



## **#217 Engaging the Online Learner**

## **Using e-Racer**

*Presented by*

*Teresa Faust RN MSN*

*Neosho County Community College*

*June 2 - 5, 2010*

**JENZABAR**

# About US....

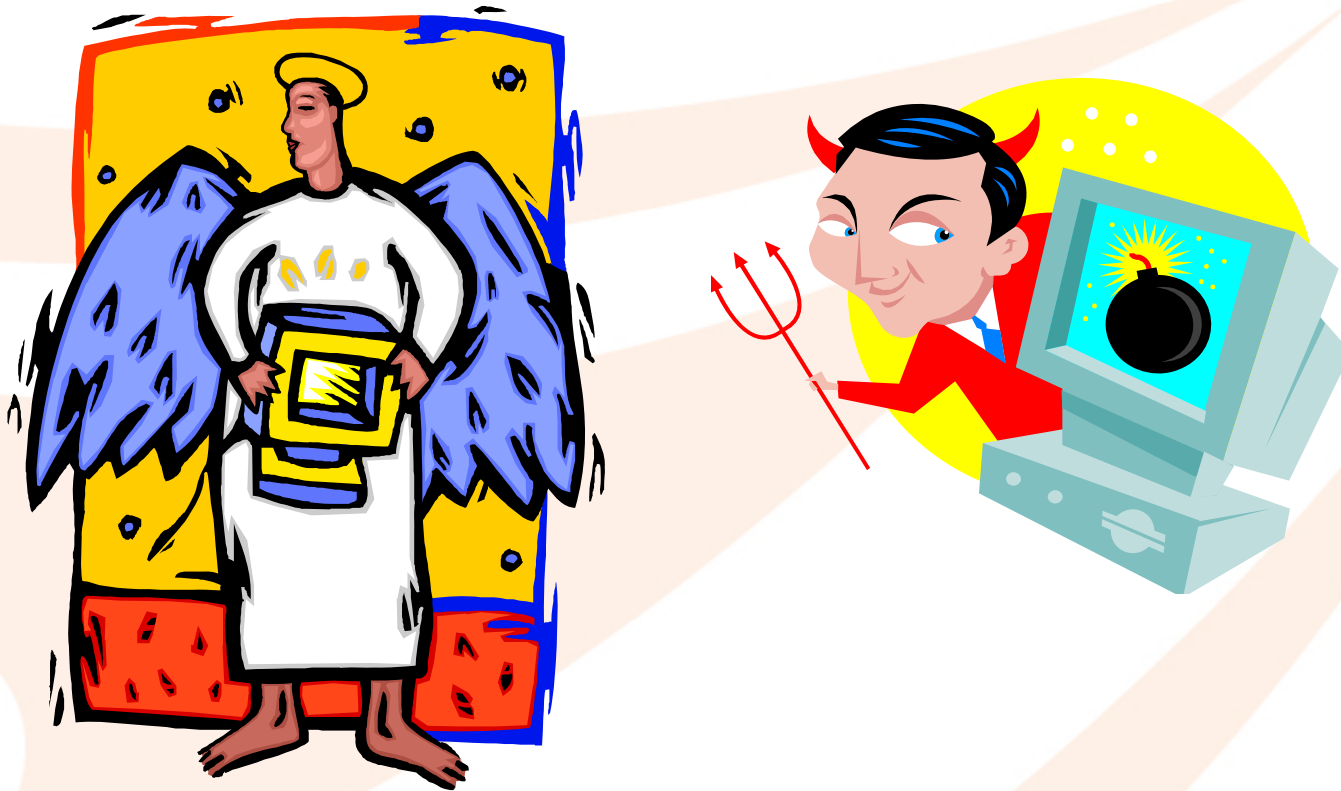
Neosho County Community College  
*Mary Grimes School of Nursing*

- **ADN Program in Kansas**
  - Located in Chanute, Ottawa & Independence KS
  - 700 students/16 full time faculty
  - 20% of total student population
  - 2<sup>nd</sup> largest in state
  
- **ADN “Bi-level” Program**
  - RN Level available in-class & hybrid online

# About the Students

- Age range: 18 – 56
- Non-traditional: single parent households, averaging 25-36 hrs of employment weekly
- Gender: Female (<1% male)
- Cultural: Predominately Causcasian

# What is Online Best Practice??



# Best Practices in Online Education

based on “The Seven Principles of Good Practice in Undergraduate Education”

- 1. Encourage student-faculty contact**
- 2. Encourage cooperation among students**
- 3. Encourage active learning**
- 4. Give prompt feedback**
- 5. Emphasize time on task**
- 6. Communicate high expectations**
- 7. Respects diverse talents & ways of learning**

[http://www.edcc.edu/trc/Tutorials/\\_BestPractices\\_Online.pdf](http://www.edcc.edu/trc/Tutorials/_BestPractices_Online.pdf)

# Principles of Effective Online Pedagogy

Bill Pelz, Professor of Psychology Herkimer County Community College  
2003 Sloan Consortium Award for Excellence in Online Teaching

- **Let the students do (most of) the work**
  - The role of the instructor is limited to providing the necessary structure and directions, supportive and corrective feedback, and evaluation of final product.
- **Interactivity is the heart and soul of effective asynchronous learning**
- **Strive for presence**
  - **Social** – bringing self or real presence, belonging to
  - **Cognitive** – Content driven
  - **Teaching** – Facilitating discussion, direct instruction

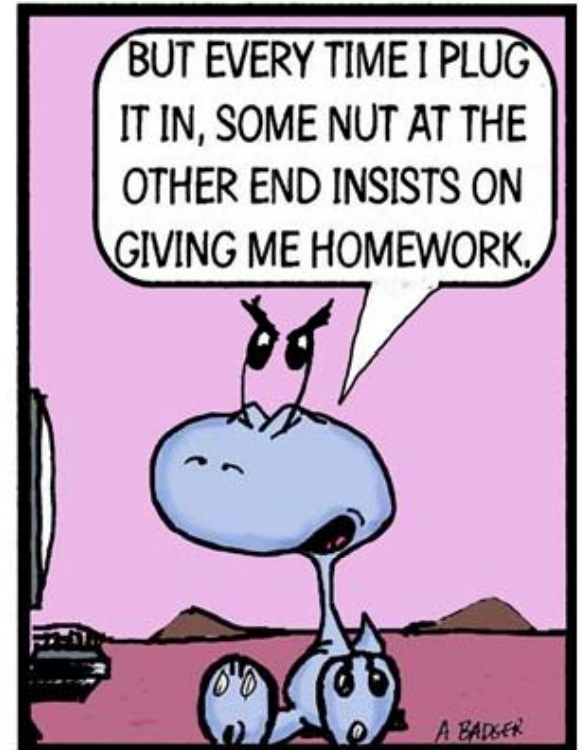
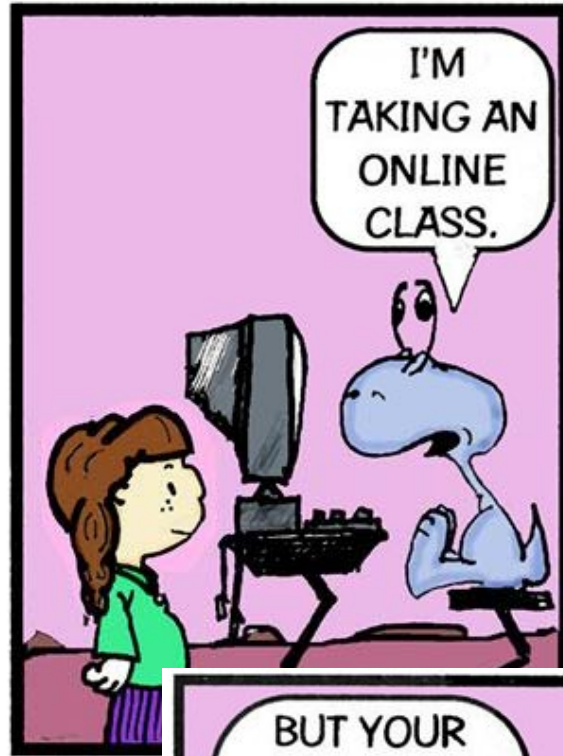
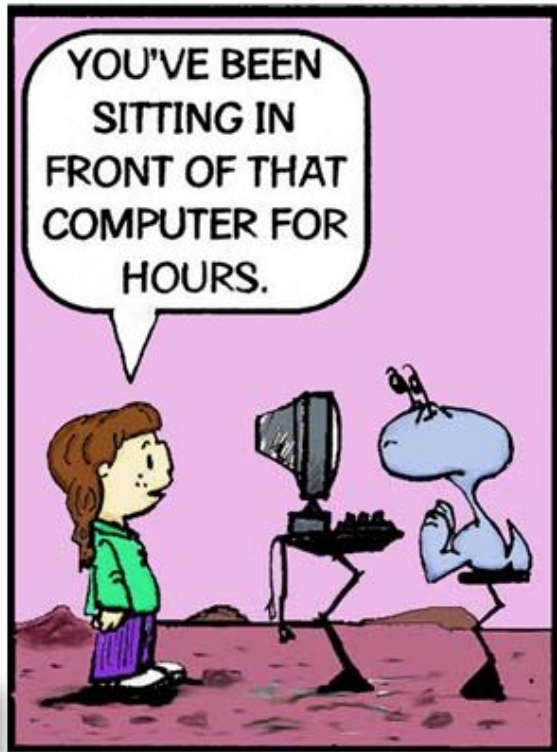
[http://www.aln.org/sites/default/files/v8n3\\_pelz.pdf](http://www.aln.org/sites/default/files/v8n3_pelz.pdf)

<http://www.hanoverresearch.com/library/assets/libPdfs/Best%20Practices%20in%20Online%20Teaching%20Strategies%20-%20Membership.pdf>

# Let's be VOCAL

- Visible
- Organized
- Compassionate
- Analytical
- Leader-by-example

Savery, John. (2005) BE VOCAL: Characteristics of Successful Online Instructors. *Journal of Interactive Online Learning*. 4,2.



# Let's Be VISIBLE .....

## ORIENTATION MODULE (Runs ~ 1 week)

- Introduce Yourself!

**Orientation Module**

- Orientation
- Assignments
- Introductory Forums**
  - [Forum Guidelines](#)
  - [Forums](#)
- Videos
  - [Add a Page](#)
  - [Context Manager](#)
- Quick Links**
  - [My Courses](#)
  - [My Pages](#)
  - [My Groups](#)
  - [Copy Courses](#)
  - [NCCC Home Page](#)
  - [Student Email](#)

### Introductory Forums

[Edit page](#) [Printer Friendly](#)

**Forums - Thread View**


Manage Search

[Introductory Forums](#) [Unsubscribe](#) [Single Message View](#)

**Introductions**

5/17/2010 2:30:14 PM [Edit](#) [Delete](#) [Reply](#)

Teresa M Faust



Posts: 2

Welcome to your first semester! I am looking forward to a great semester. I'm Teresa Faust. Glad to have everyone for this semester, I guess you could call me your instructor for the course, but my preference is facilitator, since you will honestly be teaching each other as much as I will be. I'm 48 years young. I have a Bachelor of Science in Nursing from Avila College (University now) 1985 and a Master of Science in Nursing from SLU (St. Louis University) 1990. I've worked in big hospitals (Barnes, St. Louis) and little hospitals (Miami County) in a variety of settings, which makes me a jack of all trades, a master of none. I've been teaching with NCCC for 5 yrs and have managed to teach in almost every nursing course.

I'm married (24 yrs) and have two kids. Cody is 19 and is attending KU this year. By the way, he is a computer whiz so if you need your computer tweaked or fixed, just holler. Anna is 12 yrs old and thinks she should be 18. My hubby is Brian and he is my best friend. We also have 2 dogs, 3 cats, and a parakeet. We live in Paola, but grew up on the Missouri side of KC. We are avid hunters and outdoor people.

My interests include reading, scuba diving, fishing, hunting, scrapbooking, & travelling. I also dabble in alternative health therapies and use EFT (emotional freedom technique) to help others in reducing anxiety, and other emotional issues. I'm also a certified firearms instructor, but haven't taught in that arena for awhile and a black belt in Tae Kwon Do and a brown belt in Karate. I guess you could call me eclectic!

**CLICK ON REPLY TO INTRODUCE YOURSELF!**

# Let's Be Visible....

## ■ Student Introductions

### • Classmate Quiz

- Have students post introduction to Introductory Forum.
- Create Introductory Quiz (5-6 questions) based on Introductions, bonus points awarded

### • Lineup

- Post 5 statements (such as I consider myself a sports expert or I love to read), have students score each statement on a 1-10 scale. Have students post their scores in Introductory Forum and then find someone with scores closest to them. Communicate with them via email, then post introduction for the other person in forum.

### • One Word

- Have student add a thread & post one word that best describes their life in the subject line. In the body of the post, have student explain why they chose that word.
- Students should review the entries and find someone whose word “resonates” with them. Reply to their thread & find at least two additional nouns that they have in common

### • Things

- Find an object (food item) that represents who the student is. Post a description & explain why that object was chosen. Attach a digital image of the object. Include a brief description of expectations for the course in the explanation of the object.

# Continuing to be Visible.....

- **Weekly Emails**
  - Includes agenda for the week, assignments due, reminder for pending assignments/exams
- **Feedback**
  - Forums – Finding those Posts...NOT!
  - **Create Online Assignments under Coursework for each Forum Assignment. Have students copy & paste their forums into the appropriate assignment.**

## Forums

1 )Paste your initial post to the forum here. (7pts)

Answer: No, I don't think that having wide varieties of food choices ca health or physiology health. I feel that the person has the a put in their bodies and the bodies of their children. I do thinl foods that can affect someone's mental health. Processed fi chemicals and dyes in them can affect a person's mental an understand that there are times when a person needs to ma balanced meal, but I really do think it's the parents that nee on the right foot and show them the importance of eating a get enough physical activities. A person has a choice of wh: I think people need to be educated on the basic food groups them in the long run of their lives.

Points: 5.5

Personalized Feedback: .5 deduct for spelling/grammar, .5 deduct for work count < 250. .5 deduct for no text citation

# Continuing to be Visible....

## ■ Blog Portlet

- Banner notices on the Welcome page updated regularly. This technique may be used to recognize a contribution or event in the life of a particular student, or to provide a general announcement about a recent resource or article of interest.

Home Faculty Student Chapman Library Campus Life My Pages

You are here: Academics > Nursing - NURS > Patient Care Management > NURS 272 91 - Spring 2010 (1st half) > Main Page

Current view: Faculty

### NURS 272 91 - Spring 2010 (1st half)

[Edit page](#)

#### Main Page

- [About This Course](#)
- [Laugh University](#)
- [Announcements!](#)
- [Handouts](#)
- [Quotes Etc](#)

Cyber Cafe'

Gradebook

Coursework

Clinical

Resources

Course Information

Attendance

Instructor Notes

Yellow Module

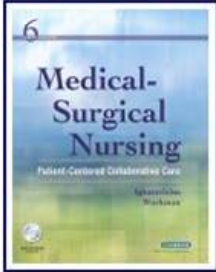
[Add a Page](#)

- [Orientation Module](#)
- [Blue Module](#)
- [Gray Module](#)
- [Green Module](#)
- [Yellow Module](#)

[Context Manager](#)

#### About This Course


[Edit Content](#)



This course is designed for the student to promote the functional health patterns of the bio-psychosocial, & spiritual state of patients. Emphasis is placed on coordination, management, and care of multiple patients.

#### Laugh University

[Edit Content](#)




#### Quotes Etc

##### In Memoriam

Sun, February 14 2010 6:40 PM

**Tina**  
(Karen Blatt's sister)



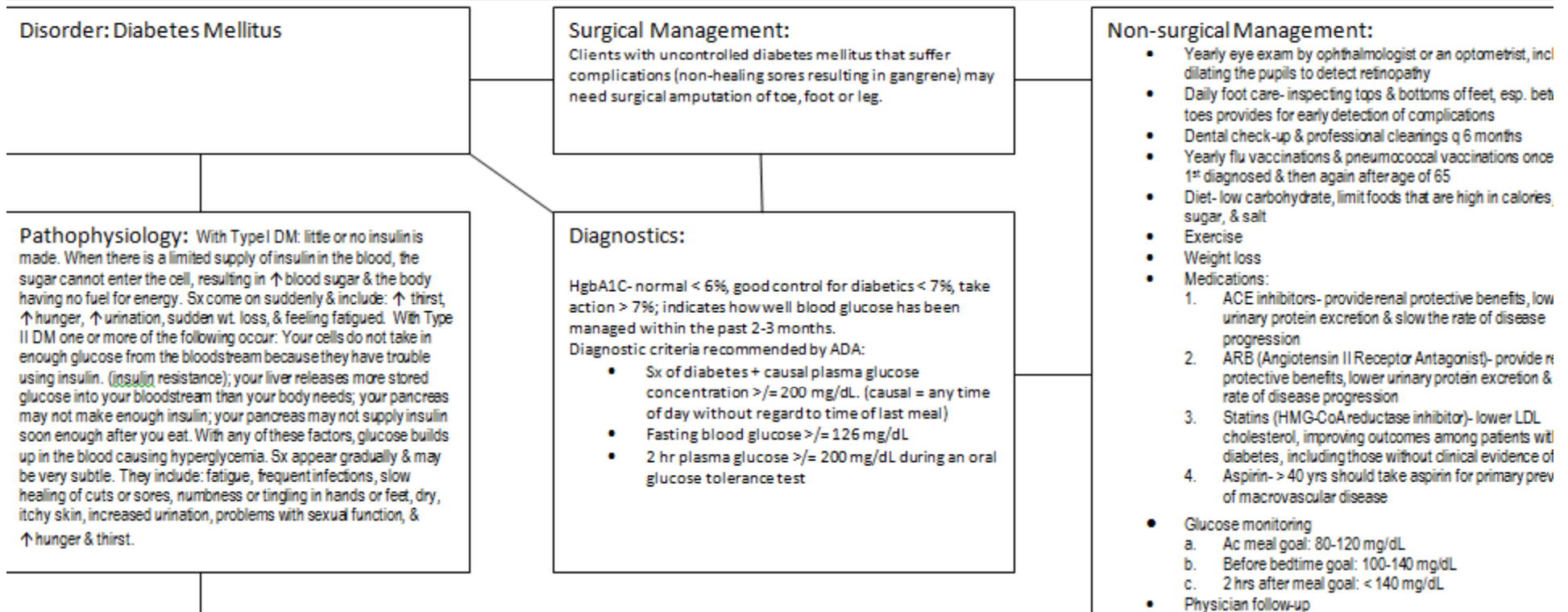
Those we love don't go away,  
&nb...

[Read More](#)

[View more posts](#)



# Or Not So Visible....

## Letting the students do (most of) the work.....



# Am I Organized?

- Always a work in progress
- Clear directions essential

<p><b>NURS 200 92 - BRIDGE 2010</b></p> <ul style="list-style-type: none"><li>Attendance</li><li>Course Information</li><li>Coursework</li><li>Gradebook</li><li>Main Page<ul style="list-style-type: none"><li>• <a href="#">WELCOME!</a></li><li>• <a href="#">Announcements!</a></li><li>• <a href="#">NURS 200 - Bridge</a></li><li>• <a href="#">Handouts</a></li></ul></li><li>Cyber Cafe'</li><li>Resources<ul style="list-style-type: none"><li>➕ Add a Page</li><li>📁 <a href="#">Orientation Module</a></li><li>📁 <a href="#">Context Manager</a></li></ul></li><li>Quick Links<ul style="list-style-type: none"><li>🏠 <a href="#">My Courses</a></li></ul></li></ul>	<p><b>NURS 200 92 - BRIDGE 2010</b></p> <p><b>WELCOME!</b></p> <p><a href="#">Edit Content</a></p> <p><b>START HERE BY CLICKING PLAY BELOW THE AVATAR!</b></p> 	<p><a href="#">Edit page</a> <a href="#">Printer Frie</a></p> <p><b>NURS 200 - Bridge</b></p> <p><a href="#">Edit Cont</a></p>  <p>This course introduces students to the philosophy, objectives, &amp; conceptual framework of associate degree nursing at the college, the Student Nurse Handbook, &amp; program policies. Emphasis includes the nursing process, legal aspects of nursing, therapeutic communication, introduction to challenge testing, &amp; identifying</p>
---	--	---

**Orientation Module**

- Orientation
- Assignments
- Introductory Forums
- Videos
- Add a Page
- Context Manager

**Quick Links**

- My Courses
- My Pages
- My Groups
- [Copy Courses](#)
- [NCCC Home Page](#)
- [Student Email](#)

# Orientation Module

[Edit page](#) [Printer Frie](#)

## Welcome!

[Edit Cont](#)

To get back to the Main Page use the crumb trail!

You are here: Academics > [Nursing - NURS](#) > [Intro to Associate Degree Nursing](#) > [NURS 200 91 - Intro to Associate Degree Nursing](#) > [Orientation Module](#) > [Orientation](#)

### ABOUT THIS UNIT!



**This unit is designed to help you get familiar with the layout of the course. There are a variety of assignments that will make sure you are comfortable before the course starts. Please contact me if you have difficulties! It is extremely important that you follow directions, please read 'how to's'**

***You may click on the navigation panes to the left to navigate in this course.***

Navigation panes look like this:

<b>Orientation Module</b>
Orientation
Assignments
Introductory Forums
Videos



Each module will have four (4) pages of information:

**1st page** - Title, contains title of module & list of content/topics to be covered

# Maybe I'm Organized....

## ■ Content

**Resources**

**Main Page**

- [About This Course](#)
- [Laugh University](#)
- [Handouts](#)
- [Announcements!](#)
- [Quotes Etc](#)

**Instructor Notes**

- + Add a Page
- Blue Module
- Gray Module
- Green Module
- Yellow Module
- Context Manager



p  
s  
p  
a

**Laugh University**

[Up, Nursing School Style](#)

**I will survive nursing**

## ■ Instructor Page

**Supplemental Materials**

**Instructor Notes**

+ Add a Page

**Weekly Emails**

- [Week 2 Email \(.doc, 59K\)](#)
- [Week 1 Email \(.doc, 59K\)](#)

# Compassionate

- Pelz's "Presence"
- Professional, Caring
  - Emails
  - Availability
  - Acknowledgement of Life
  - Life Happens Certificate



**NURS 271 91 - Spring 2010 (2nd half)**

**Cyber Cafe'**

- [Cyber Cafe'](#)
- [Weekly Journal Forums](#)
- [Group Directory](#)

**Gradebook**

**Coursework**

**Course Information**

**Clinical**

**Resources**

## Cyber Cafe'

[Printer Friendly](#)

### Cyber Cafe'



Coming together is a beginning.  
 Keeping together is progress.  
 Working together is success.

Henry Ford

*This is your place, make it your own.  
 Post pictures, stories, experiences, frustrations, etc.*

#### Treats, Treasures, Triumphs, Moans & Groans

*Please feel free to share the exciting, neat, uplifting, crazy triumphs & things occurring this semester as well as the frightening, nervewracking things to be moaned, groaned & cried about.*

*This is a place for support, encouragements and hugs!*

Name	Threads	Messages	Last Message
<a href="#">Treats, Treasures &amp; Triumphs</a>	5	7	5/1/2010 8:56:19 AM
<a href="#">Moans, Groans &amp; Alones</a>	1	1	4/5/2010 10:27:20 PM

Orlando 2010

JENZABAR

# Analytical...or Critical Thinking

- **Open ended, Controversial, Reflective**
- **Student Driven Forums (Led & Reviewed)**
  - **Simulation**
    - Skills Check-off
    - Code Blue or Disaster Simulation
  - **Theory Map**
    - Present Concept
    - Peer Review
  - **Psychosocial**
    - Liver Transplant
    - Neurological – Guillian Barre' or Stroke
  - **Leadership/Delegation**
    - Evil Co-worker
    - Dingbat Aide
    - Failure to Rescue

# To Lead or Not to Lead....

- High Expectations/Standards

- EXPECTATIONS –

*This course works toward creating a dynamic and exceptionally wonderful professional nurse. Toward that outcome, I have high expectations of myself and of each of you. Each piece of this course and my accompanying instructions are oriented toward that outcome. Hopefully, I can share my vision with you in this document!*

*I view myself as a professional educator and nurse; therefore:*

*I pledge to communicate with you in a respectful, organized and timely manner.*

*I pledge to work with you in a respectful, honest and patient manner.*

*I pledge to be there for you and to care for you.*

- Timeliness:

- This is probably my biggest hot button, so I'll let you know that up front. I am "on time" 99.9% of the time. I generally allow an additional 15-30 minutes of lee way in getting somewhere. I expect that of you also. If an exam starts at 0900, then you are considered late at 0901 with the resulting loss of 5% on your exam score. There is a one-time grace if you've communicated with me prior to 0900. Twice constitutes a pattern! It is the instructor's prerogative to have you test at a later date if you arrive late. Being late to clinical is also unacceptable and may result in a contract being initiated and/ or you being sent home.
- *Timeliness is a critical piece to professionalism which is why this is emphasized.*

# To Lead or Not to Lead....

- The Look
- The Feel
  - Positive vs. Punative

2 )Paste your peer review to the other student here. (5pts)

Answer: Hello, Jessica! You did a really good job covering brain attacks. After reading the vast amount of information about them, I find all of the nursing considerations including everything that needs to be assessed for and all the interventions and a little overwhelming. You handled it well though! You did a great job listing everything on your theory map. I believe that one very important intervention that could be easily overlooked is that the HOB should be flat or if raised at all, no more than 30 degrees in order to promote blood flow to the ischemic brain. This needs to be communicated to anyone caring for the client, as increased elevation of the head could lead to ICP. And always monitor for a decreased LOC, as this is the first sign of increased ICP. As far as your care plans go, all of your interventions are very important and relevant, too. When I look at your safety considerations and see the major risks associated with brain attack, I think that safety diagnoses such as impaired swallowing and impaired physical mobility should probably take precedence over a disturbed thought process. And the decreased intracranial adaptive capacity diagnosis confuses me! I think that the priorities of nursing care should be to increase tissue perfusion to the brain and to prevent accidents such as choking and falling. You had a really difficult topic to cover. But again, you did a really good job! Hope you had a great Spring Break, and now let's get on with the FINAL 8 WEEKS UNTIL GRADUATION!!!

Points:

## Best Practices in Online Education

Based on the "Seven Principles of Good Practice in Undergraduate Education"

### Principle #1

#### Encourage student-faculty contact

- Chat:** Schedule time online for virtual office hours
- Home pages:** Post photos of faculty and students to share with class
- E-mail:** Have 1 to 1 contact with students with e-mail
- Discussions:** Have one to many contact with students with discussions

### Principle #2

#### Encourage cooperation among students

- Student groups:** Small teams or groups interact via e-mail post student papers online, students can critique each other's work
- E-mail:** Students working on group projects and problem solve in groups by communicating through e-mail
- Discussions:** Self introductions, provide specific opportunities for students to interact with other students in the class
- Discussions:** Encourage students to post work on the discussion board and allow other students to peer-review the work as it is being developed

### Principle #3

#### Encourage active learning

- Discussions & Chat:** Formal debate online between students; students evaluate each other's posting; invite virtual guests
- Projects:** include cooperative learning, debates, drama, role playing and simulation, and peer teaching
- Assignments:** Encourage students to apply information in new settings, case studies, research, or personal application; observation/reflection writing

### Principle #4

#### Give prompt feedback

- Chat:** Provide virtual office hours
- Discussions:** Encourage students to post work on the discussion board and allow other students to peer-review the work as it is being developed
- E-Mail:** Communicate frequency of response; provide progress reports to students periodically
- Online Gradebook:** Keep gradebook current; post scores regularly
- Digital Drop Box:** Require drafts; Specify due dates and return dates; provide appropriate feedback; allow multiple submissions; specify required file format for submissions.

## Principle #5

### Emphasize time on task

- Tasks:** Post tasks with priority notice and due dates
- Calendar:** Set time-achievement expectations that are laid out at the beginning of the course
- Tracking:** Monitor student activity on content pages and provide feedback to students based on their activities; permit students to track their own progress through the content
- Discussions:** Set limits for the number and type of postings by each student; limit the length of each message
- E-mail:** Keep messages succinct; be sure that the subject lines are specific and meaningful; avoid attachments, require progress reports from students periodically
- External sites:** Maintain accurate and up-to-date links to external sites

## Principle #6

### Communicate high expectations

- Self assessment tools:** periodic ungraded assessment checks that allow students to determine their own readiness
- Syllabus:** Clearly post syllabus with requirements and schedule; include course objectives written at the higher level and clearly revealed to students
- Discussions:** Monitor ongoing student dialogs for climate setting and role modeling; provide corrective feedback – state specific examples of

appropriateness and inappropriateness; negotiate with all class members and post netiquette guidelines

- Online resources:** Require students to make appropriate and effective use of external resources, including Web-based and traditional research methods.
- Quizzes and selective release:** Provide competency check prior to assigning additional material

## Principle #7

### Respects diverse talents and ways of learning

- CD-Rom:** Utilize third party software from publishers to provide a simulated laboratory
- Course Material:** Provide extra content modules for supplemental readings which support key points; make content available in manageable segments
- Quizzes:** Utilize pre-assessment inventory of learning styles, then provide different content accordingly
- Library resources:** Include links to the discipline-specific library information Web pages in your course for students to gain access to virtual library resources
- Streaming media:** Use media to present content in multiple formats including audio, video, slide shows; include links to download appropriate software
- Web Quests:** Utilize Web Quests for promoting more discovery and constructivist-oriented learning activities

# Tour & Questions

- Please feel free to evaluate this session

**Session Evaluations – Let Us Know What You Think**

**Your feedback is important!**

**Please complete an evaluation for each session you attend.**

**<http://events.jenzabar.net/JamSurvey>**

**Jenzabar will award one lucky entry per day with a prize!**

***Thank You***