A "Mini MOOC"

Outcomes of a Gateway Introductory Course for Online Learners

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What is all the "Whoop" about Mooc"?

- Massive Open Online Courses (MOOCs)
- Changing the landscape of higher education.
- Free course offered to anyone, anywhere who has Internet access.
- 2011, top US universities: Harvard, Massachusetts Institute of technology (MIT), and Stanford began offering MOOCs.
- Universities used one of three leading providers to launch MOOC initiatives: Udacity, Coursera or edX.
- *MOOCs create access to education that "breaks down the usual barriers to student knowledge: space, time and money" [22, para, 8].*

Early Outcomes of Moocs

- How to offer credit for completion toward a degree?
- Can we determine who is actually taking the course and completing the work?
- Will certificates of course completion mean anything?
- Statistics show that many people register but very few actually compete the course.
- There seems to be some benefit to MOOCs ability to introduce students to an online learning environment.

Nursing's Niche for Moocs

- Average age of a practicing RN = 46 years
- Nontraditional learners
- US market is driving RNs back to school to obtain a baccalaureate degree.
- Online learning fits the adult students needs as they are working professional with multiple demands in their lives.
- Many RNs are uncomfortable with learning new technologies.
- Pursuing an online degree can be beneficial to RNs who frequently encounter new technology in the work environment and must quickly adapt.
- Learning new technology in online courses can be stressful; however, this can add to the RN's technological competency development.

Introduction to Online Learning: Tools for success

- 3 credit course, required of all Drexel RN-to-BSN students
- Designed to provide students with 2 specific skill sets

    1) mastery of the online learning environment; i.e., navigation, discussion boards, synchronous sessions

    2) increased comfort with conducting basic online research

    (i.e. finding journal articles relevant to an assigned topic in the E-Library) and writing papers, which are professional and scholarly, through consultation with the E-Writing Center.

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

Announcements
Course Info
Resources

Getting Started
Introduction
Module 1
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Wrap-Up

Discussion Board
WIMBA

Communication
Tools
24/7 Tech Help

Tools
Communication
Course Tools
Course Map

2012 WINTER - (SEC 900) INTRODUCTION TO ONLINE LEARNING & SCHOLARLY WRITING (NH-NURS324-900-201125) » MODULE 2   EDIT VIEW

Module 2

Module 2: Not Your Mother's Library

This module will help you learn the skills that you need in order to successfully navigate the Drexel University libraries. At first you may think that because you are learning on-line it is going to be more difficult to go to the library especially if you are used to walking into the library and "browsing the stacks". By the end of this module you will find that it is easier to do it all on-line and we will show you how!

Another trick to help you choose a topic for a paper is to search through current news articles written on issues in health care. This search engine, Nursing News, does not necessarily give you peer-reviewed articles, but it can help you think of ideas about topics as well as the search words, or "key words" to use. You will need to look at the article to decide if it was published in a peer-reviewed journal or if it is published in the popular press.

The last thing you will learn in this module is how to cite journal articles in APA format. There are several tools to help you do this which we will show you in the library Wimba session. The Wimba session is recorded "live" but will then be saved or "archived" in the Wimba area. You will be able to listen to the archived Wimba sessions as often as you wish.

The assignments for this module are:

Gateway to Online Learning (Mini Mooc)

- Purpose

1. Grant free access to an online course to students who were hesitant about online learning.

2. Create a low risk situation for novice online learners (offer the course credit/non-credit).

3. Realize a high return on investment for the college.

4. Raising the retention rate of students from the first to the second quarter in the online program. (perennial goal).

Gateway to Online Learning (Mini Mooc)

2011/2012 Fall term

- 25 scholarships to 5 hospital CNOs.
- CNOs chose nurses in their hospitals for the scholarships to take the Introductory online course.
- Incentive for RNs to begin coursework and a head start toward completing BSN.
- Characteristics of potential RN enrollees
  - veteran nurses with work experience
  - recent graduates, with little online learning experience
- Upon successful completion of the course 3-credits was earned toward BSN degree at Drexel University.
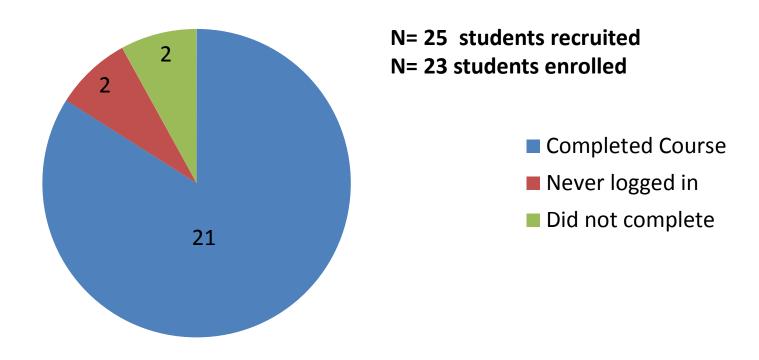
"Mini Mooc" Admission Process

- Created short application

  – RNs might have previously been denied admission (i.e. due to grade point average [GPA]) a chance to demonstrate that they were ready to progress at a university known for its rigorous course of study).

  – Advancing the education of nurses improves patient outcomes and strengthens the profession.

- Nurses who submitted the short application ranged in age from 29-59 (M = 46 y.o. age); 4 males and 21 females.

- "V" code

Early data

- Numbers of students who successfully completed 324 (Fall / Winter)
  - Of those who completed the course how many enrolled in a course the following quarter
- Qualitative data – what did the students tell us about their experiences
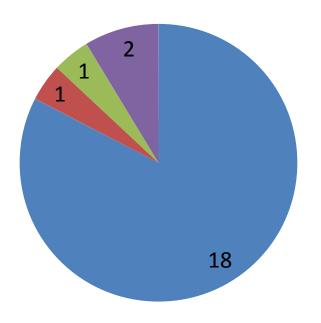- ROI

Phase 1 Fall 2012

Mini Mooc Students

N= 25 students recruited
N= 23 students enrolled

- Completed Course
- Never logged in
- Did not complete

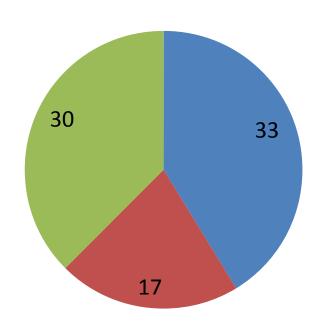# Follow up of the Fall 2012 Mini Mooc students

Winter 2013
21 students completed

- Not-enrolled winter term 2013
- Enrolled in winter term 2013
- Enrolled in spring term 2013
- Denied admission

Phase II Winter 2013
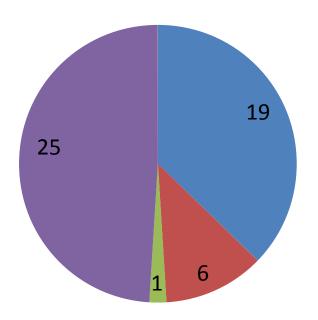
Mini Mooc Students
100 anticipated

N= 85 students recruited
N= 50 enrolled

- Completed Course
- Never logged in
- Did not complete

Follow up on Total 2012- 2013 Mini Mooc Students
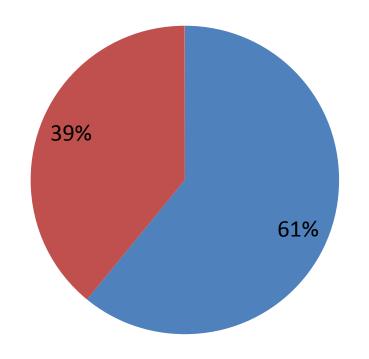
As of 3/28/12

51 students have received credit for the course

- Students taken next steps to apply
- Enrolled in one class Spring term 2013
- Enrolled in two classes Spring term 2013
- Not taking steps to enroll

OVERALL NUMBERS

Total Recruited Fall & Winter   **110**

Total students enrolled for both terms= 87

- ■ Completed N324
- ■ No-credit

39%

61%

OVERALL NUMBERS

Of 61% completed in Fall & Winter

- winter enrolled
- spring enrolled
- in process fall apps

5%
37%
58%

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Standard Course vs. Mini Mooc

Qualitative data analysis

- Mini Mooc courses lives within context of larger cohort of 324 students
- Qualitative data we analyze comes from a variety of sources

Data sources

- Course discussion boards
- Drexel course evaluations (AEFIS)
- Gateway student evaluations
- Student satisfaction survey
- Mini Mooc data is a smaller piece of the larger 324 data set
- This data lives within and is informed by the larger 324 data

Research Questions

RQ 1: What are your *take away's* from this course?

RQ 2: What did you think about the 10 week format? [length of N324]

RQ 3: Did the resources help you?

RQ 4: How can we improve N324?

What did the students tell us?

- Final on-line student discussion boards (DB)
- 4 Mini Mooc sections
  - F 2012 (1 section)
    - 16 responses
  - W 2013 (3 sections)
    - 27 total responses
- 43 DB posts vary in length, generally several paragraphs
- Both researchers read data & agreed on themes

RQ 1: Take away's

I am going to be perfectly honest here. While I am willing to admit that I did learn a lot, I did not enjoy the whole experience. Working full time, taking care of an elderly parent and trying to take this course proved to be a lot of stress… That being said I now have the confidence to do it, I feel like I have the basics of how to write better and in a more scholarly way

Take away's

At first it seemed intimidating [scholarly writing], but then I embraced the experience and found myself relearning the skill of writing.

Take away's

Well *we made it!!* *I have taken away from this course a couple of things, confidence to participate in an online class, APA format is no longer a foreign language to me. Have not mastered it by any means but it is a start!*

Take away's

I really enjoyed this class. I'm still not crazy about writing papers in APA format, but this course made me a little more comfortable about the next one I write.

I now feel like I am better prepared to embark on my journey to complete my BSN!!! :)
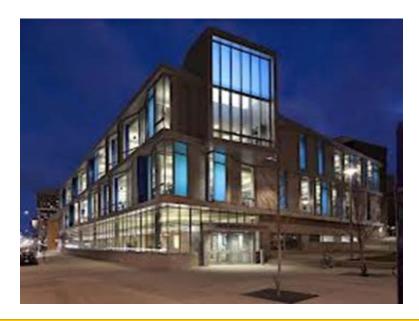
Take away's

I wrote a long introduction at the start of this course and hit a button sending it into space. I was too embarrassed to respond to Professor [H] comment about wanting to know a little more about myself. Today I would have written a response to her comment knowing that I was not alone in making mistakes.

Take away's

I still don't like writing papers, and I still find the idea of college a bit overwhelming [but] I also learned that I CAN write a paper…I am no longer afraid to continue my education

Take away's

Early on i was not sure sure i had made the right decision to further my education at this time in my life… i have not written a paper since the eighties but reflected on the previous posting and realized i was not alone. I re-read everyones direct and in direct words of encouragement and now am in the final week. I am proud of myself and proud of all of you.

First theme: Take away's

We can do it!!!

RQ 2: Length of N324

Results were mixed, some thought it was just right, others wished it was shorter (5-7 weeks)

Student AEFIS surveys (confidential) blunt about the course being too long vs the DB which was more toned down

Length of N324

Initially, I thought that 10 weeks was too long. But, I really needed the time to complete the assignments due to my work schedule.

I fell [feel] that as an adult learner 10 weeks for this course is appropriate. I feel that it took me at least 5 weeks to be able to navigate the computer as well as the course.

Length of N324

At first, 10 weeks seemed very short considering it had been 7 years since I had taken any classes. Then, it was almost a detriment to my progress as I found myself saying 'I have plenty of time!'

Length of N324

I could have completed this class in 5 weeks

The work itself could have been done in about 7 to 8 weeks, however, I found that I spent most of my time consumed in learning how to utilize technical skills.

Second Theme: *Length of N324*

Let us decide

RQ 3: Resources

Course is filled with a variety of resources

You-tube videos, hot links to journals, library resources including an introductory library session by Gary Childs, links to library tutorials, helpful hints from previous students, professors, and a podcast on the *Fear of Writing* by Dean Donnelly.

Resources

Helped them

- Library resources
- Technological support
- Dean Donnelly's podcast
- Idea of the writing center
- Links to journals
- Support from other students (DB Fear of Writing)
- Faculty

Not so helpful

- WIMBA crash
- Confused about the writing assignment
- Turnaround with the writing center

Address these in what we changed for the spring quarter

Resources

The podcast nailed it on the head for me. The biggest reason I have put of [off] going back to school was the thought of writing papers.

Faculty

Always being there
Always there to lead us
Assistance
Available
Encouraging
Encouragement
Guidance
Gentle guidance
Helpful
Kind, Kindness

Patience, patient
Prompt feedback
Respond promptly
Responsive
Responding in a timely manner
Support
Understanding
Wisdom

Faculty

I still feel anxious when it comes to papers. The anxiety is not as bad. I want to thank [professor] for all her patience with us. Its tough going back to school so many years later. I thank you for all your understanding.

Faculty

I have learned so much about APA writing and hope my writing has improved. I am much more confident about doing searches as well. I appreciate [professor's] encouragement. I would not have even started if he hadn't been so helpful.

Faculty

Thank you [professor] for a good experience. I am no longer afraid to continue my education.

Faculty

The support that I recieved [sic] on those days that I questioned "Why am I doing this", was so important. So much has changed since I graduated in 1988. [Professor] I thank you for always being there and responding in a timely manner.

Third theme: Resources

I was afraid and you were there for me

RQ 4: Improving N324

I reviewed my grade for the Descriptive Essay but I was not sure whether I was writing the paper on my topic. *Did I miss something?*

Improving N324

The only thing I found frustrating was WIMBA when there were technical difficulties.

Improving N324

I had my own self doubt regarding my decision to go back to school. I have found that i [sic] am now more computer literate, I am able to navigate a collegiate web based campus, i can utilize college library resources, i can cut and paste documents, and join many of you with a dislike of APA format.

Fourth theme: Improving N324

Let's make it better

Summary of the Themes

RQ 1. Take Aways: *We can do it!*

RQ 2. Length of the course: *Let us decide*

RQ 3. Resources: *I was afraid but you were there for me*

RQ 4. Improving the course: *Let's make it better*

Changes to N324 for Spring 2013

Changes were informed by both formal & informal feedback from the students and faculty who had taught the course. These include AFEIS, DBs, personal contacts from the students & faculty [emails / phone calls]

1. Clarified the writing assignments
   – More relevant to the students' current clinical practice
   – Added more 'hot links' to nursing journals
2. Moved from WIMBA to Collaborate
3. Created options for students to work at their own pace & finish the course earlier
4. Supportive, nurturing faculty.

Faculty characteristics

- Nerves of steel
- High emotional intelligence
  - Engaged, connected, emotionally available
- Computer literate
- Know APA
- Comfortable with writing
- Calm
- Cheerleader attitude – *you can do it we can help*

Challenges

- RNs seemed hesitant about taking a free course with the Gateway program
- When it came time to commit, enroll and pay for the program RN's interest waned (reluctance to make an emotional and financial commitment toward continuing their education).
- Future research needed on ROI
- Focus groups with students

Opportunities

- Access! Drexel's "can do" attitude
- The Introductory course has increased overall RN-to BSN program enrollment.
- Resources needed in order to support scholarships/free course initiatives.

Conclusion

Gateway courses (Mini Moocs) can provide for unique **Benefits for students**:

- Allows students access to higher education
- Experience online learning
- Acclimate to online environment prior to matriculating into the program
- Earn free credits toward a degree.

Benefits for higher education

- Prepares students for the rigor of online learning
- Students enrolled in a program of study (for the long haul)- ROI

What I enjoyed most about the course was...

Learning! I couldn't wait to get home and do my schoolwork. When I graduated with my ADN in 1988 the internet and its resources didn't exist.

I am now 45 years old and have been a successful RN for more than 20 years. It was wonderful to experience the Drexel online libraries and to use modern resources.