

**Title:**

Evidence-Based Online Teaching Strategies

**Margaret Reneau, PhD, RN***School of Nursing, Saint Xavier University, St. Augustine, FL, USA***Session Title:**

Online Evidence-Based Learning Strategies

**Slot:**

E 13: Sunday, 29 October 2017: 4:15 PM-5:00 PM

**Scheduled Time:**

4:35 PM

**Keywords:**

Evidence Based Practice, Online Teaching and Student learning and retention

**References:**

References Bonnel, W., & Boehm, H. (2011). Improving feedback to students online: Teaching tips from experienced faculty. *The Journal of Continuing Education in Nursing*, 42(11), 503 – 509. Cobb, S. (2011). Social presence, satisfaction, and perceived learning of RN-to BSN students in web-based nursing courses. *Nursing Education Perspectives*, 32(2), 115-119. Fish, W. & Wickersham, L. (2009). Best practices for online instructors reminders. *The Quarterly Review of Distance Education*, 10(3), 1-5. Fusch, D. (2012). A key for competency for online instructors: Leaving a lasting mark on higher education. *Academic impressions*, Retrieved from: <http://www.academicimpressions.com/news/key-competency-online-instructors?qq=11188o499400jW> Herbet, M. (2006). Staying the course: A study in online student satisfaction and retention. *Online Journal of Distance Learning Administration*, 9(4). Retrieved from <http://www.westga.edu/~distance/ojdla/winter94/herbert94.htm> Johnson, A.E. (2008). A nursing faculty's transition to teaching online. *Nursing Education Perspectives*, 29(1), 17-22. Liu, S. (2008). Student interaction experiences in distance learning courses: a phenomenological study. *Online Journal of Distance Learning Administration, University of West Georgia, Distance Education Center*. 6(1). Retrieved from <http://www.westga.edu/~distance/ojdla/spring111/Liu111.html> Mayne, L. A., & Wu, Q. (2011). Creating and measuring social presence in online graduate nursing courses. *Nursing Education Perspectives*, 32(2), 110 – 114. Palloff, R.M. & Pratt, K. (2011). *The Excellent Online Instructor: Strategies for professional development*. John Wiley & Sons: San Francisco, CA Salazar, J. (2010). Staying connected: Online education engagement and retention using educational technology tools. *Clinical Laboratory Science*, 23(3), 54-58. Sitzman, K. & Leners, D. (2006). Student perceptions of caring in online baccalaureate education. *Nursing Education Perspectives*, 27(5), 254-259.

**Abstract Summary:**

Take the guess work out of online teaching. Attendees will learn about research based, effective practices for online teaching to maximize student learning and retention in a nursing program. The audience for this presentation is anyone currently in nursing education involved with online teaching as administrators or directly teaching students.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
After the presentation, the learner will be able to- Describe evidence based practices for successful online nursing teaching and student learning	<ul style="list-style-type: none"> <li>• Welcome Announcement posted which includes:</li> <li>• Contact information (including phone)</li> <li>• Hours of availability</li> <li>• Brief overview of course</li> <li>• Discussion expectations</li> <li>• Calendar populated with assignment due dates and any</li> </ul>

	breaks in class as appropriate • Instructor Bio posted in the Introductions thread.
After the presentation, the learner will be able to-Apply evidence based online teaching effective practices for maximizing student retention	• Posts substantively at least 15% of student posts, and post at least 4 days per week which includes once on the weekend. • The weekend post could be a pre-made weekly summary. • Makes one announcement per week • Responds to each student in the introduction discussion area within 7 days of submission returns graded assignments with appropriate feedback and course grading rubrics. • Enters discussion grades within 2 days of discussion's ending.
After the presentation, the learner will be able to - Demonstrate faculty caring and presence in an online nursing classroom	• Consistently use comments feature of course in providing grade feedback. • If grading takes longer than the expected timeline, students are notified accordingly via the announcement and email features of the course activities as needed. • Communicate student issues in a timely manner as needed, including: -No shows at the end of week one -Failing students at midterm • Communicate any changes in assignment details via both the Announcement and email course functions to the class.

### Abstract Text:

Increasingly, more nursing education programs have incorporated some type of blended learning and/or online advanced degree programs. Subsequently, many nursing faculty find themselves thrust into the online classroom environment with little preparation or training. A review of the literature and, speaker conducted research, reveals several key concepts to facilitate student learning in the online classroom using evidence based practices.

Evidence based, online teaching, effective practices for nursing faculty include frequent interactions with students. This interaction utilizes the following skills (Paloff & Pratt, 2011):

- Visibility- can establish presence and is frequently present in online nursing education environment
- Compassion-expresses sincere positive regard to nursing students and delivers student-focused, student –centered instruction
- Communication- communicates well with nursing students frequently, provides substantive feedback and communicates well with technology
- Commitment- sees the value in teaching online and sees the facilitated model of teaching as rigorous and powerful
- Organization- the excellent online nursing faculty member is organized and a good time manager

Research has also shown that faculty using the above skills is highly correlated to perceived learning in online courses (Cobb, 2011; Claywell, et.al., 2016). This presentation will provide an overview of evidence based, online teaching, and effective practices. The presentation will include with some helpful

tips and tools to meet these effective practices for online teaching in nursing education. Student learning, retention and satisfaction are all increased with the use of effective online teaching practices.

Claywell, L., Wallace, C., Price, J., Reneau, M., & Carlson, K. (2016). Influence of nursing faculty discussion presence on student learning and satisfaction in online courses. *Nurse Educator*, 41(4):175-9. doi:

10.1097/NNE.0000000000000252.

Cobb, S. (2011). Social presence, satisfaction, and perceived learning of RN-to BSN students in web-based nursing courses. *Nursing Education Perspectives*, 32(2), 115-119.

Paloff, R.M. & Pratt, K. (2011). *The Excellent Online Instructor: Strategies for professional development*. John Wiley & Sons: San Francisco, CA