

6-2008

Online Teaching Preparedness: What about our Faculty?

Kellie Smith, EdD, RN

Thomas Jefferson University, kellie.smith@jefferson.edu

Elizabeth Elkind, RNC, MSN, MBA, PhD(c)

Temple University, eelkind@temple.edu

[Let us know how access to this document benefits you](#)

Follow this and additional works at: <http://jdc.jefferson.edu/nursfp> Part of the [Education Commons](#), and the [Nursing Commons](#)

Recommended Citation

Smith, EdD, RN, Kellie and Elkind, RNC, MSN, MBA, PhD(c), Elizabeth, "Online Teaching Preparedness: What about our Faculty?" (2008). *College of Nursing Faculty Papers & Presentations*. Paper 54.

<http://jdc.jefferson.edu/nursfp/54>


June 5, 2008


Online Teaching Preparedness: What About Our Faculty?



THOMAS JEFFERSON UNIVERSITY


Online Teaching Preparedness: What About Our Faculty?

*Kellie Smith, RN, MSN
 Elizabeth Elkind, RNC, MSN, MBA, PhD(c)
 Thomas Jefferson University
 Jefferson School of Nursing
 Philadelphia, PA*




Introduction


- Why online instruction for nursing education?
- Background
 - U.S. Department of Education, National Center for Educational Statistics (NCES)
 - Sloan Consortium



Study Aim




The aim of the study was an inquiry into the existence of and information about nursing faculty development training programs for online instruction and faculty satisfaction with online instruction preparedness




Methods

- A descriptive research study was conducted using an online electronic survey to illicit information from United States nursing faculty about their experiences with online instruction training and satisfaction. Frequency data was tabulated and analyzed.



Sample

- Nursing faculty (associate, baccalaureate, graduate and/ or doctoral degree nursing program)
- Membership database list of the National League of Nursing (NLN) and the American Association of Colleges of Nursing (AACN) web site school member directory



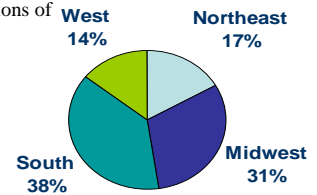
Instrument

- Online anonymous 38 question survey
- zapsurvey.com
- IRB approved



Demographics

- 1427 respondents representing all regions of the United States



Results

Participant's report of institutional online course offering:

- 62% (n=829) offer online nursing courses
- 19% (n=255) not currently, but course(s) are in the planning stage or considering
- 18.9% (n=252) no

Online course enrollment limit:

- YES- 63.5% (645)
- NO- 36.6% (352)

Enrollment limits:

- 7-15 students 6.7% (67)
- **16- 24 students 19.8% (197)**
- 25-40 students 17% (170)
- 40+ students 5% (51)



Online Teaching Experience

- Taught online:
 - 48% (516) YES
 - 52% (559) NO
- Years experience teaching online:
 - 65.9% (N=350) 1-4 years
 - 26.2% (N=139) 5-7 years
 - 7.9% (42) greater than 8 years
- Confidence in teaching online course:
 - Mean 3.7 (0-5 scale, 0= no confidence and 5=most)



Training Requirements

- 18% reported their institution requires training
 - 27% require completion of training before teaching an online course
- 65% reported basic computer skills requirement
- 10% reported teaching competency requirement



Top 3 reasons why respondents began teaching online courses

1. Increased flexibility (N=519)
2. New experience (N=454)
3. Course enhancement (N=415)

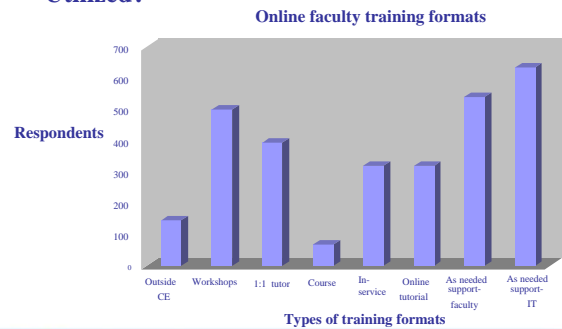


Who Provides Online Course Training?

- 48% IT Departments
- 34% University/ College
- 14% School of Nursing
- 4% Outside Agency



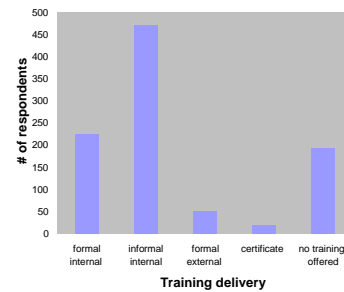
What Training Formats are Being Utilized?



Number of Hours of Faculty Training for Online Teaching

Number of hours	Prior to first course	Total overall training
0 hour	25% (150)	14% (102)
1- 8 hours	44% (266)	36% (261)
9- 16 hours	13% (81)	17% (125)
> 17 hours	18% (105)	33% (236)
Total:	N= 602	N=724

How is the training delivered?



Are Faculty Satisfied?

- Satisfaction before training – 48%
- Satisfaction after training- 88%
- Confidence before training- 2.3*
- Confidence after training- 3.9*

* scale of 0 (no confidence) to 5 (most confident)

Satisfaction Related to Training Content

	n=	% Very Dissatisfied	% Dissatisfied	% Neutral	% Satisfied	% Very Satisfied	Mean
Orientation to online course teaching	865	8	16	35	30	9	3.2
Orientation to online course development	857	8	19	35	27	8	3.1
Information provided about online course implementation	867	7	12	28	36	14	3.4
Mentoring within the online teaching and learning environment	763	8	15	32	31	12	3.2
Instructional design support	761	9	16	32	29	10	3.1

Does Training Influence Teaching?

Online:

- all of the time- 67% (348)
- some of the time- 30% (157)
- none of the time- 3% (17)

Classroom teaching:

- much to all of the time 41% (254)
- some of the time 52% (320)
- none of the time 7% (44)



Implications

- Online teaching competencies
- Resource availability
- Institutional support
- Faculty commitment



Discussion

- Online education is a growing trend
- Call for more faculty development and support
- Encourage online teaching competencies
- Further research!



References

- Ali, N. S., Hinton-Quinn, K., Stone, M., Stephens, J., Ross, A., Woods, N. (2006, January/February). Online education: Needs assessment for faculty development. *The Journal of Continuing Education in Nursing*. Retrieved February 3, 2007, from OVID databases.
- Barker, A. (2005, November/December). Faculty development for teaching online: Educational and technical issues. *The Journal of Continuing Education in Nursing*, 273-278.
- Bower, B. L. (2001). Distance education: Facing the faculty challenge. *Online Journal of Distance Learning Administration*. Retrieved February 7, 2007, from <http://www.online-journal-of-distance-learning.com/issue4.html>
- Cyris, T. E. (Ed). (1995). *Teaching and learning in a distance: What it takes to effectively design, deliver, and evaluate programs*. San Francisco, California: Jossey-Bass.
- Higher Education Program and Policy Council of the American Federation of Teachers. (2001, November). Distance education: Guidelines for good practice. *United States Distance Learning Association Journal*. Retrieved February 7, 2007, from <http://www.usdla.org/teaching/2001/11/01/110101.htm>
- Institute for Higher Education Policy. (2000, April). Quality on the line: Benchmark for success in Internet-based distance education. Retrieved February 7, 2007, from <http://www.distanceeducation.org/benchmark.html>
- International Board of Standards for Training, Performance, and Instruction. (2003). Instructor competencies. Retrieved February 7, 2007, from <http://www.ibstpi.org/standards/2003.html>
- Inuit, T., & Thy, R. (2002). Building IT so they will come: Assessing universities' distance education faculty training and development programs. Retrieved February 7, 2007, from <http://www.distanceeducation.org/2002.html>
- Jarrah, N., & Starr, N. (2004). A development and implementation framework for Web-based nursing courses. *Nursing Education Perspectives*, 25, 67-72.
- Kawachi, M. S. (1998). *The adult learner: The adult class in adult education and human resource development* (5th ed.). Houston, Texas: Gulf.
- Kuczkowski, D. (2004, January/February). Factors for consideration in the development of an online RN-BSN course: Faculty and student perspective. *Computers in Nursing*. Retrieved January 31, 2007 from <http://online.lww.com/onlinecna/onlinecna.asp>
- Luzarino, B. D. (2003). Teaching courses online: How much time does it take? *JALN* 7(3), 47-54.
- Lusk, D. G., & Schulte, S. M. (2000, November/December). Educational technology and the faculty role: What you don't know can hurt you. *Nursing Educator*, 25(6), 274-276.
- O'Quinn, L., & Coory, M. (2002, Winter). Factors that deter faculty from participating in distance education. Retrieved March 9, 2003, from <http://www.distanceeducation.org/2002/02.html>
- Palfrett, R., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco, CA: Jossey-Bass.
- Podkaskoff, P. (2004, September). Faculty training for online teaching. *The Journal ONLINE*. Retrieved February 7, 2007, from <http://www.thejournal.com/links-by-10056>
- Schram, L. (2002). Discussion and strategies for online success: Voices from experienced educators. *Journal of Asynchronous Learning Networks*. Retrieved January 31, 2007, from <http://www.distanceeducation.org/2002/01/issue2.html>
- Slon Consortium (2005). Growing by degrees: Online education in the United States, 2005. Retrieved January 31, 2007, from http://www.slons.com/growingbydegrees_by_degree.pdf
- Spector, J. M., & de la Torre, J. (2001, December). Competencies for online teaching (Electronic version). *ERIC Digest EDO-IR-2001-09*. Retrieved January 31, 2007, from ERIC Information Technology Clearinghouse.
- Swanson, R. A. (2003). Transfer is just a symptom: The neglect of front-end analysis. In E. Holton and T. Baldwin (Eds.), *Improving Learning Transfer in Organizations* (pp. 119-137). San Francisco, CA: Jossey-Bass.
- Varel, V. E., Lindeman, M., & Sivaoli, I. K. (2003, July). The Illinois online network in making the virtual classroom a reality: Study of an exemplary faculty development program. *Journal of Asynchronous Learning Networks*. Retrieved January 31, 2007, from <http://www.distanceeducation.org/2003/07/03/030703.html>
- Watts, T., & Lewis, L. (2003, July 18). Distance education at degree-granting postsecondary institutions: 2000-2001 (NCES Number 2003017). Washington, DC: Washington, DC.

