

Transforming Online Classrooms Through Interactive Training

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BACKGROUND

- Online education continues to expand across nursing programs.
- Many faculty lack formal preparation in online pedagogy.
- Variability in course design can negatively affect student engagement and learning.
- Evidence supports structured faculty development as a mechanism to improve instructional quality and learner outcomes.
- A targeted faculty training initiative was developed to address preparedness and ability for interactive online teaching.

(Friesth, 2024; Garas-York, 2020; Phillips, 2024)

PURPOSE

- Improve faculty competency
- Enhance instructional consistency
- Increase student engagement
- Boost student outcomes



Microsoft word clip art

METHODS

DESIGN: Quality improvement project

PARTICIPANTS: Online course educators

INTERVENTION

An asynchronous faculty learning session was delivered through the Canvas learning management system featuring evidence-based engagement strategies, interactive technology demonstrations, and guided practice to build faculty confidence and to support application in online courses.

DATA COLLECTION

Needs assessment



Pre-/Post assessments



Outcome Measures

Needs assessment

- Demographic survey
- Organizational readiness evaluation

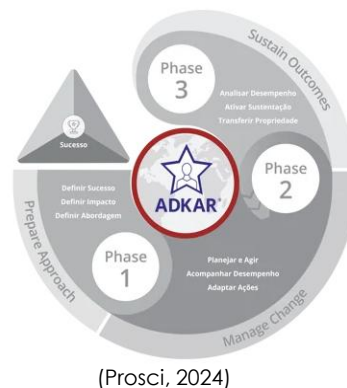
Pre- and post-intervention assessments measured:

- Knowledge
- Confidence
- Perceived readiness



Chatgpt (scantron answers)

FRAMEWORK



(Prosci, 2024)

PROSCI ADKAR MODEL

Awareness
Desire
Knowledge
Ability
Reinforcement

PROSCI CHANGE TRIANGLE

- Leadership sponsorship
- Organizational readiness
- Sustainable adoption of new teaching practices

RESULTS

The intervention resulted in statistically significant improvement across all primary metrics.

Q1

+0.70

mean increase
 $p < .01$

Q2

+0.95

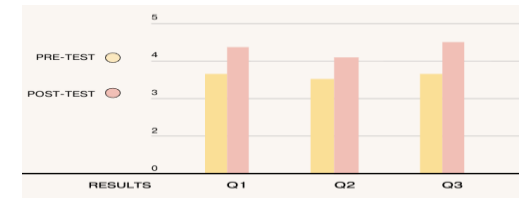
mean increase
 $p < .001$

Q3

+1.00

mean increase
 $p < .001$

All p-values were $< .05$, indicating that the shift from pre-test to post-test scores was statistically significant.



Pre-test vs. post-test scores (Peterson, 2026)

CONCLUSIONS

KEY TAKEAWAY

Structured, asynchronous faculty development can be used to strengthen preparedness and support interactive online teaching.

REFERENCES

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