

Let's Talk Online Teaching: How to Create Engaging Online Discussions

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Introduction

As technology and access to the internet have become an educational standard, so has the availability of distance education (DE) to adult learners. Educational platforms have been enhanced to meet the needs, of the adult learners, for example online discussion.

Discussion boards are an asynchronous learning tool, used to generate a student response from a complex question. Students are expected to write an evidence-based response and respond to other classmates, maintaining an ongoing dialogue.

Furthermore, distance educational courses facilitates collaborative learning and a diverse delivery technique, utilizing assessment, and evaluation tools.

Faculty Education

Nursing faculty changed their discussion platform from written to video. Following the Quality Matter Standards™, students are required to respond using asynchronous video discussions

Learning Objectives

- 1) Engaged student learning through video discussion
- 2) Change asynchronous guided discussions from written to interactive video responses
- 3) Develop interpersonal relationships between students and instructors through visualization

Materials and Methods

This was a quality improvement project and course evaluation for effectiveness of using asynchronous video discussion.

Students were provided with explicit written and video instructions necessary to complete their response within the course and with their classmates. They were ask to complete a course evaluation survey.

Each assignment for the discussion included the topic and key points to be addressed. The student was allowed 3-4 mines to provide their response. They were allowed 1-2 mines to provide peer responses.

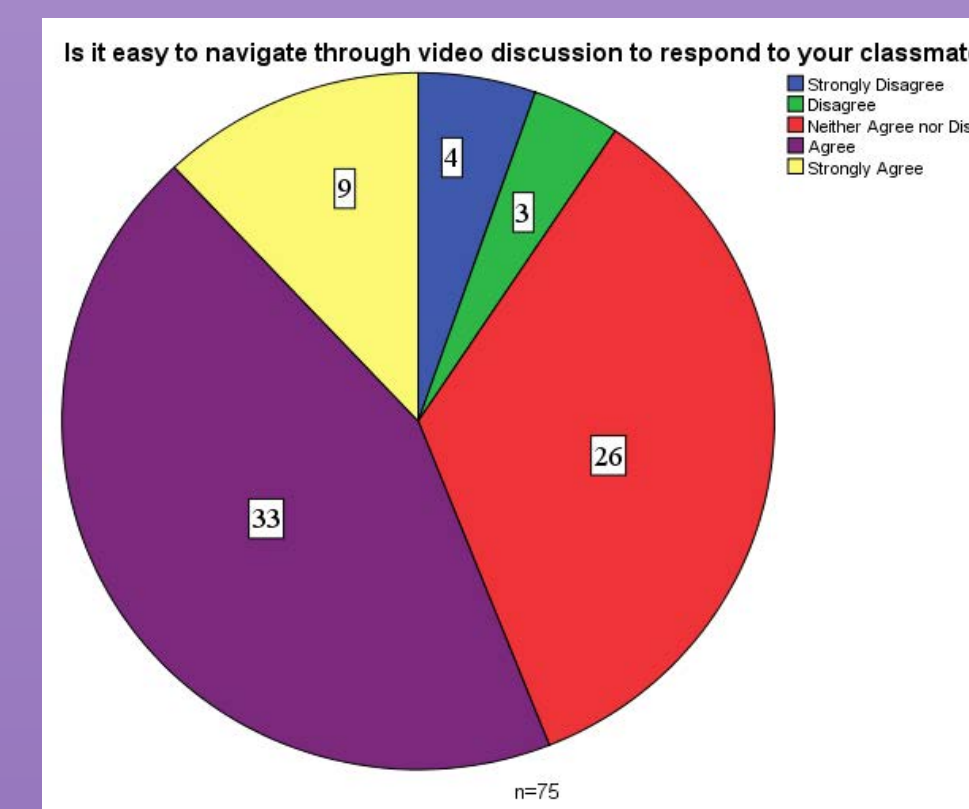
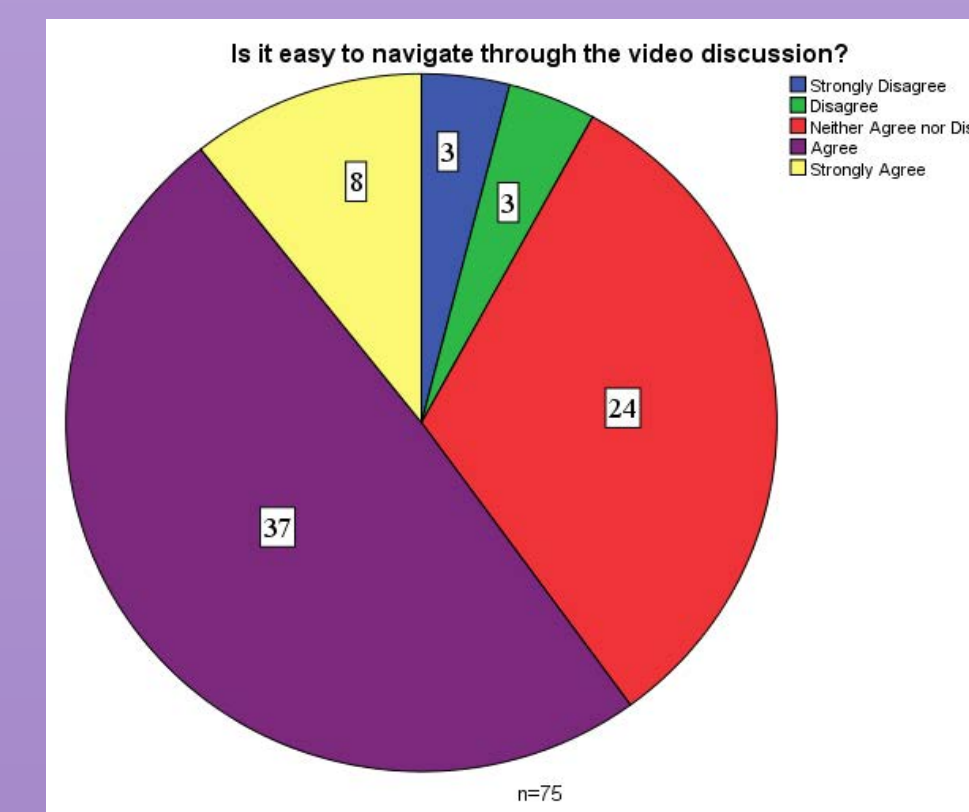
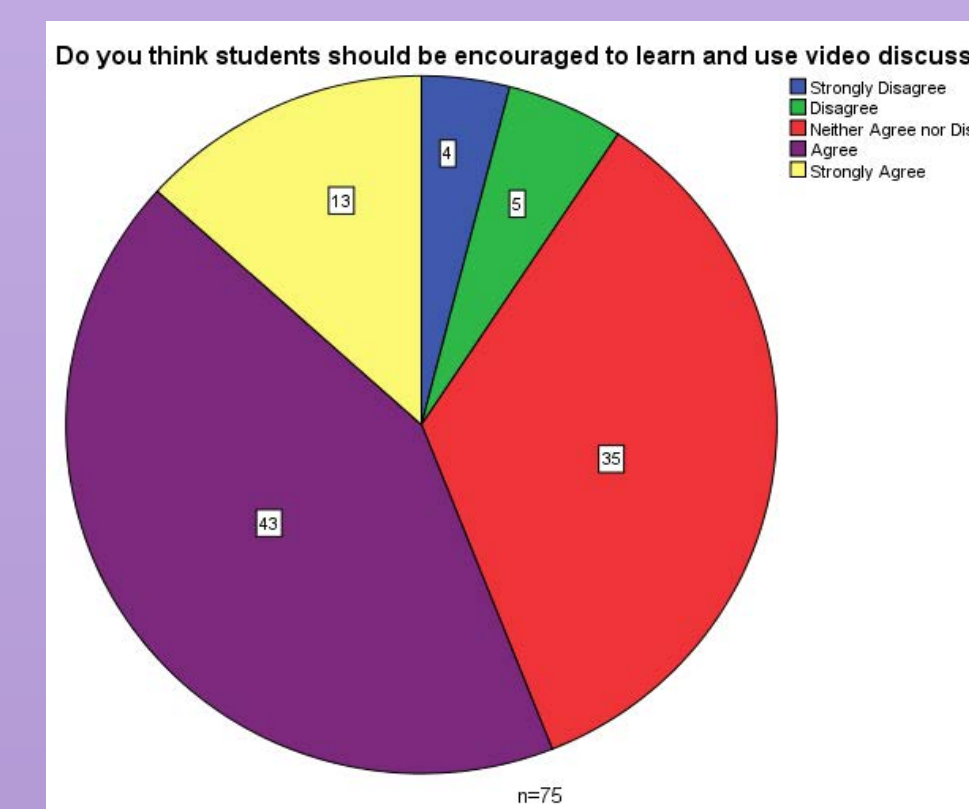
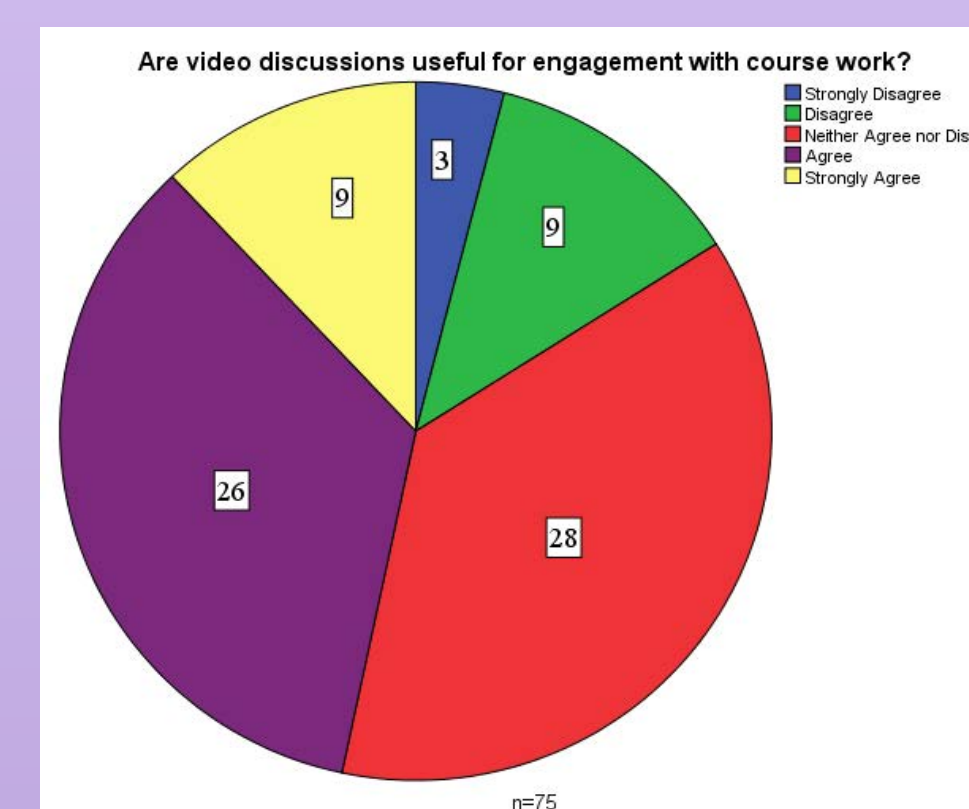
A course evaluation survey was developed in Qualtrics and the link was provided to the students within the learning environment. Qualtrics provided de-identified data. Participation in the survey was not linked to the course.

Data Results

Of the 90 student surveys n=75 were complete and included in the analysis of the data. The following results were found:

1. The survey results identified that 47% (n=35) students had previously participated in an online video discussion.
2. Students identified that video discussions were useful for engagement with course work 47% (n=35).
3. Seventy-five percent of students(n=56) Agree/Strongly Agree learning and use of video discussion should be encouraged.
4. When asked if it was easy to navigate through the video discussion 60% (n=45) Agreed/Strongly Agreed.
5. Fifty-six percent (n=42) of the students Agreed/Strongly Agree that it was easy to navigate the video discussion to respond to their classmates.

Data Results



Conclusion

Students have developed interpersonal relationships through the use of asynchronous video discussion. Distance students no longer sit in a silo with the lack of personalization with writing discussions. Students now have faces, names, personalities and mannerisms previously not conveyed by written discussions and a small photograph of their pets. Quality Matters Standards™, have been interwoven within distance education to improve Higher Education (HE) distance educational standards using well developed courses to increase in student engagement, learning, and overall satisfaction with distance education.

Implication for Practice

Use of asynchronous interactive video discussion technology in higher education enhances learning and engages students in achieving competence with technological and communication resources. Video discussions aid in establishing a sense of connectedness with fellow students and instructors. Practice improvement is influenced by collaborative interprofessional translation of intelligent dialogue, which promotes the critical thinking process. Additionally video discussion prepares the advanced practice nurse to deliver telemedicine and to translate evidence-based knowledge into practice.

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