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Lived Experience of U.S. Faculty Teaching Online Korean Nursing Students

Gail Baumlein, PhD, MSN, RN, CNE, ANEF

Mary Beth Kaylor, PhD, RN

Rachel Choudhury, MSN, MS, RN, CNE

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Disclosure

- Researchers:
Gail Baumlein, PhD, MSN, RN, CNE, ANEF
Mary Beth Kaylor, PhD, RN
Rachel Choudhury, MSN, MS, RN, CNE
- Objective: Present research on the lived experience of U.S. faculty teaching online Korean nursing students.
- None of the authors have any conflict-of-interest
- Employer: Franklin University, Columbus, Ohio, USA
- No sponsorship or commercial support was provided for this study



“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

– Benjamin Franklin



Franklin University RN-BSN Korean Model

- Franklin University is located in Columbus, Ohio, USA
- Online RN-BSN completion program for RNs
- S. Korean nurses take courses online, after a short face-to-face course in Seoul, S. Korea.
- Franklin University has had almost 200 S. Korean students in the online RN-BSN program
- All faculty are based in the U.S.
- Many of the graduates hope to work in the U.S. after completing the BSN

Study: Lived Experience of U.S. Faculty Teaching Online Korean Nursing Students

Background and Literature

- Online learning is not common in S. Korea
- S. Korean nurses desire to come to the U.S. to work
- Obtaining a U.S. BSN degree opens job opportunities
- **Limited literature:**
 - Focused on educating foreign students on a U.S. campus, but none were online or nursing students.
 - A few discussed faculty teaching on U.S. campuses.

Purpose

The purpose of the research was to explore the lived experience of faculty who teach nursing classes offered online by Franklin University for RN students who reside in South Korea.

Method: Phenomenological Qualitative Study

- IRB approval obtained from Franklin IRB.
- Survey method with subsequent member checking.
- Survey questions developed by researchers, with face validity established by consultation with an educational expert, with subsequent revisions.
- Survey Monkey was used to distribute via email.
- Follow-up email was sent to prompt participation.
- Thematic analysis was conducted by researchers.
- Member checking verified survey themes.

Participants

- Faculty were purposively selected based on their experience teaching the Korean nursing students.
- The study included nursing and general education faculty teaching online in the RN-BSN program.
- 20 eligible participants were contacted by email
- 15 faculty responded (75% response)

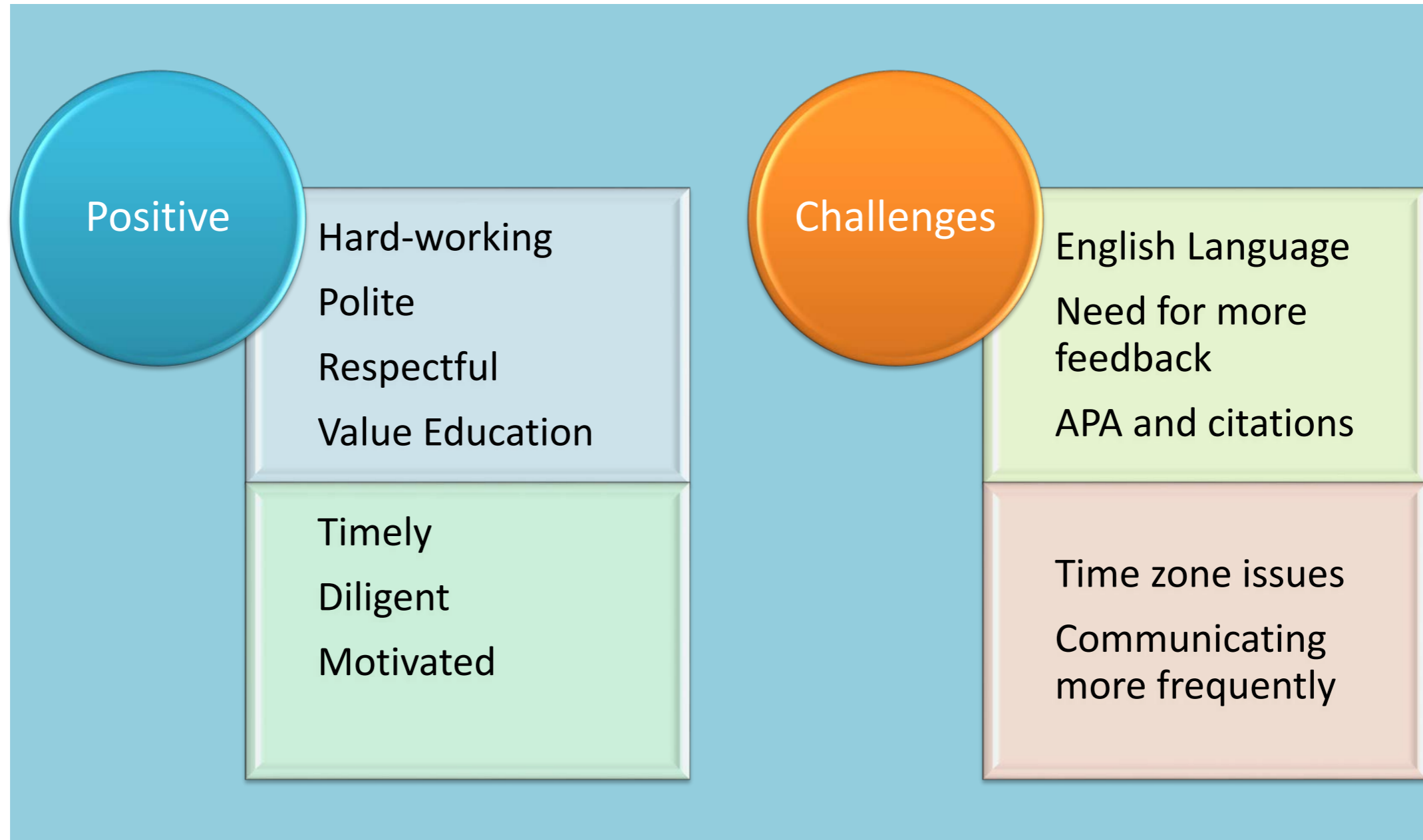
Faculty Participants and Demographics

Faculty Status	Number	Percentage
Fulltime	5	33.3%
Adjunct	10	66.6%
Type of Course		
Nursing	3	20%
Non-Nursing	12	80%
Age		
31-40	4	26.67%
41-50	2	13.33%
51-60	5	33.33%
61 or older	4	26.67%
Years Teaching		
Less than 5	2	13.33%
5 or more years but less than 10	3	20%
10 or more years but less than 20	7	46.67%
20 or more years	3	20%
Race and Ethnicity		
White	13	88.67%
I prefer not to answer	2	13.33%

Survey Questions

- What did you find to be the most **positive or rewarding aspects of teaching** Korean nursing students? Please provide examples when possible.
- What were the most **challenging aspects** of teaching Korean nursing students? Please provide examples when possible.
- What **cultural aspects** influenced your teaching style when working with the Korean nursing students? How did you **modify your teaching** to accommodate these cultural aspects with regards to use of technology, pedagogy, or teaching philosophy?
- What **cultural aspects** influenced the **communication** that occurred in the course? How did you adjust your communication style to effectively facilitate teaching Korean students in your course(s)?
- Would you like to add further information about your experiences teaching the Korean nursing students?

Results: Themes



Comments

“This was the best experience I have had at the University in 27 years!”

“Students were hard-working and motivated. Assignments were generally submitted on time and of high quality.”

“Sometimes the language barrier is challenging when they are attempting to write papers.”

“Slowing down, providing clear and positive feedback, focus on content not writing skills.”

“This was a great experience and would recommend this opportunity to others. I would do it again.”

Future Work

- Disseminate information to faculty
- Include information in faculty orientation to teaching Korean students
- Publish findings
- Assess cultural competencies required of faculty specific to teaching Korean students online
- Determine what factors influence faculty's approaches to teaching Korean students online
- Determine Korean students' perceptions of U.S.-based faculty teaching/learning experiences

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Questions?

