

Innovations in Online Teaching

Art of Managing the Emerging Online Landscape

Presented by
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1. Consider all courses to be online courses

F2F Only

Hybrid

Fully Online



In the past



Emerging



2. Acknowledge
how use of time
& interaction
has evolved

Asynchronous



Synchronous



Mixed Model



Competency Based

Evolving Strategies

- One Minute Paper ✓
- Focused Listing ✓
- Mind Mapping ✓
- Concept Mapping ✓
- Fishbowl ✓
- Jigsaw ✓
- Think-Pair-Share ✓
- Roundtable ✓
- Peer Evaluation ✓

3. Recognize evolving standards for online courses

None

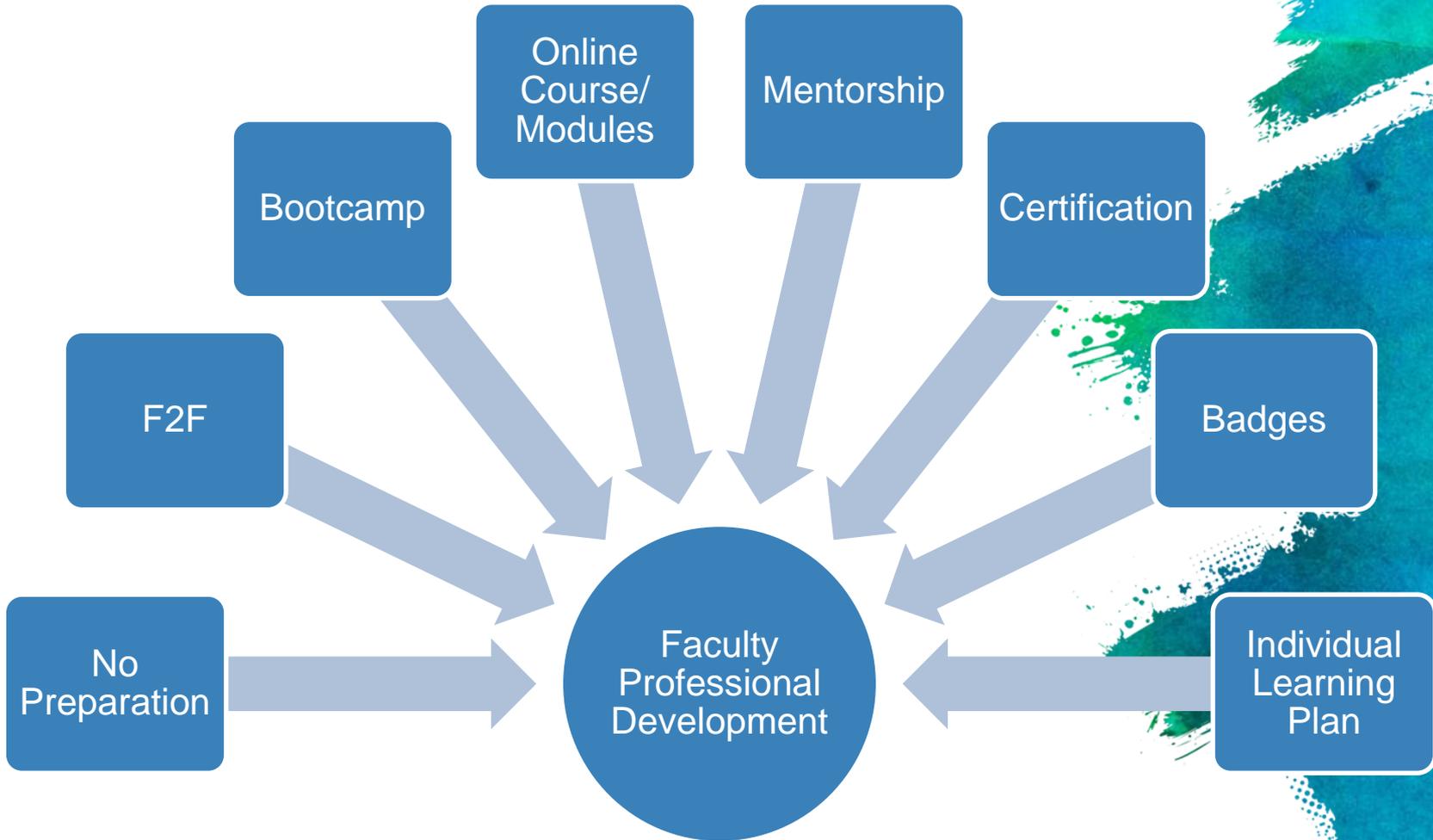
Customized

Quality Matters

OLC

Informed & Customized

4. Consider all
instructors to
be online
instructors



5. Shift from teacher-centered to student- centered learning

Contrasting Paradigms

Element	Teacher-Centered	Student-Centered
Knowledge	Transmitted	Constructed
Student Engagement	Passive	Active
Context	Outside of context	Within context
Instructor Role	Primary information giver and evaluator	Coach and co-evaluate with students
Role of Assessment	To monitor learning	To promote learning
Culture	Competitive and individualistic	Cooperative, collaborative, and supportive
Who Learns	Student Only	Both instructor and students

(Jiang, n.d)

How Student-Centered Are You?

<https://www.surveymonkey.com/r/KTNW6YW>

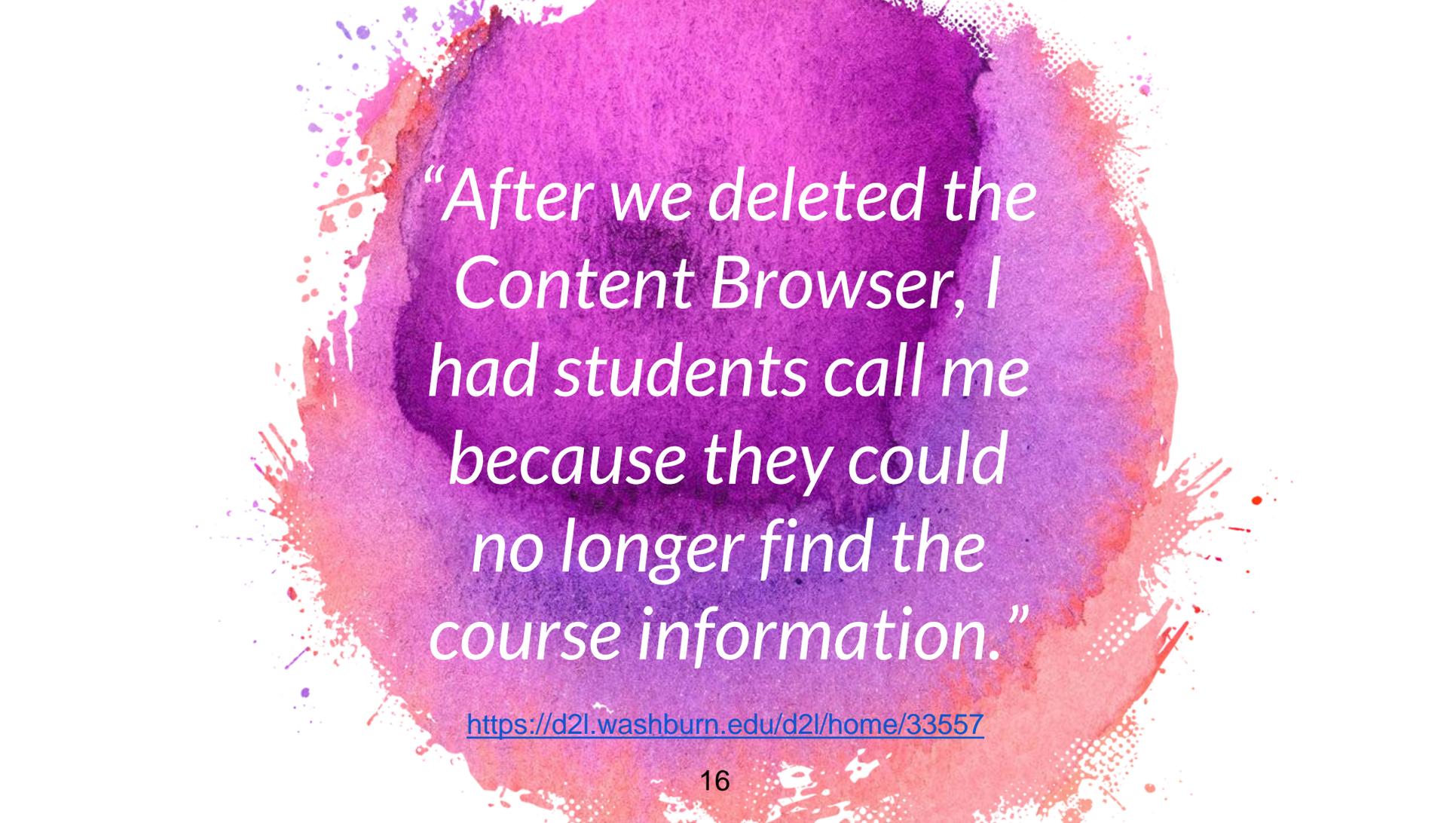
BSN Score Card

Active Goals

(Click in cell to edit, click off to save.)

Goal	Notes	Course	Skill	I've learned this skill	I've performed this skill	I would like more information or practice
		Level 1				
		NU-306	Vital Signs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-306	Handwashing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Dressings-wound packing		NU-306	Head to toe assessment-Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learn to apply/perform/complete Dressings-Wet to dry dressing		NU-306	Head to toe assessment-Child	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Enemas		NU-306	Communication-Oral history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-306	Written documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learn to apply/perform/complete Sutures/staple removal		NU-306	EHR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-311	Isolation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Medication administration-suppositories		NU-311	Gowning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete O2 monitoring-nebulizers		NU-311	Gloving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete O2 monitoring-inhalers		NU-311	Body mechanics-Turning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		NU-311	Body mechanics-Positioning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Monitoring blood products		NU-311	DVT prevention-Anti-embolism devices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		NU-311	Dressings-wound packing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Level 2				
Learn to apply/perform/complete NG insertion		NU-311	Dressings-Wet to dry dressing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-311	Sterile technique	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. Incorporate Interaction Design principles



“After we deleted the Content Browser, I had students call me because they could no longer find the course information.”

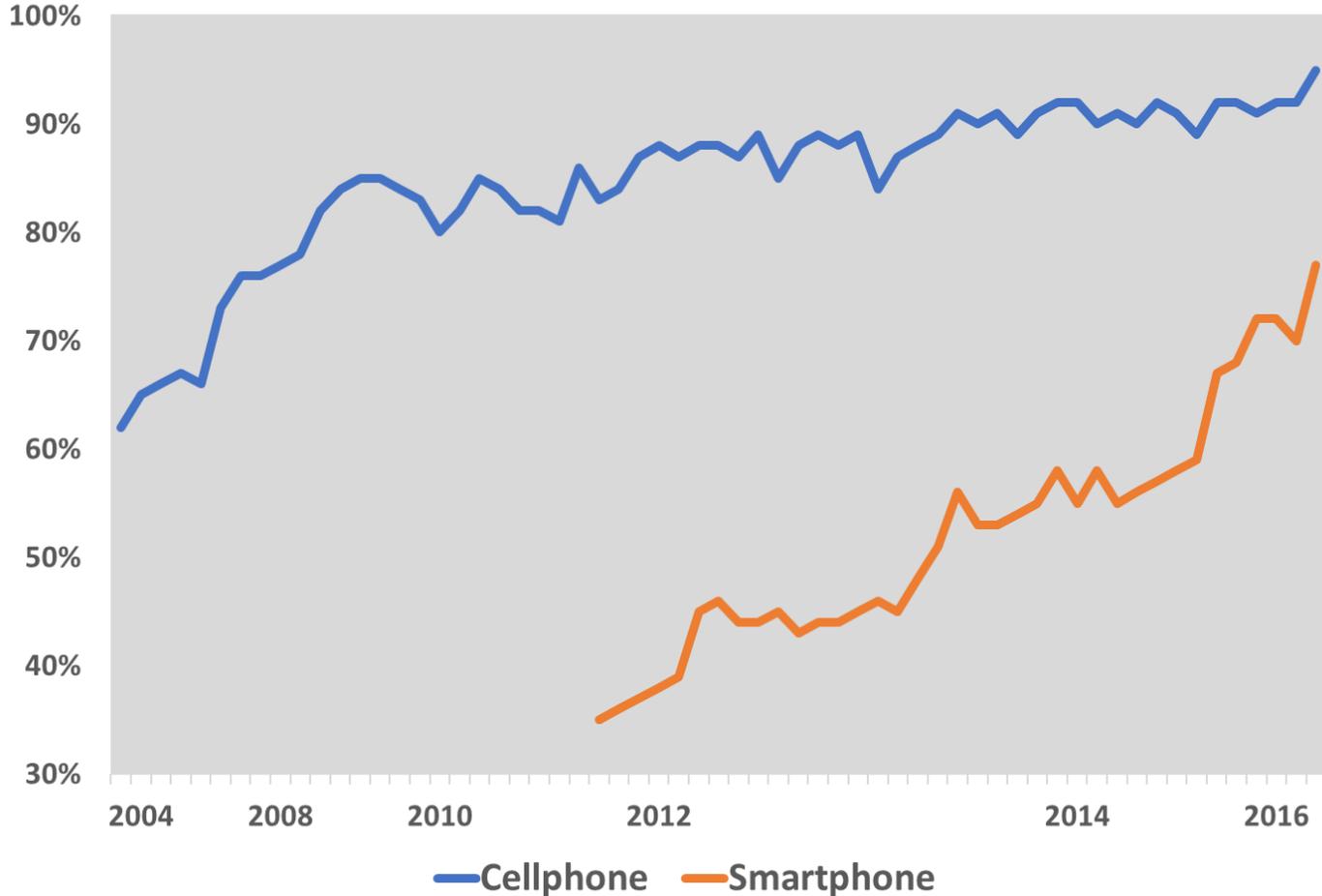
<https://d2l.washburn.edu/d2l/home/33557>

Interaction Design Principles

- Framework
- Affordance
- Usability
- Interaction
- Feedback
- Presence
- Storyboard
- Prototype
- Templates
- Navigation
- Structure
- Consistency
- Context
- Visual Cues
- Readability
- Accessibility
- Ease of Use

7. Embrace mobile

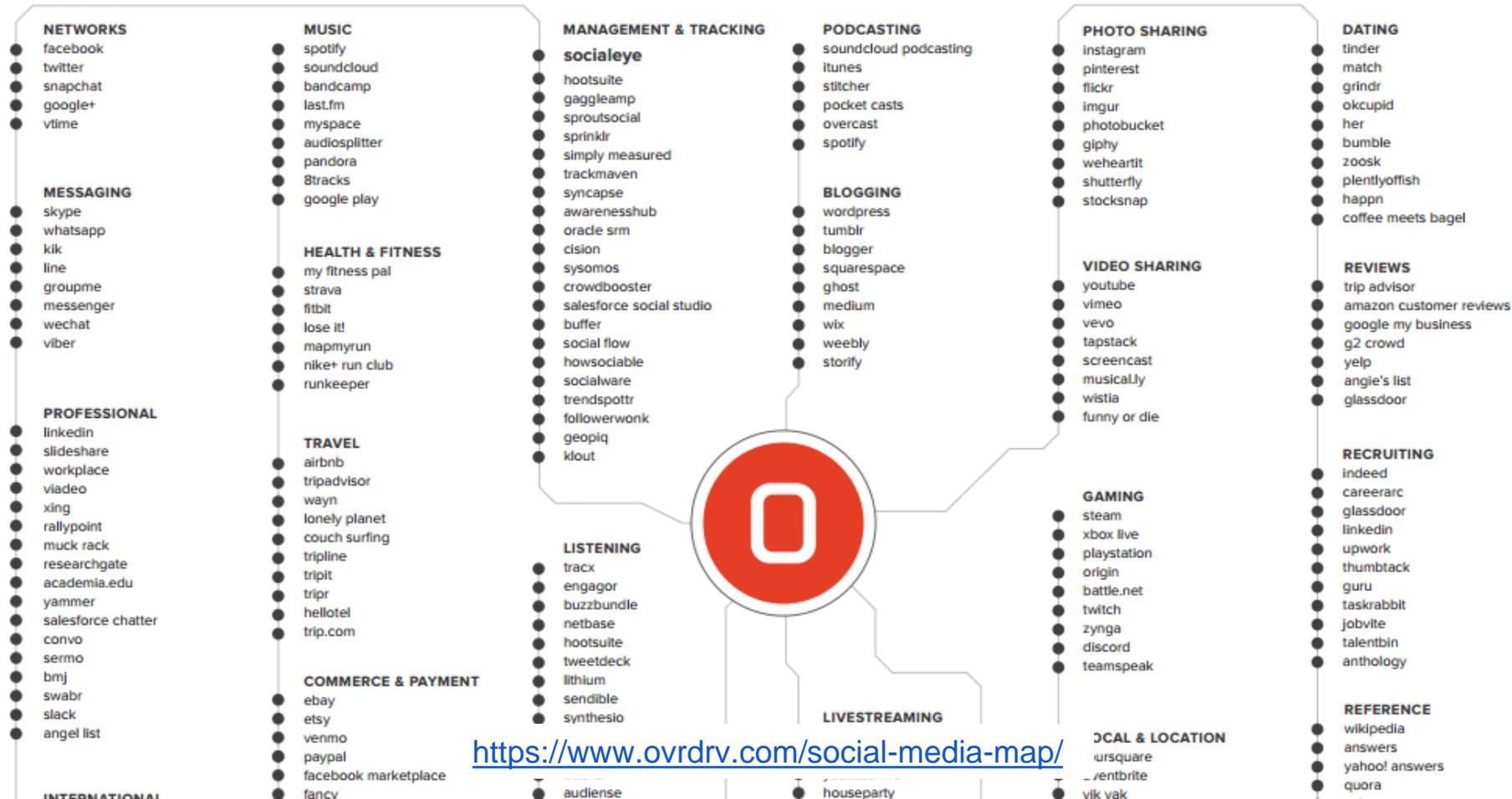
Cell Phone & Smart Phone Ownership



— Cellphone — Smartphone

(Pew Research Center, 2017)

8. Embrace social media



9. Explore new tools

- Virtual Labs & Simulations
 - + Microbiology
 - + Health Assessment
 - + Intravenous Pump
- Publisher Portals
- Realtime Board
- PeerWise
- LessonSketch
- HoloBuilder



10. Create supportive environments for online learning

Recommended Standards

2009
Higher Learning
Commission (HLC)

[Guidelines for the
Evaluation of Distance
Education \(On-line
Learning\)](#)

2011 – 2017
OLC

[OLC Quality
Scorecard Suite](#)

- Online Readiness Assessments
- Online Communities
- Virtual Mentoring
- Online Student Resource Center
- Online Orientation & Resources for Clinical Faculty

Credit Hour Category	Credit Hour Item	Time Required	Number in Course	Expectation for Student Work (hrs)
Readings & Materials	Textbook Readings (Number of pages)	0.04	235	9.4
Readings & Materials	Article Readings (Number of articles)	0.75	20	15
Readings & Materials	Supplemental Resources (Number of additional resources)	0.75	1	0.75
Readings & Materials	F2F Lecture Hours (Number of hours)	1		0
Readings & Materials	Online Lecture or PowerPoint (# of items)	0.5		0
Student Interaction	Class Participation (% of total)	1		0
Student Interaction	Social Media Participation (% of total)	1		0
Student Interaction	Discussion Board (# of graded discussions)	0.5	3	1.5
Student Interaction	Small Group Discussion (# of discussions)	0.5		0
Student Interaction	Pair & Share (# of discussions)	0.3		0
Student Interaction	Virtual Classroom Session (# of sessions)	1	1	1
Written Assignments	Written Assignment < 2 pages (# to complete)	1	5	5
Written Assignments	Written Assignment 2 -5 pages (# to complete)	3	2	6
Written Assignments	Written Assignment 5-20 pages (# to complete)	12		0
Written Assignments	Written Assignment > 20 pages (# to complete)	30		0
Written Assignments	Written Draft (# to complete)	3		0
Written Assignments	Written Assignment/Submit for Publication (# to completed)	15		0
Written Assignments	Reflection (<5 pages) (# to complete)	2	1	2
Written Assignments	Journal Article Review (# to complete)	2.5		0
Other Activities	Individual Presentation (# to complete)	4	1	4
Other Activities	Case Study (# to complete)	3		0
Other Activities	Individual Project (# to complete)	6		0
Other Activities	Poster Presentation (# to complete)	5		0
Other Activities	Video of Performance (# to complete)	6		0
Other Activities	Workshop Participation (# to complete)	4		0
Other Activities	Learning Activity (# of hours)	1	12	12

Credit Hour Analysis

12. Manage faculty learning as an institutional asset

Linda Merrillat

Tools

(Click on My Profile above to update previously completed Tool forms)

 Student Profile	 BSN Skills Checklist	 Learning Experience Designer	 Teaching & Learning Skills Checklist	 D2L Skills Checklist
 Technology Skills & Interest Survey	 Scholarship Skills Checklist	 Credit Hour Analysis	 Online Experience Assessment	

Mastery Modules

 D2L Bootcamp	 D2L Advanced Topics	 Working with the Cloud	 Using Respondus with an LMS	 Planning the Content
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13. Change the culture

14. Use online to transform learning

Technologies to Watch

- Google Lens
- ivideo.education
- Annotated Mobile Reading
- Authentic Scenario-Based Learning based on Gaming

- You can't teach that online.
- Well, maybe you can.
- Ask yourself, not how can I teach better online, but how can we teach "it" better using online methods vs. other approaches

List of Tools & Resources

- Class Management Techniques
http://www.facultysupport.com/resources/Class_Management_Techniques.pdf
- Quality Matters Rubric
<https://www.qualitymatters.org/qa-resources/rubric-standards>
- OLC Quality Scorecard Suite
<https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/>
- How Student-Centered Are You?
<https://www.surveymonkey.com/r/KTNW6YW>
- It Does Make a Difference! Applying Interaction Design Principles to the Online Learning Experience
https://scholarspace.jccc.edu/cgi/viewcontent.cgi?article=1211&context=c2c_sidlit
- BSN Score Card
<http://www.facultysupport.com>
- Shadow Health – Health Assessment Simulation
<https://shadowhealth.com/>

- Realtime Board
<https://realtimeboard.com/>
- PeerWise
<https://peerwise.cs.auckland.ac.nz/>
- LessonSketch
<https://www.lessonsketch.org/>
- HoloBuilder
<https://www.holobuilder.com/>
- Guidelines for the Evaluation of Distance Education (Online Learning)
http://download.hlcommission.org/C-RAC_Distance_Ed_Guidelines_7_31_2009.pdf
- Smarter Measure – Online Readiness Assessment
<http://smartermeasure.com/>
- Credit Hour Analysis
http://www.facultysupport.com/resources/Credit_Hour_Analysis.xlsx
- My Faculty Center
<http://www.facultysupport.com/my-faculty-center.php>
- Ivideo.education
<http://ivideo.education/ivideo/login.jsp>

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