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Online Teaching Preparedness: What About Our Faculty?



THOMAS JEFFERSON UNIVERSITY


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



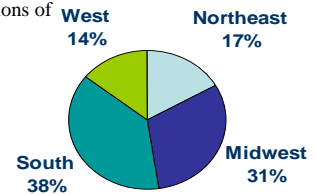
Instrument

- 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)

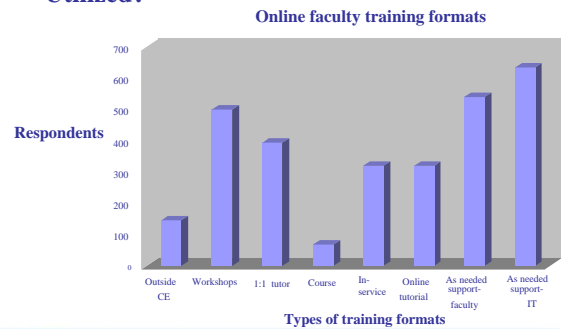


Who Provides Online Course Training?

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



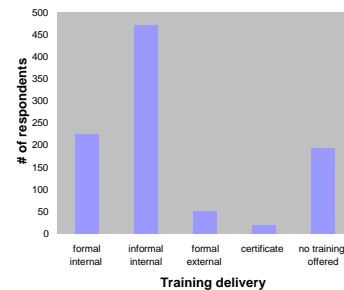
What Training Formats are Being Utilized?



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!



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