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• Texas Team Strategic Plan 2015-2017
• Increase the proportion of nurses with BSN degrees to 80% by 2020
• Sub-Goal 4.4: Develop a faculty student distance learning model using technology
Faculty-Student Distance Education Model

• This presentation is designed to provide guidance to Texas nursing education programs in the design and delivery of online nursing courses.

• References are provided on the last slide.
Quality Indicators for Distance Education

Course Development  Teaching/Learning  Course Structure

Student Support  Institutional Support  Faculty Support

Evaluation and Assessment
Course Development

• Select technology based upon learning outcomes.
• Follow minimum standards (regulatory, accreditation, institutional policies) for course development, design, and delivery.
• Conduct regular reviews of instructional materials to ensure standards are met.
Course Development – contd.

• Require students to engage in analysis, synthesis and evaluation in each course.
Teaching/Learning

• Plan for student engagement with faculty and other students through a variety of ways (e.g. voice-mail, email, chats, discussions).

• Provide timely, constructive feedback.

• Instruct students in proper methods of effective research, including an assessment of the validity of resources.
Course Structure

• Advise students about online learning to ensure they are motivated and committed, and have access to proper technology.

• Provide students with complete course information in clearly written format.
Course Structure – contd.

• Provide access to a readily available virtual library.
• Involve students in establishing assignment deadlines.
Student Support

• Provide information to students related to admission, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.
Student Support – contd.

• Provide students with hands-on training that will facilitate their securing materials online.

• Ensure that students have ongoing and timely access to technical assistance.
Student Support – contd.

• Respond to student questions about student services promptly.
• Ensure a system for student complaints.
Faculty Support

• Provide technical assistance in course development to faculty.
• Assist and assess faculty in transitioning from classroom teaching to online instruction.
Faculty Support – contd.

• Provide instructor training and assistance throughout the progression of the online course, including mentoring for faculty.
• Provide faculty resources to deal with issues related to student use of electronically accessed data.
Institutional Support

• It is the responsibility of the institution to implement security measures based upon quality standards and the integrity and validity of information.
Institutional Support – contd.

• The security system must be reliable to protect the institution and the courses.
• The institution must provide a centralized system to support and maintain the online education.
Evaluation and Assessment

• An evaluation process is in place to determine the effectiveness of all aspects of the online education.

• The evaluation plan considers data on enrollment, costs, and uses of technology as effectiveness measures.
Evaluation and Assessment – contd.

• Ongoing evaluation should regularly measure whether learning outcomes are achieved.
Faculty Competencies

• Smith (2005) outlined 51 competencies for online instructors
Highlights of 51 Competencies

Facilitate – Communicate – Contact – Model learning – Create atmosphere of community and participation – Effectively use technology – Handle class issues – Give prompt feedback – Foster critical thinking – Promote collaboration – Respect privacy – Use active learning – Emphasize time on task – Learn from the students – Have fun
Advantages of Online:

- Flexibility
- Convenience
- Accessibility
- Promotes technology
- Opportunities for increased communication
References

References contd.