Implementation of a "Virtual Boot Camp" to Facilitate Graduate Online Learning

Jean Cook BS, MLIS, MS
University of West Georgia, jcook@westga.edu

Mary Bishop DNP MSN RN NEA-BC FACHE
University of West Georgia, Mbishop@westga.edu

Susan Welch EdD, RN, CCRN, CNE
University of West Georgia, swelch@westga.edu

Dianne West BA
University of West Georgia, diannew@westga.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Cook, Jean BS, MLIS, MS; Bishop, Mary DNP MSN RN NEA-BC FACHE; Welch, Susan EdD, RN, CCRN, CNE; and West, Dianne BA, "Implementation of a "Virtual Boot Camp" to Facilitate Graduate Online Learning" (2015). SoTL Commons Conference. 127. https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/127

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Implementation of a “Virtual Boot Camp” to facilitate graduate online learning

Jean Cook, MLIS, BS
Mary Bishop, DNP, RN, CNE, CNL
Susan Welch, EdD, RN, CCRN, CNE
Dianne West, BA
Session Outcomes

Upon completion of the session, participants will be able to:
1. Identify Mayer’s principles (2008) for effective design of an online orientation program for graduate students.
2. Recognize five key areas of concentration for an online orientation program for graduate students.
3. Develop strategies to create an online orientation program for graduate students.
4. Predict future interventions to improve online graduate program orientations.
Barriers to Student Success

- Barriers to student success in online graduate programs include:
  - Technology skills
  - Scholarly writing
  - Nursing education research
  - Time management
Implementation

- Implementation of the Virtual Boot Camp was due to the following:
  - Previous orientation efforts
  - Faculty and interdisciplinary partners concerns
  - Interdisciplinary perspectives
Principles for effective design

- Virtual bootcamp design was guided by the science of learning and the science of instruction based upon Mayer’s principles for effective design (Mayer, 2008)
Principles for effective design

- **Science of Learning:**
  - Offered word as well as narrated videos
  - Introduced a small amount of information at a time
  - Integrated knowledge with prior knowledge requirements for each module
Principles for effective design

● **Science of Instruction:**
  o Reduced extraneous processes
  o Kept content simple with informal presentation styles
  o Offered word as well as picture presentations
5 key areas of concentration

- The five keys area of concentration for the online orientation program includes:
  1. Effective online learner
  2. Online library resources
  3. Learning management system
  4. Scholarly writing
  5. Research concepts
Virtual Boot Camp

Effective Online Learner

- Assess Individual Learning Style
- Identify effective time management skills for online students
- Identify effective study skills for online students
- Identify effective test-taking strategies for online students
Virtual Boot Camp

Research concepts

- Evidence Based Nursing
- Qualitative and Quantitative Research
- Research Problems, Questions, and Hypothesis
- Literature Reviews
- Theoretical Frameworks
- Ethics in Nursing Research
- Planning a Nursing Study
Virtual Boot Camp

Learning management system

- Compose email and attach a document to the D2L email system
- Identify D2L Grades Tool and Dropbox
- Identify Collaborate
- Identify Smarthinking and Turnitin
Virtual Boot Camp

Online library resources

- Library Website Navigation
- Nursing Research Guide
- Basic keyword searches in Database
- Locate and retrieve specific items
- Ask a librarian for help when needed
Virtual Boot Camp

Scholarly writing
- APA Style Formatting
- Annotated Bibliography
- Thesis (research question)
- Manuscript Structure (Intro, Body, Summary, Reference Page)
Virtual Boot Camp

Our strategies included:

- Integrated five areas of concentration
- Used standard course template
- Implemented scaffolding of concepts
- Introduced support staff in content
- Frequent feedback from interdisciplinary team
Evaluation

- Overall Virtual Boot camp Pretest
- Module quizzes
- Overall Virtual Boot camp Post test
- Survey of Virtual Boot camp
  - Evaluated outcomes
  - Writing specific questions
  - Future recommendations
Feedback

- Faculty/student overall feedback was positive
- Students appreciated writing assignments
- Requests from students for more APA guidelines
- Students took 3+ hours to produce quality work for effective feedback/module
Discussion Questions

1. What major issues in online education programs at the graduate level do faculty face in regards to orientation?

2. Could use of an online orientation program assist with graduate student scholarly writing?
3. What do higher education institutions need to consider in order to provide support for graduate students proactively in online orientation programs?
4. What online orientation efforts does your institution currently use and how effective are they?
Questions?

• How many people in the audience need to implement a Virtual Boot Camp?

swelch@westga.edu
jcook@westga.edu