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Faculty Guide to On-Line Teaching

The purpose of this faculty guide is to assist the individual faculty member in preparing to teach an online course using the e-College platform. This guide consists of three components: Part I – College policies about online teaching and faculty roles, Part II - written guidelines and Part III - Online model/Virtual experience. When used in conjunction with the faculty tutorial available at the e-College site this faculty guide covers aspects of course development and design as well as the process of teaching in cyberspace.

The College of Nursing is committed to having a portfolio of high quality on-line courses which integrate the College's mission of teaching from a caring-based philosophy in both the content being taught and the process of teaching the content. The College's course offerings on the e-College platform are to be cutting edge in the use of innovative and creative technologies and teaching/learning strategies, communication of accurate state of the art nursing practice behaviors and scientific principles of caring in nursing situations, and evidence the commitment and competence of the faculty in promoting quality student outcomes and life-long learning behaviors.

Becoming an online teacher requires a sound knowledge base and a variety of skills and attributes.

The online teacher needs knowledge of:

- Content area to be taught –“content expert”
- Resources available to support student learning of the course content
- Current and relevant issues and topics in the content area. On-line teaching is “now” oriented – content is always new to keep pace with the plethora of information available via the internet.
- Principles of adult teaching-learning methods and motivational strategies – “process expert”
- Use of on-line technologies and cyber-learning strategies

The online teacher needs skill in:

- Use of the e-College course platform
- Competent use of computer hardware and software consistent with the minimum technical requirements outlined on the e-College
- Designing creative and stimulating learning activities
- Organizing and presenting course requirements and content in a clear and concise manner.
- Guiding student directed learning
- Responding to students in a timely and constructive manner

The attributes of an online teacher include:

- Organized
- Creative and cutting edge
- Good communicator
- Committed to student learning
- Willing to become involved with students

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Part I: College policies about online teaching and faculty roles

- All totally online courses are offered via the e-College learning systems.
- A totally online course is an asynchronous course with no set time or place for class meetings. All learning activities, office hours and evaluation procedures are conducted via the internet
- The College of Nursing gateway page to the e-College learning system is: <http://faunursing.net>
- Six weeks prior to the beginning of the semester, a “shell” will be created for each online course.
 - A shell is a designated place on the e-college server where the teaching learning activities of a course occur.
 - Faculty is responsible for updating/uploading course content, learning activities, discussion topics, test banks and other teaching-learning strategies in the designated shell. All course updated must be made in the new semester – if updates or modifications are made in a previous semester, they will not be moved to the new semester.
 - If you are teaching a course for the first time, the shell is empty. An empty shell has all the templates for the creation of learning units, content items, test, thread discussions and slide shows, but has not course specific content.
 - If a course has previously been taught on the e-College platform, the shell will contain the content from the most recent version of the course that was taught. If course content is copied from a prior semester, it is the faculty member’s responsibility to check for broken links, out-dates sequences and to update assignment dates, schedules, student groups etc.
 - Courses shells are created once per semester and cannot be changed based on the desires of individual faculty members. It is the faculty member’s responsibility to review the course shell within 2 weeks of its being posted to find any technical errors in the copying process. After that two week window, faculty will be responsible for correcting any errors in the course content as copied
- Each faculty is responsible for logging on to each course site a minimum of 5 days per week.
- The faculty need to respond to student questions and e-mails within 48 hours.
- Faculty is responsible for keeping their user profile in the e-College system up to date.
- There is to be NO streaming media used on the FAUNursing.net site.

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Part II: Written Guidelines

Step 1: Assessment

The first part of assessment is to determine if online teaching is for you. Ask yourself the following questions:

- How are your computer skills?
 - Do you have daily access to a computer with internet access?
 - Are you comfortable using e-mail and accessing the WEB using a browser?
 - Can you download a file from the WEB and save it to your own computer?
 - Can you attach a document to an e-mail message
 - Can you cut/copy and paste from one program to another?
 - Can you scan and upload a document into a web-based platform?
- What is your experience in the online learning environment (cyberspace) and your qualifications for this adventure?
 - Have you every taken an online course as a student or participated in an online educational program?
 - Have you previously used a listserv as an important part of your classroom teaching?
 - Have you used web pages to supplement your campus based courses or seminars?
 - Have you used online quizzes, testing, a discussion board or chat room as a portion of your campus based courses?
 - Can you identify at least three web-based resources that are specific to the topic/course you want to teach on-line?
- What is your attitude towards teaching and learning in the online environment?
 - Do you believe that high quality learning can take place without seeing your student face-to-face?
 - Is discussion an effective teaching strategy for your subject matter?
 - Do you believe it is important to structure activities so that students can learn from each other?
 - Do you believe that increased learning can occur when work/life/knowledge experiences are shared among students/peers?
- Are your teaching style and habits adaptable to the online environment?
 - Are you willing to log on and contribute to your online classroom discussion and interact with student online at least 5 days a week?
 - Are you able to create schedules for yourself and stick to them?
 - Are you comfortable communicating almost entirely through writing?
 - Are critical thinking and problem solving skills and strategies important components of your teaching?
 - Excluding content development, course design and grading assignments, are you willing to dedicate at least 6 hours a week to participate in the online teaching-learning process?

If you answered YES to these questions – you are ready to teach an online course.

Step 2: Planning

An effective online course is planned and designed BEFORE the students arrive at the course site. Because of the asynchronous nature of online learning, it is essential that the student is presented the “big picture” of the course, their responsibilities and their commitment at the beginning of the

course. Students have increased accountability for learning and for planning time for learning activities, but faculty also have increased responsibility for providing students with the necessary information about assignment, expectations and performance rubrics at the beginning of the course.

The planning process begins with two questions:

- *What needs to be taught or coached in order for learners to successfully complete the assessment task and achieve the learning outcomes?*
- *How can it best be taught?*

On-line teaching is purposeful interaction to increase a learner's knowledge or skill in a specific, pre-determined fashion. The teacher – as the designer of the learning activity – begins with the end in mind and work backwards. To be successful the individual teaching in the online environment needs to recognize and accept that:

- The instructor must plan all components of the course prior to the first day of class
- The instructor must understand the impact that the technology has on the learning process, and
- The instructor must recognize the impact that the technology has on the instructional process.
- At a bare minimum the instructor must create a welcome page, syllabus, calendar of due date, assignment guidelines/rubrics and list of learning resources before the students arrive at the course site.

GAGNE'S NINE UNIVERSAL STEPS OF INSTRUCTION are useful in designing and planning your online course content.

I. MOTIVATE THE LEARNER

- a. catch the learner's attention using a thought-provoking question or activity, multimedia, puzzles, mysteries or weird facts
- b. use multimedia to provoke attention and stimulate the learner
- c. present a good problem, a new situation

II. EXPLAIN WHAT IS TO BE LEARNED

- a. use essential questions to anchor a course, unit or lesson
- b. provide clear learner outcome statements
- c. create an online syllabus; make sure outcomes are clearly stated throughout
- d. describe the goal of a lesson, state what students will be able to accomplish and how they will be able to use the knowledge, give a demonstration if appropriate.

III. RECALL PREVIOUS KNOWLEDGE

- a. use hyperlinks to provide learners with access to important prior knowledge
- b. embed self-tests for learners to test their own prior knowledge
- c. Show how knowledge is connected, provide the student with a framework that helps learning and remembering.

IV. PRESENT THE MATERIAL TO BE LEARNED

- a. use a variety of instructional strategies, such as discussions, case studies, simulations, individual/collaborative projects, small group work, lecture/direct instruction, drill and practice, debates or student presentations.
- b. "Information is not instruction" - avoid putting too much text on the screen
- c. use Active Learning Principles as a filter
- d. add graphics and animation as appropriate
- e. Present the material to be learned e.g. text, graphics, simulations, figures, pictures, sound, etc. e.g. follow a consistent presentation style, chunking of information (avoid memory overload, recall information)

V. PROVIDE GUIDANCE FOR LEARNING

- a. provide opportunities for students and instructor to share feedback
 - b. make use of hyperlinks to provide opportunities for revision and remediation
 - c. be present in discussions and chat with students privately to help fill in the gaps in their understanding
- VI. ACTIVE INVOLVEMENT
 - a. design activities that engender active involvement, such as discussions and collaborative projects
 - b. remember that the brain is engaged in learning when there is novelty and challenge
 - c. Elicit performance "practice", let the learner do something with the newly acquired behavior, practice skills or apply knowledge
- VII. PROVIDE FEEDBACK
 - a. use web-based tools to provide opportunities for ongoing dialogue between instructor and student and among students
 - b. Plan to be online at least 5-days per week
- VIII. TEST COMPREHENSION
 - a. use web-based tools for student self-assessment and reflection on a regular basis
 - b. use a variety of question types in web-based quizzes and tests
- IX. PROVIDE ENRICHMENT OR REMEDIATION
 - a. provide hyperlinks for enrichment of content and to encourage student choice in process and product
 - b. design optional units or modules to provide a review of important prior knowledge
 - c. Enhance retention and transfer inform the learner about similar problem situations, provide additional practice.
 - d. Put the learner in a transfer situation. Maybe let the learner review the lesson.

Step 3: Implementation

Implementation of a high quality online course requires more than just accurate content and a creative presentation. The personal qualities or “Best Practices” exhibited by the faculty are critical to the success of the overall excellence of the online learning experience and the achievement of quality learning outcomes. These “**Best Practices**” include:

- Reciprocity and cooperation among students and faculty
 - Learning is enhanced when it is a team effort. Good learning is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning and sharing ideas improved thinking and deepens understanding.
- Prompt feedback:
 - Knowing what they know and what they do not know helps the learner to focus their learning. Students need ongoing and prompt feedback in assessing their existing knowledge and competence. In the online learning environment student are entitled to weekly feedback related to the learning demonstrated through participation in course specific activities. As active participants in the teaching learning process, the faculty provides on-going clarification and feedback about the student’s participation in the learning process. Faculty must logon to the course site daily and respond to student questions within 48 hours.
- Active learning techniques:
 - Students learn more by doing that by just listening. Just listening to the teacher and memorizing fact and figures is not sufficient for the critical thinking,

professional judgment and knowledge synthesis needs for thriving in the complex health care environment of today. Learners need to discuss what they are learning, reflect on new information, relate it to past experiences, and apply it to their daily lives. Learners with the guidance of the teacher need to make sense of what is being learned and make the new knowledge part of themselves.

- Emphasizes time on task and time management strategies:

- Learning to manage time is critical for students and professionals.

$$\text{Time} + \text{Energy} = \text{Learning}$$

Faculty need to allocate realistic amounts of time for learning activities.

Providing students with the plan for learning activities and corresponding time allocations promote effective use of time management strategies. Effective use of time on task enhances effective learning for the student and effective teaching for the faculty.

- Communicates high expectations:

- The more you expect from the student...the more you will get. However the faculty must model the expected behavior, first. Therefore if you expect high quality discussion participation, the faculty's presence and high quality contributions in the early portion of the course, will establish the standard for students to emulate. Expecting students to perform well is a self-fulfilling prophecy

- Respect diverse talents and ways of learning:

- Students bring different talents, skills and learning needs to the online learning environment. Faculty need to facilitate students showing and sharing their talents and skills and fulfilling their learning needs in ways that work for them. In addition the faculty can push the student to take risks and to learn in not ways that do not come so easily.

Step 4: Evaluation

Similar to other teaching ventures, evaluation is a critical component of on-going improvement and strengthening of the course site and the skills of the teacher. The faculty member needs to evaluate the learner and the materials and change the instruction for the next time

Faculty Guide to On-Line Teaching
Part III: Online model/Virtual experience

The best way to prepare for your online teaching role is to experience the online teaching/learning environment first hand. Therefore the third part of this faculty guide is presented in the format of an online course using the e-College platform. To obtain the greatest benefit from this portion of the faculty guide you need to actually *participate* in the course. Take this opportunity to post questions, participate in the discussions, complete the assignments, take the tests and access the links and learning activities within the course framework. As an active participant you will gain an appreciation of the student's perspective in the online learning experience. While it is recognized that the model course is not the "perfect" online course- it is designed to provide you with models, strategies and sample activities for inclusion in your online courses. Below is the content for the model online course and your opportunity to participate in a virtual learning experience.

Course: On-line Teaching is for you!

- I. Course Home
 - a. Syllabus
 - b. Questions
 - c. Important information
 - d. A secret
- II. Knowing others
 - a. Learning Page
 - b. Questions
- III. U-R the guide
 - a. The teacher
 - b. Learning Page
 - c. Slide show
 - d. Ways to learn
 - e. Assignments
- IV. Right Brain
 - a. Learning page
 - b. Digital images
 - c. Graphics
 - d. Field trips
 - e. Stories
 - f. Discussion
- V. Left Brain
 - a. Learning page
 - b. No Cheating
 - c. Your thoughts
 - d. Exams, tests, questions
 - e. Test yourself
- VI. Web Explorers
 - a. Learning activities
 - b. Assignments
- VII. Virtual Papers
 - a. Papers and more
 - b. No more e-mails
 - c. Private office

- VIII. Copyright...the dos, don'ts and I don't know!
- IX. Course development: tutorials and tips
- X. The End
 - a. Achieve your dreams
 - b. Good bye and good luck

To access the course Online Teaching is for you go to: <http://faunursing.net> . If you do not have a personal logon credential, please e-mail draines@fau.edu and you will be entered into the faculty database and sent information about your personal logon information. Or you may use one of the guest logons, as follows:

Participant ID:	FAU
Password:	FAU

Participant ID:	Nurse
Password:	Nurse

In addition, each faculty teaching on the e-College platform needs to complete the tutorials provided by e-College specific to the use of the platform and features of the course software. These online tutorials include:

- **ID 2004 Instructional Design Tutorial (April 2004)**
- **AU + Student Orientation Tutorial (April 2004)**

Finally the FAU ITSS (Instructional Technologies and Support Services) provides support and assistance to faculty in the design and development of software for use within the e-college platform. Please directly contact one of the IT designers to discuss your ideas and needs. While the FAU IT professionals will “create” the work for you, it is the individual faculty member’s responsibility to upload the creation into the e-College course site. Directions about how to upload files are included in the instructional design tutorial.

Welcome to the world of on-line teaching!