching?
- Do you have any overall comments about your ability to create effective learning experiences in the online environment using specific tools?
- Please feel free to type in any other comments related to your experiences or perceptions of teaching nursing courses online.

A phenomenological-hermeneutic approach was used to determine the relationships and meanings embedded in the narrative comments to uncover perceptions and identify themes in the nursing faculty members’ comments about teaching in an online environment. The text was read and analyzed as a whole to become familiar with the content and context. The secondary data analysis of data from a faculty survey exploring faculty perceptions of online teaching identified technology, time, and relationships as the most important issues for online teaching. These findings are consistent with earlier studies reporting time related issues, social presence in virtual teaching, and institutional support (Frazer, Sullivan, Weatherspoon, & Hussey, 2017; Lloyd, Byrne, & McCoy, 2012; Mastel-Smith, Post, & Lake, 2015). Based on findings of this study and evidence from other studies, faculty view support such as an instructional designer, preparatory courses, allocation of time, and peer and/or mentor support as valuable. The number of online nursing education programs will continue to grow. To accommodate this growth faculty require support to learn and use new technology, recognition of the time involved with online teaching, and relationship through mentoring.
Title:
Faculty Perceptions of Online Teaching

Keywords:
Relationships, Technology and Time

References:


Abstract Summary:
The infusion of technology has occurred in all aspects of education resulting in more online courses. As the number of online courses increases, it is essential to understand faculty perceptions of online teaching. The results of a thematic analysis of narrative comments addressing faculty perceptions of online teaching are presented.

Content Outline:
I. Introduction
   A. The purpose of this presentation is to describe the results of a thematic analysis of narrative comments addressing faculty perceptions of online teaching in a secondary data analysis.

II. Presentation Information
   A. The infusion of technology into learning and teaching has occurred in all aspects of education and has resulted in more online courses.

   1. It is essential to understand faculty perceptions of online teaching and the support that promotes their efficacy with online teaching.

   2. There is a gap in the literature of qualitative studies which focus on faculty perceptions of online teaching.

   B. Richter’s (2015) original survey research study assessed perceptions of nurse educators’ online teaching efficacy and competency.

   1. Richter identified through research that competency increased when online teaching efficacy increased.
2. Faculty who have had the least experience with online education perceive the most barriers to teaching online.

C. A phenomenological-hermeneutic approach was used to determine the relationships and meanings embedded in the narrative comments to uncover perceptions and identify themes in the nursing faculty members’ comments about teaching in an online environment.

1. The secondary data analysis of data from a faculty survey exploring faculty perceptions of online teaching identified technology, time, and relationships as the most important issues for online teaching.

2. These findings are consistent with earlier studies.

III. Conclusion

A. Faculty view support such as an instructional designer, preparatory courses, allocation of time, and peer and/or mentor support as valuable.

B. To accommodate the growth in online learning, faculty require support to learn and use new technology, recognition of the time involved with online teaching, and mentoring relationships.

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Professional Experience: 30 years of Community and Public Health nursing experience. Nurse Educator beginning in 2009 following my MSN in Nursing and Public Health Leadership. Earned EdD in Nursing Education Fall of 2015. Currently serving as the Director of the MSN Program. Nursing education experience as a clinical nurse educator, face-to-face and hybrid BSN educator, online MSN education.

Author Summary: Dr. Richter has over 30 years of community and public health nursing experience where she succeeded in grant writing and awarded federal, state, and local community grants to support multiple community based programs serving the frail elderly population. Dr. Richter began her career in nursing education 2009. An interest in online education, lead to her Dissertation research, online teaching efficacy and technology competence to encourage more nursing faculty to embrace online and technology enhanced education.