



Janice I. Hooper, PhD, RN

**Nursing Consultant for Education
Board of Texas**

Texas Team Education Committee

- 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.

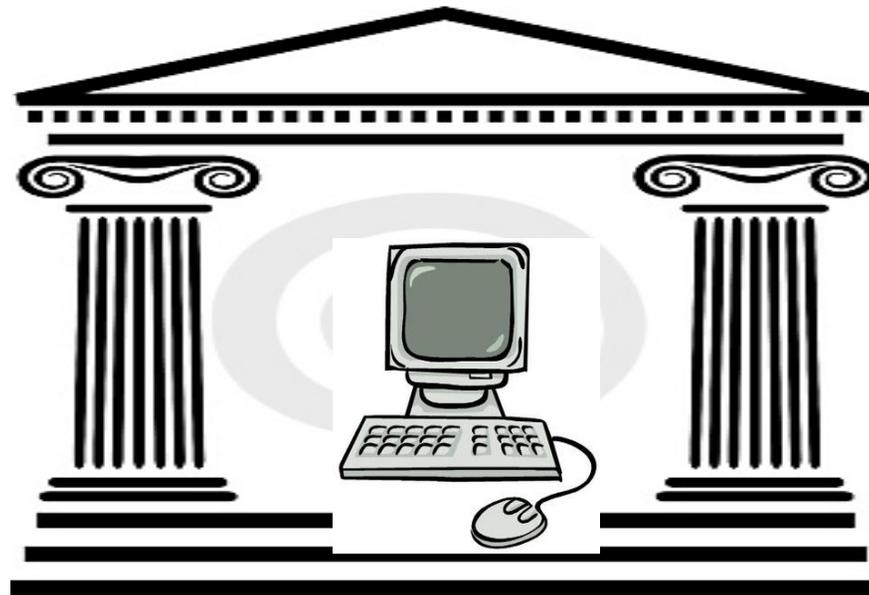


Quality Indicators for Distance Education

Course Development

Teaching/Learning

Course Structure



Student Support

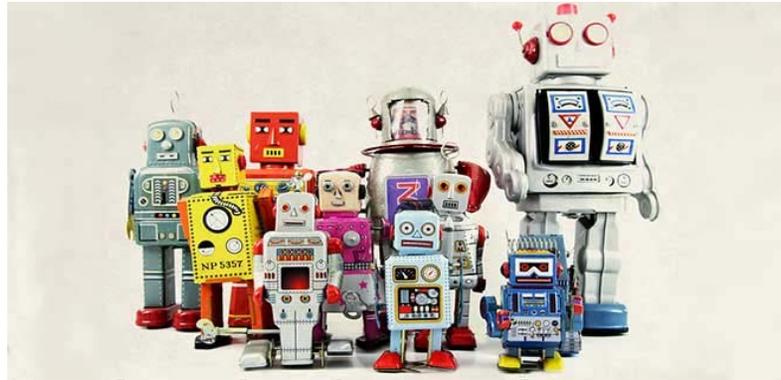
Institutional Support

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.



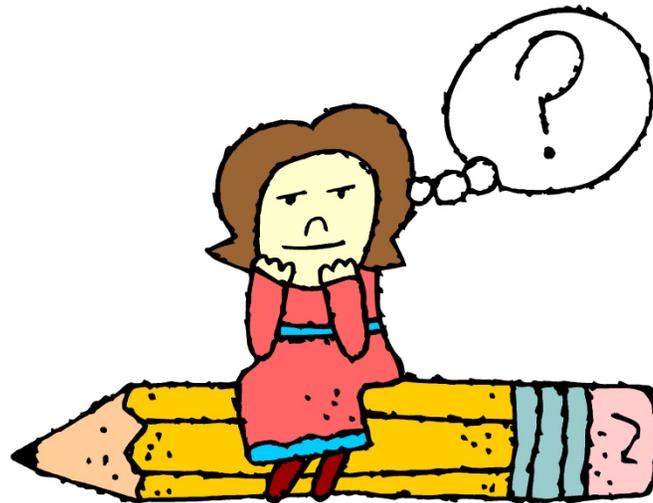
Course Structure – contd.

- 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.



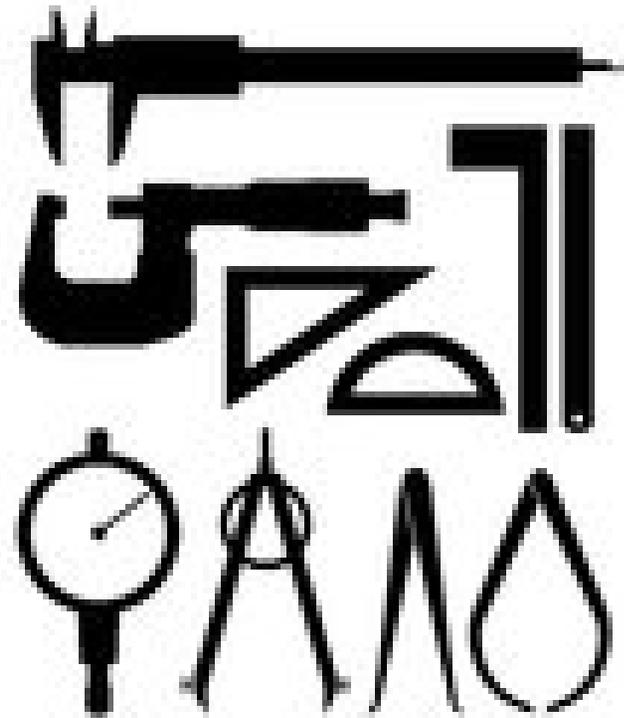
Evaluation and Assessment

- 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.



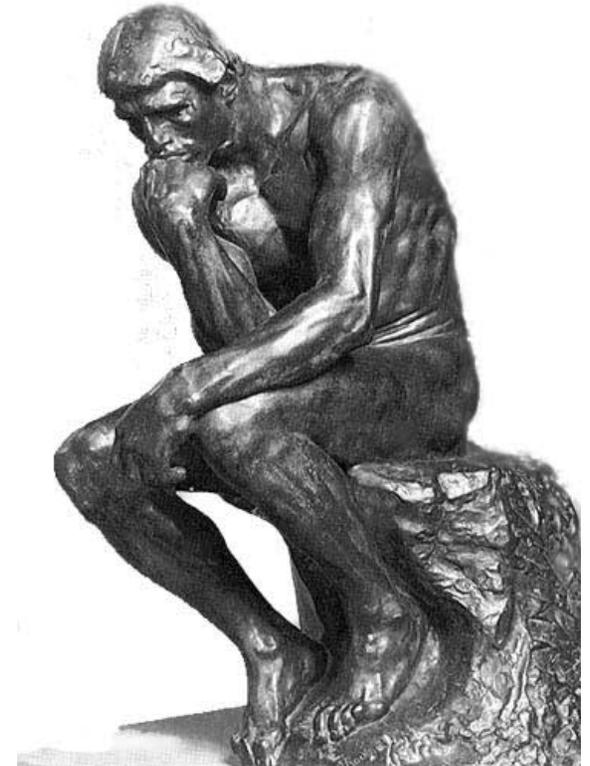
Evaluation and Assessment – contd.

- 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

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Washington, DC: National Academies Press.

References contd.

Phipps, R., & Merisotis, J. (2000). *Quality on the line: Benchmarks for success in Internet-based distance education.*

Washington, DC: The Institute for Higher Education Policy. Retrieved from

<http://www.ihep.org/assets/files/publications/m-r/QualityOnTheLine.pdf>

References contd.

Smith, T. C. (2—5). Fifty-one competencies for online instruction. *The Journal of Educators Online*, 2(2), 1-18.