Online Teaching Preparedness: What about our Faculty?

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Online Teaching Preparedness:  
What About Our Faculty?

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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?

- Outside CE
- Workshops
- 1:1 tutor
- Course In-service
- Online tutorial
- As needed support - faculty
- As needed support - IT

Number of Hours of Faculty Training for Online Teaching

<table>
<thead>
<tr>
<th>Number of hours</th>
<th>Prior to first course</th>
<th>Total overall training</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hour</td>
<td>25% (150)</td>
<td>14% (102)</td>
</tr>
<tr>
<td>1-8 hours</td>
<td>44% (266)</td>
<td>36% (261)</td>
</tr>
<tr>
<td>9-16 hours</td>
<td>13% (81)</td>
<td>17% (125)</td>
</tr>
<tr>
<td>&gt;17 hours</td>
<td>18% (105)</td>
<td>33% (236)</td>
</tr>
<tr>
<td>Total:</td>
<td>N= 602</td>
<td>N=724</td>
</tr>
</tbody>
</table>

How is the training delivered?

- Formal internal
- Informal internal
- Formal external
- Certificate
- No training offered

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

<table>
<thead>
<tr>
<th>Source of Training</th>
<th>N</th>
<th>% Very Dissatisfied</th>
<th>% Dissatisfied</th>
<th>% Neutral</th>
<th>% Satisfied</th>
<th>% Very Satisfied</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to online course teaching</td>
<td>885</td>
<td>8</td>
<td>16</td>
<td>35</td>
<td>30</td>
<td>9</td>
<td>3.2</td>
</tr>
<tr>
<td>Orientation to online course development</td>
<td>807</td>
<td>8</td>
<td>19</td>
<td>32</td>
<td>27</td>
<td>8</td>
<td>3.1</td>
</tr>
<tr>
<td>Information provided about online course implementation</td>
<td>883</td>
<td>7</td>
<td>12</td>
<td>29</td>
<td>36</td>
<td>14</td>
<td>3.4</td>
</tr>
<tr>
<td>Mentoring within the online teaching and learning environment</td>
<td>763</td>
<td>9</td>
<td>15</td>
<td>32</td>
<td>30</td>
<td>12</td>
<td>3.2</td>
</tr>
<tr>
<td>Instructional design support</td>
<td>763</td>
<td>9</td>
<td>15</td>
<td>32</td>
<td>29</td>
<td>12</td>
<td>3.1</td>
</tr>
</tbody>
</table>
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