

10-2007

Nursing Faculty Development and Satisfaction with Online Teaching

Kellie Smith, EdD, RN

Thomas Jefferson University, kellie.smith@jefferson.edu

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

Thomas Jefferson 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, "Nursing Faculty Development and Satisfaction with Online Teaching" (2007). *College of Nursing Faculty Papers & Presentations*. Paper 56.<http://jdc.jefferson.edu/nursfp/56>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in College of Nursing Faculty Papers & Presentations by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

Nursing Faculty Development and Satisfaction with Online Teaching

Kellie Smith, RN, MSN

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

Thomas Jefferson University

Jefferson School of Nursing

Philadelphia, PA

Introduction

- Why online instruction?
- 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

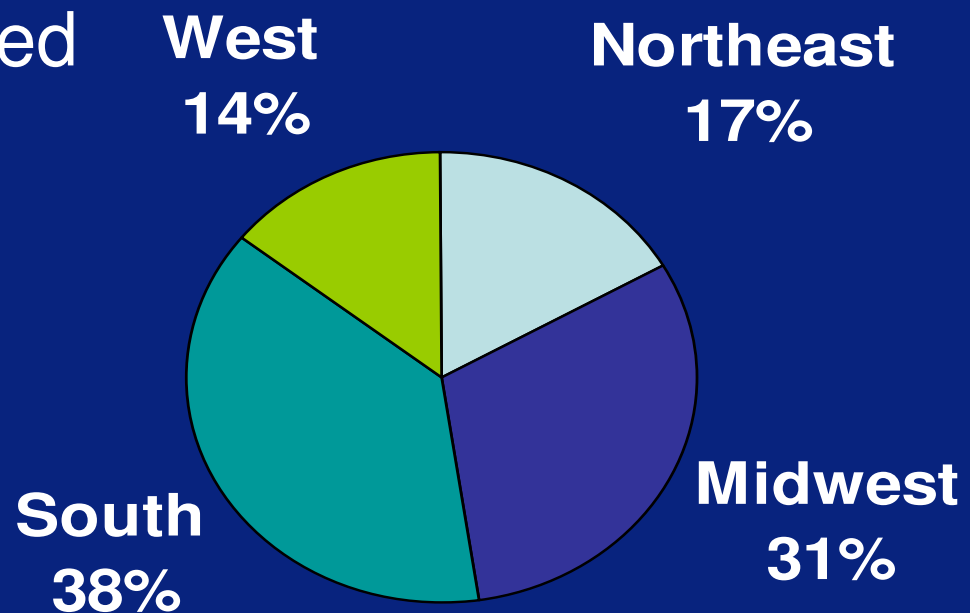
- Nursing faculty (associate, baccalaureate, graduate and/ or doctoral degree nursing program)
- Membership database list of the National League of Nursing (NLN) and the American Association of Colleges of Nursing (AACN) web site school member directory

Instrument

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

Demographics

- 1427 respondents representing all regions of the United States



Results

Schools offering online course work:

- 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

Programs:

- 37.7% (n=528) RN-BSN
- 32.6% (n=443) Graduate
- 31% (n=430) Pre-licensure

Online 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 then 8 years
- Confidence in teaching online course:
 - Mean 3.7 (0-5 scale, 0= no confidence and 5=most)

Training requirements

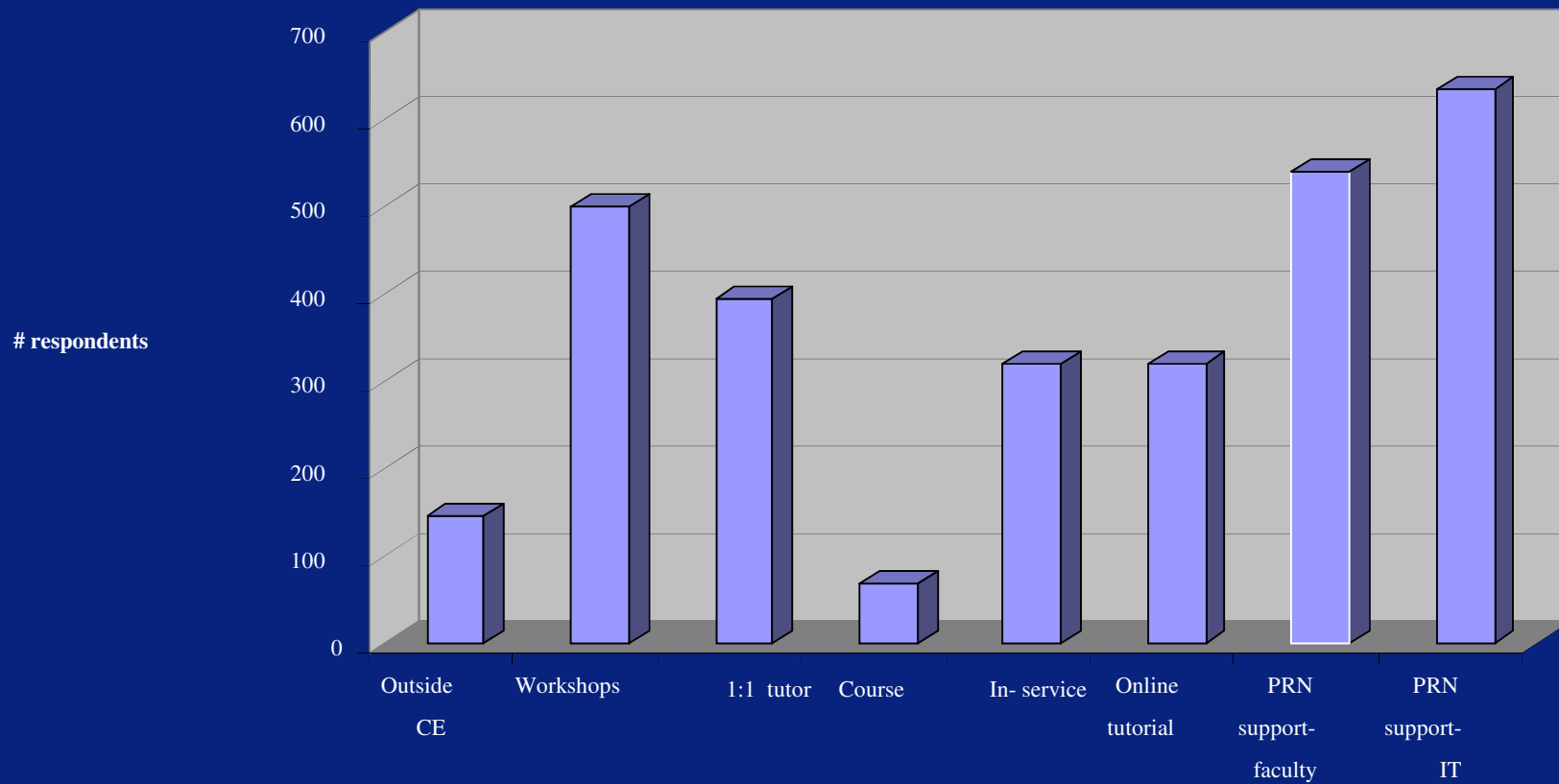
- 18% of schools require training
 - 27% require completion of training before teaching an online course
- 65% of schools requiring basic computer skills

Who provides training?

- 48% IT departments
- 34% University/ College
- 14% School of Nursing
- 4% outside agency

What are the training formats?

Online faculty training formats



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

Are faculty satisfied?

- Satisfaction before training – 48% (216)
- Satisfaction after training- 88% (415)
- Confidence before training- 2.3*
- Confidence after training- 3.9*

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

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)

Discussion

- Online education is a growing trend.
- Need more training!
- Support online teaching competencies.
- Further research.

References

- Ali, N. S., Hodson-Carlton, K., Ryan, M., Flowers, J., Rose, A., Wayda, V. (2005, January/February). Online education: Needs assessment for faculty development. *The Journal of Continuing Education in Nursing*. Retrieved February 3, 2007, from OVID databases.
- American Association of Colleges of Nursing. (1999). White paper: Distance technology in nursing education. Retrieved January 31, 2007, from, <http://www.aacn.nche.edu/Publications/WhitePapers/whitepaper.htm>
- American Association of Colleges of Nursing. (2002). Faculty resignations and retirements (unpublished data). Washington, DC: American Association of Colleges of Nursing.
- American Association of Colleges of Nursing. (2003, May). AACN white paper: Faculty shortages in baccalaureate and graduate nursing programs: Scope of the problem and strategies for expanding the supply. Retrieved January 30, 2007, from <http://www.aacn.nche.edu/Publications/WhitePapers/FacultyShortages.htm>
- American Association of Colleges of Nursing. (2005, December). With enrollments rising for the 5th consecutive year, U.S. nursing schools turn away more than 30,000 qualified applications in 2005. Retrieved February 5, 2007, from <http://www.aacn.nche.edu/Media/NewsReleases/2005/enr105.htm>
- American Association of Colleges of Nursing. (2006, September). Nursing faculty shortage. Retrieved January 31, 2007, from <http://www.aacn.nche.edu/Media/FactSheets/FacultyShortage.htm>
- American Association of Colleges of Nursing. (2006a, December 5). Student enrollment rises in U.S. nursing colleges and universities for the 6th consecutive year. Retrieved March 7, 2007, from <http://www.aacn.nche.edu/Media/NewsReleases/06Survey.htm>
- Barker, A. (2003, November/December). Faculty development for teaching online: Educational and technical issues. *The Journal of Continuing Education in Nursing*, 273-278.
- Brookfield, S. D. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey-Bass.
- Bower, B. L. (2001). Distance education: Facing the faculty challenge. *Online Journal of Distance Learning Administration*. Retrieved February 7, 2007, from <http://www.westga.edu/~distance/ojda/summer42/bower42.html>
- Cheryle, K. M. (2002, January/February). Investing in the future of nursing education: A cry for action. *Nursing Education Perspectives*, 23, 24-29.
- Cyrs, T. E. (Eds) (1997). *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate programs*. San Francisco, California: Jossey-Bass.
- Doughty, J., May, B., Butell, S., & Tong, V. (2002, July/ August). Work Environment: A profile of the social climate Of nursing faculty in an academic setting. *Nursing Education Perspectives*, 23 (4), 191- 196.
- 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/html/journal/NOV01_Issue/article03.html
- Hinshaw, A. S. (2001, January 31). A continuing challenge: The shortage of educationally prepared nursing faculty. Retrieved February 7, 2007, from http://www.nursingworld.org/ojin/topic14/tpc14_3.htm
- Holton, E. F., Swanson, R. A., & Naquin, S. S. (2001). Andragogy in practice: Clarifying the andragogical model of adult learning. *Performance Improvement Quarterly*, 14(1), 118 -143.

References con't

- 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.ihep.com/Pubs/PDF/Quality.pdf>
- International Board of Standards for Training, Performance, and Instruction. (2003). Instructor competencies. Retrieved February 7, 2007, from http://www.ibstpi.org/Competencies/instructor_competencies2003.htm
- Irani, T., & Tleg, R. (2002). Building it so they will come: Assessing universities' distance education faculty training and development programs. Retrieved February 7, 2007, from <http://cade.athabasca.ca/vol17.1/irani.html>
- Jairath, N., & Stair, N. (2004). A development and implementation framework for Web-based nursing courses. *Nursing Education Perspectives*, 25, 67-72.
- Knowles, M. S. (1998). *The adult learner: The definite classic in adult education and human resource development (5th ed.)*. Houston, Texas: Gulf.
- Kozolowski, 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://gateway.ut.ovid.com/gw1/ovidweb.cgi>
- Lazarus, B. D. (2003). Teaching courses online: How much time does it take? *JALN* 7(3), 47-54.
- Link, D. G., & Scholtz, S. M. (2000, November/December). Educational technology and the faculty role: What you don't know can hurt you. *Nurse Educator*, 25(6), 274-276.
- National League for Nursing. (2005, May/June). Position statement: Transforming nursing education. *National League for Nursing*, 26(3), 195-97.
- National League for Nursing. (2002a, May 18). Position statement: The preparation of nurse educators. Retrieved February 7, 2007, from <http://www.nln.org/aboutnln/PositionStatements/preparation051802.pdf>
- National League for Nursing. (2002b). *Nurse educators: Report of the faculty census survey of RN and graduate programs*. New York, NY: National League for Nursing.
- O'Quinn, L. & Corry, M. (2002, Winter). Factors that deter faculty from participating in distance education. Retrieved March 9, 2003, from <http://www.westga.edu/~distance/ojdl/winter54/Quinn54.htm>
- Paloff, R., & Pratt, K. (2001). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco, CA: Jossey-Bass.
- Pankowski, P. (2004, September). Faculty training for online teaching. *The Journal ONLINE*. Retrieved February 7, 2007, from <http://thejournal.com/articles/16956>
- Schrum, L. (2002). Dimension and strategies for online success: Voices from experienced educators. *Journal of Asynchronous Learning Networks*. Retrieved January 31, 2007, from http://www.aln.org/anlweb/journal/Vol6_issue1/6_1schrim.htm
- Sloan Consortium (2003). Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003. Retrieved January 31, 2007, from http://www.sloan-c.org/publications/survey/pdf/sizing_opportunity.pdf
- Sloan Consortium (2004). Entering the mainstream: The quality and extent of online education in the United States, 2003 and 2004. Retrieved January 31, 2007, from <http://www.sloan-c.org/publications/survey/pdf/enteringmainstream.pdf>
- Sloan Consortium (2005). Growing by degrees: Online education in the United States, 2005. Retrieved January 31, 2007, from http://www.sloan.org/publications/survey/pdf/growing_by_degrees.pdf

References con't

- Spector, J. M., & de la Teja, I. (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., & Stovall, I. K. (2003, July). The Illinois online network is 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.sloan.org/publications/jalnv7n2/v7n2_varvel.asp
- Waits, T., & Lewis, L. (2003, July 18). Distance education at degree-granting postsecondary institutions: 2000-2001 (NCES Number: 2003017). Washington, DC: Washington, DC:
- Wolcott, L. L. & Betts, K. S. (1999). What's in it for me? Incentives for faculty participation in distance education. *Journal of Distance Education*. Retrieved February 1, 2004, from http://cade.athabacau.ca/vol14.2/wolcott_et_al.html
- Zungolo, E. (2004, January/February). Faculty preparation: Is clinical specialization a benefit or deterrent to quality nursing education? *The Journal of Continuing Nursing Education*, 35, 19-23.