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Nursing Faculty Engagement Perspectives in Online Courses

Deidra Boodoo
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Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Deidra Boodoo

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University

2024

Abstract

Nursing Faculty Engagement Perspectives in Online Courses

by

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MA, Brooklyn College, 2000

BS, Brooklyn College, 1996

Proposal Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

May 2024

Abstract

As nursing faculty transition to online education, faculty roles and responsibilities have shifted from face-to-face to online courses. Nursing faculty need to implement instructional approaches that are relevant and engaging to online nursing students, as this leads to student learning. The problem is undergraduate online nursing faculty are inconsistently implementing instructional approaches when engaging with online nursing students. The purpose of this basic qualitative study was to explore nursing faculty's perceptions of engagement approaches to establish social, cognitive, and teaching presence in online nursing courses. The study's conceptual framework was Garrison's community of inquiry framework. The framework was used to describe social, cognitive, and teaching presence implementation in online courses. Semi-structured interviews were conducted with ten undergraduate online nursing faculty who teach online nursing courses part-time or full-time in the United States. Data were analyzed using a deductive thematic coding process, resulting in multiple emergent themes: faculty engagement approaches, student reflections on their learning, and faculty design approaches. It is recommended that online nursing faculty expand participant criteria to include nursing students' perspectives on how social, cognitive, and teaching presence was included in their online nursing courses. Future studies could include students from different countries and provide training for faculty for group work and student collaborations. This study may contribute to positive social change by providing online nursing faculty with greater awareness of how to plan and implement relevant and engaging online approaches, ultimately improving student learning experiences.

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Dedication

This dissertation is dedicated to my amazing God and Savior Jesus Christ, who instilled in me a love of learning and the belief that I could do all things through him who strengthens me. This dissertation is also dedicated to my incredible family, Errol, Josh, Janetsie, and Daniel who provided constant words of affirmation, prayer, and a shoulder to cry on at times. I also dedicate this dissertation to my amazing friend Lauriel who spent countless amounts of time praying with me, helping me find websites, and encouragement that meant a lot when I wanted to give up. I also dedicate this dissertation to my cousin Sybil who I could not have done this without her help! I also dedicate this dissertation to my friend Dr. Harmon who provided invaluable advice and support throughout my dissertation process. I also dedicate this dissertation to my extended family who always ask if I am done with this! And how long is it going to take me to do this!!! These words encouraged me to remember I cannot give up and they are expecting me to finish this. Their continued support, encouragement, trips for celebratory Starbucks as I finish chapters, and belief in me throughout this process helped me to reach my goal. Trust in God, your faith can help you achieve anything that God puts in your heart to do!

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Chapter 1: Introduction to the Study

In this basic qualitative study, I explored perspectives of online undergraduate nursing faculty who engaged with students in online courses regarding their engagement approaches in online nursing courses. The study needed to be conducted because researchers have linked the relationship between students and faculty in terms of student learning. Potential positive social change implications included a greater awareness of approaches to engage online students. Knowing how faculty engages with students and challenges they experience may enhance online nursing programs by targeting a specific area of concern, improving relationships with students, and improving online course delivery. In this chapter, I introduce this basic qualitative study, background, problem statement, purpose of the study, conceptual framework, research question, nature of the study, and significance of the study.

Background

Online nursing faculty within the United States (U.S.) comprise registered nurses with advanced degrees who teach online nursing courses. Nursing faculty serve as faculty members in nursing schools and teaching hospitals, sharing their knowledge and skills to prepare future nurses (American Association of Colleges of Nursing [AACN], 2019). The AACN (2019) reported competent nurse educator knowledge and skills should prepare them to adopt new approaches for planning, organizing, evaluating, and implementing nurse education programs. In the mid-1990s, nursing education moved to online formats to meet nursing shortage demands (AACN, 2019). A reported 459 online nursing

education programs offer undergraduate, graduate, master's, and doctoral degrees in the U.S. (Authement & Dormire, 2020). I focused on online undergraduate nursing faculty.

As nursing faculty transitioned to online education, faculty roles and responsibilities shifted from face-to-face to online courses. Faculty handle designing, evaluating, updating, and implementing new and current nursing education curriculum with little experience involving online education (Clochesy et al., 2019). Transitioning to online education was difficult; faculty felt stress, lacked support and training, and needed technological assistance; however, when they were provided with mentorship, structured guidelines for faculty roles, and opportunities for collaboration with other faculty members, they accepted the position more willingly (Miner, 2019).

In 2020, nursing faculty had to transition their teaching and learning to online platforms because of the pandemic (World Health Organization [WHO], 2020). Faculty and students were affected by this transition. Faculty needed proper training on learning management systems and had concerns about their reliability, student learning outcomes, workload, and course preparation for online teaching (Gratz & Looney, 2020; Nurse-Clarke & Joseph, 2022). Students' perceptions of preparedness were hampered by the abrupt move to online learning (Rood et al., 2022). Smith et al. (2021) identified student concerns with online learning included lack of immediate email response from faculty, difficulty connecting with faculty and students, feeling like they taught themselves, and lack of personal connections and relationships with instructors.

However, when faculty interact with nursing students in ways that show them faculty care about them, student satisfaction increases (Barbour & Volkert, 2021).

Faculty-student engagement is a reciprocal process. Faculty are also unsatisfied with students' engagement level in online courses (Blundell et al., 2020). Faculty feel students are unengaged and distracted with phones, calls, and messages during online live lectures like face-to-face courses (Bdair, 2021). Additionally, there is a rise in incivility in online courses.

Students do not use online resources in by faculty, and feedback from faculty to students is not applied to future assignments (Race et al., 2018). Phillips and O'Flaherty (2019) reported implementing effective online nursing programs continues to be a struggle. Therefore, knowing how faculty engages with students may help address the gap in practice regarding nursing faculty approaches that are used for engagement in online nursing courses. There is a shortage of U.S. nursing faculty, and online learning has increased (Lowenthal & Dunlap, 2018).

Problem Statement

The problem that is the focus of this basic qualitative study is online nursing students are dissatisfied with online nursing courses. Ruiz-Grao et al. (2022) argued nursing students' satisfaction with online nursing courses was at moderate compared with higher satisfaction levels for nursing courses that were both face-to-face and online. Dutta et al. (2021) reported nursing students were not satisfied with the level of engagement they received in online nursing courses. Thapa et al. (2021) stated 34% of nursing students considered online courses as effective as face-to-face courses. Dissatisfaction with online courses is due to various reasons. Abuhammad et al. (2022) reported students were dissatisfied because they lacked training involving learning

management systems (LMS), course design, and faculty presentation. Bowser et al. (2022) reported online course dissatisfaction resulted from students not seeing other students and faculty during courses; some first-year students were dissatisfied because they were new and did not feel connected to faculty. Additionally, the degree to which students are dissatisfied varies depending on faculty engagement in online courses (Hueyzher et al., 2018). Therefore, faculty contribute to student dissatisfaction with online nursing courses.

Reneau et al. (2018) claimed adjunct nursing faculty low engagement results from lack of preparation and faculty resources for students. Full-time faculty also face numerous challenges which prevent engagement with nursing students, such as institutional pressure to create online courses so that students have experience with online education before graduating from the university, as well as difficulties with interacting with students and student collaboration (Puksa & Janzen, 2020). Therefore, it is essential to explore faculty perceptions of engagement with online nursing students, challenges they experience, and suggestions for improving that engagement to show gaps in practice regarding nursing faculty approaches to engagement in online nursing courses.

Purpose of the Study

The purpose of this basic qualitative study was to explore nursing faculty's perception of engagement approaches in online nursing courses to address student dissatisfaction with online nursing courses. I used a basic qualitative study design, as I sought to understand nursing faculty perceptions concerning their engagement approaches in online nursing courses. Faculty explored social, teaching, and cognitive

perceptions of online nursing courses. I used interviews and purposeful sampling. I explored perceptions of 10 participants who taught online nursing courses in various parts of the U.S. about how they engaged with students in online nursing courses. Participants taught online undergraduate nursing courses for at least one academic term. Data were collected through semi-structured, open-ended, and one-on-one interviews via Zoom. The phenomenon of interest was nursing faculty's perceptions of engagement approaches that were used with online students in nursing courses.

Research Questions

RQ1: What are faculty perceptions of engagement approaches that are used to establish a social presence in online nursing courses?

RQ2: What are faculty perceptions of engagement approaches that are used to establish a cognitive presence in online nursing courses?

RQ3: What are faculty perceptions of engagement approaches that are used to establish a teaching presence in online nursing courses?

Conceptual Framework

The conceptual framework that grounded the study was Garrison et al.'s community of inquiry (CoI) framework. Garrison et al. (1999) posited students in higher education should have valuable experiences when engaging in online environments. There are preconditions that are critical for successful learning experiences. Garrison et al. proposed three levels of engagement: teaching presence, cognitive presence, and social presence. Social presence is the ability of faculty and students to present themselves as real individuals in online courses. Faculty and students should be able to

project their characteristics for authenticity (Garrison et al., 1999). Cognitive presence is the ability of learners to reflect on their learning and create meaning from what they have learned; deep and meaningful learning can be achieved through purposeful thinking, prereflection, reflections, and postreflections (Garrison et al., 1999). Teaching presence is designing, facilitating, and providing direction for meaningful learning and has three indicators: instructional management, building understanding, and direct instructions (Garrison et al., 1999).

When social, cognitive, and teaching presence work together, students are exposed to deep and meaningful higher education learning experiences. I provide a more thorough explanation of the framework in Chapter 2.

Open-ended and semi-structured interviews were conducted with participants. Questions concerned their perceptions of social, teaching, and cognitive approaches that were used to engage with students in the online course. Faculty may answer key research questions by exploring their perceptions of approaches to establish social, teaching, and cognitive presence in their online courses. The framework was used to inform data collection by guiding what approaches to consider when creating an online system that meets the needs of online students.

For data analysis, responses from faculty about their perceptions of engagement in online courses were used to identify codes and themes related to social, cognitive, and teaching presence. Cognitive and teaching presence are processes of designing, facilitating, and providing directions for meaningful learning (Garrison et al., 1999).

Nature of the Study

Creswell and Creswell (2017) stated the qualitative design involves seeking a realistic understanding of participants' perspectives. In this study, I used a basic qualitative design to understand perceptions of nursing faculty engagement in online courses. I sought to understand perceptions of online nursing faculty regarding their approaches for engagement in online nursing courses. I used semi-structured open-ended one-on-one interviews with 10 undergraduate nursing faculty who taught online courses for at least one academic term. Participants shared perceptions regarding how they make sense of online teaching through their experiences. I created meaning from participants' experiences by analyzing results of interview transcripts using thematic analysis.

Definitions

Cognitive presence: The ability to explore information, construct knowledge, and develop resolutions through collaboration (Sezgin, 2021).

Engagement: Building connections with students and facilitating approaches and feedback (Leslie, 2019).

Instructional approaches: Faculty use instructional approaches to facilitate, support, and enhance student learning (Singh & Robbins, 2020).

Learning Management Systems (LMS): Software application or technology that is used to improve learning outcomes (Noreen, 2020).

Online learning: Type of learning that is conducted over the Internet via LMS (Authement & Dormire, 2020).

Social presence: The ability of individuals to establish themselves as real people in online classes (Singh & Robbins, 2020).

Teaching presence: Instructional design and organization, facilitation and discourse, and direct instruction to help students achieve desired learning outcomes (Rios et al., 2018).

Assumptions

I assumed all participants gave me honest answers to questions and had no ulterior motive for participating in the study. I assumed participants provided answers based on their experiences, not what they heard from other faculty. I also assumed that a qualitative study design was better for my research than the quantitative design because this study was focused on online nursing faculty perceptions of engagement approaches and not percentages or numerical data. To alleviate concerns, I had definitions of social, cognitive, and teaching presence available for participants.

Scope and Delimitations

This study involved addressing perceptions of faculty engagement with online nursing students. This focus was chosen because online learning is increasing, and nursing students still need to be satisfied with how faculty engage them in online courses. I chose nursing faculty because that field of study is increasing in enrollment despite challenges during the pandemic. I wanted a range of online nursing faculty, and I used social media to find participants instead of focusing on one school or region. I randomly chose nursing faculty from LinkedIn's nursing faculty groups, Facebook, and Instagram

as well as American nursing faculty websites. I invited participants representing online nursing from U.S. colleges, universities, and online nursing programs.

Because participants were chosen through social media sites, the study applied to other online nursing programs. I provided detailed descriptions of participants, setting, context, data, limitations, and delimitations.

Limitations

There were several limitations that affected trustworthiness of results. The first potential limitation was data based on self-reporting and self-descriptions of participants. There were no other data to triangulate or verify claims of faculty who participated in the study. Findings were reflective of what was shared by nursing faculty during semi-structured interviews.

Number of years and course type that faculty taught were not addressed in the study. A quantitative study identifying whether the number of years teaching online nursing courses and kinds of courses nursing faculty taught would make a difference in terms of how faculty engage students and different approaches that are used to engage students.

Transferability was limited. This study consisted of perspectives from a small group of 10 participants and did not represent perspectives of all online nursing faculty nationwide. Additionally, study results may not be transferable to all colleges, universities, or nursing schools. Therefore, findings and conclusions from this study are limited to the context in which this study was conducted.

Another qualitative study focusing on social presence, cognitive presence, and teaching presence among nursing faculty would lead to deeper insights regarding how these approaches affect faculty.

My bias as a researcher may have influenced this study. To reduce researcher bias, I refrained from personal conversations with participants and conducted interviews professionally. I also masked identities of participants and states from which they lived. In addition, Walden University Institutional Review Board (IRB) guidelines regarding gathering consent from participants, privacy considerations, and other related ethical issues were adhered to throughout the study. Finally, I reduced bias by developing an interview protocol (see Appendix C), which guided the interview process and data collection.

Significance

In the field of higher education and adult learners, social change does not have to be large to be relevant or worthwhile. Findings from this study may contribute to faculty establishing social, cognitive, and teaching presences in online nursing courses. The study will provide faculty with a better understanding of how they used different approaches to meet social needs of students. Live synchronous sessions, video cameras, emails, text messages, and phone calls were used to increase student social presence.

The study will provide faculty with a better understanding of how faculty used reflection and created meaningful approaches to meet students' cognitive needs. Participants reflected on their learning through written and oral feedback with LMS, applied curriculum provided, shared lived experiences involving preparation, seeing

students as individuals, being intentional in their approaches to students, and having students show accountability. Faculty and students create meaning when students are engaged in discussions and provide quality work to faculty.

Findings from this study may also help higher education and nursing faculty determine relevant and effective professional learning opportunities to help online nursing faculty increase their skills involving LMS for student use in online nursing courses.

Summary

This chapter contained background information explaining nursing students' dissatisfaction with online courses, reasons, and faculty's significant role in how students view online courses. The problem was that online nursing students are dissatisfied with online nursing courses. The purpose of this basic qualitative study was to explore nursing faculty's perceptions of engagement approaches that are used in online nursing courses to address student dissatisfaction with online nursing courses. The conceptual framework for this study was the CoI framework. Faculty perceptions of social, teaching, and cognitive presence in online courses were explored. I also addressed the nature of the study. Assumptions, scope and delimitation, and the study's limitations and significance were discussed. In Chapter 2, empirical literature related to the problem is analyzed along with the conceptual framework.

Chapter 2: Literature Review

The problem that was the focus of this basic qualitative study was that online nursing students were dissatisfied with online nursing courses. The purpose of this basic qualitative study was to explore nursing faculty's perceptions of engagement approaches that are used in online nursing courses to address student dissatisfaction with online nursing courses. The problem is relevant because online courses are increasing, and higher education institutions need to know how to provide quality online programs for students.

Additionally, student satisfaction with online courses reflects how they view learning experiences and is crucial when evaluating online courses (Alqurashi, 2020). As the pandemic continues to affect higher education, institutions must know how to provide quality programs that meet students' needs. Some community college students were unprepared to take online courses during the peak of the pandemic (Penrod et al., 2022; Suliman et al., 2021). Online learning can positively affect students if careful planning, design, and evaluation of learning are considered before implementing online nursing courses (Kim et al., 2021). In Chapter 2, I discuss the literature search strategy, conceptual framework, and current literature about engagement approaches, building connections through engagement, and challenges involving online nursing courses.

Literature Search Strategy

I conducted a literature search for my study using articles that were published between 2018 and 2022 in addition to some seminal articles. I obtained literature reviews from Walden University's online library. I used the Google Scholar citation tracker to

search for seminal work. I used EBSCOHost, Thoreau, CINAHL, PubMed, PsycINFO, Nursing Allied Health, Nursing Educator, SocINDEX, and MedLine. When I could not find articles I needed, I made an appointments with the library. I used the following keywords: *online, undergraduate, nursing, faculty, students, engagement, instructional approaches, challenges, online, distance education, eLearning, online education, nursing student, undergraduate nursing student, undergraduate nursing faculty, community of inquiry framework, faculty and student engagement, student engagement, student and faculty interaction, adult learner, Gen Z, Gen X, Millennials nursing and higher education, instructional approaches challenges, engagement challenges, best practices, teaching methods, social presence, cognitive presence, teaching presence, learning management systems, online attrition rate, online retention and satisfaction, blended learning/hybrid, BSN faculty engagement, online course design, online course expectations, department of education, higher learning commission, the American Association of Colleges of Nursing, feedback, isolation, peer-to-peer interactions, quality matters (QM), self-regulation, nursing shortage, nursing faculty transition, social media, nursing diversity and inclusion, and incivility and student expectations.*

Conceptual Framework

The conceptual framework for this study was Garrison et al.'s CoI framework, focusing on three levels of presence: social, cognitive, and teaching presence. When social, cognitive, and teaching presence work together, students receive deep and meaningful learning experiences. Social presence is the ability of learners to project themselves socially and emotionally as being real people during communications.

Cognitive presence is the ability of learners to reflect on their learning and create meaning from what they have learned. Teaching presence is designing, facilitating, and providing direction for meaningful learning (Garrison et al., 1999). Learning occurs when these presences interlock (Garrison et al., 1999).

The CoI framework also provides foundational approaches to address how faculty and students can effectively improve engagement in online courses (Garrison, 2007). There is a relationship between instructor engagement in online courses and social presence, cognitive presence, teaching presence, and student-perceived learning and satisfaction with online courses (Richardson & Lowenthal, 2017).. Garrison et al. (1999) stated social presence is necessary for successful online higher education learning experiences.

Kilis and Yildirim (2019) revealed that social presence is active when faculty combine friendly and comfortable environments using social networking sites, problem-based learning that uses real-life situations for discussions, and collaborative learning opportunities. Online discussion must allow students to share their experiences when interacting (Liu & Yang, 2014; Redmond et al., 2014). Garrison et al. (1999) stated that students must find personal satisfaction and enjoyment in the experience to remain in the program.

Another component that is necessary for successful online learning experiences is cognitive presence. Critical thinking is vital for cognitive development and needed for success in higher education.

When teaching presence is combined with a social presence, high levels of cognitive presence can result in critical thinking. Teaching presence in online environments can be challenging because it does not involve nonverbal cues such as gestures, voice intensity, pitch, intonation, and body language that face-to-face courses offer (Garrison et al., 1999). Without teaching presence, the other presences are not sustainable.

The phenomenon of interest was the faculty perception of engagement used with Online students' nursing courses. Therefore, the CoI components of social, cognitive, and teaching presence were applied to explore the faculty's perception of engagement in online courses. The faculty provided examples of how they make themselves known in the online course since students cannot see the faculty in online courses. Faculty explored ways to provide teaching presence, such as course design and methods to establish a presence in online courses. Waddington and Porter (2021) stated that developing a presence in online courses increases levels of engagement.

Additionally, a strong faculty presence supports the teaching needs of students in online nursing courses (Christopher et al., 2020). Martin and Bolliger (2018) stated that these relationships between students and faculty had been linked to student learning. Therefore, the study will benefit from the CoI framework as social, cognitive, and teaching presences will provide foundational approaches for how faculty can increase engagement in online courses. The framework may help faculty apply supportive measures of engagement using social, cognitive, and teaching presence in their online course.

Review of Current Literature

This section reviewed the literature about my problem and purpose. I described literature related to topics for the definition of engagement in online courses, building connections through engagement, engaging through caring behaviors, engaging through social presence, engaging through teaching presence, engaging through cognitive presence, engagement challenges with incivility, engagement challenges with learning management systems, engagement challenges with feedback and facilitation techniques. Lastly, this section ended with a summary of the current literature.

Online Engagement

Leslie (2019) defined online engagement as having three components: student-to-content, student-to-student, and student-to-faculty, and these asynchronous engagements should be focused on building connections with students. According to Leslie, one of the main drivers of online student engagement is interaction with faculty, other students, and the course content. When faculty learn approaches that meet student needs, then students become fully involved in online courses, and these interactions create high levels of involvement. For this study, faculty and student engagement was focused on building asynchronous connections with students, facilitation approaches, and feedback (Leslie, 2019).

However, researchers have yet to arrive at a standard definition for engagement as there are many different meanings depending on its usage, such as participation, grades, motivation, and self-efficacy (Hensley et al., 2020; Tight, 2020). Seminal researchers, such as Axelson and Flick (2011), defined engagement as devoted time, energy, and

resources to an activity. Engagement can be personal, academic, intellectual, social, and professional (Tight, 2020). In education, engagement is referred to as student engagement (Berg et al., 2019; Hensley et al., 2020). The National Survey of Student Engagement (2021) described four themes of engagement: faculty and student engagement, peer-to-peer engagement, institutional environment, and academic involvement. CIPHER et al. (2019) defined early engagement as those students participating early in the program, measuring course enrollment time, accessing initial course content documents, submitting assignments, and time spent in LMS during the first week of the course.

Engagement is also seen as a student interacting with course content (Oh et al., 2018; Sharoff, 2019). According to De Borja et al. (2020), engagement can be enhanced when faculty utilize the space in the face-to-face classroom (which is unhelpful for an online environment). Juan (2021) described student engagement as having two parts, cognitive and emotional engagement; cognitive engagement refers to a student's effort to learn, and emotional engagement is a student's willingness to learn. Hensley et al. (2020) found that faculty must consider student emotions when engaging with students; student engagement is also viewed as peer-to-peer engagement. As students interact, students form bonds that cause them to feel a sense of belonging in the course (Carlson et al., 2019; Lai et al., 2019; Siddiqui et al., 2019).

Building Connections Through Engagement

According to Miller et al. (2019), students feel connected to faculty when they have a sense of belonging in online courses. Developing connections with students in an asynchronous environment will require faculty to create relationships that bring students

and faculty together with verbal and nonverbal interactions (Bialowas & Steimel, 2019; Dean, 2019). Faculty increase connections with online students when they praise the student for work well done, provide personal examples and humor, and respond promptly to questions, using emoticons, color font, and videos to create that connection with the student (Bialowas & Steimel, 2019). Faculty and student connections also increase when faculty are knowledgeable about course content and can use that knowledge to guide students in transferring theories into practical applications to serve their communities (Plathe et al., 2021; Stalter et al., 2019).

Social media networks are great ways to connect with students; however, a more substantial impact on faculty and student connection is achieved when faculty incorporate self-videos in online courses portraying themselves as real to the students (Geraghty et al., 2021; Sime & Themelis, 2020). Stull et al. (2018) stated that faculty should stare directly into the camera, giving students the appearance that the faculty sees the student. Fagan and Coffey (2019) conducted surveys with open-ended questions. The researchers found that faculty who focus on cognitive skills alone are not developing connections with the students and meeting the student's needs. Therefore, faculty need to prepare for the student's social and emotional needs to connect with the students (Fagan & Coffey, 2019; Santo et al., 2022).

Engaging Through Caring Behaviors

Faculty connect with students on their emotional needs when they show caring behaviors to the students that have been universally accepted and recognized in preschool, elementary, middle, and high school education but not in higher education

(Carr et al., 2021). These caring behaviors display themselves in acts that faculty do that students interpret as caring (Barbour & Volkert, 2021; Carr et al., 2021). Because caring behaviors are fundamental to nursing education, nursing faculty should better understand how to implement caring behaviors in an online nursing setting (Coffman & Durante, 2020; Jones et al., 2020). Caring behaviors from faculty do not mean students should not learn the skills and knowledge needed to further their education and productivity in the workforce. However, faculty should still consider the needs and backgrounds of the students and use technology to build faculty-student engagement that displays caring behaviors to students (Carr et al., 2021; Jones et al., 2020). Undergraduate nursing students come into nursing programs with a set idea about what care is and how it should be displayed; however, self-care is not an area that nursing students consider when thinking about care in nursing; faculty should build opportunities for self-care in nursing courses (Coffman & Durante, 2020; Zhao, 2022).

Barbour and Volkert (2021) conducted a Q-methodology study of 307 nursing students' viewpoints. Barbour and Volkert stated that there is an inconsistency in the way current Generation Z (Gen Z) students consider caring behaviors and the way nursing faculty view caring behaviors; contemporary students believe that nursing faculty caring behaviors are antiquated because faculty only focused on the student characteristics and did not factor in the social climate of the times within which students live. Students consider contemporary caring behaviors when faculty display their knowledge of course content that moves students from novices to experts in the field of nursing; additionally, faculty who share their experiences and provide helpful feedback that guides students

toward their goal of passing the state exams and becoming a nurse and those who show understanding of the stress that the students are under providing encouragement and support are nursing faculty who care (Barbour & Volkert, 2021; Zajac & Lane, 2021). Furthermore, connecting with students requires faculty to intentionally design courses that increase student social presence in online courses (Waddington & Porter, 2021).

Engaging Through Social Presence

Social presence is described as the ability of learners to project themselves socially and emotionally as being real people in their communication (Garrison et al., 1999). Connecting with online students by meeting their social needs occurs when faculty combines a friendly and comfortable environment using social networking sites, problem-based learning that uses real-life situations for discussions and collaborative learning opportunities (Kilis & Yildirim, 2019; Schroeder et al., 2021). Social interactions involve how the faculty engage with the students, peer-to-peer interactions, and the engagement faculty provide to the students online (Collins et al., 2019; Robb & Shellenbarger, 2021). Social media sites such as Instagram, Facebook, and Twitter are new innovative ways to increase peer-to-peer connections and faculty and student connections in online nursing courses with 140 words or less connecting with students instantaneously (Byiringiro et al., 2021; Ramírez & Gillig, 2018). Faculty can discuss with students or place learning content on these platforms for student engagement (Alharbi et al., 2020). According to Baisley-Nodine et al. (2018), Twitter discussions can increase connections with students by participating in weekly Twitter discussions

following conversations and posting twice a week. Students can also choose current news stories and provide feedback, increasing engagement.

Byiringiro et al. (2021) provided teaching tips for faculty on increasing student social presence using social media through open and closed discussions on Twitter. Discussions set to private with only faculty and students and open discussions with followers were successful, according to the students, because one allowed for responses from Twitter followers interested in the topic, increasing student learning, and the other provided a prompt response from the faculty, increasing student and faculty connections. Social media and apps are widespread among undergraduate, millennial, and Gen Z students and are an essential part of their lives, decreasing stress and anxiety (Alharbi et al., 2020; Carr et al., 2021). Faculty should consider how to incorporate these platforms into the online course to meet the needs of new learners (Baisley-Nodine et al., 2018).

However, Price et al. (2018) surveyed undergraduate students from nursing and different disciplines revealed that though faculty develop a closer connection with students through social media and students' learning and self-efficacy increase, social media have privacy concerns for faculty which can reveal personal communication and information about faculty members causing trustworthiness or credibility concerns among students. Ramírez and Gillig (2018) conducted a quantitative survey and found that faculty has an open mind to using Twitter in courses but are not likely to use it within the next 2 years. Students had a cheerful outlook toward using Twitter for educational purposes. However, more studies need to be conducted to understand the effects of social media on faculty and student connections (Alharbi et al., 2020; Ramírez & Gillig, 2018).

Furthermore, for these connections to be effective, faculty need to know how to teach using a wide range of teaching practices relevant to the online student (Bradford et al., 2022; Kumar et al., 2019).

Engaging Through Teaching Presence

Teaching presence is designing, facilitating, and providing direction for meaningful learning (Garrison et al., 1999). For faculty to teach online courses that are meaningful to online students, institution leaders must prepare faculty to teach online (Kumar et al., 2019). The faculty preparation process for teaching online courses varies with institutions; however, institutions with large online programs require faculty to adhere to a rigorous process of online course preparation before being allowed to teach online (Lowenthal et al., 2019; Pitts & Christenbery, 2019). Faculty must have certification courses, mentorship, consultations with instructional design teams, online webinar attendance, in-person workshops, and coaching before teaching online courses (Lowenthal et al., 2019; Smith & Kennedy, 2020).

However, Matthias et al. (2019) suggested that nurse educators need to be formally prepared to teach online courses through credit-bearing master-level courses taken at institutions. A review of a 3-credit master-level program that used applied learning and scaffolding to prepare nurse educators to teach online courses formally was studied. The effectiveness of the course was seen as students received passing courses on the exams; for example, 86% of students earned a passing score of 80 and above on the exam dealing with scaffolding, which built on small achievable tasks to more advanced activities, and 95% of students passed the applied learning posttest assessment, which

encouraged students to communicate with each other, collaborate, reflect on their practices, and think critically. Future educators learn how to design and deliver an online course through an applied learning approach of hands-on experiences with LMS, scaffolding, and posttest assessments (Matthias et al., 2019). Institution leaders should also remain aware of the difficulties faculty have with computer systems when providing teaching presence to students; faculty may have outdated systems, such as Windows XP and Windows 7, may lack support services, and may experience connectivity issues that impede cognitive presence (Howe et al., 2018; Uprichard, 2020).

Engaging Through Cognitive Presence

Cognitive presence is the ability of learners to reflect on their learning and create meaning from what they have learned (Garrison et al., 1999). Students learn best when learning is meaningful and learning goals are personal, relevant, and internally developed (Alqurashi, 2020; Petrovic et al., 2020). However, providing meaningful learning experiences for nursing students can be challenging as student learning preferences differ (Shorey et al., 2021). Through YouTube videos with self-assessment, millennials are engaged and motivated (Cohen & Guetta, 2020; Osborne et al., 2018). Collaborative work is essential to them, and they get bored quickly (Schlee et al., 2020). Gen Z students have entered the workforce and attended nursing courses, so faculty must understand their characteristics (Dwivedula & Singh, 2020; Sakdiyakorn et al., 2021; Schlee et al., 2020). Gen Z students do not know life without the Internet; therefore, programs that include technology appeal to them (Chunta et al., 2020; Szymkowiak et al., 2021). Gen Z students have unique personalities that differentiate them from other generations; they

value nurturing and supportive relationships, faculty who provide personalized feedback, and faculty who care about them (Cantamessa, 2018; DiMattio & Hudacek, 2020; Dorsey, 2020). Gen Z students have a shorter attention span, are socially conscious, are not readers, and value short, honest, and quick communication using this feedback for growth opportunities (Isaacs et al., 2020; Sakdiyakorn et al., 2021). Gen Z students are at a greater risk of developing anxiety, depression, and other mental and emotional health concerns due to ongoing problems with viruses and social consciousness concerns. Therefore, faculty should provide learning experiences that show students they care about their success; use videos to interact with them and allow students to contact them via chat platforms; and provide the students with campus resources, including resources for mental health and wellness resources (Chunta et al., 2020; Leigh et al., 2021).

For nursing students to reflect on their learning and create meaning from what they have learned, Dewald (2020) proposed that faculty need to stop lecturing students and allow students to think by asking them questions. When faculty use Socratic questioning, nursing students develop critical thinking skills, which lead students to reflect on their learning and increase students interest, curiosity, and passion for learning. According to Oh et al. (2018) and Foo and Quek (2019), faculty may use online discussion boards to develop students' critical thinking skills through questioning. Discussion boards are commonly used in online courses where faculty provide an opportunity for students to reflect on course content relevant to the weekly module topic and provide feedback to each other about their posts; however, nursing students and

faculty have differing perspectives on the impact of online discussions boards for meaningfulness and relevance (Delaney et al., 2019; Osborne et al., 2018).

Scott and Turrise (2021) conducted a mixed-method study, including 64 registered student nurses. The student nurses preferred that faculty refrain from engaging in the discussions and provide a summary at the end of the week. The students also believed that collaboration with other students posed challenges and discussions were meaningless to them, citing that the primary motivation for the students was so that they could graduate and not lose their jobs rather than create meaning from what they had learned. However, faculty believed that discussion boards allowed students to express their viewpoints, debate, and improve their writing skills (Scott & Turrise, 2021).

However, Farus-Brown et al. (2020) developed a new perspective. Farus-Brown et al. proposed that escape rooms are great ways for students to develop critical thinking and questioning skills; students are locked in a room with other students and must use critical thinking skills and clues provided in the room to unlock themselves out of the rooms. Escape rooms offer new methods for teaching nursing students that have not been used in the past, such as using escape rooms for teaching skills about hospital safety and team building (Farus-Brown et al., 2020; Vestal et al., 2021). Nevertheless, Yousef and Khatiry (2021) concluded that learning is most effective when the faculty adjusts to the needs of the students and integrates other stakeholders, such as instructional designers, to create meaningful learning experiences for the students regardless of the method that is used. In this literature review, I also focused on challenges that impede engagement in online learning.

Engagement Challenges

Incivility

Sekaquaptewa et al. (2019) identified diversity and inclusion concerns in connecting with students about faculty hiring; non-Caucasian faculty continue to remain steady as non-White students increase in the student population. According to Liera and Hernandez (2021), a system of racially equitable processes needs to be implemented in higher education systems to ensure equity in faculty hiring. Hiring non-White faculty can be complex as White faculty do the hiring. Even if there are processes to safeguard hiring disparities again, White faculty can go around the process. Some hiring faculty use routines that come across as race-neutral, which no one challenges; additionally, White hiring faculty use selectively applied criteria and separate committee roles to create a sense of racial equality making non-White applicants unqualified for the job (Liera & Hernandez, 2021). Online nursing program leaders should implement plans to discuss race concerns in a non-threatening environment while the inclusion of diversity is displayed in simulation scenarios (Bennett et al., 2019; Huun & Kummerow, 2018).

According to Harris et al. (2018), online programs must consider revisions of the quality improvement process that focus on diversity and inclusion. Eliminating academic metrics such as hiring faculty with only high academic test scores and grade point averages regardless of faculty experiences; and course content should reflect the diversity of students in the course (Tight, 2020; Tomlinson & Freeman, 2018). However, there is no current empirical research on these biases' effects on online education. Nevertheless, Harris et al. (2018) discussed incivility as a significant concern with faculty and student

engagement in online courses, stating that miscommunication occurs between faculty and student engagement. This issue is due to a limited understanding of diverse cultures and what may seem like intentionally hostile behavior in one culture might not be for another culture. Thus, faculty need to remain aware of these differences in culture to enhance learning and satisfaction (Campbell et al., 2020; Swartzwelder et al., 2019).

Incivility begins in nursing courses and spreads into the workforce (Park & Kang, 2021). Therefore, nursing faculty must identify students' behaviors and create prevention methods to combat unprofessional behaviors in nursing courses (Palumbo, 2018; Tight, 2020). Incivility in online courses is increasing (Campbell et al., 2020). Incivility is any rude or disruptive behavior resulting in psychological or physiological distress that can lead to threatening situations if left unaddressed (Smith et al., 2022).

Incivility occurs in an online course when students create a challenging working environment for the faculty by sending harassing emails without face-to-face conversation, causing physiological or psychological distress, posting rude comments, intimidating, texting, or emails intended to hurt or embarrass another person (Clark & Dunham, 2020; Stalter et al., 2019). Condescending tones; presenting flagrant defiance; impatience; spreading online rumors, gossip, and humiliation; or creating an unpleasant work experience for faculty also show incivility (Clark & Dunham, 2020). According to McGee (2021), international faculty, women, and faculty of color are more likely to experience incivility in their courses. Faculty and students unintentionally participate in uncivil behaviors due to a lack of training in appropriate behaviors for online communication, misunderstanding of what constitutes civil behavior, and having a

feeling of anonymity in online courses due to a lack of face-to-face presence (Clark & Dunham, 2020; McGee, 2021).

Faculty must remain aware of their behaviors and practice being role models to the students and should take steps to combat that behavior within themselves and among the online students since incivility begins in the courses (Chachula et al., 2022; Park & Kang, 2021; Stalter et al., 2019). Faculty must provide written and verbal instructional approaches within the first week of the course to inform students how to conduct themselves in the online course (Campbell et al., 2020). Faculty and students need to be equipped to deal with the problem of incivility; according to Stalter et al. (2019), the administration needs to do more to combat incivility. Therefore, institution leaders must implement instructional approaches to combat incivility, which may help educate students on recognizing the behavior within themselves and their peers (De Gagne et al., 2018).

Palumbo (2018) conducted a survey using open-ended questions. The findings revealed that faculty are educated and informed on maintaining professional conduct when practice guide modules that teach civility in the form of capstone projects are implemented in the course. According to Chachula et al. (2022), incivility stems from various sources, including nursing faculty and student peers. However, a system for dealing with incivility must include an anti-racial action plan, incivility reporting processes, and workplace initiatives in academic and clinical settings to ensure a safe environment for at-risk students

Higher education leaders should have comprehensive policies that manage these behaviors (Mohammadipour et al., 2018; Wagner et al., 2019). Faculty should also have a plan for showing caring behaviors with students (Clark & Dunham, 2020; Zajac & Lane, 2021). Using emojis in emails and taking out the I and You in sentences, making them general, improves incivility (Campbell et al., 2020). Incivility was not the only concern for online nursing programs. LMS must be utilized effectively to engage students (Bove & Conklin, 2020).

LMS

According to Alhosban and Ismaile (2018), students have negative experiences using LMS systems, especially BlackBoard, citing technical problems logging into BlackBoard and interacting with faculty and peers. Additionally, faculty have little experience with LMS because LMS is not used to enhance a student's learning styles, collaboration, and self-regulation skills, nor is LMS used for educational purposes; instead, LMS is used to distribute materials and for grading (MacRae et al., 2021; Shine & Heath, 2020). Faculty and students have positive attitudes toward LMS systems; however, Alshorman and Bawaneh (2018) studied participants in Turkey and found that satisfaction was associated with gender roles. Alshorman and Bawaneh pointed out that male faculty were more satisfied with LMS training because they could attend it. In contrast, female faculty were dissatisfied because they had other household responsibilities that prevented them from attending. Female faculty depended on males to drive them to their destinations because women could not drive in Turkey (Alshorman & Bawaneh, 2018).

Faculty tend to underuse LMS systems because of time, availability of resources, and the need for faculty support services. However, the adoption of new models, such as the extended technology acceptance model, has gained support for LMS due to its high performance in quality based on faculty preference usage LMS (Fearnley & Amora, 2020; Noval & Johnson, 2018). Additionally, a model has yet to be widely accepted in online learning due to the educational differences in modalities (Stockless, 2018). When deciding to include LMS systems in online programs, nursing faculty must consider the type of system that would benefit their program. (Fathema & Akanda, 2020; Tagoe & Cole, 2020).

Alhosban and Ismaile (2018) concluded that individual design teams for each course must be created to find the proper LSM system for a course; adequate planning needs to be set in place to consider a learner approach focusing on the knowledge of adult learners and their needs. Students benefit from LMS design teams as a student can learn the systems quickly, and face-to-face learning would be unnecessary (Gaddis, 2020; Noreen, 2020). When all aspects, such as types of LMS, content delivery, cost, and adaptability, then an effective delivery method would help ensure the LMS is cost-effective, secure, flexible, and efficient (King & Nininger, 2019). Online program teachers should consider not only the quality of LMS systems but also an overarching view of instructional approaches that would influence the overall design of the course using quality matters frameworks and models that enhance instructional approaches, such as the analysis, design, development, implementation, and evaluation (ADDIE) model (Gaston & Lynch, 2019; Latif & Nor, 2020).

The ADDIE model was developed to improve the quality of student learning when using LMS systems. The model analyzes learners' needs and considers the program's design, such as the objectives, learning activities, and the program's resources. The development expands on required materials, and the implementation entails the execution of the project. The evaluation validates the results. Faculty who have used this approach in their courses have improved their teaching methods (Latif & Nor, 2020). Challenges to using LMS, such as BlackBoard and Canvas, can be overcome when faculty consistently use LMS for student engagement (Bove & Conklin, 2020). LMS is not the only concern in online learning. Students are also concerned with faculty feedback on these LMS systems (Safaei Koochaksaraei et al., 2019).

Feedback and Facilitation Techniques

Improving feedback with nursing students is a clear priority in higher education. Feedback plays a significant role in student learning and engagement, even when the feedback comes from mentors and tutoring services (Adamson et al., 2018; Beccaria et al., 2019). However, faculty are dissatisfied when feedback is given to students, and students do not apply that feedback (Race et al., 2018). Additionally, when faculty provide students with tools to use automated feedback, students do not even use the tools to get the feedback citing a lack of time to learn the system to implement it because the systems were not integrated into the course (Foster, 2019).

However, students value and find the most effective prompt responses in the form of oral and written feedback (Beccaria et al., 2019; Bradshaw, 2020). According to Dugmore et al. (2020), students who receive feedback even from patients during

simulation activities are valuable to learning. Audio feedback is increasing in LMS systems and is beginning to play a more significant role in feedback to online students (Race et al., 2018; Seckman, 2018). However, students have complained that this audio feedback is longer than reading a comment from the faculty (Race et al., 2018; Safaei Koochaksaraei et al., 2019). London (2019) also conducted a quasi-experimental quantitative study concerning online discussion boards. London compared instructor audio feedback and written feedback to students and found that faculty teaching presence decreased when instructors used audio feedback only to students; teaching presence and student satisfaction increased the most with written feedback as students had something to refer to when reviewing faculty feedback. However, according to Mackintosh-Franklin (2018), students who received A grades did not attribute the A grade to formative feedback from faculty; therefore, implementing effective online nursing courses continues to be a struggle for nursing programs (Phillips & O'Flaherty, 2019). Faculty feedback was also linked to faculty effectiveness in the course, and effective facilitation techniques enhance student connections with the faculty (Martin & Bolliger, 2018; Muir et al., 2020). According to Taha et al. (2021), student opinion of faculty teaching effectiveness was low; however, students' views of faculty teaching increased when the faculty presented material, used various teaching methods, encouraged critical thought, and encouraged student participation.

Smith et al. (2021) listed approaches influencing teaching effectiveness: (a) faculty teaching philosophies, (b) establishing teaching presence with students in the classroom, (c) encouraging self-efficacy in online teaching, (d) improving student

engagement, (e) and building relationships with students. However, student opinion of faculty teaching effectiveness increased when the faculty presented material, used various teaching methods, encouraged critical thought, and encouraged student participation (Bdair, 2021; Huun & Kummerow, 2018). Additionally, faculty limitations in teaching preparation, inclusion, roles, and teaching experiences could limit faculty recruitment and retention (Pitts & Christenbery, 2019). However, increasing faculty presence in online courses can help promote academic success, decrease distractions among online students, and contribute to student retention (Lang, 2020; Muljana & Luo, 2019; Robb & Shellenbarger, 2021).

Summary and Conclusions

Literature in this chapter involved three main ideas regarding nursing faculty engagement approaches with online nursing students. They were faculty connections with online students, faculty and students' social, teaching, and cognitive presence in online courses, and challenges to engagement in online courses. Nursing faculty have challenges when engaging with online students, and there are many ways that faculty can engage with online students. Perspectives of nursing faculty concerning online engagement approaches remain unexplored. I used interview questions to explore those approaches. I conducted this study to address the gap in practice regarding this topic. In Chapter 3, I present the research method.

Chapter 3: Research Method

The purpose of this basic qualitative study was to explore nursing faculty's perception of engagement approaches that were used in online nursing courses to address student dissatisfaction with online nursing courses. In this chapter, I explain the research design, rationale, and my role as the researcher. I explain the methodology, procedures for recruitment, and my data analysis plan. I address trustworthiness and ethical procedures. I conclude with a summary of the main points of this chapter.

Research Design and Rationale

RQ1: What are faculty perceptions of engagement approaches that are used to establish social presence in online nursing courses?

RQ2: What are faculty perceptions of engagement approaches that are used to establish cognitive presence in online nursing courses?

RQ3: What are faculty perceptions of engagement approaches that are used to establish teaching presence in online nursing courses?

The phenomenon of interest was nursing faculty's perceptions of engagement approaches that were used with online students in nursing courses. Understanding what faculty reports and how they engage with online students is essential because these relationships have been linked with student learning. The research tradition is a basic qualitative approach. A basic qualitative approach is appropriate for exploring complexity of one group of participants (see Ravitch & Carl, 2019). I explored perceptions of engagement approaches that are used in online nursing courses when engaging with students, challenges of engagement, and suggestions that may improve

engagement. I considered using other qualitative approaches to my study, including case studies, narrative, grounded theory, and ethnographic studies. However, because I was only studying one group of participants, these designs were inappropriate. I did not plan to focus on group experiences but rather individual faculty member experiences with online nursing students.

Grounded theory involves showing the actions of a group of people and effects of behaviors on groups. Ethnography was not used in my research because this design involves focusing on a group's culture and behaviors. A basic qualitative study was used because I focused on one group of individuals. A quantitative approach was inappropriate for this study because I was not seeking to find numerical data or differentiating variables, nor was I collecting statistics, variables, or numeric data.

Role of the Researcher

My role in this study was as an observer-participant. I designed and provided interviews and analyzed data. As a researcher, I was responsible for the research setting, facilitating interviews, and analyzing and interpreting analysis. I played a key role in safeguarding data. My current profession is an online education instructor at a private university in central Florida. I used social media sites to recruit participants to reduce the possibility of knowing any volunteers. I did not use faculty at my university to avoid the possibility of power over participants and ethical issues.

My bias as a researcher may have influenced this study. To reduce researcher bias, I refrained from personal conversations with participants and conducted interviews professionally. I also masked identities of participants and states from which they were

from. In addition, Walden University IRB guidelines regarding gathering consent from participants, privacy considerations, and other related ethical issues were adhered to throughout the study. I mitigated bias by developing an interview protocol (see Appendix B), which guided the interview process and data collection procedures.

Methodology

Participant Selection

The population of the study was nursing faculty who taught online nursing courses to undergraduate nursing students. The sampling strategy was purposeful sampling. Participants were provided detailed information about the phenomenon. Purposeful sampling is used for participants who share the same experiences (Kalu, 2019).

Participants were 10 undergraduate nursing faculty who taught online nursing courses for at least one academic term in a university, college, or nursing program in the U.S. At the start of each interview, I asked participants to confirm they met criteria.

Morse (2015) stated eight is the minimum of participants for sufficient data collection. I posted the flyer (see Appendix A) on LinkedIn's nursing faculty group, Facebook, Instagram, and other social media websites to invite participants. Participants who met criteria returned consent forms to my Walden University email address with the words "I consent." As faculty responded, I contacted them to schedule Zoom interviews. I answered any questions or concerns. I emailed to request times and dates to conduct interviews.

Once I received times and dates to complete interviews, I conducted interviews. I continued this procedure until I had 10 interviews. Interviews were completed online via Zoom.

Instrumentation

My data collection instrument was interviews. I interviewed 10 nursing faculty who taught online nursing courses. I used semi-structured and open-ended Zoom audio interviews with 10 undergraduate nursing faculty who taught online nursing courses (see Appendix C). I designed interview questions based on the literature review and three research questions. Interviews lasted approximately 45 to 55 minutes.

I had three research questions and 12 interview questions. For each research question, there were four interview questions. For RQ1, interview questions were:

1) Since you and the other students cannot see each other in the online course, how do the students make themselves known as real people in the online classroom to you and the other students in the course?

2) How do you make yourself known as a real person in the online course to the students?

3) What are your thoughts about social presence in online courses?

4) What are your thoughts about ways to improve your online presence in your online course?

For RQ2, interview questions were:

1) How do the students reflect on their learning?

2) How do the students create meaning from what they have learned?

- 3) What are your thoughts about cognitive presence in online courses?
- 4) What are your thoughts about ways to improve student learning in your online course?

For RQ3, interview questions were:

- 1) How involved are you in the design of your online course?
- 2) How do you plan engaging teaching approaches?
- 3) How do you determine if these approaches are engaging?
- 4) What are your thoughts about teaching presence in online courses?
- 5) Is there anything else you would like to tell me about online teaching?

I audio-recorded interviews with participants' permission.

Interview questions were sufficient because an outside source, a healthcare administrator with a PhD and expert in nursing education, provided input on the power of interview questions. The expert provided feedback to fulfill the study purpose and answer research questions. This person verified the validity of my interview questions. Research questions were based on the conceptual framework and literature review.

Procedures for Recruitment, Participation, and Data Collection

I began the recruitment process once I received the university's IRB approval. Once I received approval from IRB, I conducted the study. I posted my invitation that describes the research and the criteria on social media sites, such as LinkedIn, Facebook, Instagram, and nursing websites, along with an attached consent form. Participants who met the criteria were asked to sign and return the consent forms (Appendix B) to my Walden University email address. They must check the words "I consent" to participate.

As faculty responded with “I consent,” I contacted them to schedule a Zoom interview. The location of interviews took place online through zoom.com. I was at home in a quiet room. The participants were at home in a calm place. The frequency of the interviews was one time with individual participants. Each interview was approximately 45–55 minutes. I answered any questions the participant had about the study.

After receiving each participant’s consent to record, I audio-recorded each interview using Zoom technology. zoom.com creates video recordings. However, I only retrieved the audio of Zoom sessions. At the end of each interview session, I allowed participants to add additional information. I then thanked them and told them to expect to receive an email transcript of the conversation in the next few days following the interview.

After the interviews, I transcribed the audio recording into a Word document using Otter. Ai. I reviewed each transcript’s files and made corrections so that it accurately describes what the participant said. I emailed the transcripts to each participant. I asked the participants to review the transcript and report any changes they wish to make if there are discrepancies, such as contradictions with what the participant said.

I waited up to two weeks for the transcripts to be returned. If no transcripts are returned, I assumed the transcripts were accurate. The transcripts were uploaded and saved into separate files for transcription using codes as stated (P1 for Participant 1, P2 for Participant 2, etc.) in place of the participants’ names to ensure confidentiality. I

saved the transcripts as a Word document on my computer and to a USB drive as a backup. I kept the printed copies of the interviews.

Data Analysis Plan

The conceptual framework and the literature review influenced the data analysis. Therefore, I began by creating a word table with three columns to organize the data. I inserted the transcripts in the order of interview, one after the other into the middle of the column word table. In the left-hand column, I inserted any notes I took during the interview. After reading through the interviews several times and my notes, I began to see patterns in the data and critical ideas relevant to my study purpose (see Saldaña, 2018).

Coding was conducted using in vivo analysis. The analysis was completed by hand. The verbatim words of the participants were the basis of my analysis. To determine codes, I began hand-coding the transcript files to identify the ideas and concepts related to the research questions. I highlighted words and phrases and then extracted them to the coding table's right-hand column, creating a list of words and phrases. Next, I analyzed data thematically by identifying ideas, patterns, and interview similarities (see Saldaña, 2018).

Once I completed the coding, I copied the codes from the right-hand column of the table to a single column on the Excel spreadsheet. Each row had one colored item. I then grouped similar codes with the sorting function on Excel. I continue to move the codes around on the spreadsheet to develop clear categories of data.

Next, I arranged similar and related categories one after the other on the spreadsheet. In another column, I inserted theme labels to identify the groups of related

categories. This process created a few overarching themes. The themes were associated with the research questions.

Trustworthiness

I used individual interviews, purposeful sampling, and member checking to validate the summary of the findings. According to Saldaña (2018), a code-to-theme approach is ideal for a qualitative study; credibility is achieved when researchers assess their perceived findings against their interpretations. The findings should be relatable to the individuals. In the coding process, I defined and operationalized my codes. I evaluated how coded data fitted with defined codes as I coded. In that way, I increased my credibility.

Transferability refers to the extent to which my study will apply to another context. The readers and researchers can judge transferability by creating descriptions via participant quotes (Ravitch & Carl, 2019). I gave a detailed description of the participants, setting, context, data, limitations, and delimitations so other researchers could get a promising idea of the investigation. A researcher can compare the study's application to other online programs (see Ravitch & Carl, 2019).

Dependability refers to how the methods are documented so they can be retraced. The study will be dependable because I provided a detailed data collection and analysis description. I continued collecting data until there was saturation and no new themes emerged. I included member checking. I asked the participants to review the data for accuracy. I provided the interview questions. I gave a detailed description of the design

implementation. By providing the interview protocol in Appendix C, I increase dependability.

Confirmability is closely related to dependability in that the criteria are insured in similar ways. I was able to show that these responses are from the participants and are not my own bias. I maintained and provided comprehensive reflective notes in my journaling throughout the data analysis, this will allow for transparency. I used text search coding. I searched for particular words to analyze and code throughout the data making the process dependable. I looked for themes that provided consistency. I provided a detailed step-by-step description of the procedures so readers could validate the results (see Shenton, 2004).

Ethical Procedures

When the IRB at Walden University approved my study, I included the IRB approval number in the final dissertation. The IRB approval number is 06-01-23-0729852. I followed procedures to protect participants, including permitting them to withdraw from the study at any time. All personal information and identity of participants were kept confidential. The participants' names were given a code, and personal names were not used. The data was stored on my computer file. I am the only one to see the data and use it. I am the sole user of my computer. All paper documents and digital files will be destroyed 5 years after completing this study. I will shred the documents with a shredder and will wipe my computer of study files using an application like Eraser™.

Summary

This chapter included an explanation of the research design and rationale, my role as the researcher, and research questions. I addressed how participants were selected and instrumentation for the study. I also described my data analysis plan. I explained the coding and data collection processes. I showed how I ensured the study's trustworthiness as well as ethical procedures. In Chapter 4, I address data collection procedures and discuss study results.

Chapter 4: Results

The purpose of this basic qualitative study was to explore nursing faculty's perceptions of engagement approaches that are used in online nursing courses to address student dissatisfaction with online nursing courses. The conceptual framework for this study was Garrison et al.'s CoI framework, focusing on social, cognitive, and teaching presence. The following research questions guided this study:

RQ1: What are faculty perceptions of engagement approaches that are used to establish a social presence in online nursing courses?

RQ2: What are faculty perceptions of engagement approaches that are used to establish a cognitive presence in online nursing courses?

RQ3: What are faculty perceptions of engagement approaches that are used to establish a teaching presence in online nursing courses?

In this chapter, I describe findings from the study. This chapter also includes a discussion of the setting, data collection techniques, analysis of data, and evidence of trustworthiness before concluding with a summary.

Setting

I conducted this basic qualitative study in an online setting using Zoom. Participants were nursing faculty. There were nine women and one man who participated in the study. Participants taught online nursing courses in various schools and universities. Each participant chose dates and times for interviews, and each interview was conducted during one session. Each participant chose to conduct their interview at

their convenience. Some interviews were completed on weekdays and some on weekends (see Table 1).

Table 1

Interview Schedule Frequency and Duration

Participant code	Interview date	Duration
1	June 19, 2023	45 min 14 s
2	June 20, 2023	51 min 11 s
3	June 23, 2023	54 min 20 s
4	June 24, 2023	54 min 14 s
5	June 28, 2023	51 min 12 s
6	July 01, 2023	50 min 13 s
7	July 10, 2023	55 min 15 s
8	July 25, 2023	55 min 14 s
9	July 26, 2023	54 min 16 s
10	August 10, 2023	55 min 14 s

Data Collection

After receiving Walden University IRB approval (#06-01-23-0729852), I began participant recruitment by posting a message on social media nursing sites. I then emailed potential participants invitations including a description of the study and request to reply if they were interested in participating. Participants were emailed only if they were online nursing faculty who taught online nursing courses for at least one academic term. I chose the first 10 participants who responded to requests to participate, informed them they had

been selected for the study, and provided them with informed consent forms to read and sign.

During the recruitment period, 10 participants consented to participate in the study and chose dates and times for interviews. As shown in Table 1, interviews took place on Zoom between June 19 and August 10, 2023. Interviews lasted between 45 and 55 minutes. Before each interview, I ensured each participant understood terms of their voluntary participation. No unusual circumstances occurred during interviews.

For this basic qualitative study, I collected data through semi-structured interviews to describe how faculty approached social, cognitive, and teaching presence in online nursing courses. Interviews were audio recorded with Zoom software on my laptop computer. At the end of each interview, I reminded participants they could withdraw their participation at any time and a copy of interview transcripts would be sent to them to check for accuracy. After each interview, I used Otter.ai online transcription software and imported transcripts to a Microsoft Word document. I then read transcripts while listening to audio recordings to add punctuation and correct verbatim words. During this transcription process, I made notes about my thoughts and ideas for codes, patterns, and themes in my reflexive journal. I used a separate document for each transcript and labeled them with participant codes. I sent each participant a copy of their interview transcript to check for accuracy. All 10 participants indicated their transcripts accurately reflected their perceptions, and no participants asked their transcripts be revised or edited. In this study, data saturation was reached when participant interviews did not yield new information.

Data Analysis

After conducting and transcribing 10 interviews, I created a matrix to identify descriptive codes for the first cycle of coding and looked for patterns to emerge. Then, I examined phrases and experiences described by participants to determine similarities and differences in terms of perceptions they shared. I identified emerging codes, patterns, and themes throughout this process. Codes that emerged involving social presence during this first cycle were: faculty presence in online courses, student presence in online courses, personal connections, use of LMS, faculty and student responsibility, faculty feelings about online learning, use of cameras, optional use of cameras, post introductions, optional introductory welcome post, difficulties with developing communities, posting pictures, optional posting pictures of self and family, technical concerns, use of live sessions, interactions, help in the work environment, shared experiences with students, discussion boards, intentional strategic engagement, vulnerability, use of LMS, phone calls, and texting.

Codes that emerged involving cognitive presence during this first cycle were: questions, objectives, discussion boards, weekly reflections, articles, collaboration within Blackboard rooms, Zoom, reading objectives, assignments, personal experiences, questions, piecing together information, recap, objectives, nurse organizations, discussions, misinformation, emails, phone calls, correct information, guiding students, excitement for discussions, nonverbal cues on faces, breakout rooms, responses of students, liking to be animated, lack of student facial responses, lack of ability to gauge student facial responses, lack of knowledge about student patterns, games, Jeopardy lab,

Blackboard, Zoom, real life, assessment of families, , coming prepared, reviewing assignments, responsible feelings of faculty, objectives, need to make connection with students, spending time with struggling student, feedback, increasing cheating, exams, room with cameras, reflections which facilitate learning, learning about classmates, active learning strategies, , incorporating more active learning, polling, self-evaluations, learning from nurses, learning by experience, articles, students from other countries, applications to nursing, being kinder and more helpful, no feedback, no response, lack of willing participants, looking for ways to improve, self-driven students, doing extra to get information, waiting for answers that are not immediate, importance of participation, case studies, small classes, knowledge of expectations, student feedback, calling on students, asking students, learning at one's own pace, small class sizes, learning objectives, and spending time when they are struggling.

The codes that emerged for teaching presence in this first cycle were: Not involved, curriculum committee, make suggestions, has freedom, has objectives, provide due dates, PowerPoint, discussion boards, respond to student feedback, grades for participation, curriculum, just text, do not design, design by university, committee, video, must follow guidelines, pre done, reading assignments, due dates, live sessions, articles, same for everyone, I can add pictures, our teaching styles varies, use of voice thread, student can see and hear me, school design courses, upload all requirements, case studies, questions, upload materials, add other things, standard syllabus, design content, design concept, discussion boards questions come from me, student meet objectives, participate, no participation, ask for feedback, objectives come from school, do not design course, set

curriculum, special faculty members, students have same content, topics the same for students, design own course, create own assignments, evaluation stays the same for all students, end of course evaluations, squeaky wheel, complainers will notify me, interactions with me and students, questions, take up offer, follow up emails, positive feedback, show interest, show enthusiasm, comments on discussions, engagement up to student, talk about what did at work in discussions, want to be engaging, no live lectures, do not read, do not listen to video, can see now how many have watched, accountability issue, no student interactions, hard to gauge, evaluations, ask student opinion, particular behavior decrease, compliment students, responses from students, evaluations, exams stays the same, course has objectives, speak to students, things are changing creating content for the course, master teachers, rubric, polling system, zoom, emails, jeopardy games, kahoot, teach etiquette, case studies, using learning styles, struggle to find resources, questions, call out names, mix it up, surveys, question students, had to deal with incivility, being present, blackboard, reviews, professor sets tone, set ground rules, 19 different countries in class learn from each other, content needs to be more engaging, being respectful, questions, open door policy, complaints, contact information, email in first 24 hours, set standard, set boundaries, squeaky wheel, relevant to real life, peer approach, games, video lectures and quizzes

In the second coding cycle, I looked for categories in the collection of codes. Coding starts with the researcher identifying codes in the data, moving to categories for those codes, and eventually to themes that develop from the categories (Saldaña, 2016). The categories that emerged from the second coding cycle for social presence included:

faculty presence in online courses, student presence in online courses, personal connections, use of LMS, faculty and student responsibility, and faculty feelings about online learning.

The categories that emerged from the second coding cycle for cognitive presence included: questions, discussion boards, reflections, objectives, collaboration rooms, guiding students, preparation, real-life applications, exams, quizzes, reviews, recaps, essays, questions, use of objectives, surveys, quality of work, excitement during discussions, discussion topics, and personal experiences.

The categories that emerged from the second coding cycle for teaching presence included: faculty designed their courses, faculty did not design their courses, committees, faculty members, master teachers, discussions, questions, zoom, games, case studies, open door policies, emails, videos, responding in 24 hours, participation, no participation, end of the course, evaluations, interactions, enthusiasm, student responses, interest, responses from students, complaints, asking questions, feedback from students, and making content relevant.

For the third cycle of coding, I took each set of codes and put them in a document list to look for commonalities. Saldaña (2016) noted that the researcher must keep the research question in mind to remind them of the question they are trying to answer in this data collection and research process. The researcher's themes based on the categories can represent an aspect of the phenomenon that the researcher will present in the study's findings to answer the research question (Saldaña, 2016). I identified three major themes that addressed the research question for social presence: Faculty engagement approaches

with online nursing students, student-to-student engagement approaches, and faculty social presence in online nursing courses. I identified two major themes that addressed the research question for cognitive presence: student reflections on their learning and students creating meaning from what they have learned. I identified three major themes that addressed the research question for teaching presence: faculty designing the course, faculty planning approaches, and faculty determining if approaches are engaging.

For RQ1, on social presence, six categories emerged: faculty presence in online courses, student presence in online courses, personal connections, use of LMS, faculty and student responsibility, and faculty and social presence and online learning. From these categories, I then grouped similar categories to determine themes.

Three themes emerged. Theme 1 was faculty engagement approaches with online nursing students. Theme 2 was student-to-student engagement approaches. Theme 3 was faculty social presence in online nursing courses (see Table 2).

Table 2*Examples of Codes, Categories, and Themes for RQ1*

<i>Relationship between Categories, Themes and RQs</i>		
<i>SOCIAL PRESENCE</i>		
RQ1		
Faculty-to-Student Engagement Approaches	Student-to-Student Engagement Approaches	Faculty Social Presence in online nursing courses
Use of cameras	Optional use of cameras	Different than usual
Post introductions	Optional introductory welcome post	Difficult to develop a community
Post pictures	Optional post of pictures of self and family	Technical concerns
Use of live sessions	Interactions were seen through the cognitive presence	Helpful in the work environment
Share experience with students	Discussion boards	
Intentional strategic engagement		
Vulnerability		
Use of LMS		
Phone calls		
Text		

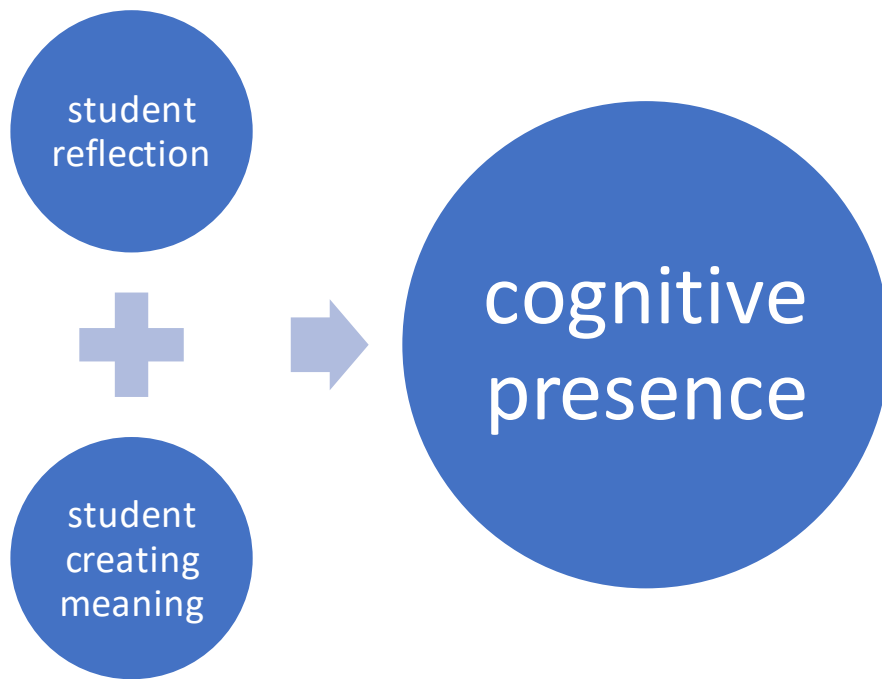
For RQ2, cognitive presence, nineteen categories emerged: questions, discussion boards, reflections, objectives, collaboration rooms, guiding students, preparation, real-life applications, exams, quizzes, reviews, recaps, essays, use of objectives, surveys,

quality of work, excitement during discussions, discussion topics, and personal experiences. From these categories, I then grouped similar categories to determine themes.

Two themes emerged. Theme 4 was student reflections on learning. Theme 5 was students create meaning from what they have learned (see Figure 1).

Figure 1

Examples of Codes, Categories, and Themes for RQ2



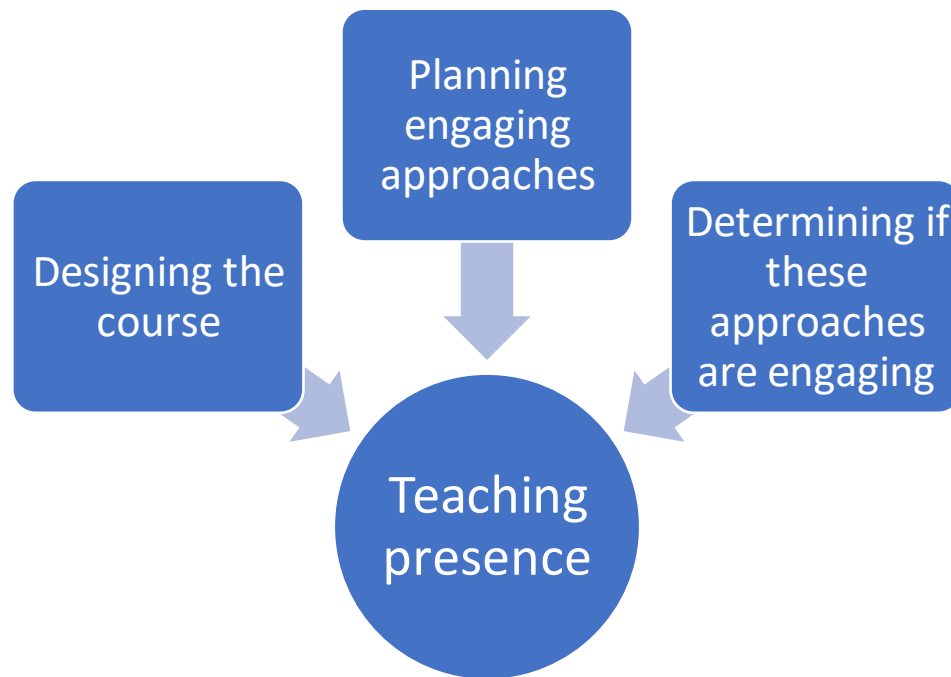
For RQ3, teaching presence, 23 categories emerged: Faculty designed their courses, faculty did not design their courses, committee, faculty members, master teachers, discussions, questions, zoom, games, case studies, open door policies, emails, videos, responding in 24 hours, participation, no participation, end of the course,

evaluations, interactions, student responses, complaints, asking questions, feedback from students, and making content relevant.

From these categories, I then grouped similar categories to determine themes. Three themes emerged. Theme 1 was faculty course design. Theme 2 was faculty planning approaches. Theme 3 was determining if approaches were engaging (see Figure 2).

Figure 2

Examples of Codes, Categories, and Themes for RQ3



Evidence of Trustworthiness

Trustworthiness is essential in a qualitative study because it is the degree to which a stakeholder can be confident in the findings (Saldaña, 2016). Trustworthiness includes

the criteria of credibility, transferability, dependability, and confirmability (Saldaña, 2016). I established trustworthiness by adhering to these criteria so that stakeholders can be confident that the findings can be used to inform their practice.

Credibility

To establish credibility, Xerri (2018) stated that various approaches should be used to establish credibility. I established credibility through participant member checking by ensuring the interviews were correctly transcribed by cross-checking the transcripts with the interview audio. I also asked participants to review the transcription of their recordings to make corrections if needed and sent each participant a copy of their interview transcript to check for accuracy. All 10 participants indicated that their transcript reflected their perceptions accurately, and no participants asked that their transcript be revised or edited.

I consulted with my chair during and after coding the interviews to seek feedback on the codes, patterns, and themes that emerged. In addition, the words and perspectives shared by the participants were the data analyzed to determine the findings of this study. In the current study, I ensured credibility by using data triangulation from multiple sources with a wide range of participants (see Ravitch & Carl, 2019). I triangulated the data by using the interview responses and notes in my reflexive journal to identify the three common themes that emerged. This data accurately described how online nursing faculty implement social, cognitive, and teaching presence in their online courses to engage online nursing students.

Transferability

Saldaña, (2016) defined transferability as determining if the qualitative study findings are applicable across various contexts. Although the purpose of a qualitative study is not to generalize from a small sample to a larger population, the study must still provide meaning larger than the study itself (Saldaña, 2016). Strategies to ensure transferability include the researcher's use of thick descriptions, reflexive journals, or maximum variation (Saldaña, 2016; Ravitch & Carl, 2019). I used reflexive journals in the coding and data analysis processes in this study. I began coding the data by identifying codes, then moving to identify categories for those codes, and eventually, to identify themes that developed from the categories. In my reflexive journal, I described my experiences from my perspective, including sharing my reactions to the situations shared by respondents and reflections on the research process. The reflexive journal also consolidated my ideas about data collection and contributed to the transferability of this basic qualitative study. Thick descriptions were included in the reflexive journal as I drew conclusions based on the codes, categories, and themes identified.

Dependability

Ravitch and Carl (2019) defined dependability as the consistency and reliability of a qualitative study's data collection, data analysis, and data reporting processes. In this study, I have provided detailed descriptions of the research methods and procedures for data collection. I increased dependability by using the same self-designed interview protocol with each research participant. I also confirmed that all data were consistent with the participants' spoken words by cross-checking the audio recording of the transcript. A

spreadsheet was maintained to analyze the results, and the process used to analyze data ensured consistency in my identification of the themes and patterns that emerged from participant interviews.

Confirmability

Confirmability ensures that the researcher's bias is not reflected in the study's findings but that the findings reflect the research participants' ideas, experiences, and perspectives (Xerri, 2018). I ensured confirmability in the current study by analyzing the interview data accurately and remaining neutral during the data analysis process. The participants' views were interpreted accurately rather than being affected by my subjective views, including my own biases, motivations, and interests. I sent each participant a copy of their interview transcript to check for accuracy. All 10 participants indicated that their transcript accurately reflected their perceptions, and no participants asked that their transcript be revised or edited. To avoid bias, I cross-checked emerging codes, patterns, and themes after creating a matrix of the participants' interview responses. Additionally, the reflexive journal that I kept during the data collection and analysis processes supported the confirmability of this study (Ravitch & Carl, 2019).

Results

The results of the study were derived from using my research questions. I will identify the results using themes and my framework.

In the following subsections, I present data from the participants to support each theme.

RQ1

Theme 1

The first theme that emerged for social presence was that participants had a responsibility to include a social presence in the online course. In response to interview questions focused on faculty engagement with online nursing students, all 10 participants described how they included social presence specifically designed to engage the students. Additionally, all 10 participants described what that engagement looked like in the online course and the importance of faculty visibility in the online course, students getting to know the faculty, and the faculty getting to know the students.

Faculty to Student Engagement Approaches

All 10 participants confirmed the use of cameras, and introductory welcome messages were part of their approach to engage the students. P2 stated,

One cannot force the students to turn on their cameras, but I always keep mine on so they can see me every time they come to class. I have an introductory PowerPoint on Blackboard that I post even before class starts telling them who I am my background what my expectations are for them in the course. They see me they hear my voice. Some students would also turn on their cameras.

P10 also shared that she has a welcome video but added additional steps she takes to welcome the students:

I do an introduction on video, and I also answer all icebreaker questions that I ask my students to answer. I also have a Q&A forum where students can ask questions throughout the course so I'm there regularly so anytime someone has a

question, I can go in there and answer questions. So students know that I am readily available. As soon as I hear from them I try to respond to them immediately as well.

P1 stated:

I have a picture of myself on my LMS and then I post an introduction with a picture of my family and something that brings me joy I like to post pictures of a trip I have taken recently because I like to travel.

P6 thought it was important to mention the type of LMS she uses to engage the students: One of the tools we use is voicethread. Instead of doing discussion boards sometimes I prefer voice thread because you can do it via video instead of written. I also set up a welcome message on voicethread where I talk to the students as I am talking to you now. And I expect them to respond to me using the voice thread functions.

Some participants also talked about the importance of students knowing the faculty.

P7 stated:

Each week I would set up a Zoom meeting with the students. Everyone would turn on their cameras and I would introduce myself to the students. I told them who I was and how long I had been teaching. My degrees I have in nursing and where I had taught.

P5 continued:

So the first day of class, I send out an introduction of myself and I include personal information about where I live and about me I have a dog, and I talk

about her. I talk about my nursing career. So I let them know that I became a nurse later in life.

P3 included: “ I give them a background about myself. What my goals are, how I started out in nursing school, how I started out as an adjunct teacher.”

Some participants felt it was important for them to get to know their students.

It was not enough to just provide that presence in the classroom but they talked about wanting to get to know their students also.

P7 explained, “How I really got to know my students was by them telling me their experiences of how they got into nursing. Why did they want to get into the nursing program and what did they do before that.”

P8 stated,

Because the students already know each other, but I don't know them I let them know to tell me something about themselves what do they like about nursing?

What do you expect from the course? So I can get to know them and they get to know me.

P10 continued,

I start the class off with some introductions. We allow students to introduce themselves and share a little bit about themselves and maybe share something that stands out about themselves. Sometimes I ask for more casual information about the student what's your favorite color, and what would you do with the money if you won the lottery. So it allows students to share things about themselves and the other students also get to learn something about that student.

P4 approached it a little differently saying,

I usually have a lot of contact when I grade papers. If I had questions about a paper, some of them ran it through Turnitin. So if there was a high Turnitin score, I would send them an email right away. Look I see your Turnitin score is really high, can you please get back to me about this?

Four of the faculty also stated that some of those requirements for social presence and for including videos and synchronous sessions with the students were mandated by their school.

P4 stated, “One of my universities wants me to have a welcome video.” P5 said, “Most of the classes I have taught online require a certain amount of live sessions.”

P7 explained “We kept the cameras on all day during class that was mandatory. That was part of my online requirement and they had to leave it on.” P9 also mentioned “The students would introduce themselves. I was able to see the students so they introduced themselves to everyone on Zoom. The school set the standards for the simulation classes.”

Theme 2

The second theme that emerged for social presence was that faculty approached engagement through student-to-student interactions. In response to interview questions, focused on student-to-student engagement approaches in online nursing courses, all 10 participants described how they included social presence specifically designed for students to interact with each other. Additionally, all 10 participants described what that

engagement looked like in the online course, the importance of student visibility, and how students got to know each other in the online course.

Student-to-Student Engagement Approaches

Although all 10 participants noted that faculty presence in the online course was necessary, the faculty also felt that it was important that the student's presence was seen in the online course. Video cameras or photos seemed like the preferred method however faculty noted that it was important for the students to know each other and interact with each other to fully develop that social presence in the online course.

P1 mentioned that:

...several of them will post photos of themselves on their LMS. And so that can be something and then in the first week of my course I always encourage everyone to post an introduction. It's not required, but I encourage them and I encourage them to post two photos one of their family and one of something that brings them joy.

P6 said:

If we are using Blackboard Collaboration or Zoom, what I would have them do is show their faces so that I could at least see them. They don't have to stay on camera all the time. But just so that I can say hello and introduce yourself.

P9 also agreed that students should turn on their cameras when introducing themselves.

P9 stated "Well first the students introduce themselves and the students must turn their camera on. They must make themselves visible to the camera."

P4 said “The only way they communicate with each other is through the discussion forum. And if we have a live session they will see each other on Zoom.” P8 mentioned a similar response to P1.

P8 included,

They can see each other because these students already know each other in most cases because they travel as a cohort. So they have a better idea sometimes of who they are. But they also must put up a photo if they want.

Some of the nursing faculty felt it was important for the students to get to know each other personally.

P3 stated,

I’ll give you an example, I did have students who were literally down the street from each other and did not know it until I pieced it together and I thought maybe they should meet. I also ask the students for permission for students to contact them.

P10 explained,

And one final thing is I found that having group activities also helps the students get to know each other better. It’s harder to get to know 25 people in the class but it’s a little easier to get to know 5 people if you’re doing activities with them each week.

P2 included “One of the ways I get them to connect with one another is that I put them into break-out groups. That’s one way and it helps to build community.” P5 said,

I really am concerned about students interacting with each other and getting other people's opinions and feelings. And getting back to knowing each other, and challenging each other. I think a lot of that is lost in an online course particularly because students can hide behind you know it's like the Wizard of Oz they can hide behind the thing and they don't have to say anything you always have those one or two people that are really able to voice how they are feeling and then the others just sit there and I wonder why aren't you saying anything.

Two of out the 10 participants noted that familiarity with each other was already there before the students joined the online course.

P1 stated, "They have other courses together that are not online so they might know each other from that." And P8 added, "These students already know each other in most cases because they travel as a cohort so they have a better idea of who they are."

Theme 3

The final theme that emerged for social presence was that faculty had concerns with online courses. In response to interview questions, focused on how the faculty felt about social presence in online nursing courses, all 10 participants described a variety of thoughts about social presence in online nursing courses. The subjects were vast and different. Additionally, all 10 participants enjoyed teaching online however some wanted more social presence from the students.

Faculty Social Presence

When sharing thoughts on social presence in online nursing courses, two nursing faculty focused on introverts in the online course. P3 explained,

I think that's one of the biggest connectors for the course because you are online. I'll give you an example, I did have students who were literally down the street from each other and did not know it until I pieced it together and I thought maybe they should meet. And some students that are more introverted toward the end of the course I see them coming out of their shells a little bit.

P2 stated,

It does make a difference but then you can be socially present in the face-to-face classroom and the students are on their phones: or shopping on their computer so the fact that they are physically there doesn't necessarily mean that you are more socially present than online. Sometimes I find they participate more when they are online. Some students who are introverted type in the chat so I get more interaction from students than if they were in a physical classroom.

Nine out of the 10 participants felt synchronous courses were extremely important to have in online nursing courses.

P4 stated,

That might have been nice to have at least one day a week where we could meet for maybe an hour if students wanted to stay online a little bit longer they could. I certainly did that with my synchronous class. So that might have been something else that the school could have incorporated for us to be more interactive with the students and to get to know them a little better. And for them to get to know each other. Whether that is necessary I don't know. I think the adult learner likes interacting with others. But I think they just want to come in get the course done

and get out. They're not much for doing all that socializing they are nurses. They are working, they are doing these courses as a side thing so they just want to have it as easy as possible so to speak. And get it done. You know that's what they want and so the school try to give them that.

P7 stated,

You have to have a social presence online. You cannot have a class where the students are there and my screen is black. I need to see my students because you can see expressions even though you're online you can see their expressions you can see the way they're dressed because there's etiquette for teaching online too. They cannot come to class in pajamas and lay on their beds. They need to be sitting like me around a table so there is social etiquette the students have to have online. Social presence is extremely important. You need to see expressions not only speaking but actually seeing them face to face.

Two out of the 10 participants expressed being hindered from being themselves and getting to know the students' nuances during online courses.

P6 also reported,

It's difficult for me because when I teach I like to be animated so to speak. I like to get the engagement and I can gauge from students faces and body language, whether they're getting what it is that I am saying I don't get that online. I will have to choose certain students and say tell me your thoughts what do you think about it.

P1 continued,

I think one thing that makes it difficult for me is not knowing the students in terms of their patterns. Of course, I know them I know their names but I don't know if someone is always early always answers questions always raises their hands, and is willing to participate, or is always late for those things. I can't really pick up on those things. So that kind of makes it difficult for me.

Participants also felt small group sizes were important to have in online nursing courses.

P9 "I have 10 students in my class. So the students are able to interact with each other. I would give them a study question and I would call their names and they have to talk about the study." P8 "if it's a small class, I can kind of keep them engaged because I ask questions and I call on people at different intervals."

The 10 participants all agreed that social presence approaches were included in their online nursing courses. These approaches allowed faculty to engage with the students and for the students to engage with each other in the nursing course. Faculty saw the need for social presence in online nursing courses. However, not all the students used their cameras during synchronous sessions.

RQ2

Using a theoretical framework of Garrison's (1999) framework, I identified two major themes that addressed RQ2.

In the following subsections, I present data from the participants to support each theme.

Theme 4

The first theme that emerged for cognitive presence was that participants established a cognitive presence in the online course. In response to interview questions focused on how the students reflected on their learning, all 10 participants described how they included cognitive presence that helped the students reflect on their learning. Additionally, all 10 participants described what that reflection looked like in the online course.

Student Reflections on Their Learning

All 10 participants confirmed that they asked students questions about the materials they were learning about to trigger students' understanding of the materials. P6 stated,

“We ask them a question about whatever the topic is. Tell me your thoughts on that topic. They have to respond to the question and then each student has to respond to at least two other students within that group, and they have to give me a substantive response.”

P1 continued,

“We actually give them six objectives from the course and ask them how they think they met those objectives during the course. What assignments did you do that you feel met those objectives? How did you do on those assignments?”

P8 mentioned the discussion boards “On the discussion board, I like to ask probing questions. So, it's usually going to be something that just comes straight from the textbook. I want them to read it. And then apply those thoughts to something else.”

P2 stated,

One group actually had, a weekly reflection, what did you learn from this class today? And they would have to reflect on it that way and provide their responses. Students use the chat, or they turn on their mics to talk to each other. What is one new thing that you learned today that you didn't know when we began this class?

P9 explained how the students can accomplish some of the requirements throughout the week "The students will get work sent to them before the study that we're going to do. They have to come up with an article and then they will have to answer some questions."

Along with faculty asking their students questions to reflect on their learning, participants also described how the students exchanged information and received new information. P3 stated,

"I definitely try to keep in the forefront different articles or things that are going on in the healthcare world, I bring that to their attention and then I ask them to reflect on what's going on maybe in their organization or their clinics."

P5 continued "So, for instance, we have discussion posts, and I can see if they're understanding a concept when they're replying to those discussion posts or not and I give a ton of feedback on my discussion posts."

P10 explained further,

So, I created a Blackboard collaboration room for each group if they want to talk about their project. So, if they do want to meet with each other on their own time, they can do that there. But they usually communicate using their phones or WhatsApp or something like that. But they do have the ability within the course

to meet on something like Zoom, but it's Blackboard Collaborate if they want to talk about their project. The thing would be done in a big group. They answer questions, but it's in a small group."

P4 included where some reflections are located,

"I think the reflection is in their assignments. So, the assignments are related to their reading for the week and the objectives for the week. So, the assignment is supposed to draw out their thought process from that. There are written essay assignments. They're specific. There's a specific outline for them to follow in terms of the questions."

P7 used her experiences in the hospital to help students reflect on their learning stating,

"I'm an emergency room nurse. So, one of the things that I did was to use my emergency room experience. And it really makes a big deal when you are a nurse that has a lot of practical skills. So, I would give them a case study, a 35-year-old female arrived in the emergency room at triage with chest pain. And I would say to them, well, this patient is having chest pain. What do you think could be going on with this patient? So, we would analyze the case studies."

Theme 5

The final theme that emerged for cognitive presence was that students created meaning from what they had learned. In response to interview questions focused on how the students created meaning from what they had learned the faculty shared that they helped students think through information and make connections with the information they were learning.

All 10 participants confirmed that they asked students questions about the materials they were learning about to trigger students' understanding of the materials. P6 stated "We ask them a question about whatever the topic is. Tell me your thoughts on that topic." P3 said,

If we're in a specific section of the curriculum, for example patient safety, I would ask them to relate that to what we're talking about, how this all fits together. Ask to put pieces together of information and then that's how we get to a conversation with it.

P9 continued,

At the end of the class, we would recap what the student learned, and I would ask questions to make sure that the objectives are met, and the students actually understand the objectives. The students provide feedback at the end they do an evaluation survey.

P8 stated,

I'm good at giving examples so I'll just give you an example of one of my online courses. I would have them go to a nursing organization page online. They have to find a position that the organization takes. They have to discuss whether they agree with the position, or they don't agree with the position and what they would do about it. So, they have to actually go to different areas to assess their positions before they can actually write a letter, a legislative letter, which they might want to do. If I have a very big class, I may not be able to respond to everyone's discussion but I do look at everyone's discussion just to make sure that they're not

giving misinformation to each other because that's a big concern as well. So, for anything that is misinformation, I guide them to the correct information, or I guide them to where to find their correct information. And then once the discussion has finished and the assignment has been submitted by the students, I put up a summary based on every response of what the answer should be or should include.

Participants also talked about students creating meaning with content by making connections in the way they interacted with the materials, their excitement level, and the way they answered the questions.

P7 explained,

By discussing in class what the topics were for the week, and how excited were they about answering a topic on diabetes, or the patient in the emergency room with a fracture. You could tell from the excitement, again, by looking at the students whether they were really gaining something from what we were discussing, or they were bored. So, you could tell from their answers and their presentations whether they were really learning from the topics that were being presented that day.

P8 continued "So a lot of nonverbal cues come from your face and from whether they are really getting it." P4 included "Whenever we did more breakout rooms in the future, they tended to like those a lot too. And I certainly left time for questions and answers." P7 also mentioned, "It was engaging to them based on their responses to what we were discussing or what we were looking at."

However, some faculty felt like the online courses did not give them enough non-verbal cues from the students to show connections.

P6 stated,

When I teach, I like to be animated so to speak. I like to get the engagement and I can gauge from students' faces and body language, whether they're getting what it is that I'm saying, I don't get that online. I will have to choose certain students and say, "Tell me your thoughts. What do you think about it?"

P1 included,

I think one thing that makes it, difficult for, me is not knowing the student really in terms of their patterns of course. I, know them and I know their names, but I don't know, you know if someone is always earlier, always answers the question, or always raises, their, hand, and, is, willing, to participate is always late, those things, I can't really pick up on those things, so that kind of makes it difficult for me.

Some faculty felt student connections were made because they were more involved at the end of the course and seemed to enjoy interacting with each other.

P3 stated "I see them coming out of their shells toward the end of the semester. For the most part, the students like it. I like it." P4 also reported, "I think the adult learner likes interacting with others." P4 said again "It's called Jeopardy Labs. You can get that online. It's very simple and it's really fun for the students."

The faculty also discussed ways the students created new ideas and how they applied those ideas through real-life scenarios, concept maps, reading and writing assignments, and exams given in the online nursing course.

P10 stated, “So I want students to reflect on their learning by actually applying what they’ve done and really seeing how things work in real life or how these concepts relate to their real life.”

P6 said:

I had COVID when it was really bad. I teach about being present- you have to be present with your patients. And a lot of students think that it takes a lot of time to be present. But then now I start using my own example of when I was in the hospital, there was this one nurse, you know, they were covered from head to toe. You couldn’t see anything, but maybe the eyes through the little shield. But this person came in and she was so calm. The way she spoke to me she didn’t look like she was gonna run out the door and just her demeanor standing in front of me, helped me realize it took away my fear. Just in a moment it only took her that moment -and when she left the room, she left me a card with a bandage with a happy face and it said wishing you a speedy recovery. That was left on my nightstand. Between her demeanor and this card that they left it only took a moment that’s an example of being present with your patients it only takes a moment to make that connection. I use that with them constantly, and the light bulb goes off with them on how to make that connection. I keep it on my mantle. It touched me so much at a time when it was difficult for me that I keep it there. It

does not take long. A little thing. But it meant a lot to me. That's how you make that connection.

P2 explained,

I had them actually do a physical assessment on a family member at home and videotape it. And then upload the videotape to Blackboard. So again, you get to see what they learned and how they can actually apply that skill when they were doing it.

P1 continued "We also have assignments, throughout the course. we give them scenarios. We apply real-life scenarios." P6 said "We give them midterm and the final. Again, it depends on which class. Exams we take on campus even though they're online."

P4 explained, "In the discussion forums, we talk about how they applied it to their job."

P4 also said, "They did have other reading assignments and there are written essay assignments So, the assignment is supposed to draw out their thought processes from that." Participant 5 had a similar response to Participant 4, saying: "And then they have various assignments. So, for instance, in one of my nursing classes, they have to create a concept map." However, participant 5 added that every class should have exams to test their knowledge on subject matters. "But in a quiz or an exam, I'm testing your knowledge and I feel like there should be no classes without some kind of testing. I just think any online class should have some kind of quiz or exam to give you an idea of where they are. Three out of the 10 participants felt it was the student's responsibility to

get from the course what they could and be prepared to give those answers. P4 stated,

“So, it was completely up to them to get out of that class what they could.” P7 included

It’s just as important for you to come prepared to know the material that we have, what I have placed in your online syllabus so that you’re prepared for whatever is being discussed because if you’re very prepared, you’re going to get the most out of it.

P9 explained, “The students have to come prepared knowing the topic.”

However, there were some faculty who felt a personal responsibility to support the students and others felt they needed to do more so students could receive as much from the courses as possible.

P5 explained,

If I see a quiz and I see they got 40% wrong, I feel like I’m not providing them good information and I get worried. I go back to the student and go through those ones they got wrong and say, you know, this answer, let’s think about this answer why did you choose this answer?

P10 stated, “But I need to be the one there making connections with students using their feedback so that I can alter what I’m doing.” P10 continued,

If I see there’s something that students are really struggling with, I spend a little bit more time here. Then students use my feedback to change what they’re doing next and what they submit next to make different decisions and ultimately have more success.

Two out of the 10 participants indicated the importance of students showing integrity when taking exams and not cheating in the online course.

P6 said,

Exams we take on campus even though they're online. You have to come to campus to take them because it's an issue. I would love to say that it doesn't happen. But I have to say in the past couple of years cheating have been increasing. And how do I know that the person that I'm supposed to be teaching is the one that's online? Or if I'm giving an exam online? Is that the person is taking the exam? We were trying to curb some of that. So we had students coming into the school to take their exams, but then the ones that really want to cheat, find a way to do it anyway. I'm still trying to figure that out."

P2 agreed "We want them to know the knowledge not to Google the knowledge while they are taking the exam. That can be an issue."

P2 also said, "There are some schools that actually pay to have the cameras so if a person varies from the screen for a while a picture is taken of them." P2 continued "And again, making sure that those are indeed the people in your class who are taking these exams"

RQ3

Using a theoretical framework of Garrison's (1999) framework, I identified three major themes that addressed RQ3.

Theme 6

The sixth theme that emerged for teaching presence was that participants established a teaching presence in the online nursing courses in a variety of ways to meet

the teaching presence of the online nursing students. In response to interview questions focused on how the faculty included teaching presence in the online nursing courses, all 10 participants described the way that they included teaching presence to increase participation to meet the needs of the students, including course design, thoughts on how they determined these approaches have engaged the students, and how they planned these engaging approaches.

Faculty Design Approaches

When planning for teaching presence, faculty described how they designed their courses so that the students received maximum engagement. However, the involvement of designing the course variety in terms of how much influence the faculty had on course design. For designing the online course the faculty shared their perspective on how the course was designed in the online course. P1 said,

I'm not super involved with the design. The university I work for is national. So the national Curriculum committees format the course, and then I review the course. Now, I do have input afterward on our course reports, I can put suggestions on there, and I can always reach out to my supervisor and make suggestions if I see them. But. In terms of the initial design, not so much, that's a different committee.

P5 continued,

When I get assigned to class, it's already pre-done as far as what the readings are, what the assignments are. So, all I get involved in is due dates, like I said, assigning the

live sessions, and then whatever I want to add to that. A lot of times, like, even though they'll say, know, read chapter one, three, and seven of your books, when I look at the topic, I go out and search and see if there's anything that would enhance the reading, and I might put in some links to articles. For a website or something and say, you know, if you have some extra time, please go here and look at this, or I'm trying to enhance what's there. But I don't have any design input.

P10 also mentioned,

I'm fortunate that where I work we are given the freedom to design our own courses. We can create our own assignments. The only thing that we have to adhere to is the major evaluation criteria. Like if there are major papers or exams for the course, those must stay consistent. But my basic week-to-week course content It's up to me how I choose to teach the course content and meet the course objectives. So. At this college, they created a while ago, something called a master design institute, where select faculty could create content for particular online courses so that faculty did not have to be burdened with creating their own content every semester. So there are now sort of these master course shells that have all the content that you need for that course. But we still have the freedom to be able to do the day or the week-to-week content, however we choose.

P6 continued,

The design of the course is based on a syllabus and syllabus is the same for each instructor, however, each instructor teaches differently, not everybody's doing

exactly the same thing to teach the material. We do use some ideas from each other to help improve our courses. But the general courses themselves are the same when I go to set up my class which is what I got to get ready to do for this fall. I can design it so that it's visually appealing.

P8 included,

The department actually has a structure, a syllabus, a standard syllabus that we all use because if I'm teaching one section and somebody else is teaching another section of the same course, they have to be the same in terms of the content and concepts however how I design that concept comes from me, my discussion board questions come from me. It may be different for another faculty member. But our goal is to make sure that the students meet the objectives I design those questions. I designed individual projects.

Theme 7

The seventh theme that emerged for teaching presence was that participants established a teaching presence in the online nursing courses by planning strategies to meet the teaching presence of the online nursing students. In response to interview questions focused on how the faculty included teaching presence in the online nursing courses, all 10 participants described planning strategies used to engage the students including the use of rubrics, discussion boards, games, and breakout rooms using the student's learning styles, case studies, Q&A's, making it relevant to the real- world and something called peer-approach. P2 stated,

When planning you have to be very specific as far as the rubrics, you know, this particular assignment is worth 20% of the grade. But within that 20% for the discussion board, I expect you to answer within a certain number of days, then I expect you to respond to your classmates within a certain number of days. You get points based on those expectations. So those are some things where you set it up to let the students know exactly what the expectations are for each assignment. Usually, if I'm going to give an exam if this is online, I'll give them a test blueprint. You know, not exactly the questions but this category of questions and also the percentages of the exam, also responding to the students within 24 hours. It's not the same as I'm standing in there in that classroom and you know, in the exact time you can raise your hand and ask me that question. So, you try to be as extremely specific as possible. When you're setting up your assignments and giving out a structure of what needs to be done.

P7 continued,

One of the things that I did, like I said, before I started my classes, I would upload all the requirements on Blackboard. I'm looking at one of the clinical assignment documents they had the clinical activity schedule. So, in that clinical activity schedule it had to do with immunity and infection HIV. That was week three for my med search class. So, from 8 30, 8 a.m. to 9 reviews of the last week's topic and clinical concerns and issues were discussed. Review concept maps because a lot of students believe it or not had never done a concept map. So, I had to review how a concept map should be done. So that was from 8 to 9. So, you always look

back at the previous week's work. 9 to 10.30, we discussed the topic HIV. And remember I said we had the clinical case study? There were eight questions, so we reviewed that. 11 a.m. to 12.30, we continued with HIV. We had part two of a case study and we discussed that. They also had to do skills, modules in ATI, and infection control. We discussed COVID. They also discussed what they had learned in lab skills. So that's the way we went every single week through that format.

P4 said,

I have a Jeopardy game that I like to do. It's called Jeopardy Labs. You can get that online. It's very simple and it's really fun for the students. That's one game. Kahoot is another that's online. But to me, that one takes a lot of time by the teacher to put together. I didn't have that kind of time that I wanted to put into that. The case studies again were things that were great for interactions. So, on Zoom, you're able to do breakout rooms. And I did a lot of breakout rooms with the students. In the first class, I think we did breakout rooms on their learning style. And that was fun. And so, then I kept them in those same groups of their learning style. Whenever we did more breakout rooms in the future they tended to like those a lot too. And I certainly left time for questions and answers. That was a struggle for me finding the resources to be more interactive. I always welcomed questions. I wasn't supposed to lecture longer than 20 minutes that was a lot of time left over for interaction. Other ways you could do it, you could lecture maybe for 10 minutes and then do an interactive thing, and then lecture another

10 minutes and do another interactive thing. I tried to mix it up that way. So it worked. It was still not the way I wanted it, but it was getting better.

P10 explained,

I like to use several frameworks when I'm creating assignments. One that I like, particularly for discussion boards, is something called a peer approach by Dr. Ron Mill, where you try to make sure that every assignment has one or more aspects of this peer acronym, which is personal, experiential, active, and realistic. Realistic or relevant. trying to make whatever questions I ask in that discussion board, making sure that it either has some component of this either asking students to share their personal experience or something that they have had in the past. They have an experience that makes them active, create something, design something, or make sure that it is something that is relevant or realistic to their practice.

When it comes to other assignments, the bigger assignments or projects, I try to make sure that it is something that is relevant again to the real world. And one area that I'm really interested in right now and have been doing more experiments in this area is gamification. How can I gamify something? So I'll do something like after the week after we do our introductions, we'll do it getting to know you bingo. So find a person in the class who shared this about themselves, or create an online quiz called the Research is Right. And it's using a gamified template of the price is right. They're just answering questions about course content, but in a gamified approach, so it changes the delivery of the information. And I'm really enjoying that so hopefully I'll stay in that area for a little while.

Theme 8

The final theme that emerged for teaching presence was the faculty's determination of whether these teaching strategies and approaches were engaging to the students. In response to interview questions focused on how the faculty established approaches that were engaging to the students, the faculty indicated: when there is no participation in discussions, the negative feedback from students, and course evaluations if the students respond to the faculty for further conversations or office hours, if they respond to follow-up questions, those that complain, faculty want it to be engaging but not sure, student accountability, surveys and it's hard to gauge whether these approaches are engaging to the students. P1 said,

If I had no participation, then I would pick up on that, but I have typically every student will engage and then I, do ask for feedback at the end I did like this. Did you think this was effective. I usually get very good feedback on that and then in of course evaluations. And those course evaluations help you to determine what the students feel about what you your teaching strategies, and if they feel like they're effective, if they felt like it was easy to engage in them, was it welcoming Those types of thing, were they encouraged to participate.

P3 explained,

Well, number one, if they take me up on my offer, "the Zoom team calls. Definitely, I do send out emails," If the students respond to those calls and emails. "that's the biggest. Number two. So what I always do is that if I have any of these meeting engagements with them, I always follow up. Like, you know, I always

say no more than 72 hours, but I always follow back up and say, Hey, per conversation were you able to or was this helpful or blah blah, but if not, I'll be honest with you. Nine times out of 10, they'll end up sending me an email back like 24 hours later saying, Hey, this was great. Thank you for reaching out to me. I really appreciate it. So, you know, again, for myself, I make sure I give it like maybe 72 hours, but no more than that. And then make sure I follow back up with them.

P2 said:

You say the squeaky wheel gets the most grease. if there is an issue, you'll be told about it. They are going to notify you, And that would be one of the ways that you can know it's engaging. Another way is just from the actual interaction with the students. You can tell they really are enjoying what's going on sometimes by their response. At the end of that session or week, students have said I've learned more from you than from my textbook. You can tell based on how they interact with each other and as the semester goes on, it becomes almost second nature. They become a cohesive group they are participating, they will ask each other questions, you know, so you understand that, yeah, this is definitely a cohesive group.

P5 also mentioned,

Well, I want it to be engaging. Again, the problem is, many times if the students don't have a specific time like the live sessions I do, they don't necessarily read or listen to a video or whatever I sent out and that's a

little bit out of my control. It frustrates me because I'm like, listen, I'm putting in extra time here to try to help you. And I feel like it's just going out into the vapor somewhere and nothing's happening. So the school just put in a, I don't know how they do it, but some kind of system where anything that I put out there, I can see how many people have viewed it. And I can see if it requires a response, I can see how many people have responded. So that's good and bad because if zero see it, then I'm going to feel really bad. But at least I can see in a way that didn't work. Like I sent that out and that didn't work. So I probably wouldn't do that whatever that was again. But accountability is an issue in an online class because you want feedback. And before they put this new thing in, I had no idea if people were seeing it, not seeing it, or doing what I was asking. So now we have this accountability thing, which I think is going to really help me decide what works and what doesn't work.

P6 said:

That's really hard to gauge we do have a survey that the students fill out students evaluation of teaching and learning and I have mixed feelings about it because sometimes they use that as whether I liked my teacher or don't like when teacher, but it's supposed to be an evaluation of what you've done. I also asked the students let me know what they think. If you think there's something else that can be done, tell me and that has been unfortunately that has mixed results. Again, you have some students that

will be honest. And say, you know, it would have been better if you did XYZ and then he would have other students that say you don't know what the hell you're doing. Excuse My French. They say stuff like that. So it's kind of hard to gauge in my opinion.

Summary

In Chapter 4, I described the setting, data collection, and analysis processes and provided evidence of trustworthiness. I also reported study results. For social presence, results showed participants described what engagement looked like in online courses as well as the importance of faculty visibility in the online course, getting to know faculty, and faculty getting to know students. Faculty approached engagement using student-to-student interactions, and students got to know each other in online courses. All 10 participants enjoyed teaching online; however, some wanted more social presence from students.

For cognitive presence, results showed participants focused on how students reflected on their learning. They used a series of questioning techniques to trigger students' understanding of materials. They shared that they helped students think through information and make connections with information they were learning. They provided students with content information that made connections with information and tested students with exams as well as opportunities to defend their positions during small group activities. However, they wanted to include more gamification in online courses and felt it was difficult to gauge whether these approaches were engaging to students.

Results showed participants established a teaching presence in a variety of ways via course design and planning strategies to engage students. They also determined whether these teaching strategies and approaches were engaging to students by assessing feedback and course evaluations as well as scheduling office hours and encouraging followup questions. Additionally, they did not know about resources, sometimes relying on other faculty members as support.

In Chapter 5, I present the purpose of the study and themes that emerged. I will interpret study findings and discuss limitations. In addition, I describe recommendations for further research and implications for positive social change as a result of this study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore nursing faculty's perceptions of engagement approaches that were used in online nursing courses to address student dissatisfaction with online nursing courses. In this study, data saturation was reached when participant interviews did not yield new coding information. Ravitch and Carl (2019) maintained data saturation is reached when the researcher no longer finds emergent themes during the data collection process. By examining participants' perceptions of social, cognitive, and teaching presence in online nursing courses, I extended knowledge in this discipline by identifying themes involving how faculty approach engagement in online nursing courses, and this knowledge can be used to close the gap involving effective implementation of those approaches.

Data analysis indicated eight main themes.

For social presence, three themes emerged. Theme 1 was faculty engagement approaches with online nursing students. Theme 2 was student-to-student engagement approaches. Theme 3 was faculty thoughts on social presence in online nursing courses. For cognitive presence, theme 4 was student reflections and theme 5 was creating meaning from what students have learned. For teaching presence, the three themes were faculty course design, faculty planning approaches, and determining if approaches are engaging.

In this chapter, I present my interpretation of findings in the context of the conceptual framework and literature review, which is followed by a discussion of limitations of the study, recommendations, implications for social change, and a conclusion.

Interpretation of the Findings

Results of this study have extended knowledge in this discipline by indicating how faculty approach social, cognitive, and teaching presence in online nursing courses. For social presence, participants identified engagement in online courses and the importance of faculty visibility, getting to know faculty and students. Faculty approached engagement through student-to-student interactions. However, they had concerns with online courses. Additionally, all 10 participants enjoyed teaching online; however, some wanted more social presence from the students.

For cognitive presence, participants identified a series of questioning techniques to trigger students' understanding of materials. They shared they helped students think through information and make connections with what they were learning. They provided students with content information, testing students with exams or defending their positions with small group activities. However, they wanted to include more gamification in online courses and felt it was difficult to gauge whether these approaches were engaging to students.

Participants identified teaching presence in terms of course design and planning strategies that were used to engage students. They also determined whether these teaching strategies and approaches were engaging to students by addressing responses to feedback, course evaluations, office hours, and followup questions. Additionally, they did not know how to include resources, sometimes relying on other faculty members as support for these applications. In this section, I describe how findings supported the literature review and conceptual framework for this study.

Social Presence (Themes 1-3)

Theme 1: Faculty Engagement Approaches with Online Nursing Students

Findings from this study confirm online engagement has three components: student-to-student, faculty-to-student and student-to-content. These asynchronous engagements should involve building connections with students. Participants showed caring behaviors to students such as sharing their experiences and providing helpful feedback. Zajac and Lane (2021) found students consider contemporary caring behaviors when faculty display their knowledge of course content that educates students in the field of nursing.

Findings of this study confirmed participants presented themselves as real people to students. Garrison's CoI framework grounded this study. Garrison (1999) defined social presence as the ability of learners to project themselves socially and emotionally as being real people during communications. This study confirmed that social presence was visible among faculty in online nursing courses. Faculty showed themselves as real people to students in courses through webcams and verbal and written communication with students. Faculty also made themselves real to students through discussion replies, emails, phone calls, live chat sessions with students, and online office hours. Additionally, this study confirms that participants made connections with students through vari clarifying information, giving feedback, and looking for ways to improve connections with students.

Theme 2: Student-to-Student Engagement Approaches

Findings from the study confirmed that student-to-student engagement was seen in online nursing courses. All 10 participants indicated they included social presence that was specifically designed for students to get to know each other and interact. Findings confirm that participants found ways for online students to know each other. Photos of students seemed like the preferred method; however, participants noted it was important for students to know and interact with each other to fully develop social presence in online courses. Findings from the study confirmed participants used discussion boards to facilitate engagement between students. The study also confirmed faculty used group work for students to collaborate, enhancing interactions with each other.

Theme 3: Faculty Thoughts on Social Presence in Online Nursing Courses

The study confirms that faculty needed to be the ones there making that connection with the students, clarifying information, giving feedback, and looking for ways to improve so the students knew the faculty was present with them. These support the results of Christopher et al., (2020) suggesting a strong faculty presence supports the teaching needs of students in online nursing courses. The findings from the study confirmed that although the faculty provided a social presence in the online courses, the methods varied among participants. However, faculty were unsure of how to make that connection and lacked the resources and lack of utilization of the resources to make those connections happen. Eight of the 10 participants in the current study indicated that students were not required to turn on their cameras. The findings from the study added to the literature that faculty were not sure if students were connecting in the course when

their cameras were off. This supported the results of Waddington and Porter (2021) suggesting that connecting with students requires faculty to intentionally design courses that increase student social presence in online courses.

The findings from the study added to the literature in that faculty created prevention methods to combat incivility in online nursing courses. The faculty identified being patient with the student as one way to deal with incivility, modeling appropriate behaviors when speaking with the student, and setting ground rules before classes begin. Some schools have face-to-face introductory courses that tell the student how to behave and the students have a manual about how to conduct themselves in the online classroom. The study supports the results of Palumbo (2018) who found that nursing faculty must identify students' behaviors and create prevention methods to combat unprofessional behaviors in nursing courses (Palumbo, 2018; Tight, 2020).

Cognitive Presence (Theme 4-5)

Theme 4: Student Reflecting on Learning

The findings confirm that the faculty used a series of questioning techniques and approaches for students to reflect on their learning. This supports the findings of Dewald (2020) indicating that faculty needed to stop lecturing students and allow students to think by asking them questions. The findings from the study confirmed that these questions are related to their readings, discussions, case studies, and articles the students have read. Garrison et al., (1999) stated when social presence is interlocked with cognitive presence, learning occurs as discussions are supported by faculty. The current study findings added to the literature in that faculty read through discussion posts

thoroughly to make sure students are not passing along misinformation. The findings from the study confirmed that faculty saw the importance of students needing critical thinking skills. This study supports the work of Garrison et al. (1999) community of inquiry framework indicating that critical thinking is vital for cognitive development and is the most needed presence for success in higher education.

The current study findings added to the literature that technology could enhance and personalize learning for each student. The findings from the study confirmed that faculty used personal, real-life situations and current situations that occurred in the healthcare field to help students reflect on their learning. The faculty felt students needed to use their shared experiences, personal experiences, real-life scenarios, applications to work, and experience from clinical sites to make meaning from their learning. These results support the findings of Bradford et al., (2022) who discussed the importance of students' work being relevant.

The findings from the literature confirmed that faculty are continuously reaching out to the students and looking for new ways to engage the students. The American Association of Colleges of Nursing (2019) reported that a competent nurse educator's knowledge and skills should prepare them to adopt new approaches in planning, organizing, evaluating, and implementing nurse education programs. Additionally, the current study findings added to the literature in that faculty wanted students to also be prepared when they attended synchronous sessions by reading materials and reviewing videos and case studies ahead of time.

The findings from the study confirmed that a greater amount of thinking occurred online. These findings support the work of Garrison et al. (1999) arguing that online learning students more often brought in outside materials and linked ideas to solutions while face-to-face students were slightly better at generating new ideas. Online students were found to be less interactive. Students said less but the level of critical thinking was higher.

The findings from the study confirmed that faculty used learning objectives to direct the learning for the students and the importance of how those objectives are delivered. This finding supports the work of Gaston and Lynch (2019) indicating that higher education needs to consider the program's design, such as the objectives, learning activities, and the program's resources when considering LMS. The current study added to the literature in that the faculty wanted students to have a type of connection that the faculty described as an inside-the-screen engagement. P 10 mentioned an aspect of engagement that is worth looking into as she stated "If you've ever watched someone playing video games, they're into it. Their whole body, it's almost like they're inside of the screen. That is engagement." Hensley et al. (2020) found that faculty must consider student emotions when engaging with students.

The findings from the study confirmed that faculty felt that engagement presence was also the student's responsibility. Students needed to put time into their learning. It was up to them to get what they could from the online courses. They had to take and put time into getting a better grade in the course. The current findings from the study confirmed that the faculty had expectations from the students. The findings from the

study confirmed that faculty expected students to be self-driven, and students had a responsibility to meet those expectations for the course. Juan 2021 described student engagement as having two parts, cognitive and emotional engagement; cognitive engagement refers to a student's effort to learn, and emotional engagement is a student's willingness to learn.

Theme 5: Creating Meaning from what Students have Learned

The findings in this study confirmed that students created meaning from what they have learned when faculty embedded supplemental materials in the course via Blackboard and Zoom. All 10 participants indicated that they used the LMS to either upload course curriculums or the LMS was used for weekly discussion forums. These findings support the work of Gaston and Lynch (2019) indicating that online program faculty should consider not only the quality of LMS systems but also an overarching view of instructional approaches that would influence the overall design of the course using quality matters frameworks and models that enhance instructional approaches. Additionally, four of the 10 participants were knowledgeable on how to use the systems to create group work for the students using the student's learning styles to form these groups. These findings support the work of Chang-Tik (2018) who found that instructors integrate students' learning styles with the community of inquiry when developing online courses, as student learning styles enhance cognitive learning.

The current findings confirm that six of the 10 participants were not aware that the LMS had the function of creating student groups. In the current study, all 10 participants used various methods for students to create meaning from the course

curriculum. The findings from this study added to the literature that faculty would seek out their resources to supplement student's work. Faculty carved out additional time to search for current articles or things they come across to help students make meaning from the course curriculum. The current findings confirm that faculty felt students needed to use their shared experiences, personal experiences, real-life scenarios, applications to work, and experience from clinical sites to make meaning from their learning. The current study findings confirm that faculty used midterms, final exams, quizzes, and essays to test student knowledge of course curriculums to create meaning from their work. The current study results support the findings of Kim et al., 2021 who indicated that online learning can positively affect students if careful planning, design, and evaluation of learning are considered before implementing online nursing courses.

For creating meaning, Garrison's et al. (1999) framework confirmed that students use integration (making connections with information learned), and resolution (defending, and testing those new ideas, and applications) to engage in learning. Student answers and responses on discussion posts revealed how much meaning was made from their learning. This supports the work of Oh et al. (2018) indicating faculty may use online discussion boards to develop students' critical thinking skills through questioning. The current study added knowledge to the discipline regarding how faculty read through discussion posts thoroughly to find misinformation. The current findings confirm that faculty used summaries to help students create meaning from what they have learned. This supports the work of Scott and Turrise (2021) indicating that nursing students preferred faculty to provide a summary at the end of the week instead of engaging in the

discussions. However, this finding contradicts what Delaney et al., (2019) and Osborne et al., (2018) stated that nursing students and faculty have differing perspectives on the impact of online discussion boards for meaningfulness and relevance. Faculty discussed that they used a type of approach called peer approach by Dr. Ron Mill where each part of the discussion has something realistic or relevant to the students that's personal, experiential, active, or realistic to their practice. Additionally, Scott and Turrise (2021) indicated that discussions were meaningless to the students, citing that the primary motivation for the students was so that they could graduate and not lose their jobs rather than create meaning from what they had learned. However, faculty believed that discussion boards allowed students to express their viewpoints, debate, and improve their writing skills. This supports the work of Garrison et al. (1999) that discussion topics allow students to reflect, analyze, and construct deep meaning. The current study extended knowledge in the discipline that faculty placed high regard on the quality of students' work and students' willingness to complete assignments. The current study results support the findings of Palvia et al. (2018) indicating that it is essential for higher education institutions to know how to provide quality online programs for students.

Teaching Presence (Theme 6-8)

Theme 6: Faculty Course Design

The findings in this study confirmed that eight of the 10 participants did not design their online courses. Curriculum committees, universities, or master teachers designed their courses. Garrison et al., (1999) community of inquiry framework defined teaching presence as designing, facilitating, and providing direction for meaningful

learning (Garrison et al., 1999). The findings in this study confirm that faculty felt for the sake of uniformity and students learning the same materials, they agreed with the school administration that master designers or faculty experts should design the courses. The findings in this current study confirmed that faculty had other responsibilities in the course after the course was set up by the university. The current study confirmed that faculty indicated they set up course calendars and placed other materials in the course for student use such as articles, weekly announcements, emails, PowerPoints, weekly discussions, case studies, rubrics, and games.

Theme 7: Faculty Planning Approaches

The findings from this study confirm that faculty must consider planning approaches for student interactions and enjoyment. These findings support the work of Garrison et al. (1999) CoI framework who found that students must find personal satisfaction and enjoyment in the experience to remain in the program. Additionally, faculty must plan with the university's school requirements in mind when planning for these online courses. The findings from this study, added to the literature indicated that faculty considered games and various approaches to plan for how students would interact with course content. The current study findings confirm that faculty felt being present in the online course through emails and quick responses assured the students that they were not alone in these online courses. This supports the work of Smith (2021) indicating that student concerns with online learning as a lack of immediate response from faculty through emails, difficulty connecting with faculty and students, and students feeling like they taught themselves.

Theme 8: Determining if Approaches are Engaging

The findings from this study confirm that faculty determined if approaches were engaging when students negatively or positively responded to the faculty's email or offers for connections via office hours or by their interactions with their peers.

Additionally, The findings from this study added to the literature indicating that faculty found it difficult to know if the approaches were engaging. Faculty considers participation or lack of participation in course discussions and viewing of videos to determine the engagement of students and responses to follow-up emails. The findings from this study confirmed that student evaluations were considered to determine if approaches were engaging.

Limitations

There were several limitations of the study that affected the trustworthiness of the results. The first potential limitation was the data based on the self-reporting or self-description of the nursing participants. There were no other data collected to triangulate or verify the claims of the faculty who participated in the study. The findings were reflective of what was shared by the nursing faculty during the semi-structured interviews. I did not collect information from observations or the students.

The number of years and the course type that the faculty taught were not factored into the study. A quantitative study identifying whether the number of years teaching online nursing courses and the kinds of courses nursing faculty taught would make a difference in how the faculty engaged the students and the different approaches that are used to engage the students.

Transferability was limited. This study consisted of perspectives collected from a small group of 10 online nursing faculty and does not represent the perspectives of all online nursing faculty nationwide. Additionally, the study results may not be transferable to all colleges, universities, or nursing schools. Therefore, the findings and conclusions from this study are limited to the context in which this study was conducted; however, the thickness of the data may increase possible transfer to other online nursing faculty.

The effectiveness of social, cognitive, and teaching presence was not seen. Another similar qualitative study focusing on either social presence, cognitive presence, or teaching presence among the nursing faculty would give deeper insight into how these approaches affect the faculty. Additionally, a more focused study on each presence would reveal the effectiveness of these presences in online nursing courses.

My bias as a researcher may have influenced this study. To reduce researcher bias, I refrained from personal conversations with the participants and conducted the interviews professionally. I also masked the identity of the participants and the states from which each participant was from in this study. In addition, the Walden University IRB guidelines regarding gathering consent from participants, privacy considerations, and other related ethical issues were adhered to throughout the study. Finally, I decreased bias by developing an interview protocol (see Appendix B), which guided the interview process and data collection.

Recommendations

Research has revealed a relationship between instructor engagement in online courses and social presence, cognitive presence, teaching presence, and student-perceived

learning and satisfaction with online courses (Richardson & Lowenthal, 2017). However, teaching presence in an online environment can be challenging because it does not provide the nonverbal cues such as gestures, voice intensity, pitch, intonation, and body language that face-to-face courses offer, which could enhance the teaching presence in online courses (Garrison et al., 1999). Garrison (2007) stated that higher education has consistently viewed community as a necessary part of collaboration and higher levels of learning. The perspectives of the participants aligned with the findings from the literature review. However, the small sample of participants did not provide enough data to generate generalizable findings. Future research could expand the participant criteria. The study only included nursing faculty who taught online nursing courses. Further research could include nursing students' perspectives on how social, cognitive, and teaching presence was included in their online nursing courses. Widen the geographical area also as these students should not be restricted to US students only as one faculty mentioned that she has students from 19 different countries represented in her online nursing course. The students' perspective would give greater insight into how the faculty approaches affect the students and these results could align with or challenge the findings of this study. Another recommendation for future research would be to decrease online class sizes so the faculty can get to know the students more intimately.

Another recommendation for future research would be to provide more training for faculty on the use of LMS for group work and student collaborations. Faculty want to include these aspects of teaching designs in their classes; however, they are limited on

how to use these applications. Professional development workshops would benefit the nursing faculty and enhance social presence in the online nursing courses.

Another recommendation for future research would be for higher education facilities to establish a teacher center that can share and collect games that faculty can implement in their online classroom to embed in courses or train faculty on how to implement these games in their courses. Faculty have stated that it takes a lot of their time to find these games but are very interested in using them if they have them in their synchronous courses.

Another recommendation for increasing social presence in online nursing courses is for faculty to follow the suggestions below for increasing social presence in online courses. My suggestion is the acronym- P.C.W.L for faculty to engage the nursing students and R.I.C.A for student engagement in the course.

Figure 3 displays examples of faculty engagement approaches for the recommendation matrix.

Figure 1

Examples of Faculty Engagement Approaches

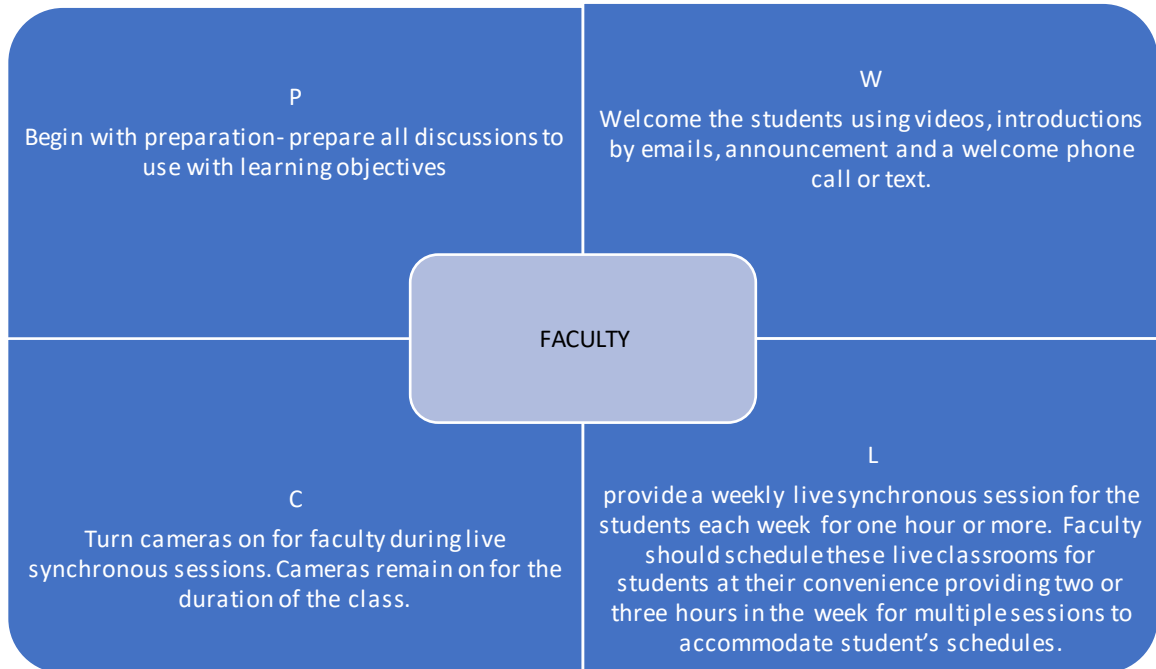
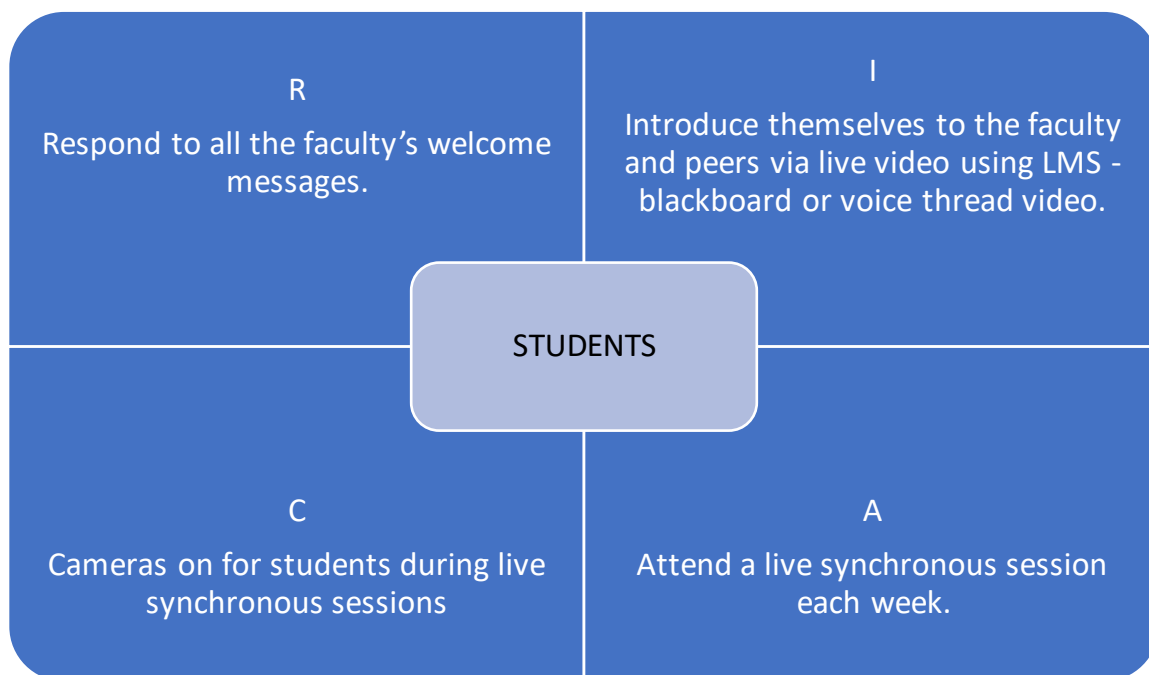


Figure 2

Examples of Student Engagement Approaches



Implications

In the field of higher education and adult learners, a social change does not have to be large to be relevant or worthwhile. As Callahan and Bok (2012) suggested, even the smallest acts toward social change can have a positive impact. The findings from this study may contribute to faculty establishing a social, cognitive, and teaching presence in online nursing courses. Findings from this study may help faculty develop social, cognitive, and teaching presence approaches they can implement in their online nursing courses. The findings from the study will provide faculty with a better understanding of how nursing faculty used different approaches to meet the social needs of the students. The use of live synchronous sessions, video cameras, emails, text messages, and phone calls was used to increase student social presence.

The findings from the study will provide faculty with a better understanding of how faculty used reflection and create meaningful approaches to meet the student's cognitive needs. Students reflected on their learning through written and oral feedback, with LMS, applied curriculum provided to them, shared lived experiences through preparation, by seeing students as individuals, being intentional in their approaches to the students, and having the students show accountability. Faculty and students created meaning when the students engaged in discussions, provided quality work to the faculty and used scenarios and personal experiences to help students create meaning from what they were learning.

Findings from this study may also help higher education and nursing faculty determine relevant, effective professional learning opportunities to help online nursing faculty increase their skills in LMS to create gamification for student use in online nursing courses.

The methodological implication for the study is that a more comprehensive examination of each presence might capture the effects that social presence has on nursing faculty. A study that involves the nursing student's perspectives on social, cognitive, and teaching presence is needed to confirm or challenge this study. Faculty need more training on LMS and its functions with higher education investing in teams that can gather games for use in nursing courses to engage the nursing students. A quantitative study examining the use of faculty years of experience and specific courses that they teach can be used to gather more understanding of how social, cognitive, and teaching presence affect faculty in online courses. The community of inquiry framework

was used to guide the study on foundational approaches to how faculty can improve engagement in online courses (Garrison, 2007). The faculty provided multiple ways they engage with students with social, cognitive, and teaching approaches. Faculty shared their experiences of how they made sense of online teaching through their experiences.

Garrison (1999) stated that learning occurs in a community. The faculty perspective showed that social, cognitive, and teaching presence were included in their online courses confirming that the student were learning in their courses.

Conclusion

The purpose of this basic qualitative study was to explore the nursing faculty's perception of engagement approaches used in online nursing courses to shed light on student dissatisfaction with online nursing courses. By examining these approaches, I extended my knowledge in this discipline by identifying themes on how faculty approached social, cognitive, and teaching presences in online nursing courses. Findings from this study showed that a more comprehensive examination of each presence might capture the effects that social presence has on the faculty. A study that involves the nursing student's perspectives on social, cognitive, and teaching presence is needed to confirm or challenge this study.

Findings from this study show that nursing faculty need more training on LMS and its functions with higher education investing in teams that can gather games for use in nursing courses to engage the nursing students. A quantitative study examining the use of faculty years of experience and specific courses that they teach can be used to gather more understanding of how social, cognitive, and teaching presence affect faculty in

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Appendix A: Social Media Post Template

My name is Deidra Boodoo, and I am a doctoral student at Walden University. I am conducting a research study to explore the approaches that undergraduate nursing online faculty use to engage with online nursing students. The goal is to come up with solutions and online communication approaches to increase faculty and student engagement in online nursing courses.

I am recruiting individuals who meet all criteria:

1. Undergraduate nursing faculty
2. Teach online courses full time or part-time.
3. Previously taught online nursing courses for at least one term.

If you decide to participate in the study, you will be asked to do the following

activity:

1. Read the consent letter and agree to participate (5-10 minutes)
2. Provide contact information to schedule interviews (5 minutes)
3. Participate in 12 interview questions surrounding approaches that undergraduate nursing faculty use to engage with online students (45-60 minutes)

Participants will receive:

- No Compensation
- Volunteer
- Little to no risk of any minor discomfort
- Consent form
- Email it back to XXXXX

Contact XXXXX to participate in the study.

Appendix B: Consent Letter

You are invited to take part in a research study to explore the approaches that undergraduate nursing online faculty use to engage with online nursing students. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study seeks 10 volunteers who are:

- Undergraduate nursing faculty
- Teach online part-time or full time.
- Previously taught online nursing courses for at least one term.

This study is being conducted by a researcher named Deidra Boodoo who is a doctoral student Walden University.

Study Purpose:

The purpose of this basic qualitative study is to explore the nursing faculty’s perception of engagement approaches used in online nursing courses, to shed light on student dissatisfaction with online nursing courses.

Procedures:

This study will involve you completing the following steps:

- Agree to the consent form.
- Return the consent form by email.
- Participate in a 45–60-minute Zoom interview.

Here are some sample questions:

1. Since students cannot see each other in the online course, how do the students make themselves known as real people in the online course to you and the other students?
2. How do the students reflect on their learning?
3. How involved are you in the design of your online course?

Voluntary Nature of the Study:

Research should only be done with those who freely volunteer. So, everyone involved will respect your decision to join or not.

If you decide to join the study now, you can still change your mind later. You may stop at any time. The researcher will follow up with all volunteers to let them know whether or not they were selected for the study.

Risks and Benefits of Being in the Study:

Being in this study could involve some risk of the minor discomforts that can be encountered in daily life such as sharing sensitive information. With the protections in place, this study would pose minimal risk to your wellbeing.

This study offers no direct benefits to individual volunteers. The aim of this study is to benefit society by providing information on online engagement in nursing courses. Once the analysis is complete, the researcher will share the overall results by emailing you a summary of the interview.

Payment:

The researcher will email a \$5 Starbuck gift card to the first 10 volunteers once they complete the interview.

Privacy:

The researcher is required to protect your privacy. Your identity will be kept confidential, within the limits of the law. The researcher is only allowed to share your identity or contact Infor as needed with Walden University supervisors (who are also required to protect your privacy) or with authorities if court-ordered (very rare).The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. If the researcher were to share this dataset with another researcher in the future, the dataset would contain no identifiers so this would not involve another round of obtaining informed consent. Data will be kept secure by password protection and use of codes in place of names stored separately from data. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You can ask questions of the researcher by Walden University email address. If you want to talk privately about your rights as a participant or any negative parts of the study, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's approval number for this study is IRB will enter approval number here. It expires on IRB will enter expiration date.

You might wish to retain this consent form for your records. You may ask the researcher or Walden University for a copy at any time using the contact info above.

Obtaining Your Consent

If you feel you understand the study and wish to volunteer, please indicate your consent by reply to this email with the words "I consent".

Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Appendix C: Interview Questions

1. Because students cannot see each other in the online course, how do the students make themselves known as real people in the online classroom to you and to other students in the course?
2. Because you cannot see the students in the online course, How do you make yourself known as a real person in the online course?
3. What are your thoughts about social presence in online courses?
4. What are your thoughts about ways to improve your online presence in your online course?
5. How do the students reflect on their learning?
6. How do the students create meaning from what they have learned?
7. What are your thoughts about cognitive presence in online courses?
8. What are your thoughts about ways to improve students learning in your online course?
9. How involved are you in the design of your online course?
10. How do you plan engaging teaching approaches?
11. How do you determine if these approaches are engaging?
12. What are your thoughts about teaching presence in online courses?
13. Is there anything else you would like to tell me about online teaching?