

# Interactive Teaching in Hybrid and Online Courses

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Drexel University

# Drexel University

## College of Nursing and Health Professions

- **A pioneer in online education, was one of the early nursing schools online, with the College of Nursing offering nursing degrees online through eLearning since 1997**
- **Regarded as a top online nursing schools**
- **Offer online nursing degrees and certificates through several online master's in nursing programs and bachelor's degree programs**
- **One of the 10 largest online graduate nursing programs in the country**
- **More than 1,500 students from all over the world**

# What will you learn in this session?

**This session will present an overview of a variety of strategies/tools used to:**

- **Develop a learning community**
- **Actively engage graduate and undergraduate students in an array of collaborative and hands-on learning activities**
- **Discussion application of these tools to promote mentoring relationships essential in increasing students feeling 'connected' to an institution and supporting retention**

# Running a Course that Engages the Learner

*Requires:*

Organization

Structure

Planning

Time Management

Creativity





## *Course Introduction*

Prepare a course introduction to post on the announcements page including:

- A brief statement that introduces you to the students and provides information about your approach to teaching.
- Your contact information as well as details re: when students can expect a response from you re: questions and emails.
- A brief overview of the course structure
- Any scheduled synchronous class meetings (days and times-be sure to include time zone when posting times)

# Welcome Announcement & Email (sent prior to start of classes)

*Dear Student,*

**Welcome to Nurs462:**

Science, Technology, & Health: A Nursing Perspective!

I look forward to getting to know you during the upcoming term.

Please be sure to read the information below carefully.

First, we will be meeting several times in the Horizon Wimba Virtual Classroom. You will need a PC Headset (with microphone) to participate in the virtual class. Please complete the **Wimba set-up wizard several days** prior to our scheduled meeting times so that any emerging issues can be corrected prior to class. I will **not** spend time on technical issues during class. You can access Wimba set-up wizard via this link: <http://drexel.edu/cnhp/wimba/wimba.asp>

Our first virtual class meeting is scheduled for **Tuesday, April 8<sup>th</sup> from 6-8pm EST** in Horizon Wimba (our virtual learning environment). We will discuss any questions you have about the course and course assignments at that time.

**Our remaining virtual class meetings will also be on Tuesdays on the following dates and times:**

**May 6th, 6-8pm EST**

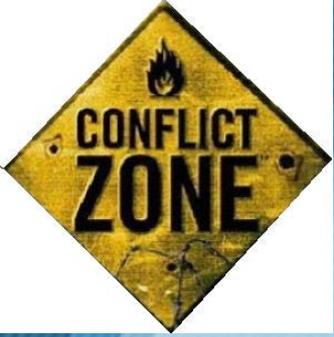
**June 1 & June 2, 6-8pm EST [Final class presentations. You will be required to attend one of these two sessions]**

If you are not familiar with Horizon Wimba please review the materials located in the 'Horizon Wimba' content at: <http://drexel.edu/cnhp/wimba/wimba.asp>.

**The required books for the course are:**

- Gawande, A. (Ed). (2006) *The best American science writing 2006*. Harper Perennial: New York.
- American Nurses Association (2001) *Code of ethics for nurses with interpretive statements*. Author: Washington, DC. **(You need the booklet that includes the**





# Rules of Engagement

- Remind Students about Netiquette
- You are in charge...so it is your responsibility to 'nip' violations 'in the bud'
  - Redirect discussion
  - Send personal email to 'offender'
- You must maintain control of the class
- Students expect and appreciate this

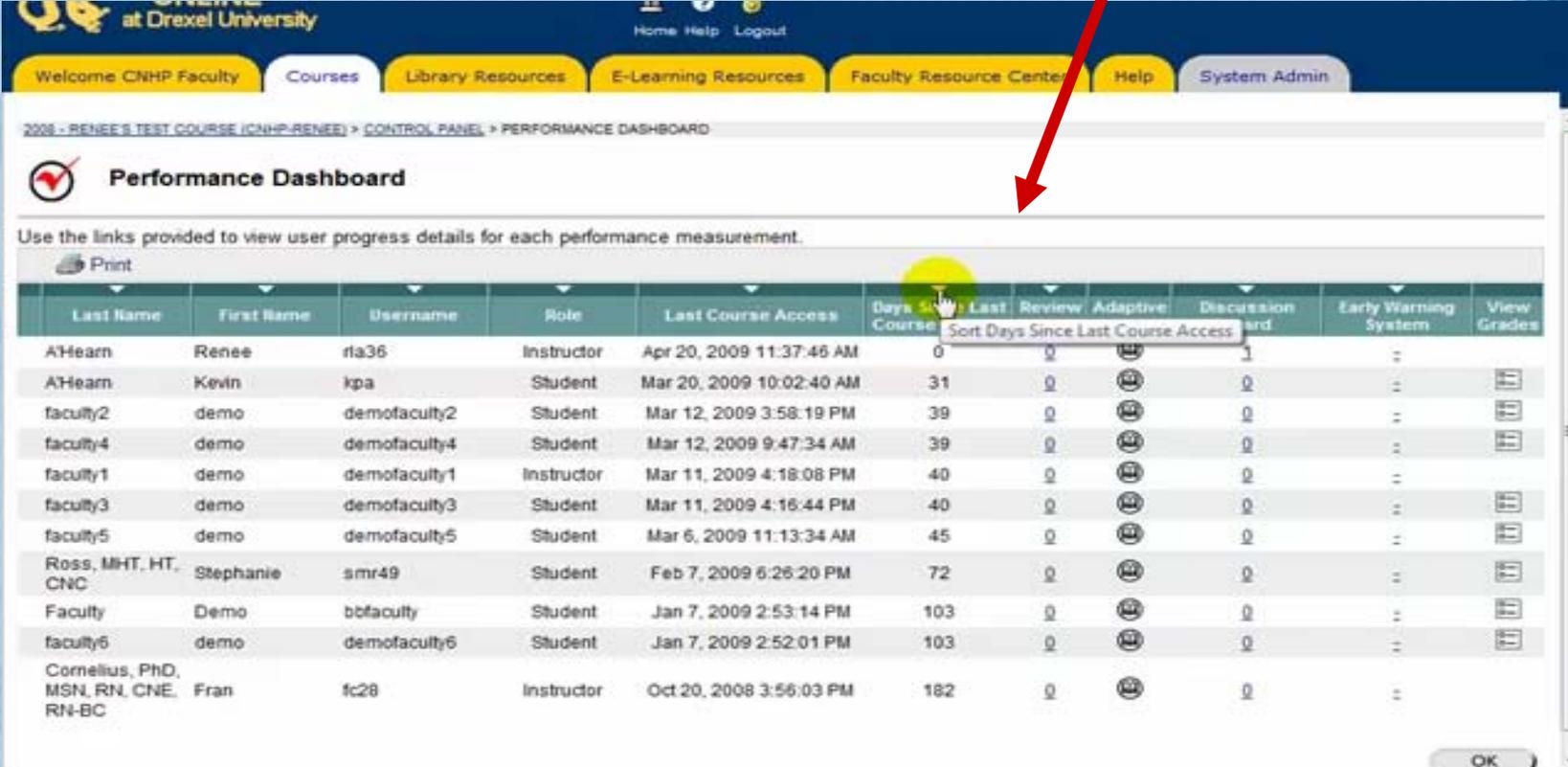
# Early Intervention: Checking Student Performance (Bb Classic)

In the control panel, click on Performance Dashboard

The screenshot shows the Blackboard Classic Control Panel for the course 'CNHP-RENEE: 2008 - Renee's Test Course - Renee A'Hearn (Instructor)'. The interface includes a navigation bar with links like 'Welcome CNHP Faculty', 'Courses', 'Library Resources', 'E-Learning Resources', 'Faculty Resource Center', 'Help', and 'System Admin'. Below the navigation bar, the course title is displayed. The main content area is divided into several sections:

- Content Areas:** Includes links for 'Ross Lectures', 'RadTech Evals', 'Syllabus', 'Course Materials', 'WEEK 1', 'WEEK 2', 'Assignments', 'Evaluations', and '24/7 Tech Help Resources'.
- User Management:** Includes links for 'List / Modify Users', 'Create User', 'Batch Create Users', 'Enroll Users', 'Remove Users from Course', and 'Manage Groups'.
- Assessment:** Includes links for 'Test Manager', 'Survey Manager', 'Pool Manager', 'Course Statistics', 'Grade Center', 'Performance Dashboard', and 'Early Warning System'. The 'Performance Dashboard' link is highlighted with a yellow circle and a red arrow pointing to it.
- Course Tools:** Includes links for 'Announcements', 'Course Calendar', 'Staff Information', 'Tasks', 'Send Email', 'Discussion Board', 'Collaboration', 'Digital Dropbox', 'Glossary Manager', 'Manage Chalk Title', 'Link Checker', 'Turnitin Assignments', 'Turnitin Assignments by Groups', 'Course Health Check', 'Quota Usage', 'Voice Announcement', 'Self and Peer Assessment', 'SafeAssign', 'Configure Blog Tool', 'Recycle Blogs', and 'Configure Wiki Tool'.
- Help:** Includes links for 'Support', 'Manual', 'Contact System Administrator', and 'Quick Tutorials'.

# Early Intervention: Checking Student Performance (Bb Classic)



The screenshot shows the Blackboard Performance Dashboard for a course. At the top, there is a navigation bar with links for 'Welcome CNHP Faculty', 'Courses', 'Library Resources', 'E-Learning Resources', 'Faculty Resource Center', 'Help', and 'System Admin'. Below this, the breadcrumb trail reads '2008 - RENEE'S TEST COURSE (CNHP-RENEE) > CONTROL PANEL > PERFORMANCE DASHBOARD'. The main heading is 'Performance Dashboard' with a checkmark icon. A red arrow points to the 'Performance Dashboard' heading. Below the heading, there is a message: 'Use the links provided to view user progress details for each performance measurement.' and a 'Print' link. The main content is a table with columns: Last Name, First Name, Username, Role, Last Course Access, Days Since Last Course Access, Review, Adaptive, Discussion Board, Early Warning System, and View Grades. A yellow circle highlights the 'Days Since Last Course Access' column header, and a tooltip shows 'Sort Days Since Last Course Access'. The table lists several users, including Renee A'Hearn (Instructor) and various 'demo' students. The 'Days Since Last Course Access' values range from 0 to 182. The 'Review' column contains smiley face icons, and the 'Discussion Board' column contains '0'. The 'Early Warning System' column contains ':'. The 'View Grades' column contains document icons.

Last Name	First Name	Username	Role	Last Course Access	Days Since Last Course Access	Review	Adaptive	Discussion Board	Early Warning System	View Grades
A'Hearn	Renee	rita36	Instructor	Apr 20, 2009 11:37:46 AM	0	☺	☺	1	:	
A'Hearn	Kevin	kpa	Student	Mar 20, 2009 10:02:40 AM	31	☺	☺	0	:	
faculty2	demo	demofaculty2	Student	Mar 12, 2009 3:58:19 PM	39	☺	☺	0	:	
faculty4	demo	demofaculty4	Student	Mar 12, 2009 9:47:34 AM	39	☺	☺	0	:	
faculty1	demo	demofaculty1	Instructor	Mar 11, 2009 4:18:08 PM	40	☺	☺	0	:	
faculty3	demo	demofaculty3	Student	Mar 11, 2009 4:16:44 PM	40	☺	☺	0	:	
faculty5	demo	demofaculty5	Student	Mar 6, 2009 11:13:34 AM	45	☺	☺	0	:	
Ross, MHT, HT, CNC	Stephanie	smr49	Student	Feb 7, 2009 6:26:20 PM	72	☺	☺	0	:	
Faculty	Demo	bbfaculty	Student	Jan 7, 2009 2:53:14 PM	103	☺	☺	0	:	
faculty6	demo	demofaculty6	Student	Jan 7, 2009 2:52:01 PM	103	☺	☺	0	:	
Cornelius, PhD, MSN, RN, CNE, RN-BC	Fran	fc28	Instructor	Oct 20, 2008 3:56:03 PM	182	☺	☺	0	:	

# Early Intervention: Checking Student Performance (Bb Vista)

University

Build Teach **Student View**

**Course Tools**  
(H) = Hidden

**Instructor Tools**

- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Grading Forms
- Group Manager
- Tracking**
- Notes
- Selective Release

Your location: **Tracking**

### Tracking

**Select a Report Type**

- Summary of Activity  
Provides an overview of general Student activity.
- Tool Usage  
Provides an overview of how often tools, such as As
- Course Item Usage  
Provides an overview of how often items, such as a
- Entry Page or Tool  
Provides an overview of the pages or tools most fre
- Exit Page or Tool  
Provides an overview of the pages or tools most fre
- File Usage  
Provides an overview of the files viewed most frequ
- Student Tracking  
Provides a detailed summary of activity information

**Select a Date Range for the Report**

\*

\*

**Run Report**



# Things have changed....

## New functionalities provided by Web 2.0

- **Shift** away from static web pages and one-way information flow → dynamic and shareable content
  - **Focus** is on collaboration and sharing, rather than publishing
  - Allows **more interaction** and **learner empowerment** through features that permit more collaboration, peer-to-peer networking
  - Has had a major impact on education
  - Internet has become **portal of interaction** rather than a repository of information
- ...**Students have come to expect interactivity**

# For Example...

## Asynchronous Strategies to interact with and engage students



- Announcements
- Discussion Board
- Voice Email
- Voice Announcements
- Voice Board

# Announcements

It's a good habit to have regular announcements

- Weekly
- Even if no changes or updates
- Provides students with a view of the week ahead/upcoming due dates

Serves to keep the  
**lines of communication** open

# Examples of Announcements

1. Reminding students about upcoming due dates and stages of the course
2. Offering a preview or overview of the week's activities
3. Taking stock of progress and encouraging students
4. Noting technical problems or computer access issues
5. Updating, clarifying, or changing the syllabus or schedule
6. Reminding students about special events or for introducing speakers

Ko and Rossen, 2008

# Discussion Board – Strategies to Engage

(aka Discussion Forum)

## Discussion Board

After reading the Scope and Standards of Nursing Practice and the assigned readings in Hannah, please post your responses to the following:

1. How is the role of the nurse in informatics manifested at your institution (give a specific example)
2. What opportunities do you see at your institution for a nurse informaticist?

Please read and respond to at least two other postings from your classmates. Please refer to the syllabus for expectations re: Discussion Board postings. Be sure to make connections to the readings.



**Be sure to:**

- Pose thought provoking questions that generate discussion
- Narrow topic sufficiently so that the discussion is focused and not fragmented

**Student Comment:**  
“ I enjoy exchanging ideas in the discussion board”

# Discussion Board – Strategies to Engage

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1. How is the role of the nurse in informatics manifested at your institution (give a specific example)
2. What opportunities do you see at your institution for a nurse informaticist?

Please read and respond to at least two other postings from your classmates. Please refer to the syllabus for expectations re: Discussion Board postings. Be sure to make connections to the readings.



- Facilitate and build on participation
  - Don't try to respond to every post
  - Pick out general themes and address those
  - Focus on stimulating richer discussion
- Create a mid-point review of DB
  - Summarize and refocus discussion
  - Pose new, thought provoking follow-up questions
- Wrap up DB

# Benefits of Discussion Boards

## Students will:

- more likely utilize **critical thinking** skills
- **participate more** regularly and in a more thoughtful manner than they would normally do in a face-to-face instructional setting, especially in large-enrollment classes
- develop a **stronger class** community
- more likely **cite research and class readings**
- achieve greater **cognitive and exploratory learning**
- have a greater sense of **race and gender-based equality**

Source: Academic Technology Center - Worcester Polytechnic Institute

# Creative Uses for the Discussion Board

- Learning Teams for Larger Class Sizes
  - Break up discussion boards to smaller sections within the course
  - May keep same topic or perhaps have different topics and then bring group back together for a compare and contrast discussion
- Debate Assignments
  - Divide class into Pro and Con on a particular topic
- Student Facilitators
  - Each week assign one or two students the role of facilitator

# Q & A Discussion Board

- Modified DB
- Streamlines faculty workload (subscribe to DB)
- Builds community
- Students help students
- Builds problem solving skills and confidence

## Student Comments:

“The sense of interdependence that I think you are trying to create is enhanced by the Q&A board where we can give and seek help from one another.”

“A Q&A board is a great way for other students and professors to discuss topics in a informal way.”

“I love this question area of BB, as we can go back and check on how to solve problems at any time. Great resource.”

### General Q & A Board

If you have a particular question, please post it on the **General Q & A Board** (see link below). Please do not send individual questions re: coursework to faculty via email. Please post your questions on the General Q & A Discussion Board. Faculty will check the board daily and respond. This way everyone will benefit from the question and answer.

If you have a personal issue/question, please feel free to send an email to faculty

**[Link to Q & A Discussion Board](#)**

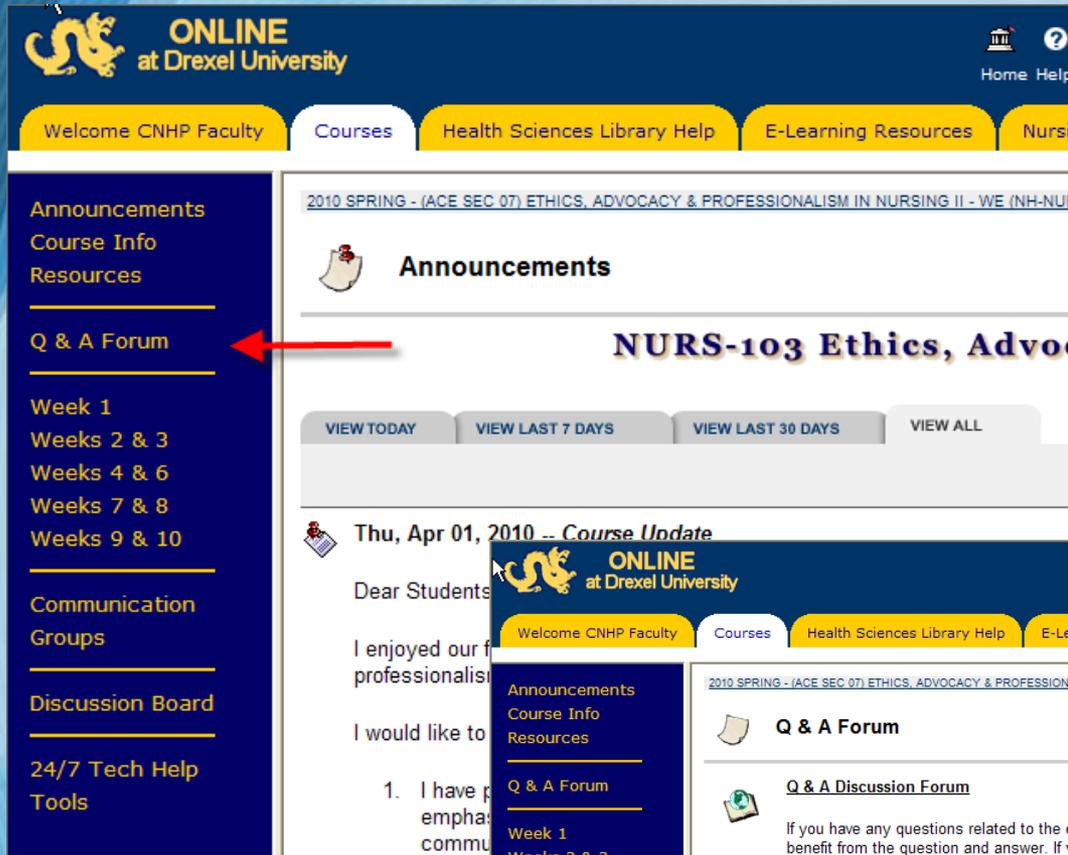
# Setting up Q & A Forum in Bb Classic

- In Forum Settings, (option #3), be sure to select 'Allow members to subscribe to forum'
- This allows you to receive an email notifying you that a student has posted a question

## 3 Forum Settings

- Allow anonymous posts
- Allow author to remove own posts
  - All posts
  - Only posts with no replies
- Allow author to modify own published posts
- Allow post tagging
- Allow users to reply with quote
- Allow file attachments
- Allow members to create new threads
- Subscribe**  Do not allow subscriptions
  - Allow members to subscribe to threads
  - Allow members to subscribe to forum
    - Include body of post in the email
    - Include link to post
- Allow members to rate posts
- Force moderation of posts
- Grade**  No grading in forum
  - Grade Forum: Points possible:
  - Grade threads

# Setting up Q & A Forum in Bb Classic



ONLINE at Drexel University

Welcome CNHP Faculty Courses Health Sciences Library Help E-Learning Resources Nursing

Announcements  
Course Info  
Resources

**Q & A Forum**

Week 1  
Weeks 2 & 3  
Weeks 4 & 6  
Weeks 7 & 8  
Weeks 9 & 10

Communication Groups

Discussion Board

24/7 Tech Help Tools

2010 SPRING - (ACE SEC 07) ETHICS, ADVOCACY & PROFESSIONALISM IN NURSING II - WE (NH-NUR

**Announcements**

**NURS-103 Ethics, Advoc**

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

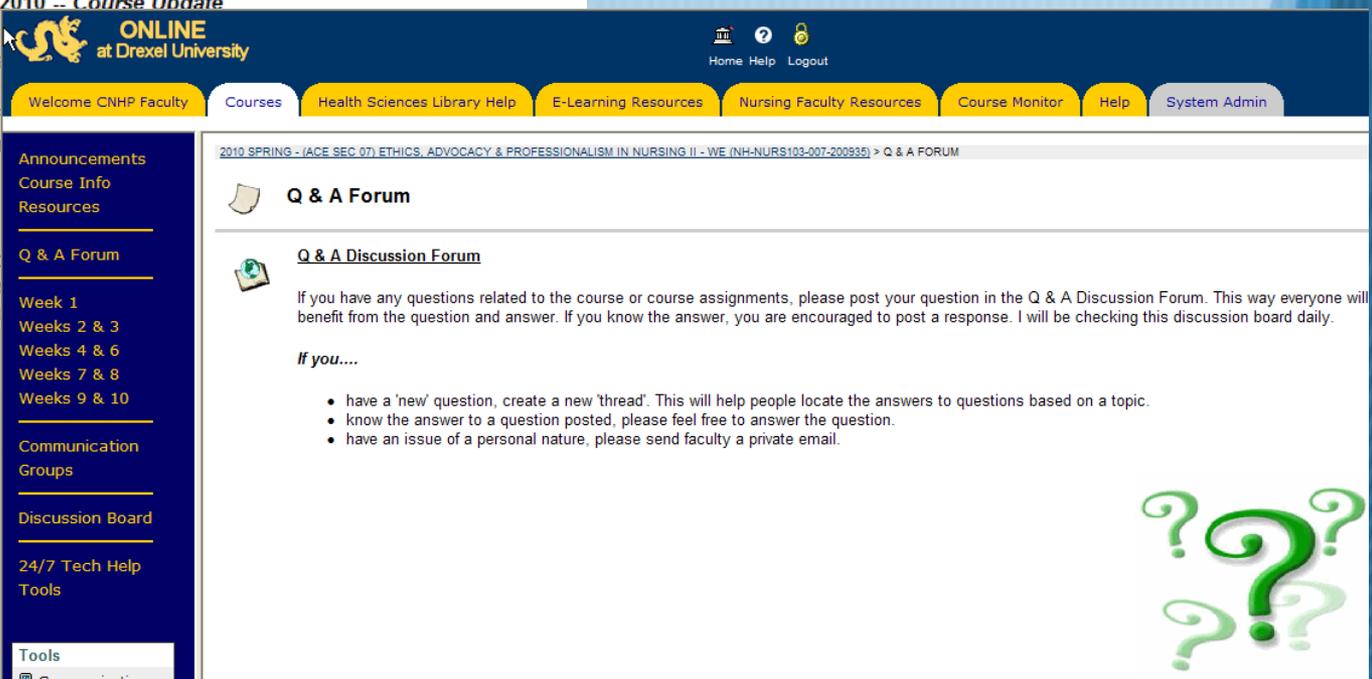
Thu, Apr 01, 2010 -- *Course Update*

Dear Students

I enjoyed our f  
professionalis

I would like to

1. I have p  
empha  
commu



ONLINE at Drexel University

Welcome CNHP Faculty Courses Health Sciences Library Help E-Learning Resources Nursing Faculty Resources Course Monitor Help System Admin

2010 SPRING - (ACE SEC 07) ETHICS, ADVOCACY & PROFESSIONALISM IN NURSING II - WE (NH-NURS103-007-200935) > Q & A FORUM

**Q & A Forum**

**Q & A Discussion Forum**

If you have any questions related to the course or course assignments, please post your question in the Q & A Discussion Forum. This way everyone will benefit from the question and answer. If you know the answer, you are encouraged to post a response. I will be checking this discussion board daily.

*If you....*

- have a 'new' question, create a new 'thread'. This will help people locate the answers to questions based on a topic.
- know the answer to a question posted, please feel free to answer the question.
- have an issue of a personal nature, please send faculty a private email.

Tools



# Setting up Q & A Forum in Bb Vista

The screenshot shows the Blackboard Vista interface for a course titled "Ethic A". The top navigation bar includes "Build", "Teach", and "Student View". The left sidebar lists "Course Tools" such as Course Content, Announcements, Assessments, Assignments, Calendar, Chat, Discussions (highlighted), Goals, Learning Modules, Mail, Media Library, Roster, SCORM, Search, Syllabus, and Web Links. The main content area is titled "Your location: Discussions" and "Discussions". It features two buttons: "Create Topic" and "Create Category". Below these are two tabs: "All Topics ( 0 Messages )" and "All M...". A list of discussion boards is shown, including "Q & A Discussion Board" and "Discussion Board 1", both with "( 0 Messages )". A "Delete" button is also visible.

Student Access can be placed on Home Page

The screenshot shows the Blackboard Vista interface for a course titled "Ethic Advoc an". The top navigation bar includes "Build", "Teach", and "Student View". The left sidebar lists "Course Tools" such as Course Content, Announcements, Assessments, Assignments, Calendar, Chat, Discussions, Goals, Learning Modules, Mail, Media Library, Roster, SCORM, Search, Syllabus, and Web Links. The main content area is titled "Your location: Home Page". It displays two discussion board links: "Q & A Discussion Board" and "Discussion Board 1", each accompanied by a pin icon.

# Voice Board

- Class Introductions
  - Can serve as a means to create a sense of community
  - Show's student's personality and human side
  - Fun variation of traditional DB class introductions
- Audio 'debates', Reflection or Opinion Statements
- For Example: a variation of NPR's "This I Believe..."

# Voice Board in Bb Classic

When students click on 'Enter Voice Board', they will be able to create a new audio post or listen to the audio posts of their classmates



**Class Introductions**  
[Enter Voice Board](#)

## Introductions

Tell the class a little about yourself: 1. Your personal life/interests 2. How long you have been a nurse 3. Current role in present work setting 4. What are your goals? Where do you see yourself 5 years from now?

A screenshot of the Wimba Voice Board interface. At the top, there's a header "Wimba Voice Board" with a logo. Below it is a toolbar with icons for New, Reply, Edit, Delete, Forward, Import, Export, Publish, and Options. The main area displays a list of audio posts. A red arrow points to the "hip hip hooray!!" post.

**Sue Brown - intro** from Sue Brown (2'53") 1/19/07 ◀  
**Greetings from Cathy Cammarano** from Catherine Cammarano (0'49") 1/12/07 ◀  
**Greetings from Christine** from Christine Larsen (1'22") 1/11/07 ◀  
**Introduction** from Ann Leighton (1'53") 1/11/07 ◀  
**Sherilyn Levy - Boston** from Sherilyn Levy (1'24") 1/11/07 ◀  
**Hello from Bob Marburger** from Robert Marburger (0'41") 1/10/07 ◀  
 **hip hip hooray!!** from Lisa Beck (2'19") 1/9/07 ◀  
 **Diana Gillespie's Intro** from Diana Gillespie (2'25") 1/9/07 ◀  
**Introduction from Lauren Connors** from Lauren Connors (1'52") 1/9/07 ◀  
**Welcome from Kathy Bloom** from Kathleen Bloom (2'12") 1/8/07 ◀  
 **Effie Nomicos** from Effie Nomicos (2'9") 1/8/07 ◀  
 **Introduction from Lisa Long** from Lisa Long (2'13") 1/8/07 ◀  
**Steve Schweon** from Steven Schweon (2'21") 1/8/07 ◀  
**introduction** from Ashleigh Heist (1'2") 1/8/07 ◀

# Listening to Voice Board Posts

## Sample Student Introduction - Lisa Beck

This is a sample **Voice Board Introduction** by one student. The Voice Board allows the students to show a bit of their personality and helps support the development of a *virtual learning community*.



The screenshot shows a list of voice board posts. The post 'hip hip hooray!!' from Lisa Beck is highlighted. Below the list, a play button is highlighted with a red arrow. The interface also shows a subject line, date, and sender information for the selected post.

Sherilyn Levy - Boston from Sherilyn Levy (1'24") 1/11/07 ⏪  
Hello from Bob Marburger from Robert Marburger (0'41") 1/10/07 ⏪  
⊕ hip hip hooray!! from Lisa Beck (2'19") 1/9/07 ⏪  
⊕ Diana Gillespie's Intro from Diana Gillespie (2'25") 1/9/07 ⏪  
Introduction from Lauren Connors from Lauren Connors (1'52") 1/9/07 ⏪  
Welcome from Kathy Bloom from Kathleen Bloom (2'12") 1/8/07 ⏪  
⊕ Effie Nomicos from Effie Nomicos (2'9") 1/8/07 ⏪  
⊕ Introduction from Lisa Long from Lisa Long (2'13") 1/8/07 ⏪  
Steve Schweon from Steven Schweon (2'21") 1/8/07 ⏪  
introduction from Ashleigh Heist (1'2") 1/8/07 ⏪

Subject: hip hip hooray!!  
Date: 1/9/07 10:06 PM  
From: Lisa Beck

0:00  
2:19

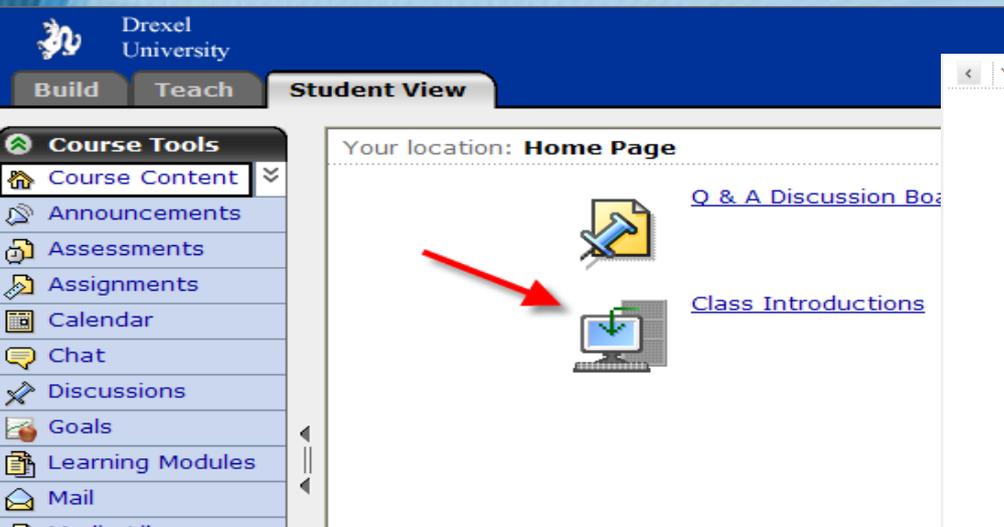
Simply highlight the post you wish to listen to and click on the 'play' button.

**Student Feedback:** *"Hearing and seeing/visualizing one's classmates are very helpful in creating a sense of community (rather than just reading discussion board posts)."*

*"It is important to have an opportunity for introductions to instructors and classmates and have the ability to relate to one another in both a personal and professional sense."*

# Voice Board in Bb Vista

A very similar interface



Drexel University

Build Teach Student View

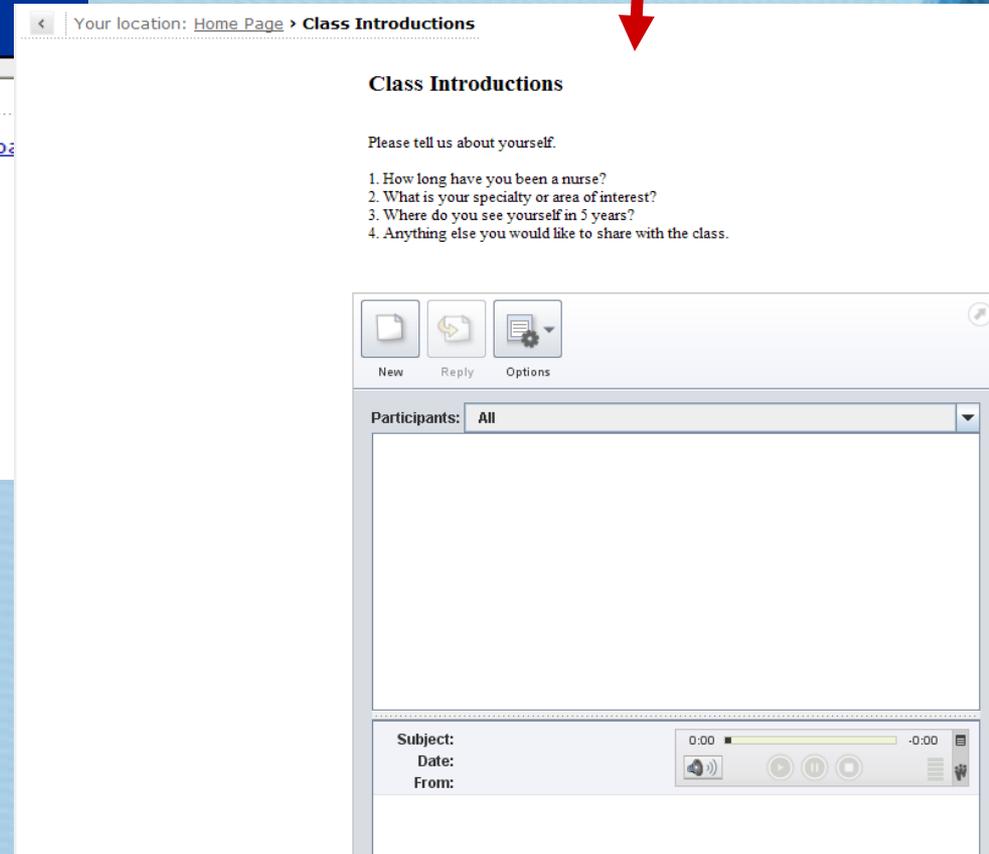
Course Tools

- Course Content
- Announcements
- Assessments
- Assignments
- Calendar
- Chat
- Discussions
- Goals
- Learning Modules
- Mail

Your location: Home Page

[Q & A Discussion Board](#)

[Class Introductions](#)



Your location: Home Page > Class Introductions

## Class Introductions

Please tell us about yourself.

1. How long have you been a nurse?
2. What is your specialty or area of interest?
3. Where do you see yourself in 5 years?
4. Anything else you would like to share with the class.

New Reply Options

Participants: All

Subject: Date: From:

0:00 -0:00

# Free Voice Board

## Rationale for using a voice board:

- requires that the student be able to concisely and clearly articulate their thoughts;
- provides opportunity to practice public speaking skills as well as adding a **'human'** dimension to the discussion



**The Gong Project**  
*A Voice for the Web World - Free!*

## GONG 5

### Real-time Web Voice Communication Tool

*A Voice for the Web World - Free!*

#### What is Gong?

Gong is a free system for voice communication on the Web. It allows groups of people such as students and teachers to participate in discussion groups using their computers, using both synchronous (real-time) and asynchronous chat. It is commonly used by schools and universities for providing a 'voice board' for teaching purposes.

There are several different ways you can use Gong. All are free and unlimited:

<http://gong.ust.hk>

# Class Photo Gallery

Student Comment:

“Having as many opportunities to 'humanize' the people behind the names on the screens.

Another key factor is allowing the students to see that you are human (as faculty) while maintaining a nice balance of 'human' and 'faculty.’ ”



**Student Name:** Pam Egnatovich

This picture was taken December 13, 2008 on the Polar Express train in Pa. It is me with our three children Tyler, Evan, and Jayden.

**Student Name:** Jaime Ross  
Hi, this picture was taken of me at the Boathouse in NYC two years ago.



**Student Name:** This is Nkam in Rio de Janeiro gliding with a guide.

# Voice Email---The Human Touch

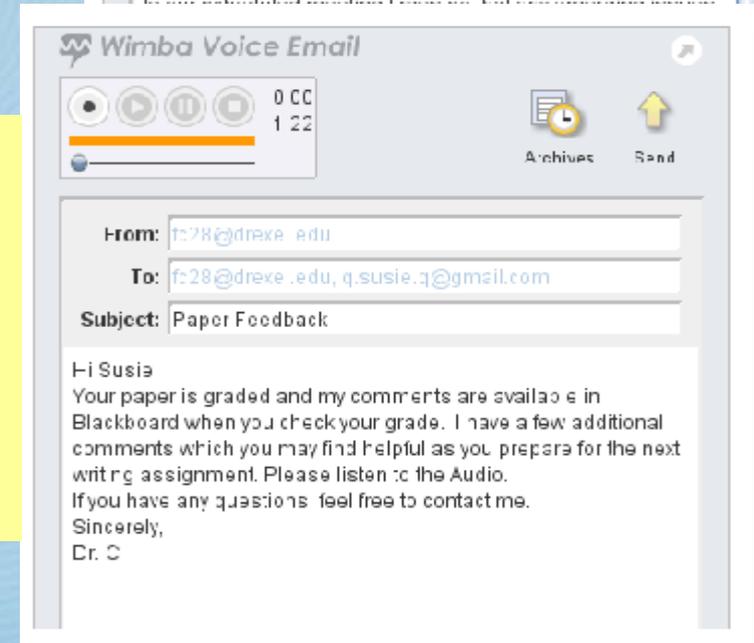
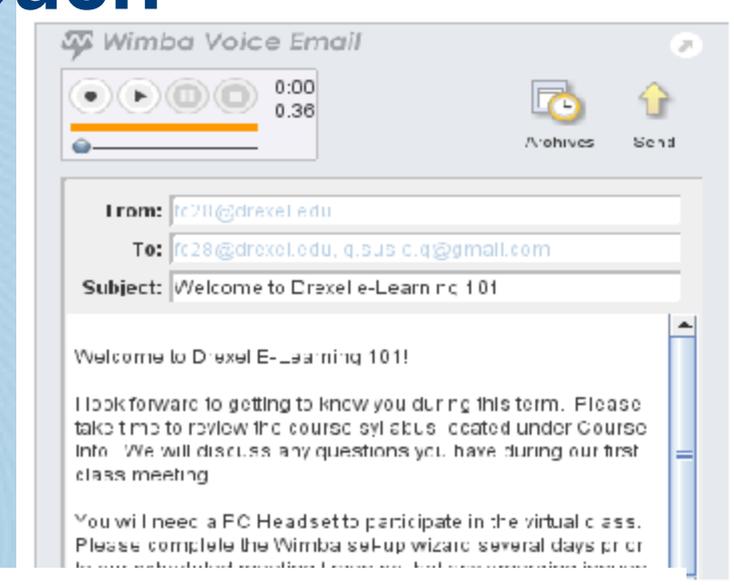
Welcome and Student Feedback

Sending a Voice Email adds a personal touch to a **welcome email** or when **providing feedback** to the student.

Student Comment:

“I believe that timely feedback and response is a key factor.”

“..effective communication and timely responses to email questions. “



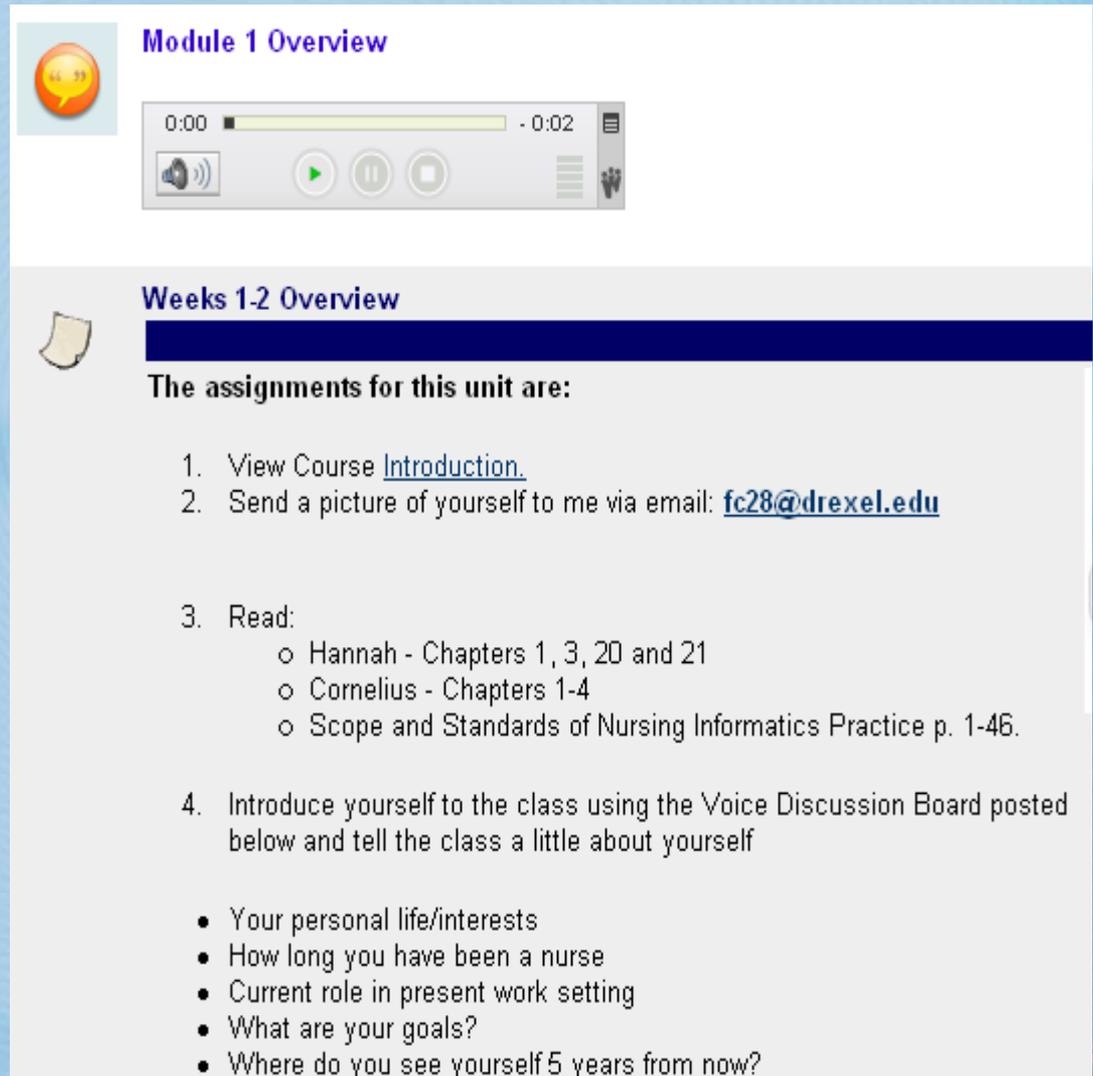


## Free Voice Email

- Works with MS Outlook and Outlook Express (2007 not yet available)
- <http://www.waxmail.biz>

# Voice Announcements

- Can provide a personalized introduction to the Module
- Sets the 'stage'
- Lets students know what to expect.



**Module 1 Overview**

0:00 - 0:02

**Weeks 1-2 Overview**

The assignments for this unit are:

1. View Course [Introduction](#).
2. Send a picture of yourself to me via email: [fc28@drexel.edu](mailto:fc28@drexel.edu)
3. Read:
  - o Hannah - Chapters 1, 3, 20 and 21
  - o Cornelius - Chapters 1-4
  - o Scope and Standards of Nursing Informatics Practice p. 1-46.
4. Introduce yourself to the class using the Voice Discussion Board posted below and tell the class a little about yourself
  - Your personal life/interests
  - How long you have been a nurse
  - Current role in present work setting
  - What are your goals?
  - Where do you see yourself 5 years from now?

# Voice Announcements

- Jing, by Techsmith, can be a viable 'free' alternative.
- MAC and PC
- Very useful for quick 'on the fly' purposes
- <http://www.jingproject.com>



# Synchronous

## Methods to engage students

- **Class Meetings**
  - General Content/lecture\*
  - Application Sharing
    - Course 'Tour'
    - Virtual Excursions
    - Demonstrations
  - Breakout Sessions
  - Student Presentations
- **Office Hours**
- **Student Café**

The Drexel *Difference*

## ONLINE EDUCATION



# Class Meetings: General Content/Lecture\*

- PowerPoint
- Images/screenshots
- PDF Docs (chunked\*\*)
- Web-links (Scavenger Hunt)
- Mark-up for emphasis

## Student Comment:

“Having virtual class meetings to help students get immediate feedback.”

http://208.185.32.46 - Live Classroom - FINAL PRESENTATIONS - Microsoft Internet Explorer

### History of Telenursing / Telemedicine

- Timeline
- Instituted to provide care for geographically distant patients.
- Low cost technology.
- Access to high capacity telecommunications network.
- Increased levels of consumer computer literacy.
- Appropriate for vulnerable population.
- Advise Provision

Group 5	Go
P 1- TELENURSING	
P 2- Presenters	
P 3- TELENURSING	
P 4- History of Telenursing / Telemedicine	
P 5- Needs/Issues	
P 6- Healthcare Consumers	
P 7- Current Uses	

People (1)  
Fran\_Cornelius\_\_

Main Room

Firefox File Edit View History Bookmarks Tools Window Help

Dimdim Web Conference

## Open.

### Open Source & APIs

Dimdim Integrations

- YAHOO!
- noodle
- Zimbra

00:36 / 00:50

# Class Meetings: General Content/Lecture

- Generating interactivity
- Can 'explore' sensitive issues
- Planning required

The screenshot displays a web browser window titled "http://208.185.32.46 - Live Classroom - Virtual Class Meeting Room - Microsoft Internet Explorer". The main content area features a poll question: "Have you ever experienced a medical error or adverse event as a patient...or known someone other than one of your patients who has?". Below the question, there are radio buttons for "Yes" and "No", and a "Submit" button. The "Responses" section shows "0 0%". To the right, a sidebar lists topics: "1- Information & Medical Errors", "2- Agenda", "3- The Information Cycle", "4- Yes/No - Personal Experience of Event" (highlighted in orange), "5- Medical Error YouTube Video", and "6- Yes-No - Made/Witnessed". The bottom of the window shows a chat area with the message "Connecting to server... You have connected successfully! You have entered 'Virtual Class Meeting Room'. Your media format is WimbaMedia." and a "People (1)" list with "Fran\_Cornelius\_". A video thumbnail of a woman is visible in the bottom right corner.

# Class Meetings: Application Sharing

- Highly Versatile
- Course 'Tour'
- Virtual Excursions
  - Library
  - IRT
  - Professional Resources
- Scavenger Hunt
- Demonstrations/Return Demo
  - Database Management
  - Various Applications
  - PDA/Smartphone Lab

## Assignments (Quick View)

### DON'T FORGET...



In addition to these assignments, you also have PDA Learning Activities to complete in each Module. Don't wait until just before the quizzes to complete these important activities.

### Sample PDA Questions

Here are some questions to get you started looking for information on your PDA. ([Click here to view](#) )

To view the answers and the pathways to get to these answers, you can view this presentation. ([Click here to view](#) )

Wolters Kluwer Health | OvidSP Database Field Guide

Change Database | Journals | Books

Current: CINAHL - Cumulative Index to Nursing & Allied Health Literature 1982 to June Week 2 2008

Basic Search | Find Citation | Search Tools | Search Fields | Advanced Ovid Search

Check Spelling  Include Related Terms

► Limits (Click to expand)

▼ Search History (0 searches) (Click to close)

<input type="checkbox"/>	#	Searches
-	-	-

Remove Selected | Combine selections with: And

Home Contents Index Search Contact Us Admissions

IRT > Home Talk IRT Alerts

**News & Events**

- Commencement 2008-Main Campus 6/14 **NEW**
- Wimba Voice Tools Showcase 6/17 **NEW**
- Tech Alert: PHISHING Scam
- Drexel's LinkEdu **NEW**
- Windows Vista Information
- Mac OS X 10.5 (Leopard) Info

**Bb Vista**

For information about using Vista and more...

- Course Migration Request
- Bb Vista Version 4
- Log In to Bb Vista
- Vista Training Workshops
- Brown Bag Lunches
- Report a Problem
- Make a Suggestion

**HelpCentral**

For quick guides to email setup, network connections, and more...

- Ask Drexel
- Email the helpdesk
- New Student Technology Checklist

**SERVICES**

- Computer Accounts
- Computer Marketplace
- Mass Mailing
- Music Select
- Telephone Services
- Bb/Vista Workshops

**SUPPORT**

- Help Central
- Networking
- System Status
- The Computer Fixer
- Web/Media Support
- Virus Information

# For Example, Conducting a Lab

- 'Live' Demonstrations
- Students can follow along on own device.

- Can 'App Share' to allow students to 'drive' and demonstrate mastery

The screenshot displays a virtual classroom environment. At the top, a browser window shows the URL <http://208.185.32.46> and the page title "Live Classroom - Virtual Class Meeting Room - 05/07/2008 18:00". The main content area shows a Windows desktop with a blue background, a "Start" button, and the date "Wednesday, May 07, 2008". The desktop owner is identified as "Fran Cornelius". A "Reminder" and "Contacts" bar is visible at the bottom of the desktop. On the right side, an "Archive Navigation" pane lists various events with timestamps, including "Demo" (08:41), "AppShare Start" (09:26), "AppShare Marker +02:00" (11:26), "AppShare End" (12:31), "AppShare Done message" (12:31), "Upon Syncing" (12:34), "If you saved your password" (13:02), "Clicking on Merck medicus Search" (13:23), and "Clicking on Medlin" (14:16). Below the desktop, a chat window displays messages: "Classroom by clicking on that tab.", "Marilynn\_Smith says 'me too.'", and "Kirsten\_Wisner says 'Look up at the top of the screen and see if you have multiple tabs open. You should be able to get back to Live Classroom by clicking on that tab.'". A "People (1)" pane shows "Fran\_Cornelius\_". A video feed in the bottom right corner shows a woman with blonde hair. The bottom status bar includes "Aoolet.com.HorizonLive.RfbPlayer.RfbPlayer started" and "Internet".

# Benefits

Allowing the students the opportunity to participate in a virtual lab/class promotes **the 'in class' feeling**, gives the student the chance to **ask the question at the point of learning**, and allows others to be **empowered with sharing of knowledge.**



# Benefits

**Developing psycho-motor skills** (such as the use of the mobile device or other applications) benefits tremendously **with the use of real-time lab sessions**, providing the students the opportunity to **build skills and confidence (and connections)** while receiving coaching from faculty and peers.



# Class Meetings: Breakout Sessions

Room Assignments can be made manually or automatic

- Encourages Broader Participation
- Small Group Discussions

The screenshot shows a web browser window titled "http://208.185.32.46 - Live Classroom - Virtual Class Meeting Room - Microsoft Internet Explorer". The main content area displays a document titled "IOM Report of 1999 'To Err is Human'". The document text includes:

- The first report... gathered headlines because it found that there are:
  - Almost **100,000 deaths** each year from medical errors.
  - More than **7,000 deaths** are attributed to medication errors.
- The IOM report served notice that medication errors were more common than most people realized.
- The most common medication errors included prescribing the incorrect drug or dosage. The new report emphasized the system changes needed to ensure patient safety.

On the right side of the browser window, there is a control panel for breakout rooms. It includes a "Content" tab, a "Breakout Rooms" tab, and a "Move People: Automatic Manual" dropdown menu. Below this, there is a "Move All People" section with three radio button options: "Distribute to 2 Breakout Rooms, approximately 1 users per room.", "to Main Room", and "to last Breakout Rooms". A "Move" button is located at the bottom of this section. A teal arrow points from the text above to the "Breakout Rooms" tab.

At the bottom of the browser window, there is a chat area with a "Room:" header and a "People (1)" header. The chat area shows messages from "Fran\_Cornelius\_PhD\_MSN\_RN\_CNE" and a video feed of a woman.

Student Comment: "Small group break-out was a great learning activity."

# Class Meetings: Student Presentations

- Students can do professional presentations/Lead case study discussions using a virtual classroom
- Easy to give 'privileges' to students
- Can load presentation ahead of time or 'on the fly'

The screenshot shows a virtual classroom window titled "http://208.185.32.46 - Live Classroom - Virtual Class Meeting Room - Microsoft Internet Explorer". The main content area displays a presentation slide with a blue background, a stethoscope, and a heart rate monitor. The slide title is "Case Presentation: CVA - When minutes count!". Below the title, it lists "Timothy D. Marco, RN, BSN, CEN" and "Drexel University Case Presentation". On the right side, there is a "Content" panel with a list of folders: "1 - Case Presentation: CVA - When minutes count!", "2 - Introduction", "3 - OLD CART", "4 - PMH/PSH", "5 - ROS", "6 - Physical Exam", and "7 - Differential Diagnosis". The "1 - Case Presentation" folder is selected and highlighted in orange. Below the content panel, there is a "People" list showing "Fran\_Cornelius\_". The bottom of the window features a "TALK" button, a volume icon, and a "Room" chat area with the message: "Room'. Your media format is WimbaMedia. >> Fran\_Cornelius\_PhD\_MSN\_RN\_CNE has moved you to Breakout Room 1."

The screenshot shows a virtual classroom window titled "http://208.185.32.46 - Live Classroom - FINAL PRESENTATIONS - Microsoft Internet Explorer". The main content area displays a presentation slide with a dark blue background and a stethoscope. The slide title is "PDAs at the Point-of-Care". Below the title, it says "Transforming Nursing Processes". On the right side, there is a "Content" panel with a list of folders: "1 - PDAs at the Point-of-Care", "2 - Presenters", "3 - Agenda", "4 - Proposal", "5 - Healthcare Shifts", "6 - IT and Safety", "7 - Root Causes of Sentinel Events", and "8 - The Problem". The "1 - PDAs at the Point-of-Care" folder is selected and highlighted in orange. Below the content panel, there is a "People" list showing "Fran\_Cornelius\_". The bottom of the window features a "TALK" button, a volume icon, and a "Room" chat area with the message: "Connecting to server... You have connected successfully! You have entered 'FINAL PRESENTATIONS'. Your media format is WimbaMedia." The bottom right corner of the window features the Drexel University logo, which includes a yellow dragon and the text "Drexel UNIVERSITY".

# Office Hours

Easily configured to allow multiple sections enter the same 'virtual office'

## Office Hours Every Monday, 7-8pm



Please take advantage of the virtual office hours **every Monday evening from 7-8pm** during weeks that we do not have a virtual class meeting.

To attend the session, just click on this link: [Office Hours](#)

**PLEASE NOTE:** You only need to type in your first name into the field at the top of the logon screen...**do not use a username and password.**

[Office Hours Archives](#)

# Student Café

- Easily inserted into individual courses
- Configured to give students presenter privileges to allow practice time for student presentations

## Student Comment:

“The most important factor for me would be to somehow form a buddy group, especially to exchange questions about assignments or topics on hand.”

The Student Café is an area for you to 'meet' your classmates to chat informally. Just click on the link below to enter the **'Students Only'** virtual room.

You can also 'play around' with the Wimba Classroom tools because you have presenter privileges



# Or, can be 'community-wide'

## Student Cafe

### CNHP Student Meeting Room

*The Student Cafe* is an area for you to 'meet' your classmates and other students in the college. It is an opportunity to chat informally.



Just click on the link below to enter this '**Students Only**' virtual room.

**PLEASE NOTE:** You only need to type in your first name into the field at the top of the logon screen...**do not use a username and password.**

[ENTER](#)

# Free Virtual Classroom: Dimdim

- Open Source Virtual Meeting Room
- Meet with up to 20 people, absolutely free.
- A browser-based Web 2.0 service that allows anybody to:
  - Share their desktop
  - Show slides
  - Share and mark-up docs, slides
  - Talk, Listen, Chat and Broadcast via Webcam
  - Record



# Student Comments:

**"This is the first course** I've taken where direct interaction among class member has been part of the learning activities. Yes, there have been group activities, and yes, I've done chat rooms and conference calls to work out the details of a project.

**The big difference in this course** is that you have made all of this an integral part of the course. Thanks for helping us feel as though we're in a "real" class, and not just isolated students out there on our own."

# Student Comments:

“I think there should be more consistency throughout the entire program regarding virtual classes. I think every class should have at least one introduction virtual class.”

I find that working through online courses can be flexible but at the same time initial guidance and direction help to improve communication throughout the course.”

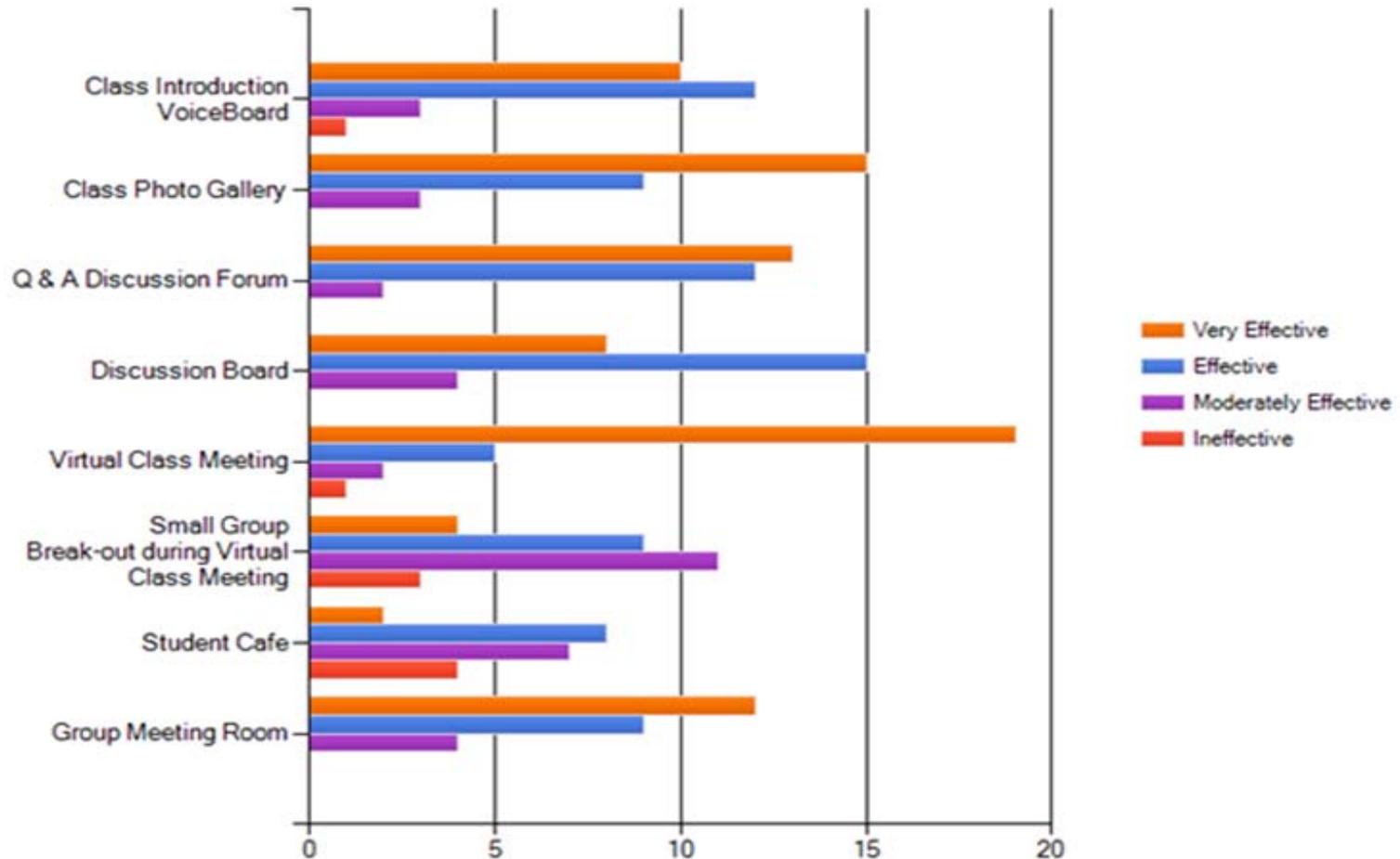
# Student Comments:

“I think the important thing is to have somewhere that students and faculty can communicate, such as Q&A DB. Some instructors are rude by not replying email in 48-72 hours, or not at all. Nursing instructors are 100% response rate, but I saw some instructors were not so.

Also, master's level students who takes online course are working adults, from all over the world. So creating place to communicate equally for anybody is the key for success developing “online learning community.”

# Student Feedback

Please rate the effectiveness of the following course components in the development of a sense of community within the course.



# **Discussion,**



# Thank You!!

## Contact:

Fran Cornelius: [fc28@drexel.edu](mailto:fc28@drexel.edu)

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